

## CLEE CAPSTONE PROJECT: REINVESTING IN COMMUNITY PROBLEM-ORIENTED-POLICING (CPOP)

### Introduction

The Certified Law Enforcement Executive (CLEE) program is a leadership training program presented by the Ohio Law Enforcement Foundation, for officers at the executive level. The program is 14 months in duration, and it consists of periodic “in residence” classes covering nine modules, books, chapter exercises, and case studies. The Ohio State Highway Patrol hosts CLEE program members at their academy in Columbus. The program culminates in a Capstone project, presented to a board for review and approval.

In 2023, Captain Joe Richardson attended CLEE. He presented his Capstone (summarized below) in January of 2024, and he graduated the program shortly thereafter.

### Problem Identification

With a decreasing number of officers and supervisors, plus a commitment to problem-solving, the Cincinnati Police Department (CPD) must revamp its operationalization of problem-solving policing. Its current incident-based only response model is not sustainable in a period of decreasing resources but an increasing population of those needing police services. Not only is an incident-based response to chronic locations and individuals, not sustainable, it contradicts CPD policy which promises the department, “is fully committed to institutionalizing Problem-Solving as a principle strategy for addressing crime and disorder” (CPD, 2019, p.2). Consistent with the warnings offered by Kotter (2012), CPD has become too complacent about this issue, and it is now that we much build a sense of urgency around this topic, before it reaches a crisis point.

From the 2001 riots came the 2002 Collaborative Agreement



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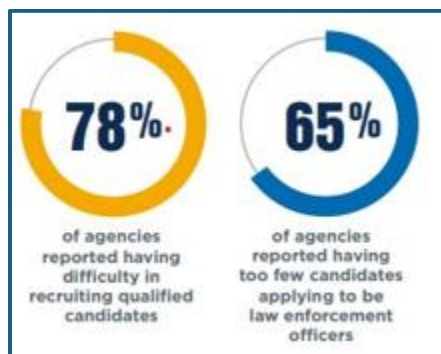
### Analysis

Captain Richardson highlighted that in the context of declining staffing and hiring challenges, the inefficiency of incident-based response only is further highlighted. Key players to address this challenge include: The Police Chief, Police Academy training staff, CPD's Planning Unit, Field Training Officers, District Captains, and supervisors throughout the agency.



### Responses

Several potential responses were considered, including continuing to operate at the status-quo, implementing POP in a wide-scale all at once, and phased in implementation relying on organic growth. Captain Richardson found weaknesses in each of these plans.



Instead, he proposed a phased but structured approach. He outlined the following phases:

- Phase 1: Build the expectation

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- Phase 2: Train for problem-solving in the Police Academy
- Phase 3: Incorporate additional problem-solving training into annual Continuing Professional Training
- Phase 4: After one year, begin holding commanders accountable for problem-solving activities

## Proposed Change : Phased implementation of beat-level POP

A number of potential obstacles to program success were identified, including lack of buy-in from personnel. Long-term support from Senior Command Staff (Assistant Chiefs and the Chief) was highlighted as critical to a successful outcome. Captain Richardson asserted that this approach must become the culture.

Community partnerships are critical, both in securing resources as well as accountability. It also would go a long way in helping the establish legitimacy stemming from POP efforts done in partnership with the community. Each neighborhood in Cincinnati has a community council. Neighborhood Liaison Unit officers now present at their monthly meetings. As part of a problem-solving approach, the officers and supervisors who worked directly on a project should present updates on projects.

### **Assessment**

Assessment measures could include: attention to frequency of POP activities (annual counts), and development of additional measures of quality (internal and/external awards received). His argument also supports process tracking measures, such as: hours of training and number of personnel trained.