

Chair Williamson, Chair Shields, and members of the committee; my name is Ryan Keck and I coordinate Oregon's Center for Policing Excellence at DPSST.

Recently, a great deal of attention and inquiry in our country has focused on the role of police in our society, the tactics they use, and the training they receive. In this discussion, Oregon's Center for Policing Excellence, also known as CPE, has received national recognition as being proactive in addressing these concerns through innovative and effective means inspired by House Bill 3194, and guided by an advisory committee comprised of city, county, tribal and state police officials. Just this past weekend, CPE member Steve Winegar provided testimony before President Obama's Task Force on 21<sup>st</sup> Century Policing. Dr. Winegar's recommendations focused on education as the key to ensuring police officers provide fair, effective and valuable services to their communities.

In 2014, CPE provided over 200 public safety supervisors and managers with education focused on leadership development, improving organizational performance, and ethical decision-making. Each of our three leadership programs require over twice the amount of course hours as the national average for supervisory and management training, and each program provides the unique quality of being conducted in a cross-disciplinary setting, so that officials from police, telecommunications and corrections agencies can collaborate on challenges facing Oregon's communities and criminal justice system.

Two of the our leadership programs dedicate 24 hours of training to evidence-based approaches for developing public trust and confidence, reducing fear within communities, and the use of research and analysis to effectively decrease crime. This "evidence-based practices" segment of training was recently evaluated by the US Dept. of Justice's Office of Justice Programs. The evaluators commented that the education provided in Oregon was far ahead of other efforts in the United States. Specifically, the evaluators were impressed by CPE's community-oriented approach, its translation of

research into relevant context for practitioners, and the promotion of strategies for improving police legitimacy in conjunction with data-driven crime solutions.

Another aspect of CPE's leadership programs relevant to the national discussion on police and community relations, is a complete day of training focused on helping supervisors and managers recognize implicit biases and other non-conscious tendencies they may possess, how these factors and other social dynamics may influence their behavior, and how to develop ethical and unbiased decision-making skills. In this course, students are required to complete two Implicit Association Tests, which were developed at Harvard University to measure attitudes and beliefs a person may be unwilling or unable to identify about themselves in regards to race, age, gender, etc.

An additional benefit of CPE's leadership training is the requirement that students complete a final project in which they identify and analyze a specific issue within their community or agency, then research and develop both a proposed response and measures of effectiveness. We have found that many students subsequently implement their proposals within their local jurisdictions. Supervisors and managers throughout Oregon have reported back successes ranging from measurable crime reductions in city parks to newly established public safety policies. For this reason, CPE has begun collaborating with the Criminal Justice Commission to align these projects with the Justice Reinvestment Program.

As the body of knowledge on effective police practices continues to emerge, CPE is committed to furthering the use of credible research, data and evaluation within all levels of public safety agencies. We are currently working with the Criminal Justice Commission and the Vera Institute on the development of an online platform to provide public safety professionals with easy access to relevant and accurate information related to evidence-based practices. Additionally, we have developed a partnership with George Mason University's Center for Evidence-Based Crime Policy to assess

factors that influence police and corrections leader's awareness and acceptance of research on "what works" in enhancing community safety and reducing recidivism. As another effort, CPE has developed an 8-hour course to be presented regionally to Oregon's police officers and executives on research related to police legitimacy and procedural justice. These same concepts have also been recently introduced into the Basic Police Academy.

Finally, CPE is actively developing DPSST's use of researched and effective teaching methods, such as student-centered facilitation and problem-based learning, in order to enhance the department's training programs. These progressive approaches engage students in exercises designed to promote critical thinking and emotional intelligence while acquiring job-specific knowledge and skills. By deliberately focusing on the development of critical thinking skills we can ensure that new officers are not only aware of laws and tactics, but can evaluate when they are most appropriately applied, and how to do so fairly in unfamiliar or unexpected situations. Further, creating learning environments that foster emotional intelligences such as self-awareness, self-regulation, and empathy, are critical to the development of behavioral traits necessary to prevent issues at the heart of national dialogue about police conduct. Currently, DPSST has fully integrated these educational practices into its leadership, corrections and parole/probation academies, as well as select basic police curricula focused on ethical behavior, interpersonal communication, and use of force decision-making.

Education is transformative. Therefore, as the roles, tactics and training requirements of America's police are impacted by social, technological and economic changes, DPSST and its Center for Policing Excellence is dedicated to providing the education Oregon's public safety professionals need to adapt and ensure fair, efficient and effective public service.