

Definitions

Assault – Aggravated (Crimes against Persons)

Definition: An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

Burglary/Breaking and Entering (Crimes against Property)

Definition: The unlawful entry into a building or other structure with the intent to commit a felony or theft.

Destruction/Damage/Vandalism of Property- except Arson (Crimes against Property)

Definition: To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without consent of the owner or the person having custody or control of it.

Drug/Narcotics (Crimes against Society)

Definition: The violation of laws prohibiting the production, distribution, and /or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use.

Larceny/Theft – Theft from Motor Vehicle (Crimes against Property)

Definition: The theft of articles from a motor vehicle, locked or unlocked.

Prostitution (Crimes against Society)

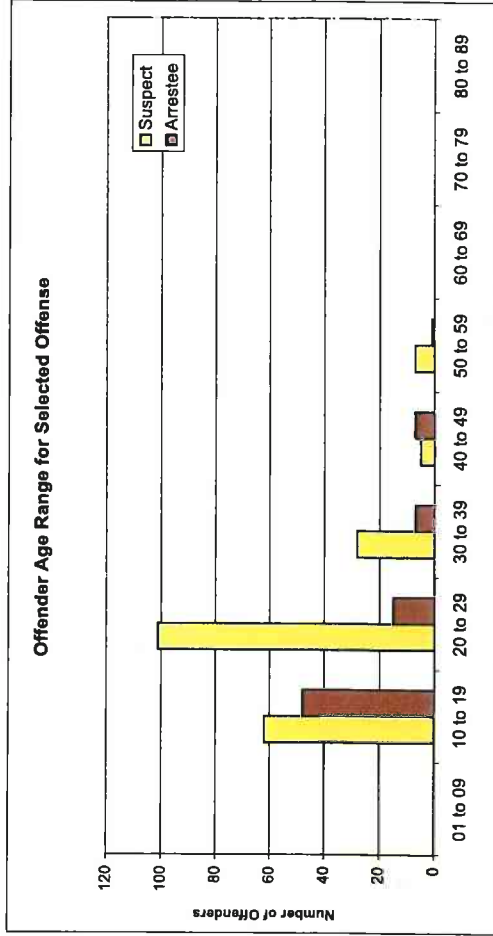
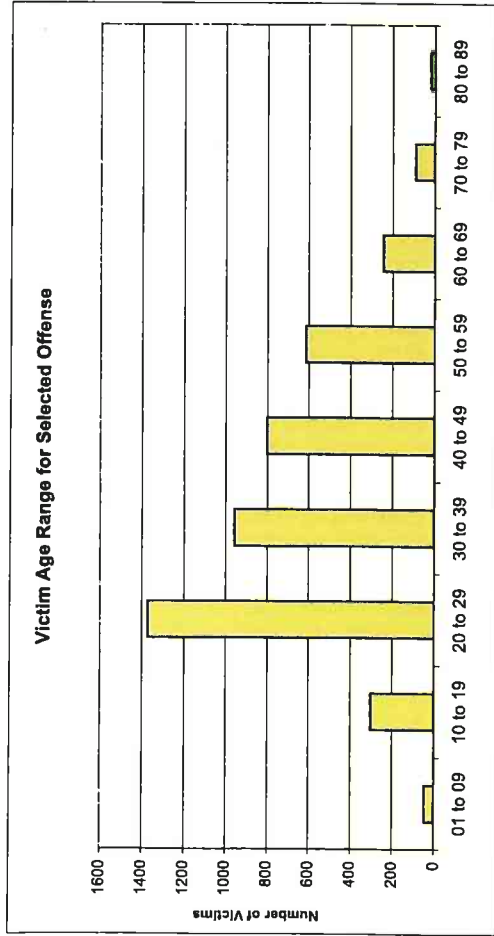
Definition: To unlawfully engage in or promote sexual activities for profit.

Source: National Incident Based Reporting System Volume 1: Data Collection Guidelines, August 2000.

Call for Service

A call for service may not necessarily mean a crime was committed or a report was generated. The call for service records the address of the request for service which may not reflect where the crime actually occurred if one did occur. Tacoma Police Department is not the primary responder for all calls from the city of Tacoma and not all calls are dispatched.

Age Ranges for 2008 Selected Offense

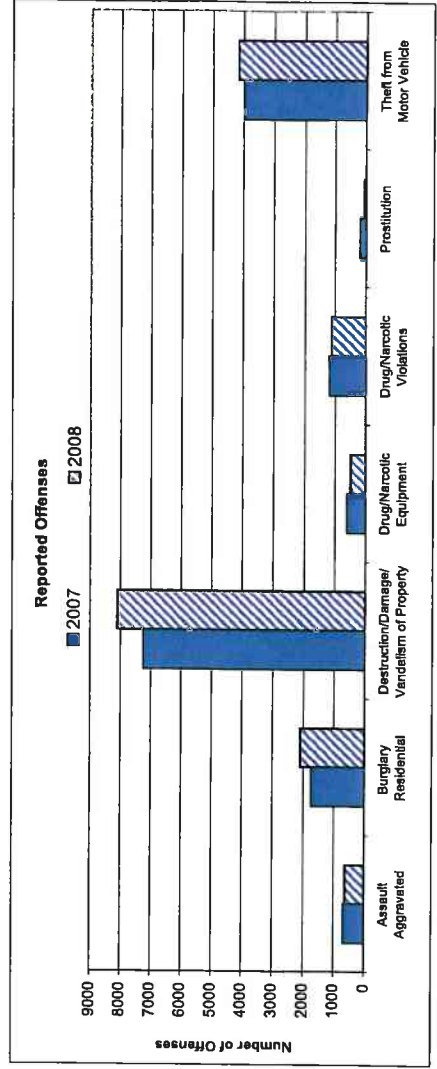


Y-Axis is not the same on the bar charts.

Targeted Reported Offenses

Data is not Uniform Crime Report (UCR) or National Incident Based Report (NIBRS) compliant and should not be compared to any data using those standards.

Reported Offenses	1 January to 31 December		
	2007	2008	Raw Chg Perc. Chg
Assault Aggravated	683	625	-58 -8.5%
Burglary - Residential	1737	2100	363 20.9%
Destruction/Damage/Vandalism of Property	7236	8104	868 12.0%
Drug/Narcotic Equipment	606	494	-112 -18.5%
Drug/Narcotic Violations	1197	1113	-84 -7.0%
Prostitution	191	68	-123 -64.4%
Theft from Motor Vehicle	3976	4167	191 4.8%



54. Tell a clear story

The purpose of your work is to help people make better decisions. To assist decision-makers, you must tell a clear story that leads from an important question to possible answers and then to effective actions. To communicate effectively you need to know who your audience is and the questions they want answered. Your story has to address their particular needs. This story can be told in a written report or in an oral presentation (see Step 58).

Do not simply recount what you did to detect, analyze, respond, or assess. This is tedious and does not help people make actionable decisions from your work. You must translate your analytical work into a story that addresses the needs of your audience.

Your work can help answer four basic questions. These questions correspond to the stages of the SARA process:

1. What is the nature of the problem? (Scanning)
2. What causes the problem? (Analysis)
3. What should be done about the problem? (Response)
4. Has the response brought about a reduction in the problem? (Assessment)

Clearly, these questions must be made more specific based on the facts of the problem being examined. Local residents, for example, might complain about late night noise and finding litter along their street. Instead of the general scanning question, you could develop a set of specific questions, based on the CHEERS test (Step 14):

- What is the nature of the noise incidents? (Events)
- In what ways are these incidents similar? (Similarity)
- Are there recurring instances of late-night noise and litter that disturb residents? (Recurring)
- Who, when, and where do these incidents occur? (Community)
- How do these incidents disturb people? (Harm)
- Who expects the police to address the problem? (Expectation)

Answering the general question - What is the nature of the problem? - requires you to answer a set of more specific questions.

Your first task in telling a coherent story is to decide which kind of question you are seeking to answer. Next, you should try to structure your account around the basic theories and approaches described in this manual (e.g., the CHEERS test, the crime triangle, or the 80-20 rule). These are frameworks. A framework is a general "story shell" linking multiple interacting factors and that can be applied to a variety of problems. Your choice of frameworks depends on the problem, your findings, and the needs of decision-makers. Be sure there is a logical flow from the basic question, through the framework and findings, to the answers. Check for gaps in logic. Now outline your story. There are four basic story outlines that can guide your work. The details of the story will depend on the specifics of your problem.

Do not stick religiously to these outlines; we provide them as a starting point to prompt ideas. Instead, tailor them to the amount of time you have and, above all, to the concerns of the people whom you are addressing. Try to anticipate their questions, and modify the appropriate outline accordingly. Though we have used technical terms from this manual in these outlines, you may need to use a common vocabulary in your presentation. If your audience is not already familiar with the terminology of problem analysis, you probably should use it sparingly, or not at all.

Four Story Outlines

1: What is the nature of the problem?

A. Organizing framework - e.g., CHEERS elements.

B. Systematic description of evidence about problem type and existence:

- What is the nature of the events?
- In what ways are these events similar?
- How often do these events recur?
- When and where do these events occur?
- Who is harmed by these events, and how?
- Who expects the police to address the problem?

C. Implications for analysis and collaborative problem solving:

- Questions that need answering.
- Definitional and measurement issues.
- Partners who need to become involved.

D. Summary.

RESOURCES

data ->

1. Safe Clean Data Team Contact
Nancy Grabinski-Young ngrabins@cityoftacoma.org 253-591-5394
2. Tacoma Police Department Community Liaison Officer (CLO)
3. City of Tacoma Safe Clean Site <http://www.cityoftacoma.org/Page.aspx?nid=786>
4. Pierce County Neighborhood Crime Site <http://www.piercecountycrimedata.org/>
5. govME maps and data
<http://wspwit01.ci.tacoma.wa.us/govME/Admin/Inter/StartPage/default.aspx>
6. Selected 2000 demographic data
http://wspdsmap.ci.tacoma.wa.us/samples/tacoma_map_series.pdf
(the spaces in above links are _)

ask good questions ->

1. *Crime Analysis for Problem Solvers in 60 Small Steps* by Ronal V. Clarke & John E. Eck
<http://www.popcenter.org/learning/60Steps/>

become informed -> draw conclusions -> take effective action

1. Google “crime reduction _____” <http://www.google.com>
2. Problem Oriented Policing Site <http://www.popcenter.org/>