

# Ohio Crisis Intervention Team Program

## Peer Review Standards Rubric



**CRIMINAL JUSTICE  
COORDINATING CENTER  
of EXCELLENCE**  
A NEOMED CCoE



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National Alliance on Mental Illness

*The State's Voice on Mental Illness*

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## Peer Review Standards Rubric

The Peer Review Standards Rubric uses criteria drawn from each of the Ohio Crisis Intervention Team (CIT) Core Elements. The extent of the program's development in each core element is identified and matched to the corresponding standard.

The following pages show criteria for each standard, using a simple measure and illustration; Not Practicing (gray flag), Emerging Practice (peach flag), Practicing (green flag), or Exemplary Practice (blue flag). This visual format will also be used in the final report.

Crafted by the CJ CCoE with experienced CIT Coordinators and Peer Reviewers, the Peer Review Standards Rubric was designed to:

- ✓ Clarify standards and expectations
- ✓ Help programs identify growth
- ✓ Identify next steps for development
- ✓ Inspire further program development
- ✓ Help ensure consistency across Peer Reviews

### Not Practicing

A CIT program, their CITs, and *relevant agencies* within the program area are not achieving the core element based on the criteria, there is no supporting evidence, or it is unknown.



### Emerging Practice

A CIT program or *one or more relevant agencies* within the program area are beginning to achieve the core element based on the criteria with supporting evidence.



### Practicing

A CIT program or *most of the relevant agencies* within the program area are achieving the core element based on the criteria with supporting evidence.



### Exemplary Practice

A CIT program, its CITs, and *all the relevant agencies* within the program area are achieving the core element based on the criteria with supporting evidence.



For purposes of all standards and criteria please note the following terms and definitions:

One or more - Up to fifty percent.

Most - More than fifty percent.

All - One hundred percent.

Agency - A business or organization operating within the criminal justice or behavioral health system that provides a specific service in a program's area (law enforcement, service provider, courts, etc.). An agency may or may not participate in a CIT program.

Relevant agency- An agency that provides or can provide a specific service that makes them applicable to the topic or core element being discussed. For example, a core element about receiving centers relates to agencies that offer care or mental health evaluation to a person in crisis; it does not solely relate to case management or an agency that provides that service.

CIT strategies or strategies - Deliberate plans, approaches, or methods designed to achieve specific goals or objectives related to CIT. They involve making thoughtful choices and decisions about allocating resources and coordinating efforts to improve a CIT or CIT program. These formal plans, approaches, and methods should be supported by evidence demonstrating their implementation, development, or results.

Process - A series of deliberate steps or actions to achieve desired goals or outcomes. Processes are structured, organized, and designed to be repeatable, efficient, and effective. A process should be supported by evidence demonstrating its framework and results.

Selection process - A process to evaluate, assess, and choose a person(s) from a larger pool of candidates. This process is typically designed to identify the most suitable or qualified candidates based on predetermined criteria, qualifications, or attributes. In a CIT, a goal of the selection process is identifying officers who are qualified and willing to participate as crisis response specialists.

Participation - Being actively involved in activities, events, processes, planning, or meetings. For CIT, it implies contributing one's presence, effort, input, or influence in a CIT or CIT program. It should be supported by evidence demonstrating active engagement, collaborations, and contributions in CIT strategies.

Regularly - Describes the frequency or consistency with which an action, event, or activity occurs. It indicates that something happens routinely, conforming to a regular pattern or schedule. In CIT, it implies consistent and ongoing participation in CIT strategies or other related activities.

Active engagement - Indicates a conscious effort to interact, contribute, or participate meaningfully. In CIT, it describes going beyond mere observation or superficial participation but involves proactively participating in CIT strategies and other related activities in an enthusiastic, consistent, and committed manner.

## Standards Rubric for Core Elements of Ohio CIT Programs – Law Enforcement

### 1. Policies and Procedures

A law enforcement agency must support its team by creating CIT-specific policies and procedures that outline the agency's responsibilities and the preferred actions of its team members. The policies should address the roles of the CIT officer, discretionary and non-discretionary interactions with persons in crisis, CIT officer selection, documentation of contacts with persons in crisis, and more. The law enforcement agency must also have CIT program-aligned policies or memoranda of understanding that identify the roles and actions of the public safety telecommunicators (PSTs) that provide service to the agency. The law enforcement agency's policies must intersect with other CIT partners' policies and procedures, especially those agencies that receive a person in crisis for care. Policies and procedures must be reviewed regularly, coordinated between CIT partners, and updated accordingly.

#### Not Practicing

- No law enforcement agencies have CIT-specific policies and procedures



#### Emerging Practice

- One or more law enforcement agencies have CIT-specific policies and procedures, or
- One or more emergency communications centers have CIT-specific policies and procedures



#### Practicing

- Most law enforcement agencies have CIT-specific policies and procedures, and
- Most emergency communications centers have CIT-specific policies and procedures



#### Exemplary Practice

- All law enforcement agencies have CIT-specific policies and procedures, and
- All emergency communications centers have CIT-specific policies and procedures



## 2. Patrol Coverage

Law enforcement agencies should study their service call activity and be methodical about CIT officer distribution. No matter the agency's size, it must train and have enough CIT officers available to distribute CIT officers as the primary responders to service calls involving a person in crisis whenever practical. Analyzing data from service calls classified as involving a person in crisis will help ensure an equitable distribution.

### Not Practicing

- No law enforcement agencies have a published policy equitably distributing CIT officers



### Emerging Practice

- One or more law enforcement agencies have a published policy equitably distributing CIT officers



### Practicing

- Most law enforcement agencies have a published policy equitably distributing CIT officers



### Exemplary Practice

- All law enforcement agencies have a published policy equitably distributing CIT officers



### 3. Officer Selection

Like any specialized team within a law enforcement agency, CIT members should be voluntary and willing participants. Agencies should consider a review, selection, and recommendation process to identify potential CIT officers. Officers must have good interpersonal communication skills and a willingness to work closely with special populations and people in crisis. When a law enforcement agency has too few personnel to create specialized teams, it must hire and employ officers with the qualities and interpersonal skills found in a CIT officer.

#### Not Practicing

- No law enforcement agency has a review, selection, and recommendation process to identify potential CIT officers as specialists



#### Emerging Practice

- One or more law enforcement agencies have a review, selection, and recommendation process to identify potential CIT officers as specialists



#### Practicing

- Most law enforcement agencies have a review, selection, and recommendation process to identify potential CIT officers as specialists



#### Exemplary Practice

- All law enforcement agencies have a review, selection, and recommendation process to identify potential CIT officers as specialists





#### 4. CIT Officer Identification

Law enforcement officers who have completed the CIT Patrol Officer Training Course and designated by their agencies as primary responders to calls involving a person in crisis must identify themselves. The wearing of an obvious CIT pin or emblem will indicate to community members, a person in crisis, and other law enforcement officers that the person is a CIT officer. Officers who attended the CIT Patrol Officer Training Course but are not designated as primary responders to a person in crisis call should not wear a pin or emblem. The agency or multi-agency team must advertise that CIT officers are available in their communities and educate its community on requesting and recognizing CIT officers.

##### Not Practicing

- No law enforcement agencies require CIT officers in a specialized team to wear an obvious CIT pin or emblem



##### Emerging Practice

- One or more law enforcement agencies require CIT officers in a specialized team to wear an obvious CIT pin or emblem



##### Practicing

- Most law enforcement agencies require CIT officers in a specialized team to wear an obvious CIT pin or emblem



##### Exemplary Practice

- All law enforcement agencies require CIT officers in a specialized team to wear an obvious CIT pin or emblem, and
- One or more law enforcement agencies, directly or by the CIT program, advertise to their community about CIT



## 5. Law Enforcement Coordinator

Law enforcement agencies must designate a person within the agency to coordinate its CIT and liaise with other agencies and partners. The coordinator's responsibilities must include policy development, data collection, program implementation and monitoring, and training coordination. Law enforcement coordinators should sustain contact with other CIT stakeholders to coordinate law enforcement's role within the crisis response system, ensure program evaluation, and facilitate training.

### Not Practicing

- No law enforcement agencies have a designated person within the agency to coordinate its CIT and liaise with other agencies and partners



### Emerging Practice

- One or more law enforcement agencies have a designated person within the agency to coordinate its CIT and liaise with other agencies and partners



### Practicing

- Most law enforcement agencies have a designated person within the agency to coordinate its CIT and liaise with other agencies and partners



### Exemplary Practice

- All law enforcement agencies have a designated person within their agencies to coordinate its CIT and liaise with other agencies and partners



## 6. Information Sharing and Data Collection

When law enforcement agencies have contact with a person in crisis, they must report the incident and gather detailed data relevant to the encounter. This data must be provided to the local mental health system or service provider(s) to notify those entities that the law enforcement agency had contact with a person in crisis and that additional efforts and outreach may be needed. The purpose of data sharing is to prioritize services to those most in need and minimize or eliminate the need for further law enforcement intervention. The method of reporting must allow the law enforcement agency to extract data and use it to monitor and assess its CIT and interactions with persons in crisis. This documentation can be completed using a Crisis Intervention Contact sheet or another electronic reporting system that gathers specified data points as desired by the relevant CIT program. Law enforcement agencies must use the analyzed data to improve their programs, training, and other elements of their CIT programs.

### Not Practicing



- No law enforcement agencies share information with program partners about contact with a person in crisis to engage available behavioral health services, and
- No law enforcement agencies are extracting data from contacts to monitor and assess its CITs and interactions with persons in crisis

### Emerging Practice



- One or more law enforcement agencies share information with program partners about contact with a person in crisis to engage available behavioral health services, or
- One or more law enforcement agencies are extracting data from contacts to monitor and assess its CITs and interactions with persons in crisis

### Practicing



- Most law enforcement agencies share information with program partners about contact with a person in crisis to engage available behavioral health services, and
- Most law enforcement agencies are extracting data from contacts to monitor and assess its CITs and interactions with persons in crisis

### Exemplary Practice



- All law enforcement agencies share information with program partners about contact with a person in crisis to engage available behavioral health services, and
- All law enforcement agencies are extracting data from contacts to monitor and assess its CITs and interactions with persons in crisis

## 7. Receiving Centers: Emergency Services

Receiving centers are medical or mental health service providers that receive people in crisis for an evaluation from law enforcement or other first responders. Law enforcement agencies and their members must utilize local emergency services and their local crisis response system appropriately. Inappropriate use or overuse of receiving centers can lead to overburdened service providers, law enforcement officer frustration, and cause unnecessary trauma to and financial burden for a person in crisis. Only persons in crisis who meet emergency hospitalization criteria per the Ohio Revised Code should be transported to a receiving center for evaluation. People in crisis who do not meet emergency hospitalization criteria should be referred to other community resources (drop-in centers, crisis phone lines, etc.). Commitment to a jail facility or other detention facility is not a suitable community resource for people in crisis.

### Not Practicing

- No documentation or data shows the use of receiving centers and community resources by law enforcement agencies



### Emerging Practice

- Documentation or data shows one or more law enforcement agencies' use of receiving centers and community resources



### Practicing

- Documentation or data shows most law enforcement agencies' use of receiving centers and community resources



### Exemplary Practice

- Documentation or data shows all law enforcement agencies' use of receiving centers and community resources



## Standards Rubric for Core Elements of Ohio CIT Programs – Mental Health

### 8. Policies and Procedures

Mental health boards and service providers must support the CIT program by enacting CIT-specific policies and procedures that outline the responsibilities and the preferred actions of its members. Policies must intersect with other CIT partners' policies and procedures, especially law enforcement agencies transferring a person in crisis to a provider for care. Regular reviews of policies and procedures must be coordinated among CIT program partners and modified as needed. Policies must address the following:

- The responsibilities of the mental health coordinator
- Receiving centers: emergency services
- Service linkage and outreach
- Program monitoring and data collection

#### Not Practicing

- No service providers have published CIT-specific policies and procedures



#### Emerging Practice

- One or more service providers have published CIT-specific policies and procedures



#### Practicing

- Most service providers have published CIT-specific policies and procedures



#### Exemplary Practice

- All service providers have published CIT-specific policies and procedures



## 9. Service Linkage and Outreach

When a law enforcement agency informs a mental health board or service provider of contact with a person in crisis, the provider must have policies and procedures to prioritize linking the person to appropriate services and providing follow-up as needed. CIT partners should identify frequent users of law enforcement services and implement a mechanism to engage those users. This linkage and follow-up should reduce the need for subsequent law enforcement responses.

### Not Practicing

- No relevant service providers have policies and procedures to prioritize service linkage and follow-up to persons in crisis that have had contact with law enforcement



### Emerging Practice

- One or more relevant service providers have published policies and procedures to prioritize service linkage and follow-up to persons in crisis that have had contact with law enforcement



### Practicing

- Most relevant service providers have published policies and procedures to prioritize service linkage and follow-up to persons in crisis that have had contact with law enforcement



### Exemplary Practice

- All relevant service providers have published policies and procedures to prioritize service linkage and follow-up to persons in crisis that have had contact with law enforcement



## 10. Mental Health Coordinator

Mental health boards and service providers must designate a person or persons to coordinate their activities within the CIT program(s) and liaise with other agencies and partners. The coordinator's responsibilities must include policy and procedure development, data collection, program implementation and monitoring, and receiving center coordination with law enforcement agencies. Mental health coordinators should sustain contact with other CIT stakeholders to coordinate law enforcement's role within the crisis response and system navigation, ensure program evaluation, and facilitate training.

### Not Practicing

- No service providers have a designated person within their agency to coordinate and liaise with other agencies and partners



### Emerging Practice

- One or more service providers have a designated person within their agency to coordinate and liaise with other agencies and partners



### Practicing

- Most service providers have a designated person within their agency to coordinate and liaise with other agencies and partners



### Exemplary Practice

- All service providers have a designated person within their agencies to coordinate and liaise with other agencies and partners



## 11. Program Monitoring and Data Collection

Receiving centers must gather detailed data relevant to their interactions with a person in crisis, either transferred or referred to them from a law enforcement agency. Mental health boards and service providers must also gather detailed data relevant to the case management and outreach for those in crisis referred by law enforcement agencies. The method of collection and reporting must allow the mental health agency to extract data and use it to monitor and assess its role within the CIT program. This assessment will aid in minimizing or eliminating additional law enforcement responses. Mental health boards and service providers must use the analyzed data to assign priority to and improve their services, responses, training, and other aspects of their roles and responsibilities within their CIT programs. Priority should be given to frequent users of emergency crisis services to reduce contact with law enforcement. Aggregate data should be shared within the mental health system to evaluate and improve the CIT program.

### Not Practicing

- No data is collected and analyzed relevant to service providers' interactions with a person in crisis, either transferred or referred to them by a law enforcement agency



### Emerging Practice

- One or more service providers collect and analyze data relevant to their interactions with a person in crisis, either transferred or referred to them by a law enforcement agency



### Practicing

- Most service providers collect and analyze data relevant to their interactions with a person in crisis, either transferred or referred to them by a law enforcement agency



### Exemplary Practice

- All service providers collect and analyze data relevant to their interactions with a person in crisis, either transferred or referred to them by a law enforcement agency





## 12. Receiving Centers: Emergency Services

Receiving centers are medical or mental health service providers that receive people in crisis for evaluation from law enforcement officers or other first responders. Receiving centers must always be accessible and have procedures to receive people in crisis from law enforcement officers and then safely, efficiently, and quickly transition those in crisis to care and assessment. The transition should be structured to not dissuade officers from utilizing the emergency hospitalization process. Receiving centers must proactively engage law enforcement agencies about interactions with those centers and problem-solve issues as they arise.

### Not Practicing

- Individually or collectively, a receiving center(s) is not operating most of the time



### Emerging Practice

- Individually or collectively, a receiving center(s) is operating most of the time in your service area, or
- One or more receiving center(s) has published procedures to receive people in crisis from law enforcement officers and then safely, efficiently, and quickly transition those in crisis to care and assessment



### Practicing

- Individually or collectively, a receiving center(s) is operating all the time in your service area, and
- Most receiving centers have published procedures to receive people in crisis from law enforcement officers and then safely, efficiently, and quickly transition those in crisis to care and assessment



### Exemplary Practice

- Individually or collectively, a receiving center(s) is operating all the time in your service area, and
- All receiving centers have published procedures to receive people in crisis from law enforcement officers and then safely, efficiently, and quickly transition those in crisis to care and assessment



## Standards Rubric for Core Elements of Ohio CIT Programs – Training

### 13. CIT Training Courses

There are various training courses available for CIT members. These courses prepare team members for their specific roles within the CIT framework as responders to persons in crisis. The CIT Patrol Officer Training Course is the most recognized and predominant course CIT programs offer. Typically 40 hours and delivered on successive days, this course is for officers assigned to a law enforcement agency's patrol function. Other courses instruct team members relevant to their specific roles in a CIT and a CIT program. Each course's training elements are unique to the team member's CIT role and are locally relevant to their crisis response system. CIT training courses must provide instruction about the local crisis response system and include other elements that enhance the training and focus on specific local needs. Ohio CIT training courses include:

- CIT Patrol Officer Training Course
- CIT Public Safety Telecommunicator (PST) Training Course
- CIT Corrections Officer Training Course
- CIT Probation Officer Training Course
- CIT First Responder Training Course
- CIT Behavioral Health Professionals Training Course

#### Not Practicing

- Does not regularly provide CIT training courses



#### Emerging Practice

- Regularly provides the CIT Patrol Officer Training Course



#### Practicing

- Regularly provides the CIT Patrol Officer training course and the CIT PST Training Course



#### Exemplary Practice

- Regularly provides the CIT Patrol Officer training course, the CIT PST Training Course, and other role-specific CIT training courses



## 14. Advanced Training and Refresher Training

CIT programs must provide locally relevant training beyond their basic courses. Advanced training and refresher training are two categories of CIT training provided. Advanced training builds upon or provides new information beyond a basic training course. Refresher training presents the same information as a review or provides relevant updates to materials and local crisis response system resources and services. Both training categories have value and must be recurrent for team members to stay informed about current topics, happenings within their local CIT program, and the community's crisis response system.

Agencies having a CIT and involved in CIT programs must collaboratively create schedules for ongoing training and make decisions about how often training should occur each year for each CIT member's role. Topics for those training sessions should be obtained directly from practicing CIT members, the local crisis response system, community events, and from evaluation instruments used for regular CIT training sessions. Applicable court decisions, law changes, changes to the local response system, and current events may also lead to topics for training.

### Not Practicing

- Does not provide advanced or refresher training



### Emerging Practice

- Has provided advanced training but not regularly, or
- Has provided refresher training but not regularly



### Practicing

- Regularly provides advanced training, and
- Regularly provides refresher training



### Exemplary Practice

- Regularly, provides advanced training, and
- Regularly provides refresher training, and
- Collaboratively creates schedules for ongoing training



## 15. The CIT Patrol Officer Training Course is for Experienced Law Enforcement Officers

The CIT Patrol Officer Training Course is designed for volunteer, experienced law enforcement officers primarily assigned to the patrol function. A law enforcement agency with a CIT must determine the level of experience necessary before sending patrol officers to the essential training to become CIT officers. The determination of patrol officers to be trained for a CIT is based on the number needed to respond to crisis calls at any time. Law enforcement agencies must study their call volumes to determine their needs accurately.

In addition, the CIT Patrol Officer Training Course is not designed to be delivered to those attending a basic peace officer academy. Cadets, recruits, and those in field training will be unable to translate this course into new skills and abilities built on personal experience.

### Not Practicing

- The CIT Program does not have a selection process to determine eligibility for officers to attend



### Emerging Practice

- The CIT Program is developing a selection process to determine eligibility for officers to attend. The process contains the following criteria:
  - ✓ Officers are volunteers
  - ✓ Officers are experienced
  - ✓ Officers are assigned primarily to patrol



### Practicing

- The CIT Program has implemented a selection process to determine eligibility for officers to attend. The process contains the following criteria:
  - ✓ Officers are volunteers
  - ✓ Officers are experienced
  - ✓ Officers are assigned primarily to patrol



### Exemplary Practice

- The CIT Program has implemented and consistently uses a selection process to determine eligibility for officers to attend. The process contains the following criteria:
  - ✓ Officers are volunteers
  - ✓ Officers are experienced
  - ✓ Officers are assigned primarily to patrol



## 16. Training Must be Delivered at Minimal Cost to Law Enforcement Agencies

CIT programs in Ohio have been developed collaboratively, and part of that collaboration is the sharing of costs. The CIT Patrol Officer Training Course and other relevant CIT training courses should be available at minimal or no cost to the law enforcement agencies within the CIT program. Law enforcement agencies could be dissuaded from attending these training courses if fees are charged for instructional content. These training courses must remain accessible and sustainable. Ohio CIT training courses were not conceived or developed to generate revenue for those providing the course. Any costs to participants must be minimal and only cover administrative costs that cannot be funded through another source.

### Not Practicing

- Training fees are charged to attend CIT training courses for reasons other than unfunded administrative costs



### Emerging Practice

- Training fees are charged at a minimal cost to attend CIT training courses for unfunded administrative costs



### Practicing

- No training fees are charged to attend CIT training courses



### Exemplary Practice

- No training fees are charged to attend CIT training courses, and
- Agencies receive reimbursement for the cost of sending staff to attend CIT training courses



## 17. Training Must be Locally Focused on the Participants' Criminal Justice and Crisis Response System

CIT training courses must include navigating local resources and accessing those resources based on policies and procedures. Participants must attend CIT training courses applicable to the criminal justice and crisis response system where they operate. In addition, and whenever possible, instructors should be locally sourced since they will understand the systems and function. Training must include and describe all local conventions or methods that impact CIT members where they work.

### Not Practicing

- Team members attend CIT training courses unrelated to their criminal justice and crisis response systems



### Emerging Practice

- Team members attend CIT training courses related to their criminal justice and crisis response systems



### Practicing

- Team members attend CIT training courses related to their criminal justice and crisis response systems, and
- Locally sourced instructors instruct team members



### Exemplary Practice

- Team members attend CIT training courses related to their criminal justice and crisis response systems, and
- Locally sourced instructors instruct team members, and
- Training includes and describes all local conventions and methods



## 18. Training Must Focus on Practical Knowledge and Skills to Respond to a Person in Crisis

Effective communication with a person in crisis is an integral part of CIT training courses. Training courses must include practical knowledge and skills that will allow for success when interacting with a person in crisis. The knowledge and skills must be aligned with the CIT member's role and include communication and behavior identification.

Those being trained should understand and demonstrate how to align their communication behaviors to engage a person in crisis. Law enforcement and other first responders must also observe the behaviors exhibited by a person in crisis, whether seen first-hand or identified by others. The responders' assessment of these behaviors will help resolve the crisis by determining if the person in crisis needs immediate intervention and if emergency hospitalization criteria are evident. Identifying behaviors that lead to fact-based probable cause is necessary for any training session.

### Not Practicing

- No training courses include role-specific instruction on interacting with persons in crisis



### Emerging Practice

- One or more training courses include role-specific instruction on interacting with persons in crisis



### Practicing

- Most training courses include role-specific instruction on interacting with persons in crisis, and
- Most training courses include role-specific crisis scenarios and practicum ("role plays")



### Exemplary Practice

- All training courses include role-specific instruction on interacting with persons in crisis, and
- All training courses include role-specific crisis scenarios and practicum ("role plays"), and
- The CIT Patrol Officer Training Course includes instruction on determining fact-based probable cause for emergency hospitalization when assessing a person in crisis



## 19. Training Must be Grounded in Adult Learning Principles

Training courses must incorporate the adult learning principles of tapping into prior experiences, revealing perspectives that impart new meaning to those previous experiences, and connecting learning with reality to create meaning. CIT programs should guide their instructors to incorporate the following methods throughout their training courses:

- Creating learning/performance objectives for the course and each topic in the course
- Sequencing the order of topics in the course in a carefully considered manner
- Using methods that take learners from depending on the instructor to learn to an increasing level of independence to learn on their own using tasks, practice, and resources. In training and education, this is called scaffolding
- Using relevant and timely stories, videos, vignettes, interactions, and other materials
- Using technology to capture the learner's attention, provide performance support and help the learner understand how to apply what has been learned back on the job

### Not Practicing

- No role-specific training courses have their topics sequenced in a carefully considered manner



### Emerging Practice

- One or more role-specific training courses have their topics sequenced in a carefully considered manner, or
- One or more role-specific training courses have goals and learning/performance objectives



### Practicing

- Most role-specific training courses have their topics sequenced in a carefully considered manner, and
- Most role-specific training courses have goals and learning/performance objectives



### Exemplary Practice

- All role-specific training courses have their topics sequenced in a carefully considered manner, and
- All role-specific training courses have goals and learning/performance objectives, and
- The CIT Patrol Officer training course and the CIT PST Training Course are regularly provided





## 20. Training Must be Provided by those Prepared to Instruct Law Enforcement and Other Public Safety Personnel

Non-public safety instructors must learn about law enforcement/policing and other public safety-oriented cultures to be effective at content instruction. Strategies to help non-public safety instructors with this focus include:

- Previous completion of an instructional skills course that includes creating, delivering, and evaluating training. (Applicable also for public safety trainers)
- Pre-class meetings with instructors or a "train-the-trainers" course to discuss police culture, work, use of force, and role in the community
- Pre-class meetings with instructors or a "train-the-trainers" course to discuss the role and culture of public safety telecommunicators (PSTs), other public safety –first responders such as fire/rescue and emergency medical services (EMS), and how emergency communications centers operate
- Ride or sit-alongs with public safety professionals for first-hand experience
- Assurance by CIT coordinators that instructors understand the materials and content they are using, including the programmatic approach of CIT, and the roles of respective learners, especially if replacement instructors are used

### Not Practicing

- Instructors' materials and content are not reviewed



### Emerging Practice

- Instructors' materials and content are reviewed, or
- Pre-class meetings take place with instructors to ensure they are effective at content instruction



### Practicing

- Instructors' materials and content are reviewed, and
- Pre-class meetings take place with instructors to ensure they are effective at content instruction



### Exemplary Practice

- Instructors' materials and content are reviewed, and
- Pre-class meetings take place with instructors to ensure they are effective at content instruction, and
- Non-public safety instructors:
  - ✓ Attend training on law enforcement/policing and other public safety-oriented cultures, or
  - ✓ Have participated in ride or sit-alongs with public safety professionals for first-hand experience



## 21. Evaluations of CIT Training Courses

Evaluations of CIT training courses are necessary to ensure that those being trained within their respective CIT roles get the best training possible. Training evaluation is a part of instructional skills training for those instructing peace officers in Ohio. The Kirkpatrick Evaluation Model is often used. The levels of this model are briefly defined as follows:

- Level 1 (reaction) - How did the learner feel or react to the training (satisfaction, engagement, relevance)?
- Level 2 (learning) - Did learning include what was intended (knowledge, skills, attitude, confidence, commitment)?
- Level 3 (behavior) - Did the learner apply or believe that they can apply what was learned?
- Level 4 (results) - Did the training positively affect the job when applied (desired outcome)?

CIT programs will not always obtain evaluation data on all four levels, although more data results in better training and outcomes. At a minimum, level 1 and 2 evaluations must be conducted.

### Not Practicing

- Training course evaluations are not conducted



### Emerging Practice

- Training course evaluations are conducted (level 1), or
- Training course topic evaluations are conducted (level 1)



### Practicing

- Training course and topic evaluations are conducted (beyond level 1)



### Exemplary Practice

- Training course and topics evaluations are conducted (beyond level 1), and
- Instructors, topics, and the overall course are evaluated independently



## Standards Rubric for Core Elements of Ohio CIT Programs – Coordination

### 22. Agency Coordinator

Every agency that has a CIT or is part of a CIT program must designate a person within the agency to coordinate the agency's CIT activities. These coordinators will liaise with other agencies and partners within CIT programs. Coordinators' responsibilities include, but are not limited to, agency policy development, data collection, team implementation and monitoring, and training coordination. Depending on the time necessary to complete CIT-related tasks, the agency coordinator may need to be a full-time position. All agency coordinators must be provided with sufficient time to handle all CIT-related needs.

#### Not Practicing

- There are no designated agency coordinators in the program



#### Emerging Practice

- There are one or more designated agency coordinators in the program



#### Practicing

- Most agencies have a designated coordinator in the program



#### Exemplary Practice

- All agencies have a designated coordinator in the program



### 23. Program Coordinators

In Ohio, CIT programs are usually organized at the county level. Every CIT program should have at least one designated coordinator from the three main disciplines. There should be a law enforcement (LE) coordinator, a mental health (MH) coordinator, and an advocacy (ADV) coordinator. Each designated coordinator is the primary liaison with other agencies and partners within their disciplines. Each coordinator's role exists to provide input and contribute a distinct perspective to the program. Coordinators' responsibilities include, but are not limited to, program policy development, data collection across the program, program implementation and monitoring, and training coordination for all agencies within the program. Depending on the time necessary to complete CIT-related tasks, the program coordinator may need to be a full-time position. All program coordinators must be provided with sufficient time to address all CIT-related needs.

#### Not Practicing

- The program does not have a designated coordinator



#### Emerging Practice

- The program has one designated coordinator



#### Practicing

- The program has a coordinator in at least two of the three disciplines



#### Exemplary Practice

- The program has a coordinator in all three disciplines



## 24. CIT Steering Committee

A CIT program begins with an initial planning committee within a community. Once CIT has started, all duties and activities are turned over to an identified CIT steering committee. That committee may include persons from the initial planning committee and others. The steering committee, chaired by a designated person, should have representatives from all involved disciplines to include the designated coordinators from the three primary disciplines of law enforcement, mental health, and advocacy. The steering committee should meet regularly, set long-term goals, regulate subcommittees, and engage community partners. All duties and responsibilities of the steering committee should be put in writing.

The CIT steering committee may create subcommittees responsible for primary elements within the CIT program. The three most common subcommittees are responsible for training, crisis response and system navigation, and program evaluation. Committees and subcommittees, in general, require structure. That structure should include the following:

The goal or purpose.

- The persons/positions needed, along with the disciplines they represent
- Regularly scheduled meetings and special meetings, if needed
- A chairperson to coordinate and facilitate meetings, activities, etc.
- A process to determine who will oversee meetings, agendas, and discussion items
- A process to capture meeting minutes to record discussions and actions taken

The usual titles, roles, and responsibilities of the three most common subcommittees include:

### Training Subcommittee

- Coordinate CIT training courses for all CIT roles within a program
- Plan for and coordinate CIT Advanced Training and CIT Refresher Training
- Review evaluations of training courses
  - Ensure that content is valid and applicable
  - Ensure that selected instructors/presenters are effective
  - Determine the needs/wants of those trained in various CIT roles
  - Use evaluation feedback to assure quality and efficacy, improve course content and delivery, and obtain topics for Advanced Training and Refresher Training

### Crisis Response and System Navigation Subcommittee

- Coordinate law enforcement's role within the crisis response system.
- Address conflicts and concerns involving law enforcement, receiving centers, and the crisis response system.
- Ensure a shared understanding of the community's crisis response system.
- Ensure the appropriate exchange and receipt of information regarding persons in crisis, both during the crisis and after the crisis has been resolved, for appropriate follow-up.

### CIT Program Evaluation Subcommittee

- Coordinate gathering necessary data elements from responses to crisis calls, verify that received data are accurate, and use that data to ensure/prioritize service connections.
- Translate data into useful management information to determine if the CIT program meets its established goals. Data for program evaluation are often obtained from:
  - CIT training course evaluation surveys
  - Law enforcement policy/procedure evaluations or inspections
  - Law enforcement data (Records Management Systems [RMS], Crisis Intervention Contact Sheets)
  - Emergency Communications Centers (Computer Aided Dispatch [CAD], 911 call systems)
  - Receiving centers
  - Mental health service providers
  - Courts to include Probate Court and specialty dockets (Assisted Outpatient Treatment [AOT] reports, probation reports)
  - Jails (intake, jail mental health screening)
- Make recommendations to the steering committee about program maintenance and improvement.

The accurate use of data and derived management information by CIT steering committees and their subcommittees will increase the effectiveness of CIT programs. This data and information allow for data-driven analysis and guidance to direct finite resources and services to those most in need.

Comprehensive data and information help CIT programs enhance safety for all, ensure that CIT programs achieve the goals of CIT and have a positive impact on our communities. The data and information also help programs obtain funding, promote transparency, and improve public perception of law enforcement responses to service calls involving a person in crisis.

(CIT Steering Committee continued next page)

## CIT Steering Committee (Continued)

### Not Practicing

- A CIT steering committee is not identified



### Emerging Practice

- A CIT steering committee is identified, and
- Most of the disciplines have representatives



### Practicing

- A CIT steering committee is identified, and
- Most of the disciplines have representatives, and
- A chairperson is identified for the CIT steering committee, and
- The CIT steering committee has regularly scheduled meetings, and
- The CIT steering committee meetings have an agenda and activity records



### Exemplary Practice

- A CIT steering committee is identified, and
- All three disciplines have representatives, and
- A chairperson is identified for the CIT steering committee, and
- The CIT steering committee has regularly scheduled meetings, and
- The CIT steering committee meetings have an agenda and activity records, and
- A person with lived experience or a family member is a committee member



## 25. Prioritizing Law Enforcement Ownership

CIT programs should actively engage their participating law enforcement agencies and assist them with CIT development. CIT programs must continually encourage law enforcement partners to implement CIT-specific policies and procedures, information sharing, and data collection in accordance with the Ohio CIT Core Elements. Programs should encourage law enforcement agencies and their leadership to empower CIT officers and coordinators so that their roles on their CIT and within the local CIT program are impactful.

### Not Practicing

- CIT Program does not actively engage participating law enforcement agencies about their CIT strategies



### Emerging Practice

- CIT Program actively engages one or more participating law enforcement agencies about their CIT strategies



### Practicing

- CIT Program actively engages most participating law enforcement agencies about their CIT strategies



### Exemplary Practice

- CIT Program actively engages all participating law enforcement agencies about their CIT strategies, and
- CIT Program has regularly scheduled meetings with their law enforcement agency CIT coordinators





## 26. Maintaining Partnerships and Sustaining CIT Programs

For CIT programs to have a lasting effect on their community, they must remain committed to partnerships and progressive development. This commitment will require program leaders to continually assess their strategies against the CIT Model and Ohio CIT Core Elements and continuously implement and improve CIT initiatives using ongoing positive communication with other partners. Impactful programs are also sustained by developing feedback loops to answer questions, identify and solve problems, and enhance current practices.

### Not Practicing

- Assessment and improvement strategies are not used



### Emerging Practice

- Assessment and improvement strategies are used



### Practicing

- Assessment and improvement strategies are used, and
- Record keeping practices are in place



### Exemplary Practice

- Assessment and improvement strategies are used, and
- Record keeping practices are in place, and
- Leadership succession planning is established



## 27. Ensuring Advocacy Participation

CIT programs must ensure the participation of people living with mental illness and their family members and the inclusion of their unique perspectives, especially those who have interacted with law enforcement and the criminal justice system. CIT programs should build strategies to obtain and develop advocacy leaders and sustain their participation.

### Not Practicing

- People living with mental illness and their family members are not participating, and
- Advocacy leaders are not participating



### Emerging Practice

- People living with mental illness and their family members participate in training, or
- Efforts are in place to recruit advocacy participation, or
- Advocacy leaders participate in training



### Practicing

- People living with mental illness and their family members participate in training, and
- Advocacy leaders participate in training and program coordination



### Exemplary Practice

- People living with mental illness and their family members participate in training and program coordination, and
- Advocacy leaders participate in training and program coordination, and
- Efforts are in place to sustain advocacy participation



## 28. Advancing Diversity, Equity, and Inclusion

CIT programs should strive to diversify program participation so that all community members they serve are represented. Coordinators should develop strategies to recruit, include, and empower team members who bring different perspectives and backgrounds to the program. CIT programs should foster a sense of belonging to ensure relationships between diverse groups of people. Strong partnerships committed to finding equitable solutions to mental health crises sustain CIT programs.

### Not Practicing

- There are no strategies in place to recruit, include, and empower team members who bring different perspectives and backgrounds to the program



### Emerging Practice

- Strategies are being developed to recruit, include, and empower team members who bring different perspectives and backgrounds to the program



### Practicing

- Strategies are in place to recruit, include, and empower team members who bring different perspectives and backgrounds to the program



### Exemplary Practice

- Strategies are in place to recruit, include, and empower team members who bring different perspectives and backgrounds to the program, and
- Planning is in place to sustain the inclusion of team members who bring different perspectives and backgrounds to the program



## 29. CIT Program Awareness

CIT programs are more impactful when community members know how to identify and gain access to CIT officers and other services encompassing their local crisis response system. CITs and CIT programs should promote their program and teams to their community using various means. When raising awareness about requesting and identifying CIT officers, CIT programs should implement marketing and awareness strategies that will help educate community members when it is appropriate to call for police services or utilize other available community resources.

### Not Practicing

- There are no strategies in place about how to request and identify CIT officers



### Emerging Practice

- Strategies are in development about how to request and identify CIT officers



### Practicing

- Strategies are in place about how to request and identify CIT officers



### Exemplary Practice

- Strategies are in place about how to request and identify CIT officers, and
- Strategies are in place to educate the community about when to call for police services or to use other community resources



### 30. Recognition and Honors

CIT programs must continuously recognize and promote their strategies and activities. CITs should use multiple channels for advertising positive interactions between CIT officers, CIT stakeholders, and the community. This advertising can include internal memos, letters of support, roll call recognition, use of social media, and use of existing web-based platforms. CIT law enforcement coordinators should ensure that positive interactions with persons in crisis are brought to the attention of law enforcement agency administrators and relevant government officials. Law enforcement agencies should promote CIT as a policing strategy that benefits the community without emphasis on enforcement of the law.

#### Not Practicing

- The program does not regularly recognize and honor their CIT members



#### Emerging Practice

- The program regularly recognizes and honors their CIT members, or
- One or more law enforcement agencies regularly recognize and honor their CIT members



#### Practicing

- The program regularly recognizes and honors their CIT members, and
- One or more law enforcement agencies regularly recognize and honor their CIT members



#### Exemplary Practice

- The program regularly recognizes and honors their CIT members, and
- One or more law enforcement agencies regularly recognize and honor their CIT members, and
- The program advertises about CIT members that have been recognized and honored



### 31. Community Expansion and Statewide Contribution

CIT programs should engage agencies within their areas that are not involved in CIT. This engagement can be with non-participating law enforcement agencies, the court system, mental health providers, area hospitals, and others involved in behavioral healthcare and advocacy. All stakeholders within a program area need to actively participate in CIT program strategies and activities.

CIT programs should also integrate themselves into CIT-related activities and planning at the state level. CIT Coordinators should participate in meetings and activities with their counterparts from elsewhere in the state to exchange ideas, share working methodologies, and discuss problems and solutions.

#### Not Practicing

- Non-participating agencies are not engaged, and
- Members of the program do not attend activities at the state level



#### Emerging Practice

- Non-participating agencies are engaged, or
- Members of the program attend activities at the state level



#### Practicing

- Non-participating agencies are engaged, and
- Members of the program attend activities at the state level



#### Exemplary Practice

- Non-participating agencies are engaged, and
- Members of the program attend activities at the state level, and
- Members of the program assist with the support and expansion of CIT in Ohio



This document was completed by staff at the Ohio Criminal Justice Coordinating Center of Excellence in cooperation with Ohio's CIT Coordinators and community partners. For more information or to make inquiries please contact:

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