



TAPS Academy in Beijing

Students learn about the world and their place in it. They learn about the different cultures and languages of the world. They learn about the different ways of life and the different ways of thinking. They learn about the different ways of solving problems and the different ways of creating things. They learn about the different ways of living and the different ways of dying. They learn about the different ways of being and the different ways of becoming.

Other Recommendations

Students should be encouraged to explore their interests and passions. They should be encouraged to take on challenges and to learn from their mistakes. They should be encouraged to work with others and to share their ideas. They should be encouraged to be curious and to ask questions. They should be encouraged to be resilient and to keep trying. They should be encouraged to be kind and to help others. They should be encouraged to be brave and to stand up for what is right. They should be encouraged to be happy and to enjoy life. They should be encouraged to be successful and to achieve their dreams.

[TAPS Academy Brings Communities Together.]

T.A.P.S. Academy Program Objectives

Create youth graduates who understand the roles and tasks of law enforcement and who are prepared to build, develop and grow their communities.

Reduce the social distance that exists between police and youth, educate youth and police about each other, while providing crime prevention projects to the community through the use of service learning.

COPS Office & HPD Cooperative Agreement

T.A.P.S. Academy



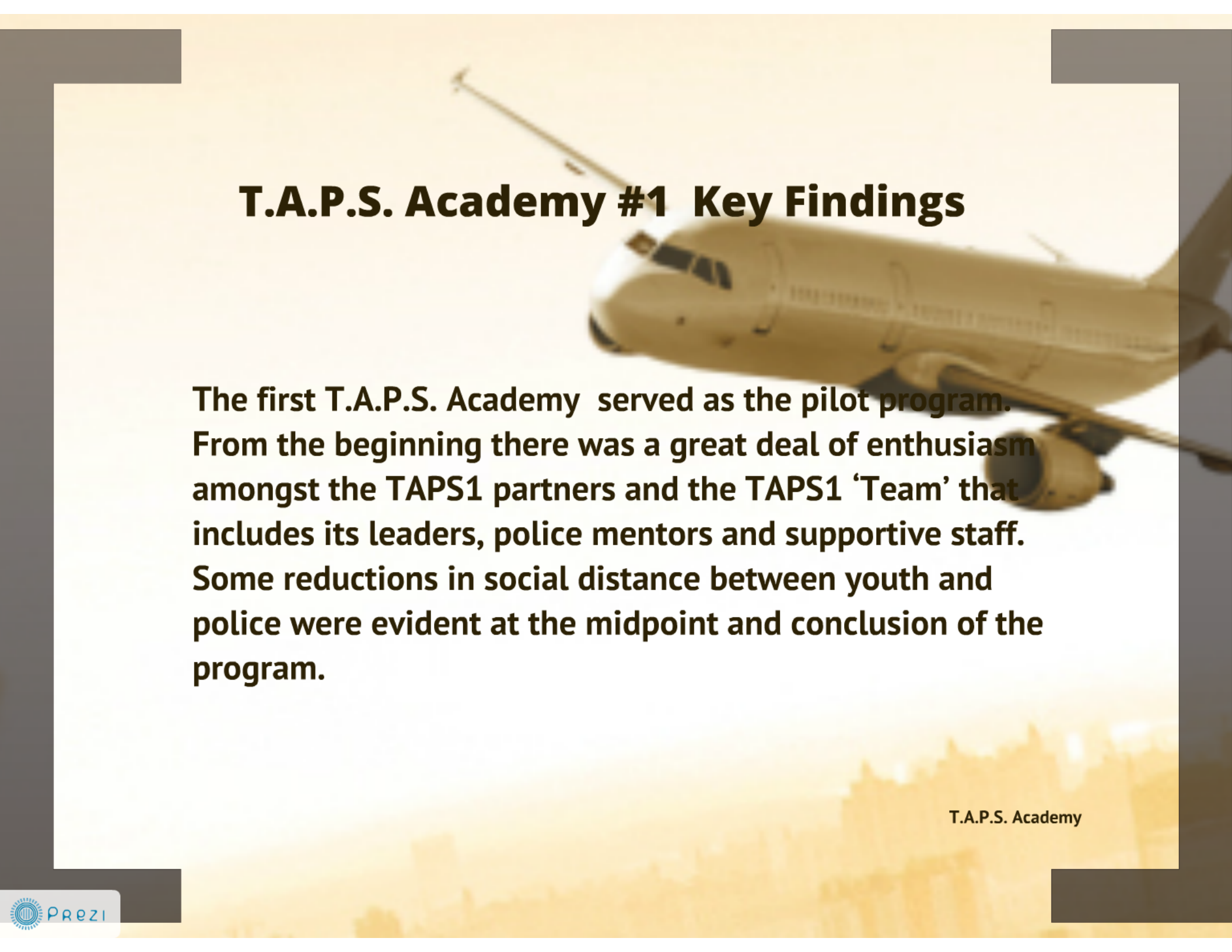
T.A.P.S. Academy Mission Statement

**“To reduce social distance between at-risk youth
and law enforcement through learning,
interaction, discussion and problem solving.”**

T.A.P.S. Academy Graduation Program

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T.A.P.S. Academy



T.A.P.S. Academy #1 Key Findings

The first T.A.P.S. Academy served as the pilot program. From the beginning there was a great deal of enthusiasm amongst the TAPS1 partners and the TAPS1 'Team' that includes its leaders, police mentors and supportive staff. Some reductions in social distance between youth and police were evident at the midpoint and conclusion of the program.

T.A.P.S. Academy

Results of Youth Perceptions of Connection to Police (Treatment Group)

	Pre-Program	Post Program
Very Connected	13.5%	24%
Somewhat Con	21.6%	44%
Somewhat Discon	21.6%	8%
Very Disconnected	43.2%	20%

Youth and Social Distance Cont'd

	Pre-Program	Post Program
Like (A/S)	35.1%	64%
Trust	51.3%	84%
Respect	60%	92%
Pol Resp. You	43%	68%

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Police and Social Distance

	Pre-Program	Post Program
Trust*	76.9%	62.5%
Respect**	92.3%	100%

*..Youth think they can trust police to help them?

**Do you respect youth when you interact with them?

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Demographic Characteristics of Youth

	Pre-Program	Post-Program
Gender		
Female	18	10
Male	19	15
Race/Ethnicity		
White	0	1
African American	22	12
Hispanic	12	11
Native American	2	0
Other	1	1

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Demographic Characteristics of Youth

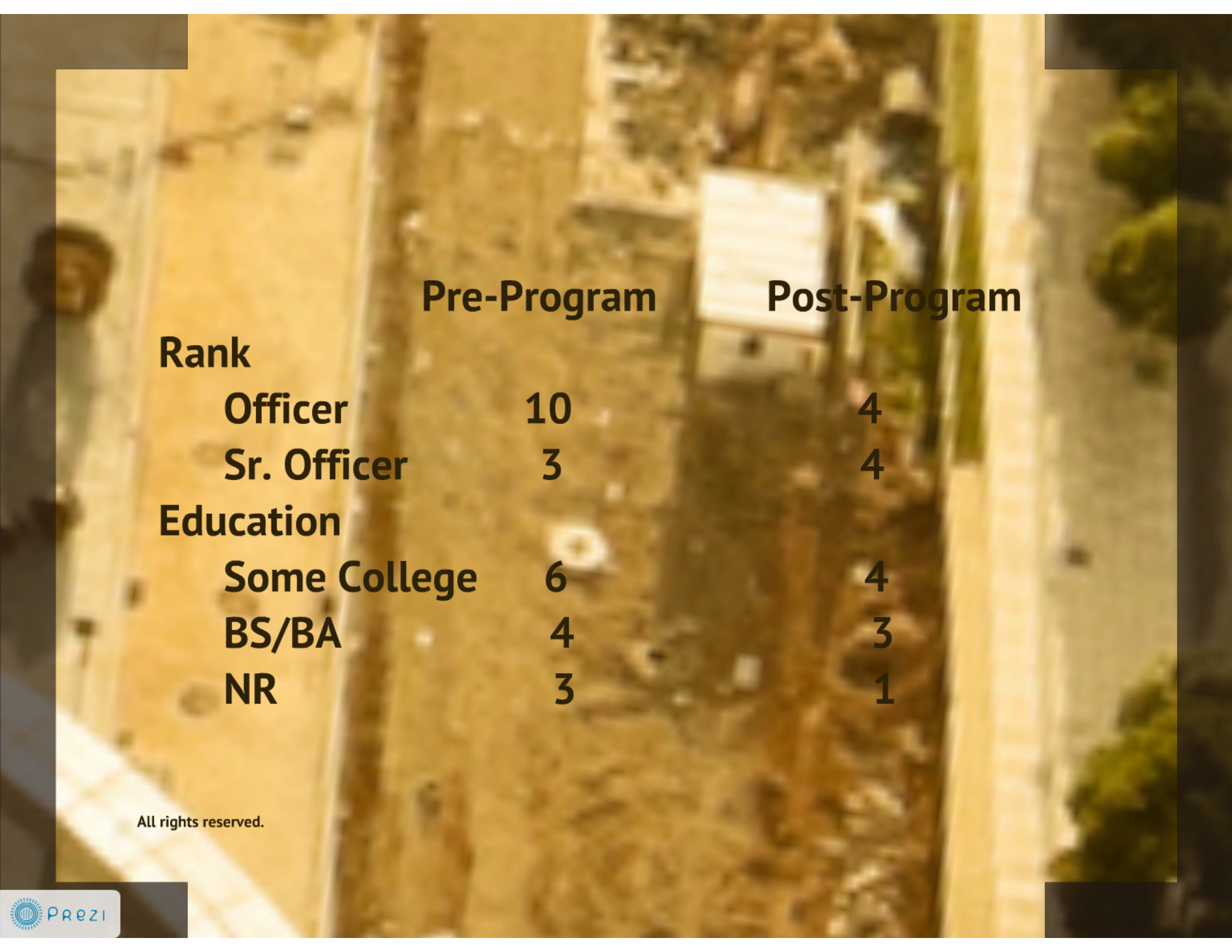
	Pre-Program	Post-Program
Age		
13	1	
14	17	10
15	14	12
16	4	3
17	1	

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Demographic Characteristics of Police

	Pre-Program	Post-Program
Gender		
Female	4	4
Male	9	4
Race/Ethnicity		
White	1	1
African American	5	3
Hispanic	3	2
Asian American	1	1
NR	3	1

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	Pre-Program	Post-Program
Rank		
Officer	10	4
Sr. Officer	3	4
Education		
Some College	6	4
BS/BA	4	3
NR	3	1

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Demographic Characteristics of Police

	Pre-Program	Post-Program
Age		
25-29	3	1
30-34	3	
35-39	2	1
40-44	2	2
45-49		2
50-54		1
NR	3	1

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Other Recommendations

School performance and behavior data for youth participants should be made available by the participating school.

Revisions to the academy schedule should be limited.

Rotation of mentors and youth should be limited. Strategies for increasing parental involvement should be identified.

Increase the number of partners and volunteers to assist with community service projects.



TAPS Academy Key Findings

Key findings from the TAPS Academy study include:

- The TAPS Academy is a highly effective model for providing high-quality, affordable housing to low-income families.
- The TAPS Academy has a strong track record of providing stable housing to its residents.
- The TAPS Academy has a strong track record of providing educational and social services to its residents.

Other Recommendations

Based on the findings of the TAPS Academy study, the following recommendations are made:

- Expand the TAPS Academy model to other low-income housing developments.
- Increase the number of educational and social services provided to residents of low-income housing developments.
- Develop strategies for increasing parental involvement in their children's education.

TAPS Academy Brings Communities Together.