

Law Enforcement Services to a Growing International Community



An Effective Practices Manual

**Charlotte-Mecklenburg Police Department
International Relations Unit**

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The Charlotte-Mecklenburg Police Department's
International Relations Unit

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Table Of Contents

Introduction	Page 6
Mission Statement and Unit Priorities	Page 8
U.S. and N.C. Immigration Trends	Page 9
Challenges Facing North Carolina’s Police Departments	Page 13
Evaluation Process.....	Page 27
Development of an International Relations Unit.....	Page 34
International Relations Unit’s Initiatives:	Page 38
Communication	Page 39
Partnerships	Page 54
Outreach.....	Page 57
Problem Solving	Page 71
Conclusion	Page 83
Resources/References	Page 85
Appendixes	
Appendix I – Standard Operating Procedures	Page i
Appendix II – Directive	Page iv
Appendix III – Interpreter/Translator Information Form	Page v
Appendix IV – Language Skill Level Description	Page vi
Appendix V – Secondary Language Activity Program Log	Page xii
Appendix VI – Hispanic Robbery Best Practices Guide.....	Page xiii
Appendix VII – Community Survey – English	Page xvi
Appendix VII – Community Survey – Spanish	Page xxi

Introduction

The Charlotte-Mecklenburg Police Department, like police departments all over North Carolina and the nation, is faced with the challenges of providing effective services in an ever-changing global society. Charlotte-Mecklenburg experienced three digit growths in immigration since 1990, according to the 2000 U.S. Census. Therefore, we had to ask ourselves how we are including and providing services to those who are new to our country and our community. In 2000, Chief of Police Darrel W. Stephens created the International Relations Unit (IRU). The unit started in November of 2000, but the process began in 1997. CMPD began the process in 1997 by evaluating the issues that affected our ability to provide services to our largest international population, the Hispanic community. The goal was to provide a foundation for the future, a model to meet the needs of our future international communities as they arose. In the spring of 2000, we updated the plan and made additional recommendations. One of those recommendations was to form an International Relations Unit.

The International Relations Unit began in November of 2000 with a mandate to become a county-wide resource committed to improving the quality of life, reducing crime and fostering mutual trust and respect with members of the international community. This has not always been a smooth process. The IRU quickly learned that the identified issues were just an introduction to the challenges facing the Charlotte-Mecklenburg Police Department and the county. We realized that there were many underlying factors that hindered effective policing of our international population. In order to overcome these barriers, we had to work differently. We started with educating ourselves and developing an understanding of the needs and perceptions of our international community. This information provided a scale to the challenges and emphasized the importance of forming partnerships. The importance of forming partnerships and not trying to do everything alone cannot be emphasized enough. We are all stronger when we work together. We also have to remain flexible and be willing to make necessary adjustments. The CMPD/IRU constantly evolves as we identify and address new needs and issues. This manual is not just about the International Relations Unit. It is a culmination of efforts by the entire Charlotte-Mecklenburg Police Department and its many partners. The IRU is a resource and a support unit, one spoke of many in the wheel.

The officers of the International Relations Unit were chosen in part based on their past efforts in problem solving and the officer's skills in language and cultural awareness. IRU officers have experience as community police officers and as detectives. This manual is largely based on the observations, training, and experience of officers in the International Relations Unit. It will present the process used in developing our unit and initiatives. This manual is not only about the successes but also the hurdles.

The International Relations Unit Effective Practices Manual will focus on the following:

- Immigration trends and the challenges they pose to providing effective law enforcement services to the international community
- The evaluation process for implementing an International Relations Unit or initiatives that overcome barriers to effective policing in the international community
- Developmental process and operations of an International Relations Unit
- Recommendations for overcoming challenges of providing effective police services to an international community
- Ways to form collaborative partnerships that will improve government agencies' relationship with the international community

It is our hope that this manual will be more than a guide to the steps taken to implement an International Relations Unit or its initiatives but also the opening of a dialogue of what more can be done to address the needs of our growing international community.

Mission Statements and Priorities

Charlotte-Mecklenburg Police Department

Building Partnerships to Prevent the Next Crime

The Charlotte-Mecklenburg Police Department will build problem-solving partnerships with our citizens to prevent the next crime and enhance the quality of life throughout our community, always treating people with fairness and respect.

WE VALUE:

- Partnerships
- Open Communication
- Problem-solving
- People
- Our Employees
- Integrity
- Courtesy
- The Constitution of North Carolina
- The Constitution of The United States

International Relations Unit

The International Relations Unit of the Charlotte-Mecklenburg Police Department is a county-wide resource committed to improving the quality of life, reducing crime, and fostering mutual trust and respect with the members of the international community.

Unit Priorities

- Assist the international community, patrol officers and police detectives with finding solutions to problems and concerns
- Conduct training with the international community and public/private organizations to improve service and reduce the number of victims
- Conduct language and cultural awareness training within the Police Department
- Provide assistance with police investigations that affect the international community
- Use specialized training, expertise, and experience to improve relationships with the international community
- Participate in community events that directly affect the international community
- Assist with the recruitment of culturally diverse and bilingual officers
- Act as a liaison between the Police Department and the international community

U.S. Immigration Trends

In order to provide effective police services to a growing international community, law enforcement agencies need to be aware of the constant changes in immigration trends in the United States. Trends, such as the countries of origin of our international community and the living conditions in those countries, are important indicators for law enforcement agencies. This information is the least you will need to know to begin to understand your international community. This preliminary information can be obtained from statistical data sources, such as the U.S. Census, the Office of Refugee Resettlement, state agencies, and local sources, such as police reports, school system records, and information from any agency that collects demographic data. The statistical data gives law enforcement agencies the direction needed to plan how we are going to provide services.

According to the U.S. 2000 Census, more than 13.3 million immigrants arrived in the United States during the 1990s primarily from Latin America and Southeast Asia. The leading source countries for legal immigration in the 1990s were Mexico, India, The Peoples Republic of China, Philippines, and Vietnam. Traditionally, one third of all immigrants reside in California, New York, Florida, Texas, New Jersey and Illinois.

According to the Office of Refugee Resettlement, from 1983 to 2000 approximately 1,729,000 refugees have arrived in the United States. Seventy percent of all refugees are represented by five countries, the former Soviet Union (26 percent), Vietnam (26 percent), Cuba (10 percent), Yugoslavia (8 percent) and Laos (7 percent). In Fiscal year 2000, Somalia represented 7 percent and Iran represented 6 percent of all refugees entering the US. Refugees initially are resettled mainly in California, New York, Florida, Texas, and Washington state.

Often, immigrants and refugees move from the communities where they are first settled in the U.S. They move for a variety of reasons, such as better jobs, a location closer to their relatives, availability of language or technical training, an already established ethnic community, or a move to a suitable climate. Due to this resettlement, most communities in the U.S. now face the challenge of providing public services to rapidly growing immigrant and refugee populations. North Carolina has experienced that rapid population growth and ranks 9th in the nation. North Carolina has initial refugee resettlement offices in Buncombe County, Guilford County, Mecklenburg County, and Wake County.

According to the 2000 U.S. Census, North Carolina had the highest population growth for Hispanics in the United States at a rate of 400 percent since 1990. The Hispanic population is the fastest growing segment of the population in North Carolina. Hispanics make up 12.5 percent of the U.S. population. Mexicans are the leading minority group at over twenty million followed by Puerto Ricans, Cubans, Central and South Americans. Hispanics make up 4.7 percent of the population in North Carolina at an estimated 392,599. Mexicans are the largest group at 279,086, followed by Central and South Americans at 64,006, Puerto Ricans at 39,624, and Cubans at 9,883.

Although Hispanics are the fastest growing immigrant community in the United States, there are several other immigrant communities whose numbers are increasing regularly. The U.S. Census 2002 Supplementary Survey of an estimated 427,412 foreign-born immigrants in N.C. indicated their regions of birth as:

Region of Birth	Estimated Population
Latin America	251,933
Asia	95,253
Europe	49,756
Africa	16,194
Northern America	11,127
Oceania	3,149

Law enforcement officers need to develop an understanding of people in our communities who are from all of these regions. We should not focus only on the largest community. The time to assist the international population in adapting to their new country is when they first arrive and not wait until there is a problem. When the international population in your community is small is the best time to begin establishing trust. Establishing good relationships when they first arrive in the community increases your ability to limit victimization and provide effective police services when issues arise. As the community grows, they will become mentors to the new arrivals.

The demographic information provided previously is for all of N.C., but it is important you know which specific communities are in your area. County demographic information is also available from the U.S. Census Bureau. It is equally important to look at the changes in growth rates. For example, immigration population growth rates for Mecklenburg County are:

Hispanics	614.4 percent
Hmong	696 percent
Vietnamese	224 percent
Indian	212 percent

The top three Hispanic population growth rates are Mexicans at 1,238 percent, Puerto Ricans at 217 percent and Central and South Americans at 194 percent. This information assists law enforcement agencies to plan for the future and make necessary adjustments.

After you know what countries your international populations are from, look at conditions that brought them to the United States. The majority of internationals that reside in the United States are immigrants. Immigrants are defined by U.S. immigration law as persons lawfully admitted for permanent residence in the U.S. The United States allows approximately 800,000 legal immigrants per year. Refugee admissions are determined annually: 2002 and 2003 admission ceilings are at 70,000. The admission ceilings have declined since September 11, 2001, due to tighter security procedures. Though the admission ceiling was set at 70,000, fewer than 27,000 new refugees arrived in 2002, a 72 percent decline from 2001. According to U.S. Citizenship and Immigration

Services, a refugee is an alien from outside the U.S. who is unable or unwilling to return to his or her country of nationality because of persecution or a well-founded fear of persecution. A major difference between an immigrant and a refugee is that most immigrants come to the U.S. by choice and are free to return to their native country to visit or to live. A refugee comes to the United States fleeing persecution and returning home prior to a change in situation could mean death or imprisonment.

The U.S. Citizenship and Immigration Service estimated that in 2000 there were approximately 7 million unauthorized residents in the U.S. An estimated 33 percent of all unauthorized residents arrived in the U.S. legally and overstayed their non-immigrant visas. Unauthorized residents constitute approximately 2.5 percent of the U.S. population. An unauthorized resident is defined as a foreign-born individual who has entered the United States without inspection or who violated the terms of a temporary admission and who has not acquired lawful permanent resident status or gained temporary protection against removal by applying for immigrant benefits. North Carolina ranks 9th of the top 15 states in the nation with the largest unauthorized resident population. The 2000 estimate for N.C. was 206,000 up from an estimated 26,000 in 1990. NC had a ten-year increase of 692 percent in unauthorized residents. Many Hispanic organizations believe the U.S. Census numbers are low due to the number of unauthorized residents and their fear of providing information to the government.

Knowing the conditions in their native country and the condition in which they entered the U.S. may help law enforcement personnel understand the challenges we will face in gaining their trust. Why someone would leave a native country and come to the United States has a complicated answer. Each country's situation is different. Why a person leaves their home country is generally due to a combination of factors. The most common causes are war, persecution (human rights violations), corruption, natural disaster, and poverty. The best source for this information is the internationals themselves, but often they may not feel comfortable talking to law enforcement.

There are many of other sources for finding out the conditions of your international population's home countries. The U.S. State Department website provides a current overview of regions and specific countries. (<http://www.state.gov/countries>)

The State department provides the following information for each country:

Geography	Political Conditions	U.S. Relations
People	Economic Conditions	Travel/Business
History	Defense	Refugee Information
Government	Foreign Relations	(If applicable)

The "People" section, for instance, offers information about the country's ethnic groups, religions, languages, and literacy rates. Each section provides you with information about the current conditions in the country and if there are political or economic instabilities. The website also provides links to the CIA World Fact Book and the Library of Congress – Country Studies if you want additional information. The importance of these websites is they are updated regularly as conditions change.

Learning about the countries and the cultures of your international population will assist you in establishing mutual trust and respect. When immigrants and refugees come to the United States they bring with them both hope and fear. They hope for a better life, but often they are hindered by their fear of police and government agencies. This fear is valid; many have witnessed and felt the brutality and corruption of their government first hand for most of their lives. Establishing trust with the international community is a slow process, and we have to work to get past the communities' poor perception of law enforcement in order to achieve a collaborative partnership.

Challenges Facing N.C. Police Departments

Rapid Immigrant/Refugee Population Growth

With the enormous influx of immigrants and refugees to North Carolina since 1990, the challenge of providing effective police services has become more complicated than ever. These challenges are not just faced by law enforcement but by all public and private service providers. This sudden arrival has caused a strain on all agencies' resources. We are all trying to find ways of providing adequate services in a cost-effective manner. In order to succeed, we will have to change the way we think and do business. The world is changing rapidly, and we must be able to adapt to those changes. North Carolina has become home to people from all over the world, and they bring with them different languages, cultures, beliefs and education levels. According to the U.S. Department of Labor, Bureau of Labor Statistics, 26 percent of recent immigrants between the ages of 25 to 34 do not have high school diplomas. But this same age group of recent immigrants between the ages of 25 to 35 are 50 percent more likely than their U.S. born counterparts to have a master's degree or higher. Each person and each nationality brings a unique perspective; there is no one-size-fits-all solution to policing. We will have to develop a multi-lateral approach.

This transition also brings challenges for the internationals. They are now faced with having to survive in a new country where they may not understand the language, culture, religious practices, politics, and sometimes even the food and clothing. Many come to the U.S. without their families or friends; they feel different and possibly unwelcome. According to the Social Capital Survey conducted by Dr. Robert Putnam and the researchers at the Seguro Seminar at JFK School of Government at Harvard University in 2000-2001, interracial trust was substantially lower in ethnically diverse communities in areas where there was rapid change. If they cannot communicate with their neighbors and everything is so different for them, it leads to fear and isolation.

The following sections provide a brief description of some cultural challenges law enforcement may face when interacting with the international community. Not all examples mentioned will pertain to all members of a certain cultural group. The information below is a generalization of cultural practices. In order to better understand the international community, each law enforcement agency will need to develop a cultural diversity education program for employees. Policy alone will not guarantee cooperation, empathy, understanding, and respect. A cultural diversity education program coupled with one-on-one contact with the international community will help shed misconceptions on both sides.

Language

Our international population comes from diverse regions, such as Central and South America, Southeast Asia, Central and Eastern Europe, and Africa. According to the US Census 2002 Supplementary Survey, 20 percent of the U.S. population or 47,000,000 people speak a language other than English at home. Learning the language is the greatest hurdle that a newcomer faces. Language is the key that binds or separates a community. It is the basis for adapting to their new country and their present or future economic well being, and it enhances their abilities to access services and education.

Department of Justice (DOJ) Regulations, 28 CFR 42.104 (b) (2), states that all recipients of DOJ federal assistance are required to provide meaningful access to Limited English Proficient persons. DOJ guidelines will be covered in greater detail in a later section of this manual.

Government agencies are required to provide assistance to everyone in the community. Having to provide interpreters can be costly, especially for smaller communities that do not have the resources available. The interpreting issue affects all service providers in N.C. In fiscal year 2002, the North Carolina Court System spent \$1,500,000 dollars in interpreter fees. The Charlotte-Mecklenburg Police Department spent \$140,000 dollars in interpreter fees in fiscal year 2000. Cost is just one of the aspects of the language barrier police departments have to face. The situation is frustrating for both officers and the international community. If internationals have difficulty communicating with law enforcement, they will not report crimes or suspicious behavior, thus increasing the cycle of victimization. Law enforcement is unable to adequately track crime, allocate resources and effectively reduce criminal activity in the international community. The language barriers often lead to miscommunication, distrust, or animosity between the community and law enforcement.

The U.S. Census 2002 Community Survey Profile for North Carolina indicates that N.C. has not only a growing population of persons who speak Spanish but those who speak many other languages as well. Wake County has almost an even percentage of persons who speak Spanish as those who speak another language at home.

U.S. Census 2002 American Community Survey Profile for North Carolina

State/County	Language other than English spoken at home	Spanish Spoken	Other language spoken	Does not speak English very well
North Carolina	8%	65%	35%	51%
Cumberland Co.	9%	46%	54%	16%
Forsyth Co.	10%	72%	28%	55%
Guilford Co.	10%	54%	46%	47%
Mecklenburg Co.	15%	56%	44%	59%
Wake Co.	12%	52%	48%	51%

Most of us take for granted how debilitating it is not to understand the language of the mainstream community. Everyday routine activities can pose a hazard for those who are Limited English Proficient (LEP). Street/traffic/warning signs, weather warnings, prescriptions or over-the-counter medical instructions, any kind of an emergency involving situation taking instructions or providing information are the situations that could put a LEP person at risk.

English is a complex language and may be especially difficult for people who speak or read a language not based on a Roman alphabetic system. A person's ability to learn a language is difficult to predict because of many underlying factors. These factors include a person's native language, education level, age, physical or mental state, access to structured language classes, and if there is a requirement or desire to practice the language regularly. While a person is learning a language, there is usually a disparity between the ability to understand, speak, read, or write in that language. Many people new to speaking English do not feel comfortable or feel unable to express themselves adequately, especially to law enforcement officers. Many times the person is under stress or is traumatized by events when having to speak with law enforcement personnel. As a result he or she reverts to the native language. Children also have the ability to learn a language faster than their parents. This may cause a role reversal in the family due to the children's abilities to speak English. This shift in power can lead to difficulties within the family.

Nearly one fifth of American school-aged children now speak a language other than English at home. Of those statistics, seven out of ten children speak Spanish in their homes. Since 1994, the Hispanic student population in the Charlotte-Mecklenburg School (CMS) System has increased 545 percent. Of all Limited English Proficiency (LEP) students, 51 percent list Spanish as their native language. Though students who speak Spanish make up the highest percentage of Limited English Proficient students currently CMS students speak more than 100 languages. These children have parents or guardians at home that may not speak English as well as they do.

Charlotte-Mecklenburg School System currently provides forms in the following languages:

Albanian	Haitian Creole	Somali
Amharic (Ethiopia)	Hmong	Spanish
Arabic	Japanese	Tagalong (Philippines)
Bosnian	Korean	Thai
Cambodian	Laotian	Tigrigna (Ethiopia)
Chinese	Portuguese	Vietnamese
English	Punjabi (India)	
French	Russian	

School system records are a good indicator of what international populations are represented currently in the community. Information is gathered annually on every

student in the school system. Therefore, law enforcement has consistent, accurate population data to approximate international population growth trends annually. This information can assist law enforcement in identifying and addressing needs of the international population as it changes. People who are LEP may not know how to access public safety services for help. This further isolates them and makes them more vulnerable to victimization. The earlier service providers interact with a new community increases their ability to adapt to their new country.

Culture

The practices and beliefs of a culture are generally based on long-held traditions and not laws. A person coming to the United States from another country are faced with how to integrate cultural norms with those of the U.S. Cultural norms have many facets: roles of the family and its members, religious practices, social observations, medical practices, and perception of time, to name a few. Tension may arise in the community when internationals follow their cultural practices and not rules of law.

One area where this is most prevalent is in familial roles, especially in child rearing practices and courtship/marriage practices. In many cultures, the parents or the elders in the family are the source of authority. They have great influence over their children's lives, even their adult children. Parents often choose whom their children will marry and at what age. Some cultures marry their female children as early as 12 or 13 years of age. Men are usually older and established when they marry. This causes problems in the U.S. when an adult male tries to court an adolescent girl. There may also be less equality between women and men. Educating the male members of the family may be seen as more important than educating the female members. Therefore, a female child may be left at home to care for her younger siblings. The parents may not realize they are breaking the law by not having their daughter in school.

In the Vietnamese culture, for example, gender roles are based on Confucian tenets. The Confucian tenets are based on obedience, respect, and education. Men are of a higher status than women. Women submit first to their fathers then their husbands and, if they are widowed, to their eldest son. Younger siblings are to respect and obey older siblings. Adult members of the extended family are obeyed by children as they would obey their parents.

Many internationals view family matters as private and the government as an unwelcome intruder. Conflict can occur due to the perceived level of freedoms and rights that women and children have in the U.S. Parents are frustrated because they do not understand U.S. law about disciplining their children with corporal punishment. They are told that this could be seen by U.S. authority as abuse and they could lose their children. Parents are asked to change how they customarily discipline their children. Because they are unsure how to make this change, their children may go undisciplined. The children then get the impression they can do as they please and their parents cannot punish them. This creates tension in the family. Children are also frustrated; they have to live in two cultures simultaneously, one at home and one at school. They are constantly getting

conflicting information, especially if their cultures differ drastically. The pressure to fit in can lead to truancy, dropping out of school, running away from home, joining gangs or delinquency.

Families may find that surviving in the U.S. may require women to take a more active role outside the home. A mother may be more actively involved in the children's schooling or have to work outside the home. Obtaining a driver's license would allow a woman more freedom and mobility. Having a job and contributing to the family income may make her feel less dependent on her husband. Whenever there are radical changes in the family dynamic the possibility for conflict arises. Many countries do not have domestic violence laws, and what our laws view as abuse and battering is seen in their country as an acceptable way to keep control of the family. When conflict does arise, law enforcement has to respond even when the parties involved may truly believe that no laws have been violated and the government is again intruding in private family matters.

Cultural differences are not just an issue for law enforcement but for all service providers. We have to be aware of cultural differences or we run the risk of alienating instead of helping. Misunderstanding social norms may hinder our ability to provide effective policing to the international community. Language is not the only hindrance to communication. Body language can also send an unintended message. How we interpret non-verbal communication, such as gestures and expressions, is also culturally based. In the U.S. not having eye contact when speaking to a person may be viewed as being evasive or dishonest. In many cultures, particularly the Asian culture, eye contact when speaking to an elder or a person in authority is considered disrespectful or aggressive. Proximity of space or physical contact is another area in which intent may be misunderstood. Some cultures do not view close proximity as threatening while others avoid any physical contact, especially between men and women. For example, many of our internationals are of the Islamic Faith, and it is not permitted in Islam for men and women to shake hands with a person of the opposite sex who is not an immediate relative to them. This is why it is very important for law enforcement and the international community to get to know each other and begin a dialogue on cultural norms. A situation can escalate quickly by a misinterpreted act.

Social observances also have the potential for miscommunication between cultures. In many cultures it is considered impolite for a person to be direct and assertive, to state that he or she does not know or understand something that was said. This can be problematic for officers when responding to calls for service, conducting investigations, or issuing citations. Officers need to be sure that the information given is understood or there is no hope for compliance. Courtesy is valued highly in all interactions, so in order to avoid confrontation or not to seem disrespectful; many internationals will not disagree or contradict. Social standing of the family in the community is also important. This often leads to information being withheld especially if they fear damage to a person or family's reputation is possible. Internationals may not volunteer information. They may only answer direct questions. Officers may not realize that they do not have accurate or complete information. An officer may have to develop a rapport with the person or family before detailed information is given.

Time has different meaning in different cultures. Punctuality may not always be viewed as necessary. The difference in perception of time can make conducting community meetings challenging for law enforcement. This can also be problematic for internationals; in some situations they will have to reconcile their views on punctuality with cultural norms in the U.S. or they could face penalties or missed opportunities. This is not an issue for all cultures, and officers should not assume that internationals will not be punctual. Law enforcement agencies and the international community should work together in a coordinated effort to establish times for meetings or events and then adhere to times set.

Medical practices and beliefs can also cause tension and concern for law enforcement. Many from the international community use traditional holistic medical practices to treat illnesses. Some of these methods, such as coining, cupping, or pinching leave temporary marks on the body that may be misconstrued as abuse. Being new to the country, they may not have the medical insurance to cover a visit to a medical practitioner. There are also cultural belief differences on how to treat an illness. Many internationals prefer to use home remedies. It is important that law enforcement ask questions about the marking before assuming abuse. The international communities are not always aware of the U.S. requirements for immunization of children, and therefore their children can be temporarily excluded from school. Some cultures view illness as a punishment from God or an evil spirit and turn to spiritualist for cleansings. Other cultures commonly do not go to licensed physicians but to healers. They are unaware that in the U.S. it is illegal to practice medicine without a license, leaving them vulnerable to fraudulent and dangerous practices.

Cupping

Cupping is a treatment in which evacuated glass cups are applied to skin in order to draw blood toward or through the surface. It was used for disorders associated with an excess of blood, one of the four humors of medieval physiology. Cupping is used in some Asian, Arab, and Hispanic cultures.



Coining

Coining is rubbing the skin vigorously with a coin until bruising appears. This is used to relieve aches and pain from various conditions.



Names

Names are of particular confusion for law enforcement. Hispanics use both their father's and their mother's surname on official documents and formal introductions. The order of names is as follows, first name, middle name, father's surname then mother's surname. With the name Juan Pedro Gonzales Garcia, as an example, his surname is not the last one in the list. The last name in the list is his mother's surname. Hispanics use their father's surname, which in this case would be Gonzales. For ease of understanding, imagine that there is a hyphen between Gonzales and Garcia, thus creating one name Gonzales-Garcia. In social situations a person would be known only by a first name and father's surname as we do here in the U.S. In this case, the person would be known as Juan Gonzales.

Example:	First name	Juan
	Middle name	Pedro
	Father's surname	Gonzales
	Mother's surname	Garcia

*List name on case reports and arrest sheets as: Juan Pedro Gonzales-Garcia

A married woman replaces her mother's surname with her husband's surname. For example, if Julia Maria Rodriguez Alvarez married Juan Pedro Gonzales Garcia she would be known as Julia Maria Rodriguez de Gonzales ("de" means of). The married woman would use her married name only on official documents and during formal introductions. In general social situations she would use her first name and her father's surname. She would be known as Julia Rodriguez. Therefore, it is common for husbands

and wives to be known by two different surnames. If they had children, their surnames would be Gonzales-Rodriguez. It is imperative that officers list both surnames as one hyphenated name on all forms and reports, especially for the suspects. Listing the name with a hyphen makes it much easier for identification in court proceedings, immigration status, and criminal history checks.

In the Vietnamese community, names are listed in opposite order, Last name, middle name then first name. For example, when using the name Tran Van Lam, his surname is Tran. In the U.S. we would list his name as Lam Van Tran. Wives commonly do not take their husband's surname. Children traditionally use their father's surname. It is important to ask specifically for each part of name to avoid confusion.

Example:	Surname	Tran
	Middle name	Van
	First name	Lam

*List name on case reports and arrest sheets as: Lam Van Tran

Names are also important because officers may be able to identify a person's country of origin by a last name.

Working to develop mutual understanding about different cultural norms is a vital part to providing effective police services to the international community. Law enforcement cannot build trust without first gaining understanding.

U.S. Legal System

The language and the cultural barriers can be frustrating to all especially when dealing with the criminal justice system. The criminal justice system can be complicated and frightening for those who speak English well. It is even more so for those who are Limited English Proficient. Refugees receive some training about U.S. laws and customs, but immigrants rarely do. Most of the international populations in the U.S. are left to figure out the criminal justice system on their own. They apply their beliefs and practices from their home country to their lives here in the U.S. In some cultures, gambling and prostitution may not be viewed as illegal. So at times, these beliefs and practices are in direct conflict with city, state, or federal laws. Other times, it is not laws that are different but the level and manner of enforcement. The international population's challenge is learning U.S. laws and the legal system. The challenge for law enforcement is how to gain the community's trust in order to assist in the transition.

The U.S. is a country with many rights and privileges, but it is also a country with many laws. It is in differentiating between rights, privileges, and laws that is confusing to many internationals. To make matters worse, we do not have just one set of laws. It is very difficult to grasp the idea that each city, county, and state can have different laws or ordinances.

It is understandable that internationals are also intimidated by law enforcement. The sheer number of law enforcement agencies in the U.S., and their different mandates can be bewildering. Some internationals are unaware of the U.S. law making process. They bring with them their preconceived ideas of the U.S. and they filter new information through those perceptions. Some believe police officers have great authority and can make or change law enforcement policy. Internationals can become disillusioned with the criminal justice system when they realize that officers also have restrictions and cannot always make things better. This is especially true in cases that involve civil matters.

The court system is also complicated for them to understand, especially in areas of due process, proper evidence procedures, bail and bond processing, and civil law. The international community is told that in the U.S. police officers do not accept bribes and that the law does not differentiate between rich and poor, but they find out from the court system that in order to get out of jail they or the suspect must pay a bond. Some view the paying of a bond or bail as a bribe. They can only get out of jail if they have the financial means to do so. This confusion produces a lack of confidence in the criminal justice system by the international community. If they do not have confidence that the legal system will protect them, they isolate themselves even further. This creates a catch-22; victims in the international community will then not report a crime. Suspects realizing this will target them even more. The increase in victimization and growing distrust in the criminal justice system leads them to take matters into their own hands. Vigilantism often turns the victim into the suspect and the international community is left feeling betrayed. They have to be educated about the reasons behind the U.S. legal process and that it is designed to protect people from wrongful arrest.

An area of concern for law enforcement is in the international community's limited understanding of and compliance with some laws. Many are unaware of laws regarding carrying concealed weapons. They may be accustomed to carrying firearms and knives for protection or for work. It may also be a tradition to shoot in the air during celebrations. Other laws that they need a greater understanding of are property rights, trespassing laws, and controlled substances laws. Many countries do not have the same restrictions for controlled substances that we have here in the U.S. particularly in pharmaceutical grade medicines. Compliance to traffic laws is also of great concern. Here the difficulty comes from both differences in laws and the manner of enforcement in a native country. Most, if not all countries, have some kind of licensing procedure. What can be different are the accompanying laws, such as a requirement for insurance, registration, inspection permits, child safety seat requirements, driving while impaired (DWI) laws, or hit and run laws. If in their native country they always get arrested regardless of the level of offense, they have little to lose by running. In the U.S. leaving the scene of an accident aggravates the charges. On the other hand, if in the native country, laws are not strictly enforced, traffic laws may be seen as minor offenses and not as important to be followed. It may be viewed more like a suggestion. Law enforcement agencies need to emphasize the safety aspect to abiding by laws to gain greater compliance.

Distrust of Government and Financial Institutions

Due to the situations in the world today, many in the international community have witnessed or experienced corruption or human rights violations by the very people who are supposed to protect them, their government. Much of this abuse was dispensed by uniformed officers. Many internationals come from countries that have been at war for many years. In many of these countries the military and the police are one organization. If they suffered or witnessed abuses at the hands of uniformed officers, these experiences would have a lasting effect on how they now perceive U.S. police officers. They are not accustomed to police officers working toward not just compliance to laws but a better quality of life. Trust is often dependant on an international's perception of fair and equitable access to services. Trust and confidence must be established first before the international community will use police services.

Other internationals may have come to the U.S. not because of political unrest but due to economic instability and poverty. Some countries' monetary systems or financial institutions are unstable, so the population does not put their money in banks. When they come to the U.S. they continue these practices and do not use financial institutions. If there is financial need, internationals will usually turn to family and friends, not institutions.

International's distrust of government and financial institutions makes them higher risks for victimization. When they distrust the government, they will not seek help. They need to be educated about the availability of resources and services. Law Enforcement can partner with other government and financial institutions to encourage internationals to establish bank accounts.

Isolation of the International Community

When immigrants and refugees first move to the U.S., they leave behind a sense of belonging. It may take them years to reestablish that sense of belonging or of community. In their native country the whole neighborhood may have watched out for each other. Here they may not be able to communicate with their neighbors. Also, traditional methods of receiving local news and information may be limited to them isolating them further from the community. They have limited access to current local TV, radio and newspapers in their native language. This is particularly dangerous in cases of emergencies such as natural disasters. An ice storm or a hurricane may catch them completely unprepared. When they first arrive, they are trying to make a new life for themselves. Their focus is on shelter, food, employment, transportation, and education. In order to reestablish that sense of community many internationals will cluster in certain parts of town or apartment complexes. This can give them more of a sense of community, but at the same time it isolates them from the larger community.

The Social Capital Survey conducted by Dr. Robert Putnam and the researchers at the Seguro Seminar at JFK School of Government at Harvard University in 2000-2001 found that interracial trust is substantially lower in ethnically diverse communities due to

ethnic tensions associated with rapid change. Residents of ethnically diverse communities are less likely to trust people in their neighborhoods and are more likely to be personally isolated. The study also found that Charlotte, Greensboro, and Winston-Salem ranked high in faith-based engagement and giving and volunteering but relatively low on social and inter-racial trust. The Charlotte region's Hispanic community rated exceptionally low in all areas of measured social engagement. Hispanics essentially had no ties to the larger community because of the language barriers and their temporary residential status.

Many factors contribute to the international community's sense of isolation. Most we have already discussed, language barriers, cultural barriers, distrust in institutions, and lack of understanding of the legal system. Isolation of the international community should concern law enforcement because isolation of a community leads to ongoing victimization. If the international community is afraid and isolated from the larger community, law enforcement may not be aware of criminal activity until it is well established. Once criminals have a hold on a community, it makes it increasingly difficult for law enforcement to get internationals to participate in the criminal justice system due to fear of retaliation. This is especially true when gangs are involved. It is imperative that law enforcement not perceive "no news as good news" in terms of calls for service in the international community. They are especially vulnerable to be targeted for victimization by gangs, robbers, and fraud rings. Many crimes go unreported in the international community. Addressing the fear of crime is as important as the actual incidents of crime. The greater the perception of crime, the more isolated the community becomes.

Criminal Activities

Internationals are at a higher risk for victimization than the general population. In the year 2000, Hispanics in the Charlotte-Mecklenburg area were ten times more likely than any other race or ethnicity to be victims of robberies. Internationals are not only victims but also perpetrators of crime. Between 2000 and 2001, the Asian community in the Charlotte-Mecklenburg area had a reduction in crime, but arrests more than doubled from 94 to 219. Hispanics and Asians are the largest ethnic populations in N.C., according to the U.S. Census; Hispanics represent 4.7 percent of the population and Asians 1.4 percent of the population. Every community is susceptible to crime, but law enforcement may find that internationals are susceptible to certain crimes for different reasons than the general population.

Hispanic Crime Trends in North Carolina:

Hispanics are vulnerable to robberies and burglaries because of their custom of not using financial institutions. They may carry large amounts of cash or store large amounts of cash in their homes.

Traffic violations, such as driving without a license, are due to the fact that some Hispanics are in the U.S. illegally and are afraid that filing any kind of government documentation triggers notification to the Immigration and Customs Enforcement

Agency (formerly known as the INS). Traffic offenses are in part culturally based because some traffic laws are not strongly enforced in Hispanic countries. Secondly, a large percentage of Hispanic drivers are males between the ages of 16 and 25. Regardless of nationality, males between the ages of 16 and 25 have the worst driving records.

For some internationals, domestic violence is considered a private family matter. The fact that police reports are public information makes them not want law enforcement involvement for fear of humiliating the family or bringing shame. Many Hispanic women do not work outside the home and are financially dependent on their husbands. If a husband goes to jail, there will be no one to support the family. Divorce or separation is also more culturally frowned upon.

Hispanics are actively recruited to participate in drug trafficking as either couriers, accepting packages or suppliers. There is also the ease of access to drugs because they may be coming from their native countries. If a Hispanic is here illegally and has difficulty making a legitimate living, the lure of “easy” money can be tempting.

Gangs are a growing problem in North Carolina. Hispanic gangs are involved in drug trafficking, aggravated assaults, robberies, auto theft and damage to property, prostitution, and extortion. Gangs are becoming more organized and more violent. Gang members are generally young males between the ages of 14 and 25. Hispanic gang members often hide behind the facade of continuing to go to school, having a regular job, going to church, and participating in family and community activities. Gangs are formed generally by country of origin. Mexican gangs may be at odds with other Central American gangs. There often are disputes and rivalries between gangs due to perceived disrespect and often jealousy over females. Hispanic children, like adults, also feel the isolation of being in a new country and in an attempt to fit in, they join gangs. Oftentimes, both parents are working hard to provide for their children and are out of the home. Children are at risk if they do not have structured activities when they are out of school or during the summer. Parents may not realize a child is in a gang. The Hispanic community may not recognize gang members as a threat to the safety and well being of the community because they do not see them actively involved in crimes. The community may also perceive law enforcement targeting of gangs as targeting the entire Hispanic community.

Prostitution is becoming a sophisticated operation in the Hispanic community. There are prostitution rings traveling along the eastern seaboard. The women give out business cards and are rotated out regularly. Prostitution also involves human trafficking. Some of the girls/women were lured to the U.S. with the promise of a legitimate jobs or a marriage offer. Sometimes, prostitutes scout out potential home invasion sites for gangs.

Aggravated assaults are the results of the above-mentioned criminal trends. If a Hispanic is a victim of a robbery or domestic violence, the suspect could kill or seriously injure the person. The same is true for suspects if they are involved in drug trafficking or are in gangs. The consequence of being involved in illegal activity beyond incarceration is

death or seriously injury. Another cause is during social activity where the consumption of alcohol or drugs is involved and an argument erupts. In the Charlotte-Mecklenburg area for 2002, one-third of all homicides involved Hispanics.

Fraudulent practices are often perpetrated by an Hispanic on other Hispanics. Crimes such as identity theft, telemarketing scams, notaries scams, spiritual healers, and fraudulent auto repair are typical. The criminal uses the fact that many Hispanics do not report crime. The complexity of the civil process system also deters them from filing civil law suits.

Underground health care practices in the Hispanics community are due to the fact that many Hispanics have jobs in which benefits are not provided. They are also accustomed to not needing a prescription for medicine. Many times the underground healthcare provider claims to be a licensed physician in the native country and due to an inability to speak the language is unable to be licensed in the U.S. There is no way of knowing if the person is trained or the extent of training. Often examinations and operations are performed in offices by unskilled persons, without proper equipment and with limited aftercare. The most prevalent are general practitioners and dentists. Under North Carolina law (GS 90-18), unless there is serious physical injury, practicing medicine without a license is a class 1 misdemeanor.

Asian Crime Trends in North Carolina:

Gangs in the Asian community are well organized and feared. Asian gangs are involved in a variety of crimes, such as robberies, burglaries, extortion, kidnapping, drug trafficking, aggravated assaults, gun running, auto-theft/chop shops, and vandalism. They are involved in the majority of crimes in the Asian community. Asian gangs are also primarily males between the ages of 14 through 25. Most are high school drop outs. Many join gangs for the same reason Hispanic children do. These children are also lured away from their traditional Asian culture of work and education by the increasing materialism around them. They are usually from the same ethnic background or country of origin. There are frequently disputes and rivalries between gangs due to territory or name recognition. Asian gangs often travel from city to city committing criminal offenses with affiliated gangs. This makes it difficult for law enforcement to identify and apprehend gang members. Asian gang criminal activity is generally motivated by monetary gains. They run multi-jurisdictional auto-theft rings and chop shops. Asian gangs are involved in sales of designer drugs like ecstasy but they also sell marijuana. They terrorize the Asian community, especially business owners. Gangs generally target Asian-owned businesses, such as nail shops, pool halls, malls, gambling establishments, restaurants, gun and pawn shops, and families with cash or jewelry. Asian gangs often extort money or goods and services from businesses for protection. They should be considered armed. Fear of gangs increases isolation within the Asian community.

Gambling is more accepted in the Asian culture making it difficult for law enforcement to recruit or employ confidential informants. Gambling in the Asian community consists mainly of video poker machines that pay-out, lotteries, sports betting, or cards and dice games. Video poker games are generally high stakes and are located in the back room of a legitimately run Asian businesses. Video poker machines can be found in restaurants, grocery stores, video stores, and cafés and pool halls. The majority of the players are also Asian making it difficult for law enforcement to conduct undercover operations.

Prostitution in the Asian community is generally in the form of brothels. These women are also brought in from other areas and the location is changed often. Business is generally conducted in houses and is costly, approximately \$120 dollars per visit. The brothels can have strong ties to Asian gangs. Due to the clientele being all Asian and their fear of reprisal from the gangs, it is very difficult for law enforcement to conduct undercover operations.

Robbery and burglaries in the Asian community are due to the fact that they also do not generally use banks. Business owners may take their daily profits home with them. The Asian community also invests money in jewelry, and this is kept at home as well. The owners of the video poker machine are also targeted by gangs. Gangs can be very violent during these robberies and burglaries. They sometimes threaten the family with more violence if the police are notified. Also, during burglaries the suspects may rape a female member of the family to insure compliance with demands.

Limited Resources:

As law enforcement becomes more involved with the international community, the demand for services will increase before they decrease. With an ever-growing and changing international population, police departments will have to find innovative ways to provide effective police services to these communities. What we have to remember is that all service providers face the same basic challenges, and therefore the key is to work together to overcome them. We all face limited resources, such as funding, bi-cultural/bi-lingual employees or volunteers, time, and translated materials. The private sector is also competing for bi-cultural/bi-lingual employees, and they many offer higher pay and benefits. Law enforcement also has to contend with difficulty recruiting in the international community due to how the community may perceive the career. The community may see the police field as dangerous or corrupt. We are not the first or the only state that faces these challenges. We should pool our knowledge and resources so that we are not constantly re-inventing the wheel but using our resources fully. Our goal of developing understanding between internationals and service-providing agencies will result in better utilization of resources.

Evaluation Process

Each community is unique and therefore each law enforcement agency will have to conduct an assessment of needs and challenges to providing effective police services to the international community. There are many methods that can be used for the evaluation process. The S.A.R.A. problem-solving model is a familiar community policing tool to most law enforcement agencies.

Scanning – Identifying the problem

Analysis – Learning the problems cause

Response – Alleviating the problem

Assessment – Determining whether the response worked

Key questions law enforcement agencies can ask themselves are:

- Which internationals are presently in the community?
- Do we understand the current international community's culture?
- Are services currently accessible to them?
- What barriers are there to accessibility?
- Do we have access to the international community?
- What are the current crime trends in the community?
- Are crimes not being reported?
- What needs are not currently being met?
- Do officers have the resources necessary to provide the needed services?
- With whom can we partner to improve services?
- Are there outreach and education programs currently in effect?
- Do we need additional outreach and educational programs?

The Charlotte-Mecklenburg Police Department began the on-going process of evaluating how we provide effective police services to our growing international community by conducting a formal review in 1997. The Hispanic community is the largest and fastest growing community in the Charlotte-Mecklenburg area, so naturally we focused our efforts there first. The result of that review was the Hispanic/Latino Strategic Plan, which was developed by a committee of CMPD employees, citizens from the community, and other city/county and national service providers. The committee was directed by then Chief of Police Dennis Norwicki to identify the issues that affected the delivery of services to the members of the Hispanic community.

Hispanic/Latino Strategic Plan Mission Statement:

The Charlotte-Mecklenburg Police Department will enrich and empower the diverse Hispanic/Latino community through meaningful partnerships with its residents, businesses and civic groups. The Department recognizes that within the Hispanic/Latino community, there are also many diverse elements. The goal is to improve the quality of

life, to gain a positive understanding, and to develop an appreciation of the entire Hispanic/Latino community.

In 1997, the committee first identified a list of initial issues, and several work groups were created to find ways to address those issues. Each group was tasked to clearly define the issue and then to develop a corresponding set of goals and objectives. The workgroups researched Hispanic initiatives undertaken by several other departments throughout the United States. Federal, state, local agencies and organizations with expertise in this area were also contacted to obtain additional information.

The document that was produced served to recognize and address the diversity of the Charlotte-Mecklenburg area. The document was also produced in an effort to guide employees in providing quality services to all members of our diverse community and developing meaningful partnerships with their residents, businesses, and civic organizations. Though the plan was based on the Hispanic community, it was viewed as a model for meeting the needs of other international communities as they arose. The final product was a foundation for the future, a framework for employees to follow to address our international communities' specific needs.

The Hispanic/Latino Strategic Plan identified and focused on five key issues that they believed to be essential to the Hispanic community. The five issues were interpretation/translation, criminal activity, recruiting issues, internal/external communication, cultural education, and city/county collaboration.

Interpretation/Translation – A determination was made that a benchmark should be developed for all interpreters and translators, including our employees who assist with translating and interpreting. Additionally, definitions clarifying the distinction between roles of interpreters and translators should be established.

Goal 1: Develop a plan that will allow competent Spanish-speaking personnel to provide interpretation, translation, and assistance to police officers and investigators on an as-needed basis.

Goal 2: Develop an interpreter and translator protocol modeled after the North Carolina state courts.

Criminal Activity – The focus of this issue was to develop a partnership with Immigration and Customs Enforcement Agency (ICE) and other agencies to deal with subjects engaged in criminal activities.

Goal 1: Develop an understanding with the Immigration and Customs Enforcement Agency that the CMPD's mission requires problem-solving partnerships and trust within our community. Victims and witnesses from the Hispanic community need to be willing to report crime without fear of reprisal from ICE.

Goal 2: Develop a coordinated effort throughout the department in conjunction with other agencies to effectively distribute information and deal with those issues arising from criminal networks and criminal activities that affect the Hispanic community.

Recruiting Issues – The plan calls for the CMPD to broaden recruiting efforts throughout Hispanic populations locally, regionally, and nationally for civilian, sworn, and volunteer positions within the Department

Goal: Intensify CMPD's efforts to recruit officers and civilian personnel from within the Hispanic community by developing contacts in areas where bilingual candidates can be recruited and using innovative methods specific to the Hispanic community in order to reach bilingual employment candidates

Internal/External Communication and Cultural Education – The goal continues to be to improve the flow of information within our department and outside to the Hispanic residents in our communities. There was an effort to recognize and diminish widespread fear and distrust of the police. The focal points of this goal include: Spanish Crime Stoppers, telecommunications issues, and accurate tracking of crime statistics.

Goal 1: Develop a Police Operations/Crime Education Campaign for the Hispanic community that will educate community members on services offered by the CMPD, specific Hispanic crime issues, and ways in which to access police services.

Goal 2: Develop education and training for community members to acquaint them with services by the CMPD and how to access them.

Goal 3: Develop internal education programs to acquaint employees with the cultural differences and unique needs of the Hispanic community.

Goal 4: Develop and maintain internal resources that will enable employees to readily gain access to information and people who will allow them to more effectively service the members of the Hispanic community.

Goal 5: Create a work environment that encourages employees to obtain, maintain, and utilize second-language skills.

City/County Collaboration – The plan's focus is to facilitate the development of partnerships among the CMPD, the Hispanic residents, and other city/county services providers. The CMPD will act as an advocate when necessary to assist other agencies in developing resources necessary to address the needs of our Hispanic residents.

Goal: Strengthen partnerships with other city/county service providers to improve CMPD's capacity to address the needs of the Hispanic community on a city and county-wide basis.

In 2000, Chief of Police Darrel Stephens initiated a restructuring of the Charlotte-Mecklenburg Police Department. During the restructuring, workgroups were commissioned to evaluate how CMPD could provide better service to the community. The Hispanic/Asian Issues Sub-workgroup's purpose was to identify and analyze the needs related to service and delivery and crime issues within the Hispanic and Asian communities, to recommend a response to the problems identified/analyzed, and to follow up on the Hispanic Strategic Plan.

The work-group used the SARA model approach to develop their recommendations. They decided that their recommendations should encompass not only Hispanic and Asians but all of our international residents.

The workgroup identified the problems based largely on the observation, training, and experiences of the CMPD employees (sworn and civilian of all ranks), Chamber of Commerce, Charlotte Apartment Association, International House, Housing Authority, and the Mayor's International Cabinet.

The workgroup made the following observations:

Interpreting/Translating

- There are no incentives for foreign language skills.
- Bi-lingual officers are not spread across all shifts.
- Foreign language class participation should be convenient.
- Foreign language classes offered by CMPD should be evaluated for effectiveness.
- CMPD needs to identify individuals within the community who are willing to interpret for the Asian community.
- There is a need for more officers who can and are willing to interpret.
- There is a need for bi-lingual volunteers to staff team offices.
- There is a need for more bi-lingual civilian support staff.
- There needs to be an environment where CMPD employees are encouraged to obtain and utilize second-language skills.
- An evaluation needs to be conducted on whether bi-lingual staff is being over/under utilized.

Criminal Activity

- There is a lack of reporting of criminal activity by victims and witnesses in the international community.
- There is a need to identify criminal networks that affect the international community and disseminate the information.
- CMPD staff needs training regarding gangs.

- Racial tensions and riots are a possibility if issues are not addressed.
- There is a problem with positive identification when dealing with the international community.

Recruiting Issues

- There is a need for more bi-lingual officers.
- There is a need for more Hispanics and Asian officers specifically.
- There is difficulty finding qualified individuals who are willing to be police officers (many pursue corporate fields).

Internal/External Communication and Cultural Education

- The international community needs to be educated on court services and the court system.
- CMPD needs to acknowledge and understand the cultural differences in conflict resolution styles.
- There is a fear of losing housing within the international community because of possibility of police reporting to landlords and/or Code Enforcement.
- There is a fear that Department of Social Services (DSS) will be called in by police and child(ren) will be placed in foster homes.
- Police need to educate and work with the international community to build trust and understanding.
- The generation gap is an issue police face in the international community.
- We need to educate the international community on how to access police services and other city/county services.
- There is a need for crime prevention education within the international community.
- CMPD staff needs cultural insight, training, and education.
- There is need to identify specific ethnic communities and their leadership in the Charlotte-Mecklenburg area.
- Youth in the international community are isolated and there is a lack of support systems within the community.

City/County Collaboration

- Staff needs to be provided with information to aid them in addressing quality of life issues that officers identify.
- Police need to facilitate referrals in a way that ensures that internationals understand our desire to help them.
- CMPD needs a clearinghouse to utilize as a resource for problem solving within the international community.
- Other city/county service provider resources are problems that impact police effectiveness in dealing with the international community.

- We should support the need for outreach due to residents living in substandard housing
- There is an ever-growing demand for services.

Based on the previous observations, the workgroup made the following recommendations:

- Goal 1:** Identify and improve inadequate service delivery within the international community in Charlotte-Mecklenburg
- Assess current service delivery within the international community
 - Identify needs within the international communities
 - Recognize norms within the international community
- Goal 2:** Decrease victimization within the international community
- Determine the victimization rate within the international community in Charlotte-Mecklenburg
 - Identify and contact local business owners and leaders within the international community to address victimization
 - Identify perpetrators traveling into Charlotte to victimize international residents
 - Improve relations with internationals to deter future victimization
- Goal 3:** Determine and address criminal elements within the international communities
- Obtain statistics on crime trends within the international communities in and around the Charlotte-Mecklenburg area
 - Obtain information from local businesses owners and leaders with regard to criminal activities and structures
- Goal 4:** Recommend a proactive response to identified issues within the international community in Charlotte-Mecklenburg
- Identify a specialized need within the international communities in Charlotte-Mecklenburg
- Goal 5:** Establish an International Relations Unit to assist the Charlotte-Mecklenburg Police Department in improving international relations while reducing crime within international communities
- Identify a funding source for unit
 - Determine its place in the Department's structure
 - Determine prerequisites for unit membership

- Determine the size of the unit
- Identify all international communities within Charlotte-Mecklenburg
- Identify training needs for unit members
- Determine the unit's role within the Department

Our goal is to improve the level of service to all members of the community. After the barriers have been identified and their causes learned, a plan of action needs to be put in place to address issues. This plan needs to conform to the organization's goal and beliefs. It also needs to be long term, and flexible, but most importantly sustainable.

Development of an International Relations Unit

The Charlotte-Mecklenburg Police Department chose to implement a centralized International Relations Unit (IRU) to meet the challenges of providing services to the international community. The international community in Mecklenburg County has grown and changed rapidly since the 1990 U.S. census. This rapid influx hindered our ability to provide services equally. CMPD chose to implement an International Relations Unit because we felt it was the best approach to reach both short and long-term goals. Not all law enforcement agencies or communities are faced with same level of immigration. Some agencies may not want or need to implement a specialized unit to address these issues. They may decide to implement or adjust current initiatives as needed. What is important is that agencies make a realistic plan based on their current and anticipated future needs. Every community will be different.

The following questions need to be addressed when deciding whether to implement an International Relations Unit

Decision Process:

- Are divisions already doing initiatives individually and if so, is there a need for a centralized unit?
- Why a specialized focus on the international community instead of the community as a whole?
- Do we have enough officers to meet the current needs of the community?
- What are the effects of diverting manpower?
- Should there be a request for an increase in manpower?
- Will there be support for the unit from the chain of command and officers?
- Should the unit be all sworn personnel or all civilian or a mixture of both?
- Should the unit be centralized or decentralized?
- Who will be responsible for salaries and equipment needs?
- What are total costs for implementing the unit - i.e., salaries/overtime, benefits, equipment, office space, cars?
- Should a grant be applied for?
- What are the scope and responsibilities of the unit
- What are the unit's needs for training?
- Should the staff be available to assist other city/county agencies?

The Charlotte-Mecklenburg Police Department chose to implement a centralized unit to further the efforts of divisions and apply a uniformed approach. Our divisions were already implementing many successful initiatives. What we lacked was a coordinated effort. We also were not sharing information on our successes and setbacks. Many of the issues the divisions were facing were county-wide. CMPD also chose to place the unit in

the Field Operations Support Division. The International Relations Unit has the strongest partnership with patrol. This allows Divisions to stay close to their resources and promote support for the unit. Therefore, it was important to maintain a command and control link with the patrol division. CMPD also chose to fund the unit internally and not with a grant. The decision was based on the need for a long-term solution. It was also based on the desire for flexibility. This allows CMPD the ability to change the scope of the unit as needs arise and not have to wait for a grant to end. CMPD did not get an increase in manpower allocation to create the unit. Therefore sacrifices were made on the front end for long-term benefits.

CMPD structured their International Relations Unit in the following manner. This is to serve only as a guide. Each agency should structure the unit based on their needs.

Scope of Unit:

The Unit consists of a sergeant and six sworn officers.

Officers have flexible schedules with both hours and days of duty in order to best accommodate the needs of the community.

The unit is a plainclothes assignment; however, members may wear uniforms when necessary. Many internationals are intimidated by uniforms, and the goal of the unit is to foster trust between the community and officers.

The unit's focus is not to respond and interpret each time a contact is made with a non-English speaking person. Unit members are best utilized to address issues affecting the international community as a whole and law enforcement's ability to provide effective services.

The unit is a county-wide resource. All city/county agencies are greatly interdependent of each other. The unit assists with coordinating efforts and building partnerships with city/county services and CMPD divisions.

Unit members participate in community events that directly affect the international community. This allows officers and the community to interact in a positive, non-threatening environment.

Unit responsibilities:

Improve relations and enhance services to the international community.

Act as a liaison between the international community and the police department when issues arise

Promote and/or implement problem-solving initiatives in the international community and address quality of life issues

Provide assistance with administrative and criminal investigations that affect the international community

Act a clearinghouse for issues associated with the international community and make recommendations

Assist in recruiting bilingual and bicultural employees and volunteers

Conduct training for communities, officers, and other service providers

Attend and/or participate in special events within the international community

Staff Selection:

Positions are opened to all eligible personnel, regardless of current assignment.

Officers interested in a position submit a letter of interest stating prior experience, language skills, or other background beneficial to the unit. A second language skill is not required.

IRU Chain of Command makes all decisions pertaining to the selection of the unit members.

Selection Process:

- A demonstrated ability to problem solve and develop capacity building
- A team-oriented work ethic
- Excellent oral communication skills
- The ability to interact and build positive relationships with diverse cultures
- Input from the officer's chain of command
- Equity of division losses considered in the event that selection of staff taxes some divisions more than others.

Benefits:

- The lines of communication are broadened by establishing trust through relationship building.
- Internationals gain greater access and understanding of the criminal justice system.
- There is access to crime prevention and public safety information.
- It lessens isolation and improves quality of life.
- Greater cultural understanding for officer's result.
- International community is involved in problem solving
- CMPD gains greater access to valuable information that can lead to the prevention and solution of crimes.
- Officers are better able to work closely and constructively with the international community.

- The departments already limited resources are extended
- Better able to assist victims of crime
- Recruiting is improved

The IRU is a county-wide resource to assist in building partnerships, opening communication, and problem solving among CMPD, city/county services, and the international community in order to prevent crime and enhance the quality of life throughout our community.

International Relations Unit's Initiatives

The Charlotte-Mecklenburg Police Department's International Relations Unit has a mandate to be a county-wide resource committed to the improving the quality of life, reducing crime, and fostering mutual trust and respect with the members of the international community. We believe fostering mutual trust and respect are the keys to addressing the needs of the community. The first actions taken by the IRU were to get to know the stakeholders and their needs in the Charlotte Mecklenburg area. We accomplished this by first introducing ourselves to the international community leaders and having open discussions about their views on the police department and their needs. Our second step was to meet with each of the divisions within the police department and establish liaison officers to open lines of communication. The third step was to develop a relationship with other city and county service providers.

Overcoming the international community's distrust of law enforcement takes time. We began by taking the time to get to know the people and be known by them in a neutral or positive setting. We did this by participating in already existing programs and activities. It was important for us to be the ones to initiate contact with the community. We attended festivals and fairs, especially ones held at apartment and housing complexes so we could talk with residents and area merchants to find out what were their concerns. We also attended school functions so we could not only interact with parents but their children as well. When the international community saw that we were making an effort and spending time with the community, they began to see us not as outsiders but as trusted partners in the community. IRU officers were not in uniform, this allowed us to make initial contact without being intimidating. An important part of the process was to also introduce the uniformed officers who patrolled the area to the international community. Many times the community saw officers but would not speak to them. Having officers who patrol the area attend social functions, even for short periods of time, allowed the community to see them from a different perspective.

The primary responsibility of the International Relations Unit was to address the needs facing the international community and be the Charlotte-Mecklenburg Police Department's liaison when dealing with issues associated with the international community. The unit accomplished this by developing core initiatives. Core initiatives enhance areas of communication, partnerships, outreach, investigation, and problem solving. The IRU core initiatives address community problems and improve understanding between police and members of the international community. The ultimate goal of the unit and the police department is to enhance the quality of life within the international community throughout Charlotte-Mecklenburg by reducing crime and improving effective services.

The core initiatives all work in tandem. We have to open lines of communication not only with the international community but within the police department and other service providers. Only with the community working together with law enforcement can there be an improved quality of life. The goal of outreach programs is not only to teach but to develop an understanding of each other. And last but not least is problem solving; we have to work towards a better future, but we also have to address the issues that are currently plaguing the international communities. Our main problem solving efforts involve addressing criminal activity that affects the international community. The International Relations Unit officers are involved in both crime prevention and investigation. In doing so, we address both the future and the present.

The IRU initiatives are based on the community policing philosophy. It is community policing adapted to addressing the specific needs of an international population. With the cultural and language challenges we faced, we had to find new ways to serve this growing community. Our initiatives are always a work in progress, we constantly fine tune and reshape them as new issues arise.

The core initiatives are not just the work of the officers assigned to IRU; they incorporate many different areas of the police department. The International Relations Unit is a support unit and a resource for the police department and the county. Initiatives are collaborations among all divisions within CMPD, the community, other public and private service providers, and merchants. Each of us plays an important role in the success of these initiatives.

COMMUNICATION:

One of the first initiatives the International Relations Unit addressed was the language barrier that exists between the international community and the police. This barrier has a significant impact on the level of service delivered to the community. As a result, the IRU has developed a multi-faceted plan to address this challenge. The plan incorporated several segments: a contract with an interpreter/translator service, the “Secondary Language Program,” translated materials, and language training for officers. The “Secondary Language Program,” approved by Chief Darrel Stephens, compensates bilingual CMPD employees who speak a core language. Officers who meet the minimum standards established by the IRU will receive a 5 percent pay increase. The City of Charlotte Human Resources Department approved implementation of the pay incentive.

Interpreters/Translators

Due to changing demographics and increased number of interactions between law enforcement officers and the ethnically diverse communities, the CMPD found it necessary to address language barriers. CMPD choose to pursue a contractual agreement with an interpreter/translator service.

In September 2000 a focus group met with executive staff and Chief Darryl Stephens regarding the issue of an interpreter/translator service. The focus group presented

information concerning contracting with one company for all the department's needs. Chief Stephens agreed with the focus group recommendations and advised to move forward

With the formation of the International Relations Unit, the issue of an interpreter/translator service fell under our authority. The IRU proceeded with Chief Stephens' recommendations and obtained further data on existing departmental practices of interpreting and translating as well as identifying bilingual employees. The IRU also identified the need for the department to develop an internal policy for interpreter use as well as the implementation of a pay incentive for bilingual employees. This approach addressed the issues of how CMPD employees should communicate with non-English speaking people and how to recruit, retain, and compensate bilingual employees.

The IRU identified the scope of duties necessary for an interpreter service and brought this information to the City of Charlotte Contracts Administration. Because the Charlotte-Mecklenburg Police Department cannot enter into a contract as a sole entity, all city and county services were notified of the proposal. The Mecklenburg County Sheriff's Office (CMSO), Charlotte Fire Department (CFD), Mental Health, Carolinas Medical Center (CMC), and Department of Social Services (DSS), along with members of the International Relations Unit of CMPD, met to discuss the issue. A Request for Proposal (RFP) was developed and sent out in March of 2000

Three companies responded to the RFP to bid as primary service providers. One of the three companies was unable to participate due to a contract dispute with the County Court Services. One company bid on the RFP as a secondary service provider for Spanish and three companies bid as telephone service providers. The City/County then discussed the responses and made a recommendation to contract with Choice Translating Incorporated as a primary service provider and Tele-Interpreters as a secondary telephone service provider.

The IRU, along with the Recruitment Division, developed a "Promoting Secondary language Skills" program to better utilize as well as compensate bilingual employees. The recommendation is to offer a 5 percent pay incentive for identified bilingual employees who have been tested and can speak a qualified language.

By better utilizing our internal resources and concurrently contracting with an interpreter service to fulfill any deficiencies, the Charlotte-Mecklenburg Police Department will be better equipped to address the needs of our international community.

Previous Interpreting/Translating Practices

Currently, the standard for interpreting and translating is first to utilize internal employees with an unknown level of proficiency, training, or experience in the needed language. Employees respond to assist with interpreting on a volunteer basis.

When interpreters are needed, the communications department maintains a list of those who have made their names available to the International House. This practice leaves the department open to criticism for various reasons, such as:

- The level of proficiency, training, or experience of these interpreters is unknown.
- There is no accountability with the current interpreters.
- There is no consistency in the rate charged or billing methods of interpreters.
- Dispatchers and officers had to call several numbers in order to locate an interpreter

Translated documents

There are numerous documents that are being utilized within the department that have been translated into the appropriate language. These documents and forms are translated for a variety of reasons, such as traffic forms or fliers for community meetings. The consistency of the language and quality of translating varies with the skill of the creator. The IRU is providing assistance and structure to the translations, because this is vital in communication with the community. Additionally, we archive translated materials for use department wide.

Request for Contracted Service

The IRU adopted the interpreter/translating issues within the Charlotte-Mecklenburg Police Department. In review of the existing practices, it was clear that there was a need to improve these practices and create solutions. The unit identified several needs to be addressed for the department.

- To contract with one credible interpreting/translating company in order to ensure consistency of service, quality, pricing, and response
- To provide more options of communication for employees, such as telephone interpreting as well as translated documents
- To produce translated documents for the department that are consistent and correct.
- To create a policy in the form of a continuum to guide CMPD personnel in communicating with the international community.
- To propose a pay increase to bilingual employees for recruitment and retention.
- To develop a volunteer program to assist officers with language and cultural challenges in the international community.

Request for Proposal

The International Relations Unit along with the City Contracting Services Division met with other city/county servers (DSS, Mental Health, CFD, and CMC) to develop the scope of duties and expectations for a Translating/Interpreting company. This Request For Proposal (RFP) addressed the deficiencies in the department's current practices and encompassed the needs of other city/county services. The RFP outlined specific requirements of the primary service provider. Other options for service providers

included being a secondary language provider for Spanish (to be used if the primary service provider cannot provide service) or telephone service provider.

The following is the Request for Proposal (RFP) scope of duties outlined:

Introduction

The City of Charlotte (the “City”), Mecklenburg County (the “County”) and the area of Mental Health Authority (AMHA) requested proposals for interpreting and translating services for the provision of verbal interpreting, written translation, and sign language for persons who do not speak or write the English language. The services may be utilized by any City of Charlotte (City) or Mecklenburg County (County) department. More than one (1) award may be made under this solicitation to assure complete coverage for the City and County’s needs throughout the contract term.

The City intends to provide the successful service provider the first opportunity to perform services before seeking services from other service providers for the needs of the Charlotte-Mecklenburg Police Department (CMPD). The City cannot guarantee that City departments other than the CMPD will give the Service Provider the first opportunity to perform services although departments will be encouraged to do this through education and information about the available contract.

Objective and Scope

The purpose of the Request for Proposal (RFP) is to obtain a contract with at least one (1) qualified Service Provider to perform interpreting and translating services for City and County departments on an as-needed basis. Sign language is included in this RFP along with various languages as needed by City and County departments.

Call for Service Acceptance

Each Primary and Secondary Service Provider will have ten (10) minutes to accept or refuse a call for service for core languages by the City or County. If the call for service has not been accepted after ten (10) minutes, the City or County may seek services with another service provider to meet the needs of the department.

Each Primary and Secondary Service Provider will have twenty (20) minutes to accept or refuse a call for service for languages other than core languages by the City or County. If the call for service has not been accepted after twenty (20) minutes, the City or County may seek services with another service provider to meet the needs of the department

Emergency Call

Calls for Services will be separated into Emergency Calls and Non-Emergency Calls.

Emergency Calls for *core languages must have a response time of not more than one (1) hour from the time the service provider accepts the assignment anywhere in Mecklenburg County.

*Core languages are defined as: Spanish, Vietnamese, American Sign Language, and Laotian

Emergency Calls for non-core languages must have a response time of less than two (2) hours from the time the Service Provider accepts the assignment to avoid *liquidated damages. If the Service Provider is unable accept the Emergency Call assignment within twenty (20) minutes from the time of the initial request by the City, the City will contact another Service Provider.

City and County employees retain the right to use the services of other private sector companies, such as the AT&T Language Line, as the employee deems necessary on medical or public safety emergency circumstances.

Monetary Penalties – The City/County and Service Provider agree that the City/County will incur damages if the company fails to meet the requirements set forth in the RFP. The Service Provider agrees to be subject to monetary penalties if they fail to respond to an assignment in a timely manner.

Non-Emergency Call

Non-Emergency Calls are pre-arranged times for services to be provided. Non-Emergency Calls will have a seventy-two (72) hour lead time.

Reports

The Service Provider will send a summary report of all services rendered with the monthly invoice to the City.

The City and County will not pay for invoices that fail to include reports as specified in this section.

The report sent with each invoice must include the following at a minimum:

- Name of city/county employee requesting services (CMPD supervisor and officer)
- Department name paying for services
- Name of person needing services
- Type of language
- Hours worked

- Emergency or Non-Emergency Call designation
- Complaint number (if requesting department is CMPD)

Requesting Authority

Each time services are requested by any City or County employee, it will be the responsibility of the service Provider to ensure that the name of the City or County employee requesting service is obtained. The Service Provider must ask for the cost center and department name to be charged each time services are requested.

As an individual moves through various City and County agencies, different departments may pay for services at different times. It is essential that the billing for each department be correct and that the first department that initiates the call for services does not pay for all Services that might occur after that initial call.

The Service Provider may assume that if a City or County employee gives a name, cost center, and department name and requests services, the employee is authorized by the City or County to request these services. If the City or County employee cannot provide such information, the Service Provider should not respond to the call for services.

Assignment Acceptance

The services described in this RFP are required by the City/County to function without considerable disruption. At no time should the Service Provider accept an assignment without giving a time of arrival for Staff and without being completely sure that the Services will be able to be provided.

At no time will the Service Provider be allowed to send additional numbers of Staff not specifically requested by the City/County.

Time of Service

The Service Provider shall provide 24-hour services 7 days per week, including holidays (24/7). The Service Provider shall employ an adequate number of diversely qualified employees to properly perform the services.

City and County Employee Testing

Part of the services will be testing and rating the proficiency of existing City and County personnel in various languages as requested by the governmental agency. The City and County will use qualified employees as first responders to all interpreting needs.

The CMPD may choose to provide a pay incentive to employees based on their level of competence in a second language.

Staff Response

Staff will be required to respond to locations throughout Mecklenburg County. It will be the responsibility of the Service Provider to direct Staff to the location of the services. Response locations will include the jail, and crime scenes, as well as various City and County agencies.

Languages Requested

While it is the intention of the City and County to contract with at least one (1) Service Provider who can provide a wide variety of needed services, it is understood that not all of the needs that will arise can be anticipated. The following languages have been requested the most during the past year by the CMPD.

Spanish	Vietnamese
Hmong	Chinese
Sign Language	German
Laotian	

Subpoena Requirements

Under special circumstances it may be necessary for staff to be witness in a court proceeding. The staff will have to comply with a subpoena if it is issued at no additional cost to the City or County. The State may pay for time spent in trial if the Service Provider negotiates this with the State of North Carolina.

Cancellation Fee

If the service provider is called by the City or County and accepts the request for services, the City or County has thirty (30) minutes to cancel the service request with no money owed to the Service Provider. If the call for service is cancelled more than thirty (30) minutes after acceptance by the Service Provider or upon arrival by Staff, the City or County will pay the service Provider for one (1) hour of services.

The City and County will pay the Service Provider for one (1) hour of services if we request the incorrect language.

Mileage Reimbursement

The city and county will not reimburse the service provider for portal-to-portal mileage. Each service provider must build into the cost of services the reimbursement of staff for transportation costs.

Code of Ethics

All staff must keep the information translated or interpreted in the strictest confidence. Each staff person working for the City or County will be expected to sign the confidentiality and Non-disclosure agreement.

Staff Requirements

Service Provider personnel shall:

- Be at least eighteen (18) years of age
- Be able to read, write, and speak the English language
- Not be under the influence of drugs or alcohol
- Have been tested and have on file with the Service Provider a competency rating as to his or her abilities in the language Services are requested for.
- Agree to sign a Confidentiality Agreement
- If working for the CMPD, must pass criminal records check with parameters defined by the CMPD

Departmental Policy

With the implementation of a contracted interpreter/translator company it is necessary to structure how these services are utilized. The policy directs employees to use a graduated continuum of response: (See Appendix II)

1. Utilize translated materials to communicate. – Did this resolve situation? If not go to step 2.
2. Request on-duty bilingual employees to respond to the scene – Did this resolve the situation? If not, proceed to step 3.
3. Utilize telephone interpreter service with supervisor approval. Did this resolve the situation? If not, proceed to step 4.
4. Request the approved interpreter service with supervisor approval to respond to the scene.

Secondary Language Program

The IRU and Academy Recruitment Division identified specific needs with regard to better utilization and hiring of bilingual employees. The IRU polled the Charlotte-Mecklenburg Police Department to identify employees who are bilingual. The poll included both sworn and non-sworn employees. Then both units identified specific needs to be addressed, which are:

- Identifying the core languages required to meet the needs of our agency to be utilized internally
- Establishing a proficiency requirement for employees in the core languages
- Testing employees' proficiency levels in the core languages
- Establishing a database of employees proficient in the core language
- Rewarding core language proficient employees through a pay incentive

Core Language Identification

The international demographics of Mecklenburg County were used to identify the core languages that would qualify an employee to receive language incentive pay. Not every language would qualify; European languages would be omitted, even though a substantial European population resides in Mecklenburg. It was reasoned that these persons tend to be more proficient with English as their second language. Base on demographic information provided by International House, the recommended core languages would be:

Spanish

Korean

Vietnamese

Cambodian

Laotian

American Sign Language*

*Required by law to provide service

Other languages could be added as departmental needs dictate.

Procedural Guidelines

- Employees (sworn/non-sworn) ** who feel that they qualify must first fill out an enrollment form and send it to the International Relations Unit.
- Employee will be given an appointment to be tested. An independent company, via telephone interview, will test the employee. This interview will be taped for grading purposes.
- The independent testing company will notify the IRU supervisor of the score. If the score meets the standard set by the IRU, the employee will be certified to enter the program. Employees who do not meet the set standard must wait for (1) year to be re-tested. Employees who are tested may request to review test scores by contacting the IRU supervisor. Employees can be tested on-duty.
- An employee is subject to a retest at the discretion of the IRU supervisor.
- *At this time sign language will require state certification because there is no graduated level of testing.

Proficiency Requirement

The minimum proficiency required to participate in the Second Language Program is set at “Mid Range” proficiency. A suggested proficiency level description is modeled after the Houston PD policy. Houston has defined eleven levels of language proficiency ranging from “No Proficiency” to “Functional Native Proficiency”. From CMPD’s perspective, a mid-range level of proficiency would be desired. This level describes an employee who would be able to satisfy routine social demands and limited work requirements, can handle with confidence most normal, high frequency social conversational situations, including work, family, and biographical information, and can get the gist of most everyday conversations but might have difficulty understanding

native speakers in situations that require specialized knowledge. An employee at this level of proficiency would be able to assist in diffusing situations exacerbated by language barriers and provide customer services related to police functions. (See Appendix III.)

Second Language Employee Database

Once qualified second language employees are identified, a database will be established and maintained by the International Relations Unit. The second language database will be distributed to the Communications Section and Command Staff. The expectation is that qualified second language employees will be available for on-duty response to any situation involving the need for a bilingual employee.

Expectations for Certified Bilingual Employees

- Certified Bilingual Employees will no longer have the option of responding to assist with interpreting. Communications will have the list of approved names and will dispatch employees who show clear for calls, accordingly
- Initially employees documented their interpreting/translating activity on the “Activity Log.” This log required the complaint numbers of the call for service. Forms were completed and submitted to the IRU every twelve months from the initial date of testing. These logs were reviewed to demonstrate active participation in the second language incentive program. (See Appendix IV.) Now CMPD uses computer-assisted dispatch (CAD), and it allows us to track activity, time, date, and location of interpreting/translating use. This is useful to command staff when decisions of where and when to allocate resources effectively arise.
- Employees should consider telephone interpreting in lieu of responding to the scene.
- Employees will only be required to assist with communication and not to take over the police action, call for service, investigation, or case report.
- Employees will be utilized on-duty only and not subject to a call back for purposes of this program.
- Certified Bilingual employees who are currently assigned to a specialized unit that incorporates their bilingual abilities are not subject to interpreting outside their unit’s responsibilities. (For example, a detective who regularly interprets for cases involving the international community.)

Second Language Incentive

A survey of nine police departments – primarily from the West and Southwest – revealed a variety of pay incentives for bilingual officers. Pay incentives for the departments surveyed ranged from an average of \$208 per month to \$50 per month. Some departments base their incentives on a fixed percentage for proficiency certification while

others offer an hourly pay differential only when the language proficiency is utilized. Some departments offer pay incentives of varying degrees based on employee proficiency levels. The IRU and Recruitment Section studying bilingual pay as an incentive recommends that one level of language proficiency be used and that a 5 percent incentive be granted to all employees who achieve the proficiency level desired by the CMPD. Currently the Department of Social Services compensates its bilingual employees with a five percent pay increase.

Second Language Pay Incentives as a Recruitment Tool

It is estimated that 40 percent of Mecklenburg County's current population is non-white. In 1990, the non-white population was 29 percent. The CMPD has not kept pace with Mecklenburg's increasingly diverse population. In May of 2000, the CMPD's sworn workforce consisted of 19 percent non-white officers. A police department's success can, in part, hinge upon its ability to reflect the community it serves. In order to entice qualified minority applicants – especially those of Latino and Asian descent – the CMPD could offer bilingual pay incentives to applicants who fluently speak the core languages identified earlier. This incentive could be applied upon hiring.

Cost Estimates

Based on the best available data, it is estimated that fewer than 34 employees would qualify for a bilingual pay incentive. Cost estimates are based on those Employees. Not all of these employees may be eligible for the pay incentive based on proficiency testing. Employees must meet criteria established by CMPD.

The interpreter contract RFP has a requirement that the selected interpreter service may provide second language *proficiency testing of our employees to meet this end.

*The International Relations Unit has identified a national proficiency testing agency that will be available to test our employees for \$40 per employee.

In Fiscal year 2002 CMPD paid over \$124,000 dollars in interpreting and translating costs. Starting in July of 2001, CMPD initiated the Interpreter Contract and the Second Language Incentive Program began in Feb 2002. In fiscal year 2003, the first year both programs were fully implemented, CMPD spent approximately \$98,500 dollars on interpreting and translating. The implementation of these two programs has allowed CMPD to gain some control of over not only the cost but the quality of service. Using the program for the year resulted in a 20 percent reduction in interpreting and translating costs.

Federal and State Interpreting and Translating Requirements

The Charlotte-Mecklenburg Police Department based its response to the challenge of providing effective police services to its non-English speaking population on DOJ guidance and comparable police agency programs. CMPD has developed an effective response to this challenge. The two resources used for guidance in CMPD program development were:

- On August 30, 2000, Executive Order 13166, Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons (Department of Justice) was issued. “Improving Access to Services for Persons with Limited English Proficiency (LEP)”, 65 F.R. 50121 (August 16, 2000). This order gives guidance to police agencies who receiving DOJ funding.
- The Houston Police Department’s “Language Assessment Program” and “Oral Proficiency Interview” (OPI).

The Executive Order 13166 guides police agencies to use *reasonable steps* to assist LEP individuals. The order makes several recommendations to include the following:

Federal Recommendation on Resource Cost:

Cost can often be reduced by technological advances, training bilingual staff to act as interpreters and translators, telephonic and videoconferencing interpretations services, or the formalized use of quality community volunteers.

CMPD Response:

- CMPD currently is budgeting \$106,000 annually for interpreting/translating.
- CMPD has entered into a contract with CTI for professional services with 24/7 onsite interpreting. CTI is accredited by the American Translators Association. All CTI interpreters are trained by CTI to achieve a CTI level 1.
- CMPD has over 40 Spanish-speaking officers, 4 officers that speak Laotian, 1 Vietnamese and 1 Korean.
- CMPD is currently using telephone interpreting and reviewing the possibility of video conferencing interpreter services.
- The CMPD volunteer program has over 20 bilingual volunteers. These volunteers interpret and translate at community events and in non-investigative roles. Volunteers limit interpreting during investigations to emergencies only.

Federal Recommendation on Competency:

Competency to interpret does not necessarily mean formal certification as an interpreter, although certification is helpful. When using interpreters, recipients should ensure that they:

- Demonstrate proficiency
- Have knowledge in both languages
- Understand and follow confidentiality and impartiality rules
- Understand and adhere to their roles as interpreters without deviating into a role as counselor, legal advisor, or other roles
- Encourage the use of certified interpreters

CMPD Response:

- CMPD employees are formally tested by Berlitz Language Testing and must score a “2” on the OPI scale. OPI scale is 0-5. A “2” on the OPI scale is a base level where speakers are able to satisfy routine social demands and limited work requirements. They can handle routine work-related interactions that are limited in scope. (See Appendix III.)
- The Houston P.D. accepts 1+ as a passing score.

Federal Recommendation in the Area of Enforcement Stops Short of Arrest and Field Investigations

Executive order 13166 states:

- The reasonableness standard allows for great flexibility in providing meaningful access.
- The police department should assign bilingual investigative officers to the precinct and/or create a resource list of department employees competent to interpret and ready to assist officers by phone or radio.

CMPD Response:

- CMPD has assigned bilingual detectives to Homicide, Rape, Robbery and Vice & Narcotics.
- CMPD offers a 5 percent incentive to all bilingual employees who speak a core language and pass with a minimum of “2” on the OPI test. Passing employees are given a “Certificate of Proficiency” should they need to prove their certification. Core languages are Spanish, Vietnamese, Laotian, Korean, and American Sign Language.
- Thirty cell phones have been distributed to Spanish-speaking field officers to provide telephone interpreting if appropriate.

Federal Recommendation on Custodial Interrogations

Executive Order 13166 states:

- Law Enforcement agencies are strongly encouraged to create a written policy on language assistance for LEP.

CMPD Response:

- CMPD Directive 900-007 was established to guide CMPD employees in the use of interpreters/translators. Additionally, a roll call training tape was developed and viewed by all CMPD employees to ensure compliance with the directive. (See Appendix II.)

The Charlotte-Mecklenburg Police Department's commitment to community concerns has driven us to create a comprehensive program that improved the service provided to the LEP community. There is no legal requirement for police agencies to use certified interpreters/translators. However, with federal guidelines and comparable police agency programs CMPD has exceeded all "recommendations" in the field of interpreting and translating. Following are the links to this order and DOJ information.

<http://www.hhs.gov/ocr/lep/>

<http://www.usdoj.gov/crt/cor.>

Challenges to the Second Language Program

- Court challenges
- Internal education for both patrol and investigations
- Interagency and system challenges

When CMPD recognized the inability of police to communicate with the LEP community, we identified that this inability also existed in other government service areas. These included the other law enforcement agencies within the jurisdiction, magistrates, and the court system. The criminal justice system had not kept up with the demands of the high influx of LEP defendants. These demands placed a strain on the system and caused the manner in which law enforcement and the court system communicated with LEP defendants into question. In September of 2000, the Administrative Office of the Courts for North Carolina produced "Guidelines for the Use of Foreign Language Interpreting and Translating Services in the Court System." Law enforcement agencies come into contact with LEP persons under a wide variety of circumstances and have to provide meaningful access.

The initial obstacle was to identify the expenditures paid by CMPD for LEP interpreting and translating. Since law enforcement generally comes into contact with the LEP community first, quite often a significant portion of the cost for the entire criminal justice process was paid by CMPD. By working with the relating agencies, including the magistrates and court, costs were eventually shared and brought under control. This was not the only area of managing, interpreting, and translating costs that needed to be addressed. A second significant challenge was education of the detectives and patrol officers on appropriate usage of internal and external interpreting resources. Initially, a policy and internal video were created to assist in understanding the new process. To reinforce this, it was necessary to strictly manage usage. The goal was not to over use internal resources but to balance the work load and carefully use the outside contracted interpreting service. One way we accomplished this was to allow CMPD employees to work overtime at the intake center, which was identified as the most frequent area interpreting was used. This alleviated pulling internal resources from the field and was less expensive than contracted interpreting services.

Finally, the continued court challenges regarding interpreter translating services continue to be an issue. As the court system struggles with making a fair judicial environment for LEP persons, law enforcement is struggling with budgeting and access to resources. The

current N.C. case law and DOJ executive order supports the CMPD operating procedure and thus, when challenged in court, we have been successful.

Immersion Program

The Hispanic community is especially isolated within Mecklenburg County. As a result of that isolation, they are targeted for victimization and are not familiar with our government services. The language barrier hinders communication and the cultural barrier impedes understanding not only for the Hispanic community but for service providers. CMPD has experienced a 400 percent increase in reported robberies in the Hispanic community since 1998. The majority of internationals in Mecklenburg County are Hispanics from Mexico. In order to expand the CMPD ability to address the needs of this community, in October of 2003, CMPD in partnership with the Mecklenburg County Board for the Foundation of the Carolinas sent nine officers and an Assistant District Attorney to Mexico to learn about the culture and language via an immersion-style program. CMPD also currently has several successful exchange programs with Poland, Russia, and Israel. We hope that through the immersion program we will begin the steps to also build such an exchange program with Mexico.

The ten participants spent four weeks in Cuernavaca, Morelos, Mexico learning the Spanish Language at the Encuentros Spanish Language School and living with Mexican families. The training is divided into classroom instruction and practical application services. The participants spent two of their four weeks learning about their Mexican counterparts in law enforcement and court services.

Spanish Immersion Program:

- The participants are given pre and post-test language skills assessments.
- The program was then geared to each participant's current language ability level.
- They live with Mexican families.
- The participants learn in a classroom.
- There are field activities
- The program is accredited for U.S. college credits.

Law Enforcement Program:

- Specific vocabulary and phrases relevant to law enforcement
- Simulations and role plays
- Organization of the police force in Mexico
- Mexican legal system
- Culture and psychology of Mexicans
- Understanding the undocumented worker's situation
- Human rights questions in Mexico
- Visits with Police Academy, Metropolitan Police Department, District Attorney, and Penitentiary

- Interchanges with Mexican police
- Afternoon internships

Once the participants return they must participate in recruit and in-service training, community education, and the implementation of crime prevention initiatives within their assignments. The assessment component will include the number of participants who enter into the second language program as well as a reduction in Hispanic victimization as a result of initiatives implemented by each participant.

Benefits:

- Increased language skill level of employees
- Improved cultural awareness
- Increase number of initiatives that reduce crime within the Hispanic community
- Enhanced level of services
- Community more willing to engage service providers
- An established link with the Mexican Government
- Reduced isolation of the Hispanic community through communication and understanding

The immersion program is continuing toward an exchange program between Morelos State Police and CMPD. Ultimately the goal is to develop a sister city relationship with Cuernavaca, Mexico, where both government services and private industry exchange ideas to improve both communities.

PARTNERSHIPS

In August of 1994 CMPD initiated formal partnerships with ten institutions. These institutions are in the areas of criminal justice system services, housing, municipal, education, and health care services. All of these institutions serve the same customer base; therefore, it is logical for us to work together. The International Relations Unit used the same principle in developing partnerships with other organizations also working with the international community. This allowed us to further build trust by aligning ourselves with trusted institutions in the community.

We partnered with:

- International community leaders and advocates
- Federal/State/Other local law enforcement agencies
- City/County service providers
- Court system
- School system/colleges/ universities
- Non-Profit organizations
- State agencies
- Youth organizations

- International associations
- Faith Based originations
- Businesses
- Media
- Consulates

Our partnerships are informal in nature and are based on mutual assistance. The benefit is always greatest to the community. Partnerships are a key component to all of our initiatives. The business community is an important partner. For example, Cricket Communications donated thirty cellular telephones and service to allow bi-lingual officers to also interpret via the telephone and not have to leave their response area for minor calls where interpreting was needed. Working together with the community and service providers allows us to provide more effective services to the international community than we could alone.

Bilingual Volunteer Program

The Charlotte-Mecklenburg Police Department believes in building partnerships within the community it serves. In 1994, CMPD initiated the Volunteer Partnership Program. The Program allows community members to assist the Police Department in a variety of areas by volunteering their time. It started small with volunteers primarily providing administrative support. Now the program has grown to over 250 active volunteers. The program is supervised by a full-time Volunteer Liaison Officer. The program has also grown; it now has four additional specialized components:

- Bilingual Volunteer – Attached to the IRU to assist officers to cross language and cultural barriers
- Domestic Violence Volunteers Assist domestic violence victims to navigate the criminal justice system
- Animal Control volunteers – Goal is to increase animal adoption
- Accessible Parking Enforcement Volunteers - Issue parking tickets for violations in handicapped parking zones and designated fire lanes

Each of the four specialized components has a separate coordinator who is responsible for the daily operational management of the programs. All four coordinators report to the Volunteer Liaison Officer.

The general requirements for volunteers are:

- Desire to contribute to the Police Department and the Community
- Minimum of 18 years of age
- Not be a convicted felon
- Pass background check and drug tests

- Compliance to dress code
- Ability to contribute a minimum of 16 hours per week

The Bilingual Volunteer Program started in April of 2001 and has become one of our most successful initiatives. The program has maintained an average of twenty active volunteers. The Bilingual Volunteer Program began to combat the obvious language barrier between the police and the Hispanic population. The volunteers primarily assist patrol officers in neighborhoods where there are high concentrations of Hispanics. They assist in facilitating community meetings and events and interacting and educating officers and the community on cultural issues, in addition to assisting with communication. Volunteers are assigned throughout the Police Department and in the criminal justice system. The IRU – Bilingual Volunteer coordinator is also a volunteer. The Volunteer Coordinator organizes and tracks all volunteers, as well as ensures all documentation is complete and processed.

Volunteers are currently assigned in the following areas:

- Patrol Divisions
- Robbery Division
- Arson Division
- Missing Persons/Youth Network
- District Attorney's Office
- Fraud Division
- Police Athletic League
- Crime Stoppers/Vice and Narcotics
- Non Emergency Police services
- Department of Motor Vehicles

Each volunteer is partnered with a liaison officer from the assigned division.

Responsibilities of IRU Volunteers and Liaison Officers:

- Liaison officer and volunteer should stay in contact
- Volunteer must work 16 hours a month.
- Officers should not put volunteers in danger or have them interpret for serious crimes.
- Volunteers should not interpret in cases where they may have to testify in court.
- Volunteers must turn in their time sheets in at the end of each month.
- Volunteers can also go on ride-along, but they must sign a waiver.

Volunteers assist the criminal justice system in many ways:

- Conduct surveys to assess the effectiveness of police services and perceptions
- Distribute translated crime prevention and other crucial information
- Assist officers with child safety seat checks
- Assist officers with locating and contacting Hispanic victims and witnesses

- Assist District Attorney's office with locating victims and witnesses and setting up appointments for interviews
- Assist officers with license checks and DWI roadblocks
- Serve as interpreters at community functions
- Improve cultural understanding between police and the international community
- Translate CMPD web site and public safety documents
- Interpret for Public Safety Radio Show
- Conduct Spanish language classes for officers

The bilingual volunteers are quite a diverse group. They are both males and females, and their ages range between 18 to over 70. The volunteers are also from a variety of occupations. They are educators, retired police detectives, health care providers, and from other service provider agencies, corporate professionals and professional interpreters. One former volunteer is now a CMPD officer. Other volunteers use their knowledge and skills from their professions to assist CMPD and the community. For example, volunteers have translated our crime prevention materials and website into Spanish, saving us thousands of dollars. Like all law enforcement agencies, CMPD has reduced the number of new officers hired each year. The volunteers assist officers to do their jobs more efficiently and effectively. All that volunteers provide CMPD and the international community is truly immeasurable. We are able to track the amount of hours they have donated of their time. In 2002, twenty bilingual volunteers donated 3,966 hours. Keeping the volunteers challenged and involved is the key to keeping them and others coming back.

OUTREACH

The International Relations Unit began by first learning about the needs and issues that affected the international population in Mecklenburg County. Our outreach programs stem from that need to address the targeted victimization of our international community. In order for our internationals to adjust to a new way of life, crime prevention awareness is an important key. Many of our outreach programs are based on education. When we spoke to the international community, they request information on the criminal justice system, crime prevention, services available to them, and general public safety information.

The IRU conducts educational programs within the CMPD for officers as well as for other city and county agencies. IRU officers assist with diversity training classes, Survival Spanish for Law Enforcement classes, and Asian gang awareness training. IRU also assists divisions to develop specific outreach programs for their areas' needs. We are a clearing house for information pertaining to the international population. We identify issues that affect the international community, such as international drivers' permits and consular notification.

Educational Outreach

The international community looks for someone who can explain regulations and institutions that affect their lives. IRU developed the educational outreach program with input and assistance from the international community, service providers, and CMPD patrol officers and/or detectives. We also found out what other departments and agencies had done in the past and then tailored it to suit our community's needs. There is no need to reinvent the wheel. We looked at states that have long-standing international communities, such as California, Texas, Florida, New York, and Illinois. We also gained information from other law enforcement agencies and service providers here in North Carolina. Based on the information gathered, the IRU developed eight public safety classes.

The public safety classes were based on these factors:

- Provide information that addresses the current needs of the international community
- Deliver information in a manner that promotes participation from the international community
- Created an educational program that is sustainable and expandable

Addressing the current needs of the international community

The International Relations Unit began the educational outreach program by identifying the needs of the community. There is a need to explain police and court procedures that can be very complex and overwhelming to the international community. Some internationals have had bad experiences with law enforcement in their native countries. Therefore, they have negative perceptions and are reluctant to speak or are afraid of officers. If internationals are undocumented, they may fear deportation. If the community is afraid to call the police, crime goes unreported and the cycle of victimization continues. It is important to address not only crime prevention and the role of law enforcement agencies but public safety information as well. Public safety information is an area that may not be specifically law enforcement related, such as emergency preparedness, but it does affect the community's quality of life. An understanding of emergency procedures by the international community increases law enforcement's ability to respond during a crisis, allowing us to save lives and minimize injuries.

Delivering a Public Safety Educational Program

Delivering educational programs to the international community is the most difficult step of the process. There are many barriers to gaining community acceptance and participation. The greatest challenges to delivering a program are trust, language, attendance, and participation.

Trust

It may take the members of the international community a long time to adjust to their new lives. Internationals may not immediately welcome an invitation from law enforcement, regardless of good intentions. Start by participating in already established programs partnering with faith-based organizations, English as a Second Language (ESL) classes, club or association meetings, non-profit organizations, employers, and senior centers. IRU partners with Central Piedmont Community College (CPCC) to deliver educational outreach classes to their ESL students. The ESL classes are multi-cultural, allowing greater access to larger group of internationals. The students get to practice English and learn about police services simultaneously. To prepare the students for the outreach class, the CPCC instructor is given an outline and a terms list for the class. The IRU also partners with the American Red Cross; officers instruct “Together We Prepare,” an emergency preparedness class, to the international community. The American Red Cross provides the translated instructional materials. The international community learns how to better prepare themselves for emergency situations. We have greater participation when we are invited guests of an organization the international community trusts. Another approach is to train community leaders first; then they become your advocates. Ask the participants in classes if they would like you to come and do a presentation for their community, workplace, or their faith-based organization. Referrals are the most effective way of developing contacts. Also, obtaining positive media coverage from the local international communities’ press encourages participation.

Language

Language is a difficult challenge to implementing an educational outreach program. When dealing with such diverse cultures, languages, and education levels, simply translating everything from English into the international language is not always the answer. A percentage of the international population may not be proficient in their native language. Therefore, they will not be able to understand the translating the material. Translating can be extremely costly and time consuming and there are hundreds of languages that do not use the Roman alphabetic system, which requires additional computer software for translation. The way to overcome this is by using several methods to deliver our message.

Translated Materials:

- Translate primary material into core languages of the largest populations
- Always have material read and edited by bilingual community members
- Keep language simple
- Use illustrations and word combinations
- Use free standard translated crime prevention documents from the N.C. Governor Crime Commission (GCC) and National Crime Prevention Council (NCPC)
- Use newspapers, volunteers, college/university language programs, other police departments, government agencies and non-profit organizations to have materials translated for free

- Videos – “Understanding the Criminal Justice System: A Victim's Perspective” and “Por Nuestra Seguridad”

Interpreters:

- Carefully screen interpreters to ensure they have adequate language skills
- Brief interpreter before hand
- Use illustrations
- Be patient
- Speak slowly
- Do not use slang or police jargon

English as a Second Language Classes:

- Provide instructor a terms list prior to class
- Conduct classes in simple English
- Adjust to the level of participants
- Use illustrations and demonstrations
- Speak slowly and enunciate

Attendance

Schedule classes during times and locations that are convenient for the community. Make sure meetings are located in places where women feel comfortable, and plan for activities to occupy children. Women are often at the forefront of community activities. The Ford Foundation study on immigrants found that women are generally more active in community education and civic activities. Classes should be geared towards intended participants. Women's issues are child care, legal rights in U.S., and domestic violence; many are not working and dependant on husbands. They have less access to language and cultural information and transportation. Do not limit yourself to just traditional groups; we participate in a monthly life skills class called “Adelante” for Hispanic male inmates implemented by the Mecklenburg County Sheriff's Office. You can conduct classes at jobsites during lunch or after work. Do not be discouraged if there are low turn-outs at the beginning. Class size will increase as the comfort level of the community grows.

Participation

Community participation during the class can also be a challenge. Many internationals are reluctant to ask questions or voice their opinions. Start by asking what the community's concerns and issues are, and then relate them back to the lesson plan. If officers start educational outreach classes with a discussion, participants stay engaged throughout the class.

Many factors affect how the international community perceives a law enforcement message. Officers should keep this in mind and adjust classes to the level of understanding of the participants.

Factors to take into account are:

- The criminal justice system in participant's native country
- Time in U.S./N.C
- Resident status
- Comprehension of English language
- Negative incidents that may have occurred recently with the international community, i.e., immigration round up, police-involved shooting, or accident and use of force

Always start off with basic information, such as how to call 911. In classes avoid increasing fear; emphasize the positives actions taken by the community. Officers should have a basic understanding of other city and county services and be prepared with contact information. Immigration and naturalization information is very complicated, it is best to refer the community to the proper agencies when they have questions.

Public Safety Classes

Goals of these classes are to provide the International Community with:

- An understanding of functions of the CMPD and other city/county services as well as to empower them to access these services fully
- Reduction of victimization through crime prevention awareness and personal safety practices
- Reduction of isolation through improved community relations and active community involvement

Each class lasts approximately 1½ hours and includes appropriate handouts/flyers. Classes are intended for adults and for presentation at community meetings, work places, faith based groups, and ESL classes. Police Organizations and Crime Prevention classes or a combination should be presented first to establish a basis of understanding. All other classes are conducted in order of interest to the participants. In these classes the participants will not only obtain needed information, but they will also provide officers with an understanding of the issues that need to be addressed within the community.

It is important when developing classes that the information be current and as accurate as possible. These classes were developed with input from specialized units within CMPD, the court system, other city/county service providers as well as non-profit organizations. Partnerships the IRU developed within the international community were instrumental in providing feedback on the classes to ensure that the needs of the community were addressed. The classes should be loosely structured to encourage participation from the participants. The information provided in the class should be evaluated and updated regularly. Classes should be tailored to procedures of the local jurisdiction.

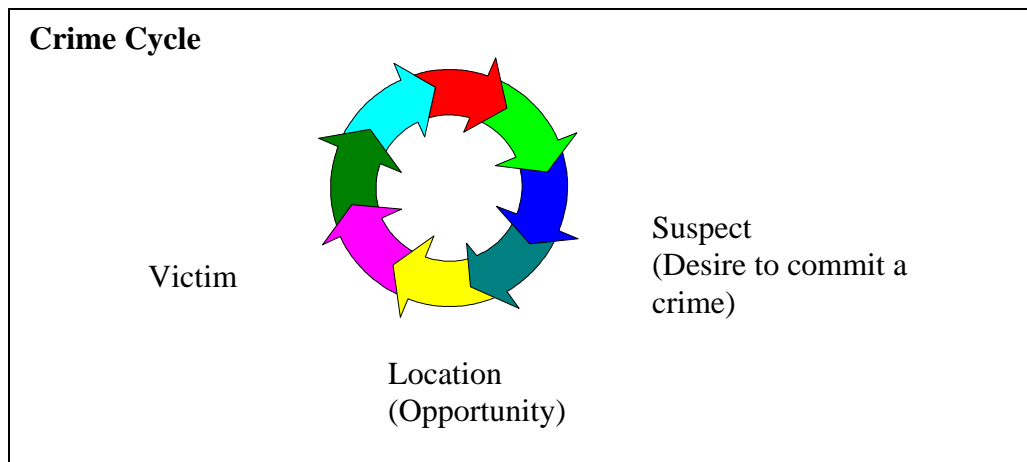
1. Police Services

- Role of local, state and federal law enforcement
- 911/Non-Emergency Police Services
- Reports/Complaint numbers
- Patrol
- Traffic accidents
- Missing Persons
- Animal Control
- Investigations
- Understanding the Criminal Justice System: A Victim's Perspective (video available in English/Spanish by the NC Court System)

In the Police Services class we explain the different roles of local, state and federal law enforcement agencies. Many internationals come from a system of one national police force that enforces all national laws. We find it helpful to begin the class with questions about the participants' views on the law enforcement in their country and in the U.S. The class can then be geared to dispel any incorrect assumptions and reinforce a positive image of police officers. It is important to explain how the local police department functions. We show the class pictures of the different types of police officers' uniforms and vehicles, and then explain the roles and function of each. We also explain the process of what happens from the moment a call is made to the 911 system, arrival of officers, when a police report is generated, and the investigation process. We cover this process for different types of crime and explain the differences between misdemeanors and felonies in terms of requirements for investigations and arrests. Most importantly, we explain how the U.S. Criminal Justice System requires participation from all of us. The video "Understanding the Criminal Justice System: A Victim's Perspective," available in English/Spanish by Administrative Offices of the Court, gives a very good overview of the process all the way through the court system.

2. Crime Prevention/Business Crime Prevention

- Personal safety
- Home security
- Crime Prevention Through Environmental Design (CPTED)
- What is suspicious?
- Robberies
- Banking
- Personal documents
- Auto theft
- CMPD International Safety Training Program (video available in English, Spanish, Vietnamese, Bosnian, and Russian by Advanced Language and Media Services)



The crime prevention class is available in two versions, one for personal crime prevention and one for business crime prevention. Both classes are based on the Crime Cycle above, the victim, the suspect, and the location. We exchanged the traditional crime triangle for the cycle because we believe it provides more of a visual impact for the community. The class emphasis is on how to remove the opportunity of crime in order to break the cycle of victimization. We begin this class with a video, “International Safety Training Program.” It was developed for CMPD in English, Spanish, Vietnamese, Bosnian, and Russian by Advanced Language and Media Services. The video covers basic public safety information and is a companion to the CMPD “Safety Guide” booklet. After the video, we ask the participants the question, “Who is responsible for fighting crime, the police or the community?” We then follow with the answer of “both” and the justification. We reinforce topics discussed in the police services class, especially on when and why to call 911. We emphasize the importance of calling 911 when they see something suspicious in their neighborhoods and not waiting until a crime has been committed. We also cover the basics of crime prevention, locking their doors, and not letting strangers in their homes. Many internationals come from small communities where their neighbors were trusted, and they may not have locked their doors, especially in the daytime.

3. Traffic Safety

- Drivers' licenses
- Insurance/Registration/Inspections
- Seatbelts
- Safe driving tips
- Traffic stops/tickets
- Accidents
- DWI
- “Por Nuestra Seguridad” (Video available in Spanish from El Pueblo, Inc.)

The traffic safety class covers the requirements for operating a motor vehicle and owning a vehicle in N.C. In this class we discuss the importance of child safety restraint systems and seatbelts. Some countries do not have seatbelt or child restraint requirements. We provide safe driving tips on speed limits in work zones, following too closely and safety

at school bus stops. We inform them what to do during a traffic stop and their options if they receive a ticket. We talk with participants about how traffic laws are enforced in their countries. We then discuss the point system and how having a driver's license is a privilege that can be revoked. We review consequences of drinking and driving, not just monetary but on society. For the Hispanic community, the "Por Nuestra Seguridad" ("For Our Security") video is available only in Spanish from El Pueblo, Inc. and addresses the consequences of drinking and driving.

4. Abuse (Safe Families)

- Types of abuse
 - Spousal
 - Child
 - Elder
- What to do if you are a victim of abuse
- Reporting Abuse – Department of Social Services
- Domestic violence and the courts
- Mandatory arrest
- Restraining orders (50B)
- Resources available

Abuse may not be viewed the same in all countries. In the class we take time to discuss what constitutes abuse and get the participants' views. It is important for the speaker to be well prepared with information on referrals and the court process. This is a good class to bring in a guest speaker from the courts, domestic violence unit, or victims' assistance to answer their specific questions. The international community may be reluctant to attend a class with "Abuse" in the name so the class is called "Safe Families" instead. Abuse information is typically geared toward educating women and children, but it is equally important to educate the men in the community.

5. Child Safety

- Personal safety
- Safe kids activities
- Legal age 16/18/21
- Juvenile court
- Abuse
- Gangs
- Truancy
- Runaways/Missing persons
- Undisciplined youth
- Counseling/Resources

This is a class that generates a great deal of discussion and questions from the community. This class is a general overview and if the community needs or wants more specific information, guest speakers are invited or for a larger group's, information fairs are organized. For parents with preteen children, the questions include under what

conditions children can be left at home alone and for how long. The parents may not have the same support from extended family as they did in their home country; finding appropriate child care is a strain on the family. They may also be accustomed to having an older child take care of the younger ones. Unfortunately, N.C. law does not state a specific age when a child can be left alone: therefore, we cannot give them an absolute answer. We focus the class on the importance of parental involvement in their children's lives and how parents can help teach their children to be safer when they are not around. We explain what parents need to teach their children about dealing with strangers, what to do if they are home alone, and what to do if they get lost or separated from their parents in a public place. The second part of the class is how to involve their children in safe activities and the benefits and consequences that may arise if children are not actively engaged in meaningful activities. Here we introduce to parents how to access a variety of organizations that their children may be interested in joining, such as the Police Athletic League (P.A.L.), Boy Scouts, Girl Scouts, Boys and Girls Clubs, YMCA, mentoring programs, school activities and faith-based youth groups. Again officers will have to become knowledgeable about what is available in the community and for what age ranges. We also discuss prevention strategies to delinquency in children and recognizing signs in their children's behavior. The last part of the class is on children and the criminal justice system. This section also generates a lot of questions from the community because they may not know what to do if they feel they have lost control over a child. We explain what authority they have over their older children at ages 16, 18 and at 21.

In many cultures parents have great influence and authority over even their grown children. Gang involvement is another area that we cover briefly. We focus on making the parents aware of gang clothing, symbols, and activities. Most parents do not have information about gangs and cannot recognize the child's involvement or interest. Knowing what is available in the community and being able to make referrals is important.

6. Drugs/Vice

- Drug recognition
- Drug abuse by adults and youth
- Physical and psychological effects
- Effects on the community
- Selling/trafficking penalties
- Prostitution/gambling
- Prevention/resources
- Reporting
 - 911/Vice Tip Line/Crime Stoppers

The drug and vice class is about awareness not only to different drugs but to consequences. Every country has different drug and vice laws, so we cover the drug and vice laws for N.C. and the penalties. We also cover conspiracy and what constitutes aiding/abetting. We emphasize what effects drugs and vice have on the community and how they can bring more crime. We then cover how the community can report

information about drugs and vice. Many internationals do not report these types of crimes due to fear of reprisal. We inform them of the various ways they can report crime confidentially. This class often provides law enforcement with intelligence on what drugs and vice crimes are going on in the community.

7. Fraud

- Protecting your documents
- Identification theft
- Purchasing fake ID's/SS#
- Difference between civil and criminal cases
- Scams
 - Medical
 - Donations
 - Legal
- Reporting to Bank/SS/Credit bureaus
- Better Business Bureau
- Tenant rights

The fraud class is very important for the international community. Often internationals are targeted for victimization due to language barriers and unfamiliarity with consumer rights. We begin with basic crime prevention on how to protect their documents and personal information. A difficult area to explain is how not all cases are criminal in nature but may be only civil. Therefore, we also explain how to make a complaint in both civil and criminal cases. We inform the participants on the different types of scams and how not to become a victim. We also cover the importance of reporting fraud even if they do not fall victim to scams.

8. Together We Prepare (In partnership with American Red Cross)

- Types of disasters
- Creating a personal disaster plan
- Making an emergency kit
- What to do if a disaster strikes
- Power outages/carbon monoxide poisoning
- Volunteer and additional training opportunities

For this class, IRU members were trained by the American Red Cross. We use their translated lesson plan and handouts. This class is not traditionally done by law enforcement but is very important to the community. The IRU has access to the international community and providing the information saves lives. Internationals may not be aware of the different types of disasters they may face here in N.C. and necessary actions to take when confronted with them. This is also another opportunity for the international community to see law enforcement in a helper role not just enforcement.

Classes can be adjusted or combined based on specific needs and interest of the community. An example of this is when the IRU assists with community meetings. We have found when we first go into a neighborhood or apartment complex, it is best not go directly into classes but instead start with a general discussion about the issues that the communities feel need to be addressed. In this first meeting, we are only gathering the community's perceptions of criminal activities and the issues they feel are important. We document the community's concerns and have them prioritize which ones they feel need to be addressed first. These issues may or may not be the same as what law enforcement sees as the main areas of concern. This may also take more than one meeting. After that has been accomplished, we then discuss what law enforcement views as the main issues and why. This list is also prioritized. The subsequent meeting(s) is to combine and prioritize both lists and develop a plan to address the issues. The community identifies the areas in which they need additional information. This allows for greater buy-in from the community, increasing participation and increasing the community's perception of law enforcement as a collaborative partner who is willing to hear and address their concerns.

Sustaining and Expanding Educational Programs

Educational outreach programs need to be flexible. As new crime trends or public safety concerns emerge, educational outreach classes should address or reflex them. Traditional ways of communicating with the community do not always reach internationals. Many internationals do not access mainstream TV, radio, and newspapers. Educational outreach classes are a way to get accurate information to the international community.

Sustaining programs:

- Develop new topics as needs arise
- Develop instructor lesson plans for each class – ensuring consistent information
- Increase number of instructors
- Train community leaders to be co-instructors
- Conduct classes in the community at regular intervals, i.e., first Monday of the month

Expanding Program:

- Distribute monthly public safety information flyers to apartment complexes
- Write regular newspapers articles
- Include internationals in national and state public safety campaigns
 - Homeland security
 - Neighborhood watch programs
 - Highway safety programs
 - National Crime Prevention Council
 - Safe Kids – Child Safety Seat Checks
 - MADD campaigns
- Expand the program beyond public safety education to formal or informal community groups that will discuss issues and jointly develop solutions

- Develop a pamphlet of basic information needed by new international arrivals

Conducting an effective educational outreach program in the international community provides officers and the community with substantial benefits. Victimization rates in the international community will decrease. Community members will learn both how to work together to prevent crime as well as how to work with police when crime does occur. They gain trust, mutual understanding and a forum to discuss the issues that affect them both. The cornerstone of any outreach program is trust, and we achieve this by our words and by our actions. Make sure that they match because once you lose the trust of the community; it is very difficult to regain. To date, the IRU has conducted approximately 64 educational programs with over 1,700 participants. The participants of the classes now have a basic understanding of police and community services and translated materials as a guide for future use. Additional benefits of educational programs are referrals from other participants. We regularly get calls for additional information, assistance, and success stories of when they were able to access the system and the results. It is not only about how many internationals you reach but how well you get the message across.

Public Safety Radio Show

The International Relations Unit, the Latin American Council of Charlotte (LACC), and Radio Lider (1030 AM) established a public safety radio show to promote public safety and awareness in the Hispanic Community. The Hispanic community is faced with increased victimization, arrests, and traffic violations. The public safety program is aired during Aura Maria Gavilan's call-in radio show called "Digalo sin miedo" (Say it without fear). The show has aired since June of 2001 and airs on the first Tuesday of the month from 8:30 am to 10:00 am. The show is coordinated and hosted and by an IRU officer. The goals of the program are to utilize all available mediums to reach the potential target audience, provide accurate and current information, and provide a forum for discussion. Each month the hour and a half program has a different problem-solving or educational focus. The Hispanic community in Mecklenburg County is large, and the radio show allows us to reach a greater number of people and a wider cross section of the community than those who attend the outreach classes. The public safety radio show covers a variety of subjects and highlights different agencies and departments in Mecklenburg County.

The radio show has covered topics such as:

- | | |
|-------------------------------------|---------------------------------|
| • Water Safety | • Child Restraint Systems |
| • Fire and cold weather safety | • Magistrate's Office |
| • Racial Profiling | • Immigration Laws |
| • Fraud and Identify Theft | • Community Relations Committee |
| • Gangs | • Charlotte Fire Department |
| • Driver Safety | • Chemical Dependency |
| • Driving While Under the Influence | • Carolinas Medical Center |
| • Drugs and Alcohol | • Missing Persons |

Benefits:

- Free access to the Hispanic community (heard worldwide via the Internet)
- Positive feedback from the community
- Increased participation by the audience
- Call in show allowing for questions and answers
- Venue to recruit more volunteers
- Preview and follow-up program topics in Radio Lider newspaper

Police Athletic League (P.A.L.)

Including the international youth in the IRU's outreach initiatives is very important because future crime prevention begins with understanding and addressing the needs of today's youth. Most of our international youth live in at-risk neighborhoods and are not involved in athletics or other positive activities. The Police Athletic League showed minimal involvement by the international youth in their programs.

Lack of activities available for youth and parents contributes to the international community's isolation. According to the National Education Commission on Time and Learning, school-age children and teens who are unsupervised during the hours after school and do not have the opportunity to benefit from constructive activities supervised by responsible adults are far more likely to:

- Use alcohol, drugs and tobacco
- Engage in criminal and other high-risk behavior
- Receive poor grades
- Drop out of school

The response was to initiate a soccer program for the international youth. This was a collaborative effort between International House, CMPD (IRU/PAL/Patrol Divisions), and the Mecklenburg County Park and Recreation Department. Soccer was chosen because it is a game enjoyed by many internationals, and the entire family could participate.

Benefits:

- Build partnerships within the international community by creating inroads into the community
- Decrease possible victimization and illegal activities by youth
- Increase interaction between youth, parents, and police
- Bring safe activities to youth who live in at-risk neighborhoods
- Break down barriers – Fear/Mistrust/Misunderstanding of Police
- Distribute educational and resource materials

The PAL Soccer Program began in late fall of 2000. We started with about sixty youths (ranging from age 8 to 10) playing indoors at a local recreation center, Methodist Home Park. Then in the spring of 2001, we went outdoors for the season. We had estimated one hundred youths (ranging from ages 7 to 12) and ten teams.

In the fall of 2001, we returned to our indoor facility, but this time we had to expand to a second site – Sugaw Creek Park – because our youth now numbered at around one hundred twenty. So on Wednesday nights we held games for our 7 to 9 age group, which accounted for six of our teams. Then Friday nights we held games for our 10 to 12 age group, which accounted for another six teams.

In the spring of 2002, we returned to Sugaw Creek Park. We had an estimated 140 youths ranging from 7 to 12. We also had 13 teams. Then in the fall of 2002, we moved our program outdoors for the fall season. We collaborated with Eastway Middle School and began using their football field. The school became a great partner because we were in the heart of our target group. Eastway Middle School is probably the most ethnically diverse school in the school system. We had an estimated one hundred sixty youths that season and fielded fourteen teams.

Then in the spring of 2003, we expanded to include a 5 to 7 age group. This proved to be highly successful because not only did it attract more youth to our program – an additional 40 – but also we attracted more parents to the game. That is our main objective – to get parents to understand the importance in sharing, if not just an hour a week, in their child's life. During this season, we had approximately one hundred sixty five youths in the program.

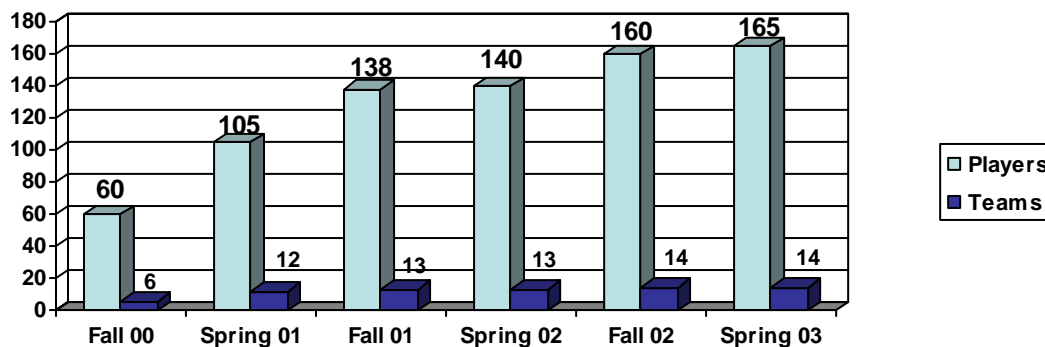
It should be noted that all of our coaches are volunteers. We also have parents who have helped with concessions, lining, and preparing the field for play. We have a lot of parents, coaches, and players who hear about our league and come to participate. Many players and coaches have taken youths and teams from our league and continued on to more challenging leagues. Many would probably never have taken that task without the guidance and assistance that we provided.

In addition, we hold a banquet after every season. Not only do we award every participant with a medal, but we also award the champions of each division a trophy. We also hold a pizza lunch where we give out door prizes to the participants. Prizes are donated from the community – including used computers. For the parents we have goody bags. Each is full of resource information containing public safety, fire safety, emergency preparedness, private and public service organizations' information. In addition, we give each of our volunteers a small gift and a certificate acknowledging their commitment to the league.

The league currently runs two seasons, a fall and a spring; each season runs approximately three months. The league offers many youths, who come from unsafe neighborhoods an opportunity to participate in a safe activity. Our league not only

provides this opportunity to the Hispanic community, we are continually striving to create a diverse league where our youths can better understand their fellow men. The league has covered almost the entire globe. We have had youths from Latin American countries, Vietnam, Bosnia, Ivory Coast, Sudan, and India.

The impact this has made would be hard to measure. We have experienced an increase in understanding and appreciation for the police. Many of these immigrants come from countries that do not hold law enforcement in high regard. The soccer program has given us an opportunity to reach the adults by using the sport of soccer to reach their children. We have also seen an increase in collaboration with the schools.



Challenges

- Girls are harder to get involved because as they get older they become less interested in sport activities. Parents are also reluctant to let them participate especially if the activity is co-ed.
- There are fewer programs for youths 14 to 18 years of age.
- There is difficulty sustaining parent participation

Partnerships are crucial to overcoming these challenges. Partnering with other youth organizations widens the availability of programs to all youths. Implementing female only athletic leagues or activities allows parents to feel more comfortable with letting their daughters participate. Providing public safety information and inviting other service providers to address their questions increases parent participation.

PROBLEM SOLVING

The International Relations Unit's primary responsibility is as the Charlotte-Mecklenburg Police Department's liaison when dealing with issues associated with the international community. IRU officers address the issues within the international community by developing problem-solving strategies to reduce victimization. The Hispanic and Asian communities are the largest international populations and therefore are often targeted by criminals. A reduction in victimization requires a comprehensive approach. Not only does the criminal act have to be addressed but also the underlying factors. IRU initiatives require collaboration from all stakeholders.

Hispanic Robbery Initiative

The City of Charlotte has experienced a significant increase in its Hispanic population over the past several years (614 percent from 1990 to 2000), creating challenges for police officers in dealing with a population that has a distrust of police, a language barrier, and a high level of victimization, especially for robberies. The IRU developed a pilot project approach to address Hispanic robberies with a replication phase to spread the successful initiative to five more areas.

Scanning/Analysis:

The IRU utilized a pilot project format to address Hispanic robberies. This project was evaluated and then replicated in five more areas using the SARA model. Scanning revealed that Hispanics were more likely to be robbed than any other segment of the population. Most of these robbery incidents occur in apartment complexes where they live. In the analysis phase, robbery case reports, GIS mapping, and population data were used to identify a location for the pilot project. The analysis revealed that the Park Apartments should be selected for the pilot project. It was found that prior police activity was limited to reactive call response, and there had not been any community meetings, crime prevention education, or outreach programs conducted in this neighborhood. In addition, it was determined that many of the victims were robbed in parking lots and where they gathered in groups.

Contributing Factors:

- Environmental conditions
- Population density
- Lack of communication/interaction between stakeholders
- Lack of crime prevention education
- Behavior patterns/lifestyles
- Cultural barriers between the Hispanic population and police

Response:

The CMPD response was a multi-faceted approach. It included building a positive relationship with property management through regular meetings, conducting a Crime Prevention Through Environmental Design (CPTED) survey, and making physical changes to the complex. In addition, the response included increased police presence, including bike and foot patrol as well as other enforcement activities. The CMPD held monthly community meetings using bilingual Spanish volunteers and crime prevention materials translated to Spanish. The response also included the use of outside resources for community outreach, including youth programs, and banking education through partnerships with local financial institutions as well as private industry. The CMPD used the media to publicize our success. (See Appendix VI.)

CPTED Key Recommendations:

- Lighting
- Control entry and exits
- Restriction of laundry room hours
- Organization of clean-up of trash and debris
- Development of a safe activities area

Community Partnerships:

Partnerships were both public and private. CMPD established a positive relationship with property management. This was vital for the project's success.

CODE enforcement, division officers, robbery detectives, and IRU officers assisted in the project by focusing on cases and sharing information as well as developing resources for the Hispanic community.

Local banks provided resources for the community. Banks translated their materials in to Spanish and attended community meetings to encourage banking to the Hispanic community. Other resources came from Boy Scouts/Girl Scouts, TELECOM identification (a money transfer company), credit unions, the Public Library of Charlotte and Mecklenburg County (ESL classes).

Volunteers assisted CMPD officers, detectives, and the community by translating crime prevention materials, attending community meetings, and riding with officers. They provided a free service and broke down cultural barriers between the police and the Hispanic community.

The Mexican Consulate provided resources and attended community events to encourage the Mexican residents to cooperate and trust the police. Most of our Hispanic community is Mexican.

Outreach Programs:

- Community meetings
- Scouting programs
- Police Athletic League
- Public Library Reading Program

Assessment:

At the conclusion of the project an assessment was conducted. The CMPD found there was a 72.7 percent decrease in robberies and a 66.7 percent decrease in Hispanic victims in the Park Apartments. The significance is more startling when it is considered that city-wide there was a 13.1 percent increase in robberies and a 29.3 percent increase in robberies with Hispanic victims. In addition, youth programs are now in place at the Park

Apartments and management remains committed to continue improvements at the complex and their positive relationship with the CMPD.

Results sustained after concentrated project activity concluded that the Park apartments is no longer classified as a robbery hot spot. As a result of the success in the Park Apartments, the project was replicated in five additional apartment communities, resulting in an 8.3 percent decrease in robberies with Hispanic victims during the first nine months of the project. Pre and post-implementation surveys conducted by Spanish-speaking volunteers at replication sites show increased trust of police, increased perception of safety, and increased use of bank accounts.

Challenges:

One of the most consistent barriers that can challenge the success of this type of project is the lack of cooperation from property management/owners. Without the cooperation of the property managers/owners, CPTED recommendations typically are not implemented, the community meetings are not supported, and other important community programs do not get implemented. Also, the sustainability of the program is in question with the withdrawal of the police from the community to work on other areas when no one will take ownership of the project.

Results:

- Crime Reduction
- Fear Reduction
- Community or Volunteer Engagement/Mobilization
- Sustainable Resource Development
- Quality of Life Improvement
- Facilitated Community Partnerships or Coalition Building
- Enhanced Public Awareness (of problem, services, prevention techniques)
- Outreach to an Under-served Population
- Replicated in Other Communities
- Community Capacity Building
- Influenced Legislative Activity on Crime Prevention Issues – DMV, El Pueblo
- Specific Local Resources Leveraged to Support Prevention (media, etc - Local TV, Radio and newspaper)
- Unique or Innovative Crime Prevention Material developed
- Public Designation of Success/Positive Formal Evaluation award

Signs of Success:

The Park Apartments complex was successfully removed as a hot spot location. In addition, it continues to have sustained community meetings and attendance to safe activity programs. The Boy Scout/Girl Scout programs that were established for the Hispanic community have expanded to outside the Park Apartments area.

IRU Hispanic Community Survey:

The Charlotte-Mecklenburg Police Department, in an effort to address the victimization of the Hispanic community, sought to gain a better understanding of the problems through community surveys. The surveys are based upon one conducted in California by Sam Torres and Ronald E. Vogel of the Department of Criminal Justice, California State University, Long Beach, California, that collected data related to the perceptions of police services and concerns of crime in the neighborhood. The concept is to conduct a pre-test of the community, commence initiatives, and perform a post test of the community to determine the success of the programs. The survey created for the Charlotte-Mecklenburg initiative consisted of forty-two questions related to the perception of police services, attitude toward the community, and finally concerns regarding crime issues.

The selected survey locations were all apartment complexes. The majority of Hispanics in Charlotte reside in apartment complexes. Crime statistics suggest that criminals target Hispanics where they live. The International Relations Unit of the CMPD studied and assisted with the Eastway Division Hispanic Robbery Initiative at the Park Apartments. The Park Apartments complex was chosen because it was a durable hot spot location for Hispanic robberies.

Five Apartment communities were then selected based on criteria similar to the Park Apartments to duplicate the success at the Park Apartments. In August of 2001, the pre-test survey established the current perception of police services to these communities. Initiatives were implemented to reduce the victimization by a minimum of five percent. In April of 2002, the post survey was conducted to determine if the perception of police services improved.

The surveys were all collected in the field by bilingual volunteers going door to door. The surveys were all translated into Spanish and conducted in the respondent's native language of Spanish. The five target locations are as follows: Cedar Green (D-3), Dutch Village (C-2), Emerald Bay (A-1), Forrest Brook (A-3), and Grand Oaks (B-2). The following is an abridged look at the results of the pre-test surveys as a whole and in their respected communities.

All Locations Pretest results:

Community and Crime Concerns:

Of the tenants surveyed 87 percent have been living at the apartment complex less than three years. 53 percent of these tenants are between 18 to 29 years of age. Sixty percent responded that housebreaking is a major concern of theirs in the apartment complex. Only 69 percent felt that their property being neglected by the landlord is a problem while 26 percent believe it not to be a problem. Eighty percent of those surveyed believe that people being attacked or beaten up is a problem and 88 percent feel that robbery is a problem in their neighborhood. Fifty seven percent said they knew someone who had

been robbed in the neighborhood and of those 15 percent were the respondent. Fifty seven percent of those surveyed said that gang members hanging out in the street was a big problem in the neighborhood. Sixty eight percent said that people selling and using drugs was a problem while 58 percent found prostitution to be a problem. Seventy nine percent felt that auto theft and larceny from auto was a problem in the neighborhood. Seventy eight percent said they felt that people drinking in public was a problem. Regarding how well the residents surveyed got along with their Latino and non-Latino neighbors revealed that 88 percent got along with their Latino neighbors. Of those surveyed, 10 percent got along a little or not at all with Latino neighbors. Sixty one percent said they got along with their non-Latino neighbors; however, 38 percent only got along a little or not at all.

Police and Services:

Of the tenants surveyed 67 percent surveyed believed that crime prevention is the responsibility of both the police and residents. 33 percent stated that they had spoken to police in their neighborhood about problems or concerns, while 58 percent stated they had not spoken to police about these issues. Seventy eight percent were either very or somewhat satisfied with police services in their community. In the past twelve months 20 percent have contacted the police to report crime in their neighborhood while 76 percent say they have not contacted the police. Fifty five percent said that the police are doing either a good or excellent job in preventing crime while 34 percent said they are doing a fair or poor job. Seventy nine percent surveyed do not have a bank account while 17 percent do have bank accounts.

All locations Post-Test Results:

A majority of the areas improved with significant changes in the following:

QUESTION	PRE-TEST	POST-TEST
Vacant lots or yard filled with trash is a problem?	72% problem	57% problem
Young people hanging out in the streets are a big problem?	56% big problem	36% big problem
Gang members hanging out in the streets is a problem?	70% problem	57% problem
How worried are you that someone will break into your home when someone is not at home?	60% worried	48% worried
How worried are you that someone will break into your home when someone is at home?	54% worried	37% worried
Have you spoken to police in your area about problems or conditions in your neighborhood?	4% always	14% always
Do you have a bank account?	17% yes	35% yes

(See Appendix VII. and VIII. for survey questions in English and Spanish)

Hispanic Robbery Workgroup:

A robbery workgroup was established to address robberies city-wide. The workgroup consisted of representatives from patrol divisions, investigative division, IRU, and the District Attorney office. This workgroup established a line of communication that allowed for improved sharing of ideas and information. The workgroup meets monthly to discuss robbery trends and develop strategies to address robbery issues. Minutes of these meetings are posted on the interdepartmental website and can be accessed by all divisions.

Asian Community Initiatives:

The Asian community, like the Hispanic community, shares many of the same issues, and it is isolated and often targeted for victimization. Some of the problems concerning the Asian community are Asian gangs, gambling, auto theft, robberies/burglaries, and drug trafficking. The Asian community is very diverse, and they speak several different languages, thus making addressing crimes in the Asian community much more difficult.

Asian Gangs:

Scanning/Analysis:

To address the issues in the Asian community, the IRU had to first develop trust. The Asian community in Mecklenburg County did not have a favorable perception of the police. They were terrorized by gangs, which caused members of the community to be afraid to leave their homes. Asian businesses were suffering because of the high gang crime was causing them to lose customers and had to pay the gangs protection money. Asian community afraid of retaliation would not report crimes or press charges. Their perception that the police could not help them isolated them further.

The community's areas of concern:

Gangs

- Over 10 Asian gangs were documented in the Charlotte area.
- Numerous reported cases involved gangs.
- Gangs continuously terrorized the community.
- They were highly mobile and collaborated with other gangs.
- The number of gangs and members was increasing.
- They were becoming more sophisticated.

Crimes

- There was lack of successful prosecution.
- Gangs created fear in the community.
- Gangs required protection money be paid.

- Fear of retaliation existed.
- There was an increased number of shootings.
- Turf wars and fights were common.
- Burglaries and armed robberies were becoming more violent.
- Auto thefts and chop shop activities increased.

Local Economic Impact

- The gangs' daily presence in malls and shops intimidated businesses and the community.
- Fear of gang members caused the community to stay home and avoid shops and malls.

Community Perception

- Police were reluctant to deal with problems in Asian community.
- Police did not have the resources and the time to solve Asian crimes.
- Police could not help them
- The Asian community was less important than other communities.
- Gangs were abundant and powerful.
- Gang members who were arrested for committing crimes would not serve any jail time.
- Gangs would retaliate for prosecuting them.

Police officers were challenged by language and cultural barriers. There are nearly 10 different Asian languages spoken in the Charlotte area. The community was more likely to cooperate with the gangs in order to keep the peace. Paying protection money was accepted as the price of doing business as it was customary in their native countries. The community was fearful, and rumors spread quickly. Officers not only have to deal with actual crimes but with the exaggerated perception of crime.

Response:

- Worked with patrol and investigation division to assist with cases
- Gave gang presentations to patrol divisions, the District Attorney's Office, school resource offices, and teachers
- Assisted in assessing and identifying Asian gangs
- Developed Community Outreach Center and the Asian Advisory Council
- Conducted educational outreach classes for community and businesses
- Networked and shared information with other police agencies
- Off Duty officers worked the Mall

Partnerships:

- The Asian Corner Mall donated space for Community Center.
- The Asian Herald ran crime prevention and police services articles in paper.
- The IRU worked with:
 - Vietnamese Association
 - Hmong and Laos Association
 - Carolina Asian-American Chamber of Commerce
 - Family Domestic Advisory Councils

Assessment:

As a result of the outreach program, partnerships, off-duty work by officers in the area division, and the identification of the gang members, much of the community's fears were alleviated. Once the community and police started working together, there was a decrease in victimization and an increase in arrests. Officers also got a better understanding of the Asian culture. The Asian community has been able to hold their annual New Years festival at the Asian Corner Mall for the past two year's without incident.

Long Term Goals:

- Continue to suppress existing gangs
- Increase gang prevention efforts in schools
- More aggressively investigate and prosecute offenders

Asian Gambling

Gambling in the Asian community is more culturally accepted but it also brings violence to the community. This issue was brought to the attention of IRU officers by community leaders. Gambling establishments are often in legitimate business such as restaurants, grocery stores, cafés, and pool halls. The gangs also know about the establishments and target them. The owners realize they are also breaking the law and cannot report the robbery. The profits from these machines are often taken home in the evening again making them vulnerable for a burglary. IRU officers assisted the Mount Holly Police Department with a gambling-related homicide.

The challenge for law enforcement is that the majority of these businesses look legitimate to the public but illegal gambling takes place in a private back room. The gambling establishments only cater to the Asian community, making it difficult to conduct undercover operations. Some businesses are small family-run stores where they know all of their customers. The initiative had to begin with education of both the community and officers. The community was educated to the inherent dangers associated with gambling such as increased victimization but also the damage a gambling, addiction does to the families. Officers were educated as to signs that may indicate a legitimate business is also a gambling establishment.

Goals:

- Reduce gambling establishments
- Educate officers and detectives about gambling activities
- Develop multiple charges on owners and operators
- Seek felony charges
- Prevent future activities by educating the community

Challenges:

- Lack of Asian informants
- Lack of Asian officers who can enter an establishment in an undercover capacity
- Difficulty for a person not known by the establishment to participate in gambling
- Majority of charges are misdemeanors

Results:

- Exposure of gambling activities
- Arrest of individual owners and operators of gambling establishment
- Message sent to community that gambling is a serious crime
- Reduction of gambling activities and locations
- Referral for gambling addicts

Often an international community will not view an activity, such as gambling, that was legal and or accepted in their native country as illegal in the U.S. Officers need to educate the community while still enforcing the law.

Fraud

Fraud has become an increasing problem in the Hispanic community. Hispanics are again being targeted and victimized, often by other Hispanics. As with the gambling issue in the Asian community, fraudulent practices were brought to IRU officer's attention by the community. The fact that the community is now coming to the police is an indication that the international community is beginning to understand the criminal justice system and see law enforcement as a partner. Previously the victims either tried to take matters in to their own hands or took the abuse by fraudulent businesses and considered it a loss.

Scanning:

The IRU received complaints from the Hispanic community and the Better Business Bureau about numerous types of scams. Shortly thereafter, we received calls to assist the CMPD Fraud Unit on numerous pending cases of false pretense against several Hispanic victims. The types of scams used to victimize the Hispanic community led us to believe

that if the scams continued, the legitimate businesses in the community would be affected due to lack of trust toward the business owners from the Hispanic Community.

Analysis of Victimization:

Insurance Fraud:

The name of a legitimate insurance company was being used as well as business cards of that company. The victim would be given an insurance policy at a car dealership and given a business card of a legitimate insurance company and told to return each month to make a payment on the policy. Victims would make payments to the facilitator at the dealership in cash only for the policy. When the victim made contact the insurance company stated on the card, the company would indicate they had no record of any policy. The dealership employee had a legitimate agreement with the company to start policies with the insurance company, but the suspect would not always open the policy. The suspect would simply pocket the cash payments.

Car Dealerships:

Victims would go to a dealership to purchase a vehicle. They would be told they have to sign a contract. The contract would be in English, and most victims could not speak or read English and would not bring an interpreter with them. They would sign the contract before the interest rate was placed on the contract. There were numerous occasions that the interest rate would be higher than stated to them and higher than the going rate, in some case has high as 22 percent. Due to the language barrier, victims did not have the ability to read nor understand the contracts they signed nor understand the legal parameters on how to relieve themselves of the contract and its obligation.

Spiritual Advising/Palmistry:

This type of fraud preyed on the emotions of the victims. In almost all situations, the victims were living in apartment complexes and would receive a makeshift business card in their door frame offering spiritual cleansing, relief of financial, marital, or health problems. Most victims had been exposed to other forms of spiritualism in their native countries. The suspects would use this to their advantage. The victim would call the number on the card and make an appointment. They would come for the cleansing and palm reading. The victim would be told to bring an amount of cash (in most cases thousands of dollars). They would perform a cleansing ceremony on the victim and tell the victim to return the next day. The victim would be told that upon their return their money would have grown and all their problems would be gone. When the victim returned the suspect had vacated the residence. The suspect moved in gypsy circles, rarely had identification, moved at a moment's notice and paid for rent in cash months in advance. There are potentially hundreds of unreported cases.

Notary Publics:

In Hispanic countries attorneys are called “Notarios Publicos,” which looks very much like a public notary in English. The suspect who is a notary will have business cards made stating their occupation as a “Notario” written in Spanish. When victims go to the notary, they are told that the notary can represent them in court on misdemeanor cases, usually traffic related. The victim then pays the notary several hundred dollars and nothing is ever done. This has resulted in several victims having warrants issued for failure to appear in court. Victims are also sometimes charged several hundred dollars to fill out paperwork that only needed to be notarized.

Response:

- Working with the Better Business Bureau to identify fraudulent scams
- Working with the Mecklenburg Business License Office to identify local business involved in fraudulent activity
- Assisting the CMPD Fraud Unit with cases involving the international community
- Educating the international community about fraudulent practices and the complaint process through community presentations and media reports

Fraud cases require regulatory, civil and criminal enforcement; therefore a multilateral approach is needed. The CMPD must partner with agencies to bring attention to the issue and enhance enforcement efforts.

Conclusion

In this manual we have discussed the process of how the Charlotte-Mecklenburg Police Department addressed the challenges to providing effective services to our growing international community. Our approach has constantly evolved as new issues arose. We began by evaluating not only the needs of the international community and the needs of the Police Department. We identified four basic issues communication, education, criminal activity, and partnerships. The International Relations Unit was implemented to assist in addressing these four key issues.

The CMPD/IRU addressed these issues by using the tenants of community policing. We got to know and understand the international community. This allowed us to provide better services. At first gaining the trust of the international community was difficult. We had to gain their trust not only by our words but by our actions. This was a slow and ongoing process. We had to establish ourselves with the community first. We attended community events such as fairs and festivals. We visited faith organizations, workplaces, and associations to introduce ourselves. The IRU ran an awareness campaign. Our goal was to let the community get to know us in order to develop the rapport needed to have an open dialogue. We began the dialogue with community leaders and advocates. In those discussions, we realized that we had many of the same concerns. They wanted better access to the Police Department, needed more information on the criminal justice system, and they wanted to reduce crime in the community. The international community and law enforcement were having difficulty communicating and understanding each other. We knew we had to find a way to address those issues or the victimization would continue. Once we established common ground, it became easier to involve larger segments of the international community as well as other city/county service providers.

Partnering with international community leaders and advocates opened doors and gave us more credibility with the larger community, but we did not automatically gain their trust. Trust is won and lost every day on the streets by the actions of officers. Implementing an International Relations Unit alone will not solve the challenges to policing in the international community. The Charlotte-Mecklenburg Police Department's approach is for the IRU to be a support unit. The initiatives require all aspects of the Police Department working together. The IRU assists officers in doing their jobs more effectively when addressing issues in the international community.

The interpreting and translating initiative involved not only all of CMPD but the other city/county service providers as well. Having partnerships in place and building consensus was a major factor towards improving our ability to communicate effectively with the international community. In conjunction with having a contracted interpreting/translating service, the Second Language Incentive Program allowed us to better utilize our internal resources. The Second Language Incentive Program was also

useful as a recruiting tool and a motivation, for current employees to obtain and maintain their second language skills. To encourage this, CMPD provides Survival Spanish instruction to all incoming recruits, allows educational leave for immersion language instruction, and provides in-service Spanish language training through our Police Academy and CPCC.

In order to reduce victimization in the international community, we took a two-step approach. We addressed the prevention of crime through educational outreach presentations, a monthly radio show, and the implementation of safe activities for children, such as the PAL soccer program. We have also translated crime prevention materials in various languages. Through these programs we assisted the community in understanding the criminal justice system better and improving their access to it. The international community began to report crime and become more involved in their court cases. We also addressed ways to improve the general safety of the community and their quality of life.

Secondly, we addressed the current crime trends by assisting officers and detectives with cases that were hindered by cultural and language barriers. The Hispanic Robbery Initiative involved officers and detectives throughout CMPD, other city/county service providers, non-profits, and owners/managers of apartment complexes. Our access to the international community allowed us to gather valuable information about current gang activities, drug trafficking, prostitution, gambling, auto theft, and robbery rings. Increased arrest rates improved the internationals' confidence that law enforcement could address the crime trends in the community. As a result, the international community became a more willing participant in the criminal justice process.

The Volunteer Program assists officers with the challenges presented when policing a rapidly growing international community. Having bi-lingual/bi-cultural volunteers helped both officers and the community become more comfortable when dealing with each other. The volunteers provided an experience and awareness that could not be taught to officers in a classroom.

The Charlotte-Mecklenburg Police Department has made strides, but there will continue to be challenges as the international community continues to grow and change. These challenges will not be unique to Charlotte-Mecklenburg, and we must all share our successes and hurdles throughout the state in order to find better ways to reduce victimization and improve the quality of life for the international community.

Resources

Child Safety:

Prevent Child Abuse North Carolina

3344 Hillsborough St. Ste.100-D
Raleigh, NC 27607
(919) 829-8009 or 1-800-354-KIDS
www.childabusenc.org

Mayor's Mentoring Alliance

City of Charlotte Neighborhood Development
600 East Trade St.
Charlotte, NC 28202
704-336-2928
<http://www.charmeck.org/Departments/Mayor/Mentoring+Alliance/Home.htm>

Safe Kids

1301 Pennsylvania Avenue, NW, Suite 1000
Washington, DC 20004-1707
www.safekids.org

Courts:

North Carolina Court System

<http://www.nccourts.org>

Foreign Language Services

http://www.aoc.state.nc.us/www/public/aoc/f_lang_services-more.htm

Information in Spanish

<http://www.nccourts.org/Citizens/Spanish/Default.asp>

Crime Prevention:

COPS

<http://www.cops.usdoj.gov>

Governor's Crime Commission

1201 Front Street, Suite 200
Raleigh, North Carolina 27609
Phone: (919) 733-4564
www.ncgccd.org
http://www.ncgccd.org/Crime_Prevention/spanish_language.htm

National Crime Prevention Committee

www.ncpc.org

Outreach to New Americans

<http://www.ncpc.org/ncpc/ncpc/?pg=5882-2282-2608>

National Safety Council

www.nsc.org

Demographics:

CIA World Fact Book

<http://www.cia.gov/cia/publications/factbook/>

Library of Congress – Country Studies

<http://memory.loc.gov/frd/cs/cshome.html>

Office of Refugee Resettlement

<http://www.acf.dhhs.gov/programs/orr/>

U.S. Census

<http://www.census.gov/>

U.S. Census 2002 American Supplementary Survey Profile for North Carolina

<http://www.census.gov/acs/www/Products/Profiles/Single/2002/ACS/NC.htm>

U.S. State Department

Website provides current overview of regions and specific countries.

<http://www.state.gov/>

<http://www.state.gov/countries>

Federal Agencies:

Office of Public Affairs and Policy Coordination

CA/P, Room 4800

Bureau of Consular Affairs – U.S. State Department

Washington D.C. 20520

202-647-4415

http://travel.state.gov/consul_notify.html.

U.S. Citizenship and Immigration Services (USCIS)

<http://uscis.gov/graphics/index.htm>

USCIS Yearbook

<http://uscis.gov/graphics/shared/aboutus/statistics/Yearbook2002.pdf>

U.S. Department of Labor, Bureau of Labor Statistics

<http://www.bls.gov>

U.S. Immigration and Customs Enforcement

Formerly known as Immigration and Naturalization Services (INS)

www.ice.gov

Fraud:

Federal Trade Commission

1-877-438-4338

www.ftc.gov

www.ftc.gov/ftc/spanishinfo/consumer.htm

www.consumer.gov/idtheft

Better Business Bureau

704-527-0012

1-800-558-3122

www.bbb.org/

Federal Deposit Insurance Corporation (FDIC)

www.fdic.gov/

Money Smart – Adult Education Program

<http://www.fdic.gov/consumers/consumer/moneysmart/index.html>

Available in English, Spanish, Chinese, Korean

Social Security Administration

1-800-269-0271

www.ssa.gov

Attorney General's Office:

(919) 716-6000

1-800-662-7952.

www.jus.state.nc.us

Interpretation/Translation:

Advanced Language and Media Services

International Safety Training Video

8102 Hunley Ridge Rd. Matthews, NC 28104

704-882-1386

Belitz Language Center
520 Post Oak Blvd., Suite 500
Houston TX. 77027
713-626-7844
www.berlitz.com

Choice Translating Incorporated
8701 Mallard Creek Road
Charlotte, NC 28262
1-888-721-2077
www.choicetranslating.com/

Encuentros Spanish Language School
Encuentros Comunicación y Cultura
Calle Morelos 36, Colonia Acapantzingo
CP 62440 Cuernavaca, Morelos, Mexico
www.learnspanishinmexico.com/

U.S. Department of Justice
DOJ Regulations – 28 CFR 42-104 (b) (2)
Executive Order 13166
www.hhs.gov/ocr/lep/
www.usdoj.gov/crt/cor

Police Departments:

Charlotte-Mecklenburg Police Department
601 East Trade Street
Charlotte, N.C. 28202
Website: www.cmpd.org

International Relations Unit
Phone: 704-432-0446
Fax: 704-336-5712
Email to: iruinfo@cmpd.org

Durham Police Department
505 W. Chapel Hill St.
Durham N.C. 27701
www.durhampolice.com

Hispanic Outreach and Intervention Strategy Team
Corporal Hector Borges
919-560-4440

Houston Police Department

Foreign Language Testing Unit

1200 Travis Street

Houston TX 77002

<http://www.ci.houston.tx.us/departme/police/>

Mecklenburg County Sheriff's Office

700 East Fourth Street

Charlotte, N.C. 28202

www.mecksheriff.com

Adelante – Hispanic Life Skills Course

Contact: Zach Thomas or Kim Vazquez

704-336-3434

Email to: vazquks@co.mecklenburg.nc.us

Officer.com

Website addresses for of police departments throughout the U.S.

<http://search.officer.com/agencysearch/>

Public Safety:**American Red Cross**

<http://www.redcross.org/>

Charlotte-Mecklenburg Communities Relations Committee

600 East Trade Street, suite 003

Charlotte, NC 28202

704-336-3056

www.charmeck.org

Charlotte-Mecklenburg Emergency Management

Family Emergency Manual – Think Safety

228 East Ninth Street

Charlotte NC 28202-2530

704-336-2412

Available in English, Spanish, Vietnamese, Korean, Laotian, Russian, Cambodian

Mecklenburg County Safe Communities

www.safecommunities.net

North Carolina Your Service

<http://www.ncgov.com/>

Information in Spanish

www.ncgov.com/asp/subpages/intention.asp?P=2&I=75

El Pueblo, Inc

118 South Person Street
Raleigh, NC 27601
919-835-1525
www.elpueblo.org

United Way – 211 System

Available in Mecklenburg/Cabarrus/Union; Raleigh and Ashville
301 S. Brevard St. Charlotte, NC 28202
Phone: 704-343-9934
www.unitedway/org

Traffic Safety:**National Highway Safety Council**

1121 Spring Lake Drive
Itasca, IL 60143-3201
(630) 285-1121
www.nsc.org

UNC Highway Safety Research Center

<http://www.hsrb.unc.edu/>
<http://www.hsrb.unc.edu/pubinfo/spanishmaterials.htm>

Counseling Insights Inc.

4938 Central Avenue, Suite # 3
Charlotte, NC 28205
Phone: (704) 568-1122
In Spanish: (704) 568-1700
Fax: (704) 568-5357
<http://www.counselinginsights.org/>

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Appendixes

Appendix I – Standard Operating Procedures	Page i
Appendix II – Directive	Page iv
Appendix III – Interpreter/Translator Information Form	Page v
Appendix IV – Language Skill Level Description	Page vi
Appendix V – Secondary Language Activity Program Log	Page xii
Appendix VI– Hispanic Robbery Best Practices Guide.....	Page xiii
Appendix VII– Community Survey –English.....	Page xvi
Appendix VIII– Community Survey –Spanish.....	Page xxi

Charlotte-Mecklenburg police Department

International Relations Unit

Standard Operating Procedures

Appendix I

Mission Statement

The International Relations Unit of the Charlotte-Mecklenburg Police Department is a county-wide resource committed to improving the quality of life, reducing crime, and fostering mutual trust and respect with members of the International Community.

Core Initiatives:

- Promote problem-solving partnerships with the community they serve, patrol officers, and investigators.
- Conduct training with the International community and public/private organizations to improve service and reduce victimization.
- Provide assistance with investigations that affect the International community.
- Use specialized training, expertise, and experience to enhance relationships with the International community.
- Participate in community events that directly affect the International community.
- Act as a liaison between the Police Department and the International community.

II. Responsibilities

The International Relations Unit (IRU) will coordinate with the International community and Charlotte-Mecklenburg Police employees to build trust and enhance the relationship between the community they serve and police department. Members of the IRU will be the liaison for the police department when issues associated with the International community arise. The IRU will assist with improving the recruitment of culturally diverse and bilingual officers. The IRU will act as a clearinghouse for issues associated with the International community to include cultural protocol and training. The IRU will maintain a list of services available to assist officers with interpreting/translating needs. While the IRU is not designated as the departments' sole interpreting resource, the unit will assist in significant criminal or administrative cases as outlined in section V.

III. International Relations Unit Composition

The IRU will be assigned to Field Operations Support and will be composed of six (6) full time officers and one (1) sergeant. Any additions beyond these numbers will be made at the discretion of the Field Operations Support Chain of Command.

IV. Selection Process

A distribution of a department-wide memorandum indicating the unit is engaged in a selection process for IRU officers. Officers interested in participating in the process will

be asked to submit a letter of interest indicating prior experience, language skills, or other background beneficial to the unit.

A background investigation will be conducted by the unit supervisor and will examine criteria such as:

- A demonstrated ability to problem-solve and develop neighborhood capacity
- Possess a team-oriented work ethic
- Excellent oral communication skills
- The ability to interact and build positive relationships with diverse cultures

The unit supervisor will also solicit input from the officer's Chain of Command.

The IRU Chain of Command will make all decisions pertaining to the selection of the new unit member.

V. Operational Procedure

Several operational considerations must be taken into account for flexibility and effectiveness of the IRU. The unit will work the hours necessary to serve the International community. IRU officers must adjust their work hours to attend events, meetings, or programs that significantly affect the International community. The members of the IRU will be subject to call back under the following guidelines:

International Relations Unit Call Out Requirement:

Criminal Investigations: Any situation where the impact to the International community is of such detriment that a member of the unit can assist in the immediate identification, location, and arrest of the individual(s) involved.

Administrative Investigations: Any situation where the Internal Affairs Unit and/or the ranking supervisor on the scene believes that a member of the unit can assist in the investigation to diffuse a volatile incident or to facilitate communication and understanding with the community and the police department.

Call Out Procedure:

The ranking supervisor on the scene of any incident may request the assistance of the IRU. The IRU Supervisor or his/her designee will make the final decision as to if, or which member of the unit will respond.

Uniform

The IRU will be a plainclothes assignment, however members will wear a Class A or Class B uniform when necessary.

Vehicles

It is the responsibility of the IRU Detective to ensure that the vehicle is kept clean and in proper operating condition. IRU Detectives will be notified of any scheduled preventive maintenance that is due on the vehicle and have (2) working days from notification to have the work started on the vehicle. The remainder of the take-home vehicle policy states;

- The vehicle shall be inspected by the detective on a daily basis and regularly inspected by the IRU supervisor.
- Because of FLSA regulations, all cleaning and maintenance must be conducted on duty with the approval of the appropriate supervisor.
- IRU Detectives are authorized to use the vehicle for official police business, including going to and from a regular tour of duty, call-outs, training, education, court and off-duty work. Exceptions can only be made with the approval of the IRU Sergeant.
- The IRU Sergeant reserves the right to suspend the use of a take-home vehicle for cause.
- IRU Detectives will be familiar with and adhere to directives 600-001 Departmental Vehicles and 600-002 Vehicle Accident and Damage Investigation. IRU Detectives are also required to notify the IRU Supervisor in the event of an accident with an IRU vehicle.
- The first preventable accident within a two-year period will result in the loss of the take-home vehicle privilege for a period of six months. The second preventable accident within a two-year period will result in the loss of the take-home vehicle privilege for one year. A third preventable accident within a two-year period will result in the permanent loss of the take-home vehicle privilege.

VI. Training

- Members of the IRU will be trained in diverse cultures represented in this jurisdiction.
- Members will be trained to conduct community events and training seminars.
- Some members may be certified as interpreters/translators.
- Additional training needs of the unit will be identified and addressed as required.

Directives	Interpreting and Translating Services	900-007	97 OF 121
Effective Date	04/03/03	Appendix II	



Charlotte-Mecklenburg Police Department

Interactive Directives Guide

I. PURPOSE

To establish guidelines for the use of interpreters and translators.

II. PROCEDURE

When considering the need for interpreting/translating services, employees will assess the seriousness of the matter, including the nature of any potential criminal charges. The following options will be considered (in order) when deciding on the appropriate course of action.

For purposes of this policy, "translating" will be defined as converting written documents between languages. "Interpreting" will be defined as the conversion of verbal/sign language.

- A. When feasible, employees will use translated documents such as citation information, accident exchange slips, seized evidence, etc. to convey information.
- B. If translated materials do not resolve the situation, employees will request the Communications Division contact an on duty bilingual CMPD employee or approved bilingual volunteer to assist.
- C. If a CMPD bilingual employee or approved volunteer is not available, with supervisory approval, employees will use the language line capability of the contracted interpreter service. The Communications Division will contact the service and have the interpreter call the employee.
- D. If telephone interpreting is not practical, with supervisory approval, the Communications Division will contact the appropriate interpreting/translating service to respond to the scene to assist with interpreting/translating.
- E. Employees are required to use bilingual CMPD employees or approved bilingual volunteers for the translation and transcription of all audio recordings as well as written materials. Any exception for the use of a contracted interpreting/translating service requires the prior approval of the International Relations Unit supervisor.
- F. Employees will document all necessary information to identify the interpreter/translator used, as well as specific services provided, for court purposes.
- G. The International Relations Unit will be the point of contact for questions or problems relating to the contracted service provider.

Appendix III

Charlotte-Mecklenburg Police Department Interpreter/Translator Information Form		
Complaint Number	Date of Service	
Type of Service		
Time Requested	Time Arrived	Time Cleared
Location of Service		
Other Location		
Requesting Officer	Code Number	
Division/Assignment		
Approving Supervisor	Code Number	
Language Requested		
If other		
Name of Interpreter		
If a Department Employee – Code Number:		
Subject(s) Receiving Interpreter Services		
1. Subject Name	Date of Birth	
2. Subject Name	Date of Birth	
3. Subject Name	Date of Birth	
4. Subject Name	Date of Birth	
5. Subject Name	Date of Birth	

Berlitz

Verbal Language Skill Level Descriptions

Appendix IV

The following descriptions of proficiency levels 0, 1,2,3,4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not meet the criteria for the next level. The "plus-level" descriptions therefore are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education are considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generality to be included here.

S-0 No Proficiency

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.

S-0+ Memorized Proficiency

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.

Examples: The S-0+'s vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functions (linking words, markers, and the like) are omitted, confused, or distorted. An S-0+ can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups,

errors may be frequent. Even with repetition, communication is severely limited even with persons used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.

S-1 Elementary Proficiency

(Base Level)

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by an S-1. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from the S-1. An S-1 speaker has functional, but limited proficiency. Misunderstandings are frequent, but the S-1 is able to produce continuous discourse except with rehearsed material.

Examples. Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The S-1 often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, S-1s may have encountered quite different vocabulary areas. However, the S-1 can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. An S-1 might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. The S-1 is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise.

S-1+ Elementary Proficiency

(Higher Level)

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. The S-1+ may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even simple speech. An S-1+ may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

Examples: An S-1+ is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchanges of skeletal biographic information. Speaking ability may extend beyond immediate survival skills. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the commoner forms of verb tenses, for example, but may make frequent errors in formation and selection. While

some structures are established, errors occur in more complex patterns. The S-1+ typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public.

S-2 Limited Working Proficiency

(Base Level)

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The S-2 can get the gist of most everyday conversations but has difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The S-2's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high frequency utterances, but unusual or imprecise elsewhere.

Examples: While these interactions will vary widely from individual to individual, an S-2 can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the S-2 can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding.

S-2+ Limited Working Proficiency

(Higher Level)

Able to understand most work requirements with language usage that is often, but not always, acceptable and effective. An S-2+ shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of

normal native speech is typically nearly complete. An S-2+ may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the S-2+'s speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be in some way inappropriate, if not strictly incorrect.

Examples: Typically an S-2+ can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The S-2+ is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls but cannot always easily produce general vocabulary. Discourse is often in cohesive.

S-3 General Professional Proficiency

(Base Level)

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Nevertheless, an S-3's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. An S-3 uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. An S-3 can effectively combine structure and vocabulary to convey his/her meaning accurately. An S-3 speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idiom may not be fully understood, the S-3 can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, an S-3 uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low frequency and highly complex structures.

S-3+ General Professional Proficiency

(Higher Level)

Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort, or errors which limit the range language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: has breadth of lexicon, including low-and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; employs structural precision, with sophisticated features that are readily, accurately, and appropriately controlled (such as complex modification and embedding in Indo-European languages); has discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned occurs in low frequency and highly-complex structures.

S-4 Advanced Professional Proficiency (Base Level)

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. An S-4's language usage and ability to function are fully successful. Organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, an S-4 would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks, which do not bear directly on a professional specialty.

Examples: Can discuss in detail concepts, which are fundamentally different from those on the target culture and make those concepts clear and accessible to the native speaker. Similarly, an S-4 can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official, and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks, and settings). Can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Can understand and reliably produce shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction.

S-4+ Advanced Professional Proficiency (Higher Level)

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, an S-4+ would not necessarily be perceived as culturally native.

Examples: An S-4+ organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While an S-4+ has a wide range and control of structure, an occasional non-native slip may occur. An S-4+ has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner.

S-5 Functionally Native Proficiency

Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. An S-5 uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialism, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

Appendix V

[illegible]

Hispanic Robbery Initiative Best Practices Action Plan

Appendix VI

Analytical Component

- Identify the specific location to implement project
- Search and analyze GIS information for the specific area including statistical data on:
 - Robberies
 - Assaults
 - Property Crime
 - Multiple calls for service
 - Section 8 housing or public housing locations.
- Pull robbery reports at target location and identify specific locations of occurrence within target area.
- Obtain complex policy information and demographics of location obtain copies of leases or complex rules
- Document in writing and photograph if possible existing condition of location such as:
 - Lighting conditions
 - Abandoned vehicles
 - Apartment conditions
 - Reputation of location police/community
 - Existing programs within location for community educational, youth etc.
 - Existing resources to utilize for cultural / language barriers
 - Level of management / property owner cooperation
- Develop Action Plan for district
- Initiate pre-survey of area to evaluate crime issues and perception of police services

Identification of Stakeholders

- Identify the stakeholders in the area such as:
 - Local businesses Banks, Check cashing locations, etc.)
 - Faith Community
 - Management of complex or area owner
 - Appropriate Consulate for residents
 - INS
 - Law Enforcement Identify areas within the police department)
 - Help agencies
 - Government Services

Enforcement Component

- Establish directed patrols of area and response area officers. Initiate 10-35 numbers (Zone Check) to monitor patrol involvement.
- Assist and communicate with area Robbery Detective to assist in identifying suspects, locating suspect vehicles or informing the community of wanted persons attend monthly robbery meetings to supplement dialogue and invite robbery detectives and robbery Sgt. to community meetings
- Improve documentation of information related to victims and witnesses that will assist the District Attorney's office with locating them at time of prosecution. For example:
 - Name appropriate use defining mother's surname and father's surname
 - Family member not residing with victim or witness
 - Work name, address and telephone number
- Utilize street crime units to aggressively patrol area with follow up on drug / prostitution investigations
- Utilize internal resources to facilitate communication with Spanish speaking residents to prevent potential victimization:
 - Bilingual officers
 - Bilingual employees
 - Spanish Volunteer Program
- If private security or special police patrol area collaborate enforcement efforts with these agencies

Educational Component

- Identify the educational needs of the community such as:
 - Banking needs
 - DMV issues
 - Crime prevention / Crime Stoppers
 - Education on the availability of governmental services
 - Access to police services and response to crime
- Training video on crime and safety CMPD has crime prevention videos available in several languages
- Set up community meeting to discover issues of the community as opposed to perceived issues by the police
- Establish consistent meeting schedule and location. Keep in mind the culture and habits of the community to determine best day/time for meetings
- Introduce "Crime Stoppers" to the community
- Publicize Successes : Use media outlets to publicize prosecutions, arrests and misconceptions that Hispanics are easy targets.

CPTED Component

- Facilitate a certified CPTED analysis of complex
- Address Lighting issues within complex area
- Identify issues with gaining entry to complex and make attempts to restrict access.
Suggested Methods:
 - Gates at entrances with card access
 - Stickers identifying resident's vehicles
 - Fencing community area
 - Barricade areas where cut through traffic, trails or escape routes exist
- Identify maintenance concerns:
 - Vegetation or overgrowth to limit hiding places
 - Condition of apartments
 - Door deadbolts
 - Peep holes in front doors

Assessment Component

- Initiate post survey to monitor the change in crime issues
- Monitor and track GIS data on area
- Monitor both attendance and longevity of educational programs implemented during initiative

International Relations Unit Survey

***Questionnaire #:** _____*

Appendix VII

1. Respondent's Name: _____ (Ask question at the conclusion of the survey)
2. Address: _____ (Ask question at the conclusion of the survey)
3. Enter Respondent's Phone number _____ (Ask question at the conclusion of the survey)
4. Respondent's Gender (M = Male F = Female): Male 1. Female 2.
5. Enter your interviewer ID _____
6. Hello, my name is _____. I'm conducting a study for the Charlotte-Mecklenburg Police Department. We are interviewing people 18 years and older who live in this area about crime and about their attitudes toward the police.
Please put an X on the Answer(s)
7. How do you feel about your neighborhood as a place to live?
____ 1. Very Satisfied ____ 2. Somewhat Satisfied ____ 3. Somewhat Dissatisfied
____ 4. Very Dissatisfied ____ 5. Don't Know ____ 6. Refused
8. How long have you lived at this residence?
____ 1. Less than 6 months ____ 2. 6Mo.- 1Yr. ____ 3. 1yr. - 3yrs ____ 4. 3yrs - 7Yrs.
____ 5. More than 7yrs ____ 6. Refused
9. How safe do you feel being out alone in your neighborhood at night?
____ 1. Very Safe ____ 2. Somewhat Safe ____ 3. Somewhat Unsafe
____ 4. Very Unsafe ____ 5. Don't Know ____ 6. Refused
10. How worried are you that someone will break into your home when no one is there?
____ 1. Very worried ____ 2. Quite worried ____ 3. Somewhat Worried
____ 4. Not at all Worried ____ 5. Someone is always home ____ 6. Refused
11. How worried are you that someone will break into your home when you are at home?
____ 1. Very worried ____ 2. Quite worried ____ 3. Somewhat Worried
____ 4. Not at all Worried ____ 5. Someone is always home ____ 6. Refused
12. If you have children, how worried are you that (this child)(these children) will be deliberately harmed by someone while outside in your neighborhood?
____ 1. Very worried ____ 2. Quite worried ____ 3. Somewhat Worried
____ 4. Not at all Worried ____ 5. Don't Know ____ 6. Refused ____ 7. Do not have children

13. How worried are you that someone will offer illegal drugs to (this child)(these children)?
___1. Very worried ___ 2. Quite worried ___ 3. Somewhat Worried
___4. Not at all Worried___ 5. Don't Know ___ 6. Refused ___ 7. Do not have children
14. When it comes to preventing crime in your neighborhood, do you feel that it's more the responsibility of the residents, or it is more the responsibility of the police?
___1. Residents ___2. Police ___3. Both ___4. Don't know ___5. Refused
15. Vandalism, like kids breaking windows or writing on walls, is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___4. Don't know
___5. Refused
16. Landlords (Apartment complex owners) letting their property become run down is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
17. People being attacked or beaten up in your neighborhood is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
18. People being robbed (having their wallets or purses stolen on the street) is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
19. Young people hanging out in the streets or in the common area is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
20. Gang members hanging out in the streets or in the common area is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
21. People selling or using illegal drugs in your neighborhood is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
22. Prostitution or use of of prostitutes in your neighborhood is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused

23. Cars being stolen, or things being taken out of cars in your neighborhood is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
24. Vacant lots or yards filled with trash and junk is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
25. People drinking in public places like on the corner in your neighborhood is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
26. People driving under the influence of alcohol in your neighborhood is a:
___1. Big problem ___2. Somewhat of a problem ___3. No problem ___ 4. Don't know
___5. Refused
27. How well do you get along with your Latino neighbors?
___1. Very well ___2. Well ___3. a little ___4. Not at all 5. Did not respond
28. How well do you get along with your neighbors that are not Latino?
___1. Very well ___2. Well ___3. a little ___4. Not at all 5. Did not respond
29. All things considered, what are the most serious problems facing your neighborhood?
(First problem: probe for completeness vandalism, robberies, drugs, etc. If more space is needed use back of page.)
-
30. Now thinking about the police in your area, how willing are they to work as partners with local community leaders and community groups? Are the police...
___1. Very willing ___2. Somewhat willing ___3. Not willing at all ___4. Don't know
___5. Refused
31. Now thinking about the police in your area, have you spoken to an officer about problems or conditions in your neighborhood?
___1. Yes, always ___2. Sometimes ___3. No, never ___4. I do not know ___5. Refused
32. What do you think are the reasons that the Hispanic community does not call the police for help?
-

33. How satisfied are you with the quality of police service in your neighborhood?
___1. Very satisfied ___2. Somewhat satisfied ___3. Somewhat dissatisfied
___4. Don't know ___5. Refused

34. Why? (E.g. The officer spoke to me in Spanish, the officer took some time to understand my problem, etc.)

35. In the past 12 months, have you contacted the Charlotte-Mecklenburg Police Department to report a crime in your neighborhood?
___1. Yes ___2. No (Go to Question #35a) ___3. Don't know ___4. Refused

35(a). Why did you decide not to report it to the police?

36. How good a job are the police doing to prevent crime in your neighborhood?
___1. Excellent ___2. Good ___3. Fair ___4. Poor ___5. Very poor ___6. Don't know
___7. Refused

37. How good a job are the police doing in helping people after they have been a victim of a crime?
___1. Excellent ___2. Good ___3. Fair ___4. Poor ___5. Very poor ___6. Don't know
___7. Refused

38. Do you know anyone who has been attacked or robbed in your neighborhood?
___1. Yes ___2. No ___3. Don't know ___4. Refused

38(a). If yes were you the one robbed/attacked?

___1. Yes ___2. No ___3. Don't know ___4. Refused

39. Do you know of anyone in your neighborhood whose home has been broken into?
___1. Yes ___2. No ___3. Don't know ___4. Refused

39(a). If yes, how many?_____

40. Do you have a bank account?
___1. Yes ___2. No ___3. Don't know ___4. Refused

41. What do you think are the reasons for the Hispanic community being reluctant to open a bank account? (Fear of questions related to residency status, distrust of financial institution, etc.)

42. How old are you?
___1. 18-23 ___2. 24-29 ___3. 30-35 ___4. 36-41 ___5. 42-47 ___6. 48-53
___7. 54-59 ___8. 60-older

43. What was the highest grade or year of school you have completed?

___1. None ___2. Elementary (1-8) ___3. Some high school (9-12) ___4. Finished
HS (12)
___5. Vocational School ___6. Some college ___7. Associates Degree ___8.
Bachelor's Degree ___9. Masters Degree ___10. Doctorate ___11. Don't know
___12. Refused

* Don't forget to ask for the name, address and telephone number, (questions 1, 2, and 3 of the survey)

Encuesta para la Unidad de Relaciones Internacionales

Entrevista #: _____

Appendix VIII

1. El nombre del entrevistado: (Pida esta información al final de la encuesta) _____
2. Su dirección: (Pida esta información al final de la encuesta) _____
3. Anote el número de teléfono del entrevistado (Pida esta información al final de la encuesta) _____
4. Hombre o Mujer: Hombre 1. Mujer 2.
5. Anote la identificación del entrevistador: _____
6. Hola, mi nombre es _____. Dirijo un estudio para el Departamento de Policía de Charlotte-Mecklenburg. Entrevistamos a la gente mayor de 18 años que vive en este área acerca del crimen y acerca de sus actitudes hacia la policía.
Por favor ponga una X en la(s) respuesta(s)
7. ¿Cómo se siente usted acerca de su barrio como un lugar para vivir?
____ 1. Muy satisfecho ____ 2. Un poco satisfecho ____ 3. Un poco descontento
____ 4. Muy descontento ____ 5. No sabe ____ 6. No respondió
8. ¿Cuánto tiempo ha vivido usted en esta residencia?
____ 1. .menos de 6 meses ____ 2. 6Mes-1ano ____ 3. 1-3 ano ____ 4. 3-7 ano ____ 5. Mas de 7anos ____ 6. No respondio
9. ¿Como se siente usted estando afuera solo en su barrio por la noche?
____ 1. Muy seguro ____ 2. Un poco seguro ____ 3. Un poco inseguro
____ 4. Muy inseguro ____ 5. No sabe ____ 6. No respondió
10. ¿Está usted preocupado que alguien forzará entrada en su casa cuándo nadie está allí?
¿Cuánto?
____ 1. Muy preocupado ____ 2. Bastante preocupado ____ 3. Un poco preocupado
____ 4. Nunca preocupado ____ 5. Alguien está siempre en casa ____ 6. No respondió
11. ¿Está usted preocupado que alguien forzará entrada en su casa cuándo usted está en casa? ¿Cuánto?
____ 1. Muy preocupado ____ 2. Bastante preocupado ____ 3. Un poco preocupado
____ 4. Nunca preocupado ____ 5. Alguien está siempre en casa ____ 6. No respondió
12. ¿Si usted tiene niños, esta usted preocupado que será(n) deliberadamente lastimado(s) por alguien cuando está(n) afuera en su barrio? ¿Cuánto?
____ 1. Muy preocupado ____ 2. Bastante preocupado ____ 3. Un poco preocupado

- ____ 4. Nunca preocupado ____ 5. No sabe ____ 6. No respondió ____ 7. No tiene niños
13. ¿Está usted preocupado que alguien ofrecerá drogas ilegales a sus niños en su bario?
¿Cuánto?
____ 1. Muy preocupado ____ 2. Bastante preocupado ____ 3. Un poco preocupado
____ 4. Nunca preocupado ____ 5. No sabe ____ 6. No respondió ____ 7. No tiene niños
14. ¿En lo que se refiere a prevenir crimen en su barrio, considera usted que es más la
responsabilidad de los residentes, o es más la responsabilidad de la policía?
____ 1. Los residentes ____ 2. La policía ____ 3. Los dos ____ 4. No sabe ____ 5. No
respondió
15. El vandalismo, como niños rompiendo ventanas o escribiendo sobre muros:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió
16. Los dueños (del complejo de apartamento) dejando su propiedad deteriorarse:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió
17. La gente siendo atacada o golpeada en su barrio:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió
18. La gente siendo robada (billiteras o dinero robada) en su barrio:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió
19. Los jóvenes quedándose en las calles o las áreas comunes:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió
20. Los miembros de pandilla quedándose en las calles o las áreas común:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió
21. La gente vendiendo o usando drogas ilegales en su barrio:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió
22. La prostitución o el uso de prostitutas en su barrio:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió
23. Los coches robados, o las cosas robadas de coches en su barrio:
____ 1. Es un problema grande ____ 2. Es un problema pequeño ____ 3. No es problema
____ 4. No sabe ____ 5. No respondió

24. Los terrenos vacantes o los patios llenos de basura y trastos viejos:
___ 1. Es un problema grande ___ 2. Es un problema pequeño ___ 3. No es problema ___ 4. No sabe ___ 5. No respondió
25. La gente bebiendo en lugares públicos (por ejemplo en la esquina) en su barrio:
___ 1. Es un problema grande ___ 2. Es un problema pequeño ___ 3. No es problema ___ 4. No sabe ___ 5. No respondió
26. La gente conduciendo bajo la influencia de alcohol en su barrio:
___ 1. Es un problema grande ___ 2. Es un problema pequeño ___ 3. No es problema ___ 4. No sabe ___ 5. No respondió
27. ¿Como se lleva con los Latinos que viven en su barrio?:
___ 1. Muy bien ___ 2. Bien ___ 3. Mal ___ 4. No contacto ___ 5. No respondió
28. ¿Como se lleva con la gente que viven en su barrio que **no** son Latinos?
___ 1. Muy bien ___ 2. Bien ___ 3. Mal ___ 4. No contacto ___ 5. No respondió
29. ¿Tomando todo en consideración, cuales son los problemas más serios en su barrio?
(List problems: probe for completeness. For instance vandalism, robberies, drugs, etc. If more space is needed use back of page.)
-
30. ¿Ahora pensando en la policía en su área, están prontos de asociarse con sus líderes comunales locales y grupos comunales? ¿Cuánto?
___ 1. Muy prontos ___ 2. Bastante prontos ___ 3. No están prontos ___ 4. No sabe ___ 5. No respondió
31. ¿Ahora pensando en la policía en su área, hablas con oficiales sobre problemas o condiciones en su comunidad? (Indique cuantas veces)
___ 1. Si, Siempre ___ 2. Algunas veces ___ 3. No, nunca ___ 4. No sabe ___ 5. No respondió
32. ¿Que piensas usted son las razones la comunidad Hispana no llame la policia por ayuda? (Ex. Miedo de preguntas sobre inmigracion o problema con la idioma o los dos, etc)
-
33. ¿Está usted satisfecho con la calidad de servicio de la policía en su barrio? ¿Cuánto?
___ 1. Muy satisfecho ___ 2. Un poco satisfecho ___ 3. Un poco descontento ___ 4. Muy descontento ___ 5. No sabe ___ 6. No respondió
34. ¿Por que? (Ex. Oficiales toman tiempo a hablar conmigo o hablan en español o no me ayudan)
-

35. ¿En los 12 meses pasados, se ha puesto en contacto con el Departamento de Policía de Charlotte-Mecklenburg para reportar un crimen en su barrio?

____ 1. Sí ____ 2. No (Vaya a la pregunta # 35a) ____ 3. No sabe ____ 4. No respondió

35(a). ¿Por qué no hizo el reporte usted a la policía? _____

36. ¿Está haciendo la policía un buen trabajo previniendo crimen en su barrio? ¿Cómo la calificaría?

____ 1. Excelente ____ 2. Muy bien ____ 3. Bastante bien ____ 4. Mal ____ 5. Muy mal

____ 6. No sabe ____ 7. No respondió

37. ¿Está haciendo la policía un buen trabajo ayudando a la gente después de que han sido víctimas de un crimen? ¿Indique el grado?

____ 1. Excelente ____ 2. Muy bien ____ 3. Bastante bien ____ 4. Mal ____ 5. Muy mal

____ 6. No sabe ____ 7. No respondió

38. ¿Conoce usted alguien que ha sido atacado o robado a en su barrio?

____ 1. Sí ____ 2. No ____ 3. No sabe ____ 4. No respondió

38(a). ¿Si sí, fue usted la persona robada o atacada?

____ 1. Sí ____ 2. No ____ 3. No sabe ____ 4. No respondió

39. ¿Sabe usted de alguien en su barrio que su casa ha sido robada?

____ 1. Sí ____ 2. No ____ 3. No sabe ____ 4. No respondió

39(a). (Si sí, cuántos?) _____

40. ¿Tiene usted una cuenta de banco?

____ 1. Si ____ 2. No ____ 3. No se ____ 4. No respondió

41. ¿Por que piensa son las razones que la comunidad Hispana no abre cuentas en los bancos? (eg. Miedo de preguntas sobre residencia o problemas con el idioma o identificación)

42. Indique su categoría de edad:

____ 1. 18-23 ____ 2. 24-29 ____ 3. 30-35 ____ 4. 36-41 ____ 5. 42-47 ____ 6. 48-53

____ 7. 54-59 ____ 8. 60-older

43. ¿Cuál fue el grado o el año de escuela más altos que usted completó?

____ 1. Ninguno ____ 2. La escuela primaria (1-8) ____ 3. Un poco de escuela secundaria (9-12) ____ 4. La escuela secundaria completa (12) ____ 5. La escuela vocacional

____ 6. Un poco de universidad ____ 7. Associates degree ____ 8. Bachelors Degree

____ 9. Masters Degree ____ 10. El Doctorado ____ 11. No sabe 12 No respondió

* No olvide pedir el nombre, dirección y número de teléfono, (números 1, 2 y 3 de la encuesta).

International Relations Unit

Diego Anselmo

Sergeant Diego Anselmo was hired as a police officer in 1990 with the Charlotte-Mecklenburg Police Department. Diego was assigned to the Patrol Division and was a Community Coordinator. He then transferred to the Homicide Division for three years. Diego was promoted to sergeant in 1997 and was assigned to the Eastway Patrol Division. He also became the Street Crimes Sergeant for the Division. Diego was on the Hispanic/Asian Sub-committee and was assigned to head the IRU in 2000. In 2001, Diego won the Police Community Relations Award and in 2002 was selected to take part in the German Marshall Memorial Fellowship. Diego speaks Spanish and his family is originally from Argentina. Diego is a state certified BLET instructor for North Carolina. He is on the Mecklenburg County Board for the Foundation of the Carolinas, the Mayor's International Cabinet and on the Latin-American Council of Charlotte. Diego was promoted to Captain on January 2004 and was transferred to the Steele Creek Division.

Chris Couch

Sergeant Chris Couch was hired as a police officer in 1980 with the Charlotte-Mecklenburg Police Department. Couch was assigned to the patrol division, where he later served as a Field Training Officer. He was then transferred to the Vice/Narcotics Bureau and served as an undercover narcotics detective for five years. Chris was promoted to sergeant in 1991 and was assigned to the Charlie One District where he served as a patrol sergeant, as well as the community coordinator sergeant. In 1994, he was assigned back to the Vice/Narcotics Bureau and served as the supervisor of the DEA Task Force. Chris was assigned to the IRU in 2004. Chris is a state certified BLET instructor for North Carolina and has also served on the SWAT team from 1982 thru 1993. He has studied Spanish for the past three years and has attended two immersion courses in Costa Rica during that time.

Juan Garrido

Juan Garrido was hired as a police officer in 1988 with the Charlotte-Mecklenburg Police Department. Juan worked as a patrol officer in the Independence Division from 1988 to 1993. Juan served on the SWAT team from 1992 to 1995. Juan was the Grier Heights Community Coordinator from 1993 to 1999. He transferred to the International Relations Unit when it was implemented in 2000. Juan developed an International Soccer program for P.A.L., the monthly Spanish Radio Show on Radio Lider, and built relations with media outlets and school administrators. Juan has also received several awards and recognition. In 1994, he received the N.C. Extension Service Award for Outstanding Community Contributions. In 1996, he was awarded the Community Relations Award. In 1997, Juan won the Right Moves for Youth's Officer of the month and in 2000, he again received the Community Relations Award. In 2003, Juan was recognized by the Police Athletic League Board of Directors for service to youths. In July of 2003, Juan was promoted to sergeant and was transferred to the Independence Division.

Steven Brochu

Officer Steven Brochu was hired as a police officer in 1995 with the Charlotte-Mecklenburg Police Department. Steven was assigned to the Eastway Patrol Division for three years and then transferred to the Street Crimes Unit. Steven has been assigned to the International Relations Unit since its implementation in 2000. Steven coordinates the Interpreter/Translator Service Program, the Secondary Language Incentive Program, and the Hispanic Robbery Initiative. Steven joined SWAT in 1998 as a crisis negotiator and transitioned to the tactical Team in 2000. He is currently a SWAT Counter Sniper as well as a member of the Advanced Local Emergency Response Team (ALERT). In 2002, Steven was a Herman Goldstein Award recipient for the "Hispanic Robbery Initiative." In 2003 Steven was the City of Charlotte Employee of the Year and won the "Chief's Award for Excellence in Policing." He attended the Encuentros Spanish Language immersion course in Cuernavaca, Morelos, Mexico. Steven is a state certified BLET instructor for North Carolina.

Mike Deal

Officer Mike Deal was hired as a police officer for the Mecklenburg County, North Carolina, Police Department in 1987. Mecklenburg County Police and Charlotte Police merged in 1993 when Mike was a K-9 officer. He was assigned to the Vice and Narcotics, CMPD Lake Unit. Mike has been assigned to the International Relations Unit since its implementation in 2000. He works with a variety of local, state, and federal agencies, including FBI, ICE, DEA, and ATF. He is one of several unit representatives assisting the Federal Joint Terrorist Task Force. Mike is a presenter for the North Carolina Legislative Agenda Organization, *El Pueblo*, which represents the Hispanic Community Legislative issues pertaining to legal matters and law, DMV issues, and other issues concerning the Latino community within the state. Mike is also working closely with the newly formed Gang Unit to assist in addressing the rising gang problem that is growing in the Mecklenburg County area. Mike also speaks Spanish.

Aksone Inthisone

Officer Aksone Inthisone was hired as a police officer for the Charlotte-Mecklenburg Police Department in 1997. He was assigned to the Metro Patrol Division for four years. Aksone has been assigned to the International Relations Unit since its implementation in 2000. Aksone has attended conferences on topics that affect the international community and has attended various investigative training courses. He is also an American Red Cross volunteer instructor. Aksone conducts gang presentations for the community, officers, and other city/county service providers. He developed the Community Outreach Center and Asian Advisory Council. He is on the Hmong-Lao Assistance Association Board of Directors. Aksone was nominated for the Police Community Relations Award. Aksone was born in Laos and moved to the United States when he was eight years old. He speaks Laotian and some Thai.

Carmen Mendoza

Officer Carmen Mendoza was hired as a police officer for the Charlotte-Mecklenburg Police Department in 1991. Carmen started in the North Patrol Division and was a Public Housing Coordinator. She was then assigned to the Vice and Narcotics Unit for three years and to the Violent Crimes Task Force for five years. Carmen has been assigned to the International Relations Unit since its implementation in 2000. She developed and conducts educational outreach presentations for the international community throughout the Charlotte-Mecklenburg Area. Carmen also developed and maintains the IRU web page and the IRU Guide. In 2001, Carmen won the Police Community Relations Award. Carmen speaks Spanish and her family is originally from Cuba. Carmen is a state certified BLET instructor for North Carolina and an American Red Cross volunteer instructor.

Michael Nguyen

Officer Michael Nguyen was hired as a police officer for the Charlotte-Mecklenburg Police Department in 1997. Michael was assigned to the Eastway Patrol Division for three and a half years. Michael has been assigned to the International Relations Unit since its implementation in 2000. Michael is a state certified BLET instructor for North Carolina. Michael was awarded the 1999 Officer of the Year Award by the Charlotte Optimist Club. In 2001, Michael won the Unsung Hero Award from Leadership Charlotte and the Police Community Relations Award. Michael is also a member of the National Asian Peace Officer Association. He has attended conferences and training on gangs and other issues facing the Asian community. Michael conducts gang presentations for the community, officers, and other city/county service providers. He developed the Community Outreach Center and the Asian Advisory Council. Michael is originally from Vietnam and moved to the United States when he was eleven years old. He speaks Vietnamese and some Spanish.

Brian Whitworth

Officer Brian Whitworth was hired as a police officer for the Charlotte-Mecklenburg Police Department in 1999. He was assigned to the North Tryon Patrol Division for one and a half years and then transferred as a Community Coordinator for the David-3 Response Area Two for two and a half years. Brian joined the International Relations Unit in June of 2003. Brian works with a variety of local, state, and federal agencies, including, ICE, ATF, FBI, and USSS. He is working on several problem-solving efforts within the Latino Community, including Latino Victimization through Fraudulent Methods and a monthly radio show on Radio Lider to discuss problems within the Latino Community. He serves as the public safety chairperson for the Latin-American Council. He is also working closely with the newly formed Gang Unit on the gang problem that is growing in the Mecklenburg County area. Brian has received the Chief's Award for Excellence in Policing, and he the Charlotte North Rotary Award for Community Service, and has been nominated twice for the Community Relations Award. Brian also speaks Spanish.

Notes