

Georgetown University Law Center Active Bystandership for Law Enforcement (ABLE) Project Guidelines to Assist with ABLE Application Process

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Introduction

California Affiliated Risk Management Authorities (CARMA) created this document to assist your agency with completing the Georgetown University Law Center Active Bystandership for Law Enforcement (ABLE) Project application process. Although you will complete your application directly, online, at ABLE’s website, there are some initial steps required prior to completing the application.

We believe it will be helpful for you to review this information in its entirety and recommend you follow the suggested order of the pre-application tasks to streamline the process. Please contact us at ABLE.CARMA@sedgwick.com if you have any questions.

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Memorandum of Understanding (MOU)

The MOU memorializes the agreement between CARMA, as the sponsor of the ABLE Project, and your agency regarding cooperation with CARMA in facilitating the success of the ABLE Project for CARMA member agencies. It outlines the responsibilities of both parties and can be terminated for any or no reason by giving notice to the other party. Both parties must sign the MOU for your agency to receive ABLE training.

Recommended Application Task Order

We recommend you follow the order of tasks below to streamline your application process.

1. Review this document in its entirety to understand all the application requirements
2. Sign MOU and return to CARMA
3. Designate a Program Coordinator to implement ABLE and who may lead the application process. Note the application must be completed by the agency head or the Program Coordinator.
4. Obtain the four required letters of support to be submitted with your application
5. Review and agree to commit to the ABLE Standards
6. Complete the 13-page Implementation Outline
7. Schedule a call with CARMA to complete and submit the online ABLE application

Once you get through steps 1-6, the online application document (step 7) is simple and straightforward, with its requirements described below.

Designate a Program Coordinator

As part of the commitment to the ABLE Standards, discussed later in this document, you must designate a Program Coordinator, who will roll out, promote, and reinforce the ABLE program. Additionally, the ABLE application must be completed by either the head of the agency or the Program Coordinator. For smaller agencies, the Program Coordinator may be the police chief or agency head. The Program Coordinator will be your primary point of contact with ABLE and will provide ongoing support as you roll out ABLE in your agency. The Program Coordinator is also responsible for ensuring ABLE Instructor resumes are submitted to CARMA prior to attending a Train-the-Trainer event. A copy of the Program Coordinator description is included in the **Reference** section and as a link in the Website Links section below.

Required Letters of Support

The ABLE application process requires your agency to submit *four* letters of support from the parties shown below. The letters must be obtained prior to filling out the online application. While completing the online application, you will be required to upload the four letters to the website and you will be asked to provide the name, title/role, and contact information of each group's signatory in the ABLE application portal.

Required Letters:

- A letter from the leader of the agency; (chief, commissioner, sheriff, etc.)
- A letter from the leader of the jurisdiction in which the agency is based (mayor, city manager, county executive, governor, etc.), and
- Two letters, one from each of two independent, community-based organizations e.g., local group advocating for changes in policing, NAACP chapter, faith organization, etc. vouching for the sincerity of the agency's interest in self-improvement in general and in the ABLE Project.

We strongly recommend you start with the community-based organization letters first as these may take the longest time to obtain. Previous applicants have said their agency had the best success obtaining letters from churches and School Resources Officers (SRO's) or their principals. In addition, the following organizations may also be considered:

- Youth community groups or after school programs
- Business associations that provide community programming
- Community churches, mosques, synagogues, temples, or other houses of worship

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- Local chapters of the National Association for the Advancement of Colored People (NAACP)
- Local chapters of Black Lives Matter (BLM)
- Local chapters of the American Civil Liberties Union (ACLU)
- Civilian/community police oversight commissions
- Local chapters of the Anti-Defamation League (ADL)
- Local chapters of the American Legion or Veterans group
- Nonprofits that work to improve food security/access

Additional guidance for the required Letters of Support is included in the **Reference** section and on the ABLE website.

ABLE Standards

As part of the application process, your agency will be required to **commit** to the ABLE Standards as shown in the **Reference** section and on the ABLE website. The ABLE Standards consist of eight categories of commitments. The commitments are tied to the Implementation Plan Outline, which is that the outline asks how you will demonstrate your commitments to the Standards.

Implementation Plan Outline

Applicants are required to complete an Implementation Plan Outline which is a separate 13-page PDF document. ABLE advises that it takes about one to two hours to complete this document. You will download the outline from the ABLE website and complete it prior to filling out the online application. As part of the application process, you will upload the completed Implementation Plan Outline to the website. Upon acceptance to ABLE, a Program Coordinator with the ABLE Team will set up a call to welcome you to the program and to help you further develop your Implementation Plan. Note the outline document includes a lot of helpful, explanatory information in addition to asking questions. See the topics covered in the outline in the **Reference** section. A copy of the outline document is also available from CARMA.

ABLE Application

Once you have reviewed the recommended steps, designated a Program Coordinator, obtained your four letters of support, reviewed the ABLE Standards (and can commit to them), and have completed the Implementation Plan Outline, contact CARMA to schedule a time to submit the application online. Once scheduled, your agency head or Program Coordinator will log onto the ABLE website and complete the application with CARMA. The application will request the following information:

- Name of the applicant, title, phone number, email address
- Full name of the agency, address, website, agency type, e.g., City Police
- Number of sworn officers and non-sworn employees
- Estimated number of community members served
- Whether or not applicant is the agency leader, indicate role, or the Program Coordinator
- Indicate your training preferences - The ABLE Standards require that every commissioned member of your agency receive the full, 8- hour training course. Considering your agency size and number of potential instructors, which of these options would you prefer?
 1. Send instructors to be trained via the standard, mixed-agency Train-the-Trainer session (1-3 instructors per session - no cost to agency).
 2. Request a dedicated Train-the-Trainer session for your agency's instructors (25 instructors per session – we will reach out to discuss cost - subject to ABLE staff capacity)
 3. Request certified instructors be provided by one of ABLE's training partners such as the FBI National Academy Associates (FBINAA), the International Association of Campus Law Enforcement Administrators (IACLEA), etc. (cost and logistics will be arranged through our training partner following admission to the program)
- If you would like to send instructors to the standard, mixed-agency Train-the-Trainer session, how many trainers would your agency like to send in total? (Please keep in mind that each agency is limited to sending no more than two officers at a time to each standard mixed-agency Train- the-Trainer session. If you have requested a dedicated session, leave blank.)
- How did you (or your agency) hear about the ABLE Project?

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- Provide information about the parties who wrote your letters of support. Name of organization, signer name, role, and email address
- Acknowledge your commitment to ABLE Standards by submitting application

The website says ABLE's review process takes 3-4 weeks before you receive certification. Some participants in other areas have experienced a shorter duration such as 10-14 business days. Once the application process is complete you can select your Train-the-Trainers (TTT) and schedule their training.

Frequently Asked Questions about the Application Process

ABLE CARMA FAQ: <https://www.carmajpa.org/wp-content/uploads/2023/02/CARMA-ABLE-FAQ.pdf>

CARMA Contact Information

CARMA staff monitors ABLE.CARMA@sedgwick.com to answer questions regarding the ABLE program, commitment to the Program Standards, the application process, or training requirements. Please feel free to send an email with any questions you may have about ABLE/CARMA. For a list of current CARMA staff, please review the CARMA Staff List on our website (linked below).

Website Links

Here are some links to the ABLE and CARMA websites to get you started:

- CARMA Staff List: <https://www.carmajpa.org/reach-us/board/>
- ABLE CARMA: <https://www.carmajpa.org/about-us/programs/high-exposure-liability-prevention-program-helpp/>
- ABLE Website <https://www.law.georgetown.edu/cics/able/>
- ABLE Project Application <https://www.law.georgetown.edu/cics/able/apply/>
- ABLE Program Standards <https://www.law.georgetown.edu/cics/able/program-standards/>
- ABLE Implementation Outline <https://drive.google.com/file/d/1h8PjtvxZR4Ygj4t3CwpcPTJxWxBgK3Rz/view>
- ABLE Frequently Asked Questions <https://www.law.georgetown.edu/cics/able/frequently-asked-questions/>
- ABLE Resource Hub <https://www.law.georgetown.edu/cics/able/program-standards/>
- ABLE Program Coordinator Role https://docs.google.com/document/d/1ibMdMyvCRIH_nu_NVXDfNGeECGNUMH2ZD9-furQV0SpI/edit
- ABLE Instructor Role [ABLE Instructor: Role Overview - Google Docs](#)

ABLE Reference Documents

ABLE Agency Program Coordinator Role Description

ABLE Agency Program Coordinator Role Overview

https://docs.google.com/document/d/1ibMdMyvCRIH_nu_NVXDfNGeECGNUMH2ZD9-furQV0SpI/edit

The ABLE Standards require that each ABLE agency designate a program coordinator to spearhead ABLE implementation. This position, which need not be full time, will coordinate the roll out, promotion, and reinforcement of the program.

Due to the nature of the position and the importance of agency-wide ABLE implementation, it is critical that the ABLE program coordinator have the full and vocal support of agency leadership, and be provided with the resources, time, and personnel necessary to perform the duties and responsibilities of the role. When selecting a candidate for this role, we suggest clearly establishing lines of communication with agency leadership, through regular check-ins and/or other ongoing touchpoints.

Role and Responsibilities

The duties of the program coordinator may be conducted solo or in collaboration with other stakeholders, as appropriate, and include:

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- Completing the ABLE implementation outline as part of the agency's application to join ABLE;
- Creating a training plan to ensure all commissioned personnel, from academy recruits to the chief executive of the agency, receive the initial, 8-hour training;
- Incorporating the annual 2-hour refresher training into the agency's in-service training plan (or creating an alternative plan to ensure all commissioned personnel receive the refresher training annually);
- Coordinating the required annual written or in-person updates to the community-based organizations that submitted letters of support for the agency's ABLE application;
- Collaborating with agency leadership to institute an ABLE awareness program to regularly promote the principles and benefits of active bystandership, including regular messages from agency leadership, roll call training, and other reminders of the benefits of active bystandership;
- Coordinating with agency leadership to ensure policies reflect the requirements set forth in the ABLE Standards regarding an anti-retaliation policy, a requirement to investigate apparent failures to intervene, and the recognition of a successful intervention as a potential mitigating factor in discipline proceedings;
- Ensuring the agency has dedicated a point of contact for the employee wellness program, and coordinating with this point of contact to create a communications plan to publicize resources and services available to agency personnel;
- Ensuring all ABLE instructors allot sufficient time in class for participants to complete the pre-training and post-training surveys, and communicating the importance of completing the three-month follow-up surveys;
- Serving as the primary point of contact with the ABLE Team, reporting on progress and/or challenges as necessary; and
- Identifying additional opportunities to promote and reinforce the principles of active bystandership throughout the agency.

If your agency chooses to establish an [ambassador program](#), the ABLE program coordinator may also be tasked with coordinating the ambassadors' activities. If your agency chooses to take on any additional research opportunities (of which you are asked to notify the ABLE Team), the program coordinator may also support those efforts.

Required Skills & Qualifications

The ABLE program coordinator must possess:

- A deep understanding of, and commitment to, the principles of active bystandership as expressed through the [ABLE Standards](#);
- Exceptional organizational and project management skills;
- Strong attention to detail;
- An ability to communicate effectively with diverse stakeholders, including agency personnel and community groups;
- An innovative and growth-minded attitude;
- Adaptability and willingness to change course as needed to achieve results; and
- Perseverance and follow-through.

Selection Process

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The ABLE Team strongly recommends soliciting applications for the role of ABLE program coordinator, as it is crucial that the individual in this position be dedicated and be able to devote the time necessary to ensuring full implementation of the ABLE Standards agency-wide. We suggest asking for the following as part of the application process:

- A cover letter (no more than 1-2 pages) explaining their interest in becoming the ABLE program coordinator and their understanding of, and commitment to, the ABLE Standards;
- Most recent annual evaluation;
- Internal Affairs history (candidates should have no sustained misconduct complaints within the past 24 months);
- Statement of support from the individual's direct supervisor indicating a willingness to allow the individual to complete program coordinator duties as part of their regular tour of duty (unless you plan to offer overtime).

We also recommend hosting interviews with ABLE program coordinator candidates. Suggested interview questions include:

- Why are you interested in serving as the ABLE program coordinator? What do you think you personally will bring to the role?
- How do you think ABLE can help positively impact you and your colleagues?
- Tell me about your experience managing complex, long-term projects. How do you keep track of everything that needs to be done? How do you prioritize?
- You may receive pushback from some officers whose buy-in you need. How do you plan to address this pushback? What will you do if you feel you are not getting the buy-in you need?
- Do you foresee any obstacles to our agency's full implementation of ABLE? If yes, do you have any ideas on how to overcome those obstacles?

Letters of Support

Letters of support are required from:

- A letter from the leader of the agency; (chief, commissioner, sheriff, etc.)
- A letter from the leader of the jurisdiction in which the agency is based (mayor, city manager, county executive, governor, etc.), and
- Two letters, one from each of two independent, community-based organizations e.g., local group advocating for changes in policing, NAACP chapter, faith organization, etc. vouching for the sincerity of the agency's interest in self-improvement in general and in the ABLE program.

All letters must be submitted on official letterhead. Letters should be drafted by the signatory or their designee **and should not include templated or boilerplate language**. Every letter submitted in the application is reviewed by the ABLE team **and may be returned to the applicant if the letter uses templated language or does not otherwise follow the ABLE guidelines**. See below for guidance on letters of support.

Community Based Organization Sample Letter – Note Two Letters are Required

Please note that the community-based organizations from which an agency receives support must be independent of the agency and must be truly community-based. These may include community advocacy groups, civil rights organizations, and faith-based organizations.

As stated in an earlier section, some examples of organizations that ABLE agencies have submitted include, but are not limited to:

- Youth community groups or after school programs
- Business associations that provide community programming
- Community churches, mosques, synagogues, temples, or other houses of worship

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- Local chapters of the National Association for the Advancement of Colored People (NAACP)
- Local chapters of Black Lives Matter (BLM)
- Local chapters of the American Civil Liberties Union (ACLU)
- Civilian/community police oversight commissions
- Local chapters of the Anti-Defamation League (ADL)
- Local chapters of the American Legion or Veterans groups
- Nonprofits that work to improve food security/access

Agencies are welcome to submit additional letters from “friends of the police” organizations or from police/community partnership groups; however, these letters must be submitted in addition to, not in place of, at least two letters from independent, community-based groups that are not formally affiliated with the agency.

Campus-based law enforcement agencies may submit letters of support from faculty or student affiliation groups. At least one letter of support must come from a student-led organization. Letters from individuals in the campus community, such as professors or Deans, are not considered letters that are representative of “community-based organizations”.

ABLE wants to hear directly and authentically (not using template language) from the community-based organizations submitting letters.

Note the jurisdiction leader (mayor, city manager, county executive, governor, etc.) will have to attest to your understanding of and your commitment to the ABLE Standards. You may wish to provide them with a copy of the ABLE Standards found in the **Reference** section to help them with this statement.

PLEASE DO NOT HESITATE TO CONTACT US IF YOU NEED ASSISTANCE WITH REVIEWING ANY OF THESE LETTERS PRIOR TO UPLOADING TO THE ABLE WEBSITE.

Sample letters follow.

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Community Based Organizations Sample Letter - TWO of these letters required

(Community Based Organization Letterhead)

(Current Date)

Lisa A. Kurtz
ABLE Project Director
Georgetown University Law Center
600 New Jersey Ave NW Washington, DC 20001

Re: ABLE Applicant – (Your Agency Name Here)

Dear Ms. Kurtz,

(The letter should address the following topics) **Remove these prompts from your finished letter.**

Describe Organization: *A brief description of the organization's mission and work in the community*

Describe Relationship: *The nature of organization's relationship with your law enforcement agency and any prior work or projects where you collaborated*

Describe Why Supporting Application: *Why the organization supports the agency's application to ABLE*

Describe Organizations Ongoing Involvement in ABLE: *How your organization plans to provide community feedback and input to the agency.*

Sincerely,

(Name)

(Title)

(Contact Info)

(Note, the letter should be signed by an individual who has the authority to speak on the organization's behalf, e.g., the President, Chapter Director, or equivalent)

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Leader of Agency Sample Letter

(Chief Executive Letterhead)

(Current Date)

Lisa A. Kurtz
ABLE Project Director
Georgetown University Law Center
600 New Jersey Ave NW Washington, DC 20001

Re: ABLE Applicant – (Your Agency Name Here)

Dear Ms. Kurtz,

(The letter from the agency’s chief executive - chief, commissioner, sheriff, etc.- should address the following topics) **Remove these prompts from your finished letter.**

Commitment to ABLE Standards: *Describe your understanding of and your commitment to the ABLE Standards*

Why ABLE: *Describe why you want your agency to join the ABLE program (for example the goals of ABLE are to encourage and support interventions to prevent mistakes, reduce and promote health and wellness)*

How: *Describe the actions you will take and resources you will allocate to ensure successful implementation at your agency. You may want to review the implementation plan document for ideas for this section.*

Communication Plan: *Describe your plan to roll out ABLE to your agency as well as to your community partners. Describe your plan to provide ongoing info to LEOs and community partners about out the progress of the program. about your progress implementing ABLE*

Culture Plan: *Describe the role you will play to establish and maintain a culture within your agency that expects and encourages interventions.*

Sincerely,

(Name)

(Title)

(Contact Info)

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Leader of the Jurisdiction Sample Letter**

(Jurisdiction Letterhead)

(Current Date)

Lisa A. Kurtz
ABLE Project Director
Georgetown University Law Center
600 New Jersey Ave NW Washington, DC 20001

Re: ABLE Applicant – **(Your Agency Name Here)**

Dear Ms. Kurtz,

(The letter from the agency’s chief executive - mayor, city manager, county executive, governor, etc.- of a jurisdiction should address the following topics) Remove these prompts from your finished letter.

Commitment to ABLE Standards: *Describe your understanding of the Agency’s commitment to the ABLE Standards*

Why You Support Agency: *Describe why you support this agency’s application to join ABLE.*

How You Will Support: *Describe the support you will provide to ensure successful implementation at the agency.*

Communication Plan: *Describe your plan to stay informed about implementation progress within the agency.*

Sincerely,

(Name)

(Title)

(Contact Info)

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ABLE Standards

The language below includes ABLE Standards excerpts from the website plus some additional notes in italics that may provide additional helpful information. Carefully review these standards and let ABLE or CARMA know if you have any questions about the information or requirements.

I. Community Accountability

As part of the application to join ABLE, the agency must:

- Submit *four* letters of support (As described in the section above)
- The agency agrees to provide, at minimum, annual written or in-person updates to each individual/entity that provided a letter. *[Note this is an annual requirement]*
- The agency must provide each community group that submitted a letter with the name and contact information of the agency program coordinator through which the group can provide feedback. *(Once approved by ABLE, Agency must send name of Program Coordinator to “each community group”)*
- The agency will also launch a public awareness campaign informing the community of their efforts to build a culture of active bystandership.
- The agency will update ABLE whenever the agency leader (chief, commissioner, sheriff, etc.- party who submitted the original letter) changes, and the new leader of the agency will submit a letter of support to ABLE.

II. Training

All officers (*including agency leaders*) and recruits will receive the initial, 8-hour ABLE training as well as 2 hours of annual refresher training using the curriculum provided by ABLE. Only ABLE-certified instructors—individuals who have successfully completed the ABLE Train-the-Trainer—may teach the ABLE curriculum.

[Note ongoing training requirement for all new recruits and previously untrained lateral hires and annual refresher training of trained parties]

Agency leadership will ensure that officers sent through the ABLE Train-the-Trainer (TTT) are given uninterrupted time to attend the event and to complete “homework” assignments during the training week. This includes ensuring that TTT participants are NOT assigned to work shifts or take on projects during the week of TTT training that could interfere with the training (including evening shifts/responsibilities before or after ABLE training days).

The initial training is to be taught by at least two ABLE-certified instructors to classes of no more than 25-30 participants.

Please review this [overview of the ABLE Instructor role](#), including required skills and qualifications, to inform the selection of your ABLE instructors.

The training covers the relevant social science, the inhibitors to active bystandership, and the strategies and tactics of giving and receiving an intervention. The principles of active bystandership also will be incorporated into relevant Academy (recruit and in-service) courses, including, among others, Use of Force, Stop/Search/Arrest, Report Writing, Traffic Stops, and Vehicle Pursuits.

The agency agrees to abide by all ABLE training requirements and guidelines, including utilizing updated curriculum when it becomes available. If the agency wishes to make any changes to the curriculum, including timing, content, or organization, they will first secure the express, written permission of the ABLE Director.

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III. Implementation and Program Coordination

Implementation.

As part of the application process, the agency will submit a completed ABLE implementation outline, based on the provided template, to create a culture of active bystandership per the guidelines provided by ABLE. *[One-time activity to submit implementation outline]*

The agency will finalize and pursue a plan building on this outline as part of regular, ongoing check-ins with a designated ABLE team member to assess agency progress and provide technical assistance. *[Ongoing communication with ABLE as needed]*

The agency will implement ABLE department-wide, with the full and vocal support of agency leadership, to create a culture of active bystandership within the agency. *[Ongoing activity]*

Program Coordinator.

ABLE implementation will be spearheaded by a designated program coordinator, will roll out, promote, and reinforce the program. *The program coordinator position does not need to be full-time but should be someone who is respected as a natural leader in the agency.*

The agency will update the ABLE team whenever a new program coordinator is assigned, as soon as possible. *[One-time notification during implementation. Ongoing if there is a change in Program Coordinator]*

The program coordinator will provide assistance to officers and collaborate with agency leadership to institute an ABLE awareness program to regularly promote the principles and benefits of active bystandership. **[Ongoing]**

Please review this overview of the program coordinator role, including required skills and qualifications, to inform the selection of your ABLE program coordinator.

Program Awareness.

The agency will ensure all officers regularly receive messages from agency leadership, roll call training, and other reminders of the benefits of active bystandership.

The agency will institute an active bystandership awareness program. The principles and benefits of peer intervention shall be promoted through regular internal and external communications, including clear messaging from the chief or designee. All officers who complete the active bystander training shall be presented with a visual representation, such as a pin, which they may choose to wear. [Ongoing. Participating members of CARMA will receive pins.]

IV. Supporting Intervention in Policy and Practice

The agency will enshrine the following in policy and procedure:

1. A strong anti-retaliation policy to ensure interveners are not punished, targeted, or otherwise ostracized. The agency will promptly and fully investigate all instances of apparent retaliation and will hold officers accountable for retaliation.
2. A requirement to investigate all apparent instances of a failure to intervene, whether discovered during the course of any use of force or other misconduct investigation, or otherwise.
3. A recognition of a successful intervention – one that prevents misconduct from escalating – as a potential mitigating factor in any consequent discipline proceeding.

A model policy incorporating all required elements is available for download from the ABLE Resource Hub. *[Ongoing Policy]*

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V. Employee Wellness

The agency will have a physical and mental wellness program, available to all agency personnel, which includes:

- No- or low-cost access to licensed professional mental health service providers to provide support to sworn officers *and* non-sworn professional staff in need. These providers can be either employed by the department or easily accessible through an outside referral and/or through the agency's health insurance plan.
- Internal communications that publicize employee resources and make any employee assistance programming accessible to all agency employees.
- A dedicated point of contact knowledgeable about available wellness resources who can appropriately direct agency personnel in need of assistance.

VI. No New Intervention Reporting Requirements

ABLE is not intended to alter the agency's reporting policies. If an incident is reportable per agency policy, it remains so after the implementation of ABLE. If an incident is not reportable, it does not become so as a result of the implementation of ABLE.

Active bystandership (peer intervention) is a tool to prevent problems *before* they arise, or to keep problems from escalating after they arise. ABLE **aims to** reduce or eliminate unnecessary harmful behavior and, thus, reduce or eliminate the *need* for reporting.

VII. Data and Research

ABLE is founded on decades of social science research and evidence-informed practice. Ongoing research and the continuous evaluation of our program is critical to ensuring that ABLE is impactful and our law enforcement partners are successful.

The agency will conduct a pre-training and post-training survey, provided by ABLE, among all personnel who will receive the ABLE training.

The ABLE team will distribute the survey, and agencies must provide the names and email addresses of officers scheduled for training.

The survey data, which is collected anonymously, will be shared with Georgetown University. Unless agreed otherwise with the jurisdiction, the data will be held in confidence by ABLE, and will be shared publicly only through aggregate reporting without reference to any specific agency.

Agencies will make good faith efforts to cooperate with research efforts undertaken by Georgetown University and its partners. Agencies may participate in research opportunities at their discretion. Agencies may pursue additional research and/or program evaluation opportunities; we ask that agencies notify ABLE of any such project. *[Ongoing as applicable]*

VIII. Sustainability & Commitment

The work of ABLE is never "complete" or "over." Successful and sustainable active bystandership programs acknowledge that every organization and its leadership must continually reassert the values and norms of active

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Implementation Plan Outline Requirements

The following are questions and topics that are addressed in the Implementation Plan Outline. We recommend you review these questions and topics prior to completing the outline as preparation. There is helpful and explanatory information about implementation processes throughout the outline. Please let CARMA or ABLE know if you have any questions.

I. Community Accountability

Provide the name, title/role, and contact information for each of the two community organizations who will submit letters of support.

*Note: ABLE agencies are required to provide written updates at least yearly to the community organizations that provide letters of support. A template for those updates can be found on the ABLE website titled *Template for Community Group Updates*. The website also includes a full communications plan that your agency may choose to adapt for your own use.*

What avenues will you establish for community groups to provide feedback on the program (e.g., provide ABLE coordinator's contact information, host community meetings, etc.)?

OPTIONAL: In addition to the yearly written updates, will your agency provide additional communication with the community, e.g., through presentations at community meetings, press releases, local news stories, etc.?

Only if applicable: If you have a civilian oversight group, monitor, or other entity to whom you will report about ABLE, please detail the frequency and type of planned communication regarding ABLE implementation and training updates.

II. Training

*All commissioned personnel must receive the core, 8-hour ABLE training as well as the annual 2-hour refresher training. The training is to be provided live and in-person (or virtually via a platform such as zoom that allows for live interaction and class participation). All members who join the department must receive the core training, so many agencies opt to provide it during the recruit academy or shortly thereafter. At least two ABLE-certified instructors teach classes to no more than 25-30 students. For more information on ABLE instructor certification, including suggested qualifications for instructors, please see the ABLE Instructor Role Overview in **Reference** section.*

Please estimate the resources you will need to roll out this training to your entire department. We understand these numbers may evolve.

How many classes will you need to train your entire department?

Keep in mind the ideal class will include two or more ABLE-certified instructors and 25 participants (with a maximum of 30 participants allowed). Please slightly overestimate the number of classes you will need to account for last-minute schedule changes and emergencies.

How many instructors will you need?

The number of instructors you need will depend on your agency size and the frequency of training. We suggest instructors teach ABLE no more than two times per week to avoid burnout.

General guidelines include:

- Agencies with fewer than 50 officers: 2-4 instructors
- Agencies with 50-250 officers: 4-6 instructors
- Agencies with 250-500 officers: 6-8 instructors
- Agencies with 500-1,000 officers: 10-12 instructors
-

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Number of instructors needed for your agency: _____

Alternatively, for small agencies, if you would like to request training be provided by instructors from a nearby ABLE agency or by one of our instructional partners such as the FBI NAA or IACLEA (if available), please indicate that preference here:

___ Our agency requests instructors be provided by a nearby ABLE agency or an ABLE instructional partner.

ABLE Core Training Timeline

ABLE instructors are certified via the online, 20-hour Train-the-Trainer (TTT) session, which takes place over the course of four consecutive days. ABLE usually hosts 1-2 TTT sessions per month. ABLE agencies may send up to two prospective ABLE instructors to each TTT session.

Agencies should plan to host their first ABLE core class within three months of their first ABLE instructors becoming certified. If more than six months elapse between an instructor's initial certification and their first class, they should plan to observe the core curriculum day of a TTT class online as a refresher. We recommend agencies do not apply to our program if they do not plan to host a class within six months of the date of their application.

We encourage agencies to be strategic in planning the makeup of their ABLE classes. To maximize buy-in and to demonstrate unified leadership support of ABLE, we suggest training command staff first.

Your agency may also wish to utilize ABLE ambassadors, informal leaders who will help promote and model the principles of active bystandership with their peers. If you will use ABLE ambassadors, we suggest training them early on.

After that, many agencies have found that it is helpful to have officers of mixed ranks, assignments, and levels of experience in class together — this can contribute to rich and meaningful discussions about the different situations and contexts in which active bystandership can help save lives and careers.

How frequently will you hold classes? (e.g., once a week, once a month)

How long will it take before your entire department has received the core training?

Will you be able to train all officers during their regular shifts, or will you need to provide overtime (for attendees and/or instructors)?

How will you incorporate ABLE into your academy — where in the academy schedule of classes will you place the ABLE class? *Keep in mind that only instructors who have been certified through the ABLE TTT may teach ABLE, to recruits and to commissioned personnel.*

How will you incorporate the annual refresher classes into your in-service schedule? *Note that this is a yearly, two-hour, in-person block of instruction. The ABLE Team will release new curricula each year.*

OPTIONAL: Will you train non-sworn personnel? *This is left to the discretion of the individual agency. Some agencies find it helpful for non-sworn personnel to attend the training alongside their sworn colleagues; other agencies forego training non-sworn personnel. For more information on training non-sworn staff, please see our guide on Non-Sworn Professional Staff Engagement.*

III. Implementation and Program Coordination

*Your program coordinator is responsible for spearheading ABLE training and implementation throughout your department. This person will serve as ABLE's primary point of contact for your agency. For more information on this role, including suggested qualifications, please see our ABLE Program Coordinator Role Overview in the **Reference** section.*

Who will serve as your program coordinator? *Provide full name, title and division/bureau, rank (or indicate non-sworn), email address, and phone number*

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Who will the program coordinator report to regarding ABLE? *Provide full name, title and division/bureau, rank (or indicate non-sworn), email address, and phone number*

What role will your agency leader play in managing the ABLE rollout?

For example, will the agency leader will meet regularly with the ABLE program coordinator?

Will the agency leader record a video for the department explaining the program and signaling its significance for agency leadership?

How involved will the agency leader be in establishing a project plan or implementation timeline?

What is your internal communications strategy?

Additional resources for internal and external communications can be found in ABLE's optional sample communications guide

What messaging will you use to explain what ABLE is and why your agency has joined ABLE?

How will you communicate with officers about ABLE? *(Suggestions include email messages, roll call training, posters, CAD messages, use of the ABLE uniform pin, etc.)*

IV. Supporting Intervention in Policy and Practice

The standards require support for intervention in policy and practice. An ABLE model policy incorporating all required elements may be found on the ABLE Resource Hub webpage.

Does your agency have all the required policy elements in place? *Yes/No*

IF NO: which elements are missing?

IF NO: Will they be incorporated into existing policies, or added as new policies?

IF NO: Whose buy-in and sign-off is needed for changes/additions to be made?

V. Employee Wellness

Does your agency currently have a wellness program that provides access to licensed professional mental health service providers for all employees (sworn and non-sworn)? *Yes/No*

If yes, how do employees access those resources?

If no, how will you provide that access? *(Suggestions include via agency health insurance, via partnering with a community mental health organization, etc.)*

Who is your employee wellness point of contact? *Provide full name, title and division/bureau, rank (or indicate non-sworn), email address, and phone number*

What are this person's roles and responsibilities regarding wellness (e.g., is this person a peer support specialist, do they host workshops, do they have a hotline, are they a mental health professional, etc.)?

What is your plan for promoting employee health and wellness resources within your agency? *Refer to ABLE sample communications plan for ideas.*

VI. No New Intervention Reporting Requirements

Please note and acknowledge the following standard: ABLE is not intended to alter the agency's reporting policies. If an incident is reportable per agency policy, it remains so after the implementation of ABLE. If an incident is not reportable, it does not become so as a result of the implementation of ABLE.

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Active bystandership (peer intervention) is a tool to prevent problems before they arise, or to keep problems from escalating after they arise. ABLE aims to reduce or eliminate unnecessary harmful behavior and, thus, reduce or eliminate the need for reporting.

___ Our agency acknowledges the above policy and agrees not to introduce any new intervention reporting requirements as a result of the ABLE program.

VII. Data and Research

The ABLE Standards require distribution of pre-training, post-training, and follow-up surveys to all commissioned personnel at ABLE agencies. Survey responses are used to improve ABLE training and make ABLE more effective. Instructors will encourage officers to complete the pre-training and post-training survey during the 8-hour ABLE class. The ABLE team will then send a follow-up survey to officers via email three months after their training date.

Instructors should allot 10-15 minutes at the start of class and 10-15 minutes at the conclusion of class for participants to complete the surveys. Participants should be able to complete the surveys on their smartphones or other devices while in the classroom.

Staff should be aware that the ABLE team will send a follow-up survey via email 3 months after participants' training date. The survey will be sent to the email address participants provide in the pre-training survey and come from ABLE@georgetown.edu.

If possible, please alert your IT department to this process and ask them if they can add ABLE@georgetown.edu as an approved contact so our messages do not get lost in any agency spam filters.

It is crucial that participants be strongly encouraged to complete all three surveys—the pre-training, post-training, and follow-up surveys—to give us a full picture of officers' experiences and perspectives.

How will you encourage completion of the follow-up survey that will be emailed to participants three months after their training?
(e.g., chief will send an email reminder; instructors will send email reminders; it will be mentioned at roll call)

OPTIONAL: Will you choose to partner with an academic or research organization to pursue additional research opportunities? If so, please briefly describe. (This is also something you may decide to do later. ABLE does not require approval of any outside research projects, but we do ask that you notify our team of any research you engage in regarding ABLE.) You can read more about research opportunities in our Research Brief.

IV. Sustainability & Commitment

How will you ensure active bystandership becomes a part of regular, everyday practice for your employees?

How will you continue the momentum of ABLE once you have completed the initial, core training (in addition to providing the required annual refresher training)?

OPTIONAL: What barriers or obstacles can you anticipate that might harm or impede widespread acceptance of the ABLE program?

How will you respond?

Do you anticipate needing to target specific groups or divisions?

PLEASE DO NOT HESITATE TO CONTACT US IF YOU WOULD LIKE US TO REVIEW YOUR IMPLEMENTATION PLAN DOCUMENT PRIOR TO UPLOADING TO THE ABLE WEBSITE.

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ABLE Instructor Role Overview

ABLE Instructor Role Overview <https://docs.google.com/document/d/1EofLTrnk28KB8aa0P-wbrkCy0FABsQSwMj6Jju0CTk/edit#>

ABLE instructors are responsible for advancing ABLE training within their agencies, providing instruction to officers on active bystandership, and equipping officers with the skills and tools they need to effectively intervene, and accept interventions, to prevent or stop harm.

Potential instructors must successfully complete the twenty-hour ABLE Train-the-Trainer (TTT) session in order to be certified as an ABLE instructor. Per the Standards, agency leadership must ensure candidates are given uninterrupted time to attend the events and to complete assignments, including ensuring that TTT participants are NOT assigned to work shifts or take on projects during the week of TTT training that could interfere with the training. During the TTT course, potential instructors learn about the science behind active bystandership, encounter real-world case studies and role play realistic scenarios, study the strategies and tactics of giving and receiving an intervention, and are trained in teaching ABLE to others.

Once they have successfully completed the required training, as confirmed by the ABLE team, two or more ABLE-certified instructors teach classes of no more than 25-30 officers. All training materials are provided by ABLE. Instructors must adhere to the content, organization, and timing of the curriculum and may not add or change content without the prior written approval of the ABLE Director.

Role and Responsibilities

Instructors will be expected to:

- Train classes of no more than 25 officers at their agency in the 8-hour ABLE curriculum, using the materials provided by ABLE. Two or more ABLE-certified instructors must teach each 8-hour class.
- Train officers in the yearly two-hour ABLE refresher training, using the materials provided by ABLE. Refresher training classes may be led by one or more ABLE-certified instructors.
- Be prepared to answer questions from officers and be equipped to address hesitation or resistance to the ideas put forth in the program.
- Be knowledgeable about the agency's wellness program and available services, and be prepared to direct officers in need to the appropriate resources.
- Attend annual refresher training to receive updates regarding the ABLE 8-hour curriculum and to receive training on the annual refresher curriculum.
- Communicate with the agency's designated ABLE Program Coordinator regarding any problems, questions, or areas of concern.
- Be a model of the ABLE standards both on and off duty, and practice active bystandership to prevent or stop harm as needed.

Required Skills and Qualifications

Instructors should possess:

- A passionate belief in active bystandership and an understanding of the philosophy;
- An innovative mindset;
- A natural ability to teach and a genuine desire to become skilled at training;
- A love of learning;
- Excellent listening skills;
- Strong knowledge of your agency's employee wellness program and other available resources;
- Credibility and a high degree of respect from other officers at their agency; and
- Basic technological skills: knowledge of Powerpoint presentation facilitation and projector management. If teaching virtually, instructors must also be able to use video conferencing software (Zoom, Microsoft Teams, Cisco WebEx, etc.) and its features such as break-out rooms and screen-sharing, simple technology troubleshooting.

Additionally, instructors should be comfortable sharing their own stories of intervention (as applicable), and/or of instances in their own experience where active bystandership could have been helpful. We find that instructors with recent patrol

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experience tend to have more credibility when speaking to classes about opportunities to intervene on the job. While it may be helpful to have instructors from a variety of backgrounds, we suggest that *at least* one instructor for each class has current or recent patrol experience.

Selection Process

Your agency may wish to implement an application process for individuals interested in becoming ABLE instructors. We suggest asking for the following as part of the application process:

- A cover letter (no more than 1-2 pages) explaining their interest in becoming an ABLE instructor and their understanding of, and commitment to, the ABLE standards;
- Most recent annual evaluation;
- Internal Affairs history (candidates should have no sustained misconduct complaints within the past 24 months);
- Statement of support from the individual's direct supervisor indicating a willingness to allow the individual to complete instructor duties as part of their regular tour of duty (unless you plan to offer overtime).

You may also wish to host brief interviews with ABLE instructor candidates. Suggested interview questions include:

- Why are you interested in becoming an ABLE instructor? What do you think you personally will bring to the role?
- How do you think serving as an ABLE instructor will benefit you, and how do you think it will benefit your fellow officers?
- Tell me about a time when you noticed a potential need for an intervention. How did you handle it? (It's okay if the person didn't intervene at the time; you want to see how they reflect on the experience and how they talk about how they might handle it differently today.)
- Do you have any experience teaching or leading large group discussions? If so, please tell me about your approach.
- You may receive pushback from some officers while you are teaching. How do you plan to address this pushback? How will you adjust if you feel the class is getting off-track?
- Do you foresee any obstacles to our agency's full implementation of ABLE? If yes, do you have any ideas on how to overcome those obstacles?