

# The Role of Law Enforcement in Preventing Substance Misuse on College Campuses

WEBINAR TRANSCRIPT

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**[Dave Closson]:** So we will go ahead and move forward and start talking about the role of law enforcement and preventing substance misuse on college campuses.

We've got this little disclaimer slide for SAMHSA as well. It has a lot of text. I don't expect you to read it or memorize it. Again, this webinar is being recorded and archived and will be available in CAPT Connect.

Just real quick, let's look at the objectives that we'd like to touch on today. Since we've got a variety of audience members, and if there is any law enforcement from other campuses that are attending today as well, everybody might have a little different background when it comes to prevention, so we are going to just briefly run through individual and environmental prevention strategies. We are going to talk about the essential elements of those environmental prevention strategies, and I really want to dive into opportunities for law enforcement to collaborate on prevention efforts and describe some of those strategies specifically related to law enforcement.

I always like to start with a roadmap. I want to know where I'm going. Of course, we will talk about the prevention approaches, and that will lead us right into collaboration. We will talk about why we should collaborate and some key principles for collaboration. Following those collaborations, we will talk about specific strategies related to law enforcement. And I wanted to end today with some case studies and then also from a couple of other research projects talking about the effectiveness of law enforcement and their environmental strategy.

For those who don't know me, here's real quick my bio. Before coming to work with the CAPT, I worked at the Illinois Higher Education Center, where we provided training and technical assistance to all 180 colleges in the State of Illinois. Before that, I was a campus police officer at Eastern Illinois University, so I went from law enforcement to prevention. Now, I like to try to bring the two together.

So, the prevention approaches. We've got the main individual and environmental prevention approaches, and ideally we would like to have a comprehensive approach. The individual and environmental strategies—they are the two primary approaches of some prevention interventions—individual strategies are designed to help individuals develop intentions and the skills to act in a healthy manner, whereas environmental strategies focus on creating environments that support healthy behavior.

But the research really shows that the most effective prevention interventions incorporate both—it's that comprehensive approach. We can devote our resources to those individual approaches and with what is happening with one individual person. This is an important step, particularly when an intervention or treatment is needed—that's not to be minimized. The second approach, means for changing behavior on the community level through the environmental approach, is what we are really going to spend most of our time on today.

Here's a quick breakdown on the individual-level strategies for those that aren't as familiar with them. Many prevention approaches focus on helping people develop the knowledge, the attitudes, and the skills they need to change their behavior. Often these individual-level strategies include classes or one-on-one interventions.

The environmental strategies take that broader approach, more so than the individual-level strategies. Prevention professionals are going to use environmental strategies to change the conditions within the community to include the physical, social, or cultural factors that may lead to substance misuse. For example, prevention planners may decide to target laws or norms that are favorable towards alcohol misuse or illegal substance use. These environmental strategies are most effective when implemented as part of a comprehensive approach, and you will hear me say that many times today.

The environmental strategies include communication and education strategies, which seek to influence community norms by raising awareness and creating community support for your prevention efforts. The environmental strategies may also use enforcement methods to deter people and organizations from illegal substance use. The environmental strategies allow us to devote resources with a focus on that population-level change within the community, rather than the individual-level change. So more emphasis is placed on strategies that impact the social, political, legal, and economic context related to the problems, rather than on an individual's problems.

The individual strategies tend to be short-term, and there is a close relationship between the individual and the issues at hand. Environmental strategies are long-term and affect an entire population. When we look at things on an environmental level, individuals can serve as advocates for necessary change in policy and societal norms that will benefit a greater number of people. Examples of these longer term impacts can include such things as changes in the law or even policies. They can focus on the availability or access.

While the focus here is on environmental change, it doesn't need to be that either/or approach. Again, it brings you back to the comprehensive approach for the biggest impact and long-term sustained results.

Messages communicated through the media influence how the public thinks and behaves. Communication strategies like public education, social marketing, media advocacy, and media literacy can all be used to influence norms, increase public awareness, and attract community support for a variety of prevention issues.

Public education is designed to increase public knowledge and awareness of a particular health issue. The public education campaigns may combine public service announcements on television, radio, social media, or billboards and posters. Familiar public education slogans might include "Friends Don't Let Friends Drive Drunk" or "A Mind is a Terrible Thing to Waste."

Social marketing involves using advertising principles to change the social norms and promote healthy behavior. Like public education, social marketing uses multiple media channels to message targeted groups of individuals; however, social marketing campaigns do more than just provide information. They try to persuade people to adopt a new behavior by showing them the benefit that they will gain by doing so.

Media advocacy attempts to shape the way social issues are discussed in the media. The goal is to build support for changes in public policy by working directly with outlets to change both the amount of coverage the media provides and the content that is covered. The media advocates hope to influence the way people talk and think about a social or public policy.

Enforcement and policy are closely connected, but it is important to remember that policies are unlikely to be successful without enforcement. Effective enforcement requires visibility. People need to see that substance use prevention is a community priority and that violating those related laws and regulations will result in consequences. Those enforcement strategies may include surveillance—that may be compliance checks or other efforts to determine if people are compliant with the existing laws. An example of surveillance in environmental strategies for underage drinking might include prohibiting sales to minors or conducting compliance checks at local establishments.

Penalties, fines, and detention strategies are fairly straight forward. They are creating consequences for people or institutions that don't comply with the existing policy. With community policing, it's that collaboration, including encouraging citizens and community members to participate in the prevention efforts. This could include neighborhood watches, a campus community coalition, efforts to remove sources of alcohol or drugs, and partnering with law enforcement to discourage underage drinking and substance use.

I wanted to just briefly touch on the deterrence theory as it relates to enforcement. I often hear that law enforcement feel like their role is just enforcement, to simply write tickets, make arrests, and enforce the law. They don't feel like they see the bigger picture and the impact that that enforcement has on prevention. They let the prevention specialists handle the prevention part, but enforcement is much more than just writing tickets and making arrests. Enforcement plays a vital role in restricting access, increasing the related negative consequences, influencing the community norms, and increasing the perceived risk.

Enforcement is a vital part of environmental change, and that's built on the deterrence theory, which is listed here on the slide. It requires the perception that violations will lead a certain, swift, and appropriately severe punishment. Of the three legs of the deterrence theory, colleges and communities should focus on the certainty and the swiftness of the punishment, rather than the severity. These are the most important parts as it relates to campuses. It's the swiftness and the certainty that matter most, but the enforcement is a vital part of prevention.

These are the essential elements of effective prevention strategies that require the right blend of policy, enforcement, and public support. Each of these components will play an important part in your success. If you remove any one component, you won't have what it takes to make and sustain positive change. The policies and laws are of no use and don't create the desired deterrent effect if they are not enforced. But enforcement requires good public support in the way of resources and infrastructure.

I want to take a quick break for questions. If anybody has any questions related to the environmental or individual approaches, communication and education, policy, community support and enforcement, feel free to just mention them out loud if the microphone is close or type them into the chat box.

**[Participant]:** Hi, Dave, it's Tone. I kind of missed your piece about deterrents, and I think it was like the last thing you said about deterrents. Can you please say it one more time? It sounds kind of a little bit muffled so I was trying to hear what you were saying, but it jumbled off.

**[Dave Closson]:** Okay, I can talk a little bit louder as well. Deterrents require the perception that violations will lead to certain swift and appropriately severely punishment. Of the three legs of that deterrence theory, for colleges and communities, they should focus on the certainty and the swiftness of the punishment rather than the severity. Those are the most important legs when it relates to campuses and the community.

Is that the part that you missed?

**[Participant]:** You are awesome, Dave. Yes. Thank you.

**[Dave Closson]:** If I need to continue speaking up, just let me know. Don't be shy. I can just keep talking louder. Any more questions before we move on to collaboration? If at any time a question does pop up, feel free to type it into the chat box.

**[Melissa Martin]:** Thanks, Dave. We are good on our end.

**[Dave Closson]:** Alright. Why should we collaborate? Essentially, you won't be able to implement environmental change strategies unless you collaborate. Unlike strategies that target individual behavior, the environmental prevention strategies focus on creating that atmosphere that makes it easier for the students to act in healthy ways. These strategies are going to do this by changing that culture and the context in which those decisions are made by influencing the community standards, the institutions, or the structures that shape individual behaviors.

Again, ideally, the most effective prevention approaches are those that include a blend of environmental strategies and individual strategies, and you would like your environmental strategies to reinforce the individual ones. You will need to work with multiple partners across multiple settings. In other words, environmental strategies truly do require successful collaboration. That's the only way to move the prevention needle.

This is a diagram from the CAPT's *Prevention Collaboration in Action* tool kit that is available on the CAPT website. It talks about examples and opportunities for collaboration across all of the steps of the SPF. On the next slide, we are actually going to go through the same diagram, showing specific examples and opportunities to collaborate with law enforcement across the steps of the SPF.

The sharing of data can be very valuable in prevention and overall crime prevention as well. As prevention specialists, you have access to the student surveys on alcohol and other drug use. You can have data that shares access, the location, the type, intake method, the prevalence and the perceived risk. You've got a lot of great data. This data can be included in the police department strategic planning. The officer's scope of view is limited to their calls for service and the behavior that they have seen while on patrol. With prevention data and their one-on-one interviews, a conversation with students about their substance use is often not readily available to the officers.

And that often goes vice versa. Officers have their own data that they collect and track that can be very beneficial to prevention. You can collaborate and get their arrest and citation data that relates to alcohol and other drugs. You can also get their citations or their calls for service where they might not have actually arrested or issued a citation. In regards to hot spots, there are specific houses or specific neighborhoods that the officers are continuously being called to.

Here in Illinois, a lot of the prevention specialists had heard of this thing called cannabis concentrates, but they really didn't know what it was. We connected them with local law enforcement, a drug recognition expert who is out in the field seeing this, knowing that it is a current use and it's a current trend. He shared that information and explained and talked to prevention specialists about what it was, so then they could incorporate that into their prevention efforts. It worked great.

Capacity building leads right into it: cross-training and teaching officers evidence-based strategies brings them into the prevention world. By teaching them the harm reduction approach, they can have better conversations with the students, and then the officers can train the prevention specialists as well. You might be able to reach or engage more stakeholders. The officers might be able to bring the fire department to the table. They might be able to bring the medics that are driving the ambulance to the table. They might have relationship with community members that the prevention specialists might not have. It can open doors for each other.

Then, throughout the planning process, having those multiple perspectives at the table when you are planning will engage the law enforcement, will get more buy-in. They will see the bigger picture. They will have that "why" behind these strategies so then they can go forward, or they might have a perspective that says, "hey, this strategy isn't feasible for our department. Let's find different strategies that might work best."

In regards to implementation, with that unified prevention message, everybody is on the same page sharing the same information. This will carry that message much farther and have a better impact. Then, through building the infrastructure, we can support each other and support those efforts, and sustain it to keep that change and implement it. You create the change, and then sustain that change. That's going to come from collaborating and working with each other throughout the implementation stage.

In terms of evaluation, back to the data. We have all got data, and we need to share it and put it together to really get that big picture on the substance misuse in the community and the impact that strategies are having. As you can see, there's a role for law enforcement throughout the entire SPF process, so they should be sitting there at the table working on this together.

Regarding a few principles of collaboration, it really does need to be intentional. Life isn't always as it should be. It is how it is. You can't expect them to come to you. Be intentional, be purposeful about going out and engaging law enforcement or engagement the prevention specialists on your campus within your community. You need to be flexible. This is something I like to point out to prevention specialists, is that law enforcement works shift work. The individual who might be reaching out to you might work midnight shift, so they are not available during the normal business hours when you are available. You need to have an open mind and be flexible and willing to work with each other.

This next bullet points out that all parties must benefit. It really does need to be that win/win. You don't want to take, take, take. You need to give, and that's what is going to create the true essence behind collaboration and teamwork.

And with the consortium, having the five campuses from across the state, the one size is not going to fit every campus. You will need to adapt and adjust. It might take a different approach on each individual different campus. It's a journey, not a destination. It takes time. You need to be intentional and build these relationships over time and engage them and work through the collaboration and work through the steps of the SPF. You are never going to get to an exact destination. You are always going to need to keep working and being intentional about those relationships.

If we could do a quick show of hands, and either just mention it or type it into the chat box, I'm curious within the room, how many have campus law enforcement actively involved in your prevention efforts already?

**[Melissa Martin]:** We have New Mexico Tech that has their campus law enforcement involved, as well as NMSU and UNM and San Juan College. Eastern New Mexico University is here and they are new to the cohort, well renewed I guess you could say. They are the campus law enforcement officers so we have --

**[Dave Closson]:** Alright.

**[Melissa Martin]:** Bradley Mauldin here and his lieutenant, Shawn Gore. It's safe to say that Eastern New Mexico University definitely has collaboration going on with their campus enforcement.

**[Dave Closson]:** I think that is definitely safe to say. Outstanding. Glad you could make it today. Wonderful, wonderful. What about at the municipal level? The city police? Are they actively involved?

**[Melissa Martin]:** I'm getting zero hands and lots of shrugs. I have a half hand from the Eastern New Mexico folks, so they are in conversation with their municipal law enforcement.

**[Dave Closson]:** Mm, hmm. That conversation is where it starts.

**[Melissa Martin]:** Well, he says he actually has full support for the municipal, the county, the state. In their community, it's a small community, and the structure is housed for all those entities to kind of frequently be at the same table.

**[Dave Closson]:** That's awesome. You might need to share that story across the rest of the state later. That's great. So do the other schools that are there in the room have county or state-level law enforcement involved?

**[Participant]:** It hasn't been too recent, but we've worked with SIU, which used to be called SID in New Mexico, Special Investigations Unit, and mostly on our Synar we had a pretty good relationship with them, and I don't doubt that we could again. It just hasn't been something we've gotten to. In terms of county and municipal, I believe we made some gestures to Albuquerque Police Department, but probably need to renew that effort. I don't know where we stand on the sheriff's office, as far as what my predecessor was doing with them or not. I don't think we've got any kind of relationship with them.

**[Dave Closson]:** Okay. It sounded like the state-level engagement was more project-focused rather than long-term planning and engagement? Did I hear that correctly?

**[Participant]:** Yes, you did. Sorry, we are bouncing the mic back and forth.

**[Dave Closson]:** Oh, no, that's okay.

**[Participant]:** No, but you hit the nail on the head. It was more project by project focused, and they have also, if I'm not mistaken, suffered somewhat under budget cuts. They are under-manned, understaffed. We really need to redouble our efforts on that.

**[Participant]:** This is Deb from NMSU and, yeah, over the past ten years, we've worked with the municipal, the county, the state on various projects. I don't know that it's a relationship that is always there or continues beyond those projects, but we have collaborated on several projects. It depends on which grants we have at the moment.

**[Dave Closson]:** That sounds like there's a good foundation there at least of collaboration. Wonderful. Well, it's good to hear that so many of you have the different levels of law enforcement already involved in the prevention efforts because that is where it starts. You have got to be intentional, and it takes time because it's a journey to build those relationships. That is the goal with the collaboration. You want to have those good relationships.

Well, if there are not any questions, we will move on to some of the environmental prevention strategies that relate to law enforcement. I'm not hearing any questions, which is just fine. If you have one as I'm moving along, feel free to either speak up or put it in the chat box.

Now, the goal is to share some strategies that you could then take back to these different levels of law enforcement as potential ways to collaborate and work together. The three main environmental prevention strategies that I will be talking about today will be limiting

access, working to shape a community norm, and then enforcement. They are all related and influence each other because, yet again, you need that collaborative, comprehensive approach to prevention.

Here are just a few examples of limiting access. Limiting access are some of the most powerful and well-documented approaches to prevention, and these strategies are very effective in shaping the social, economic, and physical environments in which the students make their decisions about substance misuse. We've got compliance checks and prescription drug monitoring programs, prescription drug take back, party patrol (but that needs to be paired with a social host ordinance or law, where you actually have some power behind breaking up and doing a controlled party dispersal). And then responsible beverage seller and server training, so that they know how to check IDs, they know when to not over-serve an individual—they should understand that and actually follow that.

You've also got your enforcement, your DUI checkpoints, your DUI patrols, and then enforcing the minimum drinking age and specialized drug units. In Illinois, we have regional drug units, but they are covering multiple counties, which means they can't really put ample amount of time, effort, and resources to the specific campus environment. So, a few of the universities have put together their own in-house drug enforcement unit, and they actually work with the on-campus prevention specialists as well. It's been very effective at the University of Illinois, which we will actually get to a little bit later in the case study.

Rather than dive into each of these strategies—each strategy could be a webinar on its own, breaking down how to do it, the key highlights and the process for going through and implementing these strategies. We can always plan a follow-up webinar if you would like any more information or specific details on the planning process or implementation process for any of these strategies. To keep today's webinar to the point and on time because I know you have a full agenda, we are just going to touch on the highlights of them.

The community norms strategies are designed to express the community norm against use. They can be very powerful especially in conjunction with other efforts. Social norm campaigns correct misperceptions regarding underage alcohol use or nonmedicinal prescription drug misuse by modeling and promoting healthy, protective behaviors based on the actual norms.

Media advocacy influences those community norms. It organizes the communities to really affect that change; and social marketing is going to use techniques adapted from commercial marketing to really encourage positive and voluntary behavior change. Lastly, with the visibility campaign, and this relates to law enforcement, you want to have a high-visibility enforcement campaign. Let the community members know you are out there doing enforcement, and what those efforts and the results are.

That's just a quick rundown of a few of the strategies that relate specifically to law enforcement, and hopefully that will give you a foundation to take back when you go back to your campuses and begin to engage your local law enforcement. Are there any questions related to those before we jump into the case study and share some successes from campuses and law enforcement collaborating on prevention efforts?

**[Melissa Martin]:** Yeah, John has a comment here, David.

**[Participant]:** Hi, Dave. You mentioned social marketing, and I think due to sort of a colloquial use of that term, some people think of it as what you do through Facebook, which is I think really properly called social networking, and that's just one media channel that you can use. Social marketing is something you could spend a whole day on, easily, but you talked about using regular advertising principles to sell the ideas that we are trying to sell. Could you elaborate just a second on that?

**[Dave Closson]:** Yes, yes I can. You are correct in that social media is just a channel. It would be like using the newspaper or TV or radio station. It's just a channel, as a way to deliver the message. The social marketing approaches involve using techniques from commercial marketing, such as the four Ps: price, product, placement and promotion. We adapt that to prevention messaging to try to persuade the individuals to create that positive voluntary behavior change. That persuasive aspect that they are pulling from the commercial marketing rather than the social norms where they are trying to correct misperception or the media advocacy where they are trying to build that community support and influence the community norms. Does that help clear it up for you?

**[Melissa Martin]:** Yes. John is happy with that response.

**[Dave Closson]:** Okay. We can certainly spend an entire webinar day diving deep into social marketing. Keep that in mind for future *Coaching for Success* service planning. We can always come back to it more. Great question. Thank you.

**[Melissa Martin]:** Thank you.

**[Dave Closson]:** If there aren't any more questions at the moment, I will jump forward to the case studies. Overall, in the layout of today's webinar, we talked about the individual and environmental strategies and the *why*; then, we talked about what collaboration is as the *how* to do it; and now we are getting into the specifics of *what* to do. You have the strategy, and now we are going to show exactly what others have done to implement and create this environmental change.

The first one comes from California with the Safer California Universities Project. This was a comprehensive community-based program that focused on the first weeks of the academic year, and it comprises several alcohol control measures: the enforcement of underage

sales, roadside DUI operations, they had social hosts and party patrols with the supporting local ordinance – the social host ordinance. They also had a multifaceted media advocacy campaign via channels that were unique to the college student audiences, such as social media, finding ways to reach those students.

This was funded by the NIAAA, and they found significant reductions in the incidences and likelihood of intoxication at off-campus parties and bars and restaurants at the Safer intervention universities, compared to the control university. There's a lower likelihood of intoxication for the Safer intervention universities for the last time students drank at an off-campus party, bar, or restaurant. There was no increase in intoxication in other settings as well. Further, stronger intervention effects were achieved at the Safer universities with the highest level of implementation. So the more they went all in, the bigger impact that they had.

This research concluded that the environmental prevention strategies targeting the settings where the majority of the heavy-drinking events occur appear to be effective in reducing the incidents and likelihood of intoxication among the college students. The impact was equivalent to 6000 fewer incidents of intoxication at off-campus parties, and they had 4000 fewer incidents at bars and restaurants during the fall semester. That's a big impact. That's all through the comprehensive approach. And the Safer California Universities Project has a nice website and implementation guides and step-by-step guides to walk you through the process. It's a great resource, and of course it is free as well.

The next one is my home university where I worked as a police officer and actually went to school as well. They partnered and raised awareness of the drinking problem. They educated the decision makers both on campus and within the community, which led them to limit underage access to alcohol at restaurants with liquor licenses. They also provided free training in English and Spanish for the bar owners and the bar sellers and servers. They followed that training up with compliance checks and regular enforcement. They also put strict controls on venues serving alcohol during athletic events. They had high visibility enforcement and increased enforcement in the first six weeks of the academic year. That helped establish the campus and community norms for legal community environments.

During the first year, there was a major increase in alcohol citations, and this was due to the increased enforcement. During the second year, they had a 40% decrease in the underage drinking citations, and they reached 100% compliance with the local establishments, the bars and the restaurants. They all passed the compliance checks. It made a big difference. One of the other things that they implemented under this grant was that they had standard operating procedures for referrals from a Charleston Police Department to the campus Student Standards Office. What happens off campus with the college student doesn't necessarily stay off campus. It led to consistent sanctioning for the students when they were involved with alcohol and drug misuse.

There are just a few other strategies that I'd like to talk about that weren't included in this grant, but I was personally involved in on campus as a police officer. We implemented what we called the "Good Neighbor Project." This was run through the Alcohol and Other Drug Campus and Community Coalition. During the first week of the fall semester, the entire coalition, the student government, the city mayor, the university president, would all walk door to door with goodie bags. We would walk to the student houses, and within these goodie bags we had our prevention messaging. We would introduce ourselves and let them know we were actually here to help them and provide good, safe, responsible party tips. You know, here is how you can party smart. Harm reduction. We did this as a unified group carrying that message.

Also, as the crime prevention officer, I was able to co-facilitate brief motivational interviewing sessions as a group with the Student Conduct Office. I took those skills with me and started using motivational interviewing out on patrol and interacting with students both in the community policing approach and also during enforcement interactions. Bringing those evidence-based strategies to the students had a big impact, and the students actually enjoyed it. During the group brief motivational interviewing sessions, the students would walk out of there with a smile and thank me and say they never have had that kind of conversation with a police officer. They are not used to it, and they really enjoyed it. They got a lot out of it.

Just up the road at the University of Illinois Urbana-Champaign, they put together a multi-jurisdictional enforcement operation and event management. Their geographic layout is they have the city of Urbana and the city of Champaign, and in the middle of both of those is the University of Illinois. Then you have your university police as well. They all came together to coordinate their enforcement operations for their large scale unofficial St. Patrick's Day event, where hundreds of thousands of students will come to the area to celebrate St. Patrick's Day.

What they did through this collaboration for their enforcement operations was they stepped up strict alcohol control policy; they had high visibility enforcement; and they coordinated an informational campaign about alcohol policies, laws and the consequences to reduce the underage drinking incidents during that unofficial St. Patrick's Day.

There was an increase in citations and arrests during the first few years, and that was due to the increased enforcement efforts. But through their collaboration, they've been able to sustain these enforcement efforts and these strategies, which has led to a decrease in citations and arrests. In 2015, the reason those numbers are lower was it rained that day, so that also had an impact on the students' behavior, but either way, it was down to 160 from 364. Through this comprehensive and collaborative approach, you can create environmental change. It does work.

Then there's Clemson University as a part of the grant as well. They paired alcohol awareness messaging with increased enforcement and focused on working with the off-campus housing community around landlord and renter accountability to reduce the off-campus party incidents. They increased enforcement of alcohol laws and policies on campus improved student accountability as well.

This resulted in a decrease in freshmen referrals to their Office of Community and Ethical Standards for campus adjudication. They reduced the number of freshmen adjudication cases that involved an alcohol-related arrest from 82 to 53, yet again with increased enforcement and collaboration. I'm sure you are noticing a theme or a trend here as well.

And then the University of South Carolina, they were challenged with 70% of their students living off-campus, but they are able to achieve measurable outcomes with the implementation of controlled party dispersal operations in those off-campus housing areas. They also implemented the Uniform Student Conduct Ticket. This led to consistent adjudication of alcohol-related violations by the Student Conduct Office. Similarly to what Eastern Illinois University did having the local municipal police refer the college students to the student conduct office on campus as well, they employed consistent adjudication.

If you've picked up on the themes, they are a comprehensive approach, collaboration is a must, enforcement is a must, and then communicating your efforts. Take those four and put them together, and that will lay the foundation for creating that environmental change and collaborating with law enforcement.

That brings us essentially to the end of the content for today. Are there any looming questions out there that haven't been asked? Are there are future resources or information you would like me to provide or share with you as well?

**[Participant]:** There is a question. So, back in your case study there was one that worked with landlords and other groups within the community to help reduce parties. Do you have any information about how they went about doing that? Or was it a neighborhood watch kind of collaboration?

**[Dave Closson]:** Yes. I'm guessing you are referencing the University of South Carolina where 70% of the students lived off campus?

**[Participant]:** No, the one right before that.

**[Dave Closson]:** Right before that?

**[Participant]:** I believe it was Clemson. Yeah.

**[Dave Closson]:** Clemson.

**[Participant]:** Yeah. The third bullet point there.

**[Dave Closson]:** Yeah, okay. We also did this at Eastern Illinois University when I was a police officer. We would invite the local landlords to our coalition meetings and try to engage them. Then we would share with them the different social host laws, the on-campus and the community ordinance violations, and we gave them ways to contact us so we could help them. We didn't approach it as we want to get them in trouble and write them citations for allowing these parties to happen at their properties. We brought the approach of, "hey, these parties are going to happen. We realize you likely do not want them either. You could be liable due to the social host laws, but we don't want that. Let's find a way to where we can work together."

Just having that conversation with them helped to get them on our side to help. They would call us ahead of time. We also gave them good talking points for them to share with their residents as they moved in regarding the social host laws and informing them they could get in trouble if they have a party. You know, it helps as a landlord to say, "you know, I'm friends with the local law enforcement, so you don't want to do this, this and this because these are the things they are looking for."

Those conversations that they would have with their students or the residents in their properties as well is another way for us to get support within the community and advocacy and carry the prevention messaging to the students. Just by us having the conversation and building the relationship with those landlords also had that accountability piece to where they knew we were actually out to enforce the social host or the different drinking laws that helped hold them accountable as well.

Does that speak to your question?

**[Participant]:** Yes. That clarified it. Thank you very much.

**[Dave Closson]:** We can get more information from all of this. Several of these cases were part of the enforcing underage drinking laws. It was OJJDP Development Grant for colleges, so a lot of this information actually is their website, as far as the entire process that these universities went through. We could find more information, more details for these specific universities if you'd like as well. That information is out there. Great question. Do we have anymore?

**[Participant]:** Hey, Dave, it's Heather. There were two pieces—and I know we are short on time—that I was hoping you could kind of touch upon. We primed this webinar by actually talking about how you promote and coordinate law enforcement efforts when we can't allow you to actually fund law enforcement efforts; and I was hoping you could speak to some of that.

The other piece I wanted to get your viewpoint on for everybody was how to go about really building the readiness and the relationships with law enforcement in order to get to an idealized place, like this, where the collaboration is really in a good working position.

**[Dave Closson]:** Great questions. Ways to promote and coordinate with law enforcement efforts if you don't have additional funding—that is something I hear often: “We don't have funding to bring in officers for overtime DUI patrols or party patrols.” So that's where collaboration can really help. If you would simply build those relationships with them, and then rather than having necessarily specific overtime details for those increased enforcement, if you don't have the funding, you can still use the communication strategies to promote the enforcement efforts that they are already doing.

There is actually a state trooper out in northeastern US. He's got a big region that he covers all by himself, and he started putting out press releases to the local media about DUI patrols, essentially [calling it] a DUI task force. “They are going to be out this week and patrolling the local interstate.” “They record that the DUI taskforce made this many stops with this many arrests.” It got so much buzz in the area that local law enforcement are saying, “hey, trooper, how can we get in on this DUI task force?” The local news stations were picking up this story and talking about the DUI task force, but it was just him and the traffic stops that he made, and the arrests that he made over the weekend.

It was the fact that he would put out the press releases to the local media, so even if you can't afford to fund the additional efforts, you can still promote what is currently being done. You can also, through leadership with the law enforcement, motivate your officers that are already on patrol to step up and start doing more and consistent enforcement with their current calls for service. They can always step up their activity if their call volume would allow it.

The other fun project is to invite law enforcement to be a part of your current efforts. “Hey, can we get an officer to be a model in this poster?” Or just attend our coalition meeting so they can see that big picture why we should be doing prevention and why we are doing these specific strategies.

That's just a real quick few examples. We can schedule a call and dive deeper into that if you would like as well.

Then with building the relationship and increasing the readiness, that takes time. One thing that we did at Eastern Long University was for homecoming every year, which was our big drinking event. It was a long day for both the city police and campus police, so the Office of Student Standards, or Student Conduct Office, would put together a breakfast for both the local city and the campus police before the parade starts and the very long day started.

It was just a way to build relationships and say, “hey, officers, we appreciate what you are doing, so thank you. We realize that it’s a long day, and it’s not fun to work a 12-, 16-, 18-hour shift.” That was a start, and then also the prevention specialists on campus would do ride alongs. They would just go out to lunch. They would get coffee with the chiefs, the lieutenants, the crime prevention officers, and just get to know them and build those relationships and learn more about what they do and why they do what they do.

I often see, in relationship building within law enforcement, many people come into the initial steps of building a relationship and want to talk about themselves. They say, “hey, you know, I’m prevention, this is what we do;” but I like to promote seeking first to understand and then be understood and really getting to know the officers and what they do, and why they are doing it. That’s where it is going to start. And then, as you have the foundation for that relationship, you can start sharing what you do and why you are doing it, and how you can collaborate to increase their readiness to move forward with the prevention strategy. Does that help?

**[Participant]:** Yes, Dave. That was all very helpful. It also talks to a number of things we talked about today, so a nice tie in without even knowing it.

**[Dave Closson]:** Alright, wonderful. I know you have your agenda to stick to. Are there any more questions? If you have any questions that come up throughout the rest of the day, feel free to send me an email. Of course, we will be working together for the remainder of this year for Coaching for Success as well. Don’t be a stranger.

**[Participant]:** Thank you, Dave.

**[Dave Closson]:** Yes, alright. Hey, thanks everybody. Thanks for taking time out of your day for the webinar to listen to me talk. I hope you are inspired and ready to go back and really engage with your law enforcement and move forward in creating environmental change.

**[Participant]:** Yeah, we are ready. Thank you.

**[Dave Closson]:** Just a quick reminder from Melissa to just please send the sign in sheet so we can get that evaluation out to everybody. I’d love to know how I did and how I can do better.

**[Participant]:** Of course. Thank you, Melissa, for the reminder too.

**[Dave Closson]:** Alright. Well, let’s say we wrap this webinar up, and I will let you get on with your meeting today. Thank you everybody.

**[Participant]:** Bye. Take care.