

Certification Manual

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INTRODUCTION

In his 1998 Executive Order creating the New Partnership Commission for Community Safety, Governor James S. Gilmore III charged the Commission with the responsibility of advising him on new initiatives to “promote community safety, particularly youth and family safety”. The Commission worked diligently to assess the needs of localities across the Commonwealth and assist them in addressing their individual community safety issues. It was during the course of its work, that the Commission identified many outstanding examples of community safety programs. In an effort to honor and bring recognition to these programs, the Commission developed the Governor’s New Partnership Community Safety Awards.

Taking a cue from the success of the Awards program, the Commission asked the Department of Criminal Justice Services (DCJS) to recommend programs that fostered the development of community safety initiatives at the local level. DCJS presented a proposal to the Commission to develop the **Certified Crime Prevention Community Program (CCPC)**, with the goal of publicly recognizing and certifying localities that have implemented community safety strategies. The only program of its kind in the nation, the program encourages the development of community safety plans within a flexible framework and provides an ongoing process by which communities can reassess and update their plans to address emerging community safety issues.

In 2004, the General Assembly asked the Virginia State Crime Commission to study safety at Virginia's institutions of higher education. As a result, DCJS created the Office of Campus Policing and Security (OCPS) and established minimum standards for employment, job-entry and in-service training curricula, and certification requirements for campus security officers.

The success of the OCPS and of Virginia’s institutions of higher education has resulted in many efforts that are viewed as best practices in the prevention of crime and intervention with precursors of crime. Recognizing the value of these programs and building upon the foundational process of the Certified Crime Prevention Community Program, DCJS has created a means to publicly certify institutions of higher learning that have implemented a defined set of campus safety strategies as part of a comprehensive community effort. This program, entitled the **Certified Crime Prevention Campus Program**, is open to all public and private accredited colleges or universities in Virginia. All applicants are required to have each of the Core Campus Safety Elements in place and must select seven additional elements for submission from the optional elements list.

CERTIFICATION PROCESS

The certification process consists of four phases: Enrollment, Application Package Development, Application Package Review/Verification, and Board Review.

1. Enrollment Phase

Requesting an Enrollment Package

Potential applicants download the enrollment package from the DCJS website (<http://www.dcjs.virginia.gov>). The enrollment package contains:

- The program manual
- The statement of intent form

The statement of intent must be completed and returned to DCJS to officially begin the process. A campus certification coordinator should also be selected during this process as the point of contact.

2. Application Package Development Phase

Program Orientation

Upon receipt of the enrollment form, DCJS will contact the designated campus certification coordinator to discuss the program manual and provide assistance.

Assessment of Crime Prevention/Campus Safety Services

Applicants must provide a written summary of each program submitted to meet a core or optional program element. Core elements shall be numbered as Core I through Core XI, and Optional elements begin a new numbering series as Option I through Option IV. All summaries ***must be submitted as an attachment to an email*** to the DCJS staff as each is completed for review and correction. The required format is single-spaced with a 12-point font on an 8.5 X 11 portrait-view page set up. Applicants should divide the content of each summary into four main sections as indicated below:

- A detailed description of the history of the program (*five pages maximum*);
- Program operations;
- Program accomplishments to date;
- Goals and objectives of the program (*with numbered objectives listed under each corresponding goal*);
- An evaluation of program effectiveness (e.g., *survey data from students impacted by the program, crime trend data, anecdotal information, other appropriate statistical information illustrating the impact of the program*)

Additional documentation may be submitted once the draft process is complete, but the draft should include references to the attachment. For example, a reference to a form used would then include (See Attached Form).

- Future goals and objectives for the program;
- Any other information deemed relevant by the applicant.

Analysis of Gaps in Services

Applicants should complete a self-assessment to identify gaps in programs or service delivery. Following the same instructions as above, new programs proposed to fill identified gaps in service delivery should include the following:

- A program description which relates to the particular core or optional element the proposed program is designed to meet;
- Goals and objectives for the proposed program;
- An implementation plan which includes a timetable;
- An evaluation plan.

Note: This information should be submitted to DCJS to be included as part of the application file. However, this information will not be sufficient to move the applicant to the review phase of the certification process.

3. Application Package Review/Verification Phase

Staff Review

As indicated above, applicants will submit to DCJS summaries of their existing programs and detailed plans for any newly proposed programs designed to meet certification standards. DCJS staff will conduct *ongoing* reviews of the summaries for completeness, the documented effectiveness of the summarized programs, and future goals and objectives of the programs, and recommend changes or necessary corrections. Plans for newly proposed programs will be evaluated based on the completeness of the needs assessment, goals and objectives, implementation plan, and evaluation plan.

Verification

Verification Process

- Upon completion of a final summary product, DCJS will contact the applicant to arrange a date and time for on-site verification of documented programs, or to receive a completed (hard copy) submission document. A completed submission will include: a table of contents, element summaries, and all proofs necessary to verify the efforts and success of the elements.

Upon completion of the verification process, DCJS will notify the applicant of any final issues that need correction. Applicants may be given a remediation and correction period of 30 days. Once this process is complete, DCJS staff will prepare the certification brief and all final documents for review by the CJSB subcommittee.

4. Board Review Phase

Criminal Justice Services Board Review

After the on-site verification process is complete, DCJS will present all of the information gathered from the applicant to members of a subcommittee of the Criminal Justice Services Board (CJSB) for recommendation for approval. Upon the subcommittee's recommendation for approval, the applicant information will be presented to the full Board for final approval. Upon approval of the full board, the applicant will receive

certification from DCJS. (*CJSB review of application packages will coincide with regularly scheduled meetings of the CJSB.*)

Once a campus is certified or fails to be certified, DCJS staff will notify the certification coordinator within five working days of the status. The campus certification coordinator shall have the responsibility of notifying the campus administration, law enforcement executive, and any others whom their institution of higher education requires. The timeline for any appeal begins with the notification of the certification coordinator.

APPEALS

If an applicant is denied certification by the CJSB subcommittee, DCJS will notify the campus certification coordinator of the denial. The applicant campus may attend and speak at the full CJSB meeting in which the motion to deny the application is made by the subcommittee, or the campus will otherwise have 30 days to notify the Director of DCJS of its intention to appeal. Upon receiving an appeal request, DCJS will hold an appeal hearing with the CJSB at their next available meeting. The campus will meet with the CJSB and present its appeal. All decisions by the CJSB will be final and binding.

RECERTIFICATION

1. Recertification Application Package Development Phase *Program Update*

To maintain their certification, campuses must be recertified upon completion of their third year in the program and every three years thereafter. If requested in writing, the Virginia Department of Criminal Justice Services (DCJS) may grant an extension of up to six months for good cause. Once DCJS receives the completed recertification application, DCJS will complete its review within 90 days. Campuses failing to meet the recertification requirements within the time allotted and without obtaining an extension will be required to apply for initial certification—in effect, to start over.

Assessment of Core and Optional Elements

To obtain recertification, applicants must provide written assessments of the core program elements and seven optional elements. Each of the core and optional elements must be assessed. All summaries must be submitted as an attachment to an email in the same format as the original application (single-spaced with 12-point font) on standard 8.5 X 11 paper.

Each assessment should be divided into four main sections:

1. Old goals and objectives of each element;
2. Program accomplishments for the last three years;
3. Evaluation of program effectiveness (have you met the goals and objectives from the original application); and
4. New goals and objectives for the next three years. (These may be the same as the old goals and objectives if they still apply.)

Goals and objectives

In this section, applicants should list, in numeric form, the goals and objectives for the element being assessed, with the objectives being listed underneath the goal to which they apply. The goal may or may not be the same as the one stated in the original application. Objectives should set out the actions the applicants plan to take over the next three years for each program. This section is particularly crucial because it shows what the applicant will use to determine the success of the element. Since goals and objectives can often be easily confused and difficult to define properly, the following definitions and tips are provided below to assist in preparing this section of the summary.

- **Goals:** Goals are the broad programmatic aims of a program. The goals should be clear, concise, and written in a manner that makes them easily understood by a layperson unfamiliar with the program. Each program may have more than one goal, but each goal should be written in the same broad manner.
- **Objectives:** Objectives are specific actions undertaken to achieve the goal or goals listed for the element. Objectives should be clear, concise, easily understood, time-specific, and measurable. For example, if the goal is to reduce burglary, an objective may be to increase the number of neighborhood and business watches by 5% each year. Or, if the goal is to reduce citizens' fear of crime, an objective may be to increase the number of participants in citizens' police academies by 10% each year. Whatever the objectives, it is essential that they be quantifiable to determine the element's success over time. It is also important that they be realistic and not overly ambitious simply to impress the reviewers of the application.

Accomplishments to date

In this section, applicants should list the significant milestones and accomplishments of the element for the last three years. Particular attention should be paid to listing, if possible:

- The most noteworthy accomplishments or major activities after certification.
- Accomplishments/activities that have drawn significant local, statewide, or national media attention.
- Specific activities that have resulted in statistically significant reductions in crime, fear of crime, or other measurable results.

Evaluation

In this section, applicants should provide an evaluation of how successful they have been in achieving the goals and objectives listed in the original application. An evaluation must be provided on each core and optional program element. Applicants should use one or more of the following types of evaluation measures:

- **Process/Efficiency Measures:** Process measures involve the documentation of activities associated with a program and/or the amount of time spent on those activities. For example, evaluating the effectiveness of a crime prevention specialist could include documenting the number of security surveys conducted, the number of speeches/presentations made, etc.

- **Outcome Measures:** Outcome measures specify the impact of your program on a targeted problem. It is an assessment of the results of the local program rather than the program itself. For example, evaluating the effectiveness of a community policing program could involve documenting a reduction in burglaries, robberies, calls for service, etc.

2. Application Review/Verification Phase

Staff Review

Applicants will submit to DCJS summaries of their programs and detailed plans for any newly proposed programs designed to meet recertification standards. DCJS staff will conduct ongoing reviews of the summaries for completeness, the documented effectiveness of the summarized programs, and future goals and objectives of the programs, and recommend changes or necessary corrections. Plans for newly proposed programs will be evaluated based on the completeness of the assessment, goals and objectives, implementation plan, and evaluation plan. Staff review will be ongoing as elements are received for review. Upon completion of each review, DCJS staff will notify the applicant of any issues that require correction.

Verification Process

Upon completion of a final summary product, DCJS will contact the applicant to arrange a date and time for on-site verification of documented programs or to receive a completed submission document. A completed submission will include element summaries and all proofs necessary to verify the efforts and success of the elements. Upon completion of the verification process, DCJS will notify the applicant of any final issues that require correction. Applicants may be given a remediation and correction period of 30 days. Once this process is complete, DCJS staff will prepare the certification brief and all final documents for review by the Criminal Justice Services Board (CJSB) subcommittee.

3. Recertification Certificate

If the Virginia Department of Criminal Justice Services approves, the campus will be recertified for three (3) years. The campus will be required to recertify every three years to remain in good standing.

REVOCAION OF CERTIFIED STATUS

The CJSB, upon recommendation from DCJS, reserves the right to revoke the certification status of any campus for good cause. This action will only be taken when all reasonable compliance efforts have failed. In the event of revocation of the certified status, the community will have thirty (30) days to remove all Certified Crime Prevention Campus signs and to cease the use of the logo and claim of certification under this program.

CORE CAMPUS SAFETY ELEMENTS

This section of the manual lists and describes each core element of the program. Each description is followed by a “Responsibility” section, which lists local agencies and organizations that should play a role in implementing that particular element. Next, a “Rationale” section is provided for each element to explain its inclusion in the program. Finally, and where appropriate, “Suggested Implementation Plan and Suggested Goals” sections are provided to offer guidance to institutions of higher education implementing core elements for the first time.

1. Violence prevention committee; threat assessment team.

Responsibility (should include, at a minimum, the following):

Student Affairs, Law Enforcement or Campus Security, Human Resources, Counseling Services, Residence Life, and other constituencies as needed.

Rationale:

The *Code of Virginia § 23.1-805* mandates that each public college or university shall have in place policies and procedures for the prevention of violence on campus, including assessment and intervention with individuals whose behavior poses a threat to the safety of the campus community.

Suggested Implementation Plan:

- a. The board of visitors or other governing body of each public institution of higher education shall determine a committee structure on campus of individuals charged with education and prevention of violence on campus.
- b. The committee shall develop a clear statement of: (i) mission, (ii) membership, and (iii) leadership. Such statement shall be published and available to the campus community.
- c. Each committee shall be charged with: (i) providing guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community; (ii) identification of members of the campus community to whom threatening behavior should be reported; and (iii) policies and procedures for the assessment of individuals whose behavior may present a threat, appropriate means of intervention with such individuals, and sufficient means of action, including interim suspension or medical separation to resolve potential threats.
- d. The board of visitors or other governing body of each public institution of higher education shall establish a specific threat assessment team that shall include members from law enforcement, mental health professionals, representatives of student affairs and human resources, and, if available, college or university counsel. Such team shall implement the assessment, intervention, and action policies set forth by the committee pursuant to subsection C.
- e. Each threat assessment team shall establish relationships or utilize existing relationships with local and state law enforcement agencies, as well as mental health agencies, to expedite assessment and intervention with *individuals whose behavior may present a threat to safety*.

(See <https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/2025-09/virginiaihebtammmpqfinal11.pdf>)

Suggested Goals:

- a. Reduce the occurrence of violence on campus.
- b. Identify a means of quickly addressing persons suffering from emotional distress.
- c. Create a group with ongoing oversight of threat potential.
- d. Establish and promote clear, healthy standards of campus behavior.
- e. Establish and make available mental health and counseling resources.
- f. Develop or revise existing guidelines or policies addressing intervention protocol.

2. A DCJS-certified crime prevention specialist assigned to crime prevention duties in the law enforcement/criminal justice campus agency.

Responsibility:

Law Enforcement or Campus Security.

Rationale: While the delivery of crime prevention services should be the responsibility of all personnel within a law enforcement/security agency, there remains a need for a designated staff person who directs, manages, and coordinates crime prevention activities while also serving as a resource for the agency's effort. Making this person a DCJS-certified crime prevention specialist, as per the *Code of Virginia § 9.1-161*, will ensure that they are current and knowledgeable in the field of crime prevention strategies, techniques, and philosophy.

Crime Prevention Specialist Certification Eligibility: (from 6VAC20-180-30 Regulations Relating to Certification of Crime Prevention Specialists)

- a. Any employee (sworn, non-sworn, or volunteer) of a local, state, or federal government agency who serves in a law enforcement, crime prevention, or criminal justice capacity is eligible to be trained and certified as a crime prevention specialist.
- b. The agency administrator of any local, state, or federal government agency or college or university may designate one or more employees in their department or office who serve in a law enforcement, crime prevention, or criminal justice capacity to be trained and certified as crime prevention specialists. Applicants for recertification shall be recommended by the agency administrator or their designee. Application shall be made on the Crime Prevention Specialist Certification Application-Form A.
- c. All crime prevention specialist applicants provided for in this chapter shall be approved only upon recommendation of a law enforcement agency having jurisdiction where the crime prevention specialist shall serve.
- d. This chapter does not limit or prohibit the chief executive of any local, state, or federal government agency from assigning personnel to crime prevention tasks who are not certified as crime prevention specialists.

Crime Prevention Specialist Certification Requirements: (See 6VAC20-180-40 Regulations Relating to Certification of Crime Prevention Specialists)

Suggested Goals:

- a. Develop and maintain Campus Residence or other Watch groups.
- b. Conduct security assessments.
- c. Make public presentations on security and personal safety.
- d. Distribute crime prevention information.
- e. Give input into all crime issues regarding strategies to prevent crime.

3. A campus outreach/watch program

Responsibility (should include, at a minimum, the following):

Law Enforcement or Campus Security, Campus Groups/Students.

Rationale:

Neighborhood Watch has proven to be one of the most effective means by which citizens, in concert with law enforcement, can collectively reduce the opportunity for crime. Campus Watch or Outreach is its equivalent in institutions of higher education. Law enforcement or campus security must provide leadership and ongoing direction for such programs. The campus environment may offer traditional Watch training as part of orientation, but depending on the unique environment, they may also choose to focus on an online effort or other outreach efforts.

Suggested Implementation Plan:

- a. Form a planning committee of interested citizens and law enforcement or campus security (can be a subcommittee of the crime control planning committee discussed in element 1).
- b. Determine the extent and nature of crime in the target area.
- c. Conduct a victimization survey of the campus.
- d. Map smaller target area(s), if necessary.
- e. Identify a potential coordinator and building or floor captains.

Suggested Goals:

- a. Post Watch signs and decals that include important tip line numbers.
- b. Develop online crime prevention training for campus watch members.
- c. Assist in the production and promotion of crime prevention activities and events on campus.
- d. Develop an Online Watch newsletter.

4. Mutual Aid/Cooperative Agreement.

Responsibility (should include, at a minimum, the following):

College/University Executive, Law Enforcement or Campus Security Chief, Virginia State Police, and adjacent locality Law Enforcement Executive (Sheriff or Chief of Police).

Rationale:

Cooperative agreements between neighboring jurisdictions are designed to facilitate the exchange of pertinent information regarding crime/community safety issues in order to more efficiently combat crime problems. With a cooperative agreement, neighboring jurisdictions can access information from one another regarding crime trends, suspects, and other relevant data that may have been previously difficult or impossible to obtain. The agreements also allow for mutual assistance in times of critical needs or incidents.

Suggested Implementation Plan:

- a. Meet with the adjacent locality to identify areas where mutual aid is most needed and beneficial.
- b. Draft an agreement that identifies when and how the aid will occur.
- c. Have executives of the local law enforcement and campus meet to clarify any issues and affix signatures.
- d. Review the agreement annually.

Suggested Goals:

- a. Improve communication and cooperation between campus and locality officials.
- b. Make collaborative use of all available resources to ensure safety.
- c. Create and practice critical incident planning.

5. Organized distribution of campus safety information (literature, videos, and internet resources) to students, visitors, faculty, and staff.

Responsibility (should include, at a minimum, the following):

Law Enforcement or Campus Security, Community or Youth Service Organizations.

Rationale:

Distribution of safety literature serves three purposes: (i) it increases the campus community's awareness of crime and specific criminal activity; (ii) it provides suggestions/activities to reduce or remove the opportunity for crime; and (iii) it can be used to build a safety presence or to forge consensus among groups or interests as to how to approach a particular crime problem. The crime prevention staff of the law enforcement or campus security agency should develop or obtain public awareness materials and work with others as needed to disseminate them.

Suggested Implementation Plan:

- a. Conduct public awareness resource inventory to determine what public awareness materials currently exist.
- b. Determine short-term and long-term public awareness needs based on identified safety issues.

- c. Conduct content assessment of current materials or programs to determine if updates are necessary.
- d. Determine the most effective vehicle(s) for distributing information (kiosks, orientation materials, website, dorm room posting prior to new move-in period, campus radio, email alerts, etc.).

Suggested Goals:

- a. Establish a campus clearinghouse for information on all aspects of campus safety and prevention.
- b. Provide up-to-date information on criminal activity and safety tips to the campus users.
- c. Conduct specialized public awareness events targeting populations at high risk for criminal victimization.
- d. Utilize the internet to locate global safety resources.

6. Designation of a person or committee trained to conduct physical security surveys.

Responsibility:

Law Enforcement or Campus Security trained in Crime Prevention Through Environmental Design.

Rationale:

Crime and safety risks are often directly linked to the environment. Physical structures can generate or eliminate crime when properly addressed through the premise of Crime Prevention Through Environmental Design (CPTED) and Target Hardening, a process of increasing the difficulty of success for the criminal through the use of security devices. Having trained staff able to identify and suggest corrective measures quickly before an incident occurs, or to prevent a repeat incident, is invaluable in addressing the issues created by the environment itself.

Suggested Implementation Plan:

- a. Determine the extent and nature of crime on campus through an analysis of Part 1 crime statistics and statistics on “quality of life” crimes.
- b. Identify “hot spots” on campus that are candidates for security surveys.
- c. Determine if surveys are most efficiently conducted by a single staff person assigned to that task or by a committee.
- d. If a committee is required, schedule a meeting to discuss the goals of the security survey committee.
- e. Develop goals and objectives for the committee.
- f. Develop plans for conducting security surveys on both a short-term and long-term basis.
- g. Develop follow-up procedures to determine progress in correcting problems identified by security surveys.

Suggested Goals:

- a. Reduce the occurrence of “quality of life” crimes.
- b. Incorporate security surveys into planning activities.
- c. Incorporate aspects of the security survey into daily patrol reports (locks used, lights requiring repair, etc.).

7. Functional crime analysis capability.

Responsibility:

Law Enforcement or Campus Security.

Rationale:

Safety initiatives can only be proactive if law enforcement or campus security understands the extent and nature of crime on campus, or within a specific location, and then works to devise strategies to reduce the opportunity for crime. To this end, prevention staff must first know what the safety problems are, as well as when, where, how, why, and to whom they occur. Without this information, it is virtually impossible to develop campus safety strategies that address specific safety problems.

Suggested Implementation Plan:

- a. Form a task force or committee in order to guide the direction of the crime analysis program, assist in integrating it into the current organizational structure, and ensure that the needs of groups utilizing crime analysis data are being met.
- b. Designate campus staff or hire crime analysts to manage the day-to-day operations of providing crime analysis. This need only be rudimentary analysis done either electronically or manually.
- c. Identify data to be reported regularly for review.
- d. Identify software and training needs of staff.

Suggested Goals:

- a. To provide early identification of crime patterns.
- b. To determine the detailed scope, volume, and nature of criminal activity on campus or to those served by the campus.
- c. To provide crime-specific information in order to develop appropriate prevention and suppression tactics.
- d. To provide special impact reports on events or projects that affect criminal activity.
- e. To facilitate the implementation of problem-solving by providing critical crime-related information to specific problems.
- f. To identify specific populations in the locality that directly impact crime.
- g. To facilitate the exchange of timely crime data with surrounding jurisdictions and criminal justice agencies.

8. Institutional crisis and emergency management plan.

Responsibility (should include, at a minimum, the following):

Law Enforcement, Schools, Community Groups/Citizens.

Rationale:

The *Code of Virginia* [§ 23.1-804](#) requires that the board of visitors or other governing body of each public institution of higher education shall develop, adopt, and keep current a written crisis and emergency management plan.

Suggested Implementation Plan:

- a. Every four years, each institution shall conduct a comprehensive review and revision of its crisis and emergency management plan to ensure the plan remains current, and the revised plan shall be adopted formally by the board of visitors or other governing body. Such review shall also be certified in writing to the Department of Emergency Management.
- b. The plan shall include a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency, as defined in the emergency response plan, when there are victims, as defined in the *Code of Virginia* [§ 19.2-11.01](#). The Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall serve as the lead coordinating agencies for those individuals determined to be victims, and the plan shall also include current contact information for both agencies.
- c. The institution shall coordinate with the local emergency management organization, as defined by the *Code of Virginia* [§ 44-146.16](#), to ensure integration into the local emergency operations plan.
- d. The president and vice-president of each public institution of higher education, or in the case of the Virginia Military Institute, the superintendent, shall annually (i) review the institution's crisis and emergency management plan; (ii) certify in writing to the Department of Emergency Management that the president and vice-president, or the superintendent, have reviewed the plan; and (iii) make recommendations to the institution for appropriate changes to the plan.
- e. Each public institution of higher education shall annually conduct a functional exercise in accordance with the protocols established by the institution's crisis and emergency management plan and certify in writing to the Department of Emergency Management that such exercise was conducted.

Suggested Goals:

- a. Comply with all aspects of the *Code of Virginia* relating to emergency management plans.
- b. Draft and maintain appropriate contact lists as mandated by code and by individual institutional policy.
- c. Establish schedules to ensure compliance with review and reporting requirements.
- d. During the annual functional exercise, evaluate needed changes to plans and review for implementation.

9. Compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics

Responsibility (should include, at a minimum, the following):

Law Enforcement or Campus Security.

Rationale:

This landmark federal law, originally known as the Campus Security Act, requires colleges and universities across the United States to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs, and it applies to most institutions of higher education, both public and private. The act is enforced by the United States Department of Education.

Suggested Implementation Plan:

- a. Publish an annual security report documenting a minimum of three years of campus crime statistics.
- b. Maintain a public crime log documenting the "nature, date, time, and general location of each crime" and its disposition, if known.
- c. Issue timely warnings about Clery Act crimes that pose a serious or ongoing threat to students and employees.
- d. Devise an emergency response, notification, and testing policy.
- e. Enact policies and procedures to handle reports of missing students.

Suggested Goals: *Same as implementation plan*

10. Access to victim/witness services program or an organized referral process to programs in neighboring jurisdictions.

Responsibility (should include, at a minimum, the following):

Law Enforcement or Campus Security and campus, locality, or private Victims Services organization.

Rationale:

The most important step in recovering from a crime is to talk to someone you trust. It is normal for crime victims to have conflicting feelings and thoughts. As a result of being victimized, victims go through many emotions such as fear, confusion, guilt, anger, frustration, irritability, helplessness, low self-esteem, or depression. They may also have difficulties with concentration and trusting others. While these reactions are normal, most find that they feel better if they have the opportunity to freely and confidentially discuss any problems or emotions they are experiencing. Victim/Witness programs provide that bridge to recovery for victims of crime. They also serve to educate victims about their rights under Virginia's Crime Victim and Witness Rights Act and the services available to aid in their recovery.

11. 24-hour Patrols

Responsibility (*should include, at a minimum, the following*):

Law Enforcement or Campus Security and Neighboring Jurisdiction Law Enforcement

Rationale:

One of the most important crime prevention tools is professionally trained patrols. It is essential that all campuses have 24-hour patrols available to protect persons and property. These patrols may be certified law enforcement, campus security, contract security, or any combination thereof.

Suggested Implementation Plan:

- a. Identify patrol resources to ensure coverage.
- b. Utilize contracted security or enable mutual aid plans during unexpected times when patrols are unavailable.

Suggested Goals (*dependent on results of risk assessment*):

- a. Provide for 24-hour patrol coverage.
- b. Develop an effective patrol plan to ensure adequate coverage.
- c. Develop contingency plans for unexpected emergencies in which patrols become unavailable as planned.

OPTIONAL CAMPUS SAFETY ELEMENTS

This section of the manual lists and briefly describes each optional campus safety element within the program. Should further information be needed for the implementation of an element, the certification coordinator should contact DCJS staff for assistance. **Campuses must have a minimum of four elements from this list to qualify for certification.**

1. Student Escort Services

Many students residing on campus work evening hours and must return after dark. On-campus housing parking may be located a distance from the housing, forcing students to walk alone during late hours. The provision of volunteer or paid escorts to meet and accompany or transport the student to their housing increases the effort required by the criminal element and thus reduces the likelihood of victimization. These escorts need not be available every evening, but frequent availability, especially on weekends, is expected in this element.

2. Emergency Communications

While most students are likely to have a digital phone, the availability of emergency communications such as “Blue Light” phones ensures that working communications will be available in an emergency. These phones automatically dial public safety when you push the red emergency button. The strobe light will then activate when an emergency call is made. Another feature of the phones is the ability to communicate your location when the call is answered, even if the caller is unable to speak. Any such devices would qualify under this element.

3. Rape Aggression Defense (RAD) System or Personal Safety Classes

Many students are unprepared to protect themselves in the event of an attack. Victims are often overpowered due to their size, physical strength, or lack of knowledge of how to protect themselves. RAD and self-defense classes provide defense information and promote prevention through avoidance of situations, early reaction, and proactive planning.

4. Domestic Violence/Stalking Program

Domestic violence and stalking are widespread on college campuses and are often unreported. Awareness and intervention programs are very effective in ensuring a positive outcome to domestic violence relationships.

5. Sexual Assault Response Teams (SART)

In 2004, the Virginia General Assembly passed legislation promoting the use of local and regional Sexual Assault Response Team (SART) policies and protocols. In 2008, the Virginia General Assembly passed a bill requiring that victims have access to forensic exams and evidence collection, even if victims choose not to participate in the criminal justice system. A person reporting a sexual assault may encounter three systems: criminal justice, medical, and advocacy. A coordinated response team brings together key players in these systems to develop strategies and procedures in the systems’ response to sexual assault and/or domestic violence. These strategies aim to establish ways for the campus community to intervene to end abuse.

6. Availability of Crime Solvers/Stoppers or Campus Anonymous Tip Lines

Crime Stoppers began in Albuquerque, New Mexico, in September 1976. Members of the local community, in partnership with the media and law enforcement, began an effort to provide crime-solving assistance to law enforcement. A cash reward was offered to anonymous persons who telephoned the Crime Stoppers hotline with information that led to the arrest and indictment of the person(s) responsible for felony offenses. Crime Stoppers programs have solved millions of crimes worldwide and recovered billions of dollars' worth of stolen property and narcotics. This element may be met by the institution of higher education being located in an area served by an existing Crime Stoppers program or may be met by the creation of a similar anonymous tip line serving only the campus.

7. Crime prevention newsletter

A regularly published newsletter providing information on campus and local crime prevention events, crime trends, new crime prevention programs, crime prevention tips, etc., acts as an excellent dissemination tool.

8. Alcohol or Substance Abuse Program

One critical issue to consider is the alcohol and other drug culture of a campus. Deaths from alcohol poisoning and from alcohol-related incidents have occurred on all types of campuses in recent years—at large schools and small, in settings ranging from urban to rural. In addition, alcohol and other drug abuse is a factor in the majority of accidents, injuries, vandalism, and crime on college campuses and is frequently a key factor when students encounter problems with their course work. Although the majority of college students avoid the unsafe use of alcohol and other drugs, they are still likely to suffer the consequences of the high-risk behaviors of their peers. Students who engage in high-risk drinking and other drug use are not just harming themselves but also those around them. By becoming informed about alcohol and other drug prevention efforts on college campuses, prospective college students can increase the likelihood that they will avoid alcohol- and other drug-related problems.

9. Annual crime prevention awards

The establishment or maintenance of an awards program that seeks to recognize outstanding efforts being made in crime prevention on the campus by students, law enforcement, staff, and other service organizations and groups encourages participation in crime prevention programs. Annual awards may be a simple recognition or a tangible financial or other award.

10. Law Enforcement Accreditation

While a university or college will be accredited, a law enforcement agency will not necessarily be so. Accreditation is a mark of a professional agency, and law enforcement agencies are encouraged to participate in and meet the standards required for accreditation. For this element, we recognize either the Virginia Law Enforcement Professional Standards Commission or the Commission on Accreditation for Law Enforcement Agencies accreditation.

11. Surveillance Camera Program

A surveillance camera program is more than the mere existence of surveillance cameras on the campus property; it must also include a listing of camera locations, the scope of the covered area, an inspection schedule, and a sign-off. If recorded, a schedule of required video retention length must be created, and a process for destruction that ensures complete destruction must be devised. If monitored, the draft must include: the times, procedures, and position(s) or persons responsible for monitoring the cameras.

12. Volunteers in Crime Prevention/Security Program

A program that utilizes student-volunteers in serving the law enforcement or campus security effort allows more time for patrol staff to dedicate to other duties. This element also allows for work-study students, interns, or other similar programs to engage students in assisting to make the campus safer. This element requires an oversight authority for the student to be provided by the law enforcement or security agency or other college or university faculty. Hours must be tracked, minimal training for the duties must be demonstrated, and any rules related to duties or restrictions must be enumerated and understood by the volunteer student.

13. Peer Conflict Resolution/Mediation Program

Instituting campus-based conflict resolution and peer mediation programs is a way to provide students with the skills necessary to successfully address their social interactions and newfound independence. Many students have not been equipped with the skills and tools to address their anger and lack of control over situations. Peer-led groups are more successful in reaching students and provide opportunities to resolve issues with a positive outcome, preventing potential violence.

14. Pretrial services program

Pretrial services programs, as authorized by the Pretrial Services Act, provide defendant background information to assist judicial officers in making bail release decisions and conditions of release, in addition to supervising defendants when they are released to the custody of the program. This element may include existing local programs that also serve the student body of the college or university.

15. Hate Crime Prevention Program

Virginia's universities attract a diverse group of students from cultures around the world. With cultural diversity can come a lack of understanding that may lead to conflict. This program will create understanding, acceptance, and tolerance of differing cultures. Efforts may involve raising awareness, providing education, or adopting a more proactive approach to preventing hate crimes.

16. Campus Emergency Response Teams (CERT)

During times of crisis, readily available resources that can be quickly activated are a great asset. This program teaches volunteer participants life-saving skills such as fire suppression, patient evaluation, traffic control, and light search and rescue techniques. Participants must be made aware of restrictions and provided means of identification, and plans must be developed that describe how participants may be activated in times of emergency.

17. Crisis Intervention Team (CIT)

As with members of any community, institutions of higher education may occasionally face disruptions caused by troubled students or visitors. Faculty, staff, and administrators need to be aware of their rights and protections as well as their legal responsibilities in dealing with disruptive student behavior. The sole basis for imposing disciplinary sanctions on a student is the student's behavior. If the behaviors are thought to be rooted in a psychological disability or underlying emotional problem, procedures for referral to the CIT must be in place and followed. Members of the CIT must be appropriately trained to address and intervene with students in crisis.

18. Operation Identification

This program helps in the safe return of stolen property. Public Safety will either assist or actually engrave or record serial numbers of valuables with a personal identifier (i.e., license number, etc.). This is ideal for expensive items, such as iPods and laptop computers. A similar program that qualifies under this element is bicycle registration programs.

19. Law Enforcement Encounter/Interaction Program

This program is an educational program that aids students in interacting with law enforcement. This type of program will outline expectations for law enforcement and security in encounters, best practices, and potential consequences. Typically, the campus will offer this in an annual or more frequent seminar. These types of programs may be included in orientation or other workshops as well.

20. Any other programs deemed appropriate by the Criminal Justice Services Board

POLICIES

Time Limit for Application Package Development Process

Applicability:

This policy specifically applies to institutions of higher education that are enrolled in the program.

Policy:

Applicants enrolled in the program will have a maximum of twelve months from the recorded start date to meet the program requirements. This includes implementing programs needed to satisfy core and/or optional elements. If necessary, an extension of up to six months may be granted upon reasonable request. Applicants failing to complete the program requirements within the time allotted will be required to reapply.

Preference in DCJS Byrne JAG Fund application process

Applicability:

This policy specifically applies to institutions of higher education that are either seeking certification or have already been certified.

Policy:

Applicants seeking certification under the **Certified Crime Prevention Campus Program**, either as new or recertification applicants, will have preferred status in the state criminal justice grant application process for all grants administered by DCJS under the *Edward R. Byrne Justice Assistance Grant (JAG) Fund Program*. Special consideration will be given to those institutions of higher education seeking grants specifically to implement programs that satisfy core requirements of the certification process. Grants are awarded based on the availability of funding.

Definitions:

Preference points – DCJS grants program managers of each funding category under the Byrne program will award a set number of points, percentage points, or other pre-established selection criteria elements to the institutions of higher education participating in the Certified Crime Prevention Campus Program (CCPC). These preference points will count towards the final numerical score or selection criteria given to a particular grant application during the grant review process. They will account for no more than 10% of the maximum numerical score that can be awarded in the review process.

Appendix

Program Title and Element # (Example Core Element 1)

This Element Contact(s) and Agency:

(Some of the elements should have non-law enforcement contacts)

History

- In paragraph form, be sure not to just include the WHEN, but also:
- WHO started the Program?
- WHY was it started (what motivated the initiation)?
- HOW did the program come into being? List the work chronologically and describe the history; each step should build upon the previous one. (For example, “The new chief had a philosophy of being involved with the community and ordered command officers to develop means of interacting daily with their neighborhoods. The commander started a monthly meeting, and other organizations, including businesses and churches, were added when a child was shot, and...”)

Program Operation

- (Paragraph form) WHEN does it function? (Weekly, annually, when “xyz” occurs)
- WHY does it function that way? (Meets regularly to ensure prompt action on issues, meets annually to compare the year’s crime trend and strategically plan)
- HOW (specifically) does the program work? (What initiates it, what are the steps, etc.)

Goals

- Usually, one to two goals are sufficient.
- List as below:
- Goal: Usually starts with “To...”
- A goal concentrates on what the overall purpose of the program is, e.g., *to reduce crime*.

Objectives

- Typically, these are numbered, and there are generally three or four objectives per goal.
- An objective is a step toward achieving the goal. It specifies HOW one plans to reach the goal, and does so in a measurable, time-specific format. (Ex.: *If the goal is to reduce burglary on the east side of town, an objective might be to present three burglary prevention seminars on the east side of town by June 2009.*) ****Tip**** Remember to make goals time-specific and quantitative, unless it involves starting or completing something, creating a form, etc., by a specific date.

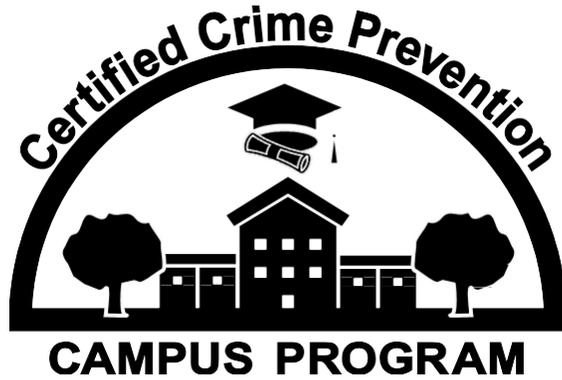
Accomplishments

- (May be bulleted, followed by a brief description of accomplishment, or may be paragraph style.) This is a SIGNIFICANT recognition or result. This is NOT a statement that an objective was accomplished; that falls under evaluation. (Ex.: an accomplishment is “Drug use was totally eliminated in this development” if the goal/objective was “to reduce the amount of drugs used by 3 %.”) ****Tip**** Ask *HOW do we know this is a super program? Some tests of whether an accomplishment might be significant: 1) media attention, 2) recognized through awards, and 3) far exceeded the expected outcomes.*

Evaluation

- “Evaluation” is your evaluation of the overall program AND will also be directly linked to the objectives and goal. If the goal is to hold three meetings, the evaluation will state IF you held three meetings, how much you surpassed the three, and if you did not meet the objectives, the evaluation will examine why. If not met, one should explain plans to meet the objective or, if need be, change the objective.
- Note, you may list an accomplishment under evaluation as well as under accomplishment if it is related to your objective. (Ex.: *If the objective was to hold three programs and you had so many requests that you had 53, that’s an accomplishment, because it far exceeds, but is also part of your evaluation.*) In some cases you may make a statement in evaluation, such as this program has won over the community. If you state something like that, you should follow with an evaluation sentence. The sentence may be empirical data or anecdotal such as; a survey of the XYZ community revealed 82% stated... or during a community meeting six persons approached the chief of police and stated...

**** Most prevalent mistake area. ****



RESOLUTION OF PARTICIPATION

WHEREAS, the _____ is interested in the safety and security of its faculty, staff, students, and the community at large; and,

WHEREAS, the administration is prepared to support appropriate efforts within the campus community to become totally prepared to promote crime prevention and campus safety; and,

WHEREAS, the Department of Criminal Justice Services offers a program which is specifically designed to recognize Virginia institutions of higher education committed to crime prevention and safety while providing a framework for those colleges and universities to institutionalize crime prevention at the campus level; and,

WHEREAS, this program is entitled the Certified Crime Prevention Campus Program,

NOW THEREFORE, BE IT RESOLVED by the _____ that our campus, _____ wishes to participate in the Certified Crime Prevention Campus Program, and that the leadership of this institution of higher education fully supports all reasonable efforts to meet the DCJS requirements to become designated as a Certified Crime Prevention Campus; and

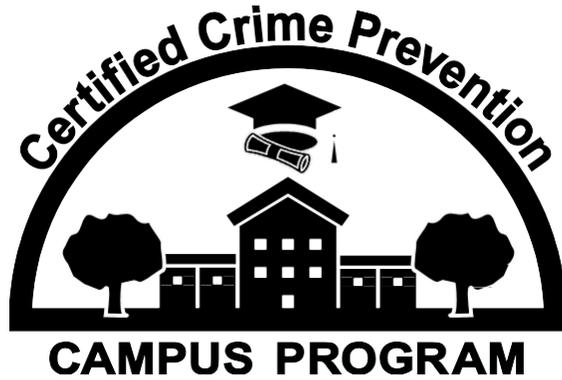
This resolution is in full effect upon its adoption this _____ day of _____, 20__.

Official

Title

Attest

SEAL



STATEMENT OF INTENT

Our institution of higher education, _____ wishes to participate in the Certified Crime Prevention Campus Certification Program. The leadership of this campus fully realizes that this program requires dedicated effort. By making entry into this program, we are pledging our honest efforts to become designated as a "Certified Crime Prevention Campus".

We understand that the goal of our institution is to complete this program successfully within twelve (12) months of the official start date, to be recorded when the program manual is delivered.

Designated Official

Program Coordinator

Title

Title

Date

Date

Address for Contact:

Address for Contact:

Telephone:

Telephone:

Office: _____

Office: _____

Home: _____

Home: _____