

Version
6

LOS ANGELES POLICE DEPARTMENT
Countering Violent Extremism
Expanded Course Outline

Prerequisite: None

Student Audience: The core audience for this course will be state and local law enforcement officers who conduct community outreach – either as part of a specialized program or in the course of their normal duties – and their managers. The course will also be open to police at the executive level.

Instructional Goal: To provide the law enforcement students with the skills and knowledge to create, effectively execute and manage community engagement initiatives that have the potential to counter violent extremism in the United States at the strategic and operational levels.

Performance Objectives: Upon completion of the course the students will be able to:

- Identify what violent extremism is and how it manifests itself in the United States
- Articulate how the creation or advancement of a community engagement program in their jurisdictions ties into the nation's strategy to counter violent extremism
- Identify gaps in current engagement strategies in their jurisdictions and develop strategies and plans to fill those gaps
- Design a values-based, community policing strategy that leverages community-based and other non-law enforcement resources and is tailored specifically to their respective jurisdictions
- Adapt elements of CVE/community engagement strategies from around the country and the world and have the ability to identify why certain CVE strategies have failed

Instructional Strategy: The course will incorporate multi-media, lectures, case studies, open discussion and scenario-based exercises.

I. INTRODUCTION AND ORIENTATION (50 min)

A. Introduction

1. Instructor (s)
 - a. Name, Assignment
 - b. Experience
2. Conduct administrative duties (i.e., POST roster; notification cards)
3. DISTRIBUTE: Resource Guide (prior to training at each table)
 - a. The resource guide, which shall also be provided in electronic format, should contain all of the documents that are cited in this lesson plan, including:
 - 1) A Common Lexicon (International Association of Chiefs of Police Committee on Terrorism CVE Working Group)
 - 2) Radicalization Dynamics (National Counterterrorism Center)
 - 3) Countering Domestic Radicalization (New America Foundation – National Security Studies Program Policy Paper)
 - 4) Legitimacy and Deterrence Effects in Counterterrorism Policing (Law and Society Review, Volume 44, Number 2 2010)
 - 5) American Jihadist Terrorism: Combating a Complex Threat (Congressional Research Service, September 20, 2010)
 - 6) Beyond Bullets: Strategies for Countering Violent Extremism (Center for New American Security, 2009)
 - 7) Social Science for Counterterrorism: Putting the Pieces Together (RAND study, 2009)
 - 8) Homegrown Radicalization
 - 9) National Security Strategy: Empowering Local partners to prevent violent extremism in the United States

10) In addition any other case law or material that would assist the students with resolving the scenarios effectively

B. CVE Challenges (Scenario and Open Discussion)

1. Scenario
- 1-2. Origins and importance of CVE initiative
- 2-3. Show Video Clips (News & Documentary footage)
- 3-4. What are the strategic objectives of CVE-related law enforcement efforts?
 - a. Creation of resilient communities and facilitation of integration/identification with American values and ideals
 - b. Establishment of relationships of trust to encourage two-way community and address crime issues ranging from the everyday to violent extremism
 - c. Isolation of extremist forces/influences
- 4-5. Relevance of CVE to Policing (open discussion)
 - a-a. Operational/Tactical (Community Outreach Personnel and Managers/Executives) - INDIVIDUAL
 - 1) CVE-related officer safety issues
 - 2) Principles of developing relationships built on trust, integrity and transparency
 - a) Methods to establish and maintain perception of police legitimacy
 - (1) Identifying realistic goals in partnership with communities
 - (2) Listening closely to community needs and not over-reaching in terms of police role in meeting those needs
 - (3) Following up
 - (4) Etc.
 - 3) Creating and leveraging partnerships with non-law enforcement entities
 - 4) How solid community engagement strategies can improve a range of other police concerns and lead to:
 - a) Safer streets/communities
 - b) Crime reduction
 - c) Clearing investigations
 - a-b. Strategic (Community Outreach Personnel and Managers/Executives) - TEAM
 - 1) Principles involved in maintaining long-term partnerships
 - a) Principles of community policing/outreach
 - 2) How those partnerships can yield results in CVE
 - a) Framing of what "results" are in this context
 - b) Examples
 - 3) How to help communities develop and maintain confidence in city government
 - a) Facilitating participation in city political process
 - (1) Examples
 - b) How interaction at the local level can build or detract from community confidence in national government
 - (1) Examples
 - c) How police can foster civic engagement
 - (1) Examples
 - d) Why a, b and c are important to law enforcement
 - 4) Crime prevention/reduction
 - a) How crime reduction/quality-of-life issues are central to CVE strategies

- (1) Examples
 - 5) Acceptance of funding expenditures for associated policing initiatives
 - 6) National Counterterrorism objectives
- c. Critical Vested Interests (Mission, Vision, Values) - HONEYCOMB
 - 1) Common goals and common vision – police and communities
 - 2) Safer streets/communities
 - a) Crime reduction
 - b) Safe schools
 - c) Drug free communities
- C. Brief overview of training topics
 - 1. Identifying indicators and warnings of violent extremism
 - a. Difference between Constitutionally protected speech/thought and violent extremism
 - b. Range of violent extremist threats
 - 2. Legal Aspects of CVE
 - a. Protecting Civil Rights/Civil Liberties
 - b. Tactical/operational separation of intelligence gathering and engagement approaches
 - 3. Adapting Community-Oriented Policing Strategies to CVE (examples)
 - 4. Leveraging Partnerships (examples)
 - 5. Intelligence Analysis for Countering Violent Extremism
 - a. Suspicious Activity Reporting
 - b. Addressing the intelligence issue when conducting community engagement
 - 6. Counterterrorism and CVE
 - 7. Developing a CVE Strategic Plan

II. IDENTIFYING VIOLENT EXTREMISM

- A. Different Forms of Violent Extremism
 - 1. History of Fanaticism/Extremism/Radicalization
 - 2. Different types of Extremism (lecture/case studies)
- B. Historical Perspective of Violent Extremism
 - 1. Case Studies
 - 2. Searching for Common Ground: Lessons Learned
- C. Exploited Communities – Common Factors
 - 1. Cultural, Linguistic, Religious, Economic or Socio-Cultural Factors that lead to isolation/disaffection
 - a. Diaspora/Immigrant Communities (not only Muslim and have one or more of the aforementioned factors present)
 - b. Poverty-stricken Communities
 - c. Etc.
 - 2. Democratic Societies
- D. Exploited Individuals – Path to Radicalization
 - 1. Socio-cultural factors
 - a. Social networks
 - 1) Family
 - 2) Friends
 - 3) School
 - a) Student/University Groups
 - 4) Faith-based (churches or mosques)
 - 5) Internet-based radicalization/recruitment
 - b. Self-radicalization
 - 1) Psychological

- a) Self esteem
 - (1) Feeling Alone (Alienation)
 - (a) Vulnerable to exploitation
 - (b) Searching for answers
 - (2) Detached (isolation)
 - (a) Not part of society and/or alienated from family/immediate social network
 - (b) Isolated from points of view that oppose extremist influences
 - (c) Cannot identify with new social order or culture
- b) Impressionable
 - (1) Desire to attain status by identifying with larger cause
 - (2) Desire to bond and be part of a group on a local, national or international scale
- c) Role of Mental Illness in Certain Cases
 - (1) Altered perceptions
 - (2) Feelings of persecution
- d) Identity crisis
- e) Disaffection
 - (1) Continuation along path of radicalization and acceptance of violence as method to resolve perceived grievance
- c. Charismatic leader(s)
 - 1) One-on-one influence
 - 2) Introduction to new social circle with strong bonding mechanisms
- d. Internet
 - 1) Social media
 - 2) Websites and blogs
 - 3) Reinforcement of convictions
 - 4) Group identity
- e. News
 - 1) Legitimate News
 - 2) Propaganda and indoctrination
- f. Political factors
- g. Economic factors
- h. Environmental factors

III. LEGAL ASPECTS OF CVE

- A. Civil Rights/Civil Liberties
- B. Constitutional and Unbiased Policing
- C. 28 CFR Part 23
 - 1. Understanding why collection of information on individuals/groups cannot be part of engagement
- D. Implications of the USA PATRIOT Act
- E. Department Policies (Only for instruction to LAPD Officers; not an element in the national curriculum)
- F. Hate Crimes
 - 1. Examples relevant to CVE
 - 2. Strategies to combat and how they fit into engagement programs
- G. Consequences of Violations
 - 1. Community
 - 2. Organizational

3. Political
4. Economic
5. Social
6. Public confidence
7. Public perception

IV. ADAPTING COMMUNITY-ORIENTED POLICY FOR CVE

A. Cultural Awareness

1. Understanding the cultures and cultures of the communities in your jurisdictions
 - a. Identifying sources of community knowledge
 - 1) Community members
 - 2) Community-based organizations
 - 3) Governmental and non-governmental resources
 - 4) Etc.
 - b. Reading/watching mainstream and niche media to learn about issues important to communities and potential partners for engagement strategies
2. Linguistic issues
 - a. Identifying what resources are needed from inside and outside the department to support engagement
 - 1) Foreign-language speaking officers, civilian personnel and reserve officers
 - 2) Outside resources
3. Customs and courtesies
 - a. Identifying sources of knowledge for officers
 - b. Addressing training issues
 - 1) Courses – different levels of training/training audiences
 - 2) Roll call
 - 3) Etc.

- B. Philosophy, Strategy and Principles of Community-Oriented Policing
- C. Community-Oriented Policing and CVE
- D. Blending Socio-Cultural Awareness with Community-Oriented Policing
- E. Creating Open Dialogue with Communities
- F. Blending Policing Tactics with Community Outreach Strategies

***** NEW CONTENT FOR CONSIDERATION *****

Stage One: Developing Community Awareness

1. Conduct open-source research to learn more about community
 - a. Print, radio and TV, including niche media
 - b. Blogs
 - c. Demographic information
2. Identify and analyze issues/problems relevant to the community in question
 - a. Religious, educational and socio-cultural issues
 - b. Issues of concern to the community
 - c. Public safety needs of the community
3. Discuss those issues with people familiar with the communities, both in the department and with community groups/providers of social services

Stage Two: Develop Strategic Plan and Gather Resources

1. Determine how department will support the initiative within its existing structure
2. Determine structure of the program

- a. Determine personnel
 - i. Outreach officer
 - 1. Not necessarily SME on terrorism, violent extremism, etc.
 - 2. Emotionally intelligent
 - 3. Curious mind
 - 4. Ability to engage with one's humanity rather than one's rank or status as police officer
 - 5. Ability to understand different points of view
 - 6. Ability to see beyond stereotypes and to engage with an absence of assumption about motives, beliefs, etc.
 - 7. Ability to embrace other cultures
 - 8. Preferably someone who wants to be there
 - ii. Outreach supervisor
 - 1. Decision-making structure (i.e. ability of outreach personnel to make decisions in the field)
 - 2. Flow of communication/information between outreach personnel and chain-of-command
 - a. Who manages/directs the effort?
 - b. Outreach personnel have direct access or have to go through chain-of-command?
 - iii. Executive leadership
 - 1. Determine role of executive(s) in outreach program
 - 2. Tie outreach strategic plan into departmental goals
- b. Determine goals, objectives and measures of success (i.e. metrics)
 - i. Within the department (example: public perception of police legitimacy as measured by community survey done before and after specific outreach efforts: couple this with longitudinal assessments conducted over a period of time)
 - 1. At the level of the individual officers doing the outreach
 - a. Access and invitations to community events
 - b. Beat area knowledge
 - c. Ability to apply beat area knowledge to resolve specific crime/quality-of-life issues in community
 - d. Ability to connect community with governmental and non-governmental resources and knowledge about issues of interest to them
 - ii. With community, how progress will be measured
 - 1. a specific issue is resolved
 - 2. social services are brought to bear on an issue, etc.
- 3. Methods of outreach
 - a. Programs for youth, women, etc.
 - i. Sports-based programs
 - ii. Issue-centric programs
 - b. Advisory Boards
 - c. Citizens Police Academy
 - d. Town Hall Meetings
 - e. Ride-Alongs
 - f. Explorer program
 - g. Cultural festivals
 - h. Police interviews with community niche media
- 4. Identification of resources the police department will offer the communities
 - a. Crime prevention seminars, attendance of community events, tailored and timely response to public safety concerns, access to resources that they may not otherwise connect with
- 5. Resources the communities will offer the police departments



- a. Community-based organizations
- b. Introductions to specific networks, etc.
- c. Open dialogue regarding issues, including violent extremism (eventual progression – not immediate)
- 6. Creation of the Messaging/Narrative of the program (internally and externally)
 - a. Development of tools to educate the communities about suspicious activities and other behavioral indicators that have traditionally been linked to violent extremism
- 7. Outreach/briefings for rest of "honeycomb" so that everyone understands the objectives of the program and can lend resources/support (i.e. whole-of-government approach)
 - a. Other units within police department
 - i. Command Staff
 - ii. Other units that conduct outreach (if relevant)
 - 1. Exploration of resources (i.e. linguistic, cultural knowledge, etc.) that exist within other units, including reserve, veterans and civilian staff – provision of such information would support outreach unit's efforts (not necessarily mean direct inclusion in such efforts)
 - iii. Police media relations unit
 - 1. Enlist PIO/media officers to help gather community-specific information from media that can support outreach
 - a. Stories about relevant issues
 - b. Media distribution/contact lists
 - c. Identification of untraditional media outlets that can be used (i.e. citizen reporting outlets, blogs, etc.)
 - 2. Work on media/marketing strategy for outreach initiative
 - 3. Ensure media relations unit is aware of the outreach "narrative"
 - b. City/State/Federal government offices (i.e. Mayor's Office)
 - c. Local, State and Federal law enforcement partners (including fusion centers)
 - d. Academic institutions/non-profits that can provide support, information and resources to program
 - i. Development of survey/perception assessment tools
 - ii. Research capability
- 8. Identification of knowledge/training resources for outreach personnel
 - a. Vetted classes and training programs for outreach personnel (i.e. proven to be useful and unbiased)
 - b. Roll call training
 - c. Professional reading lists on relevant topics for outreach personnel
 - d. Identification of Websites on relevant topics that outreach personnel can use to increase knowledge
 - e. Information on conflict resolution/marketing strategies (provided by outside resources/SMEs)
- 9. Identification of principles of outreach practices and how they will be handled/tied into department goals
 - a. Issues of trust, accountability, authenticity, conflict resolution, humanization of police and community members, strategic versus tactical, boundaries between outreach and intelligence, etc.
 - b. Exploration of other department's engagement strategies with similar communities/issues
- 10. Selection of community/communities to engage with
 - a. Selection of community leaders
 - b. Identification of up-and-coming leaders
 - c. Identification of specific networks to connect with (i.e. youth, women, etc.)

Stage Three Carry Out Engagement Program



V. LEVERAGING PARTNERSHIPS

(50 min)

- A. The inter-agency effort (law enforcement and non-law enforcement)
 - 1. Federal
 - 2. State
 - 3. Local
- B. Non-Governmental Organizations
 - 1. Community-based organizations
 - 2. Non-profit organizations
 - 3. Private sector

VI. INTELLIGENCE ANALYSIS FOR CVE (Case Studies)

(50 min)

- A. Information versus Intelligence
- B. Differentiating active intelligence collections from passive information collection
- C. Sources of information
 - 1. Social Networking and the World Wide Web
- D. Network Centric Strategies
 - 1. Understanding compartmentalization efforts of the threat
 - 2. The role of Fusion Centers
 - a. TLO Programs
- E. 28 CFR part 23
 - 1. What it states – what it is and is not
- F. Establishing procedures for SARs intake
- G. The importance of separating CVE and intelligence collections
 - 1. Case studies (examples)
 - a. UK
 - b. Egypt
 - c. Irvine, CA example – FBI Informant in mosque
 - d. CIA/NYPD (counterproductive community engagement)

(CASE STUDIES AND VIDEO EXAMPLES)

VII. COUNTER-TERRORISM AND CVE – Complimentary Missions

(50 min)

- A. Importance of CVE in the overall Counter-terrorism mission **(Case Studies)**
 - 1. Communities identifying outliers
 - a. Actively engaged with law enforcement
 - b. Preventing radicalization and extremism
 - c. Detecting/preventing ideologically motivated acts of violence
 - 2. Preventive measures
- B. National objectives and homeland security

VIII. DEVELOPING A CVE STRATEGIC PLAN

(SCENARIO) (100 min)

- A. Identify appropriate liaison personnel
 - 1. Interpersonal skills
 - a. Emotional intelligence
 - b. Skilled in navigating potentially hostile environments

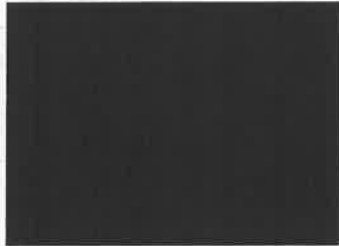
- 2. Culturally matched with communities that will be engaged (if possible)
- 3. Ethnically aligned (optimal)
 - a. Linguistic capability/capacity
- B. Identify Stakeholders/Issues
 - 1. Department
 - 2. Community
 - 3. City/County Government
- C. Consolidate Resources
- D. Construct and Organizational Template
- E. Establish Programs
 - 1. Community Forums
 - 2. Town hall meetings
 - 3. Individual engagement
 - 4. Department Open house
 - 5. Advisory boards
- F. Evaluate Measures of Success

(GROUP EXERCISE - DEVELOPING/DISCUSSING CVE IMPLEMENTATION STRATEGY/PLAN).....

II. COURSE DEBRIEF

(30 min)

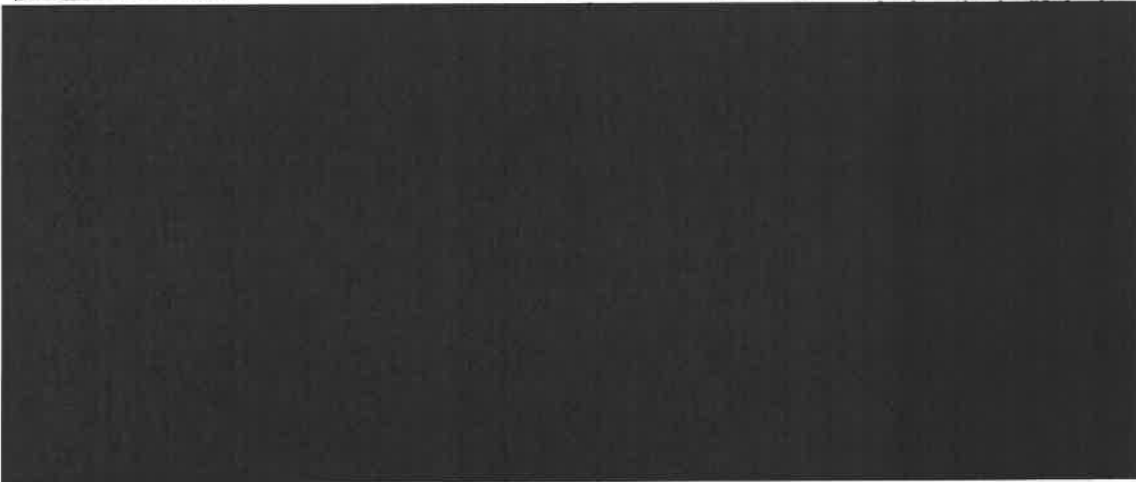
- A. Open discussion
- B. Course Assessment
- C. Course Evaluation



Page 3: [1] Comment [US13]

Usha Sutliff

10/5/2011 9:53:00 AM



Page 3: [2] Comment [US14]

Usha Sutliff

10/5/2011 9:49:00 AM

