

State of Michigan
MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
 Michigan Justice Training Competitive Grant Program
2021 GRANT APPLICATION
SECTION 1 - IDENTIFICATION

APPLICANT AGENCY Michigan Judicial Institute		SIGMA ID/ADDRESS CODE SOM950000/950
STREET ADDRESS/CITY/ZIP 925 W Ottawa St., Lansing, MI 48915		
TRAINING CONSORTIUM (if applicable)		
PROJECT TITLE (Limit 45 characters) Court Support: Supervisors and Staff Training		
START DATE January 1, 2021	END DATE December 31, 2021	GRANT FUNDS REQUESTED \$45,000.00


AUTHORIZED OFFICIAL (PERSON AUTHORIZED TO ENTER INTO AGREEMENTS)

As the Authorized Official, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Thomas P. Boyd, State Court Administrator		
STREET ADDRESS/CITY/ZIP 925 W Ottawa St, Lansing, MI 48915		
TELEPHONE (Direct) (517) 373-2517	E-MAIL ADDRESS boydt@courts.mi.gov	
SIGNATURE 	DATE 5-20-2020	

PROJECT ADMINISTRATOR (PERSON RESPONSIBLE FOR IMPLEMENTING AND REPORTING THE TRAINING)

As the Project Administrator, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Peter Stathakis, Program Manager		
STREET ADDRESS/CITY/ZIP 925 W. Ottawa St, Lansing, MI 48915		
TELEPHONE (Direct) (517) 373-7607	E-MAIL ADDRESS stathakisp@courts.mi.gov	
SIGNATURE 	DATE 5/20/2020	

FINANCIAL OFFICER (PERSON RESPONSIBLE FOR GRANT ACCOUNTING)

As the Fiscal Officer, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Beth Barber, Finance Director		
STREET ADDRESS/CITY/ZIP 925 W. Ottawa St, Lansing, MI 48915		
TELEPHONE (Direct) (517) 373-5895	E-MAIL ADDRESS barberb@courts.mi.gov	
SIGNATURE <i>Elizabeth A Barber</i>	DATE 05/05/2020	

By authority of P.A. 302 of 1982, as amended
 Submission of this application is required to participate in this program.

State of Michigan
MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
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SIGNATURE		DATE

By authority of P.A. 302 of 1982, as amended
Submission of this application is required to participate in this program.

Applications must be submitted to MCOLES via email to thelend15@michigan.gov no later than May 22, 2020.

SECTION 2 - PROJECT NARRATIVE

Rev. (03/20)

A. PROBLEM IDENTIFICATION

Describe the problem or issue the training is expected to address. Connect the proposed training to the documented need. Explain why this proposal should be grant funded.

Refer to Page 18 of the Grant Manual

This grant application seeks funding to develop an interactive, eLearning training curriculum for court support personnel (front line counter staff and their immediate supervisors). This group of court personnel represents the largest number of employees in the judicial system. They are also the lowest educated, lowest paid and experience the highest turnover.

Court support personnel and their immediate supervisors are targeted as the recipients of this grant because their training needs differ from those of judges, court administrators, and court professional personnel. Court support personnel and their supervisors often receive on-the-job training and enjoy the fewest continuing education opportunities. And, in addition, they have no formal professional association to offer training.

The Michigan Judicial Institute (MJJI) does not have a designated line item to fund training for this audience. In the past, MJJI used some general fund dollars for court support personnel training. Due to anticipated budget constraints, without MCOLES funds, court support personnel are unlikely to receive training from MJJI, or any other entity outside their in-house on-the-job training, if any.

Proposal 1:

Convert the in-person Court Support Staff Certification Training (CSSCT) to an interactive e-learning format.

In 2018, MCOLES generously provided funding that allowed MJJI to hold regional in-person seminars for trial court personnel and county clerks, via our "court support staff certification" program. Although MCOLES is already familiar with the MJJI CSSCT training program, a brief summary of the training is provided: The training consists of four (4) core modules, delivered in 2.5-hour segments. The four modules are:

- General Purpose and Responsibilities of Courts
- Professionalism & Ethics
- Records, Policy, Procedure
- Customer Service

With prior funding, including funds from MCOLES, MJJI has held 14 stand-alone trainings and certified over 1,200 court staff. We have also collaborated with the Michigan Probate and Juvenile Registers Association to hold sessions as part of their summer conferences which has reached an additional 175 staff. The program evaluations (by both participants and their supervisors and administrators) have been overwhelmingly positive. Some local courts have even sought MJJI's assistance to use

the modules for all staff in-court trainings. While these latter endeavors do not qualify for, and are not counted as, part of the certification, they demonstrate a need for continued training efforts.

The present problem is threefold: 1. Despite our best efforts, including court administrators and other presenter's willingness to donate their time to act as faculty, we have only reached approximately 25% of current front line staff through in-person training efforts. 2. The COVID-19 pandemic has forced MJI to cancel planned in-person programs for the current year and will likely impact in-person training at least into 2021. 3. As state, county and local budgets are impacted by the downward economic trend, courts will reduce budget costs (including all travel reimbursement) and lay-off or furlough staff. Remaining staff are less likely to have the time—or the local resources—to travel to any location for a two-day training.

Proposal 2

Develop an eLearning first- level supervisor Human Resources Management training curriculum.

Often, new supervisors are promoted from within the court organization based upon their knowledge, skills and abilities to perform well as a court clerk. These individuals have little or no formal training as supervisors or managers. In addition, they are placed in a position of having to supervise the same individuals whom they may consider friends, and were previously the new supervisor's colleagues.

While this situation is not unique to the court system—it happens in other government departments and the private sector as well—the context of the court system provides unique challenges. This group of court employees is perhaps the most overlooked population receiving training in the court system. Orientation programs exist for new and experienced chief judges, and new and experienced court administrators and upper-level managers. No such program exists for first line supervisors.

MJI envisions drawing from existing educational materials developed for administrators, as well as new educational material specific to this audience to develop an on-line interactive training program that will provide new and less experienced first-level supervisors with management information and the tools they need to be effective leaders in a court environment. It will also serve as a “refresher” for experienced supervisors; especially those who may still lack the requisite skills to be effective.

The interactive training will focus on five modules to becoming an effective court leader:

- 1) Hiring considerations:
 - a. What you can/can't (or should/shouldn't) ask in an interview
 - b. Things to look for in employment history
 - c. Questions that get to the things you can't train for.
- 2) Training considerations
 - a. Onboarding
 - b. Prioritizing training
 - c. Train yourself or delegate?
- 3) Routine supervision
 - a. Ideas/Suggestions for best ways to give feedback

- b. Coaching for improved job performance
 - c. Conducting meaningful performance evaluations – best practices
- 4) Addressing issues
- a. What you can/can't (or should/shouldn't say) when addressing performance issues
 - b. How to make it about performance and not personality
 - c. How to navigate being 'the middle man'
 - d. Balancing needs of the court with needs of the employee
 - e. Ways to develop trust, teamwork

- 5) Overview of employment law (FMLA, Fair Labor Standards, etc.)

SECTION 2 - PROJECT NARRATIVE

B. TRAINING OBJECTIVES

Describe the subject matter for each course/topic. Provide global objectives in terms of outcomes, stating what the trainees are expected to know and do as a result of this training.

Refer to Page 18 of the Grant Manual

Proposal 1. Convert the existing training material developed for the in-person CSSCT into an eLearning Curriculum--When a new court support employee is hired, they are typically trained to perform the functions of their position. Little, if any, time is allocated to providing staff with an understanding of the court system and how their role fits within the system. By focusing on a wider range of issues, staff are better positioned to appreciate the significance of their job, and how it contributes to the greater good.

The subject matter for the court support modules is, therefore, based upon needs identified by court administrators, probate registers, court clerks and county clerks. The modules focus on the core competencies required of staff performing first-level clerk functions.

Court personnel who complete the online eLearning curriculum, will understand and be able to describe:

A. Purposes and Responsibilities of Courts

- Why courts exist in our society.
- The jurisdictions of the different courts in Michigan.
- Judicial independence and why is it important.
- Why we are measuring our work output like never before (trial court performance standards; time guidelines; public satisfaction surveys).
- How each job within the court plays a role in ensuring the court successfully executes its purposes and responsibilities.

B. Professionalism and Ethics

- Understand the importance of professionalism, ethics, and leadership in the workplace
- See how social media impacts your role as court staff
- Become familiar with the "Court Employee Model Code of Conduct" and demonstrate proficiency in modeling ethical behavior

C. Records, Policy, Procedure

- Learn why we do what we do
- Identify the authority and documents that determine why we do what we do; and
- Locate the resources that direct why we do what we do

D. Customer Service

- The importance of customer service
- The effect of verbal and non-verbal behaviors on customer service
- Dealing with difficult interactions
- The difference between providing useful information and legal advice

Proposal 2- Human Resources Management training

As mentioned previously, first-level supervisors are often the most overlooked of any group within the court system. Historically, MJI has not explored developing a training curriculum for this audience for at least the last two decades. Any supervisory staff that may have attended prior MCOLES sponsored training are now in the waning years of their career, or have transitioned out of the court system. Nor does any justice system organization (National Center for State Courts, National Judicial College, or the Institute for Court Management for instance) currently offer a formal training for first-level supervisors.

Many times, first-level supervisors are in their current position because of an internal promotion. They likely learned how to perform their jobs as clerks, did well and were recognized for it by being advanced to a supervisory role. Most have little or no formal management training, nor are there any formal management training programs or opportunities within their own courthouse. As a result, these supervisors are placed in the unenviable position of being asked to lead and oversee court support personnel with little formal guidance on how to do so.

MJI proposes to develop an eLearning program that achieves specific objectives. It is our intent to deliver a comprehensive eLearning program that will result in the participant being able to fully

- Explain the importance of human resources and their effective management in the court as an organization
- Outline the practice of recruitment and selection.
- Understand the costs and benefits of internal and external training and development
- Know strategies of coaching, providing incentives and sanctions and objectively evaluating staff performance
- Become familiar with relevant law related to providing a safe and respectful work environment for all employees

SECTION 2 - PROJECT NARRATIVE

C. TRAINING METHODS

Describe how the training will be delivered for each course/topic. Identify program developers and instructors and describe their qualifications. Outline the method(s) of presentation. Include the hours of training and where the training will occur. Describe the training materials that will be developed or provided.

Refer to Page 19 of the Grant Manual

Proposal 1: Conversion of CSSCT in-person training to eLearning Curriculum--MJJ will contract with an Instructional Designer (ID) to convert the four modules from delivery in a live format to an e-learning platform. Conversion to an e-learning platform will consist of utilizing existing material as a basis, but transitioning them into interactive on-line activities. There are typically three broad phases in instructional design. They are Planning and Analysis, Design and Development and Implementation and Management. Some of the planning and analysis and the design and development phases, have been accomplished, because MJJ previously offered this curriculum as a live training event. The developers and presenters of the live program have subject matter knowledge, a history with the in-person program, and experience modifying presentations based on past feedback. However, no one involved in the project has the knowledge, skill or ability, albeit including the formal education, to convert the content into an effective on-line curriculum.

The ID will work with existing faculty/presenters and MJJ staff to design the on-line learning curriculum.

The subject matter experts, and MJJ staff who have already developed the course, will provide the existing material and communicate their knowledge of the curriculum subjects and check the accuracy of the modules developed by the ID. The ID will create an eLearning course outline, and identify the specifications and format for each course. Presently, the live modules are two to two-and-a-half hours in length. While the length of a course is not necessarily indicative of its effectiveness, eLearning needs to be interactive and provide frequent opportunity for feedback. Therefore, the eLearning modules, which will be placed on the MJJ Learning Management System (LMS), will include high learner engagement components such as pre-test, verbal p that accompanies slides and video where appropriate, followed by regular performance-based activities and "quizzes" throughout the module. The user will not be able to progress through the module until they successfully complete the embedded performance activities. We will include a post-test at the end of each module, and a standard evaluation/assessment form. Court administrators and managers will be able to require staff to complete any or all the modules and MJJ will be able to monitor progress in the LMS. Successful completion of all four modules will result in the learner being able to print a Certificate of Completion.

The subject matter experts will be:

Purpose and Responsibilities of Courts

Mr. David Walsh*, Court Administrator, MA, 47th District Court, Farmington Hills. Over 30 years of experience as a court administrator. Fellow, Institute for Court Management. Served on original MJJ court support training consortium.

Ms. Jennifer (Jen) Thom, Court Administrator, MA, 52nd District Court, Waterford. Over 20 years of experience as support staff, probation officer, deputy court administrator and court administrator. Certified Court Manager, Institute for Court Management.

Mr. Mike McMillan, MA, Circuit and Probate Court Administrator, St. Clair County. Over 20 years of experience as file clerk, juvenile probation officer, deputy court administrator and trial court administrator. Certified Court Manager, Institute for Court Management.

Ms. Lisa Ellis*, MS-Judicial Administration, Court Services Director, Macomb County. Almost 20 years of experience as probation officer, supervisor, specialty court coordinator, deputy court services director and now director. Certified Court Manager, Institute for Court Management.

Professionalism and Ethics

Ms. Ann Filkins*, MS-Judicial Administration, Court Administrator 8th District Court, Kalamazoo. Over 20 years of experience as a first-level clerk, administrative assistant, specialty court coordinator, deputy circuit court administrator, now district court administrator.

Ms. Deborah Shaw*, MA, Probate and Juvenile Manager, Livingston County. Over 20 years of experience as a case manager, supervisor, deputy court administrator.

Ms. Nicole Evans*, JD, Court Administrator, 54B District Court, East Lansing. Over 20 years of experience as a clerk, clerk of the court, city clerk and court administrator.

Records, Policy, Procedure

Ms. Cindy Rude*, Probate Register, Calhoun County Probate Court. Over 30 years of experience as a clerk, deputy register and manager of Probate. Also served on the original MJJ court support consortium.

Ms. Megan Reynolds, JD. Deputy Court Administrator/Friend of the Court, 37th Circuit Court, Calhoun County. Over 15 years of experience as an attorney, and deputy court administrator.

Ms. Mary Haskamp*, Chief Deputy Probate Register, Kalamazoo County Probate Court. Over 30 years of experience as a clerk and deputy register and manager of Probate.

Customer Service

Ms. Victoria Courterier*, Trial Court Administrator, Otsego County Judicial System. Over 20 years of experience in law office and trial court management. Responsible for managing all court operations—District, Probate and Circuit—in Otsego County.

Mr. Mike Dillon, MA, Court Administrator, 55th District Court, Mason, MI. Over 30 years of experience as a probation officer, supervisor, county administrator and court administrator.

Mr. Robert Carbeck, JD, Domestic Relations Referee, Washtenaw County. Over 20 years of experience in law and as a referee.

Ms. Amy White, MA, Program Supervisor, Washtenaw County Trial Court. Over 15

years of experience as a clerk, deputy clerk and supervisor.

*Also served as subject-matter experts on the committee that designed the modules.

Instructional Designer

MJI has not yet identified the specific instructional designer. However, the individual must possess the appropriate education, knowledge, expertise and experience to satisfactorily perform the instructional design and content development services.

It is anticipated that each subject matter expert will each devote up to 20 hours per module to the conversion. Based upon industry standards, developing an eLearning module takes 100-400 hours. Using the most conservative number, it is anticipated that it will take the Instructional Designer (ID) one hundred hours to convert each of the modules to eLearning format. MJI staff anticipate participating in each subject matter expert/ID meeting, as well as meetings directly with the ID, for a total of 30 hours each for three staff per module.

All meetings will be held remotely.

Proposal 2: Human Resources Management training

MJI proposes to utilize material already developed for the MJI Court Administration Orientation program on Human Resources and convert it to a series of five eLearning modules that address the following:

- 1) Hiring considerations:
 - a. What you can/can't (or should/shouldn't) ask in an interview
 - b. Things to look for in employment history
 - c. Questions that get to the things you can't train for.
- 2) Training considerations
 - a. Onboarding
 - b. Prioritizing training
 - c. Train yourself or delegate?
- 3) Routine supervision
 - a. Ideas/Suggestions for best ways to give feedback
 - b. Coaching for improved job performance
 - c. Conducting meaningful Performance evaluations – best practices
- 4) Addressing issues
 - a. What you can/can't (or should/shouldn't say) when addressing performance issues
 - b. How to make it about performance and not personality
 - c. How to navigate being 'the middle man'
 - d. Balancing needs of the court with needs of the employee
 - e. Ways to develop trust, teamwork
- 5) Overview of statute and case law regarding employment law (FMLA, Fair Labor Standards, etc.)

We propose to contract with same Instructional Designer (ID) we utilize for Proposal 1 to work with the MJI staff as well as the Michigan Supreme Court's and Michigan Court of Appeals Human Resources Director on Planning and Analysis, Design and Development and Implementation and Management. Each eLearning module will be placed on the Michigan Supreme Court/MJI Learning Management System (LMS), will

include learning engagement components such as, verbal instruction that accompanies slides and video where appropriate, “quizzes” and or other performance exercises, as determined by the subject matter experts, MJI and the ID. The user will not be able to progress through the module until they successfully complete specific activities and exercises. We will include a post-test at the end of each module, and a module evaluation. At the conclusion of the modules, participants will be asked to complete an “action plan” identifying at least one change they will make as a result of participating in this training. MJI will conduct a 30 day follow-up to determine if they have implemented this change.

It is anticipated that each subject matter expert will devote up to twenty hours per module. Based upon industry standards, developing an eLearning module takes 100-400 hours. Using the most conservative number, it is anticipated that it will take the ID 100 hours to develop and format each of the eLearning modules. MJI staff anticipate participating with each subject matter expert/ID meeting, as well as meetings directly with the ID, for a total of 30 hours for three staff for each module.

All meetings will be held remotely.

SECTION 2 - PROJECT NARRATIVE

D. EVALUATION

In addition to participant feedback, describe how the participants will be evaluated on their acquisition of knowledge for each course/topic.

Refer to Page 19 of the Grant Manual

As indicated previously, each participant will, whether engaged in Proposal 1 or Proposal 2, be required to complete required activities, including tasks, quizzes or other module benchmarks as determined by the subject matter experts, MJI and the ID, as they progress through each module. The modules will be developed so that the individual cannot progress to the next level until they have satisfactorily completed specific tasks that demonstrate a reasonable degree of subject-matter mastery.

SECTION 3 – COURSE DETAIL

Complete the Course Detail section for **each topic/course** included in your proposal. Copy and insert this page into your application as many times as needed.

Refer to Page 20 of the Grant Manual

Course Details

Course Title

Court Support Staff Certification Training (CSSCT)

Training Location

On-line

Maximum Participants
unlimited

^{17008.5}
Minimum Participants (2/3 of Max)
unlimited

Hours of Training Per Session
2

Number of Sessions
4

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$17,008.50	\$	\$17,008.50
Contractual Services	\$34,000.00	\$20,000.00	\$14,000.00
Tuition	\$	\$	\$
Travel	\$	\$	\$
Supplies & Operating	\$	\$	\$
Equipment	\$	\$	\$
Total Per Session (Module) Costs	\$12,752.13	\$5,000.00	\$7,752.13
Total Course Costs	\$51,008.50	\$20,000.00	\$31,008.50

NOTES:

Course Details

Course Title

Human Resources Management Training for First-Line Supervisors

Training Location

On-Line

Maximum Participants
Unlimited

Minimum Participants (2/3 of Max)
unlimited

Hours of Training Per Session
2

Number of Sessions
5

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$30,441.88	\$	\$30,441.88
Contractual Services	\$25,000.00	\$25,000.00	\$
Tuition	\$	\$	\$
Travel	\$	\$	\$
Supplies & Operating	\$	\$	\$
Equipment	\$	\$	\$
Total Per Session (Module) Costs	\$11,088.38	\$5,000.00	\$6,088.38
Total Course Costs	\$55,441.88	\$25,000.00	\$30,441.88

SECTION 4 - COST JUSTIFICATION

The cost justification section is the bridge between the project narrative and the budget detail. Describe the proposed expenditures for each course offering or topic separately. Explain the proposed expenditures (both grant and match) and why the costs are necessary. Provide sufficient detail to justify the expenditures and to support the calculations that are shown in the budget detail. If a student fee will be charged, specify the amount per student.

Refer to Page 20 of the Grant Manual

We are presently in the middle of the COVID-19 pandemic. We don't know when, or if, we will be able to hold live on-site events. Social distancing has become a standard phrase in our lexicon. Even if the "all clear" is given to once again hold in-person, on-site educational functions, we are uncertain if we will be able to do so. MJI relies upon State general funds to support our training initiatives. Obviously, those funds will be impacted by anticipated budget reductions. Even if we do find the funds to support our training, local court budgets are also going to be impacted by budget and staff reductions, making it even that more difficult for their remaining staff to participate in live events. Without MCOLES funding these programs will cease to exist, indefinitely.

SECTION 5 - APPLICANT PRIORITIES

Prioritize the components of your application in descending order. Include the GRANT COSTS and MATCH COSTS. Single topic applications should list priorities by sessions or category expenditures. If the application contains more than one training topic, prioritize by topic. If more than one grant application is being submitted by an agency, prioritize the list of applications. The applicant's list of priorities will be followed to the highest degree possible; however, Commission priorities take precedence over a grantee's priorities.

BE SURE TO PROVIDE ACTUAL COSTS FOR EACH TOPIC.

Copy and insert this page into your application as many times as needed.

Refer to Page 21 of the Grant Manual

HIGHEST TO LOWEST PRIORITY:

Both of these training modules are necessary and warrant funding. To piecemeal either module would not be appropriate. In terms of the modules most needed for funding, the largest and most unrepresented group of court employees are the front line staff. They are also the most transient, least appreciated, lowest paid and have the most contact with members of the public. MJJ is committed to both proposals and is willing to provide over 50% in-kind match to make them both a reality.

Priority for funding is Proposal 1-1st; Proposal 2-2nd.

First Priority: Proposal 1: Convert the Court Support Staff Certification Training (CSSCT) to online modules which will reside on the Michigan Supreme Court/Michigan Judicial Institute's Learning Management System. The cost for this module is

Grant: \$20,000.00

Match: \$31,008.50

Total: \$51,008.50

The MJJ match is 60% of total cost.

Second Priority: Proposal 2: Human Resource Management Training for First-Line Supervisors

The cost for this module is

Grant: \$25,000/00

Match: \$30,441.88

Total: \$55,441.88

The MJJ match is 55% of total cost.

CERTIFICATE OF CONSORTIUM MEMBERSHIP

The Certifying Official shall be the individual who administers consortium activities and has the authority to act on behalf of the consortium. Attach paperwork supporting the Consortium Membership to this document.

Identification:

1. Applicant Agency:
2. Consortium:

Consortium:

3. Consortium Structure:
4. Geographic Region Served by the Consortium:
5. Member Agencies:
6. Financial Commitment from Member Agencies:

Certification:

I certify, on behalf of the consortium, the information contained in this document is complete, accurate and, in compliance with the requirements of the Michigan Commission on Law Enforcement Standards.

Printed Name of Certifying Official	Title of Certifying Official
Signature of Certifying Official	Date

Other consortium certification may be submitted as addendum files.

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS

Enter Your Applicant Name and Grant Title Here

2021 Proposed Budget Detail

CONTRACTUAL

Contractor Fees

Contractor Name	Course	Hourly Rate	Dev. Hours	Prep. Hours	Inst. Hours	Admin. Hours	Total Cost	Grant Share	Match Share
Proposal 1-CSSCT	Purposes and Responsibilities						\$ -		
Dave Walsh		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Jen Thom		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Mike McMillan		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Lisa Ellis		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
	Professionalism and Ethics						\$ -		
Ann Filkens		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Deb Shaw		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Nicolw Evans		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
	Records,Policy,Procedure						\$ -		
Cindy Rude		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Megan Reynolds		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Mary Haskamp		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
	Customer Service						\$ -		
Vicki Courterier		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Mike Dillon		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Bob Carbeck		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
Amy White		\$ 50.00	20				\$ 1,000.00		\$ 1,000.00
							\$ -		
Proposal 1	All Modules						\$ -		
Instructional Designer		\$ 50.00	400				\$ 20,000.00	\$ 20,000.00	
							\$ -		
Proposal 2	All Modules						\$ -		
Instructional Designer		\$ 50.00	500				\$ 25,000.00	\$ 25,000.00	
							\$ -		
							\$ -		
							\$ -		
							\$ -		

TOTAL CONTRACTUAL	\$59,000.00	\$45,000.00	\$14,000.00
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MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS

****Enter Your Applicant Name and Grant Title Here****

2021 Proposed Budget Detail

TRAVEL
Contractor

Course Contractor Name	Mileage			Lodging			Breakfast			Lunch			Dinner			Airfare/ Other	Total Cost	Grant Share	Match Share
	Miles	Rate 0.34	Total	#	Rate \$85.00	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total				
			-			-			-			-			-		\$ -		
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MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS

****Enter Your Applicant Name and Grant Title Here****

2021 Proposed Budget Detail

Personnel	Total Costs	Grant Share	Match Share	Comments:
	\$ 47,450.38	-	\$ 47,450.38	

Contractual	Total Costs	Grant Share	Match Share	Comments:
	\$ 59,000.00	\$ 45,000.00	\$ 14,000.00	

Tuition	Total Costs	Grant Share	Match Share	Comments:
	-	-	-	

Travel-Employee	Total Costs	Grant Share	Match Share	Comments:
	-	-	-	

Travel-Contractor	Total Costs	Grant Share	Match Share	Comments:
	-	-	-	

Travel-Trainee	Total Costs	Grant Share	Match Share	Comments:
	-	-	-	

Supplies & Operating	Total Costs	Grant Share	Match Share	Comments:
	-	-	-	

Equipment	Total Costs	Grant Share	Match Share	Comments:
	-	-	-	

GRANT TOTALS	Total Costs	Grant Share	Match Share	Comments:
	\$ 106,450.38	\$ 45,000.00	\$ 61,450.38	

Percentage of Total Costs	Grant Share	Match Share	Comments:
	42.3%	57.7%	


State of Michigan
MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
 Michigan Justice Training Competitive Grant Program
2021 GRANT APPLICATION

SECTION 1 - IDENTIFICATION

APPLICANT AGENCY Grand Valley State University		SIGMA ID/ADDRESS CODE
STREET ADDRESS/CITY/ZIP 401 W. Fulton Street, Grand Rapids, MI, 49504		
TRAINING CONSORTIUM (if applicable) West Michigan Criminal Justice Training Consortium		
PROJECT TITLE (Limit 45 characters) 360° Behavioral Health for Law Enforcement		
START DATE January 1, 2021	END DATE December 31, 2021	GRANT FUNDS REQUESTED \$25,055.12

AUTHORIZED OFFICIAL (PERSON AUTHORIZED TO ENTER INTO AGREEMENTS)

As the Authorized Official, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Michael Gouin-Hart, Director of the Office of Sponsored Programs	
STREET ADDRESS/CITY/ZIP 049 JZH, One Campus Drive, Allendale, MI 49401	
TELEPHONE (Direct) 616-331-6868	E-MAIL ADDRESS gouinmi@gvsu.edu
SIGNATURE 	DATE June 4, 2020

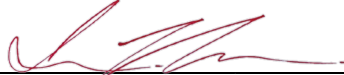
PROJECT ADMINISTRATOR (PERSON RESPONSIBLE FOR IMPLEMENTING AND REPORTING THE TRAINING)

As the Project Administrator, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Williamson N. Wallace, Director of Criminal Justice Training	
STREET ADDRESS/CITY/ZIP 157 Lake Michigan Hall, One Campus Drive, Allendale, MI 49401	
TELEPHONE (Direct) 616-331-8515	E-MAIL ADDRESS wallacew@gvsu.edu
SIGNATURE <i>Williamson N. Wallace, III</i>	DATE June 4, 2020

FINANCIAL OFFICER (PERSON RESPONSIBLE FOR GRANT ACCOUNTING)

As the Fiscal Officer, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Ian Mills, Senior Accountant	
STREET ADDRESS/CITY/ZIP 2015 Zumberge Hall, 4099 Calder Dr, Allendale MI. 49401	
TELEPHONE (Direct) 616-331-2204	E-MAIL ADDRESS millsia@gvsu.edu
SIGNATURE 	DATE 6/4/2020

By authority of P.A. 302 of 1982, as amended
 Submission of this application is required to participate in this program.

Applications must be submitted to MCOLES via email to thelend15@michigan.gov no later than May 22, 2020.

SECTION 2 - PROJECT NARRATIVE

A. PROBLEM IDENTIFICATION

Describe the problem or issue the training is expected to address. Connect the proposed training to the documented need. Explain why this proposal should be grant funded.

Refer to Page 18 of the Grant Manual

PROBLEM IDENTIFICATION

Grand Valley State University, on behalf of the West Michigan Criminal Justice Training Consortium (WMCJTC), submits this grant request for training in two areas related to mental health education: (1) how to recognize, respond, and mitigate a behavioral health crisis incident – *Michigan Crisis Intervention System* and (2) how to lessen the harmful effects of accumulated job stress and trauma – *Career Survival and Emotional Wellness*.

According to the National Institute of Mental Health, nearly one in five U.S. adults live with a mental illness (46.6 million in 2017) – this number represented 18.9% of all U.S. adults. Additionally, an estimated 49.5% of adolescents had a mental disorder. In a 2015 Reuters article posted on the Psychiatry & Behavioral Health Learning Network website, it was stated that “Americans with severe mental illness are 16 times more likely to be killed by police than other civilians.”

Research has shown that stress from police work tends to lead to emotional reactions, some of which can be negative and increase the risk of drug abuse, alcoholism, anger, burn-out, depression, misconduct, and harm to self or others (Bishopp, N. Piquero, Worrall and A Piquero, 2019, Negative Affective Responses to Stress among Urban Police Officers). According to data released by Blue H.E.L.P., an organization that tracks police officer suicides, 228 American police officers died by suicide in 2019. For four consecutive years, more American police officers have been reported to die by suicide than all other line-of-duty deaths combined (Police, 2020).

Every day, law enforcement officers are faced with unknown, dangerous, violent, and traumatic situations. Because of these intense, adrenaline-filled, and stressful conditions, officers need specific education and training in mitigation techniques. By proactively training our officers and giving them information, tools, and practical skills to handle behavioral health crisis on the streets and identify the signs and symptoms of stress in themselves and their peers, we can increase the likelihood that officers will more effectively and professionally deliver services to the public and respond to personal stress and trauma in a positive manner.

WMCJTC agencies are excited about 360° Behavioral Health for Law Enforcement and are confident that through training and education, officers will show improved job performance and be able to better manage the high level of stress and trauma. Ultimately, better emotional health and improved relationships are a win-win for the profession and the community.

SECTION 2 - PROJECT NARRATIVE

B. TRAINING OBJECTIVES

Describe the subject matter for each course/topic. Provide global objectives in terms of outcomes, stating what the trainees are expected to know and do as a result of this training.

Refer to Page 18 of the Grant Manual

~ PROGRAM ONE ~

MICHIGAN CRISIS INTERVENTION SYSTEM (MI-CIS)

The Michigan Crisis Intervention System is a robust and innovative behavioral health training initiative to equip emergency responders with the tools they need to effectively recognize, respond, and mitigate a behavioral health crisis incident. The MI-CIS program consists of *three linked training levels/segments*. The segments complement each other (*designed to be completed sequentially*) and enhance the educational experience through a flipped classroom training model and enhanced reality base training. **MI-CIS program provider is Western Michigan University Homer Stryker M.D. School of Medicine, <http://www.mi-cis.org>. MI-CIS Program Manager is Robert T. Christensen, 269-377-1749, Robert.christensen@med.wmich.edu.**

This program is designed to enhance the knowledge, skills, and attitudes of emergency responders to effectively intervene for those experiencing behavioral crisis situations. Mental illness is common in our society, with approximately 1 in 4 people experiencing a mental health condition during their lifetime (NAMI.) Following efforts in the 1970s to de-institutionalize treatment more people with mental health conditions live in community settings, so interactions with emergency responders in the community are common. People who do not have a mental illness may also exhibit crisis behaviors as a response to stress. The material in this course is based on information in governmental references, the literature, and best practices, but responders must be aware of and comply with laws, policies, and procedures in their own jurisdictions and organizations.

Goals of MI CIS:

1. Increase safety of responders, consumers, and bystanders
2. Reduce injuries to responders by using proper de-escalation techniques
3. Appreciate the value of a community-based approach in a response for those with mental disorders
4. Identify appropriate resolutions available to first responders
5. Promote an environment of collaboration and partnership
6. Eliminate the use of force where possible
7. Divert persons with mental illness to treatment as opposed to incarceration where appropriate
8. Reduce the stigma associated with mental disorders

Key Principles – guiding all aspects of this initiative:

1. Safety is paramount
2. Recovery oriented
3. Dignity and respect
4. Patient centered
5. Trauma informed
6. Culturally competent
7. Sustainable

MI-CIS AWARENESS LEVEL – online delivery (4 hours):

LEARNING OBJECTIVES (C=Cognitive; A=Affective; P=Psychomotor) - Upon completion of this course, participants will be able to:

1. Define mental health, mental illness, and developmental disability (C)
2. Identify behaviors associated with mental illness and developmental disability (C)
3. Recognize commonly used medications for mental illness (C)
4. Discuss communication techniques appropriate for use in responses for individuals in crisis (C)
5. Discuss de-escalation techniques appropriate for use in responses for individuals in crisis (C)
6. Apply provisions of mental health laws to situations involving mental health crises in the community (C)
7. Describe the benefits of providing Trauma-Informed Care in response for mental health crisis (A)
8. Identify populations who may have specialized needs related to mental health crisis intervention (C)

(See attached MI CIS Awareness Curriculum)

MI-CIS OPERATIONS PHASE I – online delivery (4 hours):

LEARNING OBJECTIVES - Upon completion of this course, participants will be able to:

1. Demonstrate the ability to identify indicators of mental illness, developmental disabilities, and substance use disorders
2. Demonstrate knowledge of appropriate language usage when interacting with potentially emotionally distressed persons
3. Demonstrate the ability to utilize de-escalation to resolve a variety of situations involving individuals in crisis
4. Identify indications of potential violence in someone in crisis
5. Demonstrate knowledge of special populations who may be involved in crisis situations

(See attached MI-CIS Ops I Curriculum)

MI-CIS OPERATIONS PHASE II - Enhanced Reality-Based Training (8-hour day):

LEARNING OBJECTIVES - **Scenarios 1-8 (4 hours)** – 1. *Suicidal Subject - Depression/Drug Overdose*; 2. *Suicide by Cop - Police Use of Force Mitigation*; 3. *Veteran in Crisis*; 4. *Youth in Crisis*; 5. *Autism Spectrum Disorder or Co-Occurring Disorder*; 6. *Thought Disorder – Psychosis*; 7. *Cognitive Disorders - Dementia, Traumatic Brain Injury, Delirium*; 8. *Mood Disorders - Bipolar, Mania, Depression*:

1. Demonstrate a safe, tactically sound response
2. Demonstrate teamwork
3. Demonstrate active listening skills - ability to gain information about the subject and the

situation

4. Demonstrate the ability to show empathy and respect
5. Demonstrate strong verbal and non-verbal communication skills
6. Demonstrate the ability to achieve a safe and effective resolution
7. Demonstrate the ability to explain actions/decisions made throughout the event as part of the After-Action Review process.

LEARNING OBJECTIVES – **Scenario 9 (30 minutes)** – *De-escalation skills, patient restraints, excited delirium:*

1. Describe and demonstrate effective communication skills that focus on de-escalating a potentially violent patient
2. Describe and demonstrate treatment for patients experiencing excited delirium
3. Describe and demonstrate appropriate patient restraint techniques
4. Describe the dangers associated with positional asphyxiation

LEARNING OBJECTIVES – **Scenarios 10-11 (30 minutes)** – *MILO Range and MILO Response:*

1. Expose the student to behavioral health crisis situations involving rapidly changing scenarios that require split second decisions on force options and/or medical treatment options
2. Enhance and build upon stress-induced decision-making skills
3. Improve situational awareness to potential threats and dangerous scenes
4. Improve communication skills between partners and virtual reality role-players
5. Train Police Officer students on Use of Force options
6. Train EMS personnel to quickly assess medical emergencies and treatment options

LEARNING OBJECTIVES – **Hearing Voices Simulation (30 minutes):**

1. Participants will learn about the subjective experience of hearing distressing voices, increase their understanding of the day-to-day challenges facing people with psychiatric disabilities, become more empathetic toward voice hearers, and be inspired to consider changes in clinical/field practice which would better address the needs of people who hear distressing voices
2. Lecture on the phenomenon of hearing distressing voices
3. The simulation experience
4. After action review and discussion period

LEARNING OBJECTIVES – **Petition for Mental Health Treatment (30 minutes):**

1. Review of Michigan Compiled Laws: MCL 330.1401 (Person Requiring Treatment), MCL 330.1427a (Protective Custody), PA 368 Sec. 20969 (EMS Authority to Restrain)
2. Demonstrate proper documentation and completion of the Petition for Mental Health Treatment form

(See attached OPS II ERBT Scenarios & OPS II ERBT Curriculum)

~ PROGRAM TWO ~

CAREER SURVIVAL AND EMOTIONAL WELLNESS FOR LAW ENFORCEMENT OFFICERS

The Career Survival and Emotional Wellness training provides field-tested safety techniques and emotional wellness strategies to better prepare public safety workers for actual on-the-job experiences they face every day and the support mechanisms necessary for survival. The program is comprised of two main components: Career Survival and Emotional Wellness for Police Officers and Peer Support. **Career Survival and Emotional Wellness program provider is 2 The Rescue. LLC, <https://twotherescue.com/>, 616-262-8455. Company owners are Terry Bykerk and Mike Wierenga.**

The program is designed as a one-day 8-hour training covering: (1) the stressors, trauma, and effects of being a law enforcement officer; (2) signs and symptoms of post-traumatic stress disorder, suicidal tendencies, and destructive behavior; and (3) peer to peer support (formal and informal). The intent of the training is to educate officers on the emotional health dangers of police work, provide officers with tools to assist in recognizing common warning signs of dangerous behavior related to job stress, present positive alternatives to deal with stress, and offer strategies for assisting coworkers who may be suffering from stress and trauma.

Training Objectives: At the conclusion of this training, participants will be able to (1) recognize warning signs in themselves and others; (2) make appropriate decisions on who, when, how they should respond to signs of stress and trauma; and (3) assist, intervene, and support others that need care, with the overall goal of improving the emotional health and wellbeing of all officers within their department.

Understanding the Heavy Toll of Working with Violence and Trauma (0800-1200 hours):

Officers will be taught and become familiar with the effects that working in law enforcement can have on their body, mind, emotions, behavior, and family life. Some of the effects include alcoholism, PTSD, suicide, and divorce. This first area of instruction will cover the lifestyle of a police officer and discuss disturbing facts related to police work. Officers will be shown emotional dangers of working in law enforcement. Understanding that this type of work will have an influence on an officer's emotional and physical wellbeing is a key factor to preventing or minimizing the negative effects stress and trauma. Discussion topics include:

- Understanding the lifestyle change
- Recognizing the heavy toll of police work
- Assessing the disturbing facts and acknowledging career realities
- Managing acute critical incident and post-traumatic stress
- Understanding the "Terrible 10" stressors
- Learning the good, bad, and ugly of adrenaline
- Controlling the adrenaline roller coaster
- Differentiating core values vs. situational values
- Staying ethically sound
- Identifying normal vs. abnormal behaviors

Recognizing Signs and Symptoms of Post-Traumatic Stress, Suicidal Tendencies, and Destructive Behavior (1300-1500 hours):

One step to living a healthy lifestyle is to identify the signs and symptoms of destructive behavior in an officer's life. This second area of instruction will help officers recognize warning signs of dangerous and unhealthy behavior in themselves and others, so that proactive steps can be made to eliminate or minimize the effects of stress and trauma related to the job. Instruction will include practical ways steps that officers can take to deal with stress in a health manner, as well as providing options to seek help. Discussion topics include:

- Maintaining the proper priorities to build a healthy resilience
- Recognizing the symptoms of post-traumatic stress
- Vicarious and secondary trauma for the officer's family
- Becoming aware of and recognizing suicidal tendencies
- Knowing crisis referral options
- Recognizing personal destructive behavior
- Addressing the stages of an officer's career
 - 0-5 years
 - 5-15 years
 - 15-20 years
 - 20 years into retirement

Peer Support - Formal and Informal (1500-1700 hours):

Many agencies within the West Michigan Criminal Justice Training Consortium have either formal or informal peer support teams. This third area of training will further enhance the knowledge of attendees and provide them with practical steps to assist, encourage, and support their peers. Training will prepare the officers to make appropriate decisions on when to intervene, what type of intervention is needed, and when to refer a peer for help. The goal is to teach attendees best practices that can be used to help other officers prevent harmful behaviors including substance abuse, depression, unethical behavior, and suicide. By intervening early and appropriately, attendees will be able to provide support to their coworkers before they suffer from many of the negative consequences from stress in their job. Discussion topics include:

- History of First Responder Peer Support
- Basic training needs and support
- Advanced training needs
- How to educate the new recruit
- Policy, procedure, and SOPs
- State Laws - privacy of peer to peer conversations
- What is a CISM Debriefing vs. Defusing, when is it time for one-on-ones?
- Mindset of an organization and its personnel
- Building awareness and trust, how to make your team visible
- Who is on this team and how to keep them active?
- Where does CISM fall when dealing with first responder family members?
- References, resources, and support

SECTION 2 - PROJECT NARRATIVE

C. TRAINING METHODS

Describe how the training will be delivered for each course/topic. Identify program developers and instructors and describe their qualifications. Outline the method(s) of presentation. Include the hours of training and where the training will occur. Describe the training materials that will be developed or provided.

Refer to Page 19 of the Grant Manual

~ PROGRAM ONE ~

MICHIGAN CRISIS INTERVENTION SYSTEM (MI-CIS)

Teaching Methodologies:

The MI-CIS program contains a mix of instructional methods –

1. Self-paced online learning for the first two segments through the Moodle Learning Platform - <https://moodle.mi-ems.org/course/index.php?categoryid=15> (see attached *Taking the MI-CIS Courses*).
2. Participants will apply the skills learned in the Awareness and Operations segments and put into practice intervention strategies in scenario exercises - *Enhanced Reality-Based Training* - that requires students to demonstrate decision-making skills and proper judgment.

The segments must be completed in order as they are prerequisites for the subsequent segments.

Contractor/Training Provider/Instructors:

MI-CIS program provider is Western Michigan University Homer Stryker M.D. School of Medicine, <http://www.mi-cis.org>. MI-CIS Program Manager and Lead Facilitator is Robert T. Christensen, 269-377-1749, Robert.christensen@med.wmich.edu. During the reality-based training segment, participants will be evaluated by mental health professionals and experienced CIS personnel.

Training Material:

All training materials will be provided by MI-CIS. A copy of the student materials will be on file with the GVSU Criminal Justice Education Center - available for inspection and use by other criminal justice practitioners.

Training Locations:

The West Michigan Criminal Justice Training Consortium currently consists of 96 entities. Members are located south from the Michigan-Indiana state line to as far north as Manistee. The area stretches from the Lake Michigan shoreline to as far east as Ionia County. Considering the size and geographical area of the consortium, it is common practice to host multiple offerings, using several locations, so as to allow the consortium to effectively and efficiently deliver training to any consortium agency wishing to send officers. We intend to offer four separate one-day training sessions covering southern, middle, and northern geographical areas.

The consortium will use venues owned by the local colleges and/or municipalities with areas suitable for scenario-based training. There will be no rental charges for these venues. All necessary A/V equipment will be provided. Currently intend to use Grand Valley State University (2 sessions),

~ PROGRAM TWO ~

CAREER SURVIVAL AND EMOTIONAL WELLNESS FOR LAW ENFORCEMENT OFFICERS

Teaching Methodologies:

Career Survival and Emotional Wellness will consist of a single training day (8 hours). Instruction will include lectures, group discussions, videos, and Q&A sessions. A unique aspect of this training allows for family members of the attendees to be present for the first portion of the class. Family life plays a vital role in the emotional health of officers. In addition to officers learning how to handle stress, family members will leave with tools they can use to help their loved ones minimize the negative effects of working in law enforcement.

Contractor/Training Provider/Instructors:

1. Mike Wierenga is a co-founder of Two The Rescue L.L.C. He has over 25 years of law enforcement experience, 18 years as a firefighter, and nearly 5,000 hours of classroom and practical skill instruction for public safety agencies, colleges, universities, hospitals and security agencies. Mike's training and experience includes over 320 hours of critical-incident stress management programs combined with an immeasurable number of front-line applications in line-of-duty deaths, officer-involved shootings, suicides, violent tragedies and deaths. Mike is an active team leader with his department's peer support Cop to Cop Critical Incident Stress Management Team and was instrumental in the creation and implementation of a pre-incident wellness educational program for new recruits and their families. Mike's passion for the emotional wellness and the safety of emergency responders is readily apparent in his professional presentation skills. Mike is currently assigned to the Training Bureau at the Grand Rapids Police Department.
2. Terry Bykerk has over 25 years of law enforcement experience in patrol, vice, S.W.A.T., field training, investigations and street undercover operations. He has extensive experience in standard operating guideline liability and implementation, training program development and adult learner advancement – including over 5000 hours of classroom and practical skill instruction in area colleges, universities, hospitals and security agencies as well as fire and police departments. Terry has a unique way of sharing his personal successes and pitfalls not just as “war stories,” but in an educational way that will get you thinking.

Company Reviews:

“I wanted you to know how much I enjoyed the training. You and Mike are saving lives, saving relationships, and preventing substance abuse with every presentation. Every public safety employee should attend this valuable training. I admire the courage and forthright nature by which you tell your personal story to bring home the importance of emotional wellness for first responders.”

- Daniel J. Mills, Senior Deputy Police & Fire Chief, Portage, MI

“I know that no one seeks recognition for the type of service that you were recognized for. Your peer support training and development and critical incident stress management programs provide a venue to those active, former and retired first responders who may feel overwhelmed by the effects of their work experiences. You are a peer's peer and friend's friend, and your programs provide a safe and confidential environment for the promotion of healing, education, and support to those dedicated to the emergency service professions. Great work and

congratulations on the award.”

- Craig Coulson-Risk Manager City of Grand Rapids

Training Material:

All training materials will be provided by 2 The Rescue. A copy of the student materials will be on file with the GVSU Criminal Justice Education Center - available for inspection and use by other criminal justice practitioners.

Training Locations:

The consortium will use venues owned by the local colleges and/or municipalities that will provide for a large, comfortable learning environment. There will be no rental charges for these venues. All necessary A/V equipment will be provided. Currently intend to use Grand Valley State University (2 sessions), Western Michigan University (1 session), and West Shore Community College (1 session).

SECTION 2 - PROJECT NARRATIVE
D. EVALUATION
In addition to participant feedback, describe how the participants will be evaluated on their acquisition of knowledge for each course/topic. Refer to Page 19 of the Grant Manual

~ PROGRAM ONE ~

MICHIGAN CRISIS INTERVENTION SYSTEM (MI-CIS)

Knowledge Acquisition:

At the start and end of each online learning module a self-test is completed to evaluate each student's knowledge of the material presented and to offer a check on learning. Additionally, all EMS licensed personnel will receive 16 hours of continuing education credits for completing all three segments.

Performance Evaluation:

Students will be evaluated by mental health professionals and experienced CIS personnel on all of the practical skills during the reality-based training segment.

Participant Feedback:

A MI-CIS student evaluation will be completed prior to the issuance of each segment certificate of completion. Additionally, the MCOLES Participant Evaluation Form will be completed at the conclusion of the reality-based training segment (*see attached MCOLES Participant Evaluation Form*). The purpose of the evaluation will be to gain the students' perspective of the course content concerning applicability to their job responsibilities. Additionally, the student evaluation will be used to evaluate the instructor's' presentation skills and training venue. Program adjustments will be made when and where the student has identified appropriate issues.

~ PROGRAM TWO ~

CAREER SURVIVAL AND EMOTIONAL WELLNESS FOR LAW ENFORCEMENT OFFICERS

Knowledge Acquisition & Performance Evaluation:

Knowledge and understanding of seminar topics will be evaluated by instructor led discussions and oral quizzing.

Participant Feedback:

The WMCJTC Course/Instructor Evaluation Form and MCOLES Participant Evaluation Form will be completed by attendees at the conclusion of the training day (*see attached WMCJTC Course Evaluation Form & MCOLES Participant Evaluation Form*). The purpose of the evaluations will be to gain the students' perspective of the applicability of course content to their job responsibilities. Additionally, the student evaluation will be used to evaluate the instructor's presentation skills and the training venue. Program adjustments will be made when and where the student has identified appropriate issues.

SECTION 3 – COURSE DETAIL

Complete the Course Detail section for **each topic/course** included in your proposal. Copy and insert this page into your application as many times as needed.

Refer to Page 20 of the Grant Manual

Course Details

Course Title

Michigan Crisis Intervention System (MI-CIS): ***MI-CIS AWARENESS LEVEL Segment***

Training Location

Online

Maximum Participants

Unlimited (online)

Minimum Participants (2/3 of Max)

Unlimited (online)

Hours of Training Per Session

4 hours

Number of Sessions

4

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Tuition	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Supplies & Operating	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Total <i>Per Session</i> Costs	\$0	\$0	\$0
Total <i>Course</i> Costs	\$0	\$0	\$0

NOTES:

MI-CIS AWARENESS LEVEL (Segment is Delivered Online = No Fee)

Course Details

Course Title Michigan Crisis Intervention System (MI-CIS): <u>MI-CIS OPERATIONS PHASE I Segment</u>			
Training Location Online			
Maximum Participants Unlimited (online)	Minimum Participants (2/3 of Max) Unlimited (online)	Hours of Training Per Session 4 hours	Number of Sessions 4

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Tuition	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Supplies & Operating	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Total <i>Per Session</i> Costs	\$0	\$0	\$0
Total <i>Course</i> Costs	\$0	\$0	\$0

NOTES:

MI-CIS OPERATIONS PHASE I (Segment is Delivered Online = No Fee)

Course Details

Course Title

Michigan Crisis Intervention System (MI-CIS): ***MI-CIS OPERATIONS PHASE II Enhanced Reality-Based Training Segment***

Training Location

TBD

Maximum Participants

30

Minimum Participants (2/3 of Max)

20

Hours of Training Per Session

8

Number of Sessions

4

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$192.49	\$0	\$192.49
Contractual Services	\$6,620.00	\$4,965.00	\$1,655.00
Tuition	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Supplies & Operating	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Total <i>Per Session</i> Costs	\$6,812.49	\$4,965.00	\$1,847.49
Total <i>Course</i> Costs	\$27,249.96	\$19,860.00	\$7,389.96

NOTES:

1. ***MI-CIS OPERATIONS PHASE II Enhanced Reality-Based Training Segment is provided for a flat rate of \$6,620 per session.***
2. The noted Grant Administrator hours (Personnel section) is based on 3 hours per session and includes handling individual training session logistics (venue, instructors, and attendees), ensuring correct student information for each course is documented and archived, preparing quarterly grant reports, and handling grant inspections and audits.

Course Details

Course Title Career Survival and Emotional Wellness for Law Enforcement Officers			
Training Location TBD			
Maximum Participants 40	Minimum Participants (2/3 of Max) 27	Hours of Training Per Session 8	Number of Sessions 4

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$192.49	\$0	\$192.49
Contractual Services	\$1600.00	\$1200.00	\$400.00
Tuition	\$	\$	\$
Travel	\$131.71	\$98.78	\$32.93
Supplies & Operating	\$	\$	\$
Equipment	\$	\$	\$
Total Per Session Costs	\$1,924.20	\$1,298.78	\$625.42
Total Course Costs	\$7,696.80	\$5,195.12	\$2,501.68

NOTES:

1. The noted Grant Administrator hours (Personnel section) is based on 3 hours per session and includes handling individual training session logistics (venue, instructors, and attendees), ensuring correct student information for each course is documented and archived, preparing quarterly grant reports, and handling grant inspections and audits.
2. Contractor Travel total of \$526.84 is only for two sessions hosted outside of the greater Grand Rapids area (location of contractor). Amount listed above is a per session amount (4 sessions) for calculation purposes only.

SECTION 4 - COST JUSTIFICATION

The cost justification section is the bridge between the project narrative and the budget detail. Describe the proposed expenditures for each course offering or topic separately. Explain the proposed expenditures (both grant and match) and why the costs are necessary. Provide sufficient detail to justify the expenditures and to support the calculations that are shown in the budget detail. If a student fee will be charged, specify the amount per student.

Refer to Page 20 of the Grant Manual

MATCH SHARE

PERSONNEL - Grant Administrator (GVSU Administrative Professional):

The Grant Administrator will document and complete required quarterly grant reports, maintain grant documentation for audits and inspections, handling individual training session logistics (venue, instructors, and attendees), ensure student and course information is documented, and other administrative activities as required. Williamson N. Wallace has been designated as the Grant Administrator. It is estimated that his administrative duties will require approximately 24 hours.

- **Administrative in-kind labor contribution = \$1,539.93** (\$45.47 per hour x 24 hours x 41.112% fringe rate).

CONTRACTUAL:

The **MI-CIS** contractor is charging a flat rate of \$6,620.00 for each OPERATIONS PHASE II Enhanced Reality-Based Training session, for a total of 26,480.00.

- **WMCJTC contractual match = \$6,620.00** (\$1,655.00 per session x 4 sessions)

The **2 The Rescue** contractor is charging a flat rate of \$1,600.00 for each session, for a total of \$6,400.00.

- **WMCJTC contractual match = \$1,600.00** (\$400.00 per session x 4 sessions)

TRAVEL - Contractor:

The **2 The Rescue** contractor is charging mileage, lodging (dual occupancy), and meals (\$526.84) for two of the four session that are outside of the greater Grand Rapids area (location of the company).

- **WMCJTC travel match = \$131.72**

(See attached WMCJTC Matching Funds Letter)

Total Match Share = \$9,891.65

GRANT SHARE

CONTRACTUAL:

The **MI-CIS** contractor is charging a flat rate of \$6,620.00 for each OPERATIONS PHASE II Enhanced Reality-Based Training session, for a total of 26,480.00.

- **We are requesting grant funds to cover = \$19,860.00** (\$4,965.00 per session x 4 sessions)

The **2 The Rescue** contractor is charging a flat rate of \$1,600.00 for each session, for a total of \$6,400.00.

- **We are requesting grant funds to cover = \$4,800.00** (\$1,200.00 per session x 4 sessions)

TRAVEL - Contractor:

The **2 The Rescue** contractor is charging mileage, lodging (dual occupancy), and meals (\$526.84) for two of the four session that are outside of the greater Grand Rapids area (location of the company).

- **We are requesting grant funds to cover = \$395.12**

Total Grant Share = \$25,055.12

SECTION 5 - APPLICANT PRIORITIES

Prioritize the components of your application in descending order. Include the GRANT COSTS and MATCH COSTS. Single topic applications should list priorities by sessions or category expenditures. If the application contains more than one training topic, prioritize by topic. If more than one grant application is being submitted by an agency, prioritize the list of applications. The applicant's list of priorities will be followed to the highest degree possible; however, Commission priorities take precedence over a grantee's priorities.

BE SURE TO PROVIDE ACTUAL COSTS FOR EACH TOPIC.

Copy and insert this page into your application as many times as needed.

Refer to Page 21 of the Grant Manual

It is imperative that the consortium receive full grant funding for this project in order to deliver job essential training for police officers employed by the 96 consortium member agencies. If full funding is not available, the WMCJTC requests that this grant be funded in the priority order below.

HIGHEST TO LOWEST PRIORITY:

TOPIC PRIORITY LIST

Priority # 1 – Michigan Crisis Intervention System (MI-CIS)

Priority # 2 – Career Survival and Emotional Wellness for Law Enforcement Officers

EXPENDITURE PRIORITY LIST

Priority # 1 – Contractual

Instructional Fees: **\$24,660.00 Grant / \$8,220.00 Match**

Priority # 2 – Travel

Contractor Travel: **\$395.12 Grant / \$131.72 Match**

Priority # 3 – Personnel

Grant Administrator: **\$0.00 Grant / \$1,539.93 Match**

If fully funded:

Total Grant Share = \$25,055.12

Total Match Share = \$9,891.65

SECTION 5 - APPLICANT PRIORITIES

Prioritize the components of your application in descending order. Include the GRANT COSTS and MATCH COSTS. Single topic applications should list priorities by sessions or category expenditures. If the application contains more than one training topic, prioritize by topic. If more than one grant application is being submitted by an agency, prioritize the list of applications. The applicant's list of priorities will be followed to the highest degree possible; however, Commission priorities take precedence over a grantee's priorities.

BE SURE TO PROVIDE ACTUAL COSTS FOR EACH TOPIC.

Copy and insert this page into your application as many times as needed.

Refer to Page 21 of the Grant Manual

GRANT APPLICATIONS PRIORITY LIST

If full funding is not available, the West Michigan Criminal Justice Training Consortium requests that its grant applications be funded in the priority order below.

HIGHEST TO LOWEST PRIORITY:

Priority # 1 – Police Precision Driving, Grant funds requested = \$56,946.20

Priority # 2 – 360° Behavioral Health for Law Enforcement, Grant funds requested = \$25,055.12

CERTIFICATE OF CONSORTIUM MEMBERSHIP

The Certifying Official shall be the individual who administers consortium activities and has the authority to act on behalf of the consortium. Attach paperwork supporting the Consortium Membership to this document.

See Attached Certificate of Consortium Membership, WMCJTC Matching Funds Commitment Letter, Consortium Bylaws, and Consortium Member Agency List.

APPLICANT AGENCY:
Grand Valley State University

TRAINING CONSORTIUM (if applicable):
West Michigan Criminal Justice Training Consortium

PROJECT TITLE (Limit 45 characters):
360° Behavioral Health for Law Enforcement

Application Attachments

MI-CIS Awareness Level (all disciplines)

This program is designed to enhance the knowledge, skills, and attitudes of emergency responders to effectively intervene for those experiencing behavioral crisis situations. Mental illness is common in our society, with approximately 1 in 4 people experiencing a mental health condition during their lifetime (NAMI.) Following efforts in the 1970s to de-institutionalize treatment more people with mental health conditions live in community settings, so interactions with emergency responders in the community are common. People who do not have a mental illness may also exhibit crisis behaviors as a response to stress. The material in this course is based on information in governmental references, the literature, and best-practices, but responders must be aware of and comply with laws, policies, and procedures in their own jurisdictions and organizations.

Goals of MI CIS:

- 1 Increase safety of responders, consumers, and bystanders
- 2 Reduce injuries to responders by using proper de-escalation techniques
- 3 Appreciate the value of a community-based approach in a response for those with mental disorders
- 4 Identify appropriate resolutions available to first responders
- 5 Promote an environment of collaboration and partnership
- 6 Eliminate the use of force where possible
- 7 Divert persons with mental illness to treatment as opposed to incarceration where appropriate
- 8 Reduce the stigma associated with mental disorders

Key Principles: Guiding all aspects of this initiative:

- 1 Safety is paramount
- 2 Recovery-oriented
- 3 Dignity and respect
- 4 Patient-centered
- 5 Trauma-informed
- 6 Culturally-competent
- 7 Sustainable

Awareness Level – online delivery; all audiences

Content Area	Est Time
Intro; Overview and Purpose	10m
Mental Health Didactics	2h30
Response Strategies: Communication & De-escalation	1h
Groups with Special MH Needs	10m
Introduction to Trauma Informed Care	10m

Learning Objectives: (C=Cognitive; A=Affective; P=Psychomotor)

Upon completion of this course, participants will be able to:

- 1 Define mental health, mental illness, and developmental disability. (C)
- 2 Identify behaviors associated with mental illness and developmental disability. (C)
- 3 Recognize commonly used medications for mental illness. (C)
- 4 Discuss communication techniques appropriate for use in responses for individuals in crisis. (C)
- 5 Discuss de-escalation techniques appropriate for use in responses for individuals in crisis. (C)
- 6 Apply provisions of mental health laws to situations involving mental health crises in the community. (C)
- 7 Describe the benefits of providing Trauma-Informed Care in response for mental health crisis. (A)
- 8 Identify populations who may have specialized needs related to mental health crisis intervention. (C)

Intro, Overview & Purpose

Mental Illness: a group of psychotic disorders characterized by disturbances in thinking, feeling and relating. The onset of mental illness may occur at any time in an individual's life.

AMI: Any Mental Illness – mild to severe

SMI: Severe Mental Illness – severe functional impairment which substantially interferes or limits one or more major life activities. Sometimes referred to as Serious Mental Illness or Persistent Mental Illness.

General Symptoms: social withdrawal, severe depression, delusions, hallucinations, continuous hyperactivity, or inactivity. Examples of mental illness include schizophrenia, bipolar disorder, delusional disorders, and post-traumatic stress disorder (SAMHSA).

Anosognosia: The person with mental illness may have an impaired awareness or ability to perceive his/her illness. This may interfere with medication adherence (taking as directed) or seeking treatment. "Lack of insight"

Stigma: A sign of disgrace or discredit which sets a person apart from others. In mental illness, stigma can be a barrier to accessing treatment or in social interactions.

Developmental disabilities: life-long disorders based on mental or physical impairments in physical, learning, language, or behavior areas (CDC.) These conditions usually begin during development, may impact day to day functioning, and usually persist throughout a person's lifetime. Examples include autism spectrum disorder, cerebral palsy, attention deficit

hyperactivity disorder (ADHD), hearing or vision impairment, and other similar cognitive and intellectual disorders. (APA, 2004).

Client/Consumer/Patient: The person being aided who encounters the emergency response system in a crisis situation.

Emotionally Disturbed Person (EDP): Person who appears to be mentally ill or temporarily deranged and is conducting him/herself in a manner that is likely to result in serious injury to him/herself or others. EDPs may appear depressed, agitated, frightened, confused, or aggressive. Note these symptoms can result from traditional medical conditions as well.

Mental Health Crisis: A state of mind where a person is unable to cope with stressful situations of everyday life and respond in a productive, safe manner. In some cases, those in crisis may be a danger to themselves or others, but not all people with mental illness are violent.

Responder: Any emergency or crisis response personnel. In this program, may be law enforcement, emergency medical, or dispatch among others.

Severe Mental Illness (SMI): Schizophrenia, bipolar disorder, or major depression.

Epidemiology:

MI state data for 2015 indicates 92,516 EMS responses out of 1.1M total identified a primary problem as mental health related, or 8.5% of EMS responses. (Fales)

MI state EMS responses for drug overdoses in 2015 totaled 26,668, or 2.5% of EMS responses. (Fales)

Nationally, 1 in 5 (20%) US adults will have experienced a mental health crisis in their lifetime. 4% of US adults (9.8 Million) have lived with a Severe Mental Illness (SMI) in the past year (SAMHSA.)

Mental Health Didactics – Information about common MH conditions

Mental health – a state of emotional, psychological, and social well-being

Factors which affect an individual's mental health:

- Biological (genes, brain chemistry)
- Life experiences (trauma, abuse) that negatively affect MH
- Family history of MH problems

DSM-5 Diagnostic and Statistical Manual of Mental Disorders 5th edition – classifies mental disorders to facilitate more reliable diagnoses of the disorders. Although emergency responders typically do not diagnose mental disorders, they should be familiar with general criteria for various mental disorders which may contribute to a crisis situation

Mental illness –A substantial disorder of thought, perception, or mood that:

- Significantly impairs judgement or the capacity to recognize reality
- Impairs the ability to cope
- Causes great distress to the individual affected
- Covers a range of conditions and levels of severity
- Includes symptoms and behaviors such as:
 - Social withdrawal, where the individual affected avoids contact with other people
 - Depression (a syndrome of sadness and hopelessness)
 - Delusions (false beliefs that are not based in reality)
 - Inappropriate expression of feelings
 - Hallucinations (hearing, seeing, or feeling imaginary things) – these may be associated with several different illnesses
 - Hyperactivity or inactivity

Is defined in Michigan law (MCL 330.1400) (MCOLES)

Severe, Persistent Mental Illness

Severe, persistent mental illness (SMI) refers to mental illnesses which are disabling, require routine management, and tend to affect individuals over a long period of time (often chronic.) (adapted from NREPP) Differentiated from “serious” to indicate long-term effects.

Examples of SMI Conditions: Schizophrenia; Bipolar Disorder; Mania; Depression

Categories:

Thought Disorders: Schizophrenia
Mood Disorders: Bipolar Disorder
Mania
Depression

Schizophrenia: A chronic, severe, debilitating disorder characterized by deficits in thought processes, perceptions, and emotional responsiveness.

Symptoms usually begin in adolescence or early adulthood (18-24) and can be associated with a stressful life situation such as beginning college or a new job.

Symptoms of schizophrenia are divided into positive, negative, and cognitive categories as relative to normal processes:

Positive symptoms: (positive does not = good)

- Hallucinations – sensations that appear real to the individual (sights, sounds, feelings, etc)
- Delusions – false beliefs (not based in reality)

- Disorganized thinking – speech or behaviors may indicate the person’s thinking
 - “word salad” – disorganized speech that doesn’t make sense
 - “thought blocking” – stops speaking abruptly in middle of sentence
 - “neologisms” – meaningless words
- Movement disorders
 - Catatonia - agitated body movements

Negative symptoms:

- Apathy – lack of interest or enthusiasm in surroundings
- “Flat affect” – reduced expression or emotional response
- Anhedonia – reduced enjoyment in everyday life
- Difficulty beginning/sustaining activity
- Reduced speaking
- Stupor – no reaction to surroundings
- Social isolation – secondary – results from other symptoms

Cognitive symptoms:

- Poor “executive functioning” – ability to understand information and use it to make decisions, planning, risk analysis
- Difficulty focusing – paying attention
- Difficulty with “working memory” – ability to use information just after learning it

Causes/Risk Factors: unknown, but probably interaction between factors involving:

- Genetics – tends to be found in families
- Environment
 - Maternal infection?
 - Viral exposure?
 - Prenatal complications?
 - Autoimmune disorder?
- Biology – brain chemistry relative to neurotransmitters (NTs), specifically dopamine, but possibly others

Treatment/Therapy:

Antipsychotic medications – reduce psychotic (hallucinations or delusions) thoughts and behaviors, however:

Anosognosia – may interfere with medication use

Side Effects – may interfere with medication use (may include drowsiness, weight changes, blurred vision, tremors, restlessness)

Psychosocial – learning and using coping strategies to address challenges of schizophrenia in everyday life

Suicide: many people with schizophrenia have suicidal thoughts or attempts

Mood Disorders: Bipolar Disorder, Mania, Depression

Bipolar Disorder: Characterized by dramatic shifts in mood, energy, and activity levels that affect a person's ability to conduct everyday tasks. These fluctuations are much more dramatic than are typical for people without the disorder

May also be referred to as manic-depressive disorder

Bipolar disorder may affect adults or children and teens

1-3% of people in the US may have bipolar disorder

Categories:

- **Bipolar I Disorder** – manic episodes last at least 7 days, or manic symptoms that are so severe the person needs immediate hospital care. Usually has periods of depression typically lasting 2 weeks; this is the more serious category
- **Bipolar II Disorder** – pattern of depressive episodes and hypomanic (lower level, milder) episodes, but not full manic episodes
- **Cyclothymic Disorder** – numerous periods of hypomanic and depressive symptoms but symptoms don't meet full criteria for hypomanic and depressive episodes
- **Other Specified and Unspecified Bipolar and Related Disorders** – may result from substance or medication use, or other medical conditions
- Manic episodes – during a manic episode, a person may:
 - feel extremely “up”, elated, energized, euphoric
 - have trouble sleeping
 - have increased activity levels
 - feel agitated, jumpy, or “wired”
 - feel that thoughts are going very fast
 - have increased self-esteem
 - do risky things or make poor decisions

Hypomania: less severe manic episodes

- Depressive episodes – during a depressive episode, a person may:
 - feel sad, “down”, or hopeless/depressed
 - have little energy
 - have decreased activity levels
 - have trouble sleeping (too much or too little)
 - feel worried and empty
 - have trouble concentrating
 - have changes in eating (too much or too little)
 - think about death or suicide

Causes/Risk Factors: unknown, but several factors probably contribute:

- Brain Structure/Function – communication within areas of brain
- Genetics – certain genes increase likelihood, but not clear
- Family History – tends to run in families

Treatment/Therapy:

Medications:

- Mood Stabilizers

- Atypical antipsychotics
- Antidepressants

Psychotherapy:

- Cognitive behavioral therapy (CBT)
- Family-focused therapy
- Interpersonal and social rhythm therapy
- Psychoeducation

Other possible therapies:

- Electroconvulsive Therapy (ECT)
- Sleep Medications

Mania: not a separate disorder, but manic episodes are present in Bipolar Disorders as described above. Manic episodes may also occur in conjunction with other mood disorders such as:

- Substance/Medication-Induced bipolar and related disorder
- Bipolar and related disorder due to another medical condition
- Other/Unspecified conditions

Depression: Major depression is very common in the US and worldwide and accounts for the highest cause of disability burden among all mental and behavioral disorders (CDC.) Depression (also called Major Depressive Disorder, or MDD) is characterized by either a depressed mood or loss of interest in once pleasurable activities, and at least 4 other symptoms which reflect a change in functioning, such as problems with sleep, eating, energy levels, concentration, or self-image over a period of at least 2 weeks.

6.7% of US adults (16.1M people) who completed the National Survey of Drug Use and Health (NSDUH) had at least one depressive episode in 2015. This survey does not include populations who were homeless, in the military, or in institutions such as nursing homes, correctional facilities, or mental institutions.

Categories:

- Major Depressive Disorder, single and recurring episodes
- Persistent depressive disorder (PDD; Dysthymia) - symptoms >2 years
- Substance/Medication-Induced depressive disorder
- Depressive disorder due to another medical condition
- Other/Unspecified causes of depressive disorder (such as Seasonal Affective Disorder)

Causes/Risk Factors: probably results from interaction between factors:

- Biological
 - abnormal brain activity in specified brain areas (frontal lobe and limbic structures)
 - frontal lobe – executive functions of planning, decision-making
 - limbic structures – emotions and memories of pleasurable activities
 - increased stress hormone levels (cortisol)

- abnormalities in neurotransmitters (NTs) – serotonin, norepinephrine, dopamine
- neuroplasticity – the brain changes based on experiences
- Genetic - 10x higher risk if immediate family member has depression; more likely an inherited vulnerability
- Psychosocial - higher incidence of anxiety, Substance Use Disorder (SUD)
- Environmental

Treatment/Therapy:

Medications: Antidepressant medications to influence NTs in brain

- TCAs (tricyclic antidepressants)
- SSRIs or similar (selective serotonin/norepinephrine reuptake inhibitors)
- Anxiolytics (anti-anxiety medications)

Psychotherapy:

- Cognitive behavioral therapy (CBT)
- Interpersonal therapy

Children, Youth and Adolescence

Mental health developmental conditions can affect children as well as adults.

ADHD or Impulse Control Disorder:

ADHD is one of the most common childhood disorders and can continue into adulthood.

ADHD affects approximately 9% of 13-18 year olds, almost 2% of these have a severe disorder.

Symptoms:

- Inattention – wanders off task, has difficulty concentrating, is disorganized and unfocused
- Hyperactivity – moves about constantly, excessively fidgets, talks, even when inappropriate
- Impulsivity – person makes hasty decisions without thinking them through; seeks immediate rewards; has difficulty thinking of long-term consequences

Causes/Risk Factors: unknown, but the following may contribute:

- Genes
- Males have higher rates than females
- Environment
 - cigarette smoking
 - exposure to toxins during pregnancy
 - exposure to toxins at young age (lead)
 - low birth weight
 - brain injuries

Treatment/Therapy:

- Medication – stimulant medications which increase NT levels, such as Ritalin, Adderall, amphetamines; antidepressants sometimes used off-label
- Behavioral therapy – self-monitoring, CBT, family, mindfulness, keeping a schedule, using lists, calendars, etc

Disruptive Behavior Disorders:

A behavior disorder characterized by persistent defiant, disobedient, and hostile behavior towards authority figures; frequent loss of temper, arguing, anger or violence, or other negative behaviors. Includes Oppositional Defiant Disorder, Conduct Disorder, Antisocial Personality Disorder and others

Causes/Risk Factors:

- Child abuse/neglect
- Traumatic life experience (such as sexual abuse or violence)
- Family history

Treatment/Therapy:

- Psychosocial – parent, child, family therapy
- Medications – may include stimulants, ADHD, anticonvulsant, or antipsychotic medications

Autism, Childhood Schizophrenia: Autism Spectrum Disorder (ASD) is a developmental disability that can cause social, communication, and behavioral challenges, and includes disorders formerly categorized separately: autistic disorder, pervasive developmental disorder not otherwise specified (PDD-NOS) and Asperger syndrome.

Symptoms: someone with ASD may:

- Not show interest in objects
- Have trouble relating to others or have no interest in other people
- Avoid eye contact
- Want to be alone
- Repeat or echo words or phrases
- Dislike physical contact
- Repeat actions over and over
- Have difficulty with changes in routine

Diagnosis: No definitive test; typically diagnosed around age 2

Causes/Risk Factors:

Genetic – tends to be higher risk if sibling has ASD; occurs more in people with some genetic abnormalities; 4.5x higher in males

Environmental – higher incidence when some drugs used in pregnancy (valproic acid, thalidomide); in children of older parents; thought to occur during critical period of development around birth (before/during/after)

Treatment/Therapy: early intervention therapies can improve development, but no cure exists

Developmental Disabilities (DDs): Group of conditions due to impairments in physical, learning, language, or behavior areas which begin anytime during development and last throughout life.

Conditions include:

- ADHD (see above)
- ASD (see above)
- Cerebral Palsy (CP) – affects an individual's ability to move and maintain balance and posture; symptoms vary
 - spastic – muscle stiffness
 - dyskinetic – uncontrollable movements
 - ataxic – poor balance and coordination

- mixed – symptoms of more than one type of CP, ex spastic-dyskinetic CP
- Intellectual disability (mental retardation) – sub-average intellectual function (IQ<70)
- Hearing loss
- Vision impairment
- Learning Disability

Causes/Risk Factors:

- Genetic
- Environment – maternal smoking/drinking alcohol during pregnancy; fetal alcohol syndrome (FAS); exposure to toxins; maternal infections during pregnancy; low birthweight; birth trauma

Treatment/Therapy:

- Early intervention therapy to improve function of speech, motor skills, etc
- Adaptive equipment – braces, wheelchairs, communication assist devices etc.

Cognitive Disorders

Dementia: A group of conditions that affect cognition, memory, social interaction, and normal activities of daily living (ADLs.) Mostly neurodegenerative – protein fragments accumulate either in nerve cells or between neurons, affecting brain function

Types:

- Alzheimer's type
- Vascular – similar to stroke
- Lewy Body
- Fronto-temporal (Pick's Disease)
- Parkinson's'
- Other

Traumatic Brain Injury (TBI): An acquired injury where a sudden trauma causes damage to the brain. Damage can occur from a mild, moderate, or severe impact or a penetrating injury, and can range in severity from a mild condition such as a concussion to severe changes in cognitive, motor, sensation, and emotional function. TBIs can also cause epilepsy and increase risk of neurodegenerative diseases such as Alzheimer's or Parkinson's disease. Damage can also be cumulative from repeated impacts to the head.

Delirium: Condition characterized by a disturbance in consciousness and a change in cognition (sudden confusion) that began over a short period of time. It can be caused by a physical or mental illness, and can usually be reversed.

Causes:

- Alcohol, medications, drugs, poisons
- Electrolyte disturbances
- Infections
- Severe lack of sleep

Delirium with agitation: A subset of delirium, this condition is sometimes referred to as “excited delirium syndrome” or ExDS, and is characterized by:

- severe confusion
- irrational, agitated, potentially violent behavior
- extremely high strength and pain tolerance
- hyperthermia (high body temperature)

The mechanisms for developing this syndrome are not clearly understood, but often involve pre-existing mental illness and stimulant drug use, particularly cocaine.

Encounters with emergency personnel often result in physical struggle and can have fatal outcomes for the patient.

Verbal de-escalation techniques may not be effective

Responders should be attentive to safety and attempt typical control or restraint techniques, quickly supplemented with sedative medications such as benzodiazepines or ketamine by appropriate personnel. Responders need to be attentive to sudden apnea or ceased struggle and provide resuscitation if necessary (ACEP, 2012.)

Special Focus Areas

Post-Traumatic Stress Disorder (PTSD): This condition develops in some individuals who have experienced or witnessed a stressful, shocking, or dangerous event such as violent crime or assault, military combat, natural disasters, or sexual assault/rape. All traumas may result in acute stress, but individuals with PTSD have a prolonged response (at least a month) to the stressful event which interferes with functioning.

Symptoms:

- Re-experiencing – flashbacks, nightmares, frightening thoughts
- Avoidance symptoms – staying away from places, things, or events which remind him/her of the trauma
- Arousal and reactivity symptoms – easily startled, on edge, difficulty sleeping, angry outbursts
- Cognition and mood symptoms – negative thoughts about self, distorted feelings (guilt or blame), difficulty remembering the event, loss of interest in enjoyable activities, numbness or detachment

Treatment/Therapy:

- Medications – antidepressants, anti-anxiety meds
- Psychotherapy – exposure therapy, cognitive restructuring therapy, hypnosis

Personality, Borderline, Dissociative Disorders:

Personality Disorder: An enduring pattern of inner experience and behavior that deviates markedly from the expectations of the culture of the individual who exhibits it. The DSM-5 identifies 10 types of personality disorders: paranoid, schizoid, schizotypal, antisocial, borderline, histrionic, narcissistic, avoidant, dependent, and obsessive-compulsive.

Borderline Personality Disorder (BPD): Is characterized by impulsive actions and unstable moods, behavior, self-image, function, relationships.

Dissociative Disorders: These are characterized by disruption in consciousness, memory, identity, perception, and behavior and disrupt everyday functioning. Conditions include Dissociative Identity Disorder and Dissociative Amnesia, among others. These disorders may be associated with trauma from childhood abuse or neglect. Individuals with dissociative disorder have a high incidence of suicide attempts or self-harm.

Treatment: involves psychotherapy and possibly medications to treat other associated conditions such as depression

Geriatric Issues:

Geriatric Issues: Approximately 20% of US adults over 55 experience some type of mental health concern (CDC.) The most common include:

- Anxiety
- Severe Cognitive Impairment (Alzheimer's, dementia)
- Mood Disorders (depression, bipolar)

A lack of social and emotional support services can contribute to decreased life satisfaction
Dementia can contribute to health issues such as malnutrition, dehydration, and wandering
Elderly individuals may also be subject to neglect or abuse (financial, physical)

Anxiety, Panic, Obsessive-Compulsive Disorders:

Anxiety Disorder/Generalized Anxiety Disorder (GAD): Characterized by excessive and unrealistic worry about life events that can interfere with normal functioning. May interfere with sleep and concentration. The worry is beyond the normal concern anyone might feel over a stressful situation, but is real for the individual. Treatment includes medications (antianxiety and/or beta-blockers) and psychotherapy (CBT, meditation, stress-management, and exposure therapy)

Panic Disorder: Characterized by "panic attacks," periods of intense fear, terror, and physical symptoms such as difficulty breathing, rapid breathing, rapid, pounding heart rate, dizziness, nausea, and numbness or tingling in extremities. (Similar to symptoms of a heart attack)
Treatment involves calming and reassuring the patient.

Obsessive-Compulsive Disorder: Characterized by chronic, long-lasting, uncontrollable thoughts (obsessions) and behaviors (compulsions) that the person feels compelled to repeat over and over. These may be physical behaviors such as tics, or can be rituals the individual must perform. Treatment includes medications (SSRIs) and cognitive therapy, or a combination.

Suicide

Suicide: Death caused by self-directed injury

Suicide Attempt: non-fatal, self-directed potentially injurious behavior with intent to die as a result of the behavior

Suicidal Ideation: Thinking about, considering, or planning suicide

“Suicide by Cop”: Provoking a lethal encounter with law enforcement officers as a suicide mechanism

Because of stigma, suicide cases are under-reported, but according to the CDC, suicide is the 10th leading cause of death of adults in the US, with over 44,000 deaths each year. For every completed suicide there are 25 suicide attempts. Men die of suicide 3.5x more than women, but women attempt suicide 3x more than men.

People considering or attempting suicide are in so much psychological pain or distress that ending their lives seems like the only resolution. Because of frustrated psychological needs, people considering suicide can have tunnel vision and see it as the only way to resolve their pain. They may not want to die – but feel they must escape the pain. Suicide should not be considered a cowardly or selfish act. Responders should listen and be patient in talking with someone who is suicidal. (See de-escalation and communication sections.) Suicide threats should always be taken seriously.

Signs/Symptoms of someone considering suicide:

- Talking about wanting to die
- Feeling empty, hopeless
- Expressing feelings of great guilt or shame
- Social withdrawal
- Increased use of alcohol or drugs
- Agitation, anger, talking of revenge
- Putting affairs in order, giving away possessions

Steps to assist:

- Ask “Are you thinking about killing yourself?” (You won’t put the idea in their head)
- Keep them safe – remove access to weapons or ask them to move to a safe place
- Listen – acknowledging and talking about probably helps reduce suicidal thoughts; explore ways to change the client’s perceptions; develop options
- Focus on solutions – “What would be most helpful?”
- Connect –to suicide prevention resources such as National Suicide Prevention Lifeline 1-800-273-8255 (TALK) or local crisis response

Treatment/Therapy:

- Psychotherapy – CBT
- Medications: Clozapine (antipsychotic), antidepressants

Substance Use Disorders and Co-occurring Disorders

Substance Use Disorder (SUD): Recurrent use of alcohol or drugs (substances) causes significant impairment such as health issues, disability, or problems meeting responsibilities of work, school, or home life. SUD can occur with any substances (alcohol, tobacco, marijuana, stimulants, hallucinogens, etc.), but opioids are currently particularly of concern due to epidemic

rates of addiction and overdose deaths. More than 50,000 people died of drug overdose in the US in 2015 (CDC.)

Substances cause changes in the brain itself which affect the pleasure and reward systems. Users develop *tolerance* to use and need increasing doses of a drug to achieve the same effect, and have a physical need for the drug, or can suffer unpleasant symptoms of *withdrawal*.

Opioids, both prescription and illicit, either alone or in combination with other drugs, account for most deaths. Opioids such as Oxycodone, heroin, fentanyl, and newer synthetic analogs (such as carfentanyl) can cause an overdose death in minutes. Opioids are often used in combination with benzodiazepines and result in many fatal overdoses due to respiratory depression. Many people with SUD developed their addictions through use of medically-prescribed opioid painkillers, then switched to illegal alternatives such as heroin because of availability or cost issues.

The antagonist medication, naloxone (Narcan[®]) can block opioid receptors and reverse effects of an overdose if administered within a few minutes. Efforts are underway to increase availability of naloxone at intercept points where overdose deaths are likely. Responders should consider carrying naloxone for protection of the public and themselves.

Co-occurring (formerly dual-diagnosis): Mental disorders may be accompanied by substance use disorders. Approximately 7.9M adults in the US had co-occurring disorders in 2014. Those with mental health disorders are more likely to have an alcohol or drug use disorder than those who don't have MH disorders. Difficulty identifying these conditions may result in inadequate treatment for the underlying condition since one condition masks the other.

Intro to Psychopharmacology

Medications (known as psychotropic medications) are often used to treat mental illnesses – either alone or in combination with other treatments such as psychotherapy.

Individuals may stop taking their medication as directed (non-adherence) due to:

- Real or imagined serious side-effects
- An inability to obtain prescriptions or medications
- The belief that medications are harmful
- Anosognosia

Responders don't need to know the specifics of various medications, but being familiar with the major types and which conditions they treat can help them recognize people who have mental health conditions. Some more common medications used to treat psychiatric conditions include:

Antipsychotics (schizophrenia, bipolar, depression)

Trade	Generic
Abilify	aripiprazole
Clozaril	clozapine

Geodon	ziprasidone
Haldol	haloperidol
Risperdal	risperidone
Seroquel	quetiapine
Thorazine	chlorpromazine
Zyprexa	olanzapine

Antidepressants (depression and anxiety)

MAOIs (Monoamine oxidase inhibitors)

Emsam	selegine
Marplan	isocarboxazid
Nardil	phenelzine
Parnate	trancycpromine

TCA's (tri-cyclic antidepressants)

Elavil	amitriptyline
Anafranil	clomipramine
Norpramin	desipramine
Sinequan	doxepin

SSRIs (Selective serotonin/NT reuptake inhibitors)

Celexa	citalopram
Effexor	venlafaxine
Lexapro	escitalopram
Paxil	paroxetine
Prozac	fluoxetine
Remeron	mirtazapine
Viibyrd	vilazodone
Zoloft	sertraline

Other	Cymbalta	duloxetine	serotonin/norepi RI
	Wellbutrin	bupropion	norepi/dopamine RI

Anti-anxiety (anxiolytics) or sleep

Ambien	zolpidem
Ativan	lorazepam
Buspar	bupirone
Klonopin	clonazepam
Librium	chlordiazepoxide
Lunesta	eszopiclone
Valium	diazepam
Xanax	alprazolam

Beta Blockers

Atenolol	tenormin
Metoprolol	lopressor
Propanolol	Inderal

ADHD Medications

Adderall	amphetamine
Concerta	methylphenidate
Ritalin	methylphenidate
Strattera	atomoxetine

Mood Stabilizers (bipolar disorder)

Lithium	lithium
Calan	verapamil
Depakine	valproic acid
Depakote	divalproex
Lamictal	lamotrigine
Lithobid	lithium carbonate
Neurontin	gabapentin
Tegretol, Carbatrol	carbamazepine
Topomax	topiramate
Trileptal	oxcarbazepine

Child, Youth, Adolescent Psychopharmacology

Psychotropic medications used to treat children or adolescent patients are most commonly prescribed for conditions such as ADHD, depression, or anxiety. Most prescription medications are not FDA-approved for use in children because of limited clinical studies, and there is stigma associated with prescribing medications for childhood psychiatric conditions. Some medications increase the risk of suicidality in children and have an FDA “black box” warning.

ADHD medications

Adderall	amphetamine
Ritalin	methylphenidate

Depression medications

Prozac	fluoxetine (the only SSRI FDA-approved for children/adolescents)
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Other medications may be used off-label (non-FDA-approved) for psychiatric conditions in children or adolescents

Recognizing Crisis Situations

Crisis – a temporary problem situation in which the consumer doesn’t have the resources or coping ability to resolve the problem, resulting in intense emotional arousal
“Needs aren’t being met”

Responder actions may mitigate (goal) or escalate (undesirable) the crisis

Crisis intervention is designed to help the emotionally disturbed person (EDP) to manage his/her emotions and maintain or regain control of his/her behavior

Indicators of possible mental health crisis:

- Inability to cope with stresses of everyday life
- Restless, pacing
- Irritable, verbally abusive
- Suicidal or homicidal thinking/threats
- Hopelessness
- Social withdrawal
- Excessive fear, worry, anxiety
- Changes in eating, sleeping
- Rapid speech, racing thoughts, uncoordinated thoughts
- Aggressive or provocative behavior
- Hallucinations or hearing voices others don't hear
- Believes others are monitoring/seeking/plotting to harm

Reflection:

Anxiety is high in a crisis situation – think about a time when you felt anxious – perhaps you were stuck in traffic while on the way to an important event like a job interview or the airport to catch a flight to go on vacation. How did you feel? Was it a pleasant emotion? How would you have reacted to someone talking loudly and firing questions at you? Your situation, while stressful, is probably not as severe as that of someone experiencing a mental health crisis.

Some crisis behaviors may be the result of either a mental illness or developmental disability, and some individuals may exhibit behavioral cues that reflect both. Not every crisis is a result of mental illness, but response and de-escalation principles are similar.

Only a very few individuals with a mental disorder are dangerous or violent - interpreting behavioral cues out of context may complicate the situation and lead to an inappropriate response or incomplete investigation.

- Only 3-5% of violent acts are committed by those with mental illness
- People with mental illness are 10 times more likely to be victims of violent crime than the general population (NAMI.)

Legal Aspects

Responders need to be familiar with and able to apply provisions of mental health laws to situations involving mental health crises in the community.

The Michigan Mental Health Code (Act 258 of 1974) has sections pertaining to the admission and discharge procedures for mental illness, emotionally disturbed, and developmentally disabled persons.

- A “person requiring treatment” (PRT) (MCL 330.1401) is defined as a person who is mentally ill and who:
 - Can be reasonably expected to intentionally or unintentionally physically injure himself or others and has engaged in acts or made threats to support the expectation
 - Is unable to attend to basic physical needs
 - Has judgement that is so impaired that he or she is unable to understand the need for treatment and whose behavior will cause significant physical harm, or
 - Has weakened mental processes because of age, epilepsy, alcohol or drug dependence

Law enforcement:

Recognize that protective custody is civil in nature and is not to be construed as an arrest (MCL 330.1427a)

EMS:

EMS Authority to Restrain (Public Act 368 Sec 20969)

“...if emergency medical services personnel, exercising professional judgement, determine that the individual’s condition makes the individual incapable of competently objecting to treatment or transportation, emergency medical services may provide treatment or transportation despite the individual’s objections unless the objection is expressly based on religious beliefs.”

Cultural Awareness & Diversity, Special Populations, Implicit Bias:

Culture pertains to the beliefs, attitudes, behaviors, etc. shared by a group of people. Characteristics may include race, ethnicity, language preference, literacy level, religion, sexual preference, or cultural beliefs and practices. We often naturally and subconsciously make judgements about others based on their observable characteristics. If we ascribe positive or negative opinions about someone based on his/her outward appearance we may be more likely to feel connected to them or distanced from them. This can interfere with efforts to form a collaborative relationship with the consumer. Being aware of this tendency can help to minimize its impact.

Culture influences communication styles, interactions with authority figures, and attitudes toward mental illness and suicide as well. Some cultures view mental illness as a retribution misdeeds in past lives or possession by evil spirits. In many cultures, mental illness carries stigma that may hinder access to care or treatment.

Special Populations:

Some populations may have high incidence or specialized needs related to mental health crisis intervention (NAMI):

Veterans (estimated 20 veterans die by suicide each day)

Children/Youth (half of chronic MI begins by age 14; 75% by age 24)
Homeless (estimated 46% have co-occurring disorders)
Women
Domestic/Intimate Partner Violence
People who are LGBTQ (3x incidence of depression/anxiety)
Justice-involved individuals

More information will be provided in later components of the course.

Communication techniques:

Effective communication and developing rapport with the consumer are important parts of de-escalation.

Factors that influence communication/processing of information:

- Culture
- Religion
- Gender
- Social class
- Perceptions/internal experiences
- Values
- Sensitivity

Message components:

- Verbal (content) 7% (lowest component!)
- Tone, volume 38%
- Body language 55% (highest component)

“It’s not what you say, it’s how you say it!” Make sure your body language, tone of voice, demeanor, and words all match your stance as a helpful partner

Listen! 2 ears, 1 mouth, use proportionately

Principles of Crisis Communication:

- Use “I” statements - “I am going to help you” or “I am concerned that you may harm yourself” or “I can see how upset you are”
- Active listening
 - Reflection – small repeats, don’t “parrot”
 - Summary - paraphrase
- Courtesy

Contact and Cover roles:

One responder should initiate interaction with the consumer and perform all communication interactions

The other responder should stand back and provide cover for the contact responder

Only one responder should interact with the consumer

Communication DOs:

- Be honest, patient, and understanding
- Treat the consumer with respect and dignity
- Introduce yourself
- Ask consumer his or her name and use it in communication
- Asking questions more than once (but not arguing)
- Spend extra time to open the lines of communication and develop rapport
- Maintain a calm tone, low voice, and speak briefly
- Maintain distance between you and the consumer – probably more than usual
- Ask about medications and prior hospitalizations
- Ask direct questions and offer simple choices
- Ask direct questions of family members or friends, such as “has the person...”
 - Threatened suicide?
 - Taken medication or drugs?
 - Had any history of treatment or hospitalization?
- Recognize that those with mental disorders may ignore commands or requests, and that such behavior is not a challenge to authority, but rather might be a symptom of the underlying disability or instability
- Recognize that fear and apprehension may be the predominant emotions of those on scene and consumers may be confused, may not hear, or may misinterpret what the responder is saying

Communication DON'Ts:

- Make continuous, direct eye contact (the LE stare)
- Touch the consumer (unless required for safety or treatment)
- Challenge hallucinatory or delusional statements
- Move suddenly or give rapid orders

De-escalation:

Techniques (mostly verbal) to **reduce the level of emotion** and **slow down** reactions in a crisis so the consumer can regain control of his/her emotions and return to normal functioning. Responders must also remain calm and in control of their emotions – only one person should be in a crisis state. Training and practice of de-escalation helps responders to avoid a crisis response themselves.

Threatening/crisis situations generally result in emotional responses:

- Fear
- Anger

The body's stress response is activated (fight-flight-freeze) resulting in:

- Increased heart rate, breathing
- Changes in perception:
 - Reduced ability to hear
 - Tunnel vision
 - Time distortion

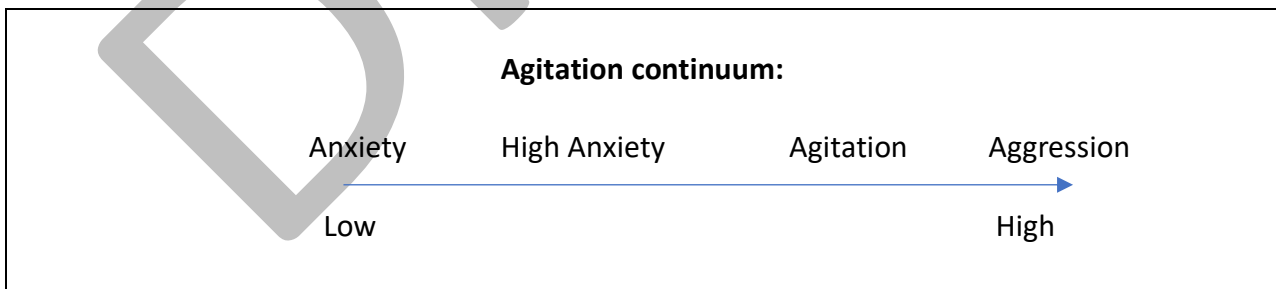
These changes in perception can interfere with the ability of the EDP to process the event and lead to further conflict. Responders should try to reduce the fight-flight-freeze response by slowing down the interaction and reducing the level of emotions involved.

Principles of de-escalation:

Avoid overreacting, indicate a willingness to help and understand
Speak simply (but not simplistically) and move slowly
Be patient, accepting, and encouraging, but also remain professional
Announce actions before initiating them
Avoid touching (except for safety or necessary treatment)
Request additional resources, back-up units, or assistance, as needed
Consider using mental health practitioners or other community partners to assist (Richmond, 2012)

Goals of de-escalation:

Ensure safety of consumers, responders, others
Help EDP manage his/her emotions and maintain or regain control of his/her emotions
Reduce anxiety and distress
Avoid use of restraint when at all possible
Avoid coercive interventions that may escalate agitation



De-escalation skills required of responder:

- Good attitude: positive regard and capacity for empathy
- Ability to control own negative reactions (patients often sense vulnerability) and remain calm and confident

EAR Model

Engage – build trust and rapport, talk with consumer

Assess – gather information necessary to achieve resolution

Resolve – gain control of situation and return to pre-crisis state

De-escalation **verbal loop** technique:

Listen (use active listening techniques)

Respond in a manner that agrees with or validates consumer's position (or agree to disagree) don't argue

State what you want consumer to do "I want you to go to the hospital"
Listen to consumer's response

Repeat (may require many repeats) "I want you to go to the hospital because I want to help you"

Typical time for 12 verbal loop repeats is 10 minutes – much faster than use of restraint or force

Critical components of de-escalation:

Persistence

Patience/Time (especially if consumer shows no escalation to violence)

Trauma-Informed Care

Trauma Informed Care means providing services that do not cause harm, inflict further trauma, or reactivate past traumatic experiences

Past trauma is prevalent among consumers of mental health services – Trauma Informed Care is the "universal precautions" of crisis intervention

Responders should avoid power and control techniques and instead provide dignified choices and seek consumer input when possible

A traumatic experience is one that caused intense physical and psychological stress reactions and can be from a:

- Single event
- Series of events
- Chronic condition

Trauma overwhelms an individual's resources to cope

- Reactions to traumatic events are individual – the same type of event may affect people differently
- Trauma is prevalent in society

61% of men and 51% of women reported at least one trauma in their lifetime – witnessed or experienced (SAMHSA, 2014)

ACE – Adverse Childhood Experiences may contribute to lifelong behavioral health issues

Responders can use the 4 Rs:

Realize the prevalence of trauma

Recognize how trauma affects individuals

Respond by integrating knowledge of trauma into policies/procedures/practices

Resist re-traumatization (re: use of force, restraint, touching)

Promote safety, *resilience* and *recovery*

Resilience - ability to bounce back and rise above adversity

Recovery – process of change through which individuals improve their health and wellness and strive to reach their full potential

Summary

Responders are likely to face situations involving consumers who exhibit crisis behavior – whether from mental illness, developmental disabilities, medical conditions, substance use, combinations, or other causes. The awareness and communication techniques described in this program are intended to assist responders in de-escalating these situations to achieve a positive outcome. People with mental illness should be directed to treatment or supportive services to help them manage their conditions. Unfortunately, many times they are instead directed to jails because of their unusual behaviors, don't get treatment, and continue to cycle through such circumstances.

Partnerships between responders and community-based mental health treatment resources can help to divert individuals into treatment programs where appropriate instead of jails. Wrap-around services to assist with housing, employment, and social connections may help people with mental illness to live productive lives in their communities. Consider the various mental health treatment, social services, and support organizations available in your community and begin to make contact and form relationships before your next crisis response occurs.

MI-CIS Operations Phase I– Police

Objectives

- Demonstrate the ability to identify indicators of mental illness, developmental disabilities, and substance use disorders
- Demonstrate knowledge of appropriate language usage when interacting with potentially emotionally distressed persons
- Demonstrate the ability to utilize de-escalation to resolve a variety of situations involving individuals in crisis
- Identify indications of potential violence in someone in crisis
- Demonstrate knowledge of special populations who may be involved in crisis situations

Review - Awareness Level

Severe Mental Illness: includes thought disorders and mood disorders

Thought Disorders: Schizophrenia

Mood Disorders: Bipolar Disorder
Mania
Depression

Other mental health conditions:

Cognitive Disorders: Dementia
TBI (traumatic brain injury)
Delirium

Anxiety, Panic, Obsessive-Compulsive, Personality Disorders

PTSD (post-traumatic stress disorder)

Suicide

Schizophrenia: A chronic, severe, debilitating disorder characterized by deficits in thought processes, perceptions, and emotional responsiveness.

Bipolar Disorder: Characterized by dramatic shifts in mood, energy, and activity levels that affect a person's ability to conduct everyday tasks.

Mania: not a separate disorder, but manic episodes are present in Bipolar Disorders as described above. Manic episodes may also occur in conjunction with other mood disorders.

Depression: Major depression is characterized by either a depressed mood or loss of interest in once pleasurable activities, and at least 4 other symptoms which reflect a change in functioning, such as problems with sleep, eating, energy levels, concentration, or self-image over a period of at least 2 weeks.

Cognitive Disorders: these include brain injury, dementias, and delirium.

Anxiety/Panic Disorder: Characterized by excessive feelings of worry, restlessness, or fear.

Borderline Personality Disorder (BPD): Is characterized by impulsive actions and unstable moods, behavior, self-image, function, relationships.

Post-Traumatic Stress Disorder (PTSD): A disorder that develops in some people who have experienced a shocking or dangerous event or trauma and symptoms persist long after the event.

Child, Youth, Adolescent Disorders:

ADHD or Impulse Control Disorder: An ongoing pattern of inattention and/or hyperactivity/impulsivity that interferes with functioning or development

Disruptive Behavior Disorders: Irritable or angry mood most of the day, most every day and severe temper outbursts

Autism, Childhood Schizophrenia: A group of developmental disorders with a wide range (spectrum) of symptoms, skills and abilities which primarily affects social communication and interaction.

Developmental Disabilities (DDs): Disorders which negatively impact a person's physical, intellectual, or emotional development into adulthood and require ongoing support for activities of daily living (ADLs)

Signs/Symptoms of mental health conditions: (NIMH)

Anxiety/General Anxiety Disorder (GAD)

- Racing, pounding heart
- Palpitations
- Dizziness
- Numbness/tingling of fingers and lips
- Uncontrollable shaking
- Shortness of breath
- Difficulty concentrating
- Easily fatigued
- Muscle tension
- Difficulty controlling worry

Bipolar Disorder (manic-depressive disorder)

- Changes in mood, energy, and activity levels
- Manic and depressive episodes
- Bipolar I Disorder

- Manic episodes that last at least 7 days
- Bipolar II Disorder
 - Pattern of depressive episodes and hypomanic episodes
- Cyclothymic Disorder
 - Hypomanic and depressive symptoms but not as severe as
- Other Specified and Unspecified Bipolar Disorders

Mania (component of bipolar disorder)

- Elevated mood
- Inflated self-esteem
- Racing thoughts
- Distractibility
- Agitation
- Decreased need for sleep
- Increase in goal-directed activity
- Excessive involvement in pleasurable activities (shopping sprees, binges)

Depression

- Persistent sad, anxious, empty feelings
- Hopelessness, guilt, poor self-worth
- Insomnia or oversleeping
- Weight changes (loss or gain)
- Restlessness, irritability
- Difficulty concentrating
- Thoughts of death or suicide
- Physical symptoms which can't be attributed to a physical cause (headaches, digestive disorders, pain)

Schizophrenia

- Onset usually between ages 16 and 30
- Positive symptoms:
 - Hallucinations
 - Delusions
 - Thought disorders
 - Movement disorders
- Negative Symptoms
 - Flat affect (reduced expression of emotions in facial expression/voice)
 - Reduced feelings of pleasure in everyday life
 - Difficulty beginning or sustaining activities
 - Reduced speaking
- Cognitive Symptoms
 - Poor executive function (decision making)
 - Trouble focusing
 - Poor working memory (ability to use information after learning it)

PTSD

- Re-experiencing symptoms:

- Flashbacks – reliving the trauma
- Bad dreams
- Frightening thoughts
- Avoidance symptoms:
 - Staying away from people, places, events that are reminders of the traumatic event
- Arousal and reactivity symptoms:
 - Easily startled
 - Tense, on edge
 - Difficulty sleeping
 - Angry outbursts
- Cognition and mood symptoms:
 - Difficulty remembering key features of the trauma
 - Negative thoughts about self
 - Loss of interest in enjoyable activities
- In children – may also include developmental regressions or disruptive behaviors

Identify Mental Health Terms

Behavior – the way people act/perform; the things people do and the reasons for their actions. Behavior can be overt or covert.

Overt – open, understood by those around them

Covert – hidden meaning understood only by the person

Behavioral Crisis/Emergency – episode of mental or emotional distress that leads to instability or danger and is viewed as disruptive by the community or individuals close to the consumer. Extreme agitation, threats to harm self or others, or volatile behavior would be indications of danger.

Psychiatric Emergency – see behavioral emergency

Emotionally Distressed Person (EDP) – A person in crisis from mental illness (including from a perception disorder, thought disorder, mood disorder, or PTSD); substance use disorder; a medical condition; or situational stress; or a combination of factors

Stress – an increase in an individual's level of arousal caused by some stimulus

Crisis – a time-limited event that results from extended periods of stress unrelieved by adaptive coping methods

Mental Health Crisis - a state of mind where a person is unable to cope with stressful situations of everyday life and respond in a productive, safe manner. In some cases, those in crisis may be a danger to themselves or others, but not all people with mental illness are violent.

Crisis intervention – a professional strategy to address an immediate problem, resolve acute feelings of distress, and restore independent problem-solving skills of the consumer/patient

Mental Illness: a group of psychotic disorders characterized by disturbances in thinking, feeling and relating. The onset of mental illness may occur at any time in an individual's life.

Psychosis: Loss of contact with reality, characterized by hallucinations, delusions, incoherent speech, and behavior that is inappropriate for the situation.

Hallucinations: perceiving, seeing or hearing things that others don't see or hear

Delusions: false beliefs

Stigma: a mark of shame or disgrace associated with a certain person, characteristic, or circumstance. Stigma can lead to social isolation, fear, violence, mistrust, and prejudice.

Historical views of mental illness

Societal views of mental illness have shifted over time. At one point, mental illness was considered to be a result of demonic possession or witchcraft and was “treated” through charms, spells, and exorcisms. In later centuries, medical treatments such as bloodletting were used for both physical and mental illness. Psychoanalytic and psychopharmacologic approaches became common in the early twentieth century, while current focus is on biological and interpersonal models of mental illness. Deinstitutionalization of mental health patients in the 1960s has led to increased presence of people with mental illness in community settings, where treatment may be fragmented or poorly available. No one chooses to have a mental illness – they are conditions with biological causes just like heart disease, diabetes, or cancer.

Assessment & Commitment

Behavioral Emergencies: Most disordered behavior reflects a response to stress. The psychologist Selye developed the General Adaptation Syndrome listing 3 phases in the body's response to physiologic and/or psychologic stress:

Alarm – stress stimulates the sympathetic nervous system, causing “fight or flight” responses such as ADH, ACTH, and epinephrine/norepinephrine secretion which lead to increases in breathing, heart rate, blood pressure, pupil dilation, sweating, blood glucose

Resistance and recovery – the person responds to the stress and returns to a normal state, or progresses into the next phase, exhaustion.

Exhaustion – the person can no longer adapt to the continued stress

Stress beyond one's ability to cope can lead to a behavioral emergency. Observe the person's behavior – is he/she:

- Responding to verbal questions/commands?
- Coherent?
- Able to make eye contact?
- Agitated? (shouting, pacing, talking to people you don't see)
- Talking to him/herself?
- Wearing clothing appropriate for weather conditions?
- In an appropriate state of hygiene?

If the person being aided is communicative you can ask about medical/mental health history, medications, etc. as well as how you can best help. Responders will not diagnose mental health conditions, but may identify signs and symptoms of common illnesses to guide intervention.

Sometimes behaviors can be perceived as resistance or non-compliance, but are actually indicators of an individual's reduced ability to understand and respond. Recognizing and understanding some of the unique indicators of mental illness, intellectual disabilities, and substance use disorders can help officers find ways to facilitate communication and de-escalation during contacts.

In situations where a person in crisis is not a threat to others, officers should create time, distance, and rapport with the person. This can increase officer safety by allowing for arrival of backup and enable officers to deploy communication skills and de-escalation techniques which can potentially avoid use of force. Less-lethal weapons may work differently or not as effectively on people in crisis so should not be used before attempts to verbally de-escalate.

In situations where a person in crisis is a threat to officers or others, officers should always keep safety as their highest priority.

Potential Precipitating Causes of Altered Client Behaviors/Crisis: A crisis occurs when a person faces a situation that is perceived as overwhelming and beyond the ability of the person to manage using normal problem-solving or coping strategies. There is a great deal of individuality in the level of a situation which reaches a crisis. One individual's threshold may be higher or lower than another's.

Often the perception of the situation as serious, uncontrollable, and beyond the person's ability to cope creates the crisis, not the situation itself. Life events which may precipitate a crisis include:

- Developmental – life transitions such as birth of a child, loss of a parent, retirement
- Existential – realization that one may not have a significant impact on the world or reach life goals
- Environmental – natural disasters, terrorist events
- Medical – newly diagnosed disease (MS, heart disease, etc)
- Psychiatric – mental health conditions

- Situational – loss of job, economic setback, trauma such as rape, assault

Potential Medical Causes of Altered Patient Behaviors:

Responders should carefully rule out potential medical causes of disruptive behavior – many medical conditions can lead to changes in behavior or consciousness and cause symptoms similar to those seen in mental health conditions. Failure to identify and treat medical conditions can lead to worsening of the condition or death.

Violence Potential:

Common Triggers Most crisis situations have a precipitating event (loss of a loved one, family conflict, economic or employment setback) and the client is unable to resolve the situation using normal coping methods. In many cases, the crisis results due to timing, when a person is already overloaded with other stresses. On another day, the issue may have been manageable, but at a time when someone already faces other stresses it may push him or her beyond his/her ability to cope. There is also great variability in the coping ability of individuals – one person may be mildly concerned by a stress while another is completely off balance facing the same circumstance. The same individual may deal with a stressor completely differently in different circumstances. People in crisis display heightened emotional levels and lowered rational thought. The stress response results in physiological changes in the body.

Cues Physical or verbal cues may indicate a patient is potentially violent. Responders should be alert for *warning signs* such as:

- Direct eye contact
- Increased heart/respiratory rate and darkened facial color
- Tall stance
- Large movements
- Stop/start behavior

Danger signs indicate the person is beginning to lose control and may indicate an imminent attack. These danger signs include:

- Clenching/unclenching fists
- Fighting stance
- Pale facial color
- Lips tight over teeth
- Head lowered to protect throat
- Tense shoulders
- Target glances
- Hands above beltline
- Eyebrows low over eyes

De-escalation Tactics

Officers should attempt to de-escalate situations where possible to prevent violence, use of force, or injury to the consumer, officers, or bystanders. It is important to remember that de-

escalation is not always effective – if they see signs of violence responders should consider use of force appropriate for the situation to protect themselves and others. Safety is always the highest priority. De-escalation should not preclude safety if there are indications that the consumer may be violent.

Communication in de-escalation should be mainly focused on listening – allow the person to talk and express feelings. People want to be heard, understood, validated, and valued as human beings – not to be judged or criticized. Through active listening, responders can help consumers make sense of their feelings, validate and offer objective perspective, provide hope, identify resources to help, and give them power to make choices and take action to resolve the crisis.

EAR Model (review from Awareness)

Engage
Assess
Respond

Engage the patient by introducing yourself, “Hi, I’m officer Smith. What’s your name?” Use “I statements” and open-ended questions such as, “I want to help you. What’s going on today? Are you hurt?”

Avoid judgmental “you statements” such as, “You are acting crazy.” These undermine efforts to build rapport between you and the patient. You statements can be helpful in active listening, as in, “you sound pretty stressed.”

Assess the situation for indications of medical history, medication or substance use, or signs of potential violence. Assessment should be an ongoing process as you interact. Bystanders, family, friends, or clinicians may provide information on the patient’s condition.

Resolve the situation in the most appropriate manner. This may be transport to a medical facility, mental health facility, or referral to another agency. Your agency’s protocols will determine which destinations are allowed legally. In situations where the client shows potential danger to self or others, protective custody and transport for hospitalization would be an appropriate resolution and EMS and law enforcement should collaborate to facilitate safe resolution.

Verbal Loop Technique (review from Awareness) –

Listen
Respond with agreement/validation
Make request

Fogging – find something about person’s behavior with which you can agree to build empathy

Broken record technique – repeat calming phrases such as, “I want to help” or “You’re safe here”

Active listening techniques – paraphrasing, reflecting and emotional labeling, verbal or non-verbal encouragers, validating, reassurance/affirmations, and waiting are all effective in de-escalation

Paraphrasing – rephrasing in your own words

Reflecting – provide feedback on your sense of the situation (you seem angry)

Emotional labeling – identifying emotions to help control them

Encouragers – “uh huh”, “go on”, “I see...”, nodding

Validating – conveys to consumer that it is ok to feel what he/she is feeling “I’d be upset about that too”

Affirmations – simple, direct statements to instill hope and confidence “I’m glad you are willing to talk to me about this”

Waiting – pause, allow silence to give time for thought and response

Steps to identify the nature of the crisis:

What happened to require a 911 call?

What led up to the precipitating event?

Who is involved?

What does the client feel about the situation?

What does the client fear?

Officers should then reduce stress in any way possible – remove stimuli, bystanders, move from a noisy or chaotic environment, and keep communication calm and slow to reduce levels of anxiety. If the client reports hallucinations, don’t argue, accept that they truly believe what they perceive. Be honest – don’t make false statements or promises.

To assist patients with the crisis situation, officers can use the **LOSS Model** of observable characteristics and intervention strategies:

Loss of Reality: Individuals may be experiencing delusions, paranoia, hallucinations, odd behavior, disorganized thinking, and may be frightened and confused

- Intervention: Re-orient the person repeatedly to time, place, name, event. If the person is experiencing a loss of reality such as hearing voices, acknowledge their report, “I don’t hear the voices but I believe that you do.”
- Goal: re-orient the person and reduce confusion, “We’re here at your house on Main St.”

Loss of Control: Individuals may display manipulation, hostility, impulsive or self-destructive behavior

- Intervention: Listen, de-escalate, defuse and allow the person to vent his or her frustration. Stay calm and maintain control of your emotions. Use active listening techniques.
- Goal: Allow venting; model desired behavior (calm, confident)

Loss of Perspective: Individuals may exhibit anxiety, panic, nervousness, restlessness or be overwhelmed by a situation that seems minor to others.

- Intervention: Calm, de-escalate, use active listening

- Goal: allow venting

Loss of Hope: Individuals may feel depression, sadness, anguish, despair or consider suicide

- Intervention: Form a personal connection, assess for suicidal thoughts or intent
- Goal: instill hope; obtain cooperation to get professional help

10 Domains of de-escalation (Richmond et al, 2012)

Officers should self-monitor their own emotional expression to project a calm and confident attitude toward the consumer and maintain congruence between verbal statements, tone, body language, and posture. Officers should also consider the 10 domains of de-escalation when trying to calm an agitated patient:

1. **Respect personal space.** Keep a safe distance between yourself and the client (at least 2 arms lengths.) Allow for a safe exit if needed, and be aware that many people experiencing behavioral emergencies may have past trauma which can be triggered by physical contact or violations of personal space.
2. **Don't be provocative/avoid responder-caused escalation.** Keep hands visible, maintain relaxed body language, don't make excessive eye contact, demonstrate care and respect. Maintain congruence between voice/words and body language. Don't cross arms or turn away, but stand slightly to the side at an angle.
3. **Establish verbal contact.** Only one person should interact with the client to avoid threatening or overwhelming him/her. (Contact/cover roles from Awareness.)
4. **Be concise.** Keep it simple. Allow time to process questions or requests. Permit silence, but repeat questions or requests if needed.
5. **Identify wants and feelings.** "I need to know what you need so I can help you." Even if you can't obtain what the patient wants you can assure them you will help them find resolution to their issue. Responding with empathy helps to de-escalate the level of emotion.
6. **Listen closely** to what the client is saying. Use active listening and clarifying questions to demonstrate that you are paying attention and care about the person's needs.
Use Miller's Law: "To understand what another person is saying, you must assume that it is true and try to imagine what if it could be true of." This helps you to see the issue from the client's perspective. Ex – if a client says the CIA is stealing his/her thoughts, try to imagine how concerning this would be to him/her if it was true. This reduces your tendency to be judgmental and dismissive of the client's concerns.
7. **Agree, or agree to disagree.** 3 types of agreement:
 - a. *directly agree* with the patient, "I understand that you're upset – I'd be angry too if that happened"
 - b. *agree in principle*, "I think everyone should be treated respectfully"
 - c. *agree to disagree*, if there is no way to honestly agree with what the patient is saying.
8. **Set clear limits.** Establish basic working conditions and clearly inform the client of acceptable behaviors. Communicate that injury to self or others is not acceptable

- and will result in arrest and prosecution – but do so in a matter of fact tone, not as a threat or challenge. Explain your interest in helping to resolve the situation and tell the client that if you feel threatened or uncomfortable it will be harder to do so.
9. **Offer choices and optimism.** Choices (realistic options only) provide empowerment and reduce stress, and optimism that they will be safe and regain control of their emotions helps to calm agitated people.
 10. **Debrief clients and family/bystanders.** Ask the client what has helped him/her in the past, or what can be done to prevent escalation of his/her behavior. Make a prevention plan for future interactions, “what can we do to help you stay in control of your emotions?”

Types of aggression

Instrumental aggression – used by those who have found they get what they want after violence or threats of violence. Use “I statements” to communicate acceptable behavior and use verbal de-escalation techniques.

Fear-driven aggression – used by those who feel threatened, afraid. Assure safety and use verbal de-escalation techniques.

Irritable aggression – 2 forms:

Boundaries have been violated- ex wronged by family member. Empathize and de-escalate

Chronically angry at the world – attempt de-escalation, but if unsuccessful may require physical intervention by trained responders (law enforcement)

Specific Situations:

Suicide is loss of life by self-directed means. Over 44,000 people committed suicide in the US in 2015 and it is the 10th ranked cause of death, 2nd for young people (CDC). More people die of suicide each year than of auto crashes or homicides, and rates of suicide have been increasing in recent years. For every completed suicide, there are estimated to be 25 attempted suicides.

Risk factors for suicide include:

- prior attempts
- mood disorders (particularly depression or bipolar disorder)
- alcohol and drug use
- access to lethal means
- co-occurring mental health and alcohol or substance use disorders
- hopelessness
- impulsive or aggressive tendencies
- barriers to accessing mental health treatment
- relational, social, occupational, financial loss
- physical illness
- stigma which interferes with seeking help
- influence of significant people who have died by suicide

cultural/religious beliefs
local “epidemics” of suicide
isolation, poor social connections

Protective factors (those which reduce the risk) of suicide include:

Effective clinical care for mental, physical, and substance abuse disorders
Access to care
Restricted access to lethal means
Family and community support
Learned skills in problem-solving, conflict resolution, dispute settlement
Cultural and religious beliefs

Those with higher risk of suicide than the general population include (SAMHSA):

American Indians and Alaska Natives
People bereaved by suicide
People in justice and child welfare settings
People who intentionally hurt themselves (non-suicidal self-injury)
People who have previously attempted suicide
People with medical conditions
People with mental and/or substance use disorders
People who are lesbian, gay, bisexual, or transgender
Members of the military and veterans
Men in midlife and older men

Depression and alcohol or other substance use are very strong risk factors in suicides. People with depression often self-medicate with alcohol or other drugs, and approximately 50% of those with severe mental illness have substance use disorders (SUDs) which can contribute to impulsivity and poor judgement.

There is usually a precipitating event when someone considers suicide – usually a conflict or loss for which the pain is so great that death is preferable to living through the sadness. In most cases there is an accumulation of circumstances such as stress, conflict, or loss. Examples include family conflict, job loss or setback, financial issues, legal issues, illness, or pregnancy. As in any crisis situations, the impact of these situations is very individual. To the person in crisis, suicide is a reasonable solution to the pain they feel. People contemplating suicide often feel hopeless, worthless, guilt, or shame, and that they are a burden to others. Caring connection and active listening can build rapport and help them see alternatives to suicide.

Maintain a non-judgmental, supportive stance and express authentic concern for the patient’s well-being. The goal of the responder is to prevent the suicide, while the goal of the patient is to end the psychological pain. Using crisis intervention skills to help the patient develop strategies to cope with the situation and regain control can help bring these disparate goals into alignment.

Warning signs of acute risk of suicide include threats of hurting or killing oneself, looking for ways to hurt or kill oneself, or talking or writing about death, dying, or suicide when these topics are out of the ordinary. Ask the patient if he/she is thinking about or planning to kill him/herself. Assess risk using the LAST model – but always take threats of suicide seriously and transport the patient to an appropriate mental health treatment facility.

Risk of suicide – Responders can use the LAST model to assess the potential likelihood of suicide in a person contemplating it by considering these aspects of their plan. The more specific and lethal the plan, the greater the immediate risk of completing suicide.

LAST Model:

Lethality of chosen method

Availability of chosen method

Specificity of the chosen method

Timing – rescuability, likelihood of being found

Therapeutic communication skills such as active listening and expressing empathy can help the person contemplating suicide to reframe the significance of the precipitating event.

Responders have to be able to manage their own attitudes toward suicide and avoid negative messages. Interaction should be designed to help the client explore alternatives to deal with events and agree to seek additional help.

Suicide Attempt – responders should:

- Ensure safety of patient, bystanders, and other responders (remove access to lethal means, weapons)
- Assess for medical needs, treat injuries or life serious illness
- Establish rapport
- Ask if he/she is considering suicide
- Assess lethality using the LAST model (above)
- Seek agreement for obtaining help
- Detain and commit to involuntary treatment if necessary (attempts to gain voluntary agreement fail)
- Provide transport to a qualified mental health treatment facility or hospital

Recognize forms of suicide such as chemical suicide (reactions in a closed space, usually a vehicle, to asphyxiate) and “suicide-by-cop” (where a person will force a lethal confrontation by aggressive behavior or shooting at law enforcement) and ensure responder safety.

Response to a completed suicide may evoke strong feelings and cause frustration for responding officers. Having effective coping methods to deal with these emotions is important. Remember that suicide makes sense to someone in the context of his/her situation and desire to avoid pain or anguish.

Substance Use Disorders (Alcohol, drugs)

Mental health and substance use disorders (SUDs) are common among adolescents and adults in the US, and are expected to pass all physical diseases as a major cause of disability by 2020 (SAMHSA). Substances include alcohol, tobacco (nicotine) and other drugs (ATOD). Many people with mental health conditions also have co-occurring SUDs, requiring a treatment approach that takes both illnesses into account. Many people with mental illness self-medicate with alcohol, tobacco, or other drugs.

Some drugs, particularly narcotics, can lead to addiction – a chronic, relapsing brain disease characterized by compulsive drug-seeking and continued use despite negative consequences. Drug use causes changes in the brain, which then requires ever-higher doses of the drug to provide the same level of response (tolerance). Self-control becomes impaired by the “hijacking” of the brain, so ability to voluntarily stop using is unlikely. Susceptibility to addiction varies among individuals, with both environmental and genetic influences playing roles. Teens and those with mental illnesses are at greater risk. The route of administration influences how quickly a drug affects the body, with IV injection and IN intranasal (snorting) fastest and inhalation, absorption and ingestion slower.

The major parts of the brain affected by drug use include the brain stem, responsible for controlling vital functions such as respiration and heart rate; the cerebral cortex, responsible for higher thinking and senses; and the limbic system, containing the brain’s reward circuit. The limbic area of the brain mediates feelings of pleasure and reward, so we try to repeat activities which stimulate this area, such as certain types of drug use.

Major types of drugs include (NIDA):

- Nicotine – from tobacco smoking

- Alcohol – a depressant drug

- Club drugs – such as GHB, Rohypnol®, ketamine, methamphetamine, MDMA (Ecstasy; Molly), LSD (acid)

- Marijuana – impairs short-term memory, focus, and coordination and can cause psychosis in some users

- Prescription medications – particularly opioid pain relievers; anti-anxiety drugs; or ADHD meds that are used to self-medicate or to get high

- Heroin/Opioids – drugs produced from the opium plant or synthetic analogs; risk of sudden death due to CNS and respiratory suppression; includes OxyContin®, Vicodin®, fentanyl and others

- Inhalants – volatile chemicals in household products such as aerosol cans and paint can cause severe damage to the brain, heart, lungs, and kidneys

- Cocaine – a stimulant, usually snorted

- Amphetamines – stimulants

- Depressants - sedatives

- Synthetic cannabinoids – such as K2 or Spice are man-made mind-altering chemicals that are sprayed onto dried plant matter to be smoked or liquids to be vaporized

- Synthetic cathinones – (bath salts) stimulants with effects similar to the khat plant

Benzodiazepines – sedative, anxiolytics (anti-anxiety) which can be lethal when combined with other depressant drugs such as opioids

Drug use (either legal or illicit) can cause or contribute to a behavioral crisis. Responders need to consider the influence of drugs and resulting medical emergencies as part of their assessment of the situation and treat any life-threatening conditions which may result from drug use.

The level of severity of a SUD is diagnosed on a spectrum based on how many symptoms a person exhibits (NAMI.) The presence of 3 or more symptoms indicate a mild disorder and more symptoms indicates a more severe disorder:

- Inability to manage obligations at work or home
- Repeated use of substances in situations where it is dangerous to do so (ex. While driving)
- Ongoing interpersonal issues due to substance use
- Tolerance for the drug of choice (DOC)
- Withdrawal symptoms when without the DOC
- Taking more of the DOC than intended
- Inability to decrease or stop using
- Spending a large amount of time seeking, using, or recovering from use
- Avoiding family or social events or activities due to substance use
- Continued use despite awareness that substance use is causing physical, psychological, or social problems
- Cravings for the DOC

Addiction is defined as a physical and psychological dependence upon a drug (including alcohol) or multiple drugs. Physical dependence and continued use often leads to *tolerance*, where more of the substance is required to achieve the same effect, while psychological dependence leads to cravings and obsessive thoughts of obtaining the drug or getting and staying high (or avoiding withdrawal.)

Drug interactions can occur between prescription medications, and can also occur between prescription medications and illicit drugs. Side effects of interactions can include movement disorders, metabolic syndrome, thyroid dysfunction, renal (kidney) dysfunction, and hepatic (liver) dysfunction.

Gender, diet, smoking, physical health, genetic, and environmental factors may also affect drug action. Recent medication changes may be a contributor to physical or behavior changes in patients taking psychoactive medications. Law enforcement officers should request medical response whenever they suspect the client is experiencing a drug interaction.

Opioid abuse and overdose have soared, reaching epidemic proportions in the past 10 years. In the US in 2015, there were more than 50,000 deaths from drug overdose, with 33,000 of these

deaths due to opioids. Deaths from opioid overdoses quadrupled between 2000 and 2015 (CDC.)

Opioids include heroin, opium, and prescription painkillers such as oxycodone (OxyContin®), hydrocodone (Vicodin®), hydromorphone (Dilaudid®), codeine, morphine, methadone, and synthetic chemicals such as fentanyl, acetyl-fentanyl, carfentanyl, and “designer drugs” such as U-47700 (“pink”). Many other types of both prescription and illicit opioids exist and are being developed, so this list is constantly changing.

Many heroin users report that they initially became addicted to prescription painkillers for an injury, but eventually switched to heroin due to difficulty in obtaining medications or because of cost. Heroin is generally cheaper than prescription pills.

Opioid overdose can cause sudden death due to respiratory arrest (stopped breathing), which can occur within minutes of use. The route of entry to the body plays a role in the speed of effect, with IV (intravenous) injection or IN (intranasal) administration acting faster than inhalation or ingestion. Naloxone, (Narcan®), is an opioid blocker which can prevent the drug from binding to opioid receptors in the brain and reverse the effects of an overdose. If naloxone is administered within a few minutes of overdose it can prevent this sudden death. Michigan has a standing order in place where anyone can obtain naloxone from participating pharmacies without an individual prescription.

Police agencies in Michigan may carry and administer naloxone in accordance with policies of their local Medical Control Authority. Because police are often first on the scene and because death can occur within minutes without support of breathing and/or administration of naloxone, police are strongly encouraged to carry and administer naloxone at the scene of an overdose. Naloxone is only indicated for an opioid overdose. Breathing support through use of a pocket mask or bag valve mask can also prevent death in a person whose respiratory rate is low or absent.

Signs of opioid overdose include:

- Unresponsive
- Slow, shallow, or erratic breathing (generally <8 breaths per minute is life threatening)
- Constricted pupils (pin-point)
- Blue, gray, pale, or ashen skin color
- Gurgling or noisy breathing
- Blue or purple fingertips and lips
- Slow pulse

Treatment of opioid overdose: If naloxone is available, administer it as directed and observe breathing and level of consciousness. Effect is usually quick and dramatic. Naloxone can be repeated if there is no change within a few minutes. If naloxone is not available, begin rescue breathing with a barrier device (pocket mask or BVM) according to CPR training.

Nearly half of opioid overdose deaths involved a prescription opioid painkiller, and many involved combinations of opioids with other drugs, particularly benzodiazepines.

Benzodiazepines are primarily anti-anxiety or anti-seizure medications such as alprazolam (Xanax®), diazepam (Valium®), and clonazepam (Klonopin®) which act on GABA receptors and make neurons less receptive to excitation. This class of medications has a sedative effect, but this combined with the respiratory depressant effect of opioids can cause respiratory arrest and death.

Opioids bind to specific receptors (μ -receptors) in the brain and reduce or block nerve impulses which transmit pain. When these receptors are activated in the limbic/reward centers of the brain, they cause dopamine release and resulting feelings of pleasure and euphoria, or a “rush.” Heroin users report a warm flushing of the skin, dry mouth, heavy feeling in the extremities, and sometimes nausea, vomiting, and itching of the skin. Mental function is clouded, and heart rate and breathing slow. The effects on respiration can lead to death, coma, or severe brain damage.

Use of opioids leads to *tolerance* and *physical dependence*. Tolerance occurs when the dose of the drug needed to produce the same effects (for instance, the “high”) increases. Physical dependence occurs when the body adapts to the presence of the drug and sudden reduction in use leads to withdrawal symptoms. Symptoms of withdrawal include anxiety, muscle and bone pain, diarrhea, nausea, vomiting, and tremors. These physical symptoms are sometimes referred to as “dope sick” and are extremely unpleasant, making it difficult for someone who has developed tolerance and addiction to stop using. Addiction is beyond physical dependence and is characterized by uncontrollable drug-seeking without regard to the consequences. This compulsion can take over a person’s life and make him/her indifferent to consequences of his/her behavior.

Negative consequences of addiction can result in loss of employment, family, friends, and social connections. These exacerbate susceptibility to behavioral emergencies and crisis. IV drug users are also susceptible to HIV (human immunodeficiency virus) and HCV (hepatitis C virus) and HBV (hepatitis B virus) from use of contaminated needles. Addiction can also co-occur with mental health conditions, and stigma can reduce ability to access treatment.

Strategies to reduce opioid overdose deaths include 3 main areas (CDC):

- **Naloxone availability** – if available within a few minutes of overdose naloxone can reverse life-threatening effects of opioids
- **Prescribing practices** – prescription guidelines for opioid medications and prescription drug monitoring programs can reduce the availability (supply side) of opioids. There is a risk that some opioid users will switch to heroin or illicit drugs
- **Medication Assisted Treatment (MAT)** – combines pharmacological treatment with behavioral therapies to treat addiction. Medications may include buprenorphine (Suboxone®, Subutex®), naltrexone (Revia® or Depade®), or methadone. These medications are agonists, which activate opioid receptors; partial-agonists, which

activate opioid receptors but produce a smaller response; or antagonists, which block opioid receptors. The medications reduce the compulsion and cravings for drug use while the behavioral therapies address underlying reasons for addiction.

SAMHSA Treatment Locator The Substance Abuse and Mental Health Services Administration (SAMHSA) offers a behavioral health treatment locator on its website:

<https://findtreatment.samhsa.gov/>

This can help responders to facilitate access to MAT and behavioral treatment for patients with substance abuse or mental health conditions.

Due to the high incidence of drug use, some law enforcement agencies have begun to assist in referring people with SUD to treatment facilities through use of “warm handoffs” where police facilitate a transfer of the person to an appropriate treatment facility. The **Police Assisted Addiction Recovery Initiative (PAARI)** is one model where police work with peer advocates in recovery to connect people to treatment programs for SUD. Diversion of people with drug or alcohol use disorders away from jails and into treatment has potential to address addiction more effectively than incarceration. (see paarius.org for more information on this model)

Co-occurring Disorders (COD; also called dual-diagnoses)

People who have substance (drugs or alcohol) use disorders (SUD) and a mental illness (such as depression, anxiety, PTSD, OCD, eating disorders) are diagnosed with co-occurring disorders. The disorders exacerbate one another and make it difficult to distinguish the symptoms of one disorder from the other. In some individuals, a mental disorder precedes development of substance use (the person may be using substances to self-medicate), while in others a SUD precedes diagnosis with a mental disorder. In most cases a combination of factors is involved, including biology, genetics, trauma, environment, and life experiences. Effects of co-occurring disorders can lead to early death if not effectively treated, but treatment must address both conditions.

Integrated treatment that combines medication and counseling therapy to address psychological and behavioral issues can help a person deal with the effects of co-occurring disorders. Unfortunately, only a small proportion (7.5%) of those with co-occurring disorders enroll in a comprehensive treatment program (SAMHSA.)

IPV- Intimate Partner Violence (aka domestic violence)

IPV includes spousal relationships, cohabitation, parents of a shared child, and dating relationships. IPV may include sexual assault, assault, property crimes, violation of a court order, trespass, bodily injury, or placing a person in reasonable fear of imminent bodily injury. Abuse is planned behavior (not out of control behavior) to keep a victim under control. IPV can occur in any type of relationship and be perpetrated by either gender. Tactics may also include physical or emotional abuse, social isolation, financial abuse, blaming, denying, or minimizing the partner’s concerns, using children, or threatening behavior.

Scene approach in these situations should include presence of backup and assessment of the scene before approaching. Hang-up calls to 911 from the address may indicate possible IPV. Responders should also assess for weapons available to either party and request they be secured before entry. Make contact with the caller – don't allow someone to tell you they are fine and don't need care without doing an assessment.

If the victim is present, responders should conduct an assessment for physical injuries or medical needs and speak to him/her alone, keeping the parties separated and out of sight/hearing of each other. Try to avoid bedrooms and kitchens due to likelihood of possible weapons. Ask both parties (separately) if they are hurt or in pain and evaluate and provide treatment for any injuries. Document condition, extent of injuries, and statements regarding events. If the victim is a child, a disabled, or dependent elder, responders must report suspected abuse to appropriate welfare agencies. Try to make as little impact as possible on the scene to preserve evidence.

Behavior and manner should convey a non-threatening, non-judgmental demeanor. Stay calm and keep a safe distance from either party. Be aware of exits and avoid being "cornered." Note if the victim seems afraid or gives conflicting answers, or has delayed seeking care. Provide encouragement and support with statements like, "you don't deserve to be treated this way" or "support is available." Ask directly, "do you feel safe here?" or, "has anyone tried to hurt you?" and offer resource information. If the victim acknowledges abuse, listen, validate, and document. Ask, "how can I help?"

Decisions to prosecute, seek treatment, leave, or to remain with the perpetrator are solely those of the victim. Provide support and reiterate that help is available if needed.

Rape/sexual assault – Sexual assault or sexual abuse (against children) refers to an act of sexual contact performed on one person by another without mutual consent, or with inability to give consent due to age, mental or physical incapacity. Rape is any sexual penetration using force or coercion or against the person's will. State laws vary in their specific definitions. Rape is an act of physical violence, not for sexual gratification.

One out of every 6 women and 1 of every 33 men in the US have experienced an attempted or completed rape. 90% of victims are women, but men and children are also victimized by rape. Law enforcement or EMS responders are often the initial public safety providers who encounter a survivor of sexual violence. They can begin the process of support for the survivor by not evaluating or judging the circumstances of the assault. Any emotional response of the survivor is appropriate – people will vary in their expression.

Note the time, date, location and any injuries. Ask the survivor, "are you hurt?" and treat any injuries, but don't ask probing questions about the assault. Document any evidence of trauma and assessment findings. Provide first aid if needed - obtain consent and explain procedures before performing them.

If the survivor hasn't bathed or showered since the assault he/she should refrain from doing so to preserve evidence. If clothing was changed, the clothing worn in the assault should be put in a paper bag and taken to the hospital or crisis center.

Responders should be sensitive to cultural or religious considerations related to sexual values and have a provider of the same sex perform assessment and treatment if possible. Responders also need to convey that the survivor is not at fault and is supported.

Veterans (military)

Military veterans may experience contact with the criminal justice system or crisis situations just like anyone else, but several aspects of military service and culture have impact on civilian life. Combat training for veterans emphasized non-defensive driving, being lethally armed at all times, and targeted aggression. These skills may cause difficulty in civilian life due to not following driving rules, being armed, and being overly aggressive in inappropriate situations.

Some veterans may be affected by depression, anxiety, PTSD, TBI, physical injury, military sexual trauma, substance use, or issues in adjusting to civilian life which lead to a crisis situation. Veterans may experience homelessness or be suicidal. The crisis intervention principles of communication, active listening, and de-escalation all apply, but officers who also served in the military may be able to build rapport around shared experiences. Asking about a person's unit, role and military experiences may provide opportunities for communication and establishing connection.

DoD resources to assist the transition to civilian life are available at the website:
afterdeployment.dcoe.mil

Homeless

Homelessness is an extremely complex social problem which often involves law enforcement due to the absence of effective solutions. Recent trends in US cities are to involve the criminal justice system to solve the problem through enactment and enforcement of laws which criminalize life-sustaining acts in public spaces such as parks, streets and libraries. This "criminalization of homelessness" can include:

- Laws making it illegal to sit, sleep, lay down, or store personal belongings in public spaces
- Selective enforcement of laws such as loitering or open container laws
- Sweeps of areas where homeless people are living
- Laws against begging or panhandling to move poor/homeless people out of an area

Economic conditions have led to an increase in the number of homeless people in recent years. In some cities, government and community groups have joined to provide services (particularly in non-traditional hours) and outreach to assist homeless individuals in meeting housing, medical, and daily living needs.

Some people who are homeless also have mental illness or SUD, but not all homeless people do. Although homeless people sometimes commit crime, people who are homeless are more likely to be victims than perpetrators of violent crime. (49% of homeless people report they have been victims of violence compared to 2% of the general public.)

The US Conference of Mayors conducts research and compiles an annual report on homelessness and hunger. In January 2016, the one day count of homeless people in the US identified 544,084 individuals, 31% of whom live in cities. Homeless people include single adults, families, and unaccompanied children or youth; gender breakdown is approximately 59% male, 40% female, and less than 1% transgender. Some people are homeless for shorter periods of time and can regain permanent housing. The chronically homeless are defined as those who have a disability (SMI or SUD) and are homeless repeatedly or for long periods of time. 7% of people who are homeless in the US are identified as military veterans. Rates of homelessness have been decreasing in the past several years, but availability of emergency, transitional, and permanent housing and support services is still below need.

Human Trafficking

Exploitation of children and adults for commercial sex trade is a growing criminal enterprise in the US and worldwide. 100,00 to 300,000 children are victimized through prostitution each year in America, with the most frequent age of entry 11 years old. Police officers may encounter victims of human trafficking and should be aware of red flags:

- Not attending school or high absences
- Frequent moves
- Withdrawn, depressed, fearful demeanor
- An older “boyfriend” or controlling family figure
- Not being permitted to talk or answer questions
- Branding, tattoos, or body carvings (often \$ signs in genital areas)
- Inconsistent stories of living in other cities
- Bruises in various stages of healing

The US HHS National Human Trafficking Training and Technical Assistance Center offers training using the SOAR model:

Stop – describe the scope of human trafficking in the US

Observe – recognize indicators of human trafficking

Ask – identify and interact with victims and survivors in a victim-centered and trauma-informed approach

Respond – to potential human trafficking in your community to identify needs and resources available to assist

SOAR training webinar: <https://www.acf.hhs.gov/otip/resource/soarhealthcare>

Legal Aspects

The Michigan Mental Health Code (Act 258 of 1974) has sections pertaining to the admission and discharge procedures for mental illness, emotionally disturbed, and developmentally disabled persons.

- A “person requiring treatment” (PRT) (MCL 330.1401) is defined as a person who is mentally ill and who:
 - Can be reasonably expected to intentionally or unintentionally physically injure himself or others and has engaged in acts or made threats to support the expectation
 - Is unable to attend to basic physical needs
 - Has judgement that is so impaired that he or she is unable to understand the need for treatment and whose behavior will cause significant physical harm, or
 - Has weakened mental processes because of age, epilepsy, alcohol or drug dependence

Law enforcement:

Recognize that protective custody is civil in nature and is not to be construed as an arrest (MCL 330.1427a)

EMS:

EMS Authority to Restrain (Public Act 368 Sec 20969)

“...if emergency medical services personnel, exercising professional judgement, determine that the individual’s condition makes the individual incapable of competently objecting to treatment or transportation, emergency medical service s may provide treatment or transportation despite the individual’s objections unless the objection is expressly based on religious beliefs.”

Michigan Commission on Law Enforcement Standards (MCOLES) 2011 Policy Writing Guide on The Response to Persons with Mental Disorders discusses the following Interventions:

A. Law enforcement officers shall make informed decisions regarding intervention strategies at the scene. Officers shall evaluate the nature and seriousness of the situation by considering any physical injury, behavioral cues, current environment, and safety. The officers’ decisions to resolve the situation must be based on the totality of circumstances and the legal authority to act.

B. The determination to take the individual into involuntary custody shall be based on a violation of the criminal statutes or a reasonable belief that the person requires treatment

(PRT)—see section VI. Officers shall also check for violations of court orders or outstanding warrants.

C. Officers shall consider alternatives to involuntary custody, in the absence of a serious offense, outstanding warrant, or PRT. Alternatives include:

- a. voluntary hospitalization;
- b. outpatient treatment;
- c. counsel-and-release;
- d. referral to a local community based mental health facility;
- e. referral to local mental health practitioners, clinicians, or service providers; or
- f. release to family members or peer support groups.

D. Some jurisdictions administer jail diversion programs, where those charged with less serious, non-violent crimes can be diverted to community based mental health treatment services and other community services or programs.

Legal concerns surrounding the use of force in crisis situations consider the concept of *proportionality*, whether the use of force is proportional to the threat faced by officers. Officers need to consider whether they are only using the level of force necessary to mitigate a threat and whether a less injurious option is available that will safely and effectively reach the same objective (PERF). In situations where a person has a gun and is threatening officers or the public, deadly force is a proportional response. In other situations, such as a person with mental illness holding a knife at his side, a proportional response may be to tactically reposition, provide space, and attempt verbal de-escalation.

Case law dealing with use of force and objective reasonableness also set expectations for law enforcement response. The severity of the threat and totality of circumstances are relevant to the reasonableness of force. The following cases are briefly summarized:

Tennessee v. Garner established that deadly force is permissible when “the officer has probable cause to believe that the subject poses a serious threat of physical harm, either to the officer or to others.”

Graham v. Connor established 3 factors for consideration in evaluating the reasonableness of use of force (any level of force):

- Severity of the crime at issue
- Is the subject an immediate threat to officers or the public?
- Is the subject actively resisting arrest or attempting to evade arrest by flight?

Griffith v. Coburn dealt with officers’ response to an individual whom they knew was mentally ill or developmentally disabled and found that “the diminished capacity of an unarmed detainee must be taken into account when assessing the amount of force exerted.”

These and other cases indicate that officers must learn how to recognize and interact with mentally ill or emotionally distressed subjects and how to handle situations without escalating

them unnecessarily. Officers are the professionals in these encounters and are held to a high standard.

Reporting/Documentation Procedures

Documentation of any crisis situation should be objective. Use quotes and begin with, “subject stated...” and document any threats, behavior, physical findings and any resistance. Document any verbal threats from the subject and any warnings or commands given by officers; also document any injuries the subject self-inflicted or inflicted on others.

Report actions – if de-escalation was attempted report it. If it failed, report, describe why, what changed, and describe next actions and communication. Documenting de-escalation attempts or why it was not attempted can demonstrate reasonableness to meet the standards required re: *Griffith v. Coburn*. For patients with suicidal behavior document risk assessment (using LAST model) and responses. Each officer should write his/her own individual report of the encounter and complete any department-specific incident reports or forms.

Implicit Bias, Police Legitimacy, and Procedural Justice

Police legitimacy reflects the belief that police should be permitted to exercise their authority to maintain social order, manage conflicts and solve problems in their communities. Legitimacy reflects how much confidence the public has in the police, their willingness to defer to law and police authority, and belief that police actions are just and appropriate. If the public does not believe the police are just, honest, and competent, they will react negatively to police power. Techniques to promote police legitimacy include:

- Explain actions and provide helpful information
- Be courteous and respectful
- Communicate with the public through a variety of mediums

Procedural justice techniques can help establish police legitimacy and build productive relationships with people in their communities. The 4 principles of procedural justice include:

- Give everybody a voice
- Use neutrality in decision-making (fair, transparent)
- Treat everyone with dignity and respect
- Be trustworthy

Bias is a form of preference for or against a social category. Bias may include stereotypes, prejudice, and/or discrimination.

Implicit (unconscious) bias, as opposed to explicit (conscious) bias, indicates that a person isn't aware of the bias. Humans are wired to make fast decisions about others using 2 systems in the brain to process information:

System 1 is the automatic, unconscious part of the brain

System 2 is the deliberative, logical, methodical part of the brain

Bias results from our human tendency to divide people into “in-groups” (people like us) and “out-groups” (people different than us) using our System 1 thinking. Implicit bias has been detected in studies of health care, education, and criminal justice personnel even where explicit biases are not detected and individuals are well-intentioned. We categorize people we don’t know based on observable characteristics such as race, gender, age, sexual orientation, religion, and body shape, then attribute stereotypes we are aware of about those groups to the individuals. If people are made aware of these automatic, unconscious responses, they can replace them with responses which are non-prejudiced. Police deal with the small portion of the population who commit crimes much more than they deal with the general population, so can develop an “us vs. them” mentality. By using System 2 thinking to reprogram implicit associations officers can remove bias. Training and positive contact with stereotyped groups can help eliminate implicit biases.

Cultural Awareness & Diversity

Diversity – includes age, race, gender, ethnicity, religion, and sexual orientation.

Cultural competence – set of congruent behaviors, attitudes, and policies that come together in a system which enables that system to work effectively in multicultural situations with diverse groups.

Ethnicity – selected characteristics used to classify people into groups or categories considered to be significantly different than others.

Race – biological variations in traits of humans

Religiosity – behavioral and social factors which reflect religious observance within a particular faith

Spirituality – thoughts, beliefs, and values about the meaning of life, the divine, possibly associated with religious observance

Members of racial, ethnic, cultural, and social minority groups may have higher disease burdens for both physical and mental illnesses. These factors influence attitudes toward medical and mental health care and illness as well as authority figures. Responders may find that some cultural groups prefer communication with the head of the family rather than directly with the client. Willingness to seek help and the level of stigma surrounding mental illness may also differ in various cultural groups. Some cultural groups consider illness, particularly mental illness, to be punishment for negative actions of one’s parents. This view may prevent people from taking steps to manage their disease because they feel powerless to change it. Some groups may incorporate more traditional healing practices or “folk” medicine with western medical care. Others may refrain from seeking help due to concerns about immigration status, being marginalized, or obtaining respectful treatment. Respecting and working within cultural differences will in most cases help to achieve safe resolution to the crisis situation. Cultural competence should be differentiated from stereotyping, or holding exaggerated beliefs about a person. Not every individual with certain traits will share beliefs and values, but the goal is to build rapport and trust to resolve crises.

Culture refers to patterns of learned behaviors, beliefs, norms and values held by a group of people and passed from older members to newer members to preserve the group. Culture is more than race or ethnicity - it may include religion, social class, and native language among other components. Parameters of culture may also include views on time, social distance/proximity, and gender. Examples of cultural differences include: punctuality may not be as important in some cultures, eye contact, touch, or close proximity may be offensive, and modesty may require a care provider of the same gender for treatment. Concerns about stigma or cost may prevent people from obtaining treatment. Accommodating these differences or concerns can reduce stress while improving communication and resolution to the situation.

Cultural and linguistic competence is defined as “a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.” (Rose, 2013). Public safety and emergency response professionals will encounter patients and clients of different cultures and who speak different languages through the course of their professional lives and are expected to provide effective interventions when needed.

Cultural competence in health care is based on the concept that cultural groups deserve to experience their care in an approach in which their culture is respected. The **LEARN model** can help officers improve interactions with clients:

- Listen* with empathy
- Explain* your perception of the problem
- Acknowledge* and discuss similarities and differences
- Recommend* treatment
- Negotiate* agreement

These steps are similar to those used in de-escalation – both allow patients to feel heard and respected while the crisis situation is resolved. Cultural competence reduces perceptions of bias, prejudice, and stereotyping on the part of the client which could interfere with effective communication.

Trauma Informed Care

Individual trauma results from an event, series of events, or set of circumstances that is perceived by an individual to be physically or emotionally harmful or life threatening and has lasting adverse effects on the person’s functioning and mental, physical, social, emotional, or spiritual well-being. As many as 78% of justice-involved women report history of childhood or adult physical, sexual, or emotional abuse.

Due to the high prevalence of previous trauma, officers should use the “universal assumption of trauma” and assume that everyone is a potential survivor of trauma. Officers should provide respectful communication, explanation of what is happening and will happen next, provide notice before touching a subject, and actively resist re-traumatization. These actions should

facilitate and enhance an officer's effectiveness, not detract from it, by reducing the 2 common responses to trauma or re-traumatization:

- Fear
- Loss of control

4 Rs of Trauma-Informed Care (SAMHSA):

Realize the widespread impact of trauma and potential paths for recovery

Recognize signs and symptoms of trauma

Respond by integrating knowledge about trauma into policies and procedures

Resist re-traumatization

Many people have experienced trauma and it has shaped their beliefs, actions, and overall reactions to others. Behavior may be an expression to being out of control, not simply "bad" behavior. People who have experienced trauma may not react to situations the way you think they should. Memory of events by victims of trauma such as survivors of assault or sexual assault may be fragmented – remembering additional details later should not be perceived as lying. Traumatic memories are stored in the brain differently than normal events.

Use the three Es of trauma in communications with subjects:

- *Event* – focus on the event to place responsibility on the environment, not the individual
- *Experience* – individual determination if an event is physically or emotionally harmful or threatening
- *Effects* – goal is to support the individual by not complicating their situation unnecessarily

Resources

Law enforcement officers can begin to develop awareness and connections with organizations in their communities which provide resources to people with mental illness or SUD. Some departments maintain listings of all support and social service resource agencies in their area such as hospitals, clinics, treatment facilities, service organizations, support organizations, living facilities, hotlines, and government agencies. By maintaining connections with community resources in advance of a crisis situation officers can more effectively assist individuals in accessing treatment or support services. This is a more definitive solution than incarceration without treatment.

MCOLES includes the following in the 2011 Policy Writing Guide for The Response to Persons With Mental Health Disorders:

VI. The Coordinated Community Response

- A. Officers shall use community programs and other services established to divert persons with serious mental disorders from potential incarceration.
- B. Officers should engage in a coordinated community approach to situations that involve those with mental disorders by building on existing working partnerships in their

jurisdiction. Officers can become part of a long-term collaborative approach by interacting with other practitioners and using community resources and services. Further support may be achieved by identifying community stakeholders, consulting with healthy consumers as active partners, or exploring viable treatment options.

C. Officers must recognize that stakeholder institutions, organizations, and individuals in the community are crucial to supporting a coordinated response to those with mental disorders. For purposes of a long-term response, officers shall work with:

- a. public and private inpatient and outpatient mental health facilities;
- b. residential facilities serving individuals with mental disorders;
- c. general hospitals;
- d. counselors; or
- e. therapists.

D. Further efforts may be pursued by identifying services for the homeless, advocacy organizations, as well as church-based organizations or emergency shelters.

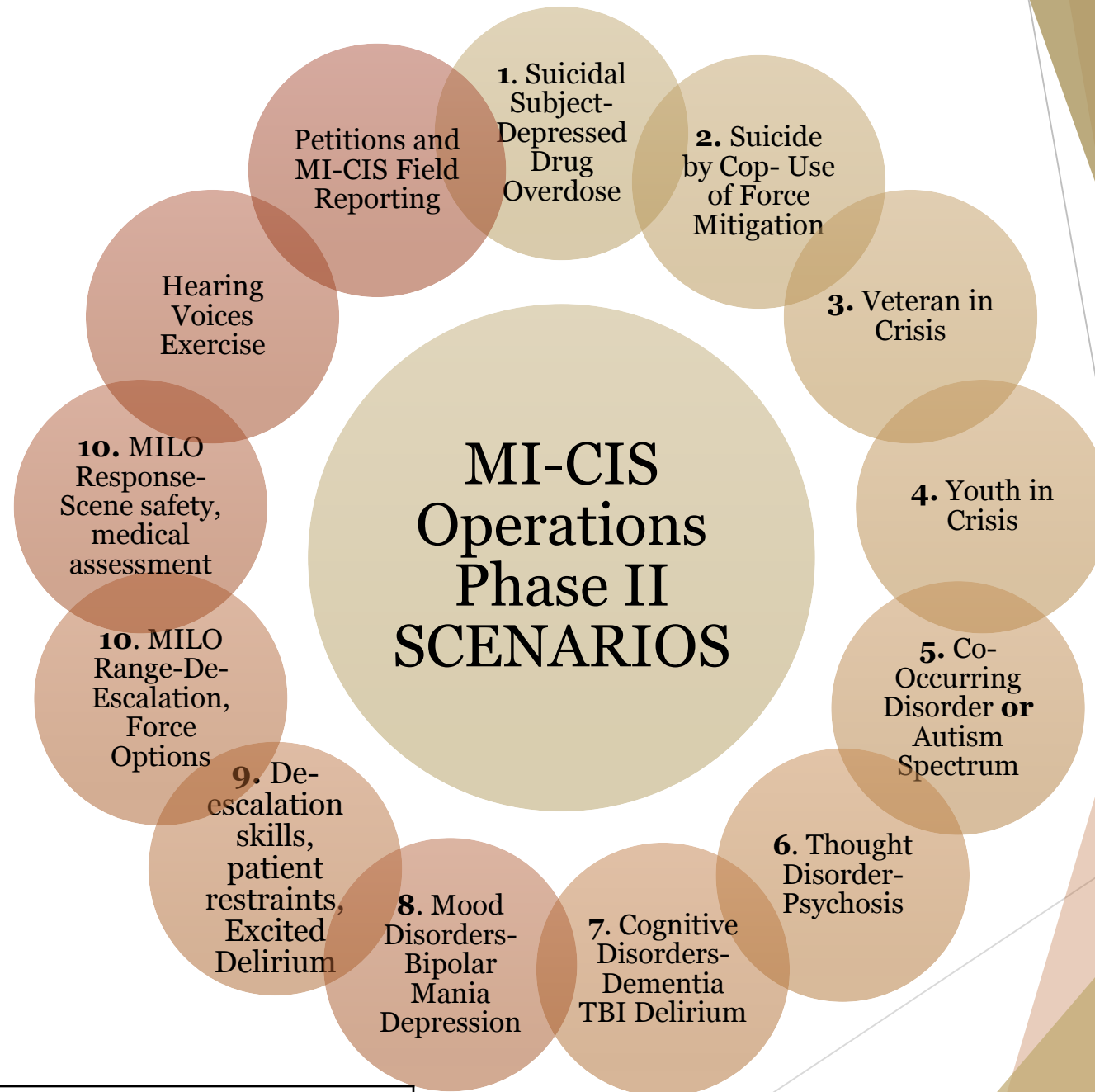
E. Additional resources may include services for those with substance abuse problems and other services for those with mental disorders in the community.

F. Determining the appropriate response is dependent on the nature and extent of the local partnerships in the community and the extent to which needed services can be identified and are available.

Self-Care

Self-care activities can help reduce stress on officers, particularly after involvement in a crisis situation. These include physical, mental, emotional, spiritual, personal, or professional activities to help oneself cope with demands of the profession and accumulated stress. Responders can be at risk of developing *compassion fatigue* or *vicarious trauma* from exposure to crisis situations or highly emotional response situations.

Activities such as exercise, talking with others about situations (without violating confidentiality), and engaging in enjoyable activities (not work-related) are examples of self-care. Eating right, getting sufficient sleep and engaging in regular exercise help keep responders physically and mentally healthy. Negative coping methods such as emotional withdrawal or drug or alcohol use are not effective forms of self-care and may exacerbate stress and create new issues. Stigma may interfere with an officer's willingness to seek treatment or therapy.





Michigan- Crisis Intervention System Operations II Enhanced Reality-Based Training (ERBT).

Participants will learn and apply skills previously taught within the Awareness and Operations level of training from distant learning modules and put into practice Intervention strategies through scenario-based training. Participants will be evaluated by mental health professionals and experienced CIS personnel. Training experiences will take place through interaction with the following:

1. **Suicidal Subject- Depression/Drug Overdose**
2. **Suicide by Cop- Police Use of Force Mitigation**
3. **Veteran in Crisis**
4. **Youth- In Crisis**
5. **Autism Spectrum Disorder or Co-Occurring Disorder.**
6. **Thought Disorder- Psychosis**
7. **Cognitive Disorders- Dementia, Traumatic Brain Injury, Delirium**
8. **Mood Disorders- Bipolar, Mania, Depression**
9. **De-escalation skills, patient restraints, excited delirium**
10. **MILO Range- De-escalation and Force Options**
11. **MILO Response- EMS scene safety, Patient Assessments**
12. **Hearing Voices Simulation**
13. **Petitions for Mental Health Treatment**

Learning Objectives: (Scenarios 1-8) Duration time: 30 minutes each.

- Demonstrate a safe, tactically sound response
- Demonstrate teamwork
- Demonstrate active listening skills- ability to gain information about the subject and the situation
- Demonstrate the ability to show empathy and respect
- Demonstrate strong verbal and non-verbal communication skills
- Demonstrate the ability to achieve a safe and effective resolution
- Demonstrate the ability to explain actions/decisions made throughout the event as part of the After-Action Review process.

Learning Objectives: MILO Range and MILO Response (Video-based simulation training.)

Duration time: 30 minutes.

- Expose the student to behavioral health crisis situations involving rapidly changing scenarios that require split second decisions on force options and/or medical treatment options
- Enhance and build upon stress-induced decision making skills
- Improve situational awareness to potential threats and dangerous scenes
- Improve communication skills between partners and virtual reality role-players
- Train Police Officer students on Use of Force options
- Train EMS personnel to quickly assess medical emergencies and treatment options

Learning Objectives: 9. De-escalation skills, patient restraints, excited delirium. Duration time: 30 minutes.

- Describe and demonstrate effective communication skills that focus on de-escalating a potentially violent patient.
- Describe and demonstrate treatment for patients experiencing excited delirium.
- Describe and demonstrate appropriate patient restraint techniques.
- Describe the dangers associated with positional asphyxiation.

Learning Objectives: Hearing Voices Simulation. Duration time: 30 minutes.

- Participants will learn about the subjective experience of hearing distressing voices, increase their understanding of the day-to-day challenges facing people with psychiatric disabilities, become more empathetic toward voice hearers, and be inspired to consider changes in clinical/field practice which would better address the needs of people who hear distressing voices.
- Lecture on the phenomenon of hearing distressing voices.
- The Simulation experience
- After action review and discussion period.

Learning Objectives: Petition for Mental Health Treatment. Duration time: 30 minutes.

- Review of Michigan Compiled Laws: MCL 330.1401 (Person Requiring Treatment), MCL 330.1427a (Protective Custody), PA 368 Sec. 20969 (EMS Authority to Restrain)
- Demonstrate proper documentation and completion of the *Petition for Mental Health Treatment* form.



TAKING THE MI-CIS COURSES

Directions to help you get online and into the Michigan - Crisis Intervention System (MI-CIS) Courses.

<http://moodle.mi-ems.org/course/index.php?categoryid=15>

Overview

There are 3 over-arching steps you need to take to complete the Michigan - Crisis Intervention System's online content. These steps cannot be completed out of order.

1. [Register/Log in with a Michigan EMS Moodle Account](#)
2. [Self-Enroll and complete the Awareness Level course](#)
3. [Self-Enroll and complete the Operations Phase I Course](#)

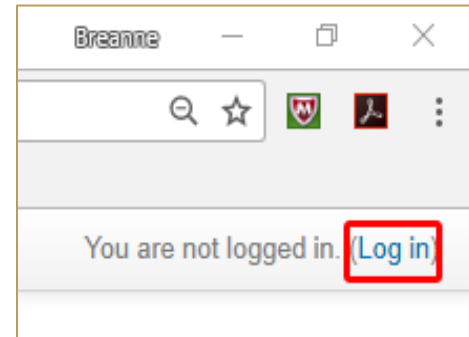
Breanne Hobrla

Breanne.Hobrla@med.wmich.edu

1. Register/Log in with a Michigan EMS Moodle Account

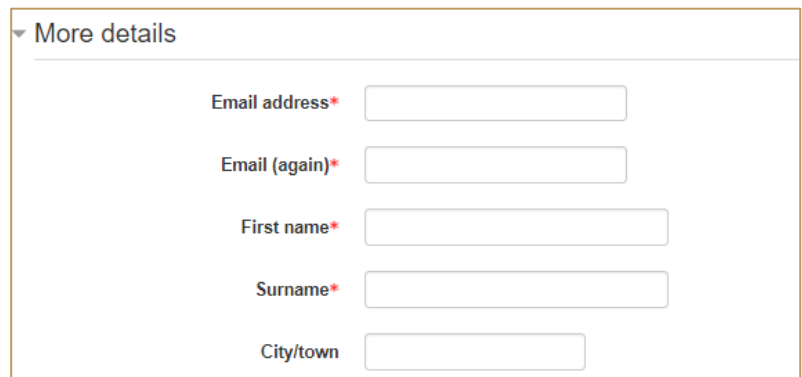
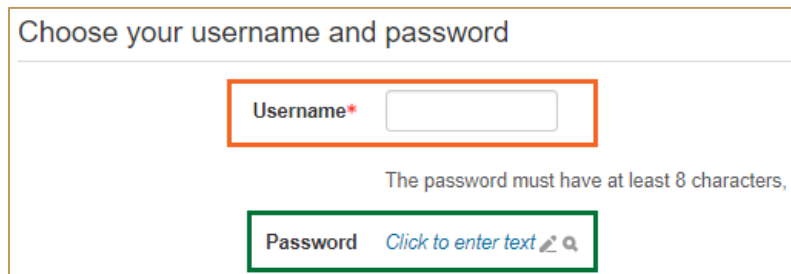
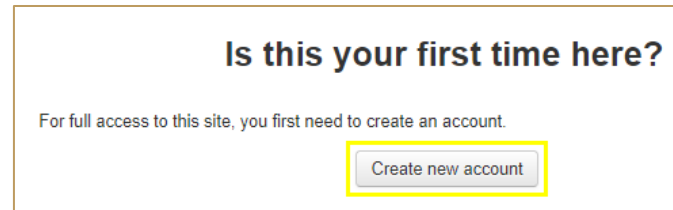
A. Go to our Michigan Crisis Intervention System Course list page on the Michigan EMS's Moodle site.

- Please go to the following page:
<http://moodle.mi-ems.org/course/index.php?categoryid=15>
- In the upper right corner of the page, you will see the option to **log in**.
- Click on the text '**Log In**' (red to the right), and proceed to create a login ([section B below](#)) or log in if you already have an account ([section C below](#)).



B. Creating a Login for the Michigan EMS Moodle site

- On the right half of the page, click on the '**Create new account**' button (yellow).
- Create a username (orange) and password (green).
- Enter in your email, name, and city (right).



- Answer the Security question, and select the **‘Create my account’** button.

- An email will be sent to your email account. Click on the email verification link included. It will look like this:

To confirm your new account, please go to this web address:

<http://moodle.mi-ems.org/login/confirm.php?data=qbA8F2D1XGLhKIG/blhobr>

- Clicking on this link the first time will automatically log you in for the first time. For all future accesses to the site, you will need to log in yourself using the username (or email) and password you created.

C. Logging into the Michigan EMS Moodle site

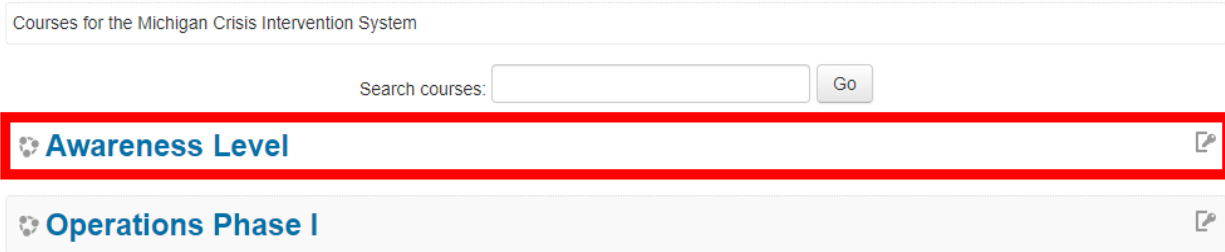
- **Log in** using your Michigan EMS Moodle site username (or email) and password.
- **NOTE:** If you cannot remember your username or password, then please use the blue **‘Forgotten your username or password?’** link to retrieve your username or reset your password.

2. Self-enroll and complete the Awareness Level course

A. Self-enroll to the Awareness Level Course

- Once you login you should be returned to the MI-CIS course list page. If not, then use the link below to get back:
<http://moodle.mi-ems.org/course/index.php?categoryid=15>

- In the MI-CIS course list, click on the ‘**Awareness Level**’ course (boxed in red below).



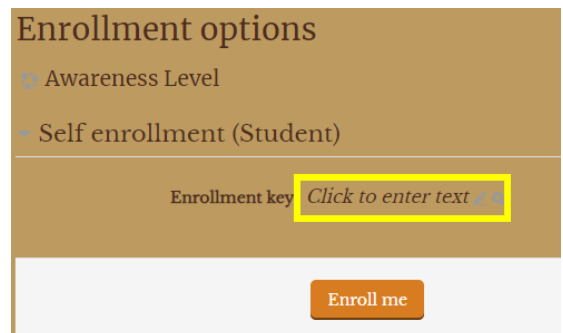
- You will be taken to the self-enrollment page, please enter the following bolded key below into the ‘enrolment key’ text box (boxed in yellow to the right).

Welcome2Awareness!

- It should look like this:

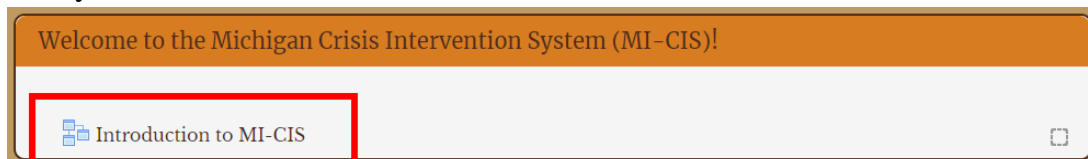




- Finally click on the orange ‘Enroll me’ button.



B. Complete your first MI-CIS Moodle Lesson.

- Click on the item titled “Introduction to MI-CIS” (boxed in red below).
This your first MI-CIS Moodle Lesson:



- Watch and read the content on the lesson pages.
- When you’re ready to move to the next page in the MI-CIS lesson, use the small orange arrow buttons towards the bottom of the page.
 - To see the next page, use this button: 
 - To go back to the previous page, use this button: 

- You will see the screen to the right when you have reached the end of the lesson. You may actually choose your next step from this page.
 - Click** on the text “Review lesson” to start the lesson over again (blue).
 - Click** on the text “Go to Profession Groups” to go to the next activity (purple).
 - Click** on the text “Return to Awareness Level” to return to the main course page (pink).



Note: We can only provide next activity links (“Go to Profession Groups” in this example) from **some** lesson activities in Moodle. So, you may not always have the option to jump immediately to the next activity from a Moodle Lesson. But, the “Review lesson” and “Return to Awareness” links are always provided.

- We also provide the “**Return to Course**” button (pictured on the right) on every page to give you quick way to return to the main course page no matter where you are in an activity.



C. Self-enroll into your Profession’s Group

- If you are still on the End of Lesson page from the “Introduction to MI-CIS” lesson, then click on the text “Go to Profession Groups”.



- If you are on the main Awareness course page, then **click** on the “Profession Groups” activity.



- Once in the activity, **choose** the profession (options boxed in green to the right) that most accurately represents your profession.
- Select** the “Save my choice” button (boxed in yellow to the right) once you have your profession selected.

Choice	Group	Show descriptions
<input type="radio"/>	Community Mental Health Staff	
<input type="radio"/>	Corrections	
<input type="radio"/>	Dispatch	
<input type="radio"/>	EMS	
<input type="radio"/>	EMS Student	
<input type="radio"/>	Firefighter-EMS	
<input type="radio"/>	Firefighter-EMS Student	
<input type="radio"/>	Hospital Emergency Dept.	
<input type="radio"/>	Medical Student	
<input type="radio"/>	Police	
<input type="radio"/>	Police Academy Student	
<input type="radio"/>	Probation-Parole	
<input type="radio"/>	School Staff	

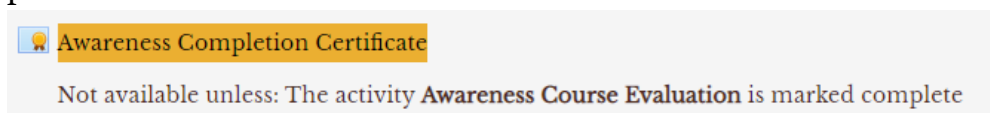
Save my choice

D. Complete the Awareness course

- Once you have completed your profession selection activity (which places our users into course groups for the rest of Awareness and Operations Phase I courses), you may sequentially complete the remaining activities in the course.
- Click on the next course activity, **Demographics**.



- **NOTE:** Every time you fully complete a course activity, a blue check will appear in the box to the right of each activity. You cannot move on to the next activity until the activity prior is fully completed.
- Complete all items in the course activity list.
- Once you have completed the final activity for Awareness, which is titled “Awareness Completion Certificate”, then a new section will appear providing you the enrollment key to the next MI-CIS course **Operations Phase I**. Directions for starting the next MI-CIS course is provided in the next section of this document.



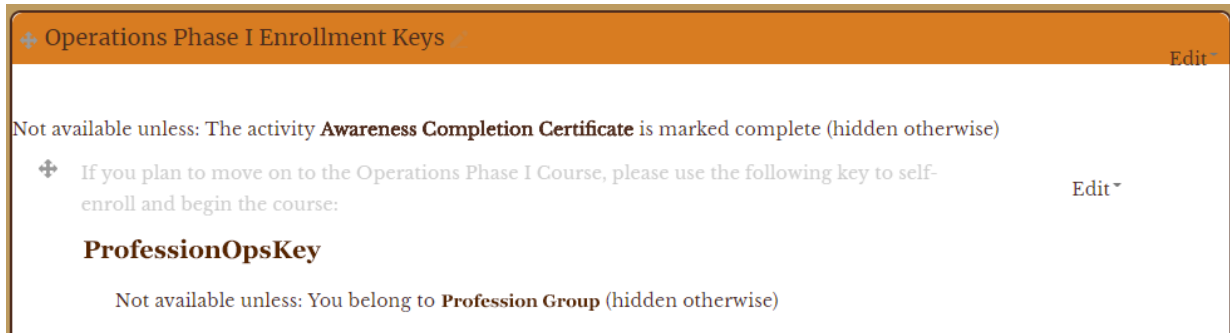
- Remember, if you ever need to return to the course activity list, use the **Return to Course** button on the right of the page.



3. Self-enroll and complete the Operations Phase I course

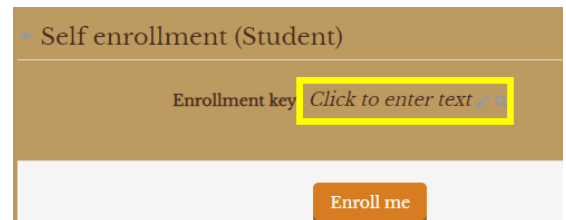
A. Self-enroll to the Operations Phase I course

- If you have fully completed the Awareness course, and your profession’s tailored course content is available, then at the very bottom of the Awareness Level course a section will become available with your profession’s enrollment key. Below is an example of what you will see at the bottom of your fully completed Awareness level course.



- Copy the bolded enrollment key (for example, the text “ProfessionOpsKey” above).
- Go to the Operations Phase I course. You may click on the link below to get there quickly.
<https://moodle.mi-ems.org/course/view.php?id=49>

- Take the key you copied from the Awareness course and paste or enter it into the self-enrollment key text box for Operations Phase I.
(If you need to re-access your key, it will always be available at the bottom of the Awareness course for you)



- Click the orange “Enroll me” button.

B. Complete the Operations Phase I course

- Again, once in the course, you will see a list of course activities. Every time you fully complete a course activity, a blue check will appear in the box to the right of each activity. You cannot move on to the next activity until the activity prior is fully completed.
- Complete all items in the course activity list. If you ever need to return to the course list, use the **Return to Course** button to the right.
- When you have received your Operations Phase I certificate, you have successfully completed all the online content for the Michigan Crisis Intervention System.



Congratulations and Thank you for taking part in this project!

Participant Evaluation Form

Program Title: _____ Date: _____

1. Overall, I thought that the program was:

Poor Fair Good Very Good Excellent

2. To what degree will the information be helpful to you in your job?

Not helpful Some Help Very Helpful

3. Was the program what you expected it to be?

Not at all Somewhat As Expected

4. How would you rate the overall effectiveness of the instructors?

Name of Instructor	Poor	Fair	Good	Very Good	Excellent

5. Were there any parts of the program you would change? If so, please specify.

6. Other comments regarding this program:

7. What other kinds of in-service training would you like to have available?



**West Michigan
CRIMINAL JUSTICE
Training Consortium**

Course: _____

Location: _____ Date: _____

Course / Instructor Evaluation

Course:	Poor					Excellent					
The course objectives were covered.	1	2	3	4	5						
The material was relevant and practical.	1	2	3	4	5						
The time for this course was appropriate.	1	2	3	4	5						
If not, why not?						<input type="checkbox"/> Too Much time					<input type="checkbox"/> Not Enough time
The course description accurately described the training you received.	1	2	3	4	5						
Would you recommend this course to others?	1	2	3	4	5						

Instructor(s): Was the instructor...	Instructor Name					Instructor Name				
	Poor				Excellent	Poor				Excellent
...prepared and organized?	1	2	3	4	5	1	2	3	4	5
...able to generate interest?	1	2	3	4	5	1	2	3	4	5
...knowledgeable in the subject area?	1	2	3	4	5	1	2	3	4	5
...able to involve the students in the class?	1	2	3	4	5	1	2	3	4	5
Would you recommend this instructor to others?	1	2	3	4	5	1	2	3	4	5

Training Site:	Poor					Excellent				
The training site was appropriate for this class?	1	2	3	4	5					
The environment was conducive to learning?	1	2	3	4	5					

Major **Strengths** of the Program:

Major **Weaknesses** of the Program:

Comments: Please note any other comments.

CERTIFICATE OF CONSORTIUM MEMBERSHIP

The Certifying Official shall be the individual who administers consortium activities and has the authority to act on behalf of the consortium. Attach paperwork supporting the Consortium Membership to this document.

Identification:

1. Applicant Agency:

Grand Valley State University

2. Consortium:

West Michigan Criminal Justice Training Consortium

Consortium:

3. Consortium Structure:

See attached by-laws.

4. Geographic Region Served by the Consortium:

Counties served: Mason, Lake, Oceana, Newaygo, Muskegon, Ottawa, Montcalm, Kalamazoo, Kent, Ionia, Allegan, Berry, Van Buren, Berrien, Cass, St. Joseph

5. Member Agencies:

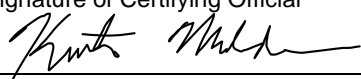
See attached Member Agency roster.

6. Financial Commitment from Member Agencies:

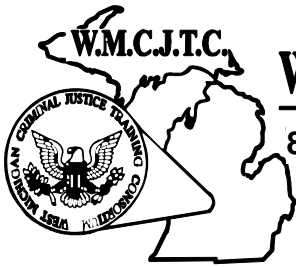
Each member agency is billed 35% of their Public Act 302 fund distribution semi-annually for membership fees.

Certification:

I certify, on behalf of the consortium, the information contained in this document is complete, accurate and, in compliance with the requirements of the Michigan Commission on Law Enforcement Standards.

Printed Name of Certifying Official Keith Mulder	Title of Certifying Official WMCJTC Executive Committee Chair
Signature of Certifying Official 	Date 05/28/20

Other consortium certification may be submitted as addendum files.



WEST MICHIGAN CRIMINAL JUSTICE TRAINING CONSORTIUM

89 West 8th Street, Holland, MI 49423

June 4, 2020

To: Grand Valley State University
From: Keith Mulder, WMCJTC Executive Committee Chair
Ref: 360° Behavioral Health for Law Enforcement Grant Proposal

The West Michigan Criminal Justice Training Consortium has an interest in grant-funded training for member agency law enforcement officers. Grand Valley State University will submit a grant proposal to the Michigan Commission on Law Enforcement Standards (MCOLES) for a 360° Behavioral Health for Law Enforcement Program. The grant requirements include a portion of the total project cost to be provided by match funds.

To support this proposal, the West Michigan Criminal Justice Training Consortium and its member agencies commit to providing the following matching funds in each listed category:

CONTRACTUAL

Instructional Fees: \$8,220.00

TRAVEL

Contractor Travel: \$131.72

The total for the matching funds from the WMCJTC is \$8,351.72. These matching funds meet the requirements set by MCOLES in the grant application process.

Thank you for your continued partnership with the West Michigan Criminal Justice Training Consortium.

Sincerely,

Keith Mulder, Executive Committee Chair
West Michigan Criminal Justice Training Consortium

EXHIBIT "B"

BY-LAWS

WEST MICHIGAN CRIMINAL JUSTICE TRAINING CONSORTIUM

ARTICLE 1

NAME

The name of the organization shall be the "West Michigan Criminal Justice Training Consortium," hereinafter sometimes referred to as "the Consortium."

ARTICLE II

PURPOSE

The Consortium is established as a voluntary, unincorporated association for the purpose of cooperatively providing joint training in police methods and investigative techniques. The members of the Consortium seek to maximize the utilization of available training funds, to improve their position for obtaining grants, to promote multi-disciplinary training, and to encourage the inter-agency use and sharing of training resources.

ARTICLE III

MEMBERSHIP

1. **Composition.** The membership of the Consortium shall consist of those Municipalities, state or private institutions of higher education and private entities who are certified by MCOLES under PA330 which execute the "West Michigan Criminal Justice Training Consortium Agreement."
2. **One Member, One Vote.** Membership in the Consortium entitles each member to one (1) vote in all matters related to Consortium business.
3. **Membership Approval.** To qualify for membership in the Consortium, an agency must be approved by a majority of the membership present at a regularly scheduled meeting of the General Membership Committee. Membership shall be limited to the 16 counties indicated, to include Mason, Lake, Oceana, Newaygo, Muskegon, Montcalm, Ottawa, Kent, Ionia, Allegan, Barry, Van Buren, Kalamazoo, Berrien, Cass, and St Joseph.
4. **Membership Fees.** Each member is billed 35% of the Act 302 funds (or equivalent amount per officer) semi-annually for their membership fees. If the respective agency's bill is delinquent after 30 days, the Consortium Finance Committee will follow up with a letter or phone call to make sure the bill was received and the member agency is taking steps to pay it in a timely manner. If the bill is still delinquent 60 days after originally being sent, the Finance Committee will notify the respective member agency one final time. If the bill is still delinquent 90 days after originally being sent, the Treasurer will notify the Executive Board of the name of any member agency. The Executive board will notify in writing a member agency they are suspended for non-payment of their membership dues. They will be instructed that any training attended will be billed at the same rate as non-members. Membership can be restored by paying the outstanding bill in full, along with any other membership fees that may be due at that time.

5. Corrections Membership Fees. Each county participating in the Corrections related training shall pay 5% of their retained PA 124 funds during each financial quarter as their membership fee. Each county shall submit with their payment to the treasurer, a copy of the same documentation required by the state when paying PA 124 funds. If the county's payment is delinquent after 30 days, the Consortium Finance Committee will follow up with a notice or phone call to make sure the member agency is taking steps to pay in a timely manner. If the payment is delinquent 60 days after originally sent, the Finance Committee will notify the respective member agency one final time. If the payment is still delinquent 90 days after originally sent, the Treasurer will notify the Executive Board of the name of the delinquent agency. The Executive board will notify in writing a member agency they are suspended for non-payment of their membership dues. They will be instructed that any training attended will be billed at the rate for non-members. Membership can be restored by paying the outstanding fee in full, along with any other fees that may be due.

ARTICLE IV

COMMITTEES

1. Appointment of General Membership. The membership of all standing and special committees, except as otherwise provided for herein, shall be appointed by the General Membership at a duly called annual meeting. The annual meeting shall be held at a date, time, and location specified by the Consortium Chairperson and shall occur in May of each year. The chairperson of the Curriculum Committee shall also be chosen at the annual meeting and the Chairperson of the Consortium shall also be Chairperson of the Executive Committee.
2. General Membership Committee. Each member shall be represented on the General Membership Committee by the chief administrative officer of the member's law enforcement agency, or by his/her designee. It shall be the duty of the General Membership Committee to provide overall guidance to the activities of the Consortium. The members of the General Membership Committee shall, at the annual meeting, select members to serve on the Executive Committee.
3. Executive Committee.
 - a. Composition. The Executive Committee shall consist of six (6) members, who shall include the Consortium Chairperson, Vice-Chairperson, Secretary, Treasurer, and two at-large members appointed from the General Membership.
 - b. Purpose. The purpose of the Executive Committee shall be to direct the functioning of the Consortium and to oversee, coordinate, and assign such responsibilities as may be necessary for the completion of the Consortium mission. The Executive Committee shall have the authority to act on behalf of the Consortium in all matters deemed necessary for the efficient and orderly conduct of business, including the addition of new members, or removal from membership for non-payment of funds.
4. Curriculum and Corrections Committees.
 - a. Curriculum Committee Composition. Each member may be represented on the Curriculum Committee, by the chief administrative officer of the member's law enforcement agency, or by his/her designee. A majority of all members of the Curriculum Committee present shall constitute a quorum for the purpose of conducting business. The Treasurer of the Consortium shall be a member of the Curriculum Committee. Non-voting members, including faculty representatives of state or private institutions of higher education, may be appointed to the Curriculum Committee by the Consortium Chairperson.
 - b. Corrections Committee Composition. Each corrections member may be represented on the Corrections Committee, by the chief administrative officer of the agency, or by his/her designee. The Executive Committee shall appoint the Chairperson of the Corrections Committee. A majority of all members of the Corrections Committee present shall constitute a quorum for the purpose of conducting business. Non-voting members, including faculty representatives of state or private institutions of higher education, may be appointed to the Corrections Committee by the Consortium Chairperson.
 - c. Purpose. The purpose of the Curriculum and Corrections Committees shall be to direct the development of training priorities, to prepare and recommend an annual budget, to develop and recommend an annual training schedule, to keep training records and provide them to the State of Michigan and to members of law enforcement agencies as may be necessary, and to provide oversight and evaluation of training programs.

- d. Utilization of Training. It shall be the responsibility of the Executive Committee to monitor the utilization of training by member agencies. As part of this responsibility, member agencies may be assessed a fee, as determined by the Executive Committee, for failure to utilize a reserved position which has not been cancelled prior to a pre-determined cancellation deadline.

The Treasurer will cause a notice be sent to the member agency of the fee and due date.

Member agencies may contest the fee at the next regularly scheduled meeting of the Finance Committee. The circumstances which led to the failure of the member agency to utilize the reserved position must be set forth in writing. Upon review, the Finance Committee may either waive the fee or determine that the fee is due. If the Finance Committee determines that the fee is due, and no appeal is taken, the fee must be paid within thirty (30) days of the determination.

The member agency contesting the fee may appeal the decision of the Finance Committee to the Executive Committee within fourteen (14) days of the determination for a review at the next regularly scheduled Executive Committee meeting. The appeal must be in writing for the Executive Committee reviewing the documents submitted and deciding the issue prior to concluding the meeting. The Executive Committee may waive the fee, reduce the fee, or determine the entire fee is due. If a fee is determined to be due it must be paid within thirty (30) days for the agency to remain eligible to participate in future Consortium offered training.

- e. Retention and Disposition of Equipment

Equipment purchases approved by the Executive Committee or obtained through grant funding or donations will be retained by the Consortium as long as the equipment is used for the provision of in-service criminal justice training.

When equipment is no longer used for the provision of in-service criminal justice training by the Consortium, the Executive Committee may select one of the following actions:

- Transfer of the equipment to a member agency. The agency requesting transfer of the equipment must apply in writing to the Executive Committee for approval of the transfer. Costs and coordination of the transportation will be borne by the receiving agency.
- Approve the sale of the equipment with the following requirements: The member agency must first apply in writing to the Executive Committee for approval of the sale. The receipts from the sale shall be returned to the Executive Committee.
- Dispose of the property in any other manner consistent with the purposes of P.A. 302 of 1982, as amended. The member agency requesting disposal of the equipment must first apply in writing to the Executive Committee for the approval of disposal.

5. Finance Committee.

- a. Composition. The Finance Committee shall consist of five (5) members, including the Treasurer (who shall be the Chairperson of the Committee), the Chairperson of the Consortium (who shall be the Vice-Chairperson of the Committee), and three additional voting members, one of whom will represent the north area of the Consortium, which

consists of agencies located north of the northern boundary of Allegan and Barry counties, one of which will represent the south area of the Consortium, which consists of agencies located south of the northern boundary of Allegan and Barry Counties, and one of whom will be a member-at-large.

- b. Purpose. The purpose of the Finance Committee shall be to provide oversight concerning all financial matters of the Consortium, to assist the Treasurer as needed, to review and approve expenditures of the Consortium, and to conduct studies for and make recommendations to the Consortium Chairperson, as directed. Any action by the Finance Committee is not to replace any action or direction provided by the Executive Committee of the Consortium.

The Finance Committee will meet as needed when called by the Treasurer, and at a minimum shall meet at least once during each financial quarter of the year.

ARTICLE V

OFFICERS AND DIRECTORS

1. Chairperson; Vice-Chairperson; Secretary; Treasurer; Duties. The officers of the Consortium shall be the Chairperson, Vice-Chairperson, Secretary, and Treasurer. The Chairperson and Vice-Chairperson shall be responsible for calling and presiding at all meetings of the General Membership Committee. The Secretary shall prepare and maintain a permanent written record of all Consortium proceedings, shall transmit notices and agendas to the General Membership and shall transmit a copy of the minutes from each Consortium meeting to each member prior to the next regular meeting. The municipality or state or private institution of higher education which is represented by the Treasurer shall be the designed depository agency of the Consortium. The Treasurer shall be responsible for the maintenance of all financial records related to Consortium business, including records of the receipt, allocation, and disbursement of funds. All expenses relating to the maintenance of the financial and training records of the Consortium, including accounting and auditing expenses, if any, shall be born by the Consortium.
2. Election of Officers. At the annual meeting of the General Membership Committee, nominations shall be accepted for the offices of Chairperson, Vice-Chairperson, Secretary, Treasurer, and the at-large members of the Executive Committee and Chairperson of the Curriculum Committee. The officers shall be elected by majority vote of the General Membership. Terms of office shall be for a period of one (1) year.
3. Vacancies. If an officer is unable to perform the duties of his/her office, or if a vacancy in office exists, the Chairperson of the Consortium shall appoint a successor, and the appointee shall then serve until the next annual meeting of the General Membership Committee.

ARTICLE VI

MEETING OF THE CONSORTIUM

1. Annual Meeting; Regular Meetings. The annual meeting of the General Membership Committee shall be held in May of each year at a time and place to be selected by the Chairperson of the Consortium. Regular meetings may be scheduled for such other dates, time and locations as may be determined by the Chairperson of the Consortium.
2. Quorum; Action to be Taken by Majority Vote. A majority of all members of the General membership Committee present shall constitute a quorum for the purpose of conducting business. Actions of the General Membership Committee shall be taken by a majority vote of those attending, except as may be otherwise provided herein.
3. Note of Meetings. Notice of the date, time and location of all General Membership Meetings, along with an agenda therefore, shall be mailed to each member of the Consortium at least seven (7) days prior to the scheduled meet date.

ARTICLE VII

PARLIAMENTARY PROCEDURE

1. Robert's Rules of Order. Robert's Rules of Order, Revised, shall govern all matters of Consortium procedure not otherwise provided for in these By-Laws.

ARTICLE VIII

AMENDMENT

1. Amendments. These By-Laws may be amended by a two-thirds vote of the members of the General Membership Committee. Proposed changes in the By-Laws shall be transmitted to each member at least seven (7) days prior to the date of the meeting at which the vote will be taken.

* As amended by a vote of the general membership on May 25, 2016.



West Michigan
CRIMINAL JUSTICE
Training Consortium

Agency	Phone Number	Address	Training Officer
Allegan City Police Department	(269) 673-2115	170 Monroe St Allegan, MI 49010	<u>Jay Gibson</u>
Allegan County Sheriff's Office	(269) 673-0500	112 Walnut St Allegan, MI 49010	<u>Mike Brown</u>
Bangor Police Department	(616) 427-5801	414 N Division St Bangor, MI 49013	<u>Tommy Simpson</u>
Baroda-Lake Township Police Department	(269) 465-3258	3169 W Shawnee Rd Bridgman MI 49106	<u>Shawn Martin</u>
Barry County Sheriff's Office	(269) 948-4801	1212 W State St Hastings, MI 49058	<u>Matt Houchlei</u>
Belding Police Department	(616) 794-1900	120 South Pleasant St Belding, MI 48809	<u>Dale Nelson</u>
Benton Harbor Police Department	(269) 927-8414	200 E Wall St Benton Harbor, MI 49022	<u>Mike Clark</u>
Berrien County Sheriff's Office	(269) 983-7141	919 Port St Saint Joseph, MI 49085	<u>Marty Kurtz</u>

Agency	Phone Number	Address	Training Officer
Berrien Springs-Oronoko Twp Police Department	(269) 471-2813	4411 E Snow Rd Berrien Springs, MI 49103	<u>Paul Toliver</u>
Bridgman Police Department	(269) 465-5144	9765 Maple St P.O. Box 366 Bridgman, MI 49106	<u>Dan Unruh</u>
Buchanan Police Department	(269) 695-5120	107 West Front St Buchanan, MI 49107	<u>Harry Burnett</u>
Carson City Police Department	(989) 584-6448	123 E Main St Carson City, MI 48811	<u>David Ellis</u>
Cass County Sheriff's Office	(616) 445-1201	321 M-62 North Cassopolis, MI 49031	<u>Rick Behnke</u>
Chikaming Township Police Department	(269) 469-3245	13535 Red Arrow Highway Harbert, MI 49115	<u>Todd Taylor</u>
Coloma Township Police Department	(269) 468-8291 x12	4919 Paw Paw Lake Rd Coloma, MI 49038	<u>Wes Smigielski</u>
Covert Township Police Department	(269) 764-8986	33805 M-140, PO Box 6 Covert, MI 49043	<u>Jay Allen</u>
Decatur Police Department	(269) 423-2171	114 N Phelps Decatur, MI 49045	<u>Tom VanDerWoude</u>

Agency	Phone Number	Address	Training Officer
Dowagiac Police Department	(269) 782-9743	241 S Front St Dowagiac, MI 49047	Steve Grinnewald
East Grand Rapids Public Safety	(616) 949-7010	770 Lakeside Drive SE East Grand Rapids, MI 49506	Ric Buikema
Fennville Police Department	(269) 561-8123	177 N Maple St Fennville MI 49408	Greg Rekucki
Fremont Police Department	(231) 924-2100	101 E Main St Fremont, MI 49412	Randy Wright
Fruitport Township Police Department	(231) 865-8477	6543 Airline Rd Fruitport, MI	Andy Hunt
Gerald R. Ford International Airport Police	(616) 233-6015	5500 44th St SE Grand Rapids, MI 49512	Braden Myers
Grand Haven Department of Public Safety	(616) 842-3460	525 Washington Av Grand Haven, MI 49417	Lee Adams
Grand Rapids Community College Academy	(616) 234-3568	143 Bostwick Ave NE Grand Rapids, MI 49503	Jermaine Reese
Grand Rapids Community College DPS	(616)-234-4010	143 Bostwick Ave NE Grand Rapids, MI 49503	Bo Peters

Agency	Phone Number	Address	Training Officer
Grand Valley State University DPS	(616) 331-3255	1 Campus Dr Allendale, MI 49401	Nate Dornbos
Grand Valley State University School of CJ	(616) 331-8515	1 Campus Dr A1140 MAK Allendale, MI 49401	Billy Wallace
Grandville Police Department	(616) 538-6110	3181 Wilson Ave SW Grandville, MI 49468	Paul Anglim
Greenville Police Department	(616) 754-9161	415 S Lafayette St Greenville, MI 48838	Darren Jones
Gun Lake Tribal Police Department	(269) 397-1610	2869 Mno Bmadzewen Dr Shelbyville, MI 49344	Rick Rabenort
Hart Police Department	(231) 873-2488	407 State St Hart, MI 49420	Juan Salazar
Hastings Police Department	(269) 945-4358	201 East State St Hastings, MI 49058	Jeff Pratt
Holland Department of Public Safety	(616) 355-1100	89 West 8th St Holland, MI 49423	Scott Doza
Ionia County Sheriff's Office	(616) 527-5383	133 East Adams St Ionia, MI 48846	Jack Pieters
Ionia Department of Public Safety	616-527-4431	239 E Adams St Ionia, MI 48846	John Odette

Agency	Phone Number	Address	Training Officer
Kalamazoo County Sheriff's Office	(269) 383-8821	1500 Lamont Kalamazoo, MI 49048	Michelle Greenlee
Kalamazoo Township Police Department	(269) 343-0551	1720 Riverview Dr Kalamazoo, MI 49004	Darien Smith
Kalamazoo Valley Community College Academy	(269) 353-1260	7107 Elm Valley Dr Kalamazoo, MI 49009	Richard Ives
Kalamazoo Valley Community College Public Safety	(269) 488-4575	230 N Rose St Kalamazoo, MI	Don Benthin
Kent County Sheriff's Office	(616) 632-6101	701 Ball Avenue NE Grand Rapids, MI 49503	Joel Roon
Kentwood Police Department	(616) 656-6687	4742 Walma Ave Kentwood, MI 49512	Ryan Vanderveen
Lake County Sheriff's Office	(231) 745-2712	1153 Michigan Ave Baldwin, MI 49304	Lino Johnson
Lake Odessa Police Department	(616) 374-7110	839 4th Ave Lake Odessa, MI 48849	Kendra Backing
Lakeview Police Department	(989) 352-8444	10300 Edmore Rd Lakeview, MI 48850	Darin Dood

Agency	Phone Number	Address	Training Officer
Lawton Police Department	(269) 624-2382	125 South Main, PO Box 117 Lawton, MI 49065	Jeff Mack
Lincoln Charter Township Police Department	(269) 429-2444	5599 Cleveland Ave Stevensville, MI 49127	Daniel Sullivan
Lowell Police Department	(616) 897-7123	111 North Monroe Lowell, MI 49331	Chris Hurts
Ludington Police Department	(231) 843-3425	408 South Harrison Ludington, MI 49431	Steve Wietrzykowski
Mason County Sheriff's Office	(231) 843-3475	302 North Delia St Ludington, MI 49431	Oscar Davila
Mattawan Police Department	(269) 668-3661	24221 Front Ave Mattawan, MI 49071	Scott Herbert
Montague Police Department	(231) 893-0810	8778 Ferry St Montague, MI 49437	Robert Rought
Montcalm County Sheriff's Office	(989) 831-7589	659 North State St Stanton, MI 48888	Tom Goerge
Muskegon County Sheriff's Office	(231) 724-6351	25 W Walton Ave Muskegon, MI 49442	Shane Brown

Agency	Phone Number	Address	Training Officer
Muskegon Heights Police Department	(231) 733-8900	2715 Baker St Muskegon Heights, MI 49444	Mattie Porter-Dye
Muskegon Police Department	(231) 724-6750	980 Jefferson St Muskegon, MI 49940	Dennis Lord
Muskegon Township Police Department	(231) 777-1666	1990 E Apple Ave Muskegon, MI 49442	Tim Thielbar
Nashville Police Department	(517) 852-9866	208 N Main St Nashville, MI 49073	Chris Underhile
New Buffalo Police Department	(269) 469-1593	224 W Buffalo St New Buffalo, MI 49117	Rich Killips
New Era Police Department	(231) 861-5186	PO Box 1 New Era, MI 49446	David Vansumeren
Newaygo County Sheriff's Office	(231) 689-6623	1035 E James Street White Cloud, MI 49349	Jon Borgman
Newaygo Police Department	(231) 652-1655	28 State Rd Newaygo, MI 49337	Georgia Stroven
Niles Police Department	(616) 683-1313	1600 Silverbrook Ave Niles, MI 49120	Jim Millin

Agency	Phone Number	Address	Training Officer
North Muskegon Police Department	(231) 744-4313	1114 Ruddiman Dr North Muskegon, MI 49445	Edward Viverette
Norton Shores Police Department	(231) 733-2691	4814 S Henry St Norton Shores, MI 49441	Marc VanderStelt
Oceana County Sheriff's Office	(231) 873-2121	216 Lincoln St Hart, MI 49420	Shane Hasty
Ontwa Township - Edwardsburg Police Dept.	(269) 663-8444	26296 East Main St Edwardsburg, MI 49112	Doug Westrick
Otsego Police Department	(269) 692-6111	127 Court St Otsego MI 49078	Bn<="">
Ottawa County Sheriff's Office	(616) 738-4000	12220 Fillmore St West Olive, MI 49460	Derek Christensen
Paw Paw Police Department	(269) 657-5501	114 Harry L Bush Blvd PO Box 179 Paw Paw, MI 49079	Eric Marshall
Pentwater Police Department	(231) 869-4630	327 S Hancock St Pentwater, MI 49449	Laude Hartrum
Plainwell Department of Public Safety	(269) 685-9858	141 N Main St Plainwell, MI 49080	Bill Bomar

Agency	Phone Number	Address	Training Officer
Pokagon Tribal Police Department	(269) 782-2232	PO Box 180 Dowagiac, MI 49047	William Lux
Portage Police Department	(269) 329-4567	7810 Shaver Rd Portage, MI 49002	Brian Vandenbrink
Portland Police Department	(517) 647-2934	73 E Grand River Ave Portland, Mi 48875	Star Thomas
Richland Police Department	(269) 629-4807	7504 N 32nd St Richland, MI 49083	Evan Turanzas
Rockford Police Department	(616) 866-9557	7 South Monroe Rockford, MI 49341	Glenn Robinson
Roosevelt Park Police Department	(231) 755-3721	900 Oakridge Rd Roosevelt Park, MI 49441	David Boone
Sand Lake Police Department	(616) 636-8802	2 Maple St Sand Lake, MI 49343	Jim Reamsma
Douglas Police Department	(269) 857-4339	47 W Center St PO Box 815 Douglas, MI 49406	Lori Warsen
Scottville Police Department	(231) 757-4729	105 North Main St Scottville MI 49454	Donald Riley
Shelby Police Department	(231) 923-6493	36 Third St Shelby, MI 49455	Ryan Furman

Agency	Phone Number	Address	Training Officer
South Haven Police Department	(269) 637-5151	90 Blue Star Hwy South Haven, MI 49090	Mike Pauly
Sparta Police Department	(616) 887-8716	260 West Division Sparta, MI 49345	Andrew Milanowski
St. Joseph Police Department	(269) 985-0300	700 Broad St St. Joseph, MI 49085	Amy Sternaman
Sturgis Police Department	(269) 651-3231	122 N Nottawa Sturgis, MI 49091	Ryan Banaszak
Three Oaks Police Department	(269) 756-9585	14 Maple St Three Oaks, MI 49128	Dennis Buller
Van Buren County Sheriff's Office	(269) 657-2006	205 S Kalamazoo Paw Paw, MI 49079	Jim Charon
Walker Police Department	(616) 453-5441	4343 Remembrance Rd Walker, MI 49534	Jason Howe
Wayland Police Department	(269)792-9366	160 West Superior St Wayland, MI 49348	Mark Garnsey
Western Michigan University DPS	(269) 387-5555	511 Monroe St Western Michigan University Kalamazoo MI 49006	Jeff Lillard

Agency	Phone Number	Address	Training Officer
West Shore Community College	(231) 843-5831	3000 North Stiles Rd PO Box 277 Scottville, MI 49431	Dan Dellar
White Cloud Police Department	(231) 689-1696	12 N Charles St White Cloud, MI 49349	Dan Evans
Whitehall Police Department	(231) 894-4048	405 E Colby St Whitehall, MI 49461	Roger Squiers
Wyoming Police Department	(616) 530-7300	2300 DeHoop Wyoming, MI 49509	Robert Aungst
Zeeland Police Department	(616) 772-9125	29 W Main St Zeeland, MI, 49464	Tom Ball

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of WMCJTC - 360° Behavioral Health for Law Enforcement
2021 Proposed Budget Detail

PERSONNEL

Salary and Fringe Benefits

Course Employee Name	Assignment	Hourly Rate	Dev. Hours	Prep. Hours	Inst. Hours	Admin. Hours	Total Salary	Fringe Rate	Fringe	Total Cost	Grant Share	Match Share
Williamson Wallace	Grant Administrator	\$ 45.47				24	\$ 1,091.28	0.411	\$ 448.65	\$ 1,539.93		\$ 1,539.93
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TOTAL PERSONNEL										\$1,539.93	\$0.00	\$1,539.93
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MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of WMCJTC - 360° Behavioral Health for Law Enforcement
2021 Proposed Budget Detail

CONTRACTUAL
Contractor Fees

Contractor Name	Course	Hourly Rate	Dev. Hours	Prep. Hours	Inst. Hours	Admin. Hours	Total Cost	Grant Share	Match Share
MI-CIS - Western Michigan University Homer Stryker M.D. School of Medicine	MI-CIS OPERATIONS PHASE II Enhanced Reality-Based Training Session #1						\$ 6,620.00	\$ 4,965.00	\$ 1,655.00
MI-CIS - Western Michigan University Homer Stryker M.D. School of Medicine	MI-CIS OPERATIONS PHASE II Enhanced Reality-Based Training Session #2						\$ 6,620.00	\$ 4,965.00	\$ 1,655.00
MI-CIS - Western Michigan University Homer Stryker M.D. School of Medicine	MI-CIS OPERATIONS PHASE II Enhanced Reality-Based Training Session #3						\$ 6,620.00	\$ 4,965.00	\$ 1,655.00
MI-CIS - Western Michigan University Homer Stryker M.D. School of Medicine	MI-CIS OPERATIONS PHASE II Enhanced Reality-Based Training Session #4						\$ 6,620.00	\$ 4,965.00	\$ 1,655.00
2 The Rescue, LLC	Career Survival and Emotional Wellness for LEOs Session #1	\$100.00			16		\$ 1,600.00	\$ 1,200.00	\$ 400.00
2 The Rescue, LLC	Career Survival and Emotional Wellness for LEOs Session #2	\$100.00			16		\$ 1,600.00	\$ 1,200.00	\$ 400.00
2 The Rescue, LLC	Career Survival and Emotional Wellness for LEOs Session #3	\$100.00			16		\$ 1,600.00	\$ 1,200.00	\$ 400.00
2 The Rescue, LLC	Career Survival and Emotional Wellness for LEOs Session #4	\$100.00			16		\$ 1,600.00	\$ 1,200.00	\$ 400.00
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TOTAL CONTRACTUAL							\$32,880.00	\$24,660.00	\$8,220.00

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of WMCJTC - 360° Behavioral Health for Law Enforcement
2021 Proposed Budget Detail

TRAVEL
Employee

Course Employee Name	Mileage			Lodging			Breakfast		Lunch			Dinner			Airfare/ Other	Total Cost	Grant Share	Match Share
	Miles	Rate 0.34	Total	#	Rate \$85.00	Total	#	Cost	Total	#	Cost	Total	#	Cost				
None			-			-			-			-			-	\$	-	
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TOTAL EMPLOYEE TRAVEL			\$0.00			\$0.00			\$0.00			\$0.00			\$0.00	\$0.00	\$0.00	\$0.00

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of WMCJTC - 360° Behavioral Health for Law Enforcement
2021 Proposed Budget Detail

TRAVEL
Contractor

Course Contractor Name	Mileage			Lodging			Breakfast			Lunch			Dinner			Airfare/ Other	Total Cost	Grant Share	Match Share
	Miles	Rate 0.34	Total	#	Rate \$85.00	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total				
2 The Rescue - Bykerk	313	0.34	106.42	2	85.00	170.00	2	8.50	17.00	2	8.50	17.00	2	19.00	38.00		\$ 348.42	261.31	87.11
2 The Rescue - Wierenga	313	0.34	106.42			-	2	8.50	17.00	2	8.5	17.00	2	19.00	38.00		\$ 178.42	133.81	44.61
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TOTAL CONTRACTOR TRAVEL			\$212.84			\$170.00			\$34.00			\$34.00			\$76.00	\$0.00	\$526.84	\$395.12	\$131.72

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of WMCJTC - 360° Behavioral Health for Law Enforcement
2021 Proposed Budget Detail

TRAVEL
Trainee

Course/Date Trainee Totals	Lodging				Breakfast			Lunch			Dinner			Airfare/ Other	Total Cost	Grant Share	Match Share			
	# Lodging	# Nights	Rate 85.00	Lodging Total	# for B'fast	# of Days	Cost	Breakfast Total	# for Lunch	# of Days	Cost	Lunch Total	# for Dinner					# of Days	Cost	Dinner Total
None				\$ -				\$ -				\$ -				\$ -		\$ -		
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TOTAL TRAINEE TRAVEL				\$0.00				\$0.00				\$0.00				\$0.00		\$0.00		\$0.00

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of WMCJTC - 360° Behavioral Health for Law Enforcement
2021 Proposed Budget Detail

SUPPLIES AND OPERATING

Course	Description	Quantity	Unit Price	Total Cost	Grant Share	Match Share
None				\$ -		
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TOTAL SUPPLIES AND OPERATING				\$0.00	\$0.00	\$0.00

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of WMCJTC - 360° Behavioral Health for Law Enforcement
2021 Proposed Budget Detail

Personnel	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 1,539.93	\$ -	\$ 1,539.93	

Contractual	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 32,880.00	\$ 24,660.00	\$ 8,220.00	

Tuition	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Travel-Employee	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Travel-Contractor	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 526.84	\$ 395.12	\$ 131.72	

Travel-Trainee	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Supplies & Operating	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Equipment	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

GRANT TOTALS	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 34,946.77	\$ 25,055.12	\$ 9,891.65	

Percentage of Total Costs	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	71.7%	28.3%	

State of Michigan
MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
 Michigan Justice Training Competitive Grant Program
2021 GRANT APPLICATION

SECTION 1 - IDENTIFICATION

APPLICANT AGENCY Grand Valley State University		SIGMA ID/ADDRESS CODE
STREET ADDRESS/CITY/ZIP 401 W. Fulton Street, Grand Rapids, MI, 49504		
TRAINING CONSORTIUM (if applicable) West Michigan Criminal Justice Training Consortium		
PROJECT TITLE (Limit 45 characters) Police Precision Driving		
START DATE January 1, 2021	END DATE December 31, 2021	GRANT FUNDS REQUESTED \$56,946.20

AUTHORIZED OFFICIAL (PERSON AUTHORIZED TO ENTER INTO AGREEMENTS)

As the Authorized Official, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Michael Gouin-Hart, Director of the Office of Sponsored Programs		
STREET ADDRESS/CITY/ZIP 049 JZH, One Campus Drive, Allendale, MI 49401		
TELEPHONE (Direct) 616-331-6868	E-MAIL ADDRESS gouinmi@gvsu.edu	
SIGNATURE 	DATE June 4, 2020	


PROJECT ADMINISTRATOR (PERSON RESPONSIBLE FOR IMPLEMENTING AND REPORTING THE TRAINING)

As the Project Administrator, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Williamson N. Wallace, Director of Criminal Justice Training		
STREET ADDRESS/CITY/ZIP 157 Lake Michigan Hall, One Campus Drive, Allendale, MI 49401		
TELEPHONE (Direct) 616-331-8515	E-MAIL ADDRESS wallacew@gvsu.edu	
SIGNATURE <i>Williamson N. Wallace</i>	DATE June 2, 2020	

FINANCIAL OFFICER (PERSON RESPONSIBLE FOR GRANT ACCOUNTING)

As the Fiscal Officer, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Ian Mills		
STREET ADDRESS/CITY/ZIP 2015 Zumberge Hall, 4099 Calder Dr, Allendale MI 49401		
TELEPHONE (Direct) 616-331-2204	E-MAIL ADDRESS millsia@gvsu.edu	
SIGNATURE 	DATE June 2, 2020	

By authority of P.A. 302 of 1982, as amended
 Submission of this application is required to participate in this program.

Applications must be submitted to MCOLES via email to thelend15@michigan.gov no later than May 22, 2020.

SECTION 2 - PROJECT NARRATIVE

A. PROBLEM IDENTIFICATION

Describe the problem or issue the training is expected to address. Connect the proposed training to the documented need. Explain why this proposal should be grant funded.

Refer to Page 18 of the Grant Manual

Grand Valley State University, on behalf of the West Michigan Criminal Justice Training Consortium (WMCJTC), submits this grant request for training in the area of Police Precision Driving based on the following problems:

Law enforcement agencies have an ongoing need to provide training in safe emergency vehicle operations - the majority of an officer's day is spent operating a patrol vehicle. Additionally, with the variety of emergency vehicles being utilized by law enforcement agencies, it is imperative for officers to gain familiarity with the capabilities and/or limitations of their agency's vehicles.

West Michigan law enforcement agencies, as well as agencies around the country, are experiencing a high volume of turnover due to retirements and the increased need of officers. As with other essential job functions, hiring new and inexperienced officers creates a large demand for training in emergency vehicle operations. Moreover, operating a vehicle in an emergency response situation is considered a high frequency/high severity job task according to the Michigan Municipal League, Liability and Property Pool.

The Below 100 Initiative shows that in the past 20 years an officer is likely to be killed because of a motor vehicle related crash. According to the Officer Down Memorial Page (ODMP), 22 of 146 (15%) law enforcement officers were killed by motor vehicle crashes in 2019, a 1% increase from 2018. Auto related deaths for 2020 account for 17% of officer related deaths, with weapon related deaths down 14%. Additionally, statistics from national organizations confirm the need for precision driving training and shows defensive emergency driving training has helped reduce the number of officer related deaths due to motor vehicle crashes.

Law enforcement officers are not the only victims in emergency driving accidents. There is also a devastating impact on innocent bystanders and their families; as well as an economic impact on municipalities. Our intent is to help minimize the loss of life and property damage through this vital training program. Precision driving continues to be the most crucial and requested training by WMCJTC agencies.

The 2018 Statewide Job Task Analysis (JTA) of Entry-Level Law Enforcement Officers lists emergency vehicle operation as a core task, lists the automobile as the second most frequently used (overall) piece of core equipment by patrol officers on a daily basis (second to the hand-held police radio), and emergency vehicle operation is listed as a high-frequency and critical task. The WMCJTC agrees with the conclusion of the JTA that emergency driving is a daily and high-risk job task. As you will see, our training objectives are linked to these fundamental job responsibilities.

In summary, full funding of this grant will provide law enforcement personnel in West Michigan with critical training consistent with the Commission's priority program area of Law Enforcement - Emergency Vehicle Operation.

NOTE: In 2016, due to a reduction in training funds, the WMCJTC redesigned the Police Precision Driving program with cost efficiency in mind. It is now delivered in four segments, as described below, to maximize the training impact while minimizing costs.

SECTION 2 - PROJECT NARRATIVE

B. TRAINING OBJECTIVES

Describe the subject matter for each course/topic. Provide global objectives in terms of outcomes, stating what the trainees are expected to know and do as a result of this training.

Refer to Page 18 of the Grant Manual

Police Precision Driving consists of four separate segments – (1) On-line Training, (2) Defensive Driving, (3) Emergency Driving, and (4) Defensive and Emergency Driving Refresher Class. During this outcome-based training program, students must demonstrate proficiency in the skills taught.

This program is centered on the following five principles:

1. complying with agency policy and procedures in emergency driving situations;
2. demonstrating an understanding of legal issues relevant to emergency vehicle operations;
3. recognizing the psychological and physiological factors that influence emergency driving decisions;
4. engaging post incident operations; and
5. operating a vehicle under emergency conditions.

SEGMENT ONE – On-line Training:

Each student is required to complete an online training program delivered through the Police One Academy or an online learning platform that meets current industry standards for the delivery of computer-based training. The content includes defensive driving, vehicle maintenance, vehicle dynamics, civil liability, skid control, night driving, and performance driving (*see attached Online EVO Course Content*). The training concludes with students taking an online test and for which they are required to obtain a minimum passing score of 75% (*see attached Online EVO Course Test*). Each student will be required to pass the written test as a prerequisite for Segment Two - Defensive Driving, Segment Three – Emergency Driving, and Segment Four - Defensive and Emergency Driving Refresher.

OBJECTIVES & OUTLINE

At the conclusion of the online training component, the student will be able to demonstrate an understanding of the content listed below. The student's understanding will be evaluated through a written examination.

Defensive Driving:

- The definition of defensive driving
- The four driving patterns identified by the Life-Style Theory of Driving and which is the most dangerous
- The four characteristics of a good law enforcement driver
- The five areas that comprise the Smith System of defensive driving
- The basic driving skills which can reduce traffic collisions involving police fleet vehicles, in normal routine driving situations
- That approximately 40% of all officer deaths each year are traffic related, and that the average officer can expect to be involved in a crash every 28,000 miles of driving
- Decision making related to identifying the best time to communicate radio traffic or operate the mobile computer

Vehicle Maintenance:

- What equipment is checked in a pre-patrol inspection
- The basic components of both disc and drum brakes
- The primary cause of brake fade
- What a brake pad sensor tells the driver
- What speed ratings on tires mean to the driver
- The difference in the pressure reading of the same tire when hot as compared to cold
- How normal permeation will affect tire pressure

Vehicle Dynamics:

- Effects of kinetic energy
- Forces that affect a vehicle in motion
- The difference between understeer and oversteer and how to correct each condition
- What type of weight transfer occurs in various vehicle maneuvers

Civil Liability (relating to the operation of police vehicles):

- The three types of law enforcement driving
- The three liability concepts central to officers' understanding the potential implications of their driving
- The exemptions granted by and the requirements on the officer according to MCL 257.603
- The exemptions granted by and the requirements on the officer according to MCL 257.632
- The requirement mentioned in MCL 257.653 on the public
- The definition of a pursuit

Skid Control:

- Impact of effective skid control training
- Techniques which will bring a driver the greatest success regaining control after a skid
- The "critical link" in the control of your vehicle
- The three types of friction
- Factors influencing avoidance
- The differences in "grip"
- The four types of skids
- The proper driver actions to recover from the four types of skids
- What a driver should always anticipate when involved in a skid

Night Driving:

- Statistical data relating to nighttime driving, accidents and fatal accidents
- The four factors relating to accident and fatality rates
- Determine the inherent problems associated with nighttime driving

Performance Driving:

- The capabilities and limitations of both the driver and the patrol vehicle
- The use of proper braking techniques
- The three most common types of curves
- Reading the roadway
- The use of proper steering techniques
- The effects of forward inertia (centrifugal force)

SEGMENT TWO – Defensive Driving:

This class is for students who have completed the online training segment and achieved a minimum score of 75% on the written examination. The class consists of five defensive driving exercises, all of which will be evaluated individually and then assessed as a cumulative exercise. The cone exercises allow the students to safely practice maneuvering a police vehicle through a variety of avoidance and emergency obstacles. All exercises will teach the importance of utilizing a 9-3 hand position, smooth steering inputs, braking and accelerating. Focusing on each individual exercise will increase both driving skill and the muscle memory necessary to avoid potential accidents. Successful completion allows the student to continue with the high-speed course in segment three. Instructors will also review key points from in the online training with each student on a one-to-one basis (*see attached In-Car Discussion Points*).

OBJECTIVES

At the conclusion of this course, students will be able to:

- Operate a patrol vehicle through four cone exercises at the prescribed speed and time designated for each exercise, without striking critical cones.
- Demonstrate vehicle operation skills in a cumulative exercise within the allotted time, without striking critical cones.
- Make appropriate decisions related to appropriate speeds to safely complete each exercise within in their driving capabilities.

The student's proficiency will be evaluated through pass/fail practical exercises.

DEFENSIVE DRIVING OUTLINE (8 HOURS)

0800-0900 Introduction, safety rules, and vehicle inspection

0915-1115 Driving Skills (Serpentine, Evasive maneuvers, Precision maneuvering, Controlled braking, Off-Set backing exercise)

- Exercise 1 – requires each student to maneuver through a series of cones while driving in reverse. Helping each student to recognize the relationship on the vehicle to a fixed object.
- Exercise 2 – requires each student to successfully complete a high-speed lane change to demonstrate the maneuvering capabilities and stability of the vehicle, as well as showing each student their own capabilities and limitations.

1115-1215 Lunch

1230-1530 Driving Skills

- Exercise 3 – requires each student to successfully complete a forward and reverse serpentine to teach proper timing with steering inputs, coordination of steering and throttle control and judging the relationship of fixed objects with respect to the vehicle.
- Exercise 4 – focuses on braking while steering. This will develop the ability to achieve maximum braking while still being able to control the direction of the vehicle.

- Exercise 5 – a new exercise requiring each student to navigate through a series of lanes, offset from each other, while driving in reverse. The offset backing will give each student another opportunity to work on judging the relationship of fixed objects with respect to their vehicle while driving in reverse.

1530-1700 Cumulative Driving Course/Evaluation – combination exercise, closing, class evaluations (see *attached Defensive Driving Student Practical Evaluation Form*)

SEGMENT THREE – Emergency Driving:

This class is for students who have successfully completed the online class segment. This class will focus on decision making while engaged in emergency driving. It will incorporate distractions, such as traffic control devices, radio communication, and road obstacles. This segment will also provide practical application of the Performance Driving components learned in segment one. Instructors will also review key points from in the online training with each student on a one-to-one basis (see *attached In-Car Discussion Points*).

NOTE: Once all three segments have been completed, departments may send officers to any one or more of the three segments, or to the Defensive and Emergency Driving Refresher class which combines all skills in one class. The WMCJTC recommends that officers complete one course every three (3) years to maintain a high level of driving skills.

OBJECTIVES

At the conclusion of this course, students will be able to:

- Comply with their agency's policies and procedures in emergency driving situations
- Demonstrate a greater understanding of legal issues relevant to emergency vehicle operations
- Recognize the psychological and physiological factors that influence emergency driving decisions
- Engage appropriately in post incident operations
- Operate a vehicle under emergency conditions
- Locate turn apexes while driving a patrol vehicle at speed designated by the instructor
- Demonstrate straight line braking and turn apexes during timed performance laps without losing control of the patrol vehicle
- Decide when to engage or disengage in emergency driving

EMERGENCY DRIVING OUTLINE (8 HOURS)

0800-0845 Introduction, safety rules, vehicle inspection, and classroom (PowerPoint and facilitated discussion) – review concepts, techniques, liability, distractions, emergency driving, proper steering through turns and not over driving one's personal limitations.

0900-0945 2 low-speed, 1 medium-speed, and 2 high-speed instructor demonstration laps (counterclockwise) to introduce shuffle steering, proper lines of travel, recognizing apexes and traversing turns safely and efficiently.

1000-1200 4 medium-speed student practice laps (counterclockwise)

5 high-speed student practice laps (counterclockwise)

1200-1300 Lunch

1300-1345 1 medium-speed, 2 high-speed instructor demonstration laps (clockwise)

1400-1530 4 medium-speed student practice laps (clockwise)

5 high-speed student practice laps (clockwise)

1530-1700 4 student evaluation laps (clockwise)

(see attached Emergency Driving Student Practical Evaluation Form)

SEGMENT FOUR – Defensive and Emergency Driving Refresher Training:

This class is for students who have successfully completed the online class, defensive, and emergency driving segments. The class will continue to develop both defensive and emergency driving skills by incorporating four defensive driving cone exercises, emergency driving, and distractions (such as traffic control devices, radio communication and road obstacles). This segment will also provide practical application of the Performance Driving components learned in segment one. Instructors will also review key points from in the online training with each student on a one-to-one basis *(see attached In-Car Discussion Points)*.

OBJECTIVES

At the conclusion of this course, students will be able to:

- Operate a patrol vehicle through four cone exercises at the prescribed speed and time designated for each exercise, without striking critical cones
- Comply with their agency's policies and procedures in emergency driving situations
- Demonstrate a greater understanding of legal issues relevant to emergency vehicle operations
- Recognize the psychological and physiological factors that influence emergency driving decisions
- Engage appropriately in post incident operations
- Operate a vehicle under emergency conditions
- Locate turn apexes while driving a patrol vehicle at speed designated by the instructor
- Demonstrate straight line braking and turn apexes during timed performance laps without losing control of the patrol vehicle
- Decide when to engage or disengage in emergency driving

DEFENSIVE AND EMERGENCY DRIVING REFRESHER OUTLINE (8 Hours)

0800-0845 Introduction, safety rules, vehicle inspection, and classroom

0900-1100 4 defensive driving courses (Cones) – 30 minute per exercise – no less

1100-1200 Cumulative cone course – start outside of vehicle, get in, buckle and enter track

- a. 2 lap series – even if the student passes on the first lap
- b. No critical cones, 7 total cones
- c. Drive at 80%

1200-1300 Lunch

1300-1330 2 instructor medium and 2 high speed demonstration laps (clockwise)

1330-1700 3 student medium speed practice laps (clockwise)

5 student high speed practice laps (clockwise)

4 student evaluation laps (clockwise)

(see attached DD&ED Refresher Student Practical Evaluation Form)

SECTION 2 - PROJECT NARRATIVE
C. TRAINING METHODS
Describe how the training will be delivered for each course/topic. Identify program developers and instructors. Outline the method(s) of presentation. Refer to Page 19 of the Grant Manual

Teaching Methodologies:

This program is based on the adult learning theory. Instructors teach and participants learn in a variety of ways. In this program, there is a mix of instructional methods – self-paced online learning through PowerPoint, facilitated discussion (during the two in-person sessions), instructor demonstration, student practice, and cumulative scenarios (that require students to demonstrate decision-making skills and proper judgment).

Driving Instructors:

Our driving instructors are law enforcement officers from WMCJTC member agencies. Each instructor has attended the Advanced Precision Driving and the Precision Driving Instructor schools at the Michigan State Police Training Academy. The instructors recognize and emphasize the relationship between the reality-based scenarios and the transference of those skills to authentic emergency driving situations.

Online Classroom Material:

Student manuals will be provided to each student online. A copy of the student manual will be on file with the GVSU Criminal Justice Education Center - available for inspection and use by other criminal justice practitioners.

Training Locations:

Training will occur at four separate locations. Defensive Driving (segment two) will be conducted in the Michigan's Adventure parking lot in Muskegon, MI and on the campus of Kalamazoo Valley Community College in Kalamazoo, MI. Emergency Driving (segment three) will be at Grattan Raceway in Belding and Gingerman Raceway in South Haven (each is a closed course between 1 & 2 miles long). Defensive and Emergency Driving Refresher classes will be done at Grattan Raceway – a closed driving track.

SECTION 2 - PROJECT NARRATIVE

D. EVALUATION

In addition to participant feedback, describe how the participants will be evaluated on their acquisition of knowledge for each course/topic.

Refer to Page 19 of the Grant Manual

Knowledge Acquisition:

Students will be required to obtain 75% or higher on a 25-question written examination at the conclusion of the online training portion (*see attached Online EVO Course Test*).

Performance Evaluation:

Students will be evaluated by instructors in a reality-based scenario on all of the practical skills taught during this course. The students will receive a Pass or Fail on each exercise as shown on the driving performance evaluation form. (*see attached Defensive Driving, Emergency Driving, and Refresher Course Evaluations*)

Post Class Evaluations:

An on-line survey was developed and will be sent via email to all training attendees within 6 months of their attendance to solicit further feedback and determine the impact the training made on the individual officer and their department. (*see attached Follow-up Survey*)

Participant Feedback:

The MCOLES Participant Evaluation Form will be provided at the conclusion of each training course (*see attached MCOLES Participant Evaluation Form*). The purpose of the evaluation will be to gain the students' perspective of the course content concerning applicability to their job responsibilities. Additionally, the student evaluation will be used to evaluate the instructor's presentation skills in getting the message "delivered." Program adjustments will be made when and where the student has identified appropriate issues.

SECTION 3 – COURSE DETAIL

Complete the Course Detail section for **each topic/course** included in your proposal. Copy and insert this page into your application as many times as needed.

Refer to Page 20 of the Grant Manual

Course Details

Course Title

Police Precision Driving – ON-LINE TRAINING

Training Location

On-Line Distance Learning

Maximum Participants

Unk

Minimum Participants (2/3 of Max)

Unk

Hours of Training Per Session

3 hours

Number of Sessions

Unk

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$1,626.60	\$1,626.60	\$0
Contractual Services	\$0	\$0	\$0
Tuition	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Supplies & Operating	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Total Per Session Costs	Unk	Unk	\$0
Total Course Costs	\$1,626.60	\$1,626.60	\$0

NOTES:

1. Unable to provide maximum and minimum number of participants or number of sessions due to the segments being available as a prerequisite and as a stand-alone component that consortium members are recommend to attend every three years. Specific number of participants will be recorded and document via quarterly reports.
2. The training and evaluation content have already been developed and the delivery platform has already been acquired, thus no costs involved. This on-line training segment is being utilized currently and the only expenses involved are administrative hours for the Program Administrator to capture and record results for each trainee.
3. The noted Program Administrator hours (Personnel section) includes the portion of hours designated for administering the On-Line Training Segments and evaluations.

Course Details

Course Title Police Precision Driving – DEFENSIVE DRIVING			
Training Location Michigan’s Adventure parking lot (North) & Kalamazoo Valley Community College parking lot (South)			
Maximum Participants 18	Minimum Participants (2/3 of Max) 12	Hours of Training Per Session 8 hours	Number of Sessions 4

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$3,030.12	\$325.32	\$2,704.80
Contractual Services	\$0	\$0	\$0
Tuition	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Supplies & Operating	\$1,752.74	\$866.66	\$886.08
Equipment	\$0	\$0	\$0
Total Per Session Costs	\$4,782.86	\$1,191.98	\$3,590.88
Total Course Costs	\$19,131.44	\$4,767.92	\$14,363.52

NOTES:

1. Four Defensive Driving classes will be held in 2021 (2 spring & 2 fall). Defensive Driving classes will be offered at two different locations (North & South) to accommodate the large geographical area covered by the WMCJTC.
2. The noted Program Administrator hours (Personnel section) includes handling individual training session logistics (venue, instructors, and attendees) and ensuring correct student documentation for each course is documented and archived.

Course Details

Course Title Police Precision Driving – EMERGENCY DRIVING			
Training Location Grattan Raceway (North) & Gingerman Raceway (South)			
Maximum Participants 18	Minimum Participants (2/3 of Max) 12	Hours of Training Per Session 8 hours	Number of Sessions 8

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$3,416.52	\$325.32	\$3,091.20
Contractual Services	\$0	\$0	\$0
Tuition	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Supplies & Operating	\$3,952.74 [4 sessions] \$4,002.74 [4 sessions]	\$866.66 \$2,200 [4 sessions] \$2,250 [4 sessions]	\$886.08
Equipment	\$0	\$0	\$0
Total Per Session Costs	\$7,369.26 [4 sessions] \$7,419.26 [4 sessions]	\$3,391.98 [4 sessions] \$3,441.98 [4 sessions]	\$3,977.28
Total Course Costs	\$59,154.08	\$27,335.84	\$31,818.24

NOTES:

1. Eight Emergency Driving classes (4 spring & 4 fall). Emergency Driving classes will be offered at two different locations (North & South) to accommodate the large geographical area covered by the WMCJTC.
2. The noted Program Administrator hours (Personnel section) includes handling individual training session logistics (venue, instructors, and attendees) and ensuring correct student documentation for each course is documented and archived.

Course Details

Course Title Police Precision Driving – REFRESHER TRAINING			
Training Location Grattan Raceway			
Maximum Participants 18	Minimum Participants (2/3 of Max) 12	Hours of Training Per Session 8 hours	Number of Sessions 3

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$3,416.52	\$325.32	\$3,091.20
Contractual Services	\$	\$	\$
Tuition	\$	\$	\$
Travel	\$	\$	\$
Supplies & Operating	\$3,952.74	\$866.66 \$2,200.00	\$886.08
Equipment	\$	\$	\$
Total Per Session Costs	\$7,369.26	\$3,391.98	\$3,977.28
Total Course Costs	\$22,107.78	\$10,175.94	\$11,931.84

NOTES:

1. Three Defensive and Emergency Driving Refresher classes in the spring. Refresher classes will only be held at one location due to track restrictions and availability.
2. The noted Program Administrator hours (Personnel section) includes handling individual training session logistics (venue, instructors, and attendees) and ensuring correct student documentation for each course is documented and archived.

SECTION 4 - COST JUSTIFICATION

The cost justification section is the bridge between the project narrative and the budget detail. Describe the proposed expenditures for each course offering or topic separately. Explain the proposed expenditures (both grant and match) and why the costs are necessary. Provide sufficient detail to justify the expenditures and to support the calculations that are shown in the budget detail. If a student fee will be charged, specify the amount per student.

Refer to Page 20 of the Grant Manual

BUDGET:

MATCH SHARE

PERSONNEL - Grant Administrator (GVSU Administrative Professional):

The Grant Administrator will document and complete required quarterly grant reports, maintain grant documentation for audits and inspections, help the Program Administrator, and perform other administrative activities as required. Williamson N. Wallace has been designated as the Grant Administrator. It is estimated that his administrative duties will require approximately 16 hours.

- **Administrative in-kind labor contribution = \$1,026.62** (\$45.47 per hour x 41.112% fringe rate x 16 hours).

PERSONNEL - Driving Instructors (Adjunct Overload Non-Tenure Track Instructors):

WMCJTC member agencies, who employ the certified instructors, have pledged instructors on departmental time. Instruction time for **Defensive Driving** of 32 hours (4 classes x 8 hours) delivered by 7 instructors per day, equals **224 hours of instruction**. Instruction time for **Emergency Driving** of 64 hours (8 classes x 8 hours) delivered by 8 instructors (includes one safety officer) per day, equals **512 hours of instruction**. Instruction time for **Refresher Training** of 24 hours (3 classes x 8 hours) delivered by 8 instructors (includes one safety officer) per day, equals **192 hours of instruction**. **Total Instructional Hours (DD, ED, RT) equals 928 hours**.

- **Instructor in-kind labor contribution = \$44,822.40** (based on an average departmental rate of \$30.00 per hour and a fringe rate of 61% x 928 hours).

SUPPLIES AND OPERATING – Patrol Vehicles:

Patrol Vehicles (per day use) provided by the West Michigan Criminal Justice Training Consortium agencies. Based on a formula that factors in tire wear, fuel, miles, fluids, and depreciation, the average cost of a patrol vehicle used by three officers for 8 hours = \$147.68.

- **Patrol Vehicle in-kind contribution = \$13,291.20** (270 maximum possible students divided by 3 [number of students per vehicle] equals 90 vehicles x \$147.68 per day vehicle use expense).

(See attached WMCJTC Matching Funds Letter)

Total Match Share = \$59,140.22

GRANT SHARE

PERSONNEL - Program Administrator (Adjunct Overload Non-Tenure Track Instructor):

The Program Administrator is responsible for the day-to-day administration of the program – managing on-line course and evaluation, facilitating instructor communication and meetings, scheduling of instructors, making training venue reservations, handling individual training session logistics, acquisition and delivery of training supplies, ensuring correct student documentation for each course, follow-up survey dissemination and tabulation, and quarterly report data gathering. Officer Joel Maat has been designated as the Program Administrator. The lack of grant funding for this position would cause a significant financial hardship to his employing agency and may jeopardize the delivery of this program. It is estimated that his administrative duties will require approximately 350 hours.

- **Total administrative expense = \$11,386.20** (\$30.00 per hour x 8.44% fringe rate x 350 hours).

TUITION - Instructor Training:

In order to maintain enough certified instructors to fill the 116 instructor positions required to deliver the 15 training sessions, this request includes the cost of certifying new driving instructors through the Michigan State Police Driving Program. **We are requesting to send four new driving instructors to this training course for a total of \$12,000.00** (see below).

- *MSP Precision Driving Instructor Program:* Four students x \$2,000 = **\$8,000**
- *MSP Advanced Precision Driving Program:* Four students x \$1,000 = **\$4,000**

The WMCJTC also recognizes the importance for continuous instructor development. Driving skills are perishable and if instructors are not given the ability to use these learned skills on a regular basis, there is a potential for their instructional abilities to diminish. Instructor refresher classes are offered through the Michigan State Police Training Academy. **We are requesting to send at least ten (10) instructors to this refresher training course for a total of \$2,000.00** (see below).

- *MSP Instructor Refresher Training:* Ten students x \$200.00 = **\$2,000.00**

TRAVEL – Employee:

We are requesting travel funds to cover the costs of Lodging and Meals for the instructor training courses noted above – Precision Driving Instructor is a two-week course, Advance Precision Driving Program is a one-week course, and Instructor Refresher Training is a one-day course.

- **Lodging for New Instructor Training (3 weeks of training):** 4 instructors (double occupancy) x \$85.00 per night x 12 nights equals **\$2,040.00**.
- **Meals for New Instructor Training (3 weeks of training):**
 - 4 instructors x \$8.50 x 15 breakfasts equal \$510.00

- 4 instructors x \$8.50 x 15 lunches equal \$510.00
 - 4 instructors x \$19.00 x 15 dinners equal \$1,140.00
- Total meals for New Instructor Training equal **\$2,160.00**

- **Meals for Instructor Refresher Training (1-day training):**

- 10 instructors x \$8.50 x 1 breakfast equals \$85.00
- 10 instructors x \$8.50 x 1 lunch equals \$85.00
- 10 instructors x \$19.00 x 1 dinner equals \$190.00

Total meals for Instructor Refresher Training equal **\$360.00**

SUPPLIES AND OPERATING - Track Rental:

To deliver the Emergency Driving & Refresher segments of the Police Precision Driving program, two local raceways are used - Grattan Raceway and Gingerman Raceway. Both locations have worked with the WMCJTC over several years to keep costs at a minimum, giving discounts even on already reduced off-season rates. **We are requesting rental fees for a total of 11 days, for a total of \$24,400.00.**

- Grattan Raceway: 7 days x \$2,200.00 = **\$15,400.00**
- Gingerman Raceway: 4 days x \$2,250.00 = **\$9,000.00**

SUPPLIES AND OPERATING – Traffic Cones:

To deliver this program, numerous traffic cones are required to design the various courses. Due to wear and tear, a significant number of traffic cones must be replaced yearly.

- **We are requesting funds to purchase 200 new 18” traffic cones at \$8.00 per cone, for a total of \$1,600.00.**

SUPPLIES AND OPERATING – Tape, Paint, & Fluids:

To deliver this program, other miscellaneous items are needed – Tape to mark numbers on vehicles, spray paint to mark cone locations, and various vehicle fluids (oil, break, steering).

- **We are requesting \$1,000 for the purchase of these items.**

Total Grant Share = \$56,946.20

SECTION 5 - APPLICANT PRIORITIES

Prioritize the components of your application in descending order. Include the GRANT COSTS and MATCH COSTS. Priority ranking can be made within an application by budget category, course/topic, or number of sessions. Also, if more than one grant application is being submitted, prioritize your list of applications in descending order.

BE SURE TO GIVE ACTUAL COSTS OF EACH TOPIC.

Copy and insert this page into your application as many times as needed.

Refer to Page 21 of the Grant Manual

It is imperative that the consortium receive full grant funding for this project in order to deliver job essential training for police officers employed by the 96 consortium member agencies. If full funding is not available, the WMCJTC requests that this grant be funded in the priority order below.

HIGHEST TO LOWEST PRIORITY:

Priority # 1 - Supplies and Operating

- a. *Track Rental:* **\$24,400.00 Grant** / \$0.00 Match
- b. *Patrol Vehicles (per day use):* \$0.00 Grant / \$13,291.20 Match

Priority # 2 - Tuition

- a. *Instructor Training:* **\$12,000.00 Grant** / \$0.00 Match
- b. *Instructor Refresher Training:* **\$2,000.00 Grant** / \$0.00 Match

Priority # 3 - Personnel

- a. *Program Administrator:* **\$11,386.20 Grant** / \$0.00 Match
- b. *Driving Instructors:* \$0.00 Grant / \$44,822.40 Match
- c. *Grant Administrator:* \$0.00 Grant / \$1,026.62 Match

Priority # 4 - Travel - Employee

- a. *Lodging:* **\$2,040.00 Grant** / \$0.00 Match
- b. *Meals:* **\$2,520.00 Grant** / \$0.00 Match

Priority # 4 - Supplies and Operating

- c. *Traffic Cones:* **\$1,600 Grant** / \$0.00 Match
- d. *Tape, Paint, Fluids:* **\$1,000 Grant** / \$0.00 Match

If fully funded:

Total Grant Share = \$56,946.20

Total Match Share = \$59,140.22

SECTION 5 - APPLICANT PRIORITIES

Prioritize the components of your application in descending order. Include the GRANT COSTS and MATCH COSTS. Single topic applications should list priorities by sessions or category expenditures. If the application contains more than one training topic, prioritize by topic. If more than one grant application is being submitted by an agency, prioritize the list of applications. The applicant's list of priorities will be followed to the highest degree possible; however, Commission priorities take precedence over a grantee's priorities.

BE SURE TO PROVIDE ACTUAL COSTS FOR EACH TOPIC.

Copy and insert this page into your application as many times as needed.

Refer to Page 21 of the Grant Manual

GRANT APPLICATIONS PRIORITY LIST

If full funding is not available, the West Michigan Criminal Justice Training Consortium requests that its grant applications be funded in the priority order below.

HIGHEST TO LOWEST PRIORITY:

Priority # 1 – Police Precision Driving, Grant funds requested = \$56,946.20

Priority # 2 – 360° Behavioral Health for Law Enforcement, Grant funds requested = \$25,055.12

CERTIFICATE OF CONSORTIUM MEMBERSHIP

The Certifying Official shall be the individual who administers consortium activities and has the authority to act on behalf of the consortium. Attach paperwork supporting the Consortium Membership to this document.

See Attached Certificate of Consortium Membership, WMCJTC Matching Funds Commitment Letter, Consortium Bylaws, and Consortium Member Agency List.

APPLICANT AGENCY:
Grand Valley State University

TRAINING CONSORTIUM (if applicable):
West Michigan Criminal Justice Training Consortium


PROJECT TITLE (Limit 45 characters):
Police Precision Driving

Application Attachments



REQUIREMENTS

- This online class must be completed prior to attending all driving class.
- The test must be completed and submitted with a 80% score prior to attending the defensive driving class.
- Students who do not meet all the requirements prior to the class will NOT be able to participate in any of the driving activities



Overview


- **Defensive Driving**
- **Vehicle Dynamics**
- **Civil Liability**
- **Skid Control**
- **Night Driving**
- **Performance Driving**

DEFENSIVE DRIVING




OBJECTIVES

- When finished with this section, you will know:
 - What defensive driving is.
 - Know the Life-Style Theory of Driving.
 - The characteristics of a good law enforcement driver.
 - The 5 areas of the Smith System of defensive driving.
 - The basic driving skills which can reduce traffic collisions involving police fleet vehicles.



Michigan Traffic Crash Facts (OHSP-2014)

- There were 298,699 reported crashes, of which 806 were fatal, 52,523 were personal injury.
- Of all fatal crashes, 27.5% involved at least one drinking operator, 19.9% involved drinking but no drugs, 8.6% involved drugs but no drinking, and 7.7% involved both drinking and drugs.
- 21.1% of all fatal crashes, excessive speed was involved.



Law Enforcement Statistics (ODMP-2015)

- 129 Officers were killed in 2015
- 28 of those were automobile related
- 4 were motorcycle crashes
- 5 were struck by vehicles
- 5 were in vehicle pursuits
- 7 were vehicular assaults
- 38% of all officer deaths were related to motor vehicle incidents. (More than gunfire - 31%)

What is defensive driving?

- Defensive driving is the ability to operate your vehicle in such a manner as to be able to avoid involvement in a **PREVENTABLE ACCIDENT** no matter what the road or weather conditions.
- Anticipate a drivers next move, not waiting and then reacting to it. **EXPECT THE UNEXPECTED!**

Driver

- Why do people drive the way they do?
- The Lifestyle Theory of Driving is plausible explanation of why drivers do the things they do.
- Individuals most likely demonstrate the traits, behaviors, or personality characteristics that are evident during their non-driving time, simply said: We drive as we live.

Characteristics of a Good Law Enforcement Driver

- The most important characteristic the law enforcement driver can possess is **MATURITY**. In addition the following specific attributes:
 - A level of driving skill beyond that possessed by the general public.
 - The ability to remain under control in stressful driving situations.
 - Know their and their vehicles abilities
 - Ability to apply this knowledge.

Smith System of Defensive Driving

- Aim High in Steering
- Keep Your Eyes Moving
- Get the Big Picture
- Leave Yourself an Out
- Make Sure You're Seen

Smith System of Defensive Driving

- **AIM HIGH IN YOUR STEERING.**
 - Having your focus too close to the front of the vehicle will cause difficulty in keeping the car positioned in the lane.
 - In urban areas look 1-2 blocks ahead, in rural areas look up to ½ mile ahead.

Smith System of Defensive Driving

- **KEEP YOUR EYES MOVING.**
 - Visually scanning everything in front and behind you produces the following benefits:
 - Enhances peripheral vision.
 - Prevents highway hypnosis.
 - Reduces over-concentration.
 - Reduces physical and mental fatigue.
 - Increases powers of observation.

Smith System of Defensive Driving

- **GET THE BIG PICTURE.**
 - Detecting everything in front, on the sides, and to the rear of your vehicle.
 - Double check intersections.
 - Watching out for pedestrians, especially children.
 - Watching other drivers to predict their next move.

Smith System of Defensive Driving

- **LEAVE YOURSELF AN OUT.**
 - Seeing potential conflict situations.
 - Establish a “space cushion.”
 - Planning an evasive maneuver.
 - Timing and execution of the evasive maneuver.



Smith System of Defensive Driving

- **MAKE SURE YOU ARE SEEN.**
 - Establish eye contact with the other driver.
 - Signal intentions well before execution.
 - Use horn and lights.
 - Avoid other driver’s blind spots.
 - Head check your own blind spots.
 - No system of defensive driving can be better in its application.



Law Enforcement Driving

- Law enforcement officers are 3 times likely to be involved in a traffic crash than non-law enforcement drivers
 - These occur in normal routine driving conditions with police fleet vehicles
- You are not Superman and you are just as vulnerable to a crash as anyone else.

Basic Law Enforcement Driving Skills

- **ESTABLISHING A SAFE SPEED.**
 - Be mindful of existing conditions.
 - More speed, more distance required to stop.
 - Slow down in urban areas
 - Pedestrians; especially children.
 - Intersections.
 - Traffic congestion.
 - Reduced visibility.

Basic Law Enforcement Driving Skills

- **NEGOTIATING INTERSECTIONS**
- Reduce potential conflict at intersections by:
 - Reducing speed upon approach.
 - Covering the brake when approaching.
 - Establishing eye contact.
 - Knowing the right of way can become the dead right of way.
 - Left-Right-Left sequence to visually check.
 - Watching out for right turns on red lights.
 - Never speed up to “beat the light.”

Basic Law Enforcement Driving Skills

- **LANE POSITION**
- a) Aim high in steering to help you stay in your lane.
- b) Care in changing lanes:
 - 1) check rear/side mirrors
 - 2) signal early
 - 3) physically check your blind spots
 - 4) Check your mirrors again
 - 5) Execute lane change if safe to do so.

Basic Law Enforcement Driving Skills

- **EXECUTING TURNING MOVEMENTS**
- Next to intersections, the left turn is rated second as having the most potential conflict.
- Proper turn (lane usage).
- Reduce speed.
- Watch out for pedestrians.
- Hard to judge speed on oncoming traffic during left hand turns, allow them plenty of space.

Basic Law Enforcement Driving Skills

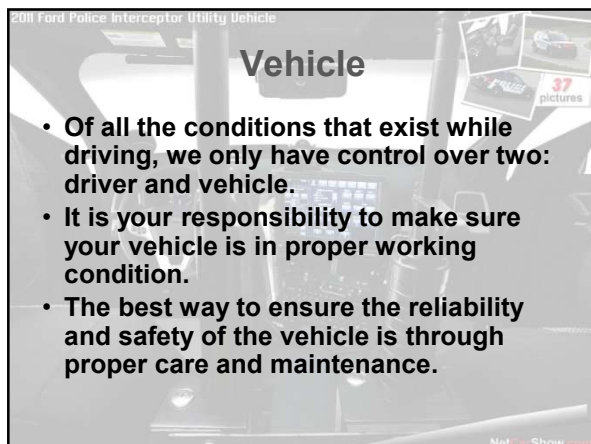
- **POLICE RADIO/MCT USE:**
- Transmit while driving in a straight line.
- Always return radio “mic” to its holder.
 - Never attempt to steer the patrol vehicle with the radio “mic” in your hand.
 - Never drop the radio “mic” between your legs.
- Know where your equipment is located.
- Secure your equipment in the patrol vehicle.



Vehicle

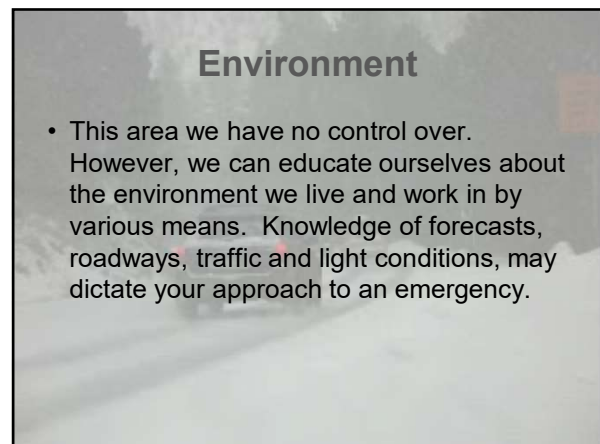
2011 Ford Police Interceptor Utility Vehicle

- Of all the conditions that exist while driving, we only have control over two: driver and vehicle.
- It is your responsibility to make sure your vehicle is in proper working condition.
- The best way to ensure the reliability and safety of the vehicle is through proper care and maintenance.



Environment

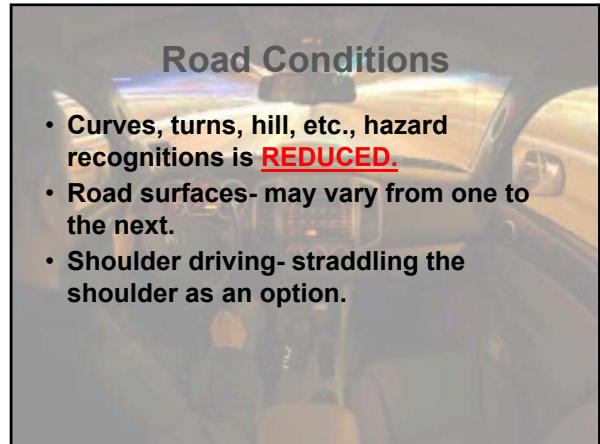
- This area we have no control over. However, we can educate ourselves about the environment we live and work in by various means. Knowledge of forecasts, roadways, traffic and light conditions, may dictate your approach to an emergency.





Weather

- Affects your ability to **SEE AND BE SEEN.**
- Severe weather may obscure **TRAFFIC CONTROL DEVICES.**
- Slow down, consider using **HIGH-BEAMS** for better visibility.



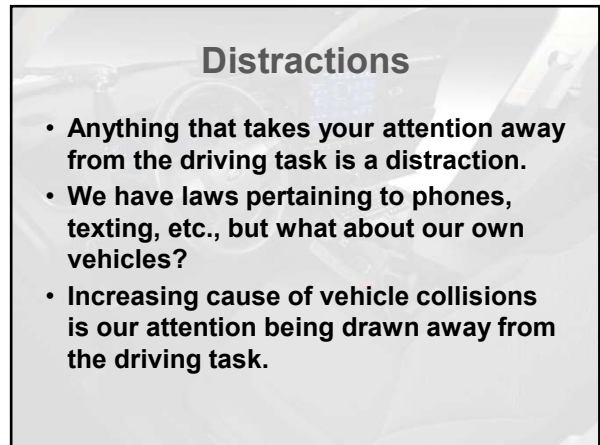
Road Conditions

- **Curves, turns, hill, etc., hazard recognitions is REDUCED.**
- **Road surfaces- may vary from one to the next.**
- **Shoulder driving- straddling the shoulder as an option.**



Traffic Conditions

- Applies to both vehicle and **PEDESTRIANS.**
- Morning vs. Noon vs. Afternoon
- Construction zones (areas).




Distractions

- **Anything that takes your attention away from the driving task is a distraction.**
- **We have laws pertaining to phones, texting, etc., but what about our own vehicles?**
- **Increasing cause of vehicle collisions is our attention being drawn away from the driving task.**


Distractions

- **How do we minimize distractions?**
- **Secure items inside your vehicle before you leave.**
- **Know where your equipment is and how it works.**
- **Keep primary focus on the driving task.**



CONCLUSION


- Remember, you alone are responsible for yourself, your vehicle and any passengers in your vehicle.
- Drive as if your own family is in the other car.
- Based on averages, Law Enforcement drivers can expect to be involved in a crash every 28,000 miles of driving.
- 38% of Officer fatalities are traffic related.





Objectives

- Pre-Patrol inspections
- Difference in pressure readings on hot and cold tires.
- Normal permeation affect on tires.



Introduction

- As a Police Officer, your patrol vehicle is one of the most important tools you will use.
- Automobile manufactures have developed a special “Police Package” vehicle to meet the special needs of police work.
- Because your patrol vehicle is so vital, it is imperative that it is reliable through proper care and maintenance.

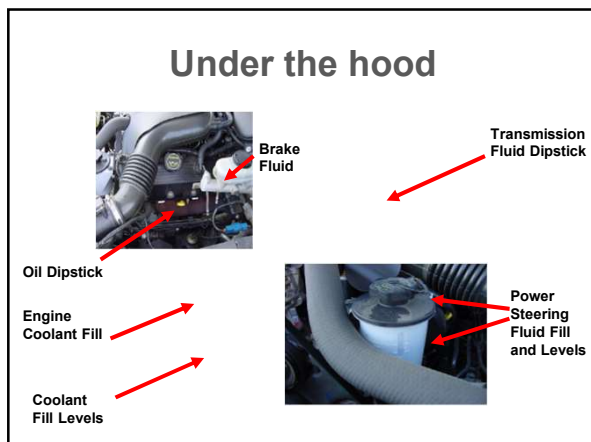


Daily Patrol Checks

- Exterior check for damage and clean.
- Brakes
- Steering
- Tires
- Lights
- Fuel
- Police Radio, MCT, Radar, other objects.
- Trunk
 - Check spare tire, fire extinguisher, first aid kit, and for loose articles.



Under the hood

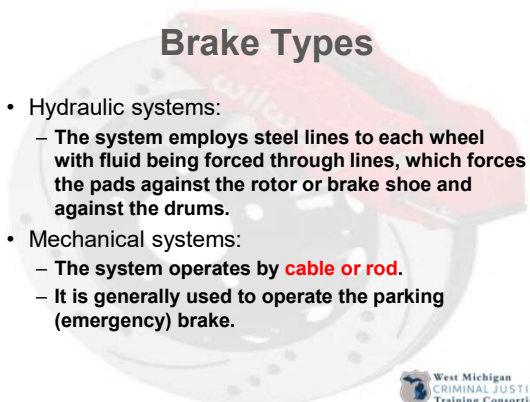



Periodic Maintenance

- There is no “Standard” Police vehicle anymore.
 - Ford, Dodge, Chevrolet
- When in doubt, look at your owners manual to determine what fluid is used, what amount, and maintenance schedule.
- Many new vehicles will tell you when you need to do something, not following a specific time or mileage

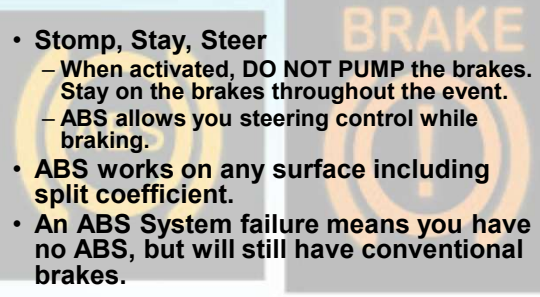
Brake Types

- Hydraulic systems:
 - The system employs steel lines to each wheel with fluid being forced through lines, which forces the pads against the rotor or brake shoe and against the drums.
- Mechanical systems:
 - The system operates by **cable or rod**.
 - It is generally used to operate the parking (emergency) brake.

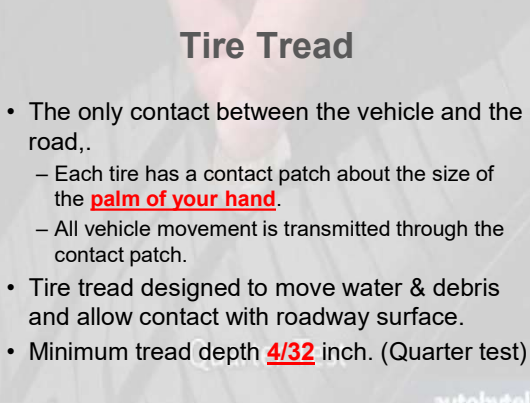
Anti-Lock Brakes (ABS)

- **Stomp, Stay, Steer**
 - When activated, **DO NOT PUMP** the brakes. Stay on the brakes throughout the event.
 - ABS allows you steering control while braking.
- **ABS works on any surface including split coefficient.**
- **An ABS System failure means you have no ABS, but will still have conventional brakes.**




Tire Tread

- The only contact between the vehicle and the road,,
 - Each tire has a contact patch about the size of the **palm of your hand**.
 - All vehicle movement is transmitted through the contact patch.
- Tire tread designed to move water & debris and allow contact with roadway surface.
- Minimum tread depth **4/32** inch. (Quarter test)





Speed Ratings

- Be certain the tire speed ratings meets or exceeds the speed capability of the vehicle on which the tire is being used.
 - Note: A spinning tire can attain a speed twice the speedometer reading.




Tire Inflation

- Do not over inflate.
- **Under inflation** is the major cause of tire failure.
- Improper tire pressure affects vehicle handling
- Check pressure when tire is cold.
 - If hot, pressure can read up to 4-psi high.
 - Lose 1 psi/month to normal permeation



Summary

- Understand your patrol vehicle is one of the most vital components in your job.
- Without your patrol vehicle you will NOT be able to perform your required duties.
- Patrol vehicle maintenance is no one else's responsibility but yours, don't **ASSUME** that someone else has taken care of it.





Objectives

- You will learn and understand the following:
 - Physical forces that affect a motor vehicle
 - Understeer and oversteer and how to correct each condition.
 - Weight transfer effects on your vehicle in various maneuvers.



Introduction

- Vehicle dynamics is technology used to understand the responses of a vehicle in various “in motion” situations.
- There is no intent to give a complete technical definition of each principle, but to present them in a way that will be useful in understanding why a vehicle acts the way it does.



Physical Forces

- Forces affecting a moving vehicle are:
 - Kinetic Energy
 - Inertia
 - Momentum
 - Coefficient of Friction



Kinetic Energy

$$KE = \frac{1}{2} mv^2$$

- The energy a solid object (vehicle) has due to its mass and velocity.
- The speed, or velocity is crucial here, as speed increases, the stopping force needed increases geometrically (square of speed).
- Double your speed, quadruple your stopping distance (3x speed, 9x stopping distance, etc.).



Inertia (Centrifugal force)

- The force that resists change in **DIRECTION** and speed.
- Inertia more noticeable as speed **INCREASES**.
- As you turn from a straight line, something on your dash slides away from the turn.
- It's why you want to wear your seatbelt.

Momentum

- Momentum is the amount of motion.
- The product of the vehicle's weight times its speed.
- Bigger vehicles have more momentum due to heavier weights.
 - Larger vehicles take more time/effort to stop than lighter cars.



Coefficient of Friction

- The maximum force generated by the tires of a vehicle upon the surface of the roadway divided by the weight of the vehicle.
- Represented as a percentage of the pull of gravity.
- Basically, it's the slipperiness of the roadway surface.

Limits of Friction

- What affects Friction?
 - Roadway surface (What it's made of)
 - Condition (Maintenance)
 - Weather
 - Your vehicle
 - How you are driving
- There is only so much friction available, once you exceed the limits, you have lost control of your vehicle.

Weight Transfer

- Longitudinal
 - Occurs during braking, **ACCELERATION**, or decelerating.
 - Weight is transferred from front to rear, or rear to front.
- Lateral
 - Occurs when turned from a **STRAIGHT LINE**.
 - Causes the suspension to be compressed on the opposite side from the direction of the turn.
 - A series of reversing turns can have a cumulative effect of storing energy in the suspension.

Under steer (plowing)

- What is it?
 - A vehicle travels in a line straighter than the front wheels are turned.
- Causes?
 - Built into cars by the manufacturer.
 - Entering a curve **TOO FAST**.
- How to correct?
 - Release the brake and accelerator.
 - Unwind some steering to regain rolling friction.

Oversteer (loose)

- What is it?
 - The front wheels are turning in a tighter radius than the **REAR WHEELS**.
- Causes?
 - Results from rough steering.
 - Braking too **DEEP** and **HARD** into a turn.
- How to correct?
 - Release brakes and ease off the accelerator.
 - Steer in the direction you want to go.

Tires

- Tread grooves are designed to move water from under the tire.
- Tire Pressure
 - Do not exceed manufacturer's maximum pressure as stated on the sidewall.
 - **UNDERINFLATION** is the major cause of tire failure.
- Tires effect vehicle handling.
 - **INCORRECT** tire pressure will create under steer or oversteer in an otherwise good handling vehicle.

SUMMARY

- The laws of motion are always at work as we operate a vehicle.
- Although rarely noticeable at lower speeds, during emergency driving, they will become a real factor.
- By understanding these laws and applying the techniques you will learn, they can be used to aid you in high speed maneuvering.



SKID CONTROL



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Skid

- Dangers that may cause a skid
 - Being "caught off guard".
 - Not paying attention to the conditions that may cause a skid
 - Rough acceleration, rough steering, rough braking
 - Not knowing what to do or reacting incorrectly.



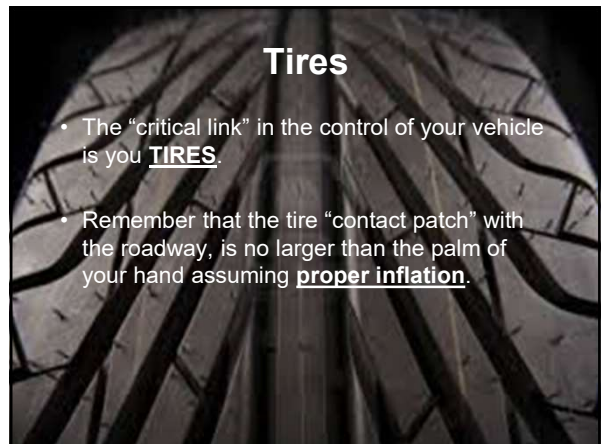
Skid Control

- A skid can be defined as losing traction or "grip" with the roadway, by one or more of the vehicle tires.
- Effective skid control training will teach you to:
 - Recognize the start of a skid.
 - Know what to do when the skid happens.
 - Know how to avoid a skid.
- A driver will have greater success in **AVOIDING** a skid than they do of regaining control after a skid is experienced.



Tires

- The "critical link" in the control of your vehicle is you **TIRES**.
- Remember that the tire "contact patch" with the roadway, is no larger than the palm of your hand assuming proper inflation.



Friction

- There are 3 types of friction at work with a vehicle.
 - **STATIC (Stationary-Parked Car)**
 - **KINETIC (Sliding or Skidding)**
 - **ROLLING (Normal Vehicle Operation)**
- Once a vehicle is under motion, only rolling friction and sliding friction affect your car. Rolling good, Sliding, bad.

Skid Avoidance

- Good visual search techniques, Detect hazards early.
 - 12 to 16 seconds ahead in town
 - 20 to 30 seconds ahead freeway
- Good Space Cushion
 - 3 second following distance
- Smooth Steering, Braking, and Acceleration
 - The difference between skidding and not skidding may be only **2-3** mph.

Skid Categories

- Skids can be divided into 4 major categories.
 - **ACCELERATION**
 - **CORNERING**
 - **BRAKING**
 - **HYDROPLANING**

Skid Control

- When a sudden and unexpected skid occurs, either experience and/or training will dictate the driver's actions.
- Proper corrective action, in a timely manner, is essential if control of the vehicle is to be regained.



ACCELERATION SKIDS

- **GET OFF THE GAS**
 - Allow the drive wheels to stop spinning and regain rolling friction with the roadway surface.
- **EYES ON TARGET**
 - LOOK & STEER WHERE YOU WANT TO

CORNERING SKIDS

- OFF THE GAS OR BRAKE
 - Allow the front wheels of the vehicle to regain **ROLLING FRICTION**.
- Slightly **DECREASE** your steering input.
- Look and steer the vehicle in the direction you want to go.


BRAKING SKIDS

- **GET OFF THE BRAKE**
 - Allow the wheels of the vehicle to regain rolling friction.
- Look and steer the vehicle in the direction you want to go.




HYDROPLANING

- **OFF THE GAS**
 - Let the car slow naturally
- **DO NOT TOUCH THE BRAKE!!!**
- Smooth steering
- Look and steer the vehicle in the direction you want to go.



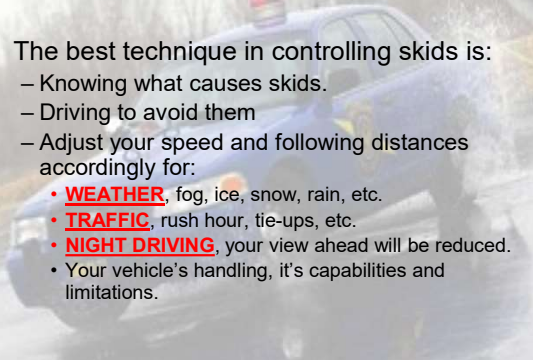
Skid Control

- Use **QUICK, HAND OVER HAND** steering inputs to regain control of the vehicle after being involved in a skid.
- If involved in any type of skid, you should always be aware of, and anticipate **SECONDARY SKIDS**.




Skid Control

- The best technique in controlling skids is:
 - Knowing what causes skids.
 - Driving to avoid them
 - Adjust your speed and following distances accordingly for:
 - **WEATHER**, fog, ice, snow, rain, etc.
 - **TRAFFIC**, rush hour, tie-ups, etc.
 - **NIGHT DRIVING**, your view ahead will be reduced.
 - Your vehicle's handling, it's capabilities and limitations.




Skid Control

- No two patrol cars will handle exactly the same.
 - Develop a feel for the vehicle's brakes.
 - Be familiar with the location of the various controls inside the vehicle.
 - Know the vehicle's power potential.



Summary

- Skids happen from various situations.
- **The best way to avoid a skid is to recognize conditions that cause a skid!!**
- To be effective in regaining control of your vehicle when experiencing a skid, you must react quickly to the start of the skid, and **use quick hand over hand** steering inputs.





Objectives

- After completion of this section you will be able to select the correct answer or determine whether the statement is true or false to the following:
 - Statistical data relating to night time driving, accident and fatal accidents.
 - The four factors relating to accident/fatality rates.
 - Determine the inherent problems associated with nighttime driving.



Introduction

- Traffic death rates are three times greater at night than during the day.
- Why?
 - **YOU CAN'T SEE** as well as during the day.
- Many of us are unaware of night-driving special hazards or don't know effective ways to deal with them.



Statistics

- In Michigan 2014
 - 3p-6p highest crash time (22.6%)
 - 6p-Midnight second highest (23.7%)
- Most Fatal crashes occurred between 9p-Midnight (17.6%)



Nighttime Hazards

- **Why is night driving so hazardous?**
 - 90% of a driver's reaction depends on vision and it is severely limited at night.
 - Fatigue and drowsiness make driving more difficult by dulling concentration and slowing reaction time.
 - Older drivers have greater difficulty seeing at night. 50 yr. old needs twice the amount of light a 30 yr. old does to see.

Four factors responsible for greater night accidents

- **Poor Vision**
- **Fatigue (3 hrs. sleep = .10% BAC)**
- **Drugs and alcohol**
- **Driver error**



Nighttime Hazards

- Reduce your speed and increase following distance.
- It's more difficult to judge vehicle speeds and distance at night.
- When following another vehicle use your low beam headlights to keep from blinding other drivers.

Overdriving Headlights

- Driving at a speed that when an object becomes visible in your headlights, you cannot stop in time to avoid a collision.
- Properly aligned headlights
 - Low beams 100-150 ft.
 - High beams 300-500 ft.
- You should be able to stop inside your headlight beam. If not, you're creating a blind crash area in front of your car.

What can you see, what don't you see.....

- Pedestrian in light colored clothing
 - High beams - 300 ft.
 - Low beams – 200 ft.
- Pedestrian in dark clothing
 - High beams – 170 ft.
 - Low beams – 100 ft.

Stopping Distances

- On average, the distance it takes a motorist to stop is:
 - 30 mph = 75 ft.
 - 50 mph = 175 ft.
 - 70 mph = 315 ft.
- What can I see and how long is it going to take me to stop?
- Summary, SLOW DOWN.....

Variables

- Reaction time
 - Average driver reacts in $\frac{3}{4}$ of a second.
 - Add in alcohol/drugs, fatigue, poor visibility, even longer.
- Braking Distance
 - ABS doesn't shorten stopping distance.
 - Brake and tire condition
- Roadway condition

Headlight reflection

- At times, headlight reflection can be used to give us some signs about the road ahead.
 - If the roadway appears dark, it is dropping away or curving.
 - If the roadway appears brighter as you approach it, the road is rising.
 - If there is ambient light, the absence of trees may approximate the direction of the road.
 - On-coming headlight and departing taillights can help determine if the road curves or is straight.

Dawn/Dusk

- Dawn & dusk visual perception can present difficulties to the nighttime driver.
- At dusk the sky is light and the road darker, thus less color is apparent, along with deep shadows.

Dawn/Dusk

- Full darkness causes lower acuity levels. For example, on on-coming vehicles speed and distance from you are difficult to judge.
 - 90% of information obtained from our eyes.
 - Objects exhibit relatively low contrast which makes them hard to see. Colors fade to almost black and white.

Fatigue

- Driver fatigue is a factor that can lead to impaired night vision, coordination and reaction time. This is primarily due to a greater effort to gain information.
 - Fatigue can affect your vision efficiency and can **lengthen** perception, decision, and reaction time.

Glare

- When confronted with headlights, avoid looking directly at the approaching lights.
 - Average night vision recovery time is from 5-7 seconds.
 - Look off to the right fog line area of the roadway.
 - Keep eye contact with the approaching vehicle.

Sleep

- After 20 days of demanding, continuous physical activity:
 - 7 hrs. of sleep/day = 87% peak efficiency.
 - 6 hrs. of sleep/day = 50% peak efficiency.
 - 5 hrs. of sleep/day = 28% peak efficiency.
 - 4 hrs. of sleep/day = 15% peak efficiency.
- 30 minutes = minimum time for effective nap.
- Sleep must be uninterrupted and in the dark.
- Caffeine is temporary assistance in sleep deprivation

Ways to minimize fatigue

- Get proper rest
- Exercise.
- Keep fresh air coming into the vehicle.
- Radio
- Talking with someone

High speed driving

- High speed driving under reduced light conditions the same limitations apply, except they are greatly magnified due to speed.
- More concentration is required because night vision is diminished.
- Avoid tunnel vision or stare response.
- Keep your eyes moving, continual scanning.

Process of decision making

- **Maximize your sight distance by taking time to keep your windshield clean, headlights clean and properly adjusted.**
- **Keep your eyes on the driver/occupants while initiating your traffic stop.**
- **Keep panel lights low for better vision.**

Summary

- Driving at night can be more dangerous by the mere fact that there is less light to see by.
- Visual acuity and perception is decreased, thus, it takes more concentration while performing on the road.
- Don't overdrive your headlights, consider glare vision, and be conscientious of fatigue.
- Sources nhtsa.gov, michigan.gov/msp, ohsp.gov



CIVIL LIABILITY



Objectives

- Three types of law enforcement driving
- The liability concepts central to police driving.
- The exemptions and restrictions granted to the officer according to Motor Vehicle Code.
- The definition of a pursuit.



Introduction

- **Having a basic understanding of the legal principles of liability will assist you in making proper driving decisions.**
 - In crashes the injured parties often argue that the officer's conduct was unreasonable under the circumstances.
 - They may also argue that the officer constituted an intentional disregard for the victim or property.
 - Officers must exhibit a driving behavior that weighs all factors existing at the time.

Basic Legal Concepts

- To minimize the potential for the civil & criminal liability, officers must conform to:
 - State statutes and current case law
 - General liability principles
 - Department policy
 – Compliance with these principles will minimize individual and departmental liability.
- Possess driving skills
 - Document all training received.
- Make legally proper driving decisions weighing all factors at the time.



Types of Law Enforcement Driving

- Non-Emergency Driving
- Emergency Response Driving
- Pursuit Driving

Non-Emergency Driving

- You have the same driving responsibilities as the general motoring public in these situations.
- You have no exemptions to the law because you are driving a police vehicle, actually you have a higher standard to uphold.
- Remember, you are driving a **FULLY MARKED PATROL** vehicle, which is readily identifiable.
- The same rules of responsibility apply to patrol vehicle crashes as civilians.
- Know your department's MV policy.



Emergency Response Driving

- Defined as: An officer responding in an “emergency vehicle” to an “emergency” or circumstances warrant the officer to **believe one exists**. (Sells v. Monroe County)”
- MCL **257.2** defines an “authorized emergency vehicle” as “police vehicles”. Therefore, a departmental police vehicle with emergency lights and siren meets the first of two necessary requirements.



Statutory Emergencies

- | | |
|--|--|
| • Property or human life in jeopardy | • Drug overdoses |
| • Immediate medical attention is needed. | • Heart attack |
| • Fire and police protection | • Injury crashes |
| • Imminent childbirth | • Any other instances where there is a possibility of death or injury. |

The exemptions granted during an emergency response only apply when the officer is responding in an authorized emergency vehicle and activated emergency lights AND siren.



MVC Emergency Exemptions

- **257.603 & 632:** Permit police w/ **lights and siren** are activated, an emergency vehicle may disregard signs and signals when safe to do so. An emergency vehicle may exceed prima facie speed limits **as long as driver is not endangering life or property**. Also allows emergency runs without lights and siren when silence is required.
 - It does not protect officers from the consequences of a reckless disregard for the safety of others.
- **257.653** requires that drivers must yield right of way to emergency vehicles which are operating their lights and siren.
 - However, this does not relieve the driver of the emergency vehicle from duty to drive with due regard for the safety of all persons using the highway.



Pursuit Driving

- A police pursuit can generally be described as you are trying to stop a violator and they are actively trying to get away.
- The legal definition of pursuit is by no means clear and is the subject of much controversy and many lawsuits.
 - Pursuing a violator does not necessarily constitute an emergency.



Pursuit Driving

- Officers must balance the seriousness of the pursuit against the potential danger or injury considering the existing circumstances.
- “An officer’s **REASONABLENESS** is what the courts will consider.”
- Reasonable person standard is defending your actions, a jury will have to agree with your perspective of “reasonableness as an officer.”



Legal Basis for Liability

- Negligence Actions
- Intentional torts
- Constitutional torts



Negligence Actions

- **Duty** – Police have a duty to perform in a non-negligent manner.
- **Breach** – Doing something careless or negligently. (**Not INTENTIONALLY**)
- **Injury** – The act results in injury from police conduct.



Negligence Actions-Legal Connection (Police Conduct Caused the Injury)

- An officer has a duty to perform in a reasonable manner—the way a reasonably prudent person would in a like circumstance.
- When an officer is driving 35 mph in a 25 mph zone, and strikes a child on a bicycle, a finding of negligence will probably result since a reasonable person would not have been driving in excess of the speed limit.



Intentional Torts

- An intentional tort is a wrongful act, intentionally perpetrated against another, and includes the following three elements:
 - **Intentional Act** (Act intended to be committed)
 - **Not Justified** (No legal basis exists for act)
 - **Resulting Injury** (Injury or loss to victim)



Intentional Torts

- If an officer intentionally rams a vehicle for fleeing and eluding, resulting in injury to the suspect.
- The officer may incur liability since ramming to apprehend for a misdemeanor is excessive force.
- (Ramming has been equated to the use of deadly force, since the potential for serious harm or death may result.)



Robinson v. City of Detroit

- The police owe a duty of careful operation of their vehicles to innocent passengers and pedestrians, but not to passengers who are engaged in encouraging or abetting the fleeing.
- The employing municipality is liable **ONLY** if the innocent passenger's injuries result from **the police physically forcing a fleeing vehicle off the road or into another vehicle.**
- **MERE PURSUIT DOES NOT EQUAL LIABILITY.**
- A pursuing police officer is only liable if his or her vehicle operation is "the proximate cause" of the accident.



Constitutional Torts

- A constitutional tort violation involves the following three elements:
 - A person (includes people or municipalities, not states).
 - Acting under color of state authority (acting in an official capacity enforcing a statute, ordinance, official policy, or unofficial policy allowed by the department).
 - Deprivation of a right, privilege or immunity (includes rights guaranteed by the Constitution, statute, or other means)

Constitutional Torts

- If during a pursuit an officer or the person who the officer is pursuing strikes an innocent third party and kills them, the deceased person's estate may sue the suspect as well as the officer for depriving the deceased of life.

Constitutional Torts

- In the pursuit example:
 - The officer was acting as an officer (color of law),
 - S/He was a person (as required by federal statute),
 - Worked for a township, city, or county, the municipality may also be sued (since they are considered "persons")
 - The deceased victim was deprived of the right (right to life).
- Therefore, the officer and employing department may incur liability in the situation.

Constitutional Torts

- Under federal tort violations
 - Simple negligence by the officer will not give rise to this liability
 - Intentional actions on the part of officers may.
- Supervisors whose officers engage in intentional misconduct have been held liable for improper supervision or inadequate training.

Constitutional Torts - Training

- **Departments have a responsibility to properly train officers for for high risk operations, such as EVO. (City of Canton v. Harris)**
- **For liability to attach for lack of or improper training, the lack of training must amount to a reckless disregard or a deliberate indifference to the rights of others.**
- **Like giving a new officer a gun and no training on how or when to use it.**



Intentional Collisions (Ramming)

- An officer who contemplates the use of ramming as a means of stopping a vehicle must look to his departmental policy and act accordingly.
- The officer must weigh the facts known at the time he decided to utilize this it is used.
- Supervisor advisement and/or approval?



PIT

(Precision Immobilization Technique)

- The Michigan State Police is currently training their personnel in the use of PIT.
- Only MSP trained personnel may use PIT



Roadblocks

- **A total or partial blockage of a roadway to attempt to stop and apprehend a person.**
 - Fourth Amendment implications make an improper roadblock a constitutional violation. (Sobriety checkpoints)
- **Courts will look to determine whether the stop was reasonable.**
 - Were less intrusive means available to effect the stop?
- **What does your department policy state?**

Departmental Policies

- **Departments have a duty to establish policies outlining responsibilities and expectations of officers operating department vehicles in routine, emergency, and pursuit situations.**
- **A policy is a procedural guideline, which reflects the department's view of the proper response to given situation.**
- **Regular review shows a department's responsibility to make sure officers are aware of what they can and cannot do**



Departmental Policies

- An annual review of policies, especially pertaining to pursuit and emergency driving is looked upon favorably by civil courts.
- Any questions regarding any policy by an officer should be reviewed by the officer and departmental officials to ensure all questions have been answered, clearly understood, and so documented.



SUMMARY

- The most effective method of accomplishing this goal is to educate and maintain skill areas, and know and following department policy.
- We must act based on knowledge and training to ensure compliance with existing legal mandates to protect yourself from fear of lawsuits.
- You will have to establish that the police conduct in the course of a pursuit was "reasonable" under the circumstances and in compliance with state law governing the operation of emergency vehicles.



PERFORMANCE DRIVING



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Objectives

- Understand the abilities and limitations of both you and your vehicle.
- Learn proper braking, search and steering techniques.
- Most common types of curves.
- How to read the roadway.
- Physical effects on the vehicle

Performance Driving

- You will learn how to develop a positive driving attitude and the proper principles and techniques used in high speed driving.
- How to select a proper line of travel through different radius turns, proper braking, steering and acceleration techniques for safe curve negotiation.

Traits for Normal Street Driving

- Be smooth in your driving.
 - Don't jerk the steering wheel, slam the brakes or the gas.
 - Any quick changes in throttle, brake or turning may upset the chassis and cause a skid.
- Keep your eyes moving and focus where you want to go.
- Understand changing conditions and be prepared for the unexpected.
- Stay relaxed but alert.

Three types of curves

- **CONSTANT RADIUS** - The curve remains the same throughout.
- **DECREASING RADIUS**-The curve tightens up as you traverse it.
 - This type of curve can cause the greatest concern for law enforcement drivers.
- **INCREASING RADIUS**-The curve begins tighter, then opens as you proceed through it.

Apex

- Every curve will have an **APEX**.
- An apex is described as the highest point of the inside of a curve.
 - Before the apex the curve is tightening;
 - beyond the apex the curve is opening up.
 - It's where the curve starts to open up.



Apex

- Driving apex locations
 - A constant radius apex location is found in the middle of the curve and is described as being a **MID APEX**.
 - A decreasing radius apex location is found later in the curve, and is described as being **LATE TURN**.
 - An increasing radius apex location is found earlier in the curve, and is described as being **EARLY TURN**.



Curve Negotiation

- Decrease your speed before the turn
 - It's always better to enter the turn too slow than too fast.
 - All braking should be accomplished in a **STRAIGHT LINE**, prior to entering a curve.
- A proper line of travel will be the **QUICKEST and SAFEST** route through a turn. Utilize all of the pavement legally available.

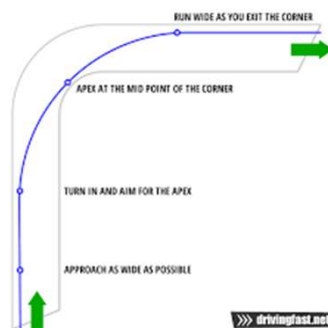


OUTSIDE-INSIDE-OUTSIDE

- Set up away from the curve as far as possible. (**Outside**)
- Steer towards the apex (**Inside**)
- Let momentum carry you away from the apex. (**Outside**)

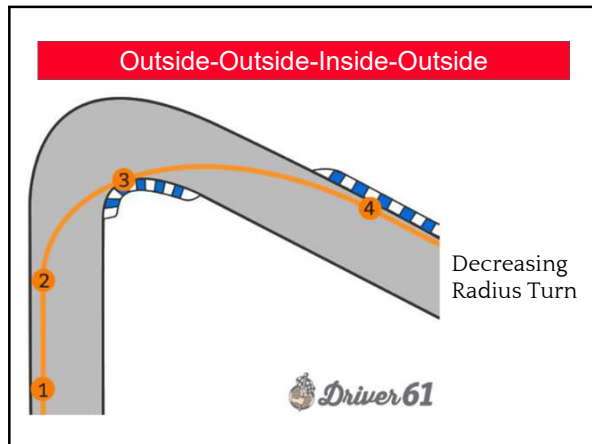
Outside-Inside-Outside: Right Turn

Constant Radius Curve



OUTSIDE-OUTSIDE-INSIDE-OUTSIDE

- When negotiating a **LATE APEX** turn, you need to stay outside longer through the turn.
 - Remember that the apex is later in the curve.
- All of the other techniques will remain the same.



Traversing a curve

- If there is a doubt of the apex location, take a late one.
 - This will cause your entry speed to be slower but should ensure your safe exit out of the curve.
- Taking an early apex in a late apex curve increases the chance that you will run out of roadway before you exit the turn. (Early in – Early out)

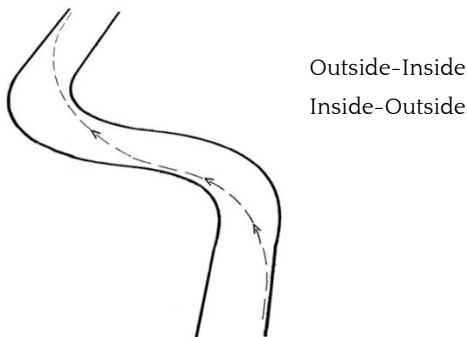
Traversing a curve

- Once you turn in the steering wheel should stay at the same angle until the apex.
 - If you are sawing the wheel your turn in was incorrect. Maintain speed until you reach the apex.
- As you cross the apex, accelerate allowing your vehicle to move back to the outside of your lane. Hold the wheel **lightly**.
 - The vehicle will want to move outside naturally, because of the momentum.
- Utilize **shuffle** steering for inputs greater than 45°

Reading the roadway

- Is there more than one turn?
 - You must position the vehicle properly for additional turns that may be ahead.
 - You have to begin to scan ahead through the curve as much as possible, concentrating as much on where you're **GOING** as where you're at.
 - The existing land contour can also be helpful in reading the road ahead.

S Turn- Line of Travel



Reading the roadway

- How much of the roadway should be used?
 - Utilize as much of the roadway as is **LEGALLY** available.
 - On a two-lane roadway, legally, you must stay within your own lane.
 - On a limited access freeway, traffic permitting, more than one lane may be available for your use.
 - Remember that the MVC identifies the laws that can be disregarded in an emergency run.

Braking for a curve

- **Straight line** threshold braking - **RIGHT** foot only.
- If braking during a turn is required, it should be a **LIGHT** squeeze of the pedal.

Driving within your limitations

- Never over drive the capabilities of either yourself or your vehicle.
 - Driving at 100% of your ability leaves no room for error.
- Drive at **80%** of your ability.
 - Learn your abilities here, not on the road.
- Be smooth in your vehicle operation.
 - Smooth is fast, fast is safe.

Driving within your limitations

- Competition driving has no place in law enforcement.
 - Learn to accept and stay within your limitations.
 - We don't want to make the news for the **WRONG** reasons!!
- Any driver can drive fast in a straight line.
 - **The true talent is in the PROPER negotiation of turns and curves.**

TEST

Please click on the link and complete the test for driving eligibility.

[Driving Test](#)



West Michigan
CRIMINAL JUSTICE
Training Consortium

WMCJTC Driving Test

A passing score is 80% and must be completed before attending all driving classes.

* Required

1. Full Name *

2. Agency *

3. MCOLES *

4. Date you will be taking driving class *

Example: January 7, 2019

5. 1. Based on the Lifestyle Theory of driving, it could be said that you drive as you live. *

4 points

Mark only one oval.

True

False

6. 2. A good law enforcement driver must possess; *

4 points

Mark only one oval.

Maturity.

A level of skill beyond non-law enforcement drivers.

Ability to remain cool and calm in stressful situations.

Accurate perception of their driving abilities and vehicle capabilities.

All of the above.

7. 3. The Smith System of driving includes the following except; *

4 points

Mark only one oval.

Aim high steering.

Keep our eyes moving.

Get the big picture.

Leave yourself an out.

Make sure they see you

Don't worry about blind spots.

8. 4. The definition of defensive driving is the ability to operate your vehicle in such a manner as to be able to avoid involvement in a preventable accident no matter what the road and weather conditions. * 4 points

Mark only one oval.

- True
 False

9. 5. It is not necessary to expect the unexpected when driving. * 4 points

Mark only one oval.

- True
 False

10. 6. The amount of surface area that one tire contacts the road surface is approximately; * 4 points

Mark only one oval.

- 4 square feet.
 The size of our palm.
 16 inches.
 8 1/2 x 11 inches.

11. 7. Improper tire inflation may affect the handling ability of our vehicle. * 4 points

Mark only one oval.

- True
 False

12. 8. The use of friction or traction as it relates to your tires on the road surface may be used for; * 4 points

Mark only one oval.

- Braking.
 Turning.
 Accelerating.
 All the above.

13. 9. The best way to control a skid is to; * 4 points

Mark only one oval.

- Drive as fast as you can.
 Avoid it by understanding what causes a skid.
 Slam on the brakes when you start skidding.
 Put snow tires on your vehicle.

14. 10. Select the three different type of turns. * 4 points

Check all that apply.

- Increasing.
- Decreasing
- Sweeping.
- Constant.
- Arching.

15. 11. When checking a "hot" tire pressure, your tire pressure will usually read; * 4 points

Mark only one oval.

- The same as cold tire pressure.
- About 4 psi higher.
- 40 psi.
- 30 psi.

16. 12. You will be able to notice your tire pressure simply by looking at the tires; * 4 points

Mark only one oval.

- True
- False

17. 13. Under inflation of tires is a major cause of tire failure; * 4 points

Mark only one oval.

- True
- False

18. 14. The average night vision recovery time is; * 4 points

Mark only one oval.

- 5-7 seconds
- 1-2 minutes.
- 10-15 seconds.
- 30 seconds.

19. 15. It is a good idea to keep your dashboard lights turned down low to help you maintain your night vision. * 4 points

Mark only one oval.

- True
- False

20. 16. When approaching a red light while running in an emergency mode, you should; * 4 points

Mark only one oval.

- Slow, then proceed if clear.
- There is no need to stop.
- Stop only for pedestrians.
- Stop and wait for a green light.

21. 17. When driving your emergency lights and sirens on; * 4 points

Mark only one oval.

- It is safe to assume other drivers will yield to you.
- Do not assume drivers will react correctly.
- Assume the driver hears you so you can shift your attention to the next nearest vehicle.
- Only use your siren at speeds above 70 mph.

22. 18. Simple negligence by an officer will subject them to Constitutional tort liability. * 4 points

Mark only one oval.

- True
- False

23. 19. While on patrol in a routine non-emergency driving mode, you are exempt from traffic laws in an authorized police vehicle; * 4 points

Mark only one oval.

- True
- False

24. 20. You should consider the following issues when initiating a pursuit; * 4 points

Mark only one oval.

- Nature of violation.
- Presence of pedestrians and traffic conditions.
- Population density in the area of the pursuit.
- Road and weather conditions.
- All of the above.

25. 21. A copy of your department's pursuit policy; * 4 points

Mark only one oval.

- Should be read and understood.
- Should be kept in your duty bag so you can read it during the pursuit.
- Is not important.
- Should only be read after a pursuit.

26. 22. A police officer in a pursuit has a duty of due care and caution to the public while operating an emergency vehicle. * 4 points

Mark only one oval.

- True
- False

27. 23. An apex is; * 4 points

Mark only one oval.

- The highest point of the inside of the turn.
- In the middle of the road.
- Not safe to use.
- To be avoided.

28. 24. Distracted driving is defined as anything that takes away from the driving task (i.e. eating, cell phones, MCT, radio); * 4 points

Mark only one oval.

- True
- False

29. 25. Police can limit the potential for Civil and/or Criminal liability while driving by conforming to (select all that apply); * 4 points

Check all that apply.

- State statutes and case law.
- Department policy.
- Attorneys.
- Civil Rights Leaders
- Protesters.

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Google Forms

In-Car Discussion Points

Student _____ Date _____

Instructor _____

Please review each of these points with ALL students and turn the completed form in to the LEAD instructor.

Reviewed	
	DEFENSIVE DRIVING
	- Ability to drive vehicle and avoid preventable crashes
	- Expecting the unexpected
	SMITH SYSTEM OF DRIVING
	- Aim high steering
	- Keep eyes moving
	- Leave yourself an out
	- Make sure you are seen
	NEGOTIATING INTERSECTIONS
	- Reduce Speed
	- Cover brake
	- Eye contact
	- Left – Right – Left
	DISTRACTED DRIVING
	- Avoid using MCT while driving
	- Transmit radio while driving in a straight line
	- Return “mic” to its holder
	VEHICLE DYNAMICS
	- Understeer – What is it? How to correct it?
	- Oversteer – What is it? How to correct it?
	- What weight transfer does to vehicle
	PERFORMANCE DRIVING
	- What does it mean to drive smooth?
	- Constant Radius turn – what is it/how to negotiate the turn correctly?
	- Decreasing Radius turn – what is it/how to negotiate the turn correctly?
	- Increasing Radius turn – what is it/how to negotiate the turn correctly?
	- Explain an Apex
	- Explain when to use shuffle steering and 9/3 driving techniques
	- Importance of braking in a straight line



Defensive Driving Performance Evaluation Form

Student: _____ **Instructor:** _____ **Date:** _____

Emergency Contact Name/Agency _____

Phone Number _____

Written Test Pass Fail

Defensive Driving Course Pass Fail

Track Conditions Wet Dry

Serpentine/Forward: 3 of 4, 25 (±2mph), no cones Pass Fail

Maintained proper hand position – 9 & 3 #1 #2 #3 #4	Number of cones struck #1 #2 #3 #4
Proper speed – accelerator control #1 #2 #3 #4	Uses brakes #1 #2 #3 #4

Serpentine/Reverse: 1 of 2, no cones Pass Fail

Proper steering inputs (no palming) Run #1 _____ Run #2 _____	Uses brakes Run #1 _____ Run #2 _____
Proper driver position Run #1 _____ Run #2 _____	Number of cones struck Run #1 _____ Run #2 _____
Proper hand position (LH at 12) Run #1 _____ Run #2 _____	_____

Controlled Braking: 3 of 4, 40 (±2mph), no cones Pass Fail

Stops vehicle in exit lane #1 #2 #3 #4	Braking early #1 #2 #3 #4
Proper hand position (9-3) #1 #2 #3 #4	Number of cones struck #1 #2 #3 #4
Proper speed – accelerator control #1 #2 #3 #4	_____



West Michigan CRIMINAL JUSTICE Training Consortium

Precision Maneuvering: 1 of 2, Max time: 40 sec & 0 cones

Pass Fail

Under Max Time Run #1 _____ Run #2	Proper steering inputs Run #1 _____ Run #2
Proper hand position (9-3) Run #1 _____ Run #2	Number of cones struck Run #1 _____ Run #2
Proper hand position Run #1 _____ Run #2	

Evasive Maneuvering: 3 of 4, 35 (±2mph), no cones

Pass Fail

Accelerates #1 #2 #3 #4	Uses brake #1 #2 #3 #4
Proper hand position (9-3) #1 #2 #3 #4	Number of cones struck #1 #2 #3 #4
Proper speed #1 #2 #3 #4	Proper exit lane #1 #2 #3 #4

Cumulative Skills: Driven at 80% of student ability – 1 of 2 runs – No critical cones – No left of center – No wheels off roadway – 7 Cones max

Pass Fail

Critical cones struck Run #1 _____ Run #2	Serpentine Run #1 _____ Run #2
Total cones struck Run #1 _____ Run #2	Evasive Maneuvering Run #1 _____ Run #2
Controlled braking Run #1 _____ Run #2	Loss of control Run #1 _____ Run #2
Wheel off roadway Run #1 _____ Run #2	Left of center Run #1 _____ Run #2



West Michigan CRIMINAL JUSTICE Training Consortium

Emergency Driving Performance Evaluation Form

Student _____ Instructor _____

Emergency Contact Name/Agency _____

Phone Number _____ Date _____ Written Test Pass Fail

Gingserman Raceway Wet Dry Grattan Raceway

80% of driver's capabilities Pass Fail 80% of driver's capabilities

Proper steering technique Lap #1 #2			No left of center Lap #1 #2		
No wheel off roadway Lap #1 #2			No loss of control Lap #1 #2		
Turn	Lap 1	Lap 2	<p>17 / 22 minimum (Turns x Laps, min of 77%)</p> <p>Actual _____ / 22</p> <p>Key: BIT - Braking in turn E - Early apex L - Late apex W - Wide of apex OR - Off road - disqualification LC - Left of center - disqualification ✓ - Proper line</p> <p>Failure to utilize proper steering techniques- going left of center – off roadway – or losing control is a disqualification.</p>		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
80%					



West Michigan CRIMINAL JUSTICE Training Consortium

DD& ED Refresher Driving Performance Evaluation Form

Student: _____ **Instructor:** _____ **Date:** _____

Emergency Contact Name/Agency _____

Phone Number _____ **Written Test** Pass Fail **Track** Wet Dry

DEFENSIVE DRIVING: Every exercise must have no less than 45 minutes of instruction per vehicle. The exercises are to refresh each students' skills and prepare them for the cumulative evaluation.

Pass	Fail		Pass	Fail	
<input type="checkbox"/>	<input type="checkbox"/>	Serpentine/Forward: (3 of 4, 25 (±2mph), no cones)	<input type="checkbox"/>	<input type="checkbox"/>	Uses brakes
<input type="checkbox"/>	<input type="checkbox"/>	Maintained proper hand position – 9 & 3	<input type="checkbox"/>	<input type="checkbox"/>	Number of cones struck
<input type="checkbox"/>	<input type="checkbox"/>	Proper speed – accelerator control			

Pass	Fail		Pass	Fail	
<input type="checkbox"/>	<input type="checkbox"/>	Serpentine/Reverse: (1 of 2, no cones)	<input type="checkbox"/>	<input type="checkbox"/>	Proper steering inputs (no palming)
<input type="checkbox"/>	<input type="checkbox"/>	Proper driver position	<input type="checkbox"/>	<input type="checkbox"/>	Uses brakes
<input type="checkbox"/>	<input type="checkbox"/>	Proper hand position (LH at 12)	<input type="checkbox"/>	<input type="checkbox"/>	Number of cones struck

Pass	Fail		Pass	Fail	
<input type="checkbox"/>	<input type="checkbox"/>	Controlled Braking: (3 of 4, 40 (±2mph), no cones)	<input type="checkbox"/>	<input type="checkbox"/>	Braking early
<input type="checkbox"/>	<input type="checkbox"/>	Proper hand position (9-3)/Steering input	<input type="checkbox"/>	<input type="checkbox"/>	Stops vehicle in exit lane
<input type="checkbox"/>	<input type="checkbox"/>	Proper speed – accelerator control	<input type="checkbox"/>	<input type="checkbox"/>	Number of cones struck

Pass	Fail		Pass	Fail	
<input type="checkbox"/>	<input type="checkbox"/>	Precision Maneuvering: (1 of 2, Max time: 40 sec & 0 cones)	<input type="checkbox"/>	<input type="checkbox"/>	Proper steering inputs
<input type="checkbox"/>	<input type="checkbox"/>	Proper driver position	<input type="checkbox"/>	<input type="checkbox"/>	Number of cones struck Run #1 _____ Run #2 _____
<input type="checkbox"/>	<input type="checkbox"/>	Proper hand position	<input type="checkbox"/>	<input type="checkbox"/>	

Pass	Fail		Pass	Fail	
<input type="checkbox"/>	<input type="checkbox"/>	Evasive Maneuvering: (3 of 4, 35 (±2mph), no cones)	<input type="checkbox"/>	<input type="checkbox"/>	Uses brakes
<input type="checkbox"/>	<input type="checkbox"/>	Proper hand position (9-3)	<input type="checkbox"/>	<input type="checkbox"/>	Proper exit lane
<input type="checkbox"/>	<input type="checkbox"/>	Proper speed	<input type="checkbox"/>	<input type="checkbox"/>	Number of cones struck



West Michigan CRIMINAL JUSTICE Training Consortium

CUMMULATIVE SKILLS:

Wet Dry

- Evaluate based on 80% of driver's capabilities,
- Striking a critical cone - Improper steering techniques – going left of center – off road – losing control is a disqualification.
- No more than 7, non-critical cones may be struck.

Pass	Fail		Pass	Fail	80%: Run 1: _____ Run 2: _____
<input type="checkbox"/>	<input type="checkbox"/>	Critical cones struck Number: _____	<input type="checkbox"/>	<input type="checkbox"/>	Serpentine
<input type="checkbox"/>	<input type="checkbox"/>	Total cones struck Number: _____	<input type="checkbox"/>	<input type="checkbox"/>	Evasive Maneuvering
<input type="checkbox"/>	<input type="checkbox"/>	Controlled braking	<input type="checkbox"/>	<input type="checkbox"/>	Loss of control/Left of center/ Wheel off roadway

EMERGENCY DRIVING EVALUATION

Wet Dry

- Evaluate based on 80% of driver's capabilities.
- Improper steering techniques – going left of center – off road – losing control is a disqualification.

Pass	Fail		Pass	Fail	
<input type="checkbox"/>	<input type="checkbox"/>	Proper steering techniques	<input type="checkbox"/>	<input type="checkbox"/>	No left of center
<input type="checkbox"/>	<input type="checkbox"/>	No wheel off roadway	<input type="checkbox"/>	<input type="checkbox"/>	No loss of control

Proper Lines of Travel (Complete Box for Each Turn)

Turn	Lap 1	Lap 2	
#1			<div style="font-size: 2em; font-weight: bold;">17 / 22</div> <div style="font-size: 0.8em;">minimum (Turns x Laps, Minimum 77%)</div> <div style="font-size: 1.5em; font-weight: bold; margin-top: 10px;">Actual: _____ / 22</div> <div style="font-size: 0.8em;">Key:</div> <ul style="list-style-type: none"> BIT - Braking in turn E - Early apex L - Late apex W - Wide of apex OR - Off road LC - Left of center ✓ - Proper line
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			
#11			
80%			

Comments: _____

Participant Evaluation Form

Program Title: _____ Date: _____

1. Overall, I thought that the program was:

Poor Fair Good Very Good Excellent

2. To what degree will the information be helpful to you in your job?

Not helpful Some Help Very Helpful

3. Was the program what you expected it to be?

Not at all Somewhat As Expected

4. How would you rate the overall effectiveness of the instructors?

Name of Instructor	Poor	Fair	Good	Very Good	Excellent

5. Were there any parts of the program you would change? If so, please specify.

6. Other comments regarding this program:

7. What other kinds of in-service training would you like to have available?

Follow-Up Driving Evaluation

The evaluation is required as part of the grant that helps fund the driving program. We are sending this out as a means to help measure the success of the training and identify areas we can improve.

* Required

1. Have you been in a crash since attending the training? *

Mark only one oval.

Yes

No

2. If yes, please describe what happened.

3. Have you used any of the techniques since attending class? *

Mark only one oval.

Yes

No

4. If yes, which technique did you use?

5. Did it help you avoid a crash?

Mark only one oval.

Yes

No

6. Which class provides the most benefit? *

Mark only one oval.

Defensive Driving (Cones)

Emergency Driving (High Speed)

7. Describe the benefits of the class you selected. *

8. How can we improve the Defensive Driving Class? *

9. How can we improve the Emergency Driving Class? *

10. Did your training increase your driving skills? *

Mark only one oval.

Yes

No

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CERTIFICATE OF CONSORTIUM MEMBERSHIP

The Certifying Official shall be the individual who administers consortium activities and has the authority to act on behalf of the consortium. Attach paperwork supporting the Consortium Membership to this document.

Identification:

1. Applicant Agency:

Grand Valley State University

2. Consortium:

West Michigan Criminal Justice Training Consortium

Consortium:

3. Consortium Structure:

See attached by-laws.

4. Geographic Region Served by the Consortium:

Counties served: Mason, Lake, Oceana, Newaygo, Muskegon, Ottawa, Montcalm, Kalamazoo, Kent, Ionia, Allegan, Berry, Van Buren, Berrien, Cass, St. Joseph

5. Member Agencies:

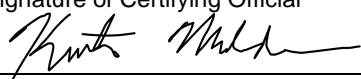
See attached Member Agency roster.

6. Financial Commitment from Member Agencies:

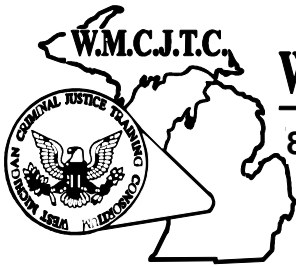
Each member agency is billed 35% of their Public Act 302 fund distribution semi-annually for membership fees.

Certification:

I certify, on behalf of the consortium, the information contained in this document is complete, accurate and, in compliance with the requirements of the Michigan Commission on Law Enforcement Standards.

Printed Name of Certifying Official Keith Mulder	Title of Certifying Official WMCJTC Executive Committee Chair
Signature of Certifying Official 	Date 05/28/20

Other consortium certification may be submitted as addendum files.



WEST MICHIGAN CRIMINAL JUSTICE TRAINING CONSORTIUM

89 West 8th Street, Holland, MI 49423

June 1, 2020

To: Grand Valley State University
From: Keith Mulder, WMCJTC Executive Committee Chair
Ref: 2020 Police Precision Driving Program Grant Proposal

The West Michigan Criminal Justice Training Consortium has an interest in grant-funded training for member agency law enforcement officers. Grand Valley State University will submit a grant proposal to the Michigan Commission on Law Enforcement Standards (MCOLES) for a 2020 Police Precision Driving Program. The grant requirements include a portion of the total project cost to be provided by match funds.

To support this proposal, the West Michigan Criminal Justice Training Consortium and its member agencies commit to providing the following matching funds in each listed category:

PERSONNEL:

Driving Instructors = \$44,822.40

SUPPLIES AND OPERATING:

Patrol vehicles = \$13,291.20

The total for the in-kind contribution from the WMCJTC and its agencies is \$58,113.60. These matching funds meet the requirements set by MCOLES in the grant application process.

Thank you for your continued partnership with the West Michigan Criminal Justice Training Consortium.

Sincerely,

Keith Mulder, Executive Committee Chair
West Michigan Criminal Justice Training Consortium

EXHIBIT "B"

BY-LAWS

WEST MICHIGAN CRIMINAL JUSTICE TRAINING CONSORTIUM

ARTICLE 1

NAME

The name of the organization shall be the "West Michigan Criminal Justice Training Consortium," hereinafter sometimes referred to as "the Consortium."

ARTICLE II

PURPOSE

The Consortium is established as a voluntary, unincorporated association for the purpose of cooperatively providing joint training in police methods and investigative techniques. The members of the Consortium seek to maximize the utilization of available training funds, to improve their position for obtaining grants, to promote multi-disciplinary training, and to encourage the inter-agency use and sharing of training resources.

ARTICLE III

MEMBERSHIP

1. **Composition.** The membership of the Consortium shall consist of those Municipalities, state or private institutions of higher education and private entities who are certified by MCOLES under PA330 which execute the "West Michigan Criminal Justice Training Consortium Agreement."
2. **One Member, One Vote.** Membership in the Consortium entitles each member to one (1) vote in all matters related to Consortium business.
3. **Membership Approval.** To qualify for membership in the Consortium, an agency must be approved by a majority of the membership present at a regularly scheduled meeting of the General Membership Committee. Membership shall be limited to the 16 counties indicated, to include Mason, Lake, Oceana, Newaygo, Muskegon, Montcalm, Ottawa, Kent, Ionia, Allegan, Barry, Van Buren, Kalamazoo, Berrien, Cass, and St Joseph.
4. **Membership Fees.** Each member is billed 35% of the Act 302 funds (or equivalent amount per officer) semi-annually for their membership fees. If the respective agency's bill is delinquent after 30 days, the Consortium Finance Committee will follow up with a letter or phone call to make sure the bill was received and the member agency is taking steps to pay it in a timely manner. If the bill is still delinquent 60 days after originally being sent, the Finance Committee will notify the respective member agency one final time. If the bill is still delinquent 90 days after originally being sent, the Treasurer will notify the Executive Board of the name of any member agency. The Executive board will notify in writing a member agency they are suspended for non-payment of their membership dues. They will be instructed that any training attended will be billed at the same rate as non-members. Membership can be restored by paying the outstanding bill in full, along with any other membership fees that may be due at that time.

5. Corrections Membership Fees. Each county participating in the Corrections related training shall pay 5% of their retained PA 124 funds during each financial quarter as their membership fee. Each county shall submit with their payment to the treasurer, a copy of the same documentation required by the state when paying PA 124 funds. If the county's payment is delinquent after 30 days, the Consortium Finance Committee will follow up with a notice or phone call to make sure the member agency is taking steps to pay in a timely manner. If the payment is delinquent 60 days after originally sent, the Finance Committee will notify the respective member agency one final time. If the payment is still delinquent 90 days after originally sent, the Treasurer will notify the Executive Board of the name of the delinquent agency. The Executive board will notify in writing a member agency they are suspended for non-payment of their membership dues. They will be instructed that any training attended will be billed at the rate for non-members. Membership can be restored by paying the outstanding fee in full, along with any other fees that may be due.

ARTICLE IV

COMMITTEES

1. Appointment of General Membership. The membership of all standing and special committees, except as otherwise provided for herein, shall be appointed by the General Membership at a duly called annual meeting. The annual meeting shall be held at a date, time, and location specified by the Consortium Chairperson and shall occur in May of each year. The chairperson of the Curriculum Committee shall also be chosen at the annual meeting and the Chairperson of the Consortium shall also be Chairperson of the Executive Committee.
2. General Membership Committee. Each member shall be represented on the General Membership Committee by the chief administrative officer of the member's law enforcement agency, or by his/her designee. It shall be the duty of the General Membership Committee to provide overall guidance to the activities of the Consortium. The members of the General Membership Committee shall, at the annual meeting, select members to serve on the Executive Committee.
3. Executive Committee.
 - a. Composition. The Executive Committee shall consist of six (6) members, who shall include the Consortium Chairperson, Vice-Chairperson, Secretary, Treasurer, and two at-large members appointed from the General Membership.
 - b. Purpose. The purpose of the Executive Committee shall be to direct the functioning of the Consortium and to oversee, coordinate, and assign such responsibilities as may be necessary for the completion of the Consortium mission. The Executive Committee shall have the authority to act on behalf of the Consortium in all matters deemed necessary for the efficient and orderly conduct of business, including the addition of new members, or removal from membership for non-payment of funds.
4. Curriculum and Corrections Committees.
 - a. Curriculum Committee Composition. Each member may be represented on the Curriculum Committee, by the chief administrative officer of the member's law enforcement agency, or by his/her designee. A majority of all members of the Curriculum Committee present shall constitute a quorum for the purpose of conducting business. The Treasurer of the Consortium shall be a member of the Curriculum Committee. Non-voting members, including faculty representatives of state or private institutions of higher education, may be appointed to the Curriculum Committee by the Consortium Chairperson.
 - b. Corrections Committee Composition. Each corrections member may be represented on the Corrections Committee, by the chief administrative officer of the agency, or by his/her designee. The Executive Committee shall appoint the Chairperson of the Corrections Committee. A majority of all members of the Corrections Committee present shall constitute a quorum for the purpose of conducting business. Non-voting members, including faculty representatives of state or private institutions of higher education, may be appointed to the Corrections Committee by the Consortium Chairperson.
 - c. Purpose. The purpose of the Curriculum and Corrections Committees shall be to direct the development of training priorities, to prepare and recommend an annual budget, to develop and recommend an annual training schedule, to keep training records and provide them to the State of Michigan and to members of law enforcement agencies as may be necessary, and to provide oversight and evaluation of training programs.

- d. Utilization of Training. It shall be the responsibility of the Executive Committee to monitor the utilization of training by member agencies. As part of this responsibility, member agencies may be assessed a fee, as determined by the Executive Committee, for failure to utilize a reserved position which has not been cancelled prior to a pre-determined cancellation deadline.

The Treasurer will cause a notice be sent to the member agency of the fee and due date.

Member agencies may contest the fee at the next regularly scheduled meeting of the Finance Committee. The circumstances which led to the failure of the member agency to utilize the reserved position must be set forth in writing. Upon review, the Finance Committee may either waive the fee or determine that the fee is due. If the Finance Committee determines that the fee is due, and no appeal is taken, the fee must be paid within thirty (30) days of the determination.

The member agency contesting the fee may appeal the decision of the Finance Committee to the Executive Committee within fourteen (14) days of the determination for a review at the next regularly scheduled Executive Committee meeting. The appeal must be in writing for the Executive Committee reviewing the documents submitted and deciding the issue prior to concluding the meeting. The Executive Committee may waive the fee, reduce the fee, or determine the entire fee is due. If a fee is determined to be due it must be paid within thirty (30) days for the agency to remain eligible to participate in future Consortium offered training.

- e. Retention and Disposition of Equipment

Equipment purchases approved by the Executive Committee or obtained through grant funding or donations will be retained by the Consortium as long as the equipment is used for the provision of in-service criminal justice training.

When equipment is no longer used for the provision of in-service criminal justice training by the Consortium, the Executive Committee may select one of the following actions:

- Transfer of the equipment to a member agency. The agency requesting transfer of the equipment must apply in writing to the Executive Committee for approval of the transfer. Costs and coordination of the transportation will be borne by the receiving agency.
- Approve the sale of the equipment with the following requirements: The member agency must first apply in writing to the Executive Committee for approval of the sale. The receipts from the sale shall be returned to the Executive Committee.
- Dispose of the property in any other manner consistent with the purposes of P.A. 302 of 1982, as amended. The member agency requesting disposal of the equipment must first apply in writing to the Executive Committee for the approval of disposal.

5. Finance Committee.

- a. Composition. The Finance Committee shall consist of five (5) members, including the Treasurer (who shall be the Chairperson of the Committee), the Chairperson of the Consortium (who shall be the Vice-Chairperson of the Committee), and three additional voting members, one of whom will represent the north area of the Consortium, which

consists of agencies located north of the northern boundary of Allegan and Barry counties, one of which will represent the south area of the Consortium, which consists of agencies located south of the northern boundary of Allegan and Barry Counties, and one of whom will be a member-at-large.

- b. Purpose. The purpose of the Finance Committee shall be to provide oversight concerning all financial matters of the Consortium, to assist the Treasurer as needed, to review and approve expenditures of the Consortium, and to conduct studies for and make recommendations to the Consortium Chairperson, as directed. Any action by the Finance Committee is not to replace any action or direction provided by the Executive Committee of the Consortium.

The Finance Committee will meet as needed when called by the Treasurer, and at a minimum shall meet at least once during each financial quarter of the year.

ARTICLE V

OFFICERS AND DIRECTORS

1. Chairperson; Vice-Chairperson; Secretary; Treasurer; Duties. The officers of the Consortium shall be the Chairperson, Vice-Chairperson, Secretary, and Treasurer. The Chairperson and Vice-Chairperson shall be responsible for calling and presiding at all meetings of the General Membership Committee. The Secretary shall prepare and maintain a permanent written record of all Consortium proceedings, shall transmit notices and agendas to the General Membership and shall transmit a copy of the minutes from each Consortium meeting to each member prior to the next regular meeting. The municipality or state or private institution of higher education which is represented by the Treasurer shall be the designed depository agency of the Consortium. The Treasurer shall be responsible for the maintenance of all financial records related to Consortium business, including records of the receipt, allocation, and disbursement of funds. All expenses relating to the maintenance of the financial and training records of the Consortium, including accounting and auditing expenses, if any, shall be born by the Consortium.
2. Election of Officers. At the annual meeting of the General Membership Committee, nominations shall be accepted for the offices of Chairperson, Vice-Chairperson, Secretary, Treasurer, and the at-large members of the Executive Committee and Chairperson of the Curriculum Committee. The officers shall be elected by majority vote of the General Membership. Terms of office shall be for a period of one (1) year.
3. Vacancies. If an officer is unable to perform the duties of his/her office, or if a vacancy in office exists, the Chairperson of the Consortium shall appoint a successor, and the appointee shall then serve until the next annual meeting of the General Membership Committee.

ARTICLE VI

MEETING OF THE CONSORTIUM

1. Annual Meeting; Regular Meetings. The annual meeting of the General Membership Committee shall be held in May of each year at a time and place to be selected by the Chairperson of the Consortium. Regular meetings may be scheduled for such other dates, time and locations as may be determined by the Chairperson of the Consortium.
2. Quorum; Action to be Taken by Majority Vote. A majority of all members of the General membership Committee present shall constitute a quorum for the purpose of conducting business. Actions of the General Membership Committee shall be taken by a majority vote of those attending, except as may be otherwise provided herein.
3. Note of Meetings. Notice of the date, time and location of all General Membership Meetings, along with an agenda therefore, shall be mailed to each member of the Consortium at least seven (7) days prior to the scheduled meet date.

ARTICLE VII

PARLIAMENTARY PROCEDURE

1. Robert's Rules of Order. Robert's Rules of Order, Revised, shall govern all matters of Consortium procedure not otherwise provided for in these By-Laws.

ARTICLE VIII

AMENDMENT

1. Amendments. These By-Laws may be amended by a two-thirds vote of the members of the General Membership Committee. Proposed changes in the By-Laws shall be transmitted to each member at least seven (7) days prior to the date of the meeting at which the vote will be taken.

* As amended by a vote of the general membership on May 25, 2016.



West Michigan
CRIMINAL JUSTICE
Training Consortium

Agency	Phone Number	Address	Training Officer
Allegan City Police Department	(269) 673-2115	170 Monroe St Allegan, MI 49010	<u>Jay Gibson</u>
Allegan County Sheriff's Office	(269) 673-0500	112 Walnut St Allegan, MI 49010	<u>Mike Brown</u>
Bangor Police Department	(616) 427-5801	414 N Division St Bangor, MI 49013	<u>Tommy Simpson</u>
Baroda-Lake Township Police Department	(269) 465-3258	3169 W Shawnee Rd Bridgman MI 49106	<u>Shawn Martin</u>
Barry County Sheriff's Office	(269) 948-4801	1212 W State St Hastings, MI 49058	<u>Matt Houchlei</u>
Belding Police Department	(616) 794-1900	120 South Pleasant St Belding, MI 48809	<u>Dale Nelson</u>
Benton Harbor Police Department	(269) 927-8414	200 E Wall St Benton Harbor, MI 49022	<u>Mike Clark</u>
Berrien County Sheriff's Office	(269) 983-7141	919 Port St Saint Joseph, MI 49085	<u>Marty Kurtz</u>

Agency	Phone Number	Address	Training Officer
Berrien Springs-Oronoko Twp Police Department	(269) 471-2813	4411 E Snow Rd Berrien Springs, MI 49103	<u>Paul Toliver</u>
Bridgman Police Department	(269) 465-5144	9765 Maple St P.O. Box 366 Bridgman, MI 49106	<u>Dan Unruh</u>
Buchanan Police Department	(269) 695-5120	107 West Front St Buchanan, MI 49107	<u>Harry Burnett</u>
Carson City Police Department	(989) 584-6448	123 E Main St Carson City, MI 48811	<u>David Ellis</u>
Cass County Sheriff's Office	(616) 445-1201	321 M-62 North Cassopolis, MI 49031	<u>Rick Behnke</u>
Chikaming Township Police Department	(269) 469-3245	13535 Red Arrow Highway Harbert, MI 49115	<u>Todd Taylor</u>
Coloma Township Police Department	(269) 468-8291 x12	4919 Paw Paw Lake Rd Coloma, MI 49038	<u>Wes Smigielski</u>
Covert Township Police Department	(269) 764-8986	33805 M-140, PO Box 6 Covert, MI 49043	<u>Jay Allen</u>
Decatur Police Department	(269) 423-2171	114 N Phelps Decatur, MI 49045	<u>Tom VanDerWoude</u>

Agency	Phone Number	Address	Training Officer
Dowagiac Police Department	(269) 782-9743	241 S Front St Dowagiac, MI 49047	Steve Grinnewald
East Grand Rapids Public Safety	(616) 949-7010	770 Lakeside Drive SE East Grand Rapids, MI 49506	Ric Buikema
Fennville Police Department	(269) 561-8123	177 N Maple St Fennville MI 49408	Greg Rekucki
Fremont Police Department	(231) 924-2100	101 E Main St Fremont, MI 49412	Randy Wright
Fruitport Township Police Department	(231) 865-8477	6543 Airline Rd Fruitport, MI	Andy Hunt
Gerald R. Ford International Airport Police	(616) 233-6015	5500 44th St SE Grand Rapids, MI 49512	Braden Myers
Grand Haven Department of Public Safety	(616) 842-3460	525 Washington Av Grand Haven, MI 49417	Lee Adams
Grand Rapids Community College Academy	(616) 234-3568	143 Bostwick Ave NE Grand Rapids, MI 49503	Jermaine Reese
Grand Rapids Community College DPS	(616)-234-4010	143 Bostwick Ave NE Grand Rapids, MI 49503	Bo Peters

Agency	Phone Number	Address	Training Officer
Grand Valley State University DPS	(616) 331-3255	1 Campus Dr Allendale, MI 49401	Nate Dornbos
Grand Valley State University School of CJ	(616) 331-8515	1 Campus Dr A1140 MAK Allendale, MI 49401	Billy Wallace
Grandville Police Department	(616) 538-6110	3181 Wilson Ave SW Grandville, MI 49468	Paul Anglim
Greenville Police Department	(616) 754-9161	415 S Lafayette St Greenville, MI 48838	Darren Jones
Gun Lake Tribal Police Department	(269) 397-1610	2869 Mno Bmadzewen Dr Shelbyville, MI 49344	Rick Rabenort
Hart Police Department	(231) 873-2488	407 State St Hart, MI 49420	Juan Salazar
Hastings Police Department	(269) 945-4358	201 East State St Hastings, MI 49058	Jeff Pratt
Holland Department of Public Safety	(616) 355-1100	89 West 8th St Holland, MI 49423	Scott Doza
Ionia County Sheriff's Office	(616) 527-5383	133 East Adams St Ionia, MI 48846	Jack Pieters
Ionia Department of Public Safety	616-527-4431	239 E Adams St Ionia, MI 48846	John Odette

Agency	Phone Number	Address	Training Officer
Kalamazoo County Sheriff's Office	(269) 383-8821	1500 Lamont Kalamazoo, MI 49048	Michelle Greenlee
Kalamazoo Township Police Department	(269) 343-0551	1720 Riverview Dr Kalamazoo, MI 49004	Darien Smith
Kalamazoo Valley Community College Academy	(269) 353-1260	7107 Elm Valley Dr Kalamazoo, MI 49009	Richard Ives
Kalamazoo Valley Community College Public Safety	(269) 488-4575	230 N Rose St Kalamazoo, MI	Don Benthin
Kent County Sheriff's Office	(616) 632-6101	701 Ball Avenue NE Grand Rapids, MI 49503	Joel Roon
Kentwood Police Department	(616) 656-6687	4742 Walma Ave Kentwood, MI 49512	Ryan Vanderveen
Lake County Sheriff's Office	(231) 745-2712	1153 Michigan Ave Baldwin, MI 49304	Lino Johnson
Lake Odessa Police Department	(616) 374-7110	839 4th Ave Lake Odessa, MI 48849	Kendra Backing
Lakeview Police Department	(989) 352-8444	10300 Edmore Rd Lakeview, MI 48850	Darin Dood

Agency	Phone Number	Address	Training Officer
Lawton Police Department	(269) 624-2382	125 South Main, PO Box 117 Lawton, MI 49065	Jeff Mack
Lincoln Charter Township Police Department	(269) 429-2444	5599 Cleveland Ave Stevensville, MI 49127	Daniel Sullivan
Lowell Police Department	(616) 897-7123	111 North Monroe Lowell, MI 49331	Chris Hurts
Ludington Police Department	(231) 843-3425	408 South Harrison Ludington, MI 49431	Steve Wietrzykowski
Mason County Sheriff's Office	(231) 843-3475	302 North Delia St Ludington, MI 49431	Oscar Davila
Mattawan Police Department	(269) 668-3661	24221 Front Ave Mattawan, MI 49071	Scott Herbert
Montague Police Department	(231) 893-0810	8778 Ferry St Montague, MI 49437	Robert Rought
Montcalm County Sheriff's Office	(989) 831-7589	659 North State St Stanton, MI 48888	Tom Goerge
Muskegon County Sheriff's Office	(231) 724-6351	25 W Walton Ave Muskegon, MI 49442	Shane Brown

Agency	Phone Number	Address	Training Officer
Muskegon Heights Police Department	(231) 733-8900	2715 Baker St Muskegon Heights, MI 49444	Mattie Porter-Dye
Muskegon Police Department	(231) 724-6750	980 Jefferson St Muskegon, MI 49940	Dennis Lord
Muskegon Township Police Department	(231) 777-1666	1990 E Apple Ave Muskegon, MI 49442	Tim Thielbar
Nashville Police Department	(517) 852-9866	208 N Main St Nashville, MI 49073	Chris Underhile
New Buffalo Police Department	(269) 469-1593	224 W Buffalo St New Buffalo, MI 49117	Rich Killips
New Era Police Department	(231) 861-5186	PO Box 1 New Era, MI 49446	David Vansumeren
Newaygo County Sheriff's Office	(231) 689-6623	1035 E James Street White Cloud, MI 49349	Jon Borgman
Newaygo Police Department	(231) 652-1655	28 State Rd Newaygo, MI 49337	Georgia Stroven
Niles Police Department	(616) 683-1313	1600 Silverbrook Ave Niles, MI 49120	Jim Millin

Agency	Phone Number	Address	Training Officer
North Muskegon Police Department	(231) 744-4313	1114 Ruddiman Dr North Muskegon, MI 49445	Edward Viverette
Norton Shores Police Department	(231) 733-2691	4814 S Henry St Norton Shores, MI 49441	Marc VanderStelt
Oceana County Sheriff's Office	(231) 873-2121	216 Lincoln St Hart, MI 49420	Shane Hasty
Ontwa Township - Edwardsburg Police Dept.	(269) 663-8444	26296 East Main St Edwardsburg, MI 49112	Doug Westrick
Otsego Police Department	(269) 692-6111	127 Court St Otsego MI 49078	Bn<="">
Ottawa County Sheriff's Office	(616) 738-4000	12220 Fillmore St West Olive, MI 49460	Derek Christensen
Paw Paw Police Department	(269) 657-5501	114 Harry L Bush Blvd PO Box 179 Paw Paw, MI 49079	Eric Marshall
Pentwater Police Department	(231) 869-4630	327 S Hancock St Pentwater, MI 49449	Laude Hartrum
Plainwell Department of Public Safety	(269) 685-9858	141 N Main St Plainwell, MI 49080	Bill Bomar

Agency	Phone Number	Address	Training Officer
Pokagon Tribal Police Department	(269) 782-2232	PO Box 180 Dowagiac, MI 49047	William Lux
Portage Police Department	(269) 329-4567	7810 Shaver Rd Portage, MI 49002	Brian Vandenbrink
Portland Police Department	(517) 647-2934	73 E Grand River Ave Portland, Mi 48875	Star Thomas
Richland Police Department	(269) 629-4807	7504 N 32nd St Richland, MI 49083	Evan Turanzas
Rockford Police Department	(616) 866-9557	7 South Monroe Rockford, MI 49341	Glenn Robinson
Roosevelt Park Police Department	(231) 755-3721	900 Oakridge Rd Roosevelt Park, MI 49441	David Boone
Sand Lake Police Department	(616) 636-8802	2 Maple St Sand Lake, MI 49343	Jim Reamsma
Douglas Police Department	(269) 857-4339	47 W Center St PO Box 815 Douglas, MI 49406	Lori Warsen
Scottville Police Department	(231) 757-4729	105 North Main St Scottville MI 49454	Donald Riley
Shelby Police Department	(231) 923-6493	36 Third St Shelby, MI 49455	Ryan Furman

Agency	Phone Number	Address	Training Officer
South Haven Police Department	(269) 637-5151	90 Blue Star Hwy South Haven, MI 49090	Mike Pauly
Sparta Police Department	(616) 887-8716	260 West Division Sparta, MI 49345	Andrew Milanowski
St. Joseph Police Department	(269) 985-0300	700 Broad St St. Joseph, MI 49085	Amy Sternaman
Sturgis Police Department	(269) 651-3231	122 N Nottawa Sturgis, MI 49091	Ryan Banaszak
Three Oaks Police Department	(269) 756-9585	14 Maple St Three Oaks, MI 49128	Dennis Buller
Van Buren County Sheriff's Office	(269) 657-2006	205 S Kalamazoo Paw Paw, MI 49079	Jim Charon
Walker Police Department	(616) 453-5441	4343 Remembrance Rd Walker, MI 49534	Jason Howe
Wayland Police Department	(269)792-9366	160 West Superior St Wayland, MI 49348	Mark Garnsey
Western Michigan University DPS	(269) 387-5555	511 Monroe St Western Michigan University Kalamazoo MI 49006	Jeff Lillard

Agency	Phone Number	Address	Training Officer
West Shore Community College	(231) 843-5831	3000 North Stiles Rd PO Box 277 Scottville, MI 49431	Dan Dellar
White Cloud Police Department	(231) 689-1696	12 N Charles St White Cloud, MI 49349	Dan Evans
Whitehall Police Department	(231) 894-4048	405 E Colby St Whitehall, MI 49461	Roger Squiers
Wyoming Police Department	(616) 530-7300	2300 DeHoop Wyoming, MI 49509	Robert Aungst
Zeeland Police Department	(616) 772-9125	29 W Main St Zeeland, MI, 49464	Tom Ball

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of West Michigan Criminal Justice Training Consortium - Police Precision Driving
2021 Proposed Budget Detail

TRAVEL
Employee

Course Employee Name	Mileage			Lodging			Breakfast			Lunch			Dinner			Airfare/ Other	Total Cost	Grant Share	Match Share	
	Miles	Rate 0.34	Total	#	Rate \$85.00	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total					
New Inst. Training Empl 1			-	12	85.00	1,020.00	15	8.50	127.50	15	8.50	127.50	15	19.00	285.00		\$ 1,560.00	1,560.00		
New Inst. Training Empl 2			-			-	15	8.50	127.50	15	8.50	127.50	15	19.00	285.00		\$ 540.00	\$ 540.00		
New Inst. Training Empl 3			-	12	85.00	1,020.00	15	8.50	127.50	15	8.50	127.50	15	19.00	285.00		\$ 1,560.00	\$ 1,560.00		
New Inst. Training Empl 4			-			-	15	8.50	127.50	15	8.50	127.50	15	19.00	285.00		\$ 540.00	\$ 540.00		
Inst. Refresher Trn. Empl 1			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 2			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 3			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 4			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 5			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 6			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 7			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 8			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 9			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
Inst. Refresher Trn. Empl 10			-			-	1	8.50	8.50	1	8.50	8.50	1	19.00	19.00		\$ 36.00	\$ 36.00		
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TOTAL EMPLOYEE TRAVEL			\$0.00			\$2,040.00			\$595.00			\$595.00			\$1,330.00		\$0.00	\$4,560.00	\$4,560.00	\$0.00

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
GVSU on behalf of West Michigan Criminal Justice Training Consortium - Police Precision Driving
2021 Proposed Budget Detail

TRAVEL
Trainee

Course/Date Trainee Totals	Lodging				Breakfast				Lunch				Dinner				Airfare/ Other	Total Cost	Grant Share	Match Share
	# Lodging	# Nights	Rate 85.00	Lodging Total	# for B'fast	# of Days	Cost	Breakfast Total	# for Lunch	# of Days	Cost	Lunch Total	# for Dinner	# of Days	Cost	Dinner Total				
NONE				\$ -				\$ -				\$ -				\$ -		\$ -		
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TOTAL TRAINEE TRAVEL				\$0.00				\$0.00				\$0.00				\$0.00		\$0.00		\$0.00

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS

GVSU on behalf of West Michigan Criminal Justice Training Consortium - Police Precision Driving

2021 Proposed Budget Detail

Personnel	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 57,235.22	\$ 11,386.20	\$ 45,849.02	

Contractual	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Tuition	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 14,000.00	\$ 14,000.00	\$ -	

Travel-Employee	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 4,560.00	\$ 4,560.00	\$ -	

Travel-Contractor	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Travel-Trainee	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Supplies & Operating	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 40,291.20	\$ 27,000.00	\$ 13,291.20	

Equipment	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

GRANT TOTALS	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 116,086.42	\$ 56,946.20	\$ 59,140.22	

Percentage of Total Costs	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	49.1%	50.9%	


State of Michigan
MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
 Michigan Justice Training Competitive Grant Program
2021 GRANT APPLICATION

SECTION 1 - IDENTIFICATION

APPLICANT AGENCY Ingham County Sheriff's Office		SIGMA ID/ADDRESS CODE
STREET ADDRESS/CITY/ZIP 630 N Cedar Street, Mason, Michigan, 48854		
TRAINING CONSORTIUM (if applicable) N/A		
PROJECT TITLE (Limit 45 characters) Capital Area Emergency Vehicle Operation Program		
START DATE January 1, 2021	END DATE December 31, 2021	GRANT FUNDS REQUESTED \$87,226.03


AUTHORIZED OFFICIAL (PERSON AUTHORIZED TO ENTER INTO AGREEMENTS)

As the Authorized Official, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Bryan Crenshaw, Chairman, Ingham County Board of Commissioner		
STREET ADDRESS/CITY/ZIP Ingham County Courthouse P.O. Box 319 Mason, MI 48854		
TELEPHONE (Direct) 517-676-7200	E-MAIL ADDRESS bcrenshaw@ingham.org	
SIGNATURE 	DATE 5-19-2020	

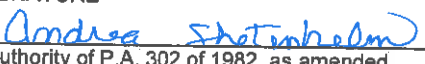
PROJECT ADMINISTRATOR (PERSON RESPONSIBLE FOR IMPLEMENTING AND REPORTING THE TRAINING)

As the Project Administrator, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Robert Boerkoel, Sergeant		
STREET ADDRESS/CITY/ZIP 630 N Cedar Street Mason, 48854		
TELEPHONE (Direct) 517-676-8221	E-MAIL ADDRESS rboerkoel@ingham.org	
SIGNATURE 	DATE May 13, 2020	

FINANCIAL OFFICER (PERSON RESPONSIBLE FOR GRANT ACCOUNTING)

As the Fiscal Officer, I have read and agree to all conditions set forth in the 2021 Grant Manual.

NAME AND TITLE Andrea Shetenhelm, Lead Accountant		
STREET ADDRESS/CITY/ZIP 121 E Maple St, Mason, MI 48854		
TELEPHONE (Direct) 517-676-7333	E-MAIL ADDRESS ashetenhelm@ingham.org	
SIGNATURE 	DATE 5/15/20	

By authority of P.A. 302 of 1982, as amended
 Submission of this application is required to participate in this program.

Applications must be submitted to MCOLES via email to thelend15@michigan.gov no later than May 22, 2020.

SECTION 2 - PROJECT NARRATIVE

A. PROBLEM IDENTIFICATION

Describe the problem or issue the training is expected to address. Connect the proposed training to the documented need. Explain why this proposal should be grant funded.

Refer to Page 18 of the Grant Manual

One of the most hazardous activities police officers engage in on a daily basis is the operation of the patrol vehicle, both on general patrol and while responding to emergency calls for service. Every year, police officers and civilians are killed and injured in the United States as a result of law enforcement general patrol, emergency driving, and police pursuits. According to the National Highway and Traffic Safety Administration (NHTSA), someone is killed almost every day as a result of a police pursuit. NHTSA data further indicates crashes involving police vehicles fatally kill one person every three days during emergency responses and non-emergency driving. Reducing fatalities and injuries due to police involved automobile crashes may occur through intensive training. For intensive training to occur, there must be funds available to implement this training.

Police Officers' driving skills must be developed and maintained to a much higher standard than the average driver in order to protect the officer and the general public. Furthermore, officers and supervisors must constantly balance the goals of swift emergency response and offender apprehension with the need to prevent collateral damage to the public due to vehicle collisions. The judicial system has taken notice of the tremendous risk that high-speed emergency vehicle operation presents to the safety of the public. The courts have found agencies and officers liable for damages due to an officer's poor driving skills. Additionally, the courts have mandated that law enforcement agencies develop and enforce high-speed and pursuit-driving policies.

In 2018, the Michigan State Police reported 2,525 emergency vehicle crashes over the course of the year. Of those crashes, 6 involved a fatality, 363 involved injury to 579 persons, and 2,156 crashes resulted in property damage. The Capital Area of Eaton, Clinton and Ingham counties accounted for 117 of the total crashes, comprised of 1 fatality, 19 injured persons, and 103 property damage crashes.

Nationally, traffic-related fatalities are a significant, often leading, killer of law enforcement officers. In fact, the Officers Down Memorial Page (ODMP.org) indicate that traffic related deaths have been the leading cause of line-of-duty deaths six out of the last ten years. After decreasing dramatically each year from 2010 (75 traffic-related deaths) to 2013 (49 traffic-related fatalities), traffic-related fatalities began increasing again in 2014 (52 traffic-related deaths). From 2014 to 2019, traffic-related fatalities have averaged just over 50 fatalities a year. In 2019, officers killed in traffic related incidents totaled forty-five officers. Of those, twenty-two were killed in automobile crashes, seven in vehicular assaults, fourteen were struck by vehicles, one was during a vehicle pursuit, and one killed on a motorcycle. As of May 1, 2020, twenty officers have been killed in traffic related incidents, an increase of 45% year-to-date over 2019.

The Ingham County Sheriff's Office has had two line-of-duty deaths; both deaths occurred as a result of crashes during emergency driving. Sergeant Paul Cole was killed in a motor vehicle crash during an emergency response in 1996. Deputy Grant Whitaker was killed in a pursuit in December of 2014. The Ingham County Sheriff's Office averages twelve officer involved vehicle collisions every year. The goal of the Capital Area EVO Program is simply to improve and reinforce emergency driving skills in order to reduce deaths and injuries associated with emergency driving incidents.

Although, EVO training is one of the many areas of training taught in our police academies, it is imperative that officers receive continuing education in this critical skill area. Many agencies across the state and in the Capital Area region do not have programs in place for annual driver training. Many agencies do not have facilities or access to EVO programs to train their staff. As a result, the agencies in our region do not provide their officers

with in-service EVO training. Since 1993, Police agencies in the Capital area have commonly relied on the Ingham County Sheriff's Office to administer this critical, MCOLES funded training program. The need for this training is great, and the availability is limited and dependent on financial assistance from the Michigan Commission on Law Enforcement Standards.

Agencies commonly participating in this regional training are: Ingham County Sheriff's Office; Lansing Police Department; Meridian Township Police Department; East Lansing Police Department; Mason Police Department; MSU Police Department; Livingston County Sheriff's Office; Eaton County Sheriff's Office; Williamston Police Department, Leslie Police Department, and the Lansing Township Police Department. Several of these agencies provide instructors and/or vehicles for the program based on their staff availability at the time of the training and incur the cost of their instructor's wages.

This training program will improve the emergency driving skills and competencies of the participating officers. The emphasis will be on interactive instruction in decision making, physical skill development, practicing sound judgment and performing safely and effectively in dynamic, high-stress situations. The training will reinforce competencies using guided participation in safety, legal considerations, communication skills, situational awareness, physical skills, and real life driving scenarios. The classroom and decision-making scenarios will increase the participating officers' abilities to make good decisions during both emergency and non-emergency driving situations. Ongoing EVO training expands the officer's scope of experience, improves driving behaviors and enhances physical driving skills, visual acuity, and decision making. These factors will reduce the incidents of deaths and injuries associated with emergency and non-emergency driving.

Emergency Vehicle Operations training is highly valued, worthwhile training. Most police officers drive their patrol car every day they check in for duty. EVO training will enhance the dynamic skills required for driving in all aspects of vehicle operation, from basic, general patrol to emergency driving. Additionally, Law enforcement agencies have an absolute duty to continually train their police officers in this diminishing skill set. Failure to properly train and supervise employees in these situations has a highly predictable consequence of liability. Police agencies must remember their fundamental mission to protect the public. Continual training in emergency vehicle operations contributes to this primary goal of Michigan Law Enforcement.

Furthermore, EVO training significantly contributes to the effective direct delivery of criminal justice services in many capacities. At minimum, officers operating patrol vehicles safely and effectively during general patrol serve as model drivers, a benchmark on safe, effective driving for the public to assimilate. Officers who efficiently operate patrol vehicles can effectively conduct traffic enforcement, notify motorists of impending roadway hazards, and travel to non-emergent calls for service and investigations. Officers who efficiently operate patrol vehicles at high speeds in emergency conditions while sharing the roadway with uninvolved innocent civilians can effectively provide emergent life-saving first aid or expedient criminal apprehension. Exceptional vehicle operation skills achieved through advanced training enhances our officers' abilities to provide an extensive range of criminal justice services that keep our citizens and officers safe.

Without the support provided by MCOLES grant funding to cover a large portion of the expense, along with the Michigan International Speedway's donation of their track facilities, this EVO program would not be possible. If approved, the Ingham County Sheriff's Office will continue as the administrator of the Capital Area EVO Program, maintaining the integrity and consistency of the training. The Ingham County Sheriff's Office will also continue to perform the administrative duties throughout the grant process including the application and reporting requirements. Emergency Vehicle Operations remains a priority program area for MCOLES in 2021. The purpose of this grant program will be to deliver Emergency Vehicle Operations training to Police Officers in the greater Capital region of Michigan.

SECTION 2 - PROJECT NARRATIVE

B. TRAINING OBJECTIVES

Describe the subject matter for each course/topic. Provide global objectives in terms of outcomes, stating what the trainees are expected to know and do as a result of this training.

Refer to Page 18 of the Grant Manual

This training program will target 180 M.C.O.L.E.S. licensed police officers to be trained in the 2021 Capital Area EVO Program. The program will be a one day (10 hours of training) session designed to review basic skills and build upon current skills previously learned in the academy or former Ingham County hosted programs. The program will update officers on current driving skills, techniques, and statistics developed since their last training. To successfully complete the training, the participants must demonstrate proficiency in all required areas to include demonstrating proficiency through written testing, proper application of lecture material during physical skills, and demonstration of specific physical skills through practical testing.

The session will include classroom instruction and practical, physical skill application covering the following topics:

Program Objectives & Expectations	(.5 hours)
Interactive Lecture: Civil Liability	(.5 hours)
Interactive Lecture: Vehicle Performance & Dynamics	(.5 hours)
Interactive Lecture: Vehicle Pursuits & Emergency Driving	(.5 hours)
Interactive Lecture: Defensive & Night Time Driving	(.5 hours)
Physical Skills: Cone course exercises	(1 hour)
Physical Skills: Performance course	(2 hours)
Physical Skills: Pursuit Driving Lab scenario(s)	(1 hour)
Evaluation	(1 hour)

Course Syllabus & Outline:

0700-0800	Travel to Michigan International Speedway
0800-0830	Orientation of Track Rules, Expectations, Program Objectives
0830-1030	Classroom Instruction: Civil Liability, Vehicle Performance, Emergency Driving, Defensive & Night Driving.
1030-1100	Instructor Demo laps for students
1100-1130	EVO Driving Lab: Apexes, Precision Maneuvering, Serpentine, Controlled Braking, Evasive Maneuvering
1130-1200	Lunch Break (on campus)
1200-1530	EVO Driving Lab Part 2: Practical Examination, Pursuit Driving Lab Scenario(s)
1530-1600	Written Test / Student Evaluations.
1600-1700	Travel to Ingham County

Upon Completion of this training, the participant will be able to:

1. Articulate important legal considerations regarding Emergency Vehicle Operations.
 - Explain Michigan statutory requirements for engaging in pursuits and emergency driving.
 - Evaluate and determine proper emergency or pursuit driving situations.
 - Discuss current case law and statutes.

2. Explain vehicle performance and dynamics.

- a. Describe how force, friction, and laws of physics affect a vehicle in motion.
- b. Articulate the differences between understeer and oversteer.
- c. Explain braking, acceleration, and steering techniques to avoid exceeding vehicle limitations.
- d. Demonstrate proper application of the braking, acceleration, and steering techniques during practical exercises and evaluation.

3. Explain considerations and identify physical components necessary for engaging in pursuits and emergency driving.

- a. Identify considerations for engaging in a pursuit
- b. Identify considerations for disengaging in a pursuit
- c. Consider capabilities and limitations of vehicle and driver ability.
- d. Describe proper steering techniques driving forward, reverse, and loss of control situations.
- e. Apply proper steering techniques while manipulating cone courses and the performance drive course
- f. Explain the three types of curves and the proper course of travel through them.
- g. Demonstrate the ability to properly negotiate through the three types of curve.

4. Identify characteristics of defensive driving and effective night time driving.

- a. Describe the characteristics of a good law enforcement drivers.
- b. Explain the components of the Smith System of Defensive Driving.
- c. Identify factors contributing to greater crash rates during night time driving.
- d. Discuss the mental and physical decision-making process while driving.

5. Demonstrate proper decision-making and defensive driving during emergency and pursuit driving.

- a. Articulate appropriate circumstances for engaging in emergency or pursuit driving.
- b. Demonstrate proper and effective steering techniques appropriate for the roadway.
- c. Identify and drive correct lines of travel.
- d. Identify curve apexes and negotiate the curve according to the curve type.
- e. Employ safe, effective straight line braking.
- f. Disengage in pursuits / emergency driving appropriately.
- g. Constantly evaluate roadway dynamics and adjusts speed and steering inputs.

SECTION 2 - PROJECT NARRATIVE

C. TRAINING METHODS

Describe how the training will be delivered for each course/topic. Identify program developers and instructors and describe their qualifications. Outline the method(s) of presentation. Include the hours of training and where the training will occur. Describe the training materials that will be developed or provided.

Refer to Page 19 of the Grant Manual

Identification of Program Developers and Instructors:

Project Administrator:

Sergeant Robert Boerkoel is the Project Administrator and will oversee the program's progress. Sergeant Boerkoel, who is currently assigned to the Staff Services – Training Section, will oversee the day-to-day operations. Sergeant Boerkoel has been employed by the Ingham County Sheriff's Office for approximately 9 years and is a graduate of the Michigan State Police Advanced Precision Driving Program and Michigan State Police Precision Driving Instructor Program. In addition to serving as an Emergency Vehicle Operations (EVO) Instructor for Ingham County Sheriff's Office, Sergeant Boerkoel is an Emergency Vehicle Operations instructor for the Mid-Michigan Police Academy at Lansing Community College. Additionally, Sergeant Boerkoel is a graduate of the numerous Michigan State University Highway Traffic Safety Programs serving as a Crash Reconstructionist since 2015. Sergeant Boerkoel will lead primary development and record keeping for the grant administration.

Primary Developer(s):

The Ingham County Sheriff's Office has developed a successful EVO program over many years. The program content has unique materials and presentations which require instructors to become well-versed in policy, civil liabilities, vehicle operations, proper apprehension and stopping methods of pursued vehicles, understanding effects of night driving, driving defensively, knowledge of vehicle maintenance issues and officer safety. The EVO program is constantly evolving as new techniques, vehicle technology, policies, and case law regularly develop or change. Throughout this program, many driving instructors in mid-Michigan have contributed to the program's content and success.

Although each instructor aids in program development, the Primary Developers for the 2021 grant are comprised of select Ingham County Sheriff's Office Command Officers trained and experienced in EVO Instruction. The Primary Developers ensure the program material and exercises remain current and relevant. Each Developer is also a Primary Instructor and can lead the interactive lectures, instruct cone courses and performance driving, and evaluate participant's physical skills and decision making.

Primary Developers (Ingham County Sheriff's Office):

- 1) Sergeant Brad Delaney
- 2) Sergeant Josh Treat
- 3) Sergeant James Every
- 4) Sergeant Robert Boerkoel
- 5) Detective Ryan Cramer

Primary Instructor(s):

The Primary Instructors for the 2021 grant are comprised of selected Ingham County Sheriff's Office deputies and command officers. These Instructors have completed the Michigan State Police Advanced Precision Driving Program and the Michigan State Police Precision Driver Instructor Program. Each of the primary instructors have taught at previous Ingham County EVO programs and have been involved with the instruction of over one thousand participants attending prior Ingham County EVO Programs conducted at the Michigan International Speedway.

The Primary Instructors constitute the core of the program delivery. Additionally, the continual on-the-job, real-world experience of these instructors contribute to their ability to deliver relevant, reality based instruction to each participant. Each Primary Instructor can lead the interactive lectures, instruct cone courses and performance driving, and evaluate participant's physical skills and decision making. An example Primary Instructors role commonly consists of leading interactive lecture (.5 hours), assisting with course set-up while not leading lecture and vehicle inspections (1.5 hours), physical skills instruction (3.5 hours), and facilitating scenarios (1 hour), and participant evaluation (1 hour).

The following is a preliminary list of Primary Instructors identified for the 2021 grant; some instructors may not necessarily instruct throughout the entire 2021 EVO Program:

Primary Instructors (Ingham County Sheriff's Office):

- 1) Sergeant Brad Delaney
- 2) Sergeant Josh Treat
- 3) Sergeant James Every
- 4) Sergeant Robert Boerkoel
- 5) Detective Ryan Cramer
- 6) Deputy Ryan Kuch
- 7) Deputy Tryon Calkins

Assistant Instructor(s): The Assistant Instructors will be MCOLES licensed police officers employed by agencies in the region who meet the same criteria as the Primary Instructors. These instructors must complete the Michigan State Police Advanced Precision Driving Program and the Michigan State Police Precision Driving Instructor Program to be eligible to instruct. They may be used to back fill absences created by scheduling conflicts, retirements, unforeseen promotions, court cases, and special assignments during the program. These instructors are selected based on prior EVO instructor and law enforcement experience. An example Assistant Instructor's role commonly consists of assisting with course set-up, preparation, and vehicle inspections (2 hours), physical skills instruction (3.5 hours), facilitating scenarios (1 hour), and participant evaluation (1 hour).

The following is a prospective list of potential Assistant Instructors identified for the 2021 EVO grant. Some of the instructors may not necessarily be instructing in 2021.

Assistant Instructors:

- 1) Lieutenant Scott Sexton, East Lansing Police Department
- 2) Sergeant Tony Fuller, East Lansing Police Department
- 3) Sergeant Kelly Bricker, Eaton County Sheriff's Office
- 4) Sergeant Jeromy Churchill, Lansing Police Department
- 5) Sergeant Sean Mills, Lansing Police Department
- 6) Officer Garrett Hamilton, Lansing Police Department
- 7) Officer Erin Linn, Meridian Township Police Department

Each session of the 2021 EVO program will require the participation of six (6) Instructors.

Methods of Instruction and Materials:

Performing appropriately in the field requires a combination of knowledge, mechanical skills and sound judgment. Training strategies will be based on the interactive learning theory. Our program will address decision making and judgment, in addition to mechanical skills, by engaging the participants in interactive teaching strategies in the classroom and hands on exercises on the driving course. This theory of learning will allow the instructors to engage the participants in their knowledge and ability to perform in reality based training. The instruction will consist of Interactive Lecture and Physical Skills portions:

Interactive Lecture:

The Interactive Lecture portions will utilize group activities, class discussions, case studies, and interactive dialogues. Lecture and PowerPoint style presentations will guide the delivery, but the emphasis will be on interactive instruction. The interactive instruction is also designed in a way to provide the intellectual foundation that leads to improved physical application and skill development. Informed intellectual knowledge in effective vehicle operation leads to quicker, safer decision making in the field. The interactive lecture will consist of the following modules:

Program Objectives & Expectations	(.5 hours)
Interactive Lecture: Civil Liability	(.5 hours)
Interactive Lecture: Vehicle Performance & Dynamics	(.5 hours)
Interactive Lecture: Vehicle Pursuits & Emergency Driving	(.5 hours)
Interactive Lecture: Defensive & Night Time Driving	(.5 hours)

Physical Skills:

The Physical Skills portion will utilize physical skill demonstration, instruction, and development, interactive dialogues, and reality-based scenarios. The practical application not only re-enforces the intellectual knowledge, but gives the participant broader experience at a higher level of performance. The physical skills portion will consist of the following modules:

Physical Skills: Cone course exercises	(1 hour)
Physical Skills: Performance course	(2 hours)
Physical Skills: Pursuit Driving Lab scenario(s)	(1 hour)
Evaluation of physical skills	(1 hour)

The combination of the interactive lecture and the physical skills are designed to illustrate the importance of skilled, safe, and effective Emergency Vehicle Operations. Furthermore, the skills and knowledge have immediate practical application – the skills can be employed already in the drive home from training and on their first shift back to work.

Facility Requirements:

The program is designed to be a one-day EVO program (multiple sessions) to be held at the Michigan International Speedway in Brooklyn, Michigan. The Facility requirements for the Interactive Lecture portion include a classroom area with tables and seating available. The Physical Skills portion require several large paved spaces: Large flat areas for cone exercises and long paved drive course for performance and pursuit exercises.

Materials:

The materials developed for the interactive lecture portion include guided PowerPoint presentations and videos from real life incidents for instructors to reference. These presentations will be updated by Primary Developers prior to instruction. Handouts consisting of summarized and outlined information along with resource locations will be provided to each participant. All materials developed in this program will be available to other agencies upon request.

SECTION 2 - PROJECT NARRATIVE

D. EVALUATION

In addition to participant feedback, describe how the participants will be evaluated on their acquisition of knowledge for each course/topic.

Refer to Page 19 of the Grant Manual

1) Participant Feedback

Course evaluations to solicit participant reactions will be provided at the conclusion of each session in the form of a questionnaire. The questionnaire will be based on the Participant Evaluation Template in Appendix C and will allow for the participant to rate the training, the content of the interactive lecture, the content of the physical skills portion, and the relevance to their current job duties. Recommendations to improve the program will be solicited as well.

In addition to the training content, the participant will have the ability to rate the effectiveness of the instructor(s). Solicited feedback will be used to address identify instructor deficiencies and develop or replace instructors where appropriate.

A post-session review of the evaluations will be completed in order to implement any changes and improvements throughout the entire program.

2) Acquisition of Knowledge

Participants must demonstrate knowledge acquisition through a written test and practical skill evaluations.

a) Written Test:

Participants will be given a twenty-five question written test. The test format will include of fill-in-the blank, true/false, and multiple choice questions. The participant must respond correctly to 80% or higher to pass the written portion of the course.

b) Practical Skills Evaluations:

Participants will be evaluated on the application of their knowledge and skills during their practical skills evaluations.

Cone courses have specific evaluation metrics established within the course to include, but are not limited to, as proper positioning, hand positioning, smooth steering inputs, maintaining speed, and hitting less than the maximum number of cones identified for the course.

Performance courses additionally have identifiable metrics that will be evaluated such as safe vehicle operation, proper lines of travel, proper hand positioning, proper braking, timing for curves and apexes, and decision making considerations such as engaging / disengaging in performance driving.

3) Program Assessment

Sessions, instructors, and participants will be documented for each session through sign in sheets. Participants successfully completing the program will be awarded a certificate of completion and will be documented in the MCOLES training registry. Records of each training session will be retained for reporting purposes.

SECTION 3 – COURSE DETAIL

Complete the Course Detail section for ***each topic/course*** included in your proposal. Copy and insert this page into your application as many times as needed.

Refer to Page 20 of the Grant Manual

Course Details

Course Title

Capital Area Emergency Vehicle Operation Program

Training Location

Ingham County Sheriff's Office (Mason, MI) & Michigan International Speedway (Brooklyn, MI)

Maximum Participants

15

Minimum Participants (2/3 of Max)

10

Hours of Training Per Session

10

Number of Sessions

12

Cost Breakdown

<i>Per Session Costs</i>	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>
Personnel	\$67,708.28	\$50,781.19	\$16,927.09
Contractual Services	\$0.00	\$0.00	\$0.00
Tuition	\$0.00	\$0.00	\$0.00
Travel	\$2,142.00	\$1,606.50	\$535.50
Supplies & Operating	\$46,451.17	\$34,838.34	\$11,612.83
Equipment	\$0.00	\$0.00	\$0.00
Total Per Session Costs	\$9,691.78	\$7,268.83	\$2,422.95
Total Course Costs	\$116,301.45	\$87,226.03	\$29,075.42

NOTES:

SECTION 4 - COST JUSTIFICATION

The cost justification section is the bridge between the project narrative and the budget detail. Describe the proposed expenditures for each course offering or topic separately. Explain the proposed expenditures (both grant and match) and why the costs are necessary. Provide sufficient detail to justify the expenditures and to support the calculations that are shown in the budget detail. If a student fee will be charged, specify the amount per student.

Refer to Page 20 of the Grant Manual

Personnel:

The proposal requires a minimum of six instructors to be utilized for each session of training (10 hours each session, 120 total hours for all sessions). Five instructors will be assigned three participants for each session. The sixth instructor serves as both a safety instructor as well as an alternate instructor to facilitate breaks for the other instructors or provide individual, focused training time for an individual if needed. Additionally, prior to the implementation of the program, the instructors will require 10 hours updating and reviewing course materials and preparing the cone and performance courses. This application requests the grant to cover the costs of six instructors provided by the Ingham County Sheriff's Office which will be comprised of two ICSO Deputies, one ICSO Detective and three ICSO Sheriff's Sergeants.

Other personnel expense requests include expenses for the administration, updating, record keeping, and grant reporting. Personnel requirements consist of 80 Administrative Deputy Hours and 50 Administrative Sergeant Hours.

These administration and instructors will be comprised of Sergeants, a Detective, and Deputies, all of whom will receive straight time wages within the following rates: Deputy – \$30.28 / Fringe Rate .74, Detective - \$32.49 / Fringe Rate .72, Sergeant - \$37.32 / Fringe Rate 1.59.

The total proposed Personnel budget results in a cost of \$67,708.28.

Of that cost, the Grant Share will be \$50,781.19 and the Match Share will be \$16,927.09. Sources of the Match Share portion will be detailed later in this Section.

Contractual:

There are no funding requests for contractual services.

Tuition:

There are no funding requests for tuition.

Employee and Trainee Travel Expenses:

This proposal includes the provision of lunches for all Instructors (6) and Trainees (15) in attendance each session. In order to maximize the limited training time, providing lunches for all of the instructors and participants reduces the amount of time needed for the lunch break and ensures a timely return to training without waiting for participants to return. Furthermore, the Michigan International Speedway is a closed course; there are no options for purchasing food on site. The off-campus locations for meals are outside of the security check-point and approximately 15 minutes away, which would require ample lunch break time if participants leave campus. Providing lunches keeps instructors and participants organized and allows for the maximization of valuable training time. The costs of the lunches are calculated at the established lunch rate of \$8.50 per person.

a) Employee Travel Expenses

The total proposed Employee Travel Expenses result in a cost of \$612.00.

Of that cost, the Grant Share cost will be \$459.00 and the Match Share will be \$153.00. Sources of the Match Share portion will be detailed later in this Section.

b) Trainee Travel Expenses

The total proposed Trainee Travel Expenses result in a cost of \$1,530.00.

Of that cost, the Grant Share cost will be \$1,147.50 and the Match Share will be \$382.50. Sources of the Match Share portion will be detailed later in this Section.

No other Travel Expenses (Employee, Contractual, Trainee) are requested with this proposal.

Supplies and Operating Budget:

Vehicle Maintenance (\$36,557.72):

Maintenance represents \$36,557.72 of the proposed Supplies and Operating budget.

Due to the nature of the program, high speed driving, rapid acceleration, intense braking and steering cause extensive wear on the tires, brakes, and steering components of the training vehicles. Therefore, the Vehicle Maintenance budget includes provisions to maintain and replace directly affected components that need frequent replacement. Failing to maintain these components could result in dangerous failure and/or reduced training effectiveness if drivers have to accommodate for reduced or compromised vehicle functionality. These components primarily consist of tires, brake pads and rotors, wheel bearings, stabilizer links, tie rods, and engine mounts. Cost for these components have been prepared based on current and projected rates provided by automotive parts suppliers.

Replacement intervals are anticipated to consist of every three training sessions for tires, brake pads, rotors; this equates to each vehicle getting these components replaced four times over the course of all training sessions. Additionally, two additional sets of tires are included for spare considerations. Replacement intervals are anticipated to consist of every four training sessions for wheel bearings, stabilizer links, and tie rods; this equates to each vehicle getting these components replaced three times over the course of all training sessions. Two spare wheel bearings, stabilizer links, and tie rods have been included in the event a vehicle has unusually excessive wear. Anticipated replacement for front motor mounts and transmission mounts are anticipated to be needed one time over the course of the program. Parts not used will be returned for credit back to the grant.

Additionally, a provision for maintaining the engine through oil changes are included as well. Due to the sustained intensity of the driving during these training sessions, the oil changes are recommended ahead of the factory recommended intervals. Oil changes were calculated for change every four training days, equating to three oil changes per vehicle over the course of the program, a total of fifteen oil changes.

Vehicle Fuel (\$4,582.20):

Fuel represents \$4,582.20 of the proposed Supplies and Operating budget. The proposed fuel allotment is determined based on the estimated mileage the training vehicles will travel over the course of this program as this program involves driving a large number of miles. Additionally, the fuel was calculated based on a rate of \$2.10 / gallon, which is subject to change.

The miles traveled accumulate in three areas: a) driving to and from Michigan International Speedway (96 miles round trip); b) miles driven during the performance course (120 miles per vehicle); and c) cone courses (75 miles per vehicle). The Performance Course design in the past was approximately 2 miles. During the course of instruction with three students to a vehicle, instructor demonstration laps, student instruction and evaluation laps, and cool down laps total 60 laps per vehicle per day, a total of 120 miles per vehicle. Additionally, the cone course exercises accrue an estimated 75 miles per vehicle

per day inclusive of instructor demonstration, student instruction, evaluation exercises, and travelling between courses. The total number of miles one training vehicle will travel for one training session is 291 miles. When factoring in each session has 5 training vehicles each session accounts for 1,455 miles. With 12 sessions, the miles travelled during this proposed program will total approximately 17,460 miles.

Based on the calculated mileage and the training vehicles getting 8 miles per gallon fuel economy, a total of 2182.5 gallons of fuel will be needed over the course of this program. It should be noted that the reduced fuel economy is factored because of the nature and intensity of how the vehicles will be driven in the cone and performance courses.

Cones (\$1,112.50):

Purchasing traffic cones represents \$1,112.50 of the proposed Supplies and Operating budget. Well over 250 cones are utilized during this course ranging in size from twelve inches to thirty-six inches. Over the course of the normal driving program, numerous cones will get struck or caught up in the training vehicles. Overtime, the cones used deteriorate, losing their shape and structure, periodically needing replacement. Smaller cones are subject to quicker deterioration than the large cones. This applications requests for the replacement of 100 twelve inch cones and 50 eighteen inch cones; there is no need to replace thirty six inch cones. Additionally, many cones purchased with prior grant funds will be re-used during 2021.

Helmets (\$3,148.75):

Protective helmets represent \$3,148.75 of the proposed Supplies and Operating budget. Although not needed for cone courses and low speed laps on the performance course, helmets increase safety and prevention of injury in the event of a crash during high speed laps on the performance course. During the high speed laps, the participant and instructor in the vehicle are required to wear helmets. The purchase of helmets is necessary to replace previously purchased helmets that have aged, are subject to material deterioration from use and elements that could compromise their ability to prevent injury. The proposal budget includes a total of 25 helmets, keeping in mind that a variety of sizes need to be available due to diverse instructor and participant groups.

Instructor Safety Identification (\$1,050.00):

Instructor Identification represents \$1,050.00 of the proposed Supplies and Operating budget. In consideration of track safety, Instructors are often outside the vehicle and moving around the course throughout the day. The Instructors will be required to wear a uniform, but highly visible color pull-over or polo style shirt and baseball cap at Michigan International Speedway. This will help to ensure the safety of instructors and make them readily identifiable for its participants. Estimated pricing is inclusive of the shirts receiving logos to further and obviously identify them as an Instructor.

Total Proposed Supplies and Operating Budget:

The total proposed Supplies and Operating budget result in a cost of \$46,451.17

Of that cost, the Grant Share cost will be \$34,838.34 and the Match Share will be \$11,612.83. Sources of the Match Share portion will be detailed later in this Section.

Equipment:

There are no funding requests for Equipment.

Other Budgetary Information:

Personnel:

The participating member agencies in the Capital Area EVO Program will incur the cost of their employee instructors who are donated to the program. The total hours and dollar amount of contribution will vary greatly due to staffing levels and agency involvement.

Student Fee:

The 2021 Capital Area Emergency Vehicle Operations Program will charge student fees. The fee will be \$50.00 for the One day school per student. This fee will cover the costs of refreshments provided for students and instructors. The program location is on a checkpoint-secured international professional raceway and all student refreshments (i.e.; water, soda-pop, Gatorade, and snacks) must be provided. In the event that the collected student fees exceed actual expenses, all excess will be returned to the Grant. With twelve one-day sessions, student fees will total \$9,000.00.

Total= \$9,000.00

TOTAL PROPOSED BUDGET:

Total Grant Share:	\$87,226.03
Total Match Share:	\$29,075.42
Total Proposed Budget	\$116,301.45

Match Share Sources

Ingham County Sheriff's Office will contribute to the total project budget to Match Share costs through:

Cash Match - \$9,000.00

Source: Student Fees

In-kind Match - \$20,075.42

Source: Employee Hourly wages paid by the County of Ingham incurred during the execution of this project.

Total Match Share - \$29,075.42

SECTION 5 - APPLICANT PRIORITIES

Prioritize the components of your application in descending order. Include the GRANT COSTS and MATCH COSTS. Single topic applications should list priorities by sessions or category expenditures. If the application contains more than one training topic, prioritize by topic. If more than one grant application is being submitted by an agency, prioritize the list of applications. The applicant's list of priorities will be followed to the highest degree possible; however, Commission priorities take precedence over a grantee's priorities.

BE SURE TO PROVIDE ACTUAL COSTS FOR EACH TOPIC.

Copy and insert this page into your application as many times as needed.

Refer to Page 21 of the Grant Manual

HIGHEST TO LOWEST PRIORITY:

Prioritized Funding Request:

1) Supplies and Operating	\$ 34,838.34	(Grant Share)
	\$ 11,612.83	(Match Share)
 2) Personnel		
Salary and Fringe Benefits	\$ 50,781.19	(Grant Share)
	\$ 16,927.09	(Match Share)
 3) Travel-Employee	\$ 459.00	(Grant Share)
	\$ 153.00	(Match Share)
 4) Travel-Trainee	\$ 1,147.50	(Grant Share)
	\$ 382.50	(Match Share)

5) If necessary, program expenses can be reduced by eliminating sessions to save the following costs:

Eliminating One Session

a. Personnel costs

	Grant Share	Match Share
Instructor – Sergeant (3)	\$2,174.82	\$724.94
Instructor – Detective (1)	\$419.12	\$139.71
Instructor – Deputy (2)	\$790.30	\$263.44
Total	\$3,384.24	\$1,128.09

b. Supplies & Operating Total:

	Grant Share	Match Share
Fuel	\$286.45	\$95.49
Total	\$286.45	\$95.49

c. Travel

	Grant Share	Match Share
Instructor – Lunch (6)	\$38.25	\$12.75
Student - Lunch (15)	\$95.62	\$31.88
Total	\$133.87	\$44.63

Total Expenses Saved – Eliminating One Session

Grant Share: \$3,804.56

Match Share: \$1,268.21

Eliminating Two Sessions

a. Personnel costs

	Grant Share	Match Share
Instructor – Sergeant (3)	\$4,349.64	\$1,449.89
Instructor – Detective (1)	\$838.24	\$279.42
Instructor – Deputy (2)	\$1,580.62	\$526.87
Total	\$6,768.50	\$2,256.18

b. Supplies & Operating Total:

	Grant Share	Match Share
Fuel	\$572.90	\$190.98
Total	\$572.90	\$190.98

c. Travel

	Grant Share	Match Share
Instructor – Lunch (12)	\$76.50	\$25.50
Student - Lunch (30)	\$191.24	\$63.76
Total	\$267.74	\$89.26

Total Expenses Saved – Eliminating Two Sessions

Grant Share: \$7,609.14

Match Share: \$2,536.42

Eliminating Three Sessions

a. Personnel costs

	Grant Share	Match Share
Instructor – Sergeant (3)	\$6,524.46	\$2,174.83
Instructor – Detective (1)	\$1,257.36	\$419.12
Instructor – Deputy (2)	\$2,370.92	\$790.31
Total	\$10,152.74	\$3,384.26

b. Supplies & Operating Total:

	Grant Share	Match Share
Tires	\$2,157.00	\$719.00
Brake Pads – Front	\$336.07	\$112.03
Brake Pads – Rear	\$320.73	\$106.92
Rotors – Front	\$957.45	\$319.15
Rotors – Rear	\$706.05	\$235.35
Fuel	\$859.36	\$286.46
Total	\$5,336.66	\$1,778.91

c. Travel

	Grant Share	Match Share
Instructor – Lunch (18)	\$114.75	\$38.25
Student - Lunch (45)	\$286.86	\$95.64
Total	\$401.61	\$133.89

Total Expenses Saved – Eliminating Three Sessions

Grant Share: \$15,891.01

Match Share: \$5,297.06

CERTIFICATE OF CONSORTIUM MEMBERSHIP

The Certifying Official shall be the individual who administers consortium activities and has the authority to act on behalf of the consortium. Attach paperwork supporting the Consortium Membership to this document.

Identification:

1. Applicant Agency: N/A

2. Consortium:

Consortium:

3. Consortium Structure:

4. Geographic Region Served by the Consortium:

5. Member Agencies:

6. Financial Commitment from Member Agencies:

Certification:

I certify, on behalf of the consortium, the information contained in this document is complete, accurate and, in compliance with the requirements of the Michigan Commission on Law Enforcement Standards.

Printed Name of Certifying Official	Title of Certifying Official
Signature of Certifying Official	Date

Other consortium certification may be submitted as addendum files.

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
Capital Area Emergency Vehicle Operation Program
2021 Proposed Budget Detail

TRAVEL
Employee

Course Employee Name	Mileage			Lodging			Breakfast		Lunch			Dinner			Airfare/ Other	Total Cost	Grant Share	Match Share
	Miles	Rate 0.34	Total	#	Rate \$85.00	Total	#	Cost	Total	#	Cost	Total	#	Cost				
Instructor Travel			-			-			-	12	8.50	102.00			-	\$ 102.00	\$ 76.50	\$ 25.50
Instructor Travel			-			-			-	12	8.50	102.00			-	\$ 102.00	\$ 76.50	\$ 25.50
Instructor Travel			-			-			-	12	8.50	102.00			-	\$ 102.00	\$ 76.50	\$ 25.50
Instructor Travel			-			-			-	12	8.50	102.00			-	\$ 102.00	\$ 76.50	\$ 25.50
Instructor Travel			-			-			-	12	8.50	102.00			-	\$ 102.00	\$ 76.50	\$ 25.50
Instructor Travel			-			-			-	12	8.50	102.00			-	\$ 102.00	\$ 76.50	\$ 25.50
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MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
Capital Area Emergency Vehicle Operation Program
2021 Proposed Budget Detail

SUPPLIES AND OPERATING

Course	Description	Quantity	Unit Price	Total Cost	Grant Share	Match Share
Capital Area EVO	12 inch Traffic Cones	100	\$ 6.50	\$ 650.00	\$ 487.50	\$ 162.50
Capital Area EVO	18 inch Traffic Cones	50	\$ 9.25	\$ 462.50	\$ 346.87	\$ 115.63
Capital Area EVO	Instructor / Student Bell Helmets - M	5	\$ 125.95	\$ 629.75	\$ 472.31	\$ 157.44
Capital Area EVO	Instructor/Student Bell Helmets - L	8	\$ 125.95	\$ 1,007.60	\$ 755.70	\$ 251.90
Capital Area EVO	Instructor/Student Bell Helmets - XL	6	\$ 125.95	\$ 755.70	\$ 566.77	\$ 188.93
Capital Area EVO	Instructor/Student Bell Helmets- XXL	6	\$ 125.95	\$ 755.70	\$ 566.77	\$ 188.93
Capital Area EVO	Instructor Safety ID Hats	15	\$ 20.00	\$ 300.00	\$ 225.00	\$ 75.00
Capital Area EVO	Instructor Safety ID Shirts	15	\$ 50.00	\$ 750.00	\$ 562.50	\$ 187.50
Capital Area EVO	Tires Gdyr Egl RSA 245/55R18	88	\$ 143.80	\$ 12,654.40	\$ 9,490.80	\$ 3,163.60
Capital Area EVO	Brake Pads - Front Fd Explorer	20	\$ 89.62	\$ 1,792.40	\$ 1,344.30	\$ 448.10
Capital Area EVO	Brake Pads - Rear Fd Explorer	20	\$ 85.53	\$ 1,710.60	\$ 1,282.95	\$ 427.65
Capital Area EVO	Rotors - Front Ford Explorer	40	\$ 127.66	\$ 5,106.40	\$ 3,829.80	\$ 1,276.60
Capital Area EVO	Rotors - Rear Ford Explorer	40	\$ 94.14	\$ 3,765.60	\$ 2,824.20	\$ 941.40
Capital Area EVO	Wheel Bearings - Frnt Ford Ex	17	\$ 210.66	\$ 3,581.22	\$ 2,685.91	\$ 895.31
Capital Area EVO	Wheel Bearings - Rear Ford Ex	17	\$ 210.66	\$ 3,581.22	\$ 2,685.91	\$ 895.31
Capital Area EVO	Tie Rods Ford Explorer	17	\$ 92.61	\$ 1,574.37	\$ 1,180.77	\$ 393.60
Capital Area EVO	Stabilizer Links Ford Explorer	17	\$ 59.63	\$ 1,013.71	\$ 760.28	\$ 253.43
Capital Area EVO	Oil / Filter	15	\$ 35.00	\$ 525.00	\$ 393.75	\$ 131.25
Capital Area EVO	Front Motor Mounts - Fd Explor.	6	\$ 92.82	\$ 556.92	\$ 417.69	\$ 139.23
Capital Area EVO	Trans. Mounts - Fd Explor.	6	\$ 115.98	\$ 695.88	\$ 521.91	\$ 173.97
Capital Area EVO	Unleaded Gasoline	2182	\$ 2.10	\$ 4,582.20	\$ 3,436.65	\$ 1,145.55
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TOTAL SUPPLIES AND OPERATING				\$46,451.17	\$34,838.34	\$11,612.83

MICHIGAN COMMISSION ON LAW ENFORCEMENT STANDARDS
Capital Area Emergency Vehicle Operation Program
2021 Proposed Budget Detail

Personnel	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 67,708.28	\$ 50,781.19	\$ 16,927.09	

Contractual	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Tuition	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Travel-Employee	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 612.00	\$ 459.00	\$ 153.00	

Travel-Contractor	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

Travel-Trainee	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 1,530.00	\$ 1,147.50	\$ 382.50	

Supplies & Operating	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 46,451.17	\$ 34,838.34	\$ 11,612.83	

Equipment	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ -	\$ -	\$ -	

GRANT TOTALS	<i>Total Costs</i>	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	\$ 116,301.45	\$ 87,226.03	\$ 29,075.42	

Percentage of Total Costs	<i>Grant Share</i>	<i>Match Share</i>	<i>Comments:</i>
	75.0%	25.0%	