



Committee: PS
Committee Review: At a future date
Staff: Christine Wellons, Legislative Attorney
Purpose: To introduce agenda item – no vote expected
Keywords: #CommunityInformedPolice

AGENDA ITEM #10A
May 18, 2021
Introduction

SUBJECT

Bill 17-21, Police – Community Informed Police Training

Lead Sponsor: Councilmember Jawando

EXPECTED ATTENDEES

None

COUNCIL DECISION POINTS & COMMITTEE RECOMMENDATION

- N/A; Introduction

DESCRIPTION/ISSUE

Bill 17-21 would:

- require the Police Department to collaborate with local educational partners regarding police cadet recruitment and police training; and
- provide for the continuing education of police officers.

SUMMARY OF KEY DISCUSSION POINTS

- N/A

This report contains:

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MEMORANDUM

May 13, 2021

TO: County Council

FROM: Christine Wellons, Legislative Attorney

SUBJECT: Bill 17-21, Police – Community Informed Police Training

PURPOSE: Introduction – no Council votes required

Bill 17-21, Police – Community Informed Police Training, sponsored by Lead Sponsor Councilmember Jawando, is scheduled to be introduced on May 18, 2021.¹ A public hearing is tentatively scheduled for June 22, 2021 at 1:30 p.m.

Bill 17-21 would:

- require the Police Department to collaborate with local educational partners regarding police cadet recruitment and police training; and
- provide for the continuing education of police officers.

PURPOSE

The purpose of the bill is to create partnerships between the Montgomery County Police Department (“MCPD” or the “Department”) and local educational institutions to recruit and train police officers in a manner that promotes community informed policing.

BILL SPECIFICS

The bill would create new requirements related to the recruitment, training, and continuing education of police officers. With respect to recruitment, the bill would require the Department to collaborate and partner with local educational institutions to:

- expand the recruitment of police cadets who reflect the diversity of the County;
- sponsor communication sessions with prospective cadets and community members; and

- develop internship programs for prospective cadets.

Prior to acceptance in the police academy, an applicant would be required to complete a 30-hour program – designed in coordination with a local educational institution – regarding community services and social justice. The program would cover topics of racial equity and social justice; health and wellness; community policing; policing history; active listening and conflict resolution; and civic engagement. In selecting an applicant for admission into the police academy, the Department would be required to consider the applicant’s performance in the program.

Regarding continuing education, the Department would be required to collaborate and partner with local educational institutions and national law enforcement professional organizations to provide continuing education to all County police officers regarding:

- socially just policing and community engagement; and
- emerging topics in law enforcement, including cybersecurity, human trafficking, and proactive community engagement.

In addition, continuing education would be provided to executive-level police officers regarding leadership and management challenges in socially just policing. Continuing education also would be provided to new police sergeants regarding supervisory skills, with a focus on community policing, mentorship, and ethical leadership.

This packet contains:

Bill 17-21

Legislative Request Report

Sponsor Memorandum

Montgomery College Report

Circle #

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Bill No. 17-21
Concerning: Police – Community
Informed Police Training
Revised: 5/12/2021 Draft No. 3
Introduced: May 18, 2021
Expires: November 18, 2022
Enacted: _____
Executive: _____
Effective: _____
Sunset Date: None
Ch. _____, Laws of Mont. Co. _____

COUNTY COUNCIL FOR MONTGOMERY COUNTY, MARYLAND

Lead Sponsor: Councilmember Jawando

AN ACT to:

- (1) require the Police Department to collaborate with local educational partners regarding police cadet recruitment and police training;
- (2) provide for the continuing education of police officers; and
- (3) generally amend laws regarding policing, police recruitment, and police training.

By adding

Montgomery County Code
Chapter 35, Police
Section 35-6B

The County Council for Montgomery County, Maryland approves the following Act:

Boldface	<i>Heading or defined term.</i>
<u>Underlining</u>	<i>Added to existing law by original bill.</i>
[Single boldface brackets]	<i>Deleted from existing law by original bill.</i>
<u>Double underlining</u>	<i>Added by amendment.</i>
[[Double boldface brackets]]	<i>Deleted from existing law or the bill by amendment.</i>
* * *	<i>Existing law unaffected by bill.</i>

1 **Sec. 1. Section 35-6B is added as follows:**

2 **35-6B. Community Informed Police Training.**

3 (a) Definitions. For purposes of this Section, the following terms have the
4 meanings indicated.

5 Active listening means a process by which parties reach a peaceful
6 resolution to a dispute, including through the skills of:

7 (1) managing stress quickly while remaining alert and calm;

8 (2) controlling emotions and behavior;

9 (3) paying attention to the words and feelings expressed by others;
10 and

11 (4) being aware of and respecting differences

12 Cadet or police cadet means a uniformed civilian employee of the
13 Department who participates in the Cadet Program established by the
14 Department.

15 Civic engagement means participation by community members in social
16 and political processes designed to communicate ideas, values, and
17 beliefs, and to promote legal, political, or social change.

18 Community policing means a policing strategy to develop trusting
19 relationships with the community, and to work in partnership with the
20 community to address crime, public safety, and quality of life issues.

21 Health means a state of complete physical, mental, and social well-
22 being and not merely the absence of disease or infirmity.

23 Police academy means the entry-level police training academy required
24 by the Department for all prospective police officers.

25 Policing history means a social, political, and historical understanding
26 of why and how policing developed in the United States, including an
27 examination of the transitional eras of policing (Political Era, Reform/

Professional Era, and Community Era) and the structural changes that occurred under each of those eras since the mid nineteenth century.

Racial equity has the meaning stated in Section 2-64A.

Social justice has the meaning stated in Section 2-64A.

Wellness means a positive approach to living.

(b) Recruitment programs. The Department must collaborate and partner with local educational institutions to:

(1) expand the recruitment of police cadets who reflect the diversity of the County;

(2) sponsor communication sessions with prospective cadets and community members; and

(3) develop internship programs for prospective cadets.

(c) Police academy – prerequisite program regarding community services and social justice.

(1) Prior to acceptance in the police academy, an applicant must complete an initial program regarding community services and social justice.

(2) The program must consist of 30 credit hours or their equivalent.

(3) The program must be designed, in collaboration and partnership with one or more local educational institutions, to develop competency in the topics of:

(A) racial equity and social justice;

(B) health and wellness;

(C) community policing;

(D) policing history;

(E) active listening and conflict resolution; and

(F) civic engagement.

(4) In selecting an applicant for admission into the police academy,
the Department must consider the applicant's performance in the
program.

(d) Continuing Education. The Department must collaborate and partner
with local educational institutions and national law enforcement
professional organizations to provide continuing education, as
demonstrated by the awarding of Continuing Education Units (CEU's)
or similar credentialing indicating content mastery:

(1) to all County police officers regarding:

(A) socially just policing and community engagement; and

(B) emerging topics in law enforcement, including
cybersecurity, human trafficking, and proactive
community engagement.

(2) to executive-level police officers regarding leadership and
management challenges in socially just policing; and

(3) to new police sergeants regarding supervisory skills, with a focus
on community policing, mentorship, and ethical leadership.

Sec. 2. Short Title. This Act may be cited as the Community Informed Police
Training Act.

LEGISLATIVE REQUEST REPORT

Bill 17-21

Police – Community Informed Police Training

DESCRIPTION:	Bill 17-21 would require the Police Department to collaborate with local educational institutions regarding recruitment, training, and continuing education of officers regarding social justice and community policing.
PROBLEM:	Improving community informed police recruitment and training
GOALS AND OBJECTIVES:	Create collaborations between the Department and local educational partners regarding training and continuing education in community policing, racial equity and social justice
COORDINATION:	
FISCAL IMPACT:	Office of Management and Budget
ECONOMIC IMPACT:	Office of Legislative Oversight
EVALUATION:	
EXPERIENCE ELSEWHERE:	To be researched
SOURCE OF INFORMATION:	Christine Wellons, Legislative Attorney
APPLICATION WITHIN MUNICIPALITIES:	N/A
PENALTIES:	N/A



MONTGOMERY COUNTY COUNCIL
ROCKVILLE, MARYLAND

WILL JAWANDO
COUNCILMEMBER
AT-LARGE

M E M O R A N D U M

TO: Montgomery County Councilmembers

FROM: Will Jawando, Councilmember At-Large

DATE: May 12, 2021

SUBJECT: The Community Informed Police Training Act

Over the last year, I've been working closely with Dr. Pollard and the team at Montgomery College to consider how to best equip our police department and officers to serve as community guardians rather than warriors. As a result of that work, I am proud to be introducing *The Community Informed Police Training Act* on Tuesday, May 18, 2021. As we contend with the many steps necessary to improve police-community relations, hold our police department accountable, and ensure that County resources are being expended toward restoration and healing over punishment and incarceration, it is clear that cultural issues and training within policing must also be addressed.

This legislation would extend the time and scope of training for both prospective and current police officers in a way that I believe will be instrumental to improving police-community relations. The training program will address areas not traditionally covered in depth by law enforcement agencies but that are critical to community informed policing such as racial equity, social justice, communication, and the history of policing.

The bill would require:

1. All police candidates participate in a mandatory 30-hour training program, developed in partnership with Montgomery College, on topics related to racial equity, social justice, and de-escalation;
2. Continuing education for current police officers and department leadership;
3. Performance in the course be used in the evaluation of prospective police candidates

In order to fundamentally reimagine what public safety looks like in Montgomery County, we must ensure we are addressing the entire continuum of reform which includes changing hiring practices and training; changing what we track, prioritize and reward; and improving transparency and accountability. This bill is an important part of that work. Please let Lily Bolourian in my office know if you would like to co-sponsor. Thank you.

COMMUNITY INFORMED POLICE TRAINING

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COMMUNITY INFORMED POLICE TRAINING

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A New Vision for Police Training

Introduction

Last year Montgomery College leadership met with Montgomery County Councilmember Will Jawando to discuss his vision for reimagining policing in Montgomery County. The shared vision is to enhance police training and education in a way that will foster a supportive relationship between law enforcement entities and the larger Montgomery County community. This collaboration will address much-needed social issues concerning recruitment, hiring, and training practices.

The Problem

In the United States, the relationship between police departments and its most vulnerable communities has been fractured for centuries. In particular, the Black community has experienced abuse and death by those tasked with keeping its people safe. The recent deaths of George Floyd and Breonna Taylor have once again highlighted the need for immediate and long over-due police reform.

In an article in *The Atlantic*, "What the World Could Teach America About Policing," Yasmeen Serhan examines a police reform initiative in 2013, in which the Camden Police Department (New Jersey) restructured the existing department and in conjunction with community partners developed a department built around socially just policing. The new department consisted of former and new officers that the department and city deemed were in alignment with the community's views on community policing, de-escalation, and appropriate use of force (with deadly force being used as a last resort). Since the reorganization of the police department in Camden, crime has fallen by 42 percent, and homicides by more than 50 percent. This example demonstrates that hiring officers that will carry out an ethical, community-centered mission, and training those officers can transform police in America. One of the most valuable lessons learned recently by police departments across the country is that community policing is about the quality of engagement, not the quantity of

incarceration. Serhan's article suggests that the more time a new recruit spends learning de-escalation and communication skills, the less time is needed for badge-heavy survival training.

The goal of this proposed collaboration between Montgomery College and the Montgomery County Police Department is to extend the opportunity and scope of training that Montgomery County trainees, rank and file officers, and executive officers receive in conjunction with training provided by the police department.

The Task

Montgomery College has been tasked with creating enhanced recruitment and training opportunities for potential and current police officers. The task is to research and develop "best practices" for socially just policing, as well as provide the outline of a process and curriculum to be presented to Dr. Sanjay Rai, senior vice president for academic affairs and Dr. DeRionne Pollard, Montgomery College president. Faculty members and administrators from the Sociology, Anthropology, Criminal Justice, and Psychology Departments and The Institute of Race, Justice, and Civic Engagement will collaborate to develop the plan. Additional College resources include a college librarian and Workforce Development and Continuing Education (WDCE) staff.

In addition to supporting the development of a diverse pool of recruits from the county, a continuum of training and continued education will be offered to all officers. Courses geared toward engaging potential recruits, preparation of trainees, supervision/management for officers aspiring to a higher rank, as well as additional training for current supervisors and managers would be of great benefit to all stakeholders. The curriculum would inform training provided by the Montgomery County Public Service Training Academy, and the content would be in addition to any training new hires or current officers would receive.

A New Vision for Police Training (continued)

The Curriculum

Participants will develop the competency to apply race equity perspectives, deep analysis, and community policing methods through interacting with experts including police officers, community members who routinely experience policing, and experts in race-equity and historical perspectives. The core of the curriculum will provide new recruits an opportunity to tackle real-life, authentic, complex, policing challenges they may face as police officers.

Montgomery College MCPD Training Program

Montgomery College's Workforce Development and Continuing Education unit will provide a 30-hour, five-week training program that will integrate theoretical and experiential learning through a project-based approach. This program will be offered to both aspiring officer who have applied and been accepted into the training academy and incumbent officers. It provides flexibility—the 30 hours can be arranged to fit officer's schedules. The ideal schedule will be six hours per week in either six-hour (all day) or three-hour (half day) formats. There will be 20 to 25 officers per class.

The core of the curriculum will provide new recruits an opportunity to tackle a real-life, authentic, complex, policing challenge they may face as police officers. These real-life challenges may be drawn from recent incidents such as the George Floyd or Breonna Taylor situations or other less well-known situations. Students will learn to apply race equity perspectives, deep analysis, and community policing methods learned in class from experts and guest speakers.

Students will be organized into project groups of five to six groups, who will develop a policing solution to the real-world challenge over the span of the course. The "graduation" or capstone event will ask students to make group presentations detailing their unique solution to the policing challenge.

A panel of expert and community judges will provide feedback to student presentations. Case studies will be featured that allow students to analyze issues and present solutions.

Week 1: Overview of course, group formation, selection of group projects (6 hours)

Week 2: Imagining and reimagining public safety (6 hours)

Week 3: Race, gender, and ethnicity in Montgomery County (6 hours)

Week 4: Unconscious bias (6 hours)

Week 5: Survey of community policing models, capstone event with student group presentations (6 hours)

The curriculum will be supported by a full array of academic services that include:

- The development of an educational plan for each recruit and officer that can be updated to reflect courses and/or program advisors who can make course recommendations prior to the approval and adoption of formal pathways.
- An emphasis on the support of field training officers and other officers in leadership positions who play pivotal roles in the socialization of new recruits.
- An educational path that will provide the option of earning an associate's degree, as it is demonstrated that a more educated officer tends to be better aligned with the tenets of community policing.
- The opportunity to transfer credits to Montgomery College that were completed at other accredited institutions of higher education, and the opportunity to earn Credit for Prior Learning.
- Enrollment in credit and continuing education courses as recommended.
- Courses delivered in both in-person and distance learning modalities.

A New Vision for Police Training (continued)

Faculty

An anchor faculty member will facilitate and guide the class over the entire 30 hours, ensuring an interactive approach with discussions, guest speakers, and group project work that is tied cohesively to the course's central themes. The guest speakers will include police officers, community members who experienced policing, and experts in race-equity and historical perspectives. Ongoing self-assessment will be a major feature of the course. New recruits will be asked to be reflective about their own perspectives and practices as they move through the course. Race-equity perspectives include topics in unconscious bias, and in historical and structural aspects of race in the U.S.

The Solution

The goal of this collaboration is for officers to spend less training time on badge-heavy survival tactics and more time on crisis intervention. This training is designed to create a more empathic and socially aware officer. It is the intent of Montgomery College to prepare and sustain a police force that is exposed to multiple perspectives, critical thought, and comprehension of the cultural dynamics of the communities they serve. As mentioned previously, research for this project includes contributions from education, social sciences, and criminal justice faculty, as well as proposed training from the International Association of Chiefs of Police (IACP).

The six pillars of the Task Force on 21st Century Policing have also provided a valuable perspective. Because there will be the need to articulate why this program will be important, the publication, *Hiring for the 21st Century Law Enforcement Officer* (Community Oriented Policing Services of the Department of Justice, 2015) will help inform the College's perspective. In addition, the input of community-based advocacy organizations along with critical criminal justice perspectives that amplify the voices of people and communities that have been negatively by the relationship with the police is essential.

Given the need for training more *guardians* (community-based needs) than *warriors* (survival-based police culture), potential topics that will be explored are:

- The origins and social history of policing
- The purpose/intent of the law enforcement
- The psychology and sociology of policing
- The intersectionality of race and the police
- Understanding the call for social justice
- Intensive criminal and constitutional law, its theories, and the origins of the power of the law
- Intensive police culture, ethics, and discretion
- De-escalation through active listening
- Implicit and complicit bias training
- The value of technology/social media

Contributions from IACP:

- Community-Police Engagement, such as alternative to arrest
- Criminal Justice Reform, such as offender re-entry
- Ethics, such as embedding an ethical framework into police culture
- Human and Civil rights
- Building trust and legitimacy
- Leadership, such as the challenges of rebuilding a police organization
- Officer Safety and Wellness, such as mindfulness strategies
- Recruitment and Personnel, such as recruiting a diverse police force
- Policy, such as releasing body worn camera footage as standard practice

Education in these areas is emphasized in existing courses (CCJS 201, 221, 222, 224), and CCJS program advising initiatives. In addition:

- There is an articulation agreement between Montgomery County Public Schools and Montgomery College for the Homeland Security program, of which CCJS 250 (Seminar: Criminal Justice) is a part. This course is part of the larger associate of applied science (A.A.S.) degree in criminal justice.

A New Vision for Police Training (continued)

- In addition to the criminal justice A.A.S, Montgomery College has been recently approved by the Maryland Higher Education Commission to offer an A.A. in arts and sciences with a concentration in criminology. This degree provides a pathway for officers intending to pursue their bachelor's degree at institutions in the University of Maryland System.
- CCJS 250 (Seminar: Criminal Justice) is structured to reflect a number of topics, such as empathic/active listening, cultural dynamics, recognition of mental health issues, American Sign Language, and gender issues. CCJS 250 provides experiential opportunities such as trips to the Holocaust Museum and the National Museum of African American History and Culture.
- CCJS 242 (Theory and Practice-Internship) further support training of recruits.
- There is an existing partnership between the Montgomery County Police Department (MCPD) and Montgomery College. The current cadet program began through the College's Workforce Development and Community Education program. There is also the Law Enforcement and Leadership course that is sponsored by MCPD and Montgomery County Public Schools for high school students. The program focuses on law enforcement—and the students often enroll at Montgomery College.

The Benefits

1. This program would be a model for community engagement and law enforcement for the nation.
2. The police department would be viewed as making a concerted effort toward addressing issues around community engagement and violence in policing.
3. The partnership between the College and MCPS would expand an opportunity to engage a diverse population of potential applicants because of the existing positive relationship.
4. Veteran officers would have expanded opportunity for professional development and some of the costs can be offset by tuition assistance.
5. Executive officers can expand their leadership and management skills.
6. The opportunity to enhance the relationship between two entities whose partnership is integral to the positive movement in the community: the police department and the college.
7. In this groundbreaking effort, there is an opportunity to collect data on how officers fare after participating in the program.

Conclusion

In the development of this programming, we have an opportunity to be a groundbreaking model of what a strong community partnership with a police department can look like, while being a part of the restructuring of police training. It is our expectation that this partnership will develop and maintain trust, legitimacy, and social equity in the community. Montgomery College has deep ties to the Montgomery County community. The creation of top-of-the-line training and education for potential police hires and current police officers for the county's police department, sends a message that Montgomery College is committed to developing law enforcement leaders of tomorrow. The need exists, and now is the time to act.

Police Training Summary

1. Increase educational and recruitment efforts for aspiring criminal justice practitioners (prior to application)

- Expand diverse recruitment through partnerships with high school law enforcement programs and the Montgomery College Dual Enrollment program for a seamless transition to MC
- Provide early college option that leads to a bachelor's degree in conjunction with the Universities at Shady Grove
- Sponsor communication sessions between participants, community representatives, and law enforcement entities
- Expand criminal justice offerings and general education coursework in high school settings
- Increase development of cadet/internship programs targeted toward MC students—police/corrections, 911 services through badging and microcredentialing
- Provide pre-college advising, assessment, and academic support
- Increase partnerships with Montgomery County Public Schools (MCPS) and criminal justice agencies represented on the PAC to provide curriculum modifications/internships/employment

2. The Montgomery College MCPD Training Program (after acceptance, but prior to beginning training at the academy)

- Montgomery College will offer a 30-hour pre-academy community services and social justice training program for new recruits. Ongoing self-assessment will be a major feature. New recruits will be asked to reflect on their own perspectives and practices as they move through

the course. The curriculum will provide new recruits the opportunity to tackle real-life, authentic, complex, policing challenges they may face as police officers. These real-life challenges may be drawn from recent incidents and concurrently integrate:

- social justice
 - health and wellness
 - community and policing history
 - active listening and conflict resolution
- Sessions will be supplemented with opportunities to foster experiential learning.
 - Facilitate community dialogue to promote civic engagement and the application of active listening skills
 - Additional advising support will include:
 - Review college transcripts and provide academic advising for degree completion and transfer
 - Provide portfolio review for Credit for Prior Learning

3. Strengthen the partnership between MCPD and Montgomery College (concurrent with training at the academy)

- Conduct needs assessment with a look at understanding what training MCPD currently offers
- Provide additional opportunity to engage in community dialogue and have impact with MCPD
- Offer Credit for Prior Learning upon successful completion of training academy
- Provide comprehensive academic support that includes:
 - college transcript review
 - academic advising for degree completion and transfer

Police Training Summary (continued)

4. Coordinated continuing education to supplement police field training for newly hired officers and field training officers (first year after graduating from the training academy)

- Badging Essential Skills for Transitions (B.E.S.T.)
- Conduct needs assessment focused on what training MCPD currently offers for newly hired officers and field training officers
- Conduct SWOT analysis of current training and community engagement
- Ongoing focus groups (internal and external) to gather ideas and sustain dialogue around community engagement
- Portfolio and transcript analysis for continuing education and degree attainment

5. Long-term training initiatives for officers, prospective MCPD supervisors, supervisors, and executive staff (continuing education to support socially just leadership)

- Coordinated continuing education and badging opportunities focusing on social just community engagement hosted in collaboration with local and national law enforcement professional organizations (e.g., the United Black Police Officers Association, the Hispanic National Law Enforcement Association, the National Organization of Black Women in Law Enforcement)
- Microcredentialing and badging for emerging topics in law enforcement (e.g., cybersecurity, sustaining proactive community engagement, human trafficking)
- Mentoring and supervisory training for new sergeants with a focus on community policing and ethical leadership
- Continuing education for executives for executive-level leadership and management challenges in socially just policing
- Portfolio and transcript analysis for continuing education and degree attainment



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