



Deep Listening. Fostering Trust. Bridging Communities.

Metcalfe Park Police & Resident Listening Circles 2018-2019 Report

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Thank you to Wisconsin Black Historical Society for hosting these listening circles. We would also like to thank our partners: Safe and Sound, the Milwaukee Police Department, and the Regional Department of Corrections.

This program is generously funded by the Greater Milwaukee Foundation's Racial Equality and Inclusion Grant and the Northwestern Mutual Foundation.



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Glossary

Listening Circles – Listening Circles are composed of a structure part of experience sharing between participants, followed by an unstructured portion during which participants can exchange about what has been said and ask questions of curiosity. The goals of the listening circles are to foster communication and build bridges between communities, invite trust and facilitate relationship building between officers and residents.

Go-Around or Round – The structured part of a Listening Circle composed of one question that each participant answers with the same amount of time, with no interruptions, going clockwise. Listening Circles are usually composed of two or three go-arounds.

Connected Conversation – The unstructured part of a Listening Circle that takes place after all go-arounds are completed. Participants are asked to share airtime yet are not timed. It is the moment for participants to interacted with each other and react to what they have heard during the structured parts of the dialogue. Connected conversation questions are available as well if participants want to explore other topics with the help of a prompt.

Executive Summary

The Frank Zeidler Center for Public Discussion (Zeidler Center) has facilitated dialogues between police and residents in the Metcalfe Park community since 2016. This report details participant responses and feedback during and after our 2018-2019 sessions (on Tuesday, October 30, 2018, Thursday, November 15, 2018, Thursday, December 13, 2018, Tuesday, February 26, 2019, Thursday, March 28, 2019, and Tuesday, April 23, 2019). The executive summary (pages 8-25) identifies major themes of the listening circles, followed by a section offering an in-depth analysis of each dialogue.

Program Description

The Frank Zeidler Center for Public Discussion believes that an important step in repairing relationships between law enforcement and communities of color in Milwaukee is to come together in unique spaces that provide the opportunity for facilitated, face-to-face communication to co-create resident-based solutions. The Zeidler Center's program, funded by the Greater Milwaukee Foundation's Racial Equity and Inclusion Grant and the Northwestern Mutual Foundation, involves circles that are professionally facilitated by Zeidler Center facilitators and co-designed by residents and police to fit the needs of each community it serves.

Participants experience both structured and unstructured portions of dialogue. Through timed facilitation, participants can respectfully share their personal perspectives and learn about the perspectives of others. The Zeidler Center listening circles create a platform for greater mutual trust and understanding, essential for establishing a constructive, collaborative environment for change. Community partners play an essential role in encouraging continued resident, youth, and officer engagement. Our partners in Metcalfe Park include Safe & Sound, the Milwaukee Police Department, and the Milwaukee Regional Department of Corrections.

Listening Circle 1 – Entertainment

The first Metcalfe Park Police & Resident Listening Circle took place on October 30, 2018 at the Wisconsin Black Historical Society. Milwaukee police officers and residents of the Metcalfe Park neighborhood participated in listening circles led by trained facilitators from the Zeidler Center. During the structured dialogue, participants were invited to respond to two rounds of questions:

1. *For Adults: "Share a story of the things you did in your adolescent, teen and young adult years for entertainment." For young people: "Share what you do now for entertainment."*
2. *"What's something you wish people of other generations knew about your generation?"*

After the structured dialogue, participants were invited to take part in Connected Conversation, an open conversation designed to encourage participants to follow up with each other by discussing what was heard during the structured part of the dialogue. To initiate the discussion, participants were invited respond to the following question:

"How do you think adults and youth could relate better to each other in Metcalfe Park?"

During Question Round One, participants' answers were grouped in three categories: family and social organizations, music and parties, and sports/outdoor activities. Respondents spoke about how family life, music and other activities were all part of their younger years, and important to them in different ways, such as relieving stress and staying out of trouble.

During Question Round Two, respondents spoke largely about ethics and values, discipline and self-work as well as generational differences in general. Participants spoke a lot about respect, communication and work-ethic, both in terms of growing up with those values and instilling them in young people. Respondents also spoke about the differences between how they grew up, versus their perception of how young people grow up currently, including differences in technology, values and safety.

During Connected Conversation, participants relayed how they believed youth and adults could relate better through many of the same topics discussed in Questions 1 and 2. Participants spoke about ideas of bettering relationships through outreach and programming, hobbies and social activities as well as values and connections.

Listening Circle 2 – Being Heard

The second Metcalfe Park Police & Resident Listening Circle took place on November 15, 2018 at the Wisconsin Black Historical Society. Milwaukee police officers and residents of the Metcalfe Park neighborhood participated in listening circles led by trained facilitators from the Zeidler Center. During the structured dialogue, participants were invited to respond to two rounds of questions:

1. "What is the value of this type of circle/community session?"
2. "How can we get more community involvement and engagement?"

After the structured dialogue, participants were invited to take part in Connected Conversation, an open conversation designed to encourage participants to follow up with each other by discussing what was heard during the structured part of the dialogue. To initiate the discussion, participants were invited respond to the following question:

"What are you willing to do to get more people to attend PRLC in Metcalfe Park?"

Participant responses to Question Round One were fairly uniform, falling into one single category of creating a shared understanding between law enforcement and citizens. All participants relayed very similar views relating to how the session promoted understanding through transparency, bridging gaps, adjusting bias and stereotypes, as well as providing the right environment for understanding.

During Question Round Two, respondents discussed the topic of involvement and engagement in two ways, logistics and values. In the larger category, respondents spoke about how location, time, and strategy of the sessions could positively affect participation. Other participants discussed ways to impact involvement and engagement from a values perspective, including garnering interest from students through using their own questions and encouraging them to be comfortable.

The Connect Conversation resulted in several topics, including relaying positive and negative interactions with the police, the role of integrity and bias, the media, transparency and understanding, as well as continued discussion regarding engagement in the listening sessions.

Listening Circle 3 – Being Heard

The third Metcalfe Park Police & Resident Listening Circles took place on December 13, 2018. The event was hosted at the Wisconsin Black Historical Society. Milwaukee police officers and residents of the Metcalfe Park neighborhood participated in listening circles led by trained facilitators from the Zeidler Center. During the structured dialogue, participants were invited to respond to two rounds of questions:

1. *"Tell about a time when you felt respected and your voice was heard. What happened?"*
2. *"Tell about a time when you felt disrespected and your voice was not heard. How did it make you feel and what could have made the situation better?"*

After the structured dialogue, participants were invited to take part in Connected Conversation, an open conversation designed to encourage participants to follow up with each other by discussing what was heard during the structured part of the dialogue. To initiate the discussion, participants were invited respond to the following question:

"What are ways we can work together to be heard and show deeper respect to each other?"

During Question Round One, participants overall described experiences with other people regarding seeing follow-through on their input and suggestions and gaining confidence as key to their feeling respected and heard.

During Question Round Two, respondents discussed experiences of feeling disrespected when interacting with others who did not listen to their opinions, did not communicate with truth and honesty, and did not involve them in the decision-making process. Overall, participants relayed that participation and inclusion in the communication process could have made their experiences better.

During Connected Conversation, respondents described a variety of ways to foster deeper respect in communicating with other people. Overall, they discussed using active listening, overcoming stigmas of police officers and youth, taking initiative in speaking up, and participating in spaces for communication, like the listening circles. During Parting Words, participants expressed enthusiasm, especially in hearing from youth participants and listening to experiences of different experiences.

Listening Circle 4 – Role Models/Motivation

The fourth Metcalfe Park Police & Resident Listening Circle took place at the Boys & Girls Club of Milwaukee on February 26, 2019. The topic of the listening circle focused on role models and motivation. Participants were asked two rounds of questions by facilitators who were trained by the Zeidler Center:

1. *"Tell a story about a time when you either were a role model or someone was a role model for you. How were you motivated from this experience?"*
2. *"What motivates you to be a role model?"*

If time permitted, participants were asked to participate in Connected Conversation and were asked the following question:

"How can you share your experience and knowledge within the Metcalfe Park Neighborhood (and Milwaukee) to benefit the community?"

During Question Round One, several participants described experiences with role models that inspired them to do better, while feeling supported by these individuals. Participants were motivated to help others and work hard. Motivation to be a role model tended to come from the awareness that others are observing and learning from them. Examples of role models were likely family members, with colleagues also being mentioned.

During Question Round Two, participants discussed reasons why they felt motivated to be a role model. Many participants could see that it was needed, with several participants giving examples. Many noted that they were paying it forward, and some thought of it as an obligation, to pass knowledge along to others, mostly family members. Seeing one overcome struggles or defeating struggles themselves pushed them to be a better example to others. Two participants stated that religion was their reason to be a role model.

During Connected Conversation, many participated in a discussion on community involvement. Ideas were shared about past projects and what they could be doing now to help others and the community. Many participants provided positive feedback regarding the group discussion and wanted to get others involved as well. Participants expressed interest in other group members, asking questions about personal experience. Questions directed toward officers included the challenge of police work and the negativity that tends to be associated with it. After the Connected Conversation, parting words were shared. Several participants expressed positive affirmations about their experience in the listening circle, enjoyment and inspiration about being a part of the group. Other participants were impressed by the contributions made by the youth.

Listening Circle 5 – Role of Media

The fifth Metcalfe Park Police & Resident Listening Circle took place on March 28, 2019 at the Boys and Girls Club of Milwaukee. Police officers and neighborhood residents participated in four listening circles led by trained facilitators from the Zeidler Center. The event included two rounds of dialogue during which participants were invited to respond to questions regarding the topic of the media:

1. *“What’s an example of a media piece or story (advertisement, print, news stories, etc.) that you felt did your community justice or represented your story well? How did that portrayal make you feel?”*
2. *“What’s a media portrayal that you think missed the mark and why? How did that portrayal make you feel?”*

After every participant had the opportunity to answer each question, the listening circles continued in Connected Conversation, which is an open discussion. To launch the conversation, the facilitators prompted the participants with the following questions:

“In a perfect world...

What would Milwaukee’s media look like?

What would it show and represent?

How would media be supported?

What kinds of stories would be told?

What kinds of people would tell these stories?

What kinds of stories do you want to hear more of?”

During Question Round One, respondents discussed stories of community events or specific people in the community that they believed represented their community well. From these stories, some participants expressed feeling positive about their community or the portrayal of their community. Some participants could not relate to the question due to a lack of using social media. One listening circle focused instead on positive and engaging experiences at school.

During Question Round Two, many participants shared how media portrayals missed the mark when multiple perspectives were not considered. They shared stories where their own personal knowledge differed from the media’s portrayal. They also discussed ways in which the

community itself could work towards a better portrayal through communication and commitment to the community.

During Connected Conversation, respondents discussed wanting to see more positive stories in Milwaukee's media and the role of technology in contemporary communication. Many participants also used Connected Conversation to learn and understand more about police work. After Connected Conversation, parting words were shared. Several participants expressed that they had gained better understanding by meeting other people. Some stated that they would come back again and work on asking others to join them in the listening circles.

Listening Circle 6 – Feeling Safe in the Summer

The sixth Metcalfe Park Police & Resident Listening Circle was hosted at the Boys & Girls Club of Milwaukee on April 23, 2019. Community members and police officers joined in three listening circles, each led by a trained facilitator from the Zeidler Center. During the facilitated dialogue, each participant was given the opportunity to respond to two rounds of questions.

1. *"Share a time when you felt unsafe in your neighborhood, your community or your city?"*
2. *"Share a time when you felt safe in your neighborhood, your community or your city?"*

After the facilitated dialogue, participants were invited to speak in the Connected Conversation. This is an open conversation that encourages participants to follow up with each other by discussing what was heard during the facilitated dialogue. To initiate the discussion, participants were invited to respond to the following question:

"What actions can you take to create or support a safe environment for yourself and others?"

During Question Round One, participants shared a variety of incidents when they felt unsafe in their neighborhood, community or city. These incidents involved guns, high speed car chases, drive by shootings, robbery, or drugs. These crimes left the participants in fear and have a lasting impact that changed the way some went about their daily routines.

During Question Round Two, participants discussed a variety of incidents when they felt safe in their neighborhood, community or city. Some participants mentioned when there is a

police presence it eases their fears and makes them feel safer. Other participants stated they felt safe when with family/friends, in a group or at a community organized event.

During Connected Conversation, participants shared experiences they feel could create and support a safe environment for themselves and others. A common theme was community engagement, such as block parties and listening circles like these. Other participants felt the only way to truly feel safe is to move to a different neighborhood or area. One listening circle started a different discussion on the role of a police officer. At this point a police officer gathered those youth residents to have a separate discussion and answer their questions and concerns.

Quantitative Data – Pre/Post-Surveys

Through pre- and post-surveys, the Zeidler Center collected demographic and quantitative data regarding the impact of Listening Circles on participants. The following graphs are a combination of the six events that took place in the Metcalfe Park neighborhood. Trends among resident participants and police officer participants were very similar for all six events, and thus are presented collectively for a matter of reading efficiency.

Pre- and post-survey questions explored resident perceptions about police officers (resident participants) and perceptions about police and community relations and listening circles (all participants). All graphs indicate **improvements from a negative or neutral response to a positive response after the listening circle.**¹ For example:

- In response to “I can count on the police to support my neighborhood,” **78% of resident participants** had a positive response after the listening circle session as opposed to **60%** before.
- In response to “I believe listening circles build trust between police and residents,” **89% of all participants** (resident and police officer participants) had a positive response after the listening circle session as opposed to **74%** before.

Results for individual events are available in the “Feedback Forms” section of each Listening Circle event (beginning on page 31).

Each listening circle included an average of 15 resident participants and 5 police officer participants. Many participants expressed positive experiences regarding the inclusion of youth participants, who represented 56% of resident participants and are under 18 or between 18 and 24. Police officer participants represented District 3, District 4, District 5, and the Office of Community Outreach and Education (OCOE). Furthermore, the Milwaukee Police Department began asking recruit officers to join Police & Resident Listening Circles. While there were three recruit officers, there is an opportunity to include more recruit officers.

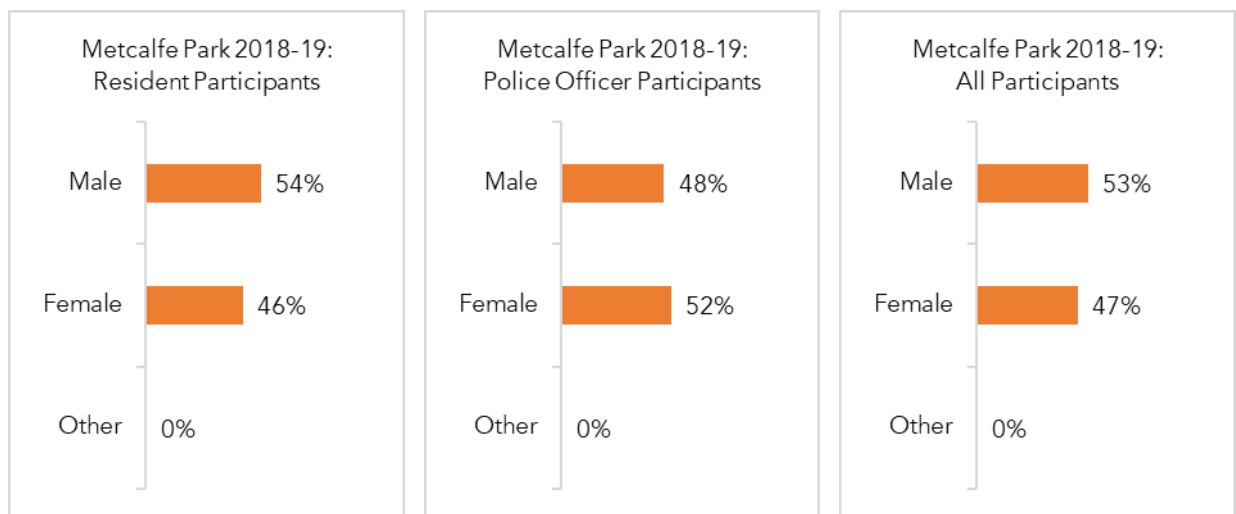
¹ Positive responses indicate the sum of participants' responses for “quite a lot” and “a great deal” (Questions 1, 2, and 4) or “somewhat agree” and “totally agree” (Question 3). Negative responses indicate the sum of participants' responses for “none” and “very little” (Questions 1, 2, and 4) or “totally disagree” and “somewhat disagree” (Question 3). At the aggregate level, we can understand total shifts in participants' responses from before to after the listening circle event rather than at the individual response level. For example, responses conclude overall as positive despite a decrease in responses for “a great deal” individually.

The Zeidler Center also tracked self-identified returning and newcomer rates for all participants:

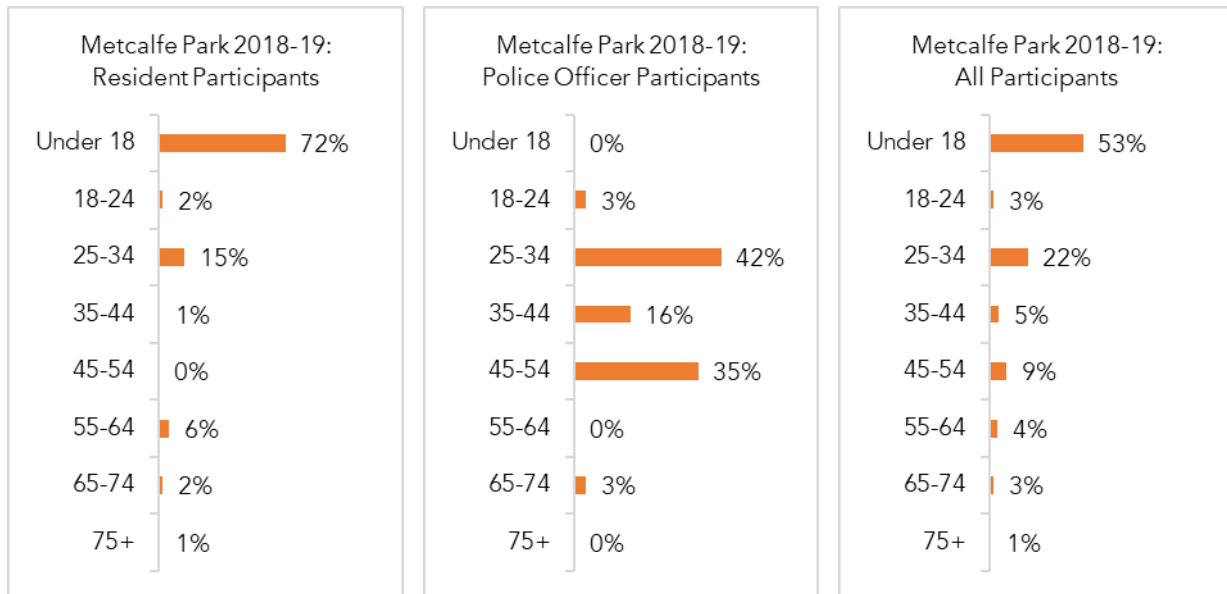
- **74%** of police officer participants had attended **2, 3, and more than 3 events**.
- **10%** of police officer participants had attended **1 event**.
- **13%** of police officer participants had **not attended** a prior listening circle.
- **56%** of resident participants had attended **2, 3, and more than 3 events**.
- **24%** of resident participants had attended **1 event**.
- **19%** of resident participants had **not attended** a prior listening circle.

Demographics

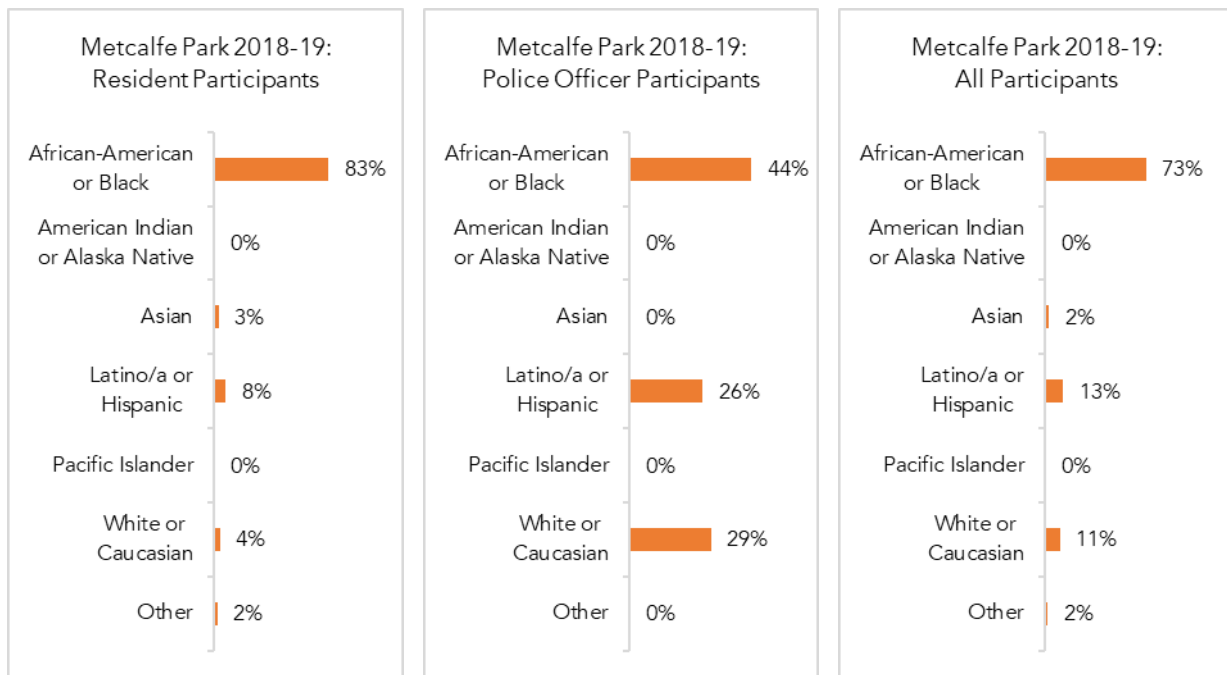
Gender



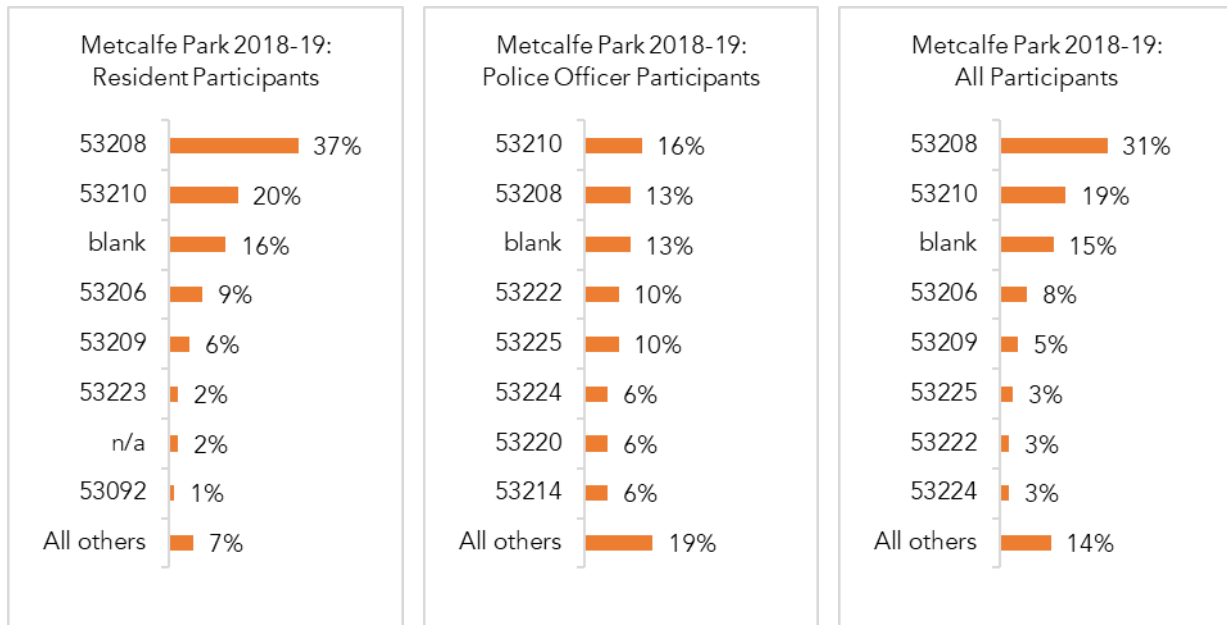
Age Range



Race/Ethnicity

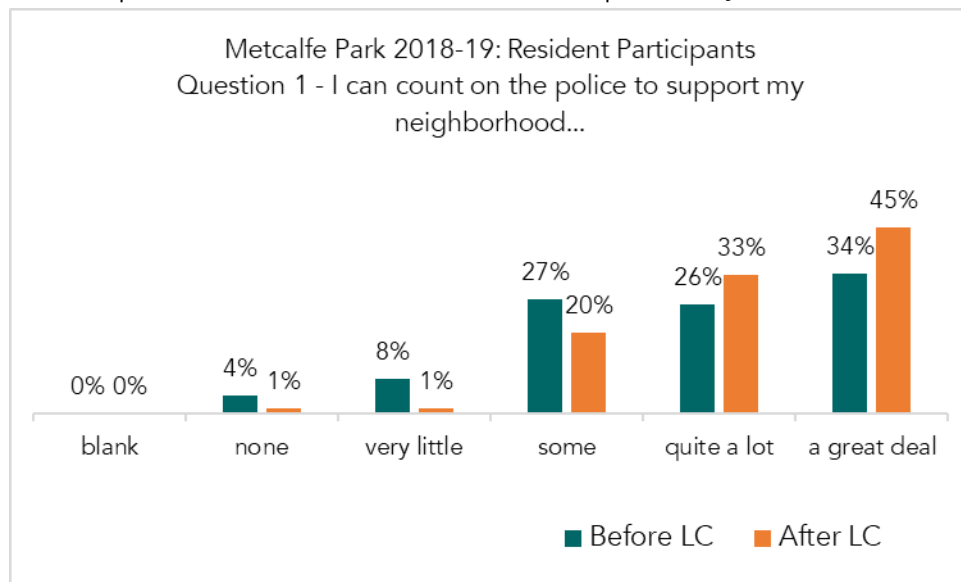


Zip Code



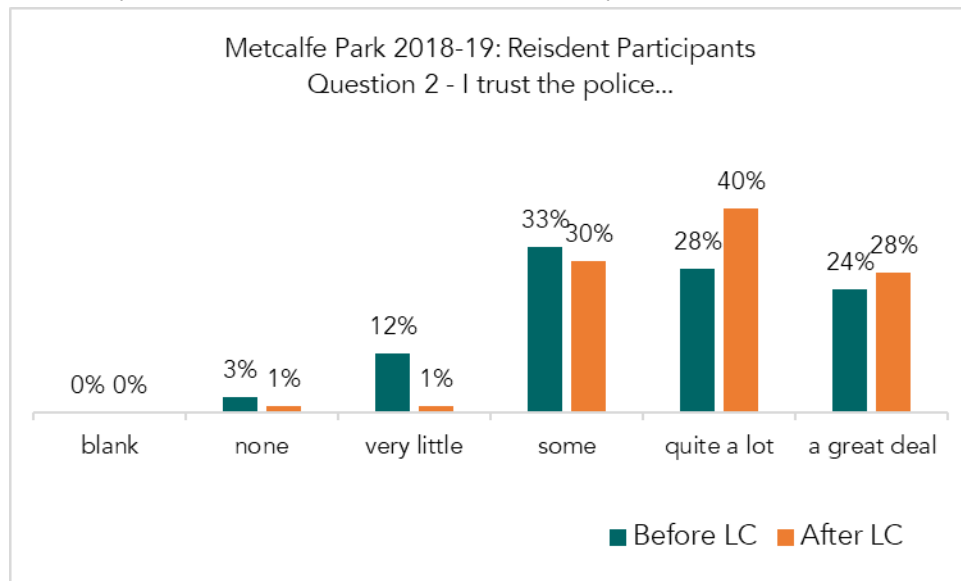
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

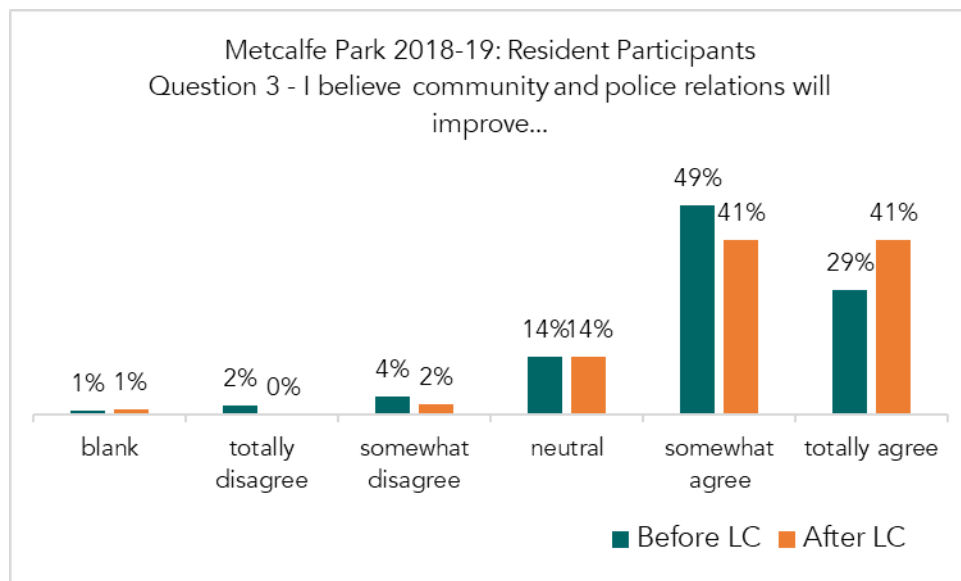


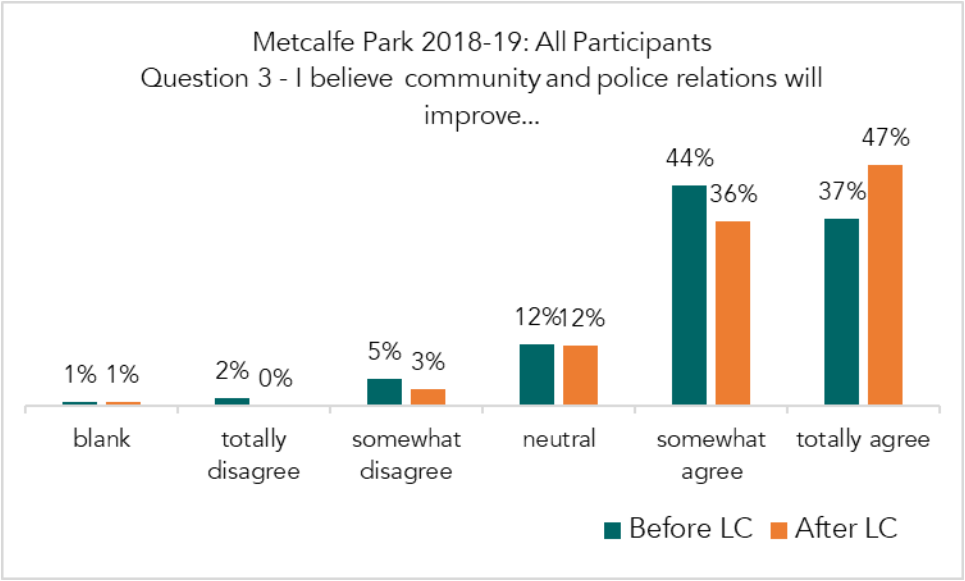
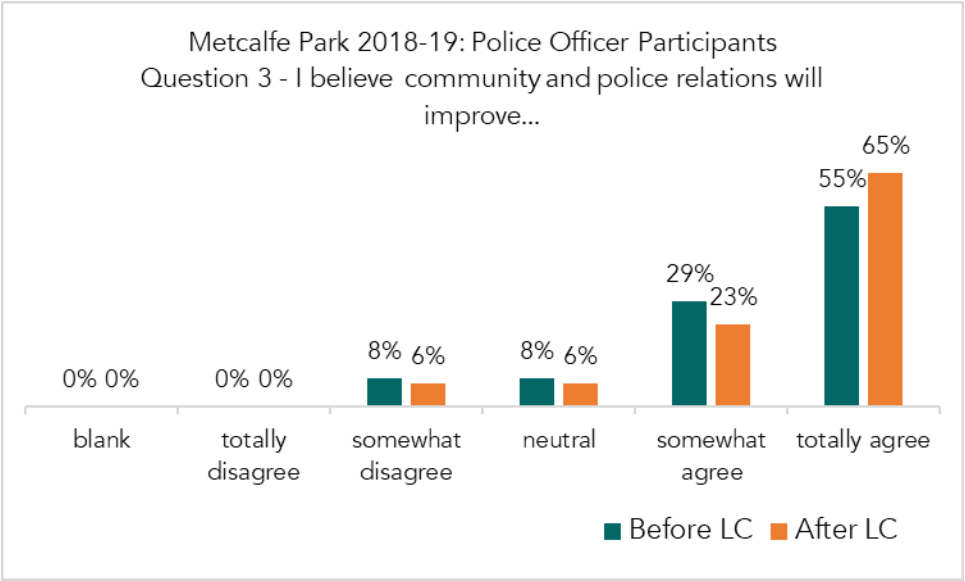
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

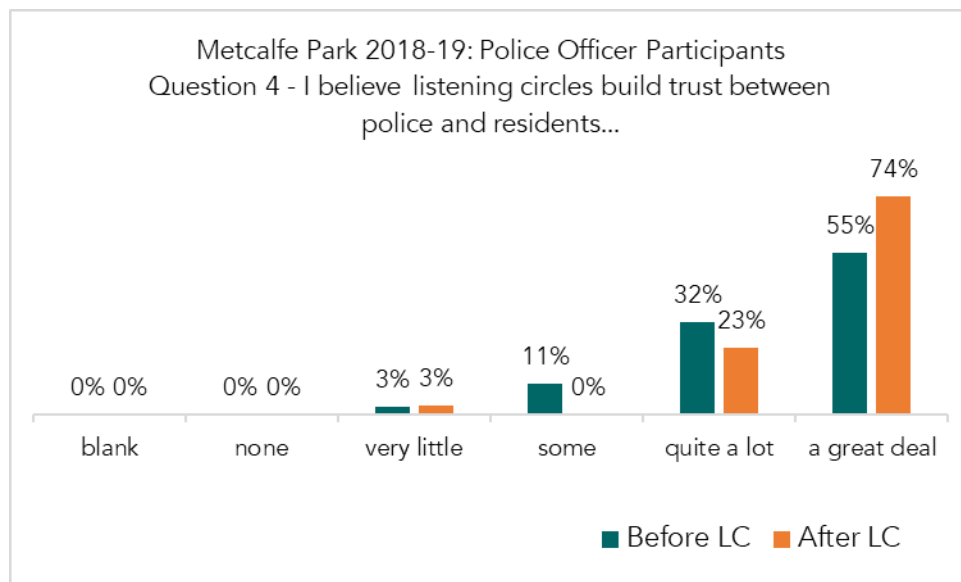
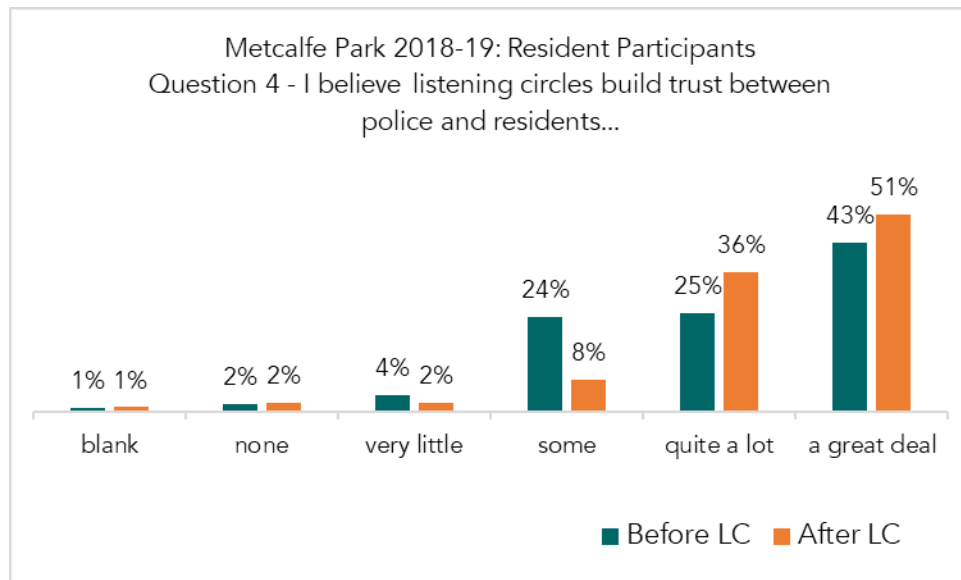


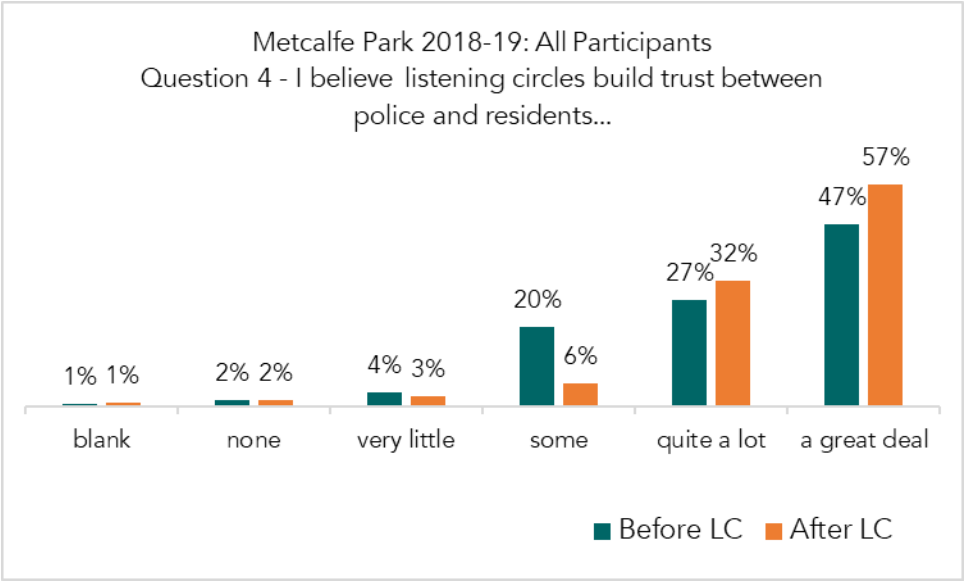
Question 3 – I believe community and police relations will improve...





Question 4 – I believe listening circles build trust between police and residents...





Recommendations

The following recommendations are based on participants' testimonies and feedback forms collected during each listening circle session. Implications for the Zeidler Center, Metcalfe Park residents, and the Milwaukee Police Department are included under each point.

1. **Build relationships within the community.** Many participants expressed wanting to engage in community events, such as neighborhood parties. They also discussed wanting to learn more about community organizations and existing initiatives. As described by youth resident participants, school activities and events provided opportunities for positive and engaging experiences. Resources and outreach should be expanded to improve awareness about events and organizations specific to the community.
2. **Continue listening circles and improving attendance of listening circles.** Participants expressed appreciation for and wanting to continue listening circles. They cited listening circle events as a forum for community engagement that allowed participants to meet and interact with one another. As a result, participants were able to learn about perspectives different from their own and discuss topics relevant to the neighborhood. Participants described wanting to improve attendance of listening circles by using various methods like having schools extend credit for attending, using multimedia presentation approaches, and personally inviting people
3. **Include youth and their perspectives.** Many participants expressed enjoying the attendance of youth participants in listening circles. Some suggested asking and answering more questions from youth participants during the event and involving youth and their perspectives in other community events.
4. **Improve communication and understanding at various levels.** Many participants described how having a support system provided feelings of safety in the community, and this may include building and having relations with family members, neighbors, peers, police officers, and community organizations. Efforts could include building capacity in conflict resolution and active listening skills. Furthermore, many participants described wanting to highlight positive experiences in the neighborhood to the Milwaukee community at-large. Efforts could include engagement with various media outlets and sharing of positive events on social media.

5. **Continue or expand engagement with police officers in the community.** Participants discussed examples including walking the beat during the summer or taking the initiative to talk to officers during non-crisis settings. Also, many described wanting to see police officers take part or continue taking part in community events. Listening circles were cited as a forum in which resident participants could get to know police officers at a personal level.
6. **Improve understanding of police work and initiatives.** Many resident participants expressed curiosity about police officers including their day-to-day work life and why they chose to become police officers. They also expressed enjoying their learning about police officer participants at a personal level at listening circle events, and this should be incorporated in future programming. Furthermore, knowledge about programs, like Citizens Academy, within the Milwaukee Police Department should be extended into the community.

Listening Circle 1 Analysis – Entertainment

Question Round One: *For Adults: Share a story of the things you did in your adolescent, teen and young adult years for entertainment. For young people: Share what you do now for entertainment.*

When discussing things participants did in their teen and young adult years, participants' answers were grouped in three categories: family and social organizations, music and parties, and sports/outdoor activities.

1.1 Family and Social Organizations

Several participants noted that family life was very important in their younger years and they spent time helping with siblings, traveling or doing other activities with siblings and family. Other participants noted, along with family activities, they were members of a church, a choir or spent time at other social clubs and organizations.

"...I traveled a lot with my family, church outings, car rides, listening to music and rock climbing."

"Growing up there were seven of us in my household, so as a family we played cans, hopscotch and chalk. I grew up in the projects with a very strict mom, so church, choir and usher board was always on top of her list for us..."

"I grew up right here, so a safe place for us as kids, since our parents both worked, was the Boys and Girls Club on 34th/North Ave. We often stayed there till 8 or 9 pm in the evening."

1.2 Music and Parties

Another big topic for participants was music and parties, which were often spoken about, along with spending time with family. Many participants spoke about specific locations or dances that they enjoyed as social activities and as a way to relieve stress.

"...As a young adult I often went to what we called 'juke joints' where I loved to foxtrot and do other dances that were popular at the time."

"...In my young adult life, I went to lots of basement parties, quarter parties, listened to lots of music and danced a lot as well."

"Music is part of my family blood having several members as musicians...I played in a band with several different instruments. This is how I relieved stress as a youth!"

1.3 Sports and Outdoor Activities

Sports and outdoor activities were also important ways to spend time for those in their teen and young adult years. Again, many participants spoke about their outdoor activities along with family time, many times within the same sentence. They spoke about outdoor activities being social as well as a way to stay out of trouble.

"In my adolescence and teen years, I enjoyed playing outside, riding my bike and rolling down hills..."

"... I enjoyed sports activities such as track, basketball and football. I participated in PAL, Police Athletic League, where my entire family was involved the entire summer..."

"I lived by a lake, so a buddy and I would do a lot of extreme sports like waterskiing, and I used to be part of a group of skateboarders."

"FOOTBALL! That kept us boys out of trouble."

Question Round Two: *What's something you wish people of other generations knew about your generation?*

When discussing question two, respondents' answers also fell largely into three categories, including ethics and values, discipline and self-work, as well as generational differences in general.

2.1 Ethics and Values

In terms of ethics and values, many participants spoke a lot about respect and communication. A few participants noted that values such as respect started at home and were an important part of how they were raised. Several of the participants spoke about "how it used to be," though one millennial participant noted that his/her generation also values ethics and respect for authority.

"It starts with YOURSELF! How you were raised, we had guidance in the home and you were not allowed to just act a fool."

"Be respectful, be honest! I run into a lot of juveniles that have no respect for authority. It has to start in the home; my parents raised me to respect authority."

"Growing up in the 90s and interacting with youth on a daily basis. There was a sense of values, communication, respect and empathy between us. If we had a disagreement, we might duke it out and come back as friends the next day."

2.2 Discipline, Self-Work

Along the same lines as the first category, participants also related values and ethics to personal development and self-esteem. Respondents spoke about the importance of taking pride in oneself and having a personal work ethic, as well as building self-esteem and personal discipline.

"I would like the younger generation to know that my generation was taught effective communication, conflict resolution skills, and work ethics: learning your job, taking pride in your job and showing humility."

"I talk to my grandchildren and encourage others to learn about themselves first and work on building one's own self-esteem."

"I work hard to get to what I want! Young people need to know that hard work will take you places and make you a better person!"

2.3 Generational Differences

The third category of responses under Question 2 was a broader topic. Respondents spoke more generally about generational differences and how things were "back then" versus now. Many participants spoke both about how things were different, including technology and safety, but also about how things were much the same.

"I'd like the younger generation to know that I was once young, and I enjoyed laughing, dancing and having fun just like they do now, only we had to sneak to do what we wanted to do sometimes."

"I like to let the generation now I enjoyed going to the library and doing research. I like that we had textbooks and enjoyed communicating without cell phones, iPads and Google."

"I grew up in the 50s and 60s and it was a lot different. I walked to a neighborhood school crossing through Washington Park with no fear! There was not a lot of crime and violence. In those days we were happy to go to school and it was a fun place to be."

Connected Conversation: *How do you think adults and youth could relate better to each other in Metcalfe Park?*

During the Connected Conversation portion of the discussion, respondents relayed how they believed youth and adults could relate better through many of the same topics discussed in Questions 1 and 2. They spoke about bettering relationships through outreach and programming, hobbies and social activities as well as values and connections.

3.1 Outreach and Programming

Participants' responses regarding outreach and programming were varied, but all focused on current institutions or practices reframing or extending their work. Some participants spoke about community organizations better understanding needs, such as implementing more parent education, continuing listening circles and increasing police and youth interactions.

"I would like to see the community organizations that are seen as helping the community would offer more and actually know which direction or agency would be best for your particular needs."

"I think we need to continue these listening circles so we can get to know one another as human beings and just ordinary people."

"I think we need more police officers walking the beat; this past summer that was so rewarding for me personally."

3.2 Values and Connections

Another large category of comments in Connected Conversation portion, as in both questions, was that of values and connections. Participants spoke about parental rights and involvement, role models, as well as self-love and the media, all in ways that they feel could be improved to form better relationships.

"I think it's time to get back to teaching self-love. I feel like we don't show love and concern for each other anymore like we used to."

"There needs to be more parental involvement to prevent kids from skipping school and hanging out..."

"There are many good young people out here, it's just that the media portrays them differently."

"In my opinion our society has lost the system of values and I feel there's no real truth anymore about a lot of things."

3.3 Hobbies and Social Activities

The final category of responses in Connected Conversation portion of the evening was that of hobbies and social activities. Much like the responses to the first question, participants spoke about sports, music and dancing and organizational programming.

"It is important to find hobbies and get involved in outreach programs."

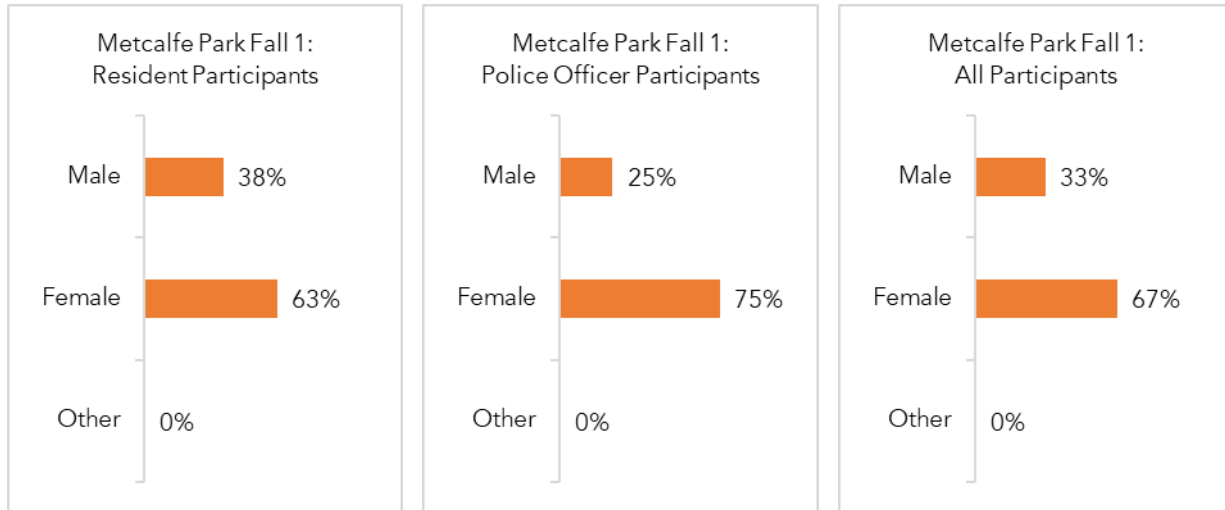
"PAL (Police Athletic League) should be more involved in recruiting kids to interact with the police."

"WE NEED MORE MUSIC AND DANCING! Less fighting and arguing if we're dancing!"

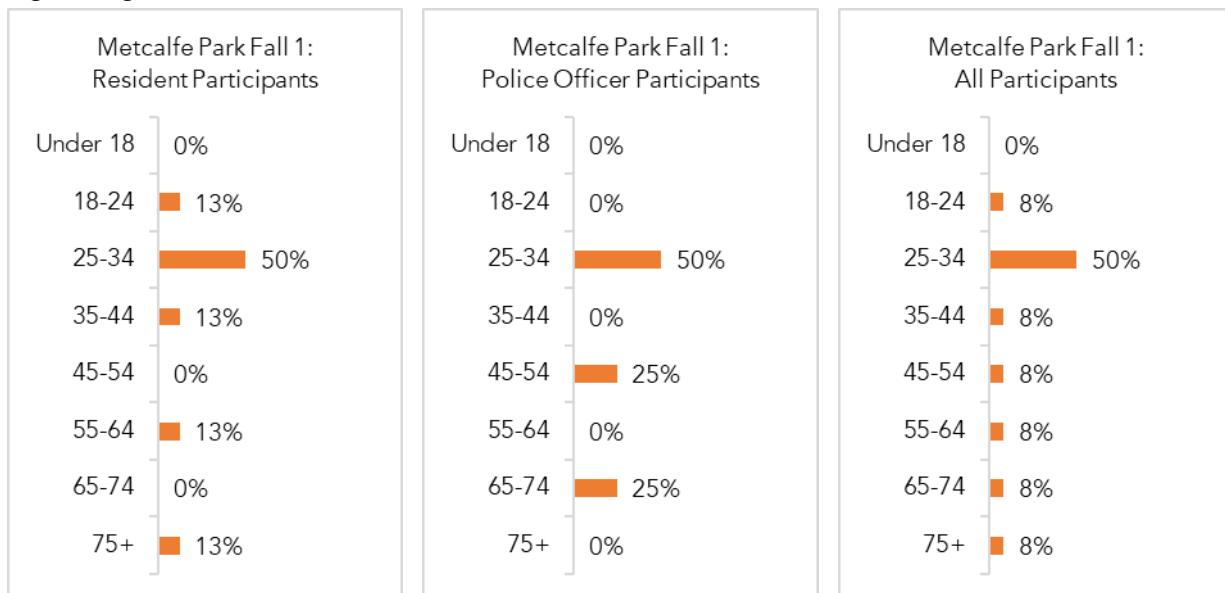
Feedback Forms

Demographics

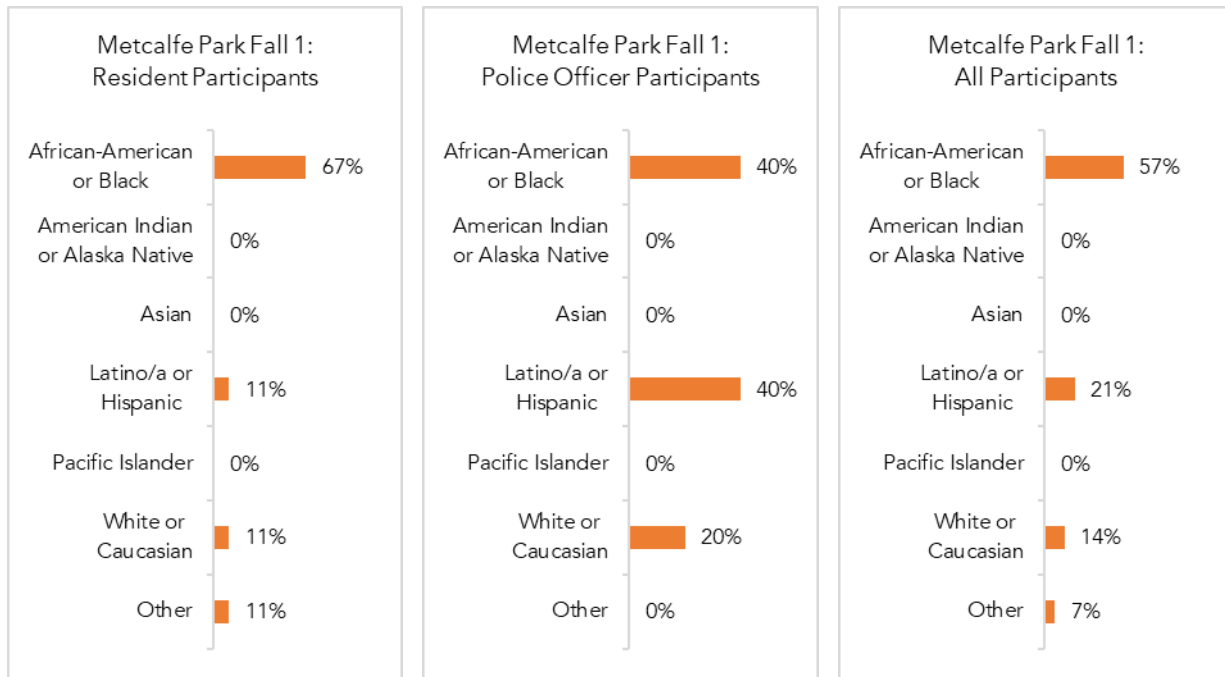
Gender



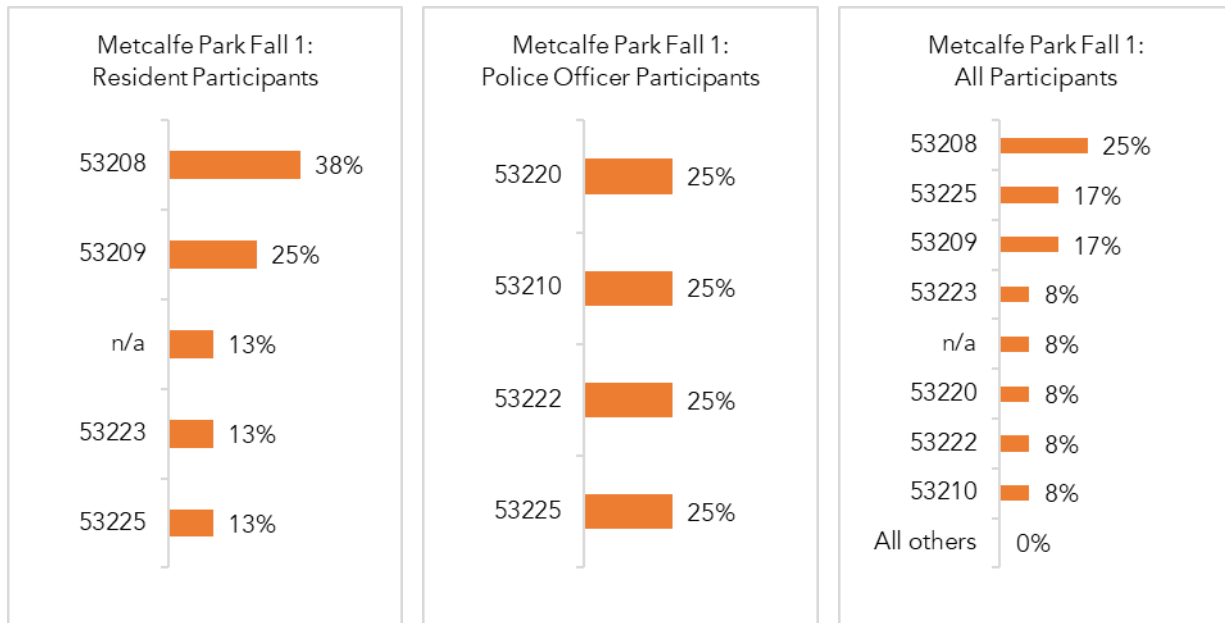
Age Range



Race/Ethnicity



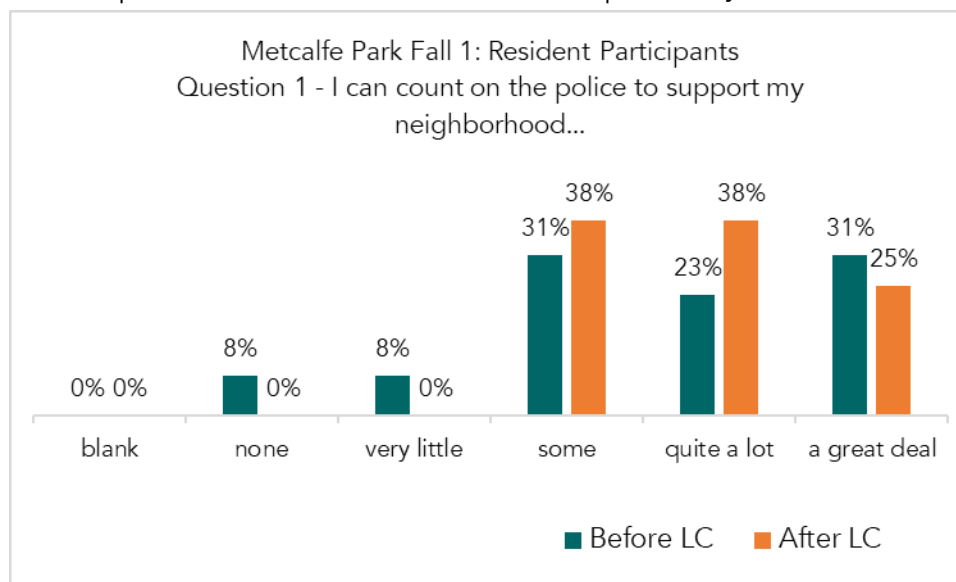
Zip Code



Quantitative Data – Pre/Post Surveys

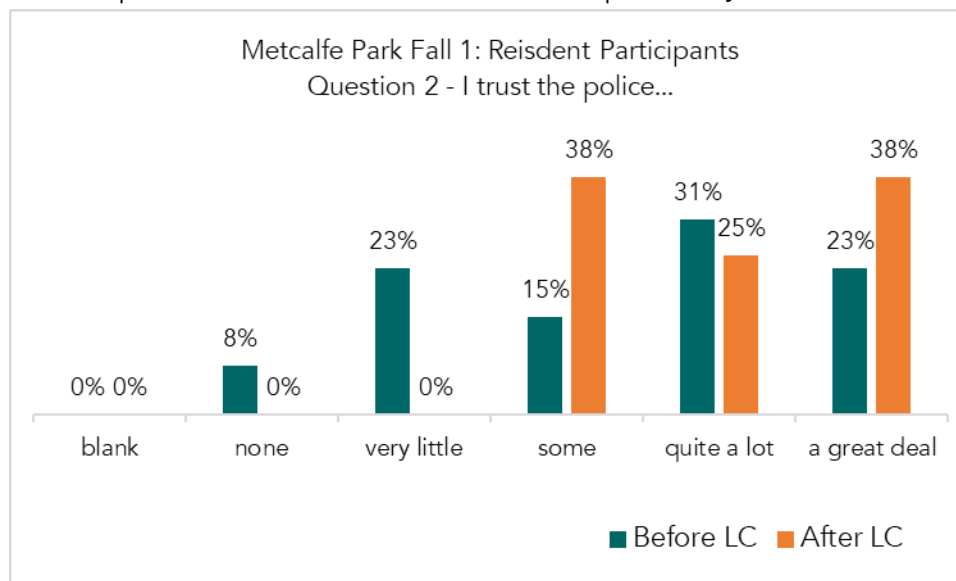
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

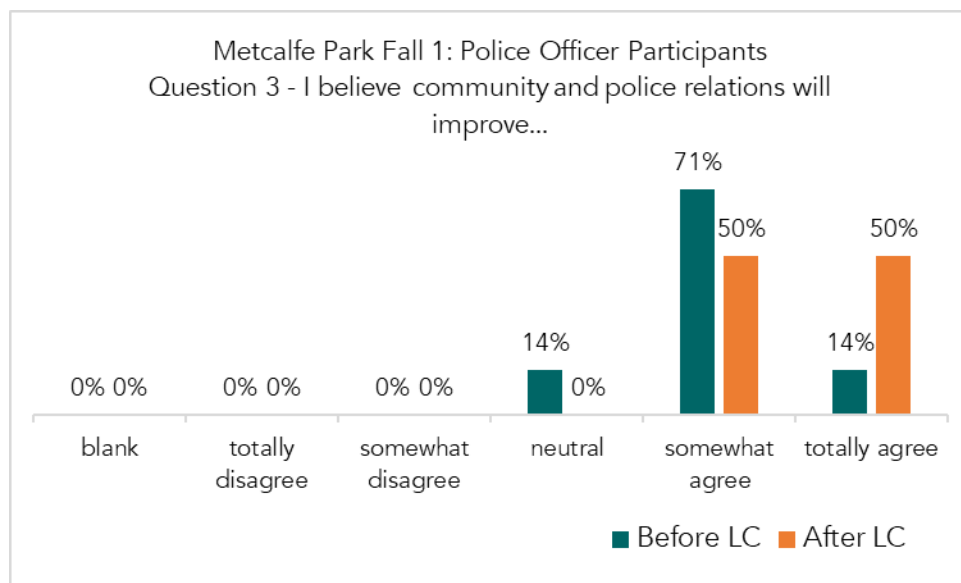
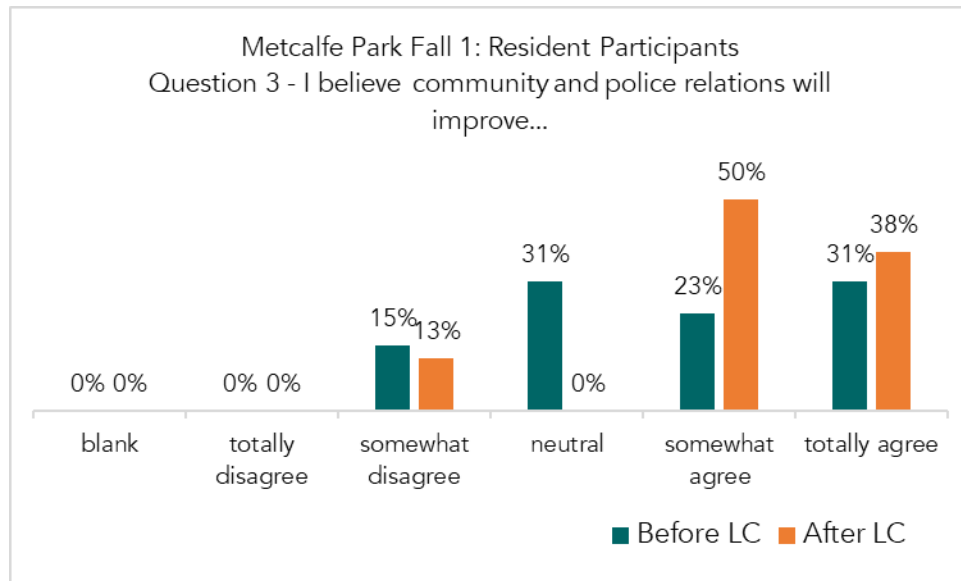


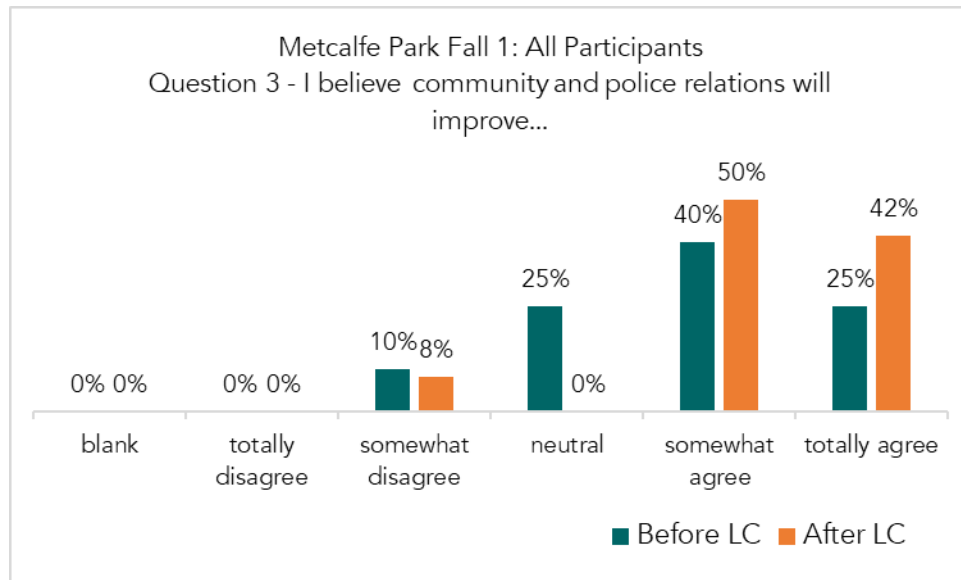
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

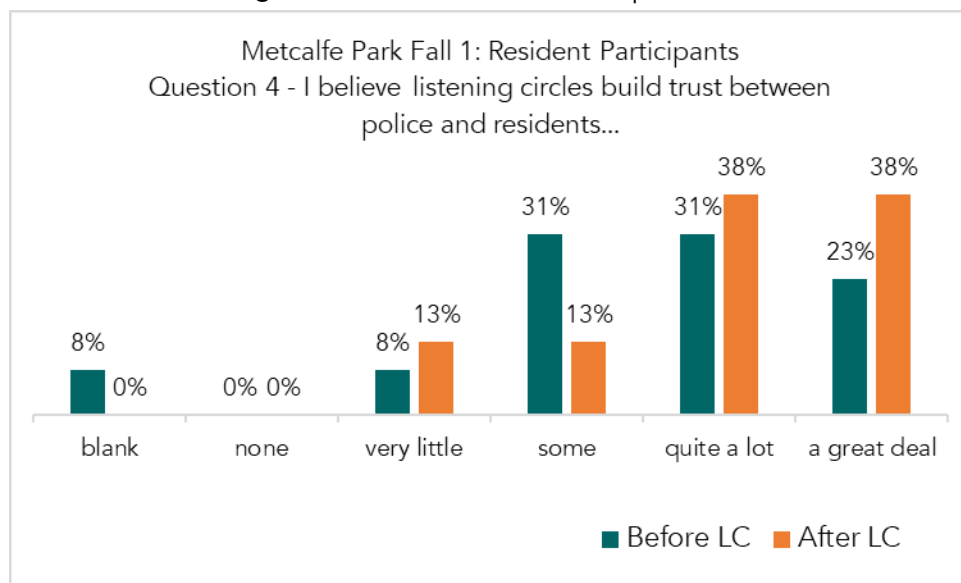


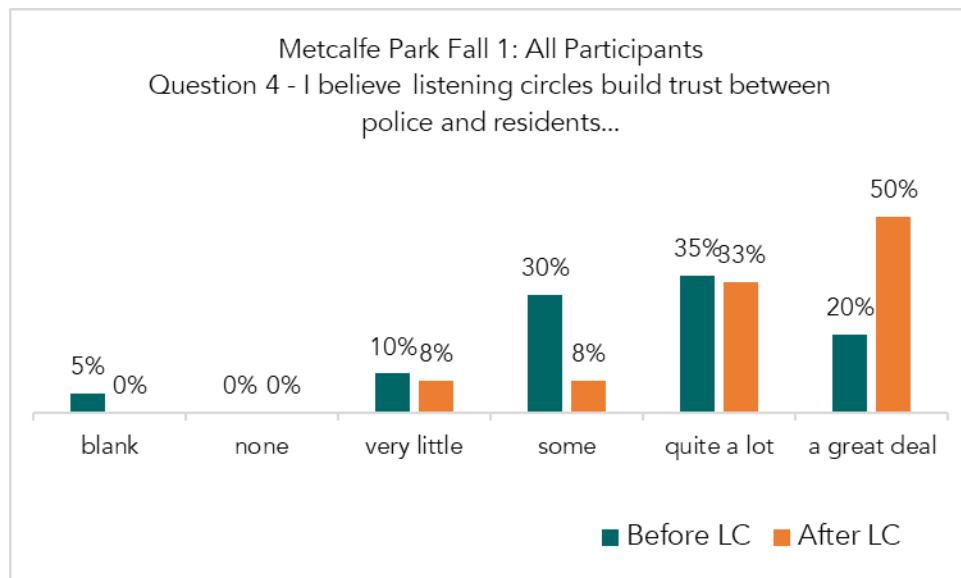
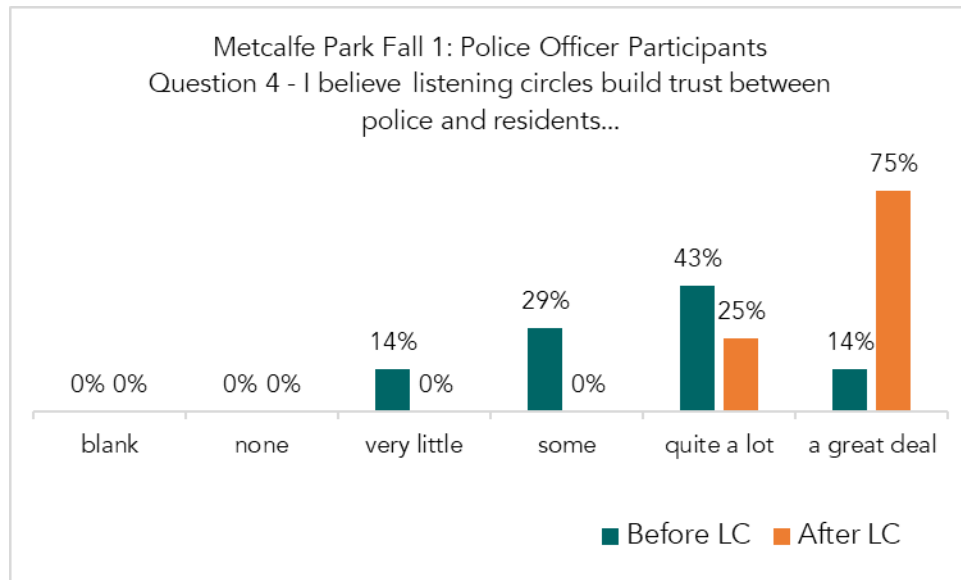
Question 3 – I believe community and police relations will improve...





Question 4 – I believe listening circles build trust between police and residents...





Qualitative Data: Answers to Open-Ended Questions

What was the most satisfying or valuable about this experience? Did you learn anything about the police or community today?

- Open dialogue.
- Some are not trusting (know this) but not actively interested in changing that. Some are open.
- The different experiences from each person.
- Respect.

- Hearing officer experiences in life.
- Having heard the different opinions and values of both the police and my neighbors in the community.
- Free expression and different perspectives.
- The truth of my members of this group, I already know all about the police, I already know I was one for a while.
- Nothing from police.

What questions or concerns are you leaving with?

- Reaching out to people to trust in the system.
- None.
- Were all officers happy with the experience.
- Will we ever have an understanding of each other? I mean police and... citizens.
- We just pawns.

What's one important suggestion you have for future dialogues or steps going forward?

- Keeping up the good work.
- Violence.
- Bridging the gap police and community.
- How to deal with police/community reputation.
- Racial profiling and police brutality.
- Tell the truth as to where each ethnical group of people came to be.
- We're just pawns, all of us.

Listening Circle 2 Analysis – Being Heard

Question Round One: *What is the value of this type of circle/community session?*

All of the participants' responses to Question 1, discussing the value of the session, fell into one single category of creating a shared understanding.

1.1 Creating a Shared Understanding

All participants relayed very similar views relating to how the session promoted understanding through transparency, bridging gaps, adjusting bias and stereotypes, as well as providing the right environment for understanding. Participants noted that stigmas and the media and personal experiences all affect the relationship between citizens and the police, and this type of session allows for those lines to be crossed and a transparent dialogue to occur.

"These circles are very important in the community. Some have had contact with the police and have stereotypes in their minds. The media plays a role in this. Circles allow an intimate opportunity to get to know us and see that we may have some of the same feelings that they do."

"The circles give an opportunity to experience one another as humans and neighbors even if we disagree. Speaking in person may make us more respectful and give us an opportunity to talk about what we have in common – like paying bills, forgetting hurts, understanding why people may have done the things they have."

"Circles are important. Some people have had contact with the police. There is a stigma. Media plays a part in how we interact. They just see a uniform. In reality the police get to know us."

Question Round Two: *How can we get more community involvement and engagement?*

When discussing how to positively affect community involvement and engagement, responses to Question Round Two fell largely into two categories: logistics and creating value.

2.1 Logistics

In the larger category, respondents spoke about how location, time, and strategy of the sessions could positively affect participation. Several participants spoke about how holding the sessions during school or another place where people "already have to be" might be a good

option for increasing turnout. Other participants noted that using the influence of social media, stipends or school credits could help as well.

"...They can then get their peers to participate. Schools can offer credits for community events. Depends in the location too. Parents/families are not interested in relating to the police. Hit or miss."

"In 2019 people don't want to do as many physical things. It might be helpful to put a post on YouTube where young people are more likely to pay attention. It's easy to be negative or angry, but a funny video by an officer might come across better, in an eye-catching way. That might resonate with young people."

"Doing circles in person during the school day might help students. They might be over-scheduled at the end of the day or it's just something else to be done in addition [to] school. Maybe the circles could occur over lunch hour or study hall. If it is a topic of interest, kids might engage."

2.2 Creating Value

Some participants, in response to Question 2, discussed ways to impact involvement and engagement from a values perspective. Some participants noted that students may simply not be interested or engaged outside of the logistics perspective. These participants spoke specifically about how values and voices could better come into play, including using questions that were written or asked by students or fostering participation through comfortability.

"Kids don't see a value. Police are not friends. They come during other events like Kwanzaa. There is a blockage."

"Outside of work, I interact with youth. We forget. Their view of society is different. It's beneficial to have their own voices. Let them make up the questions. Don't ask them the moderated questions. They're not as in touch with what is going on."

"...For youth you might have to have listening circles where THEIR questions are being answered. They may also need time to get comfortable in the environment before they are willing to share."

Connected Conversation: *What are you willing to do to get more people to attend PRLC in Metcalfe Park?*

Participants discussed several topics during the Connected Conversation portion of the discussion, including relaying positive and negative interactions with the police, the role of integrity and bias, the media, transparency and understanding, as well as continued discussion regarding engagement in the listening sessions.

3.1 Police Interactions

One common theme for the Connected Conversation portion of the discussion was that of personal stories of police interactions. Respondents noted both positive and negative stories regarding law enforcement, including violence and ignorance on the part of officers, as well as stories of them helping out in times of need.

"The cops arrested me. It was a snowball of negativity. My negative experiences were in Chicago."

"I waved down police. The cop opened my door. It was locked. He broke the law to help me to get in my car."

"Sometimes things are sugar-coated to be politically correct. There was a time when I got beat up by police when I was 15 years old. There is nothing pretty about taking someone's freedom away. Arms are going to get twisted, someone is going to go to the ground and it's going to look bad on video."

"I was a reporter and got arrested many times where I was just covering the news."

3.2 Integrity, Bias and the Media

Another common topic for participants was that of integrity and bias, especially regarding the role of the media in police interactions. Participants noted that there is great value in integrity and being honest about encounters with law enforcement, with so many influences. Respondents spoke specifically about the bias and integrity of the media, noting personal anecdotes of when police encounters were negatively portrayed or included false information.

"I served in the media. Integrity is important. We were courteous. I saw some horrible things. I was arrested for taking pictures on Juneteenth Day. The sergeant lined up officers and beat up vendors. Made them shut down."

"Good interactions are not shown. People were baiting us into arguments."

".. Social media depicts such a negative view because it sells."

3.3 Transparency and Understanding

Alongside discussions about integrity, participants spent a lot of time discussing transparency and understanding. Participants noted that there is value in understanding police protocol and perspectives, for both a shared understanding and safety. Participants discussed the value and importance of body cameras, as a method of proof, and neutrality as well.

"If citizens came to the Citizens Academy they could learn about the policies and get clarifications. Different things go on and they can get a grasp re: our rationale for doing things. People don't want to face consequences. Citizens should step back and take a look at what we do."

"I can't tell you how many times I have approached someone calmly, but they come at me in an irate manner. Then they tell my supervisor I was aggressive. The body cam shows the truth."

"When people interact with police, people don't like to be told what to do. I think I would be respected as a resident if the police were transparent. Negativity met with negativity is not productive. Police are yelling a command. When I see no explanation and a badge number of police, I see confusion. Appeal to the crowd instead of yelling."

3.4 Session Engagement

Several participants continued their discussion of how to achieve better engagement with young people and the public in these discussions during the Connected Conversation portion of the discussion. A few participants discussed significant attendance at other events, noting that there may be another issue with engagement other than location and logistics. Other respondents noted ways that they would personally be willing to help engage young people and the public at similar events, such as handing out flyers or outreach at the school level.

"There was a federal lawsuit against police and people came here to talk about it. The room was full. Parents brought their children with them to express fear of the police. It was not an issue of black or white but about all officers. The NAACP police and sheriff representatives were here, and the room was full. So, this is not an inappropriate location."

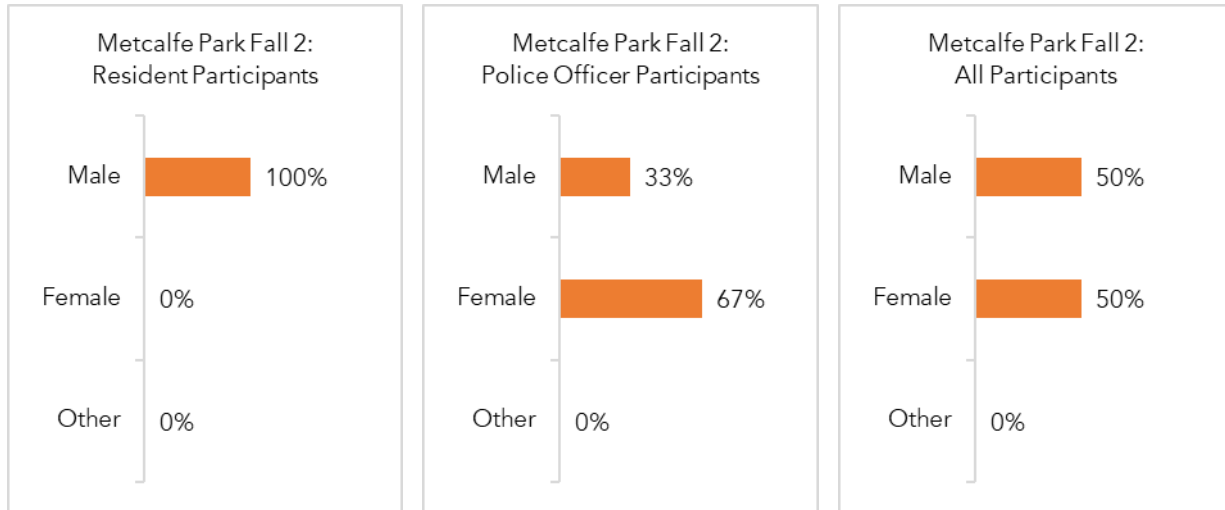
"I feel there's a need to have permanent signage outside building or on indicating that PRLC are held here each month on this day and at this time. Free community meal."

"As an officer that attends many community meetings I would be willing to spread the word at some of those."

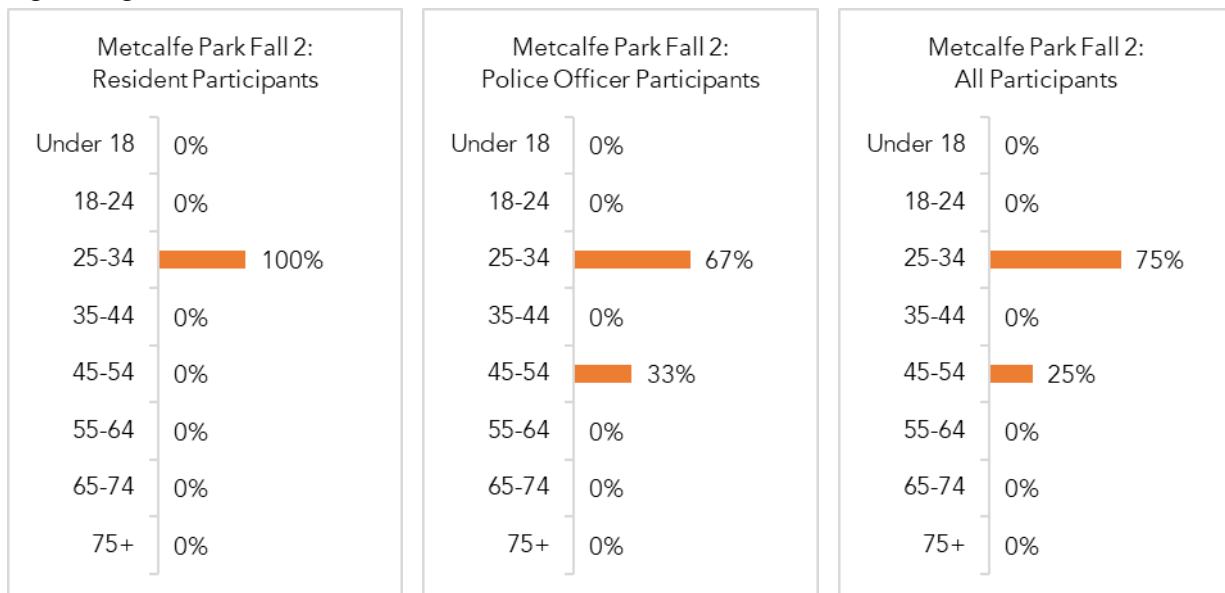
Feedback Forms

Demographics

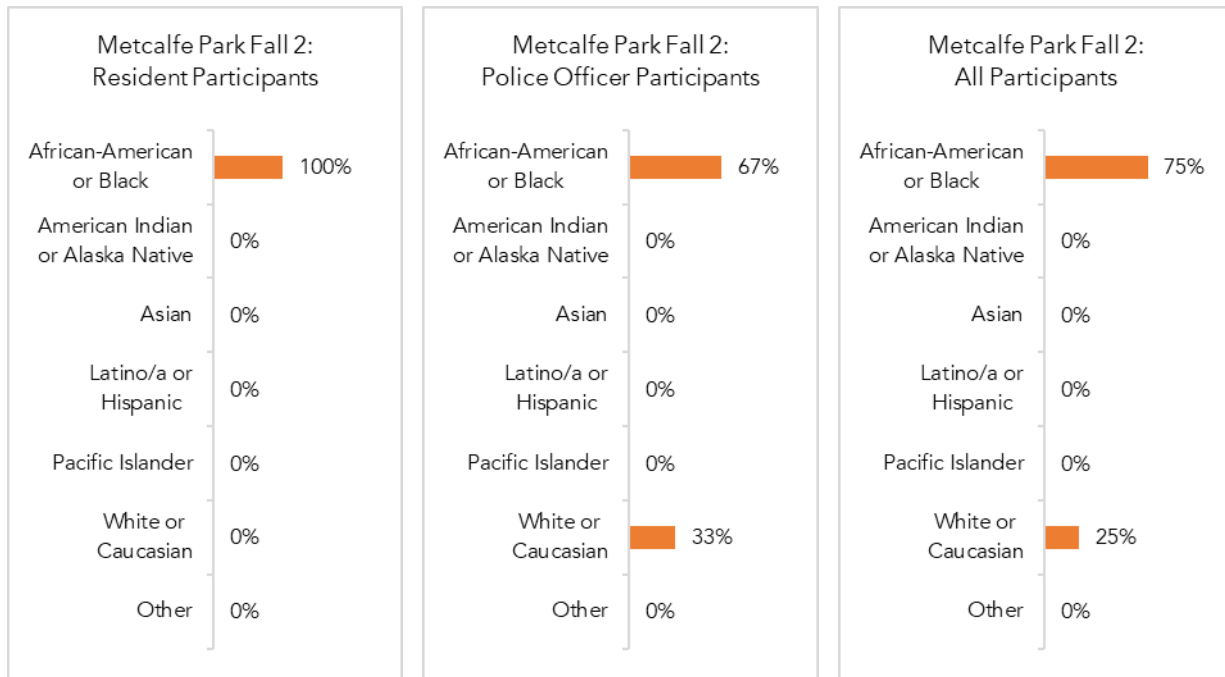
Gender



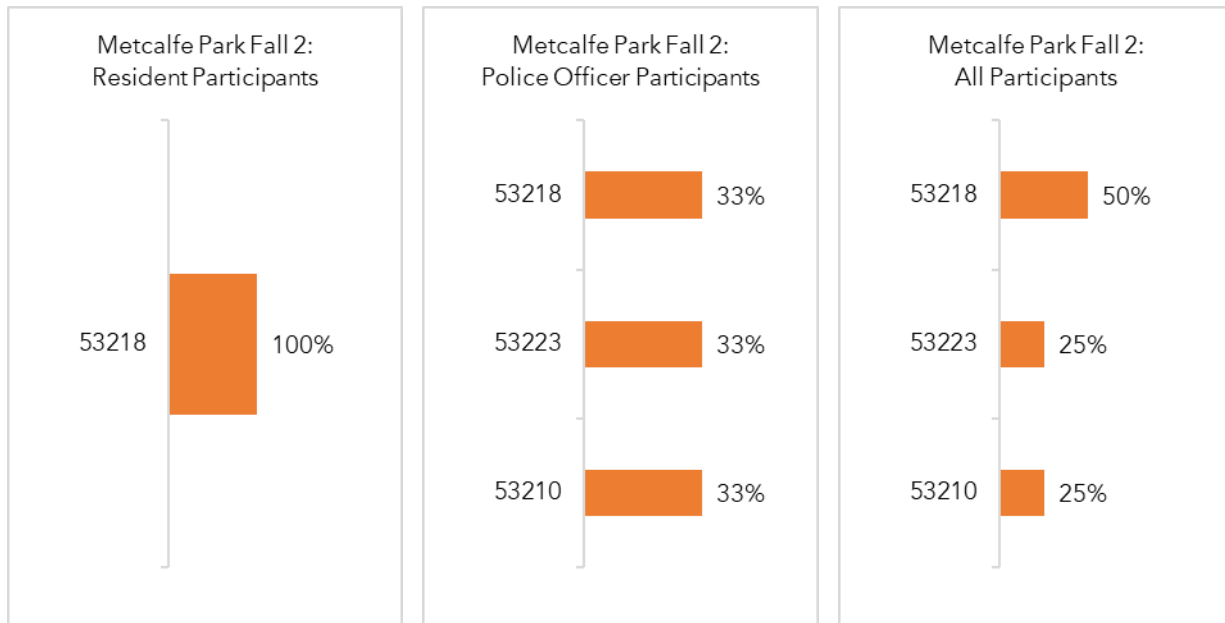
Age Range



Race/Ethnicity



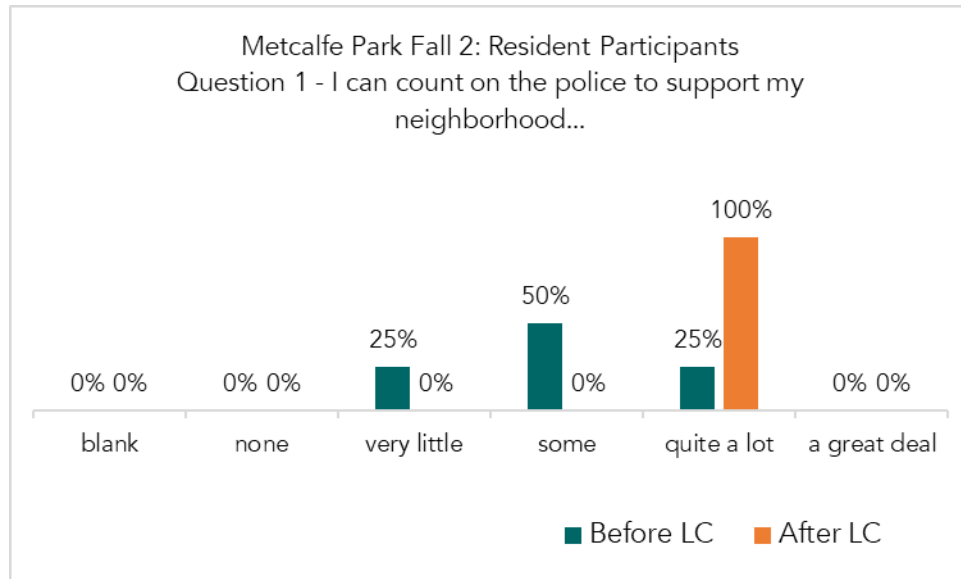
Zip Code



Quantitative Data – Pre/Post Surveys

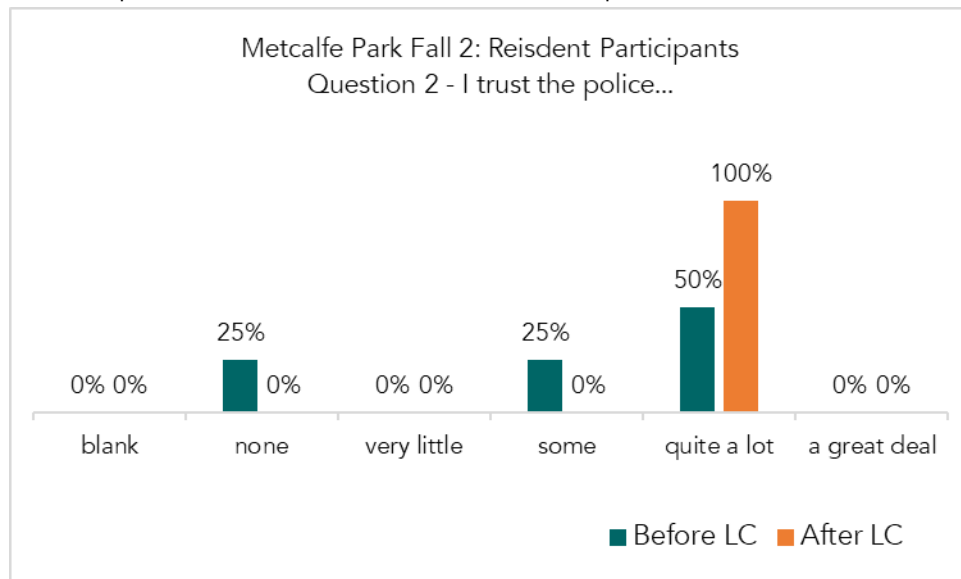
Question 1 – I can count on the police to support my neighborhood...

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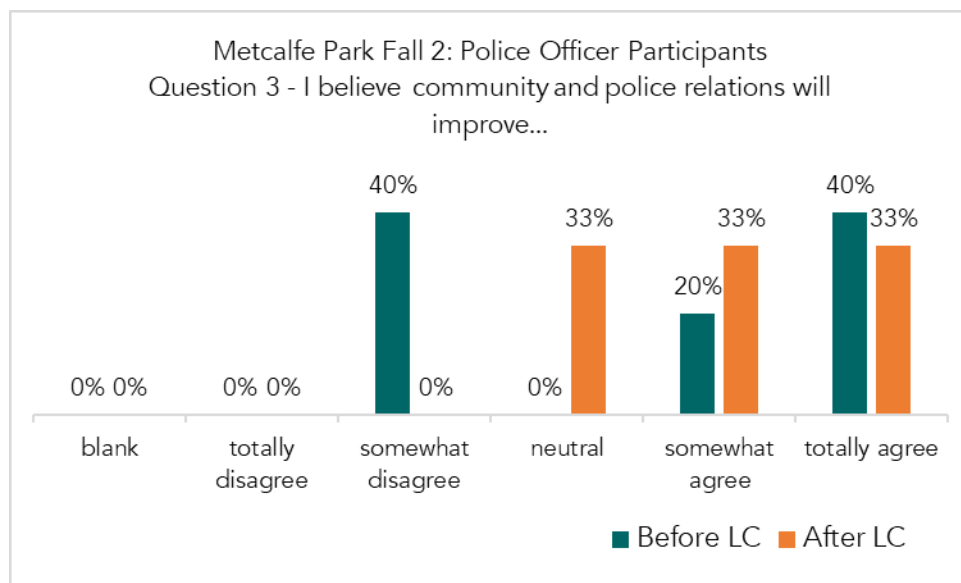
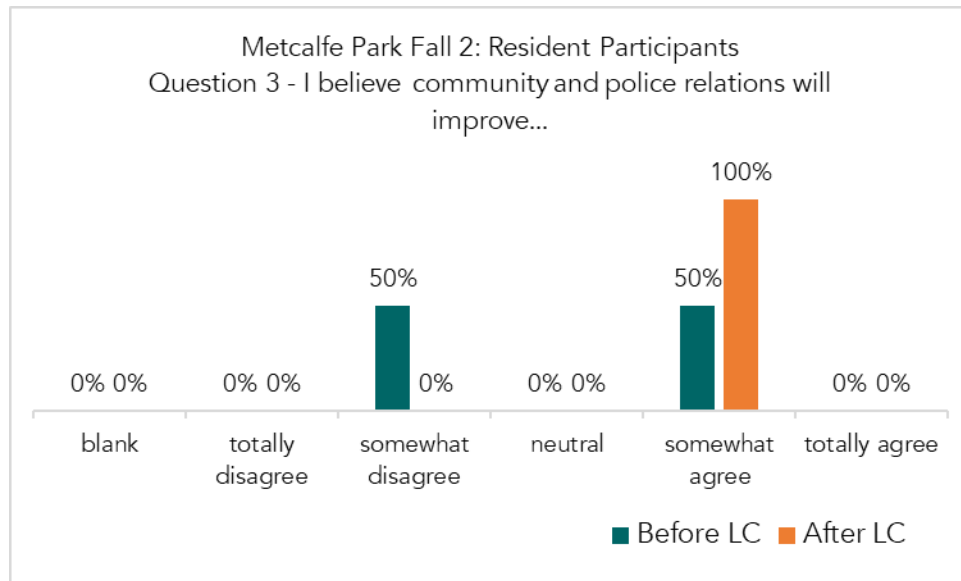


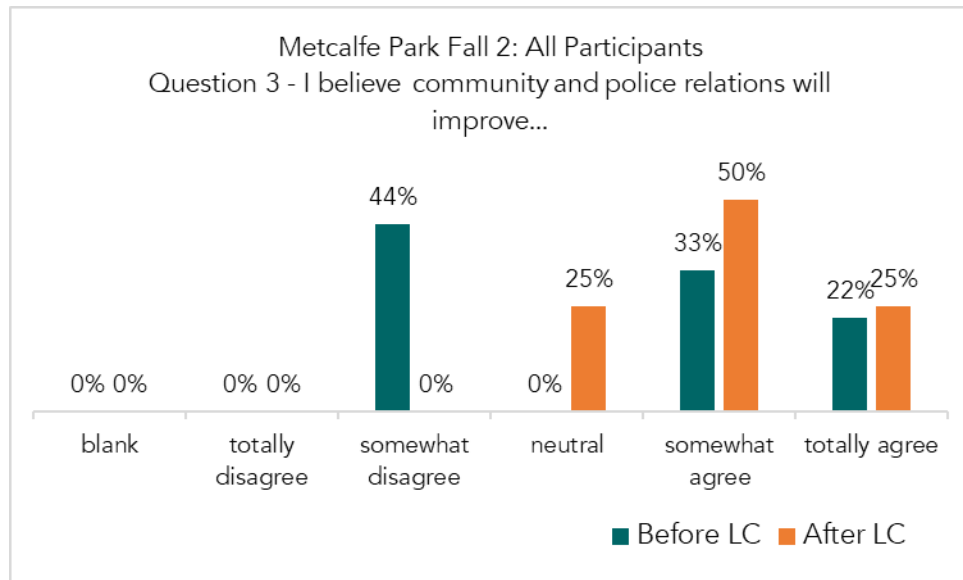
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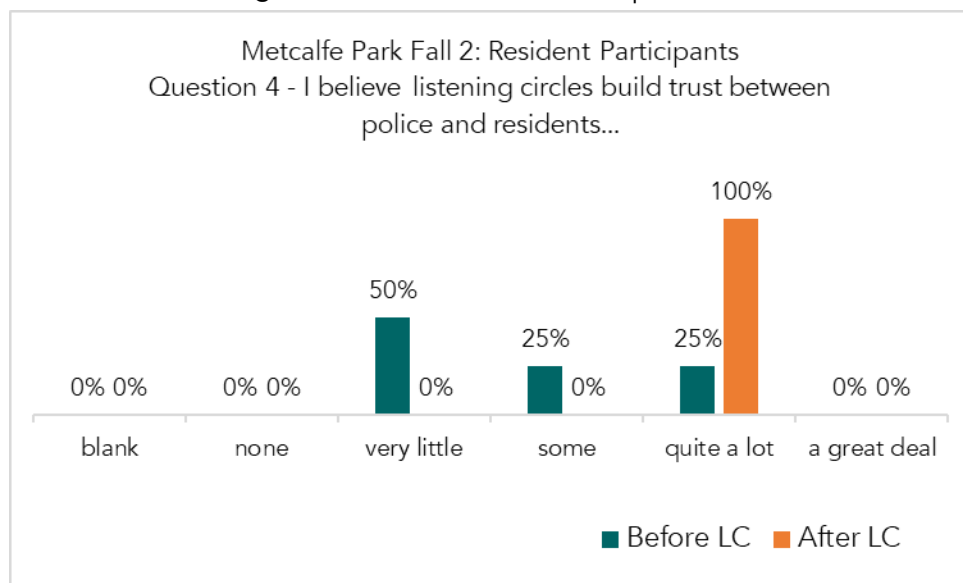


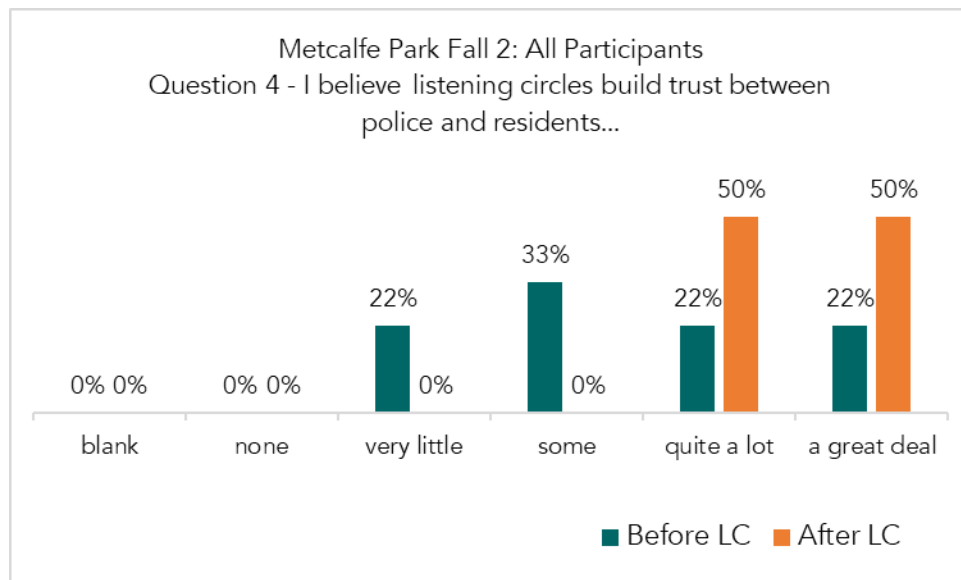
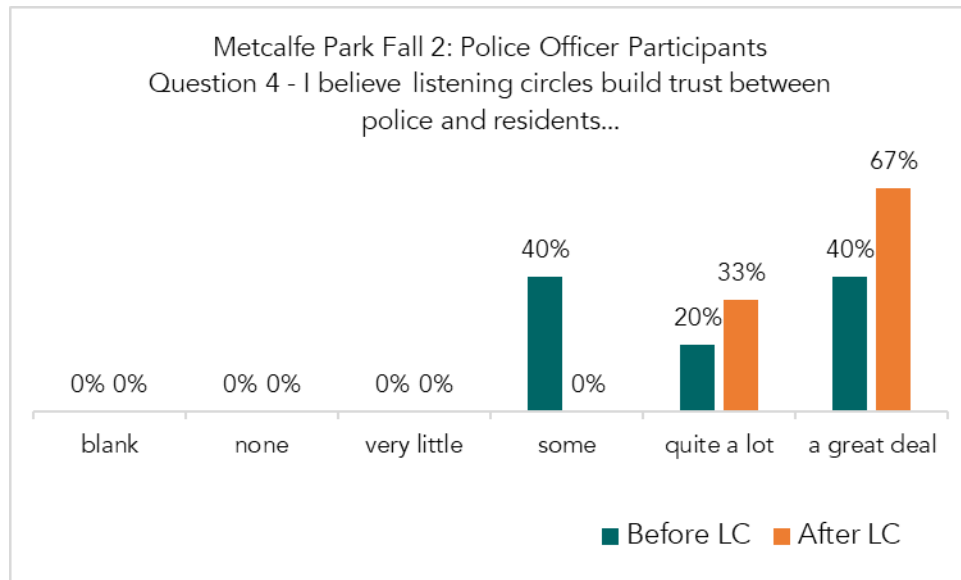
Question 3 – I believe community and police relations will improve...





Question 4 – I believe listening circles build trust between police and residents...





Qualitative Data – Answers to Open-Ended Questions

What was the most satisfying or valuable about this experience? Did you learn anything about the community today?

- Bouncing off ideas to try to get more people to attend.
- Getting a direction for future events.
- Trying to come up with ways to get citizens to come out.
- Hearing different ideas. Police officers are willing to help make the community build bridges and close gaps.

What's one important suggestion you have for future dialogues, or steps going forward?

- Advertising more.
- Stay engaged.
- Getting community organizations to go door to door.
- Bridging gaps.

Listening Circle 3 Analysis – Being Heard

Question Round One: *Tell about a time when you felt respected and your voice was heard. What happened?*

During Question Round One, many participants described interactions with others regarding seeing follow-through on their input and suggestions and gaining confidence as key to their feeling respected and heard.

1.1 Being Asked for One's Opinion

Respondents discussed feeling respected and heard when asked for their opinions, especially regarding decisions about their lives and community.

"When I was in second grade I was in foster care. My biological parents were trying to get me back. The judge asked me what I wanted and needed. I felt heard."

"I was at a police community meeting and, after the police chief spoke, I was first to ask a question. I asked him why we don't have more youth facilities like skate parks, teen centers, bowling alleys etc., because youth need to have things to do so they don't get into trouble. I was passionate about this issue and I felt heard. Many people agreed with me afterward."

1.2 Communication and Input

Respondents also said they felt respected and heard when they saw follow-through on their input and suggestions.

"Last year in the TABS [Truancy Abatement & Burglary Suppression] unit I was asked for my thoughts and suggestions on how to make improvements. They were implemented. I felt kind of good that I was asked, for the other five were not."

"I responded to a child services call where a social worker was having trouble with children refusing to be separated from their parents (the separation was a result of physical and sexual abuse). Having been a social worker in my former job I was able to work with the social worker and identify the best method to resolve the situation without physically removing them. My suggestions worked, and the situation was resolved without physical force."

"I was in my squad car behind a bus when I saw paper being thrown out of the windows. From the looks of the youth in the bus It appeared that it was intended to

disrespect the police. I pulled the bus over and confronted the entire bus load of youth. I was stern but motherly in my approach, making clear that disrespect was a terrible behavior. The youth who had thrown the paper was called out by the others and they all ended up picking up the paper and cleaning up the bus. I had a sense from the youth of being listened to and respected."

1.3 Overcoming Barriers

Finally, some participants discussed gaining confidence after overcoming barriers as key to their feeling respected and heard.

"I was supposed to speak at a community event. I was scared to death to speak in public but wanted to get out of my shell. I had 10 minutes to speak and didn't know what I was going to say. I wanted to make sure I was representing the police department well. I got up and said my piece. I only spoke for five minutes but I got good feedback. People told me I represented well and that gave me another notch on my public speaking belt."

"I am a high-school-to-college counselor. I mentor juniors at a school with 50 students. It seemed to be finally clicked with the juniors. They understand that I have a wealth of knowledge about colleges that the other counselors don't. I felt good about it."

"I was in a new role at my job. At first people were skeptical because others who had been in my role were not a good fit. I had to show them that I have a different approach and that I believe we are all coming to the table to serve the same residents. They begin to see me as an individual and not just another person in that role."

Question Round Two: *Tell about a time when you felt disrespected and your voice was not heard. How did it make you feel and what could have made the situation better?*

During Question Round Two, respondents discussed experiences of feeling disrespected when interacting with others who did not listen to their opinions, did not communicate with truth and honesty, and did not involve them in the decision-making process. Overall, participants relayed that participation and inclusion in the communication process could have made their experiences better.

2.1 Exclusion in Decision-Making

Many participants described instances of feeling disrespected when they were not a part of the decision-making process. They then discussed how inclusion in the process or understanding of the day-to-day operations could have made the experience better.

"I was pregnant and in a unit that is very active -- out running, chasing suspects down.... My supervisor put me in an office position when he found out about the pregnancy. He said he did it because I'm good on the computer. But I REALLY don't like it. It made me feel disrespected and unheard. I expressed myself, but it didn't seem to matter. I wish the choice had been left up to me."

"I left my last position for lots of reasons. The program decisions were being made by the CEO. They were unilateral and without staff input. Someone looking at the bottom line was making decisions that touch clients. She would hijack the staff agenda. We might have made progress had she taken the pulse of the organization or listened to our feedback. Instead she hired a lackey. We needed higher-ups to leave their ivory tower to see what was happening on the ground."

2.2 Lack of Honest Communication

Respondents relayed experiences with people who did not provide honesty in their communication. Being upfront and truthful would have been key in making the experience better.

"I was at a company for five years and never called in sick. I was up for a promotion. My boss said his friend joined the team and asked me to train him. I took two days of vacation and, when I came back, the new guy been promoted to supervisor. My boss should've been honest and talked to me. I left that job for something better."

"I was selling my house and had it inspected. I found out that the cooling system was not working. I had a company come and check it out. The text said that everything was fine and assured me that I only needed coolant. I asked so many questions and there's no way I could've misunderstood. I sold the house and two months later the buyer was saying he had a problem with the cooling system. He had someone else check it out and found a costly problem that I had to pay for. I tried to talk to the original tech, but he just blew me off. I just wanted to talk to him to find out where the discrepancy was in to make sure I had really been clear before."

2.3 Lack of Attention and Listening

Many participants expressed feeling disrespected in instances where they felt the other person was not paying attention to them or listening to their opinions.

"I was doing a social work internship and there was a man who was saying inappropriate sexual things to me. I pointed this out to those in charge and was told I still needed to see him. Later it was found that he was abusive and had to be removed from the program. I felt vindicated but mad that I was not listened to."

"In one of my classes I tried to tell my teacher that one of my classmates was saying bad things about me. My teacher didn't pay attention to me and I felt really mad."

"I was assigned to monitor a pep rally at a high school where there had been gang fights. The situation was potentially explosive, and I talked to the principal and gave many suggestions on how to avoid the rally turning into a fight. I was not listened to and, as I had feared, fights broke out and it was a very difficult situation to control. Numerous squads had to be called for support and about 20 youth got arrested. If the principal had listened to me none of this would have happened."

Connected Conversation: What are ways we can work together to be heard and show deeper respect to each other?

During Connected Conversation, respondents described a variety of ways to foster deeper respect in communicating with other people. Overall, they discussed using active listening, overcoming stigmas of police officers and youth, taking initiative in speaking up, and participating in spaces for communication, like the listening circles.

3.1 Active Listening

Some participants reflected on their experiences of not using active listening and relayed the use of it as key to showing respect and feeling heard with others.

"I think communication and listening are key. Sometimes I fall short because I'm looking for the negative. I think it would help to listen accurately and respectfully."

"Sometimes I just listen to respond. My mom said we have two ears and one mouth, so we can listen twice as much."

"Sometimes I focus on what I'm going to say next. What is said is lost. I escalate because I don't think I'm getting my point across."

3.2 Locations of Communication

One participant discussed how different locations, and participation in those spaces, could support improved communication and thus be used to foster deeper respect of one another.

"I would like to see officers be more supportive of the community by coming to schools, being in neighborhoods, mentoring.... I want an officer to be someone I can talk to – not that they should get too much in your business, but you should be able to talk about things you have in common."

3.3 Taking Action by Speaking Up

A few participants recognized taking personal initiative and speaking up as ways to be heard and showed deeper respect.

"Often it takes special people willing to speak up to make a difference."

"As a youth I heard about the circles and was not down for it at all. I decided to give it a chance. I have seen a friend and an uncle in jail and not treated well. It makes me feel like I can't trust police, like there's a border between us."

3.4 Acknowledging Humanity and Showing Empathy

Some participants expressed that acknowledging the humanity in each other could foster deeper engagement. Also, they discussed empathy as key in understanding one another better.

"We need to walk in others shoes to understand why they feel the way they do."

"We need to have respect for other people's ideas, even when they are very different from our own."

"I think we resolve conflict best in one-on-one situations where our humanity and empathy show through."

3.5 Overcoming Stigmas

Some participants discussed how stigmas worked as a barrier in communication and thus, in fostering deeper respect for one another. They examined stigmas about the police and youth as affecting one's feelings and being heard.

"Is there a fear about who police are and what will happen?"

"It's going to be tough to get rid of baggage. I have seen a 3-year-old pointing his finger at an officer like it was a gun. I have heard adults say 'I don't care about police' in front of kids."

"The barrier is the uniform. I like the idea of going skating with officers in no uniform and at the end of the event thanking the officers. It would surprise everyone."

"We did that at the sheriff's department when playing basketball. It's not the person but what the uniform represents to you when I put it on."

"I work in schools a lot. People tend to think the schools are full of bad kids when really it's just a few per class that are trouble-makers and most kids are great. The few make it tough on the rest."

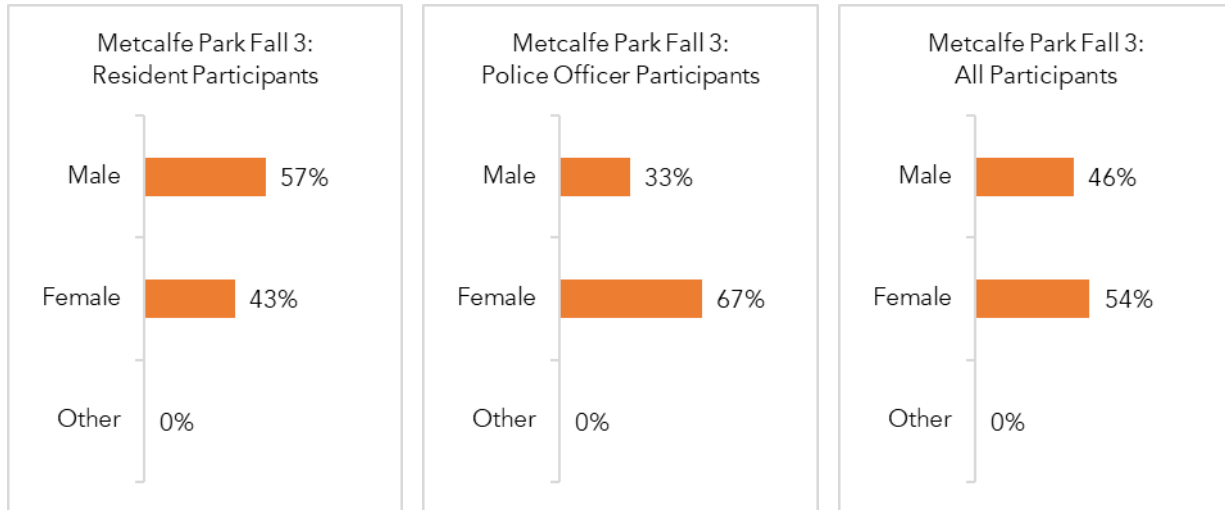
Parting Words

During Parting Words, participants expressed enthusiasm, especially regarding hearing from youth participants and listening to experiences of different experiences.

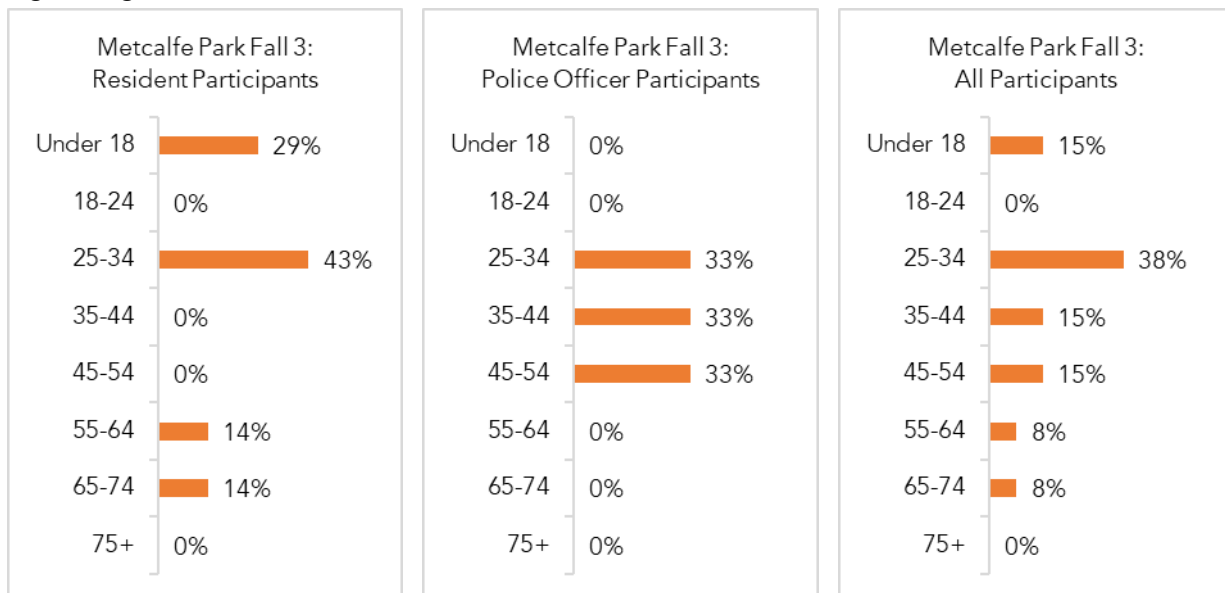
Feedback Forms

Demographics

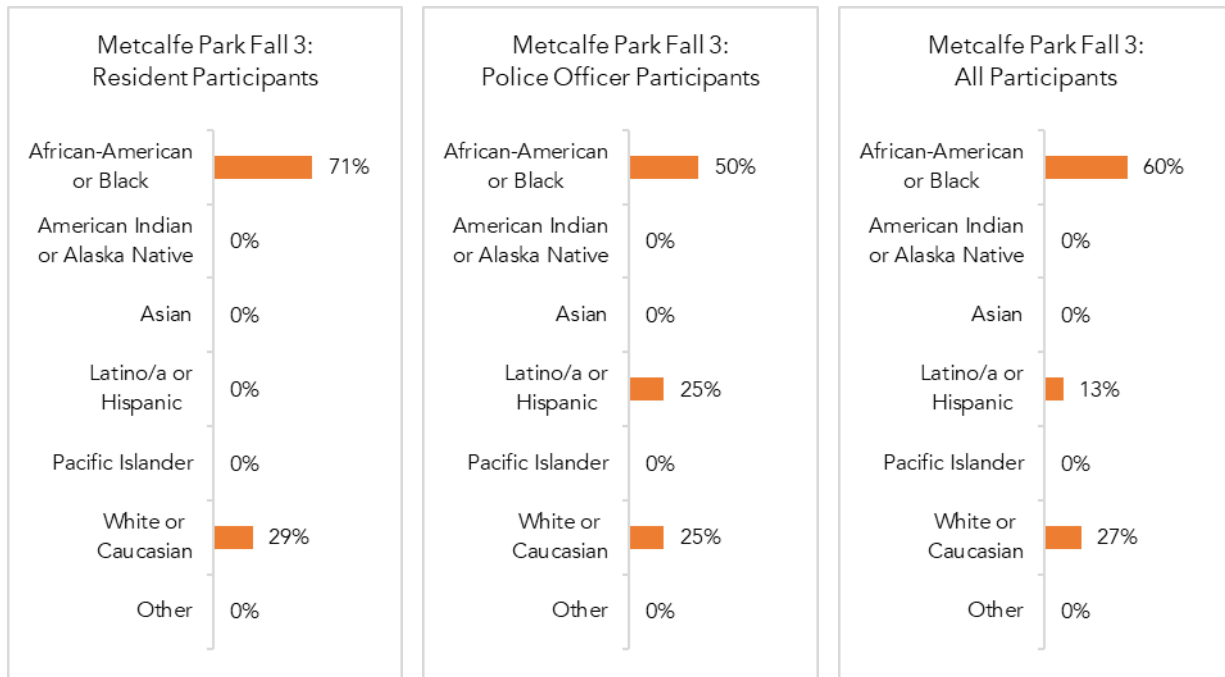
Gender



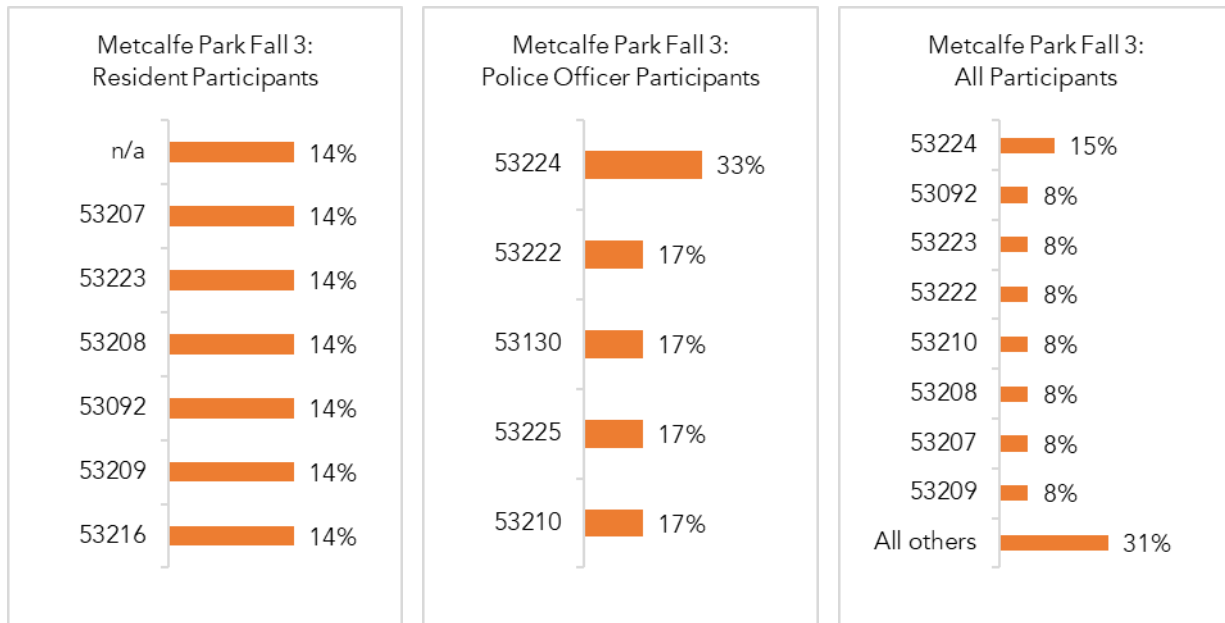
Age Range



Race/Ethnicity



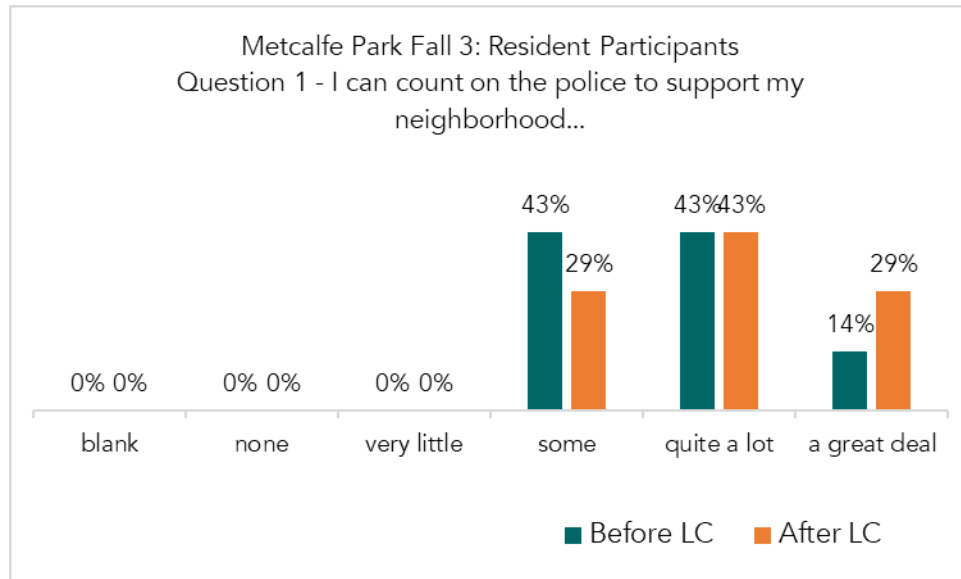
Zip Code



Quantitative Data – Pre/Post Surveys

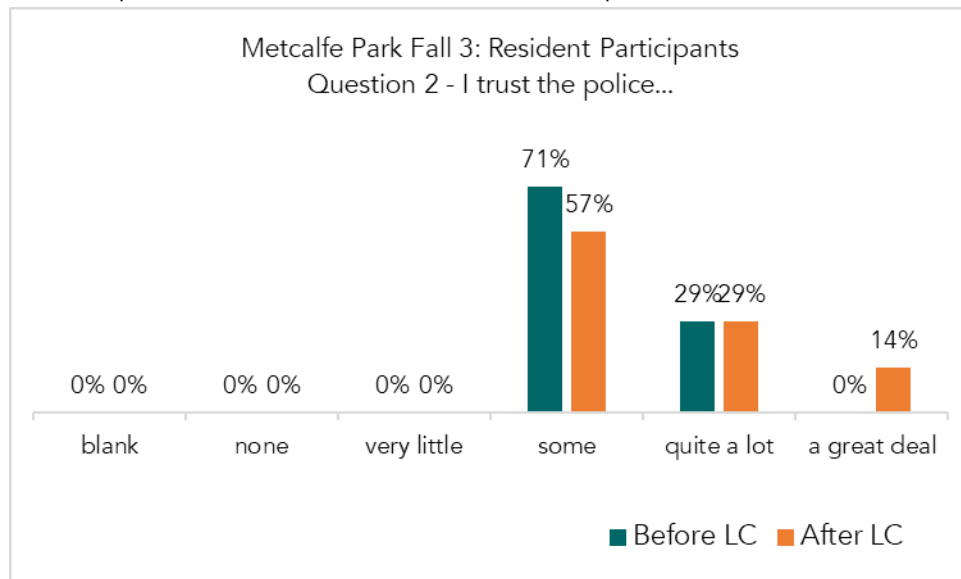
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

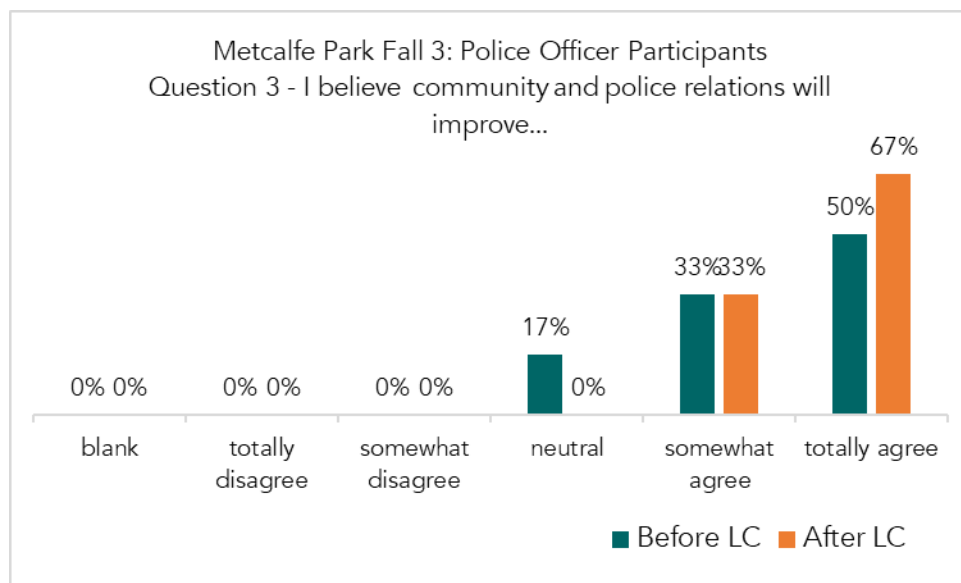
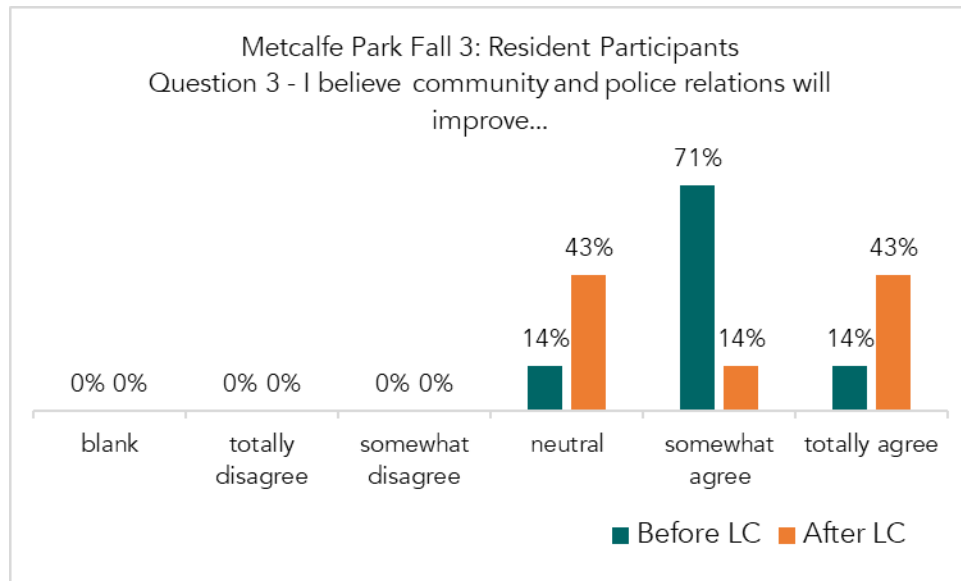


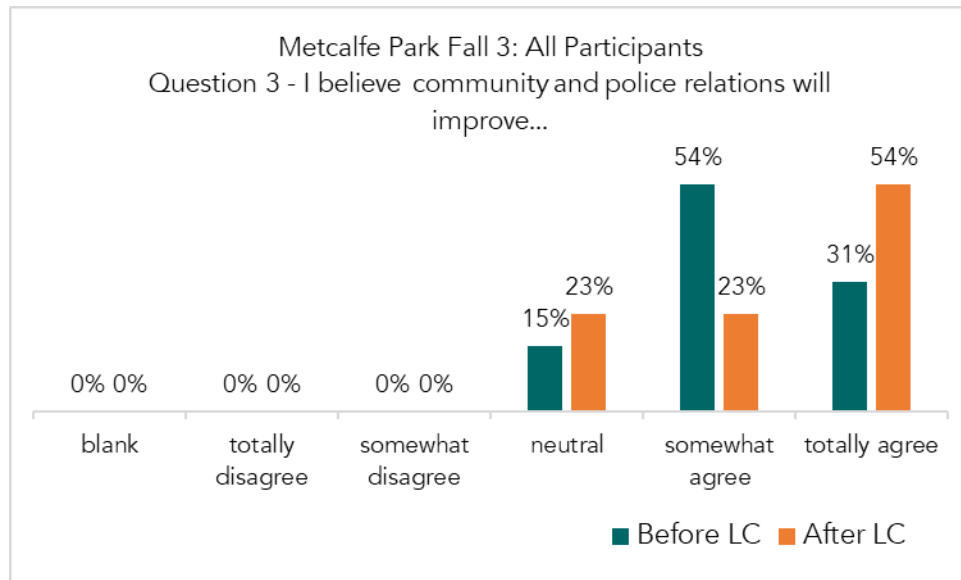
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

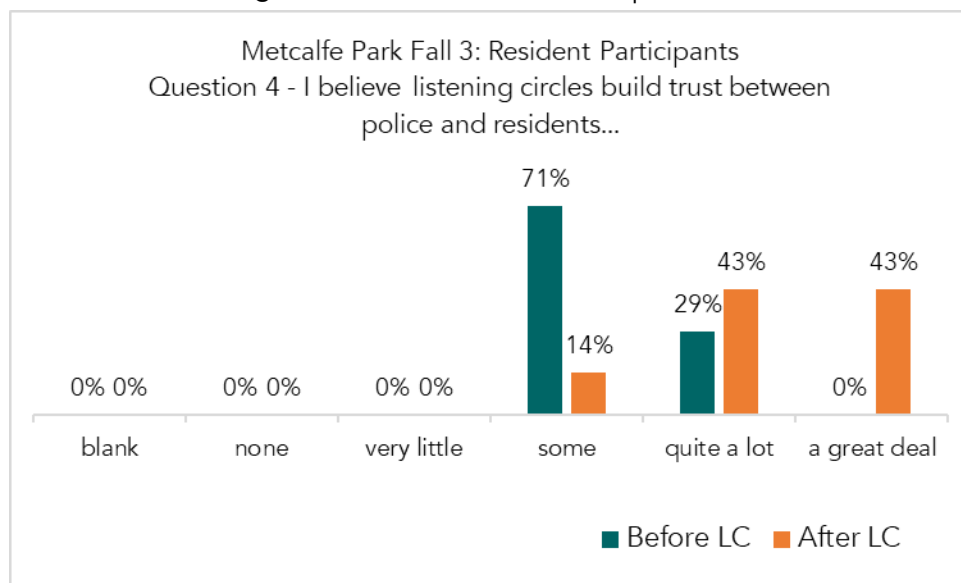


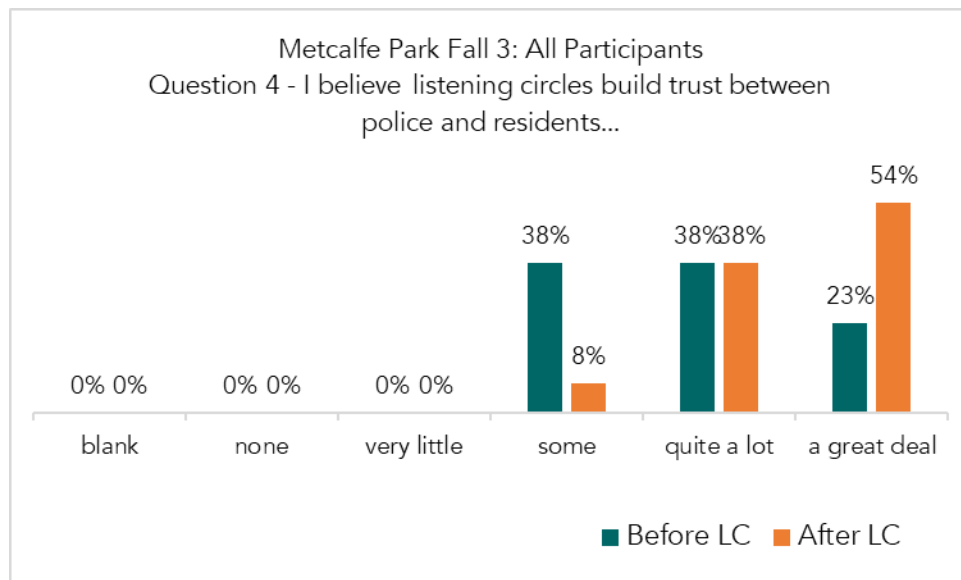
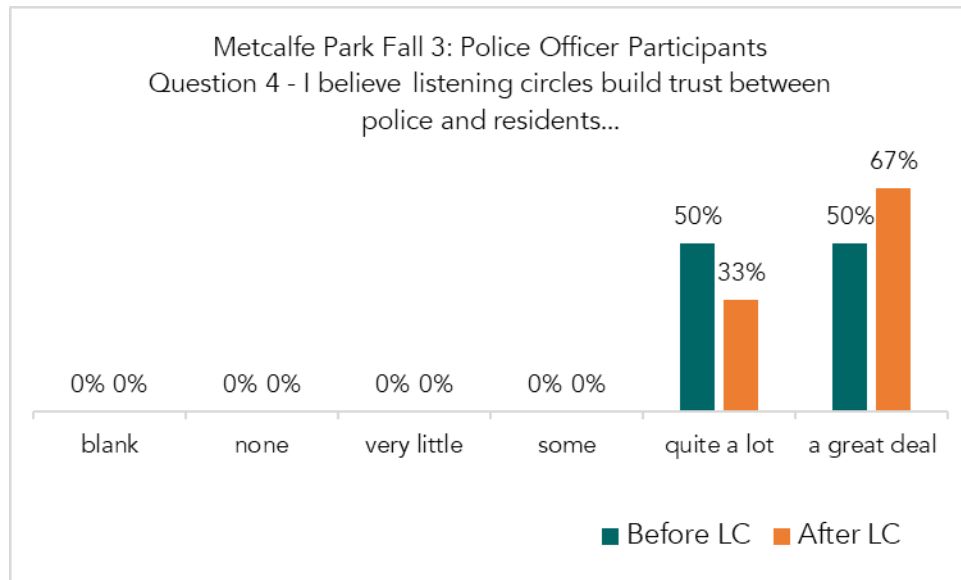
Question 3 – I believe community and police relations will improve...





Question 4 – I believe listening circles build trust between police and residents...





Qualitative Data – Answers to Open-Ended Questions

What was the most satisfying or valuable about this experience? Did you learn anything about the community or police today?

- I enjoy listening to the youth and how they feel.
- Hearing youth.
- Yes, there's hope.
- Just the communication/conversation seemed promising, positive.
- Interaction with community members.

- The community and police want the same things.
- New information, point of view of different ages, occupations, etc.
- That kids in school are still bullying
- Conversation.
- The number of police officers in attendance.
- Getting to know "both" sides.

What questions or concerns are you leaving with?

- How to get more people involved.
- None.
- Will this continue to spread on through the community? Will more want to participate?
- None.
- N/A.
- How to deal with the gap between the orderliness of the sectors of society (police, "good people") and the disorderliness of others ("bad kids"), mental health.
- None.
- When was this made.
- How to get more residents at the circle.
- N/A.

What's one important suggestion you have for future dialogues, or steps going forward?

- Could we do these in a school with students and ask questions about police perceptions?
- N/A.
- More people/youth.
- No suggestions. Things will be brought up as they are a concern.
- Blank.
- N/A.
- Why do we allow so much trash on our streets and sidewalks?
- Round One.
- Engagement.
- N/A.

Listening Circle 4 – Role Models/Motivation

Question Round One: “Tell a story about a time when you were either a role model or someone was a role model for you. How were you motivated from this experience?”

1.1 Inspired to Do Better

Many participants felt encouraged and inspired by others to do better in general. Inspiration came from a sport idol, classmates, and family members, for example. A few individuals shared stories of observing others making good choices and desiring to do the same. One participant shared the following about observing a classmate:

“It also encourages me when in class, I see students making positive choices. And it makes me think, should I do this too? And then I do it.”

Another participant shared an experience with a role model and how they inspired him/her to gain confidence:

“I feel uplifted. Like when I was at my lowest point in life, feeling really sad, I would always see them or hear them and it just made me see the good in myself. I am inspired to be different. They teach me that I don’t need people’s approval. Later on, I began to break my antisocial habits, staying to myself, walking away from people etc. When I see my role model it thinks about how I can see myself where they are.”

1.2 Felt Supported

A couple of participants noted that support is a key characteristic for a role model. They felt that when they need someone, they were able to turn to a certain person in their life and receive positive feedback and support from them. One participant shared how her partner supported and encouraged her:

“I used to date a peer of mine. Whenever I didn’t know what to do sometimes, he would always write me big paragraphs about how he loves me and that I can be what I want to be and things like that. I still can look at him as a role model even though we don’t talk as much anymore, but the spark is still there.”

1.3 Help Others

Several participants were motivated to help others. They recalled memories of role models helping others. Parents were the most commonly mentioned role model during the discussion.

"I have a lot of people I can look up to. My parents are good role models because they do positive things for people. They are always helping people."

One participant shared an experience and noted the significant impact that it had on others observing, specifically his/her son:

"I took my son and two friends to McDonald's and I don't like McDonald's. There was a homeless man asking for money and he was bothering many people. I bought some food, and I said: 'Is this what you want?' He sits down and eats. My son always talks about that."

1.4 Awareness of Others and Learning from Their Behavior

Participants discussed themselves as a role model for others. Several participants were aware that others were observing and learning from their behavior and believed this helped motivated them to be a positive role model.

"I am a role model as I use my Military Background when helping the youth with discipline and them watching how I present myself and then I present them upon graduation. I am a father and role model for my children and at work I try to be correct as possible in the things I do while on duty."

"When I had my daughter, that's when I knew I had to be a role model. And all throughout High school, I never was a follower. Never wanted to be a follower. I watch my daughter and see how she started to mimic me in so many ways, she was watching everything I was doing; even the smallest things. I learned then that I have a role to play."

Several participants stated that they were role models for their younger siblings.

"My sister dropped out from school and ran away from home. I know I want to be and do better than her. That inspired me because I feel I have to show my siblings that we can do it. She was a bad example for our little siblings and I want to show them that"

we don't walk away, and we can do it, so my sister can know that it is not ok, she has to stick it out."

1.5 Work Hard

Participants discussed seeing how hard others worked and the effect it had on their own motivation. One participant shared how her colleagues had a positive influence on her and motivated her to work harder.

"I look at the other females in my job. They do the day shift and I see how hard they work, and I try to model myself after them. I know that some females in my district are very hard workers."

Another participant was also motivated by a colleague:

"At the police academy, I was new teaching recruits and I meet officer XXX; he knew how to motivate people. Every day, he arrived at 4-5 in the morning and he left 7-8 pm. He was a mentor and a role model. I learned a lot from him."

Family members were often cited as a motivation for working hard. Another participant provided an example of a family member seen as role model who motivated them to work hard:

"My dad was at the military and he worked hard. He taught me the value of the dollar. He worked hard to get there, and he showed me how to get through life. Always do what is right."

While hard work was observed and appreciated, one participant noted that you must always take time for family:

"My uncle was my role model, he worked three jobs and still had time to enjoy his family. I learned that hard work is a must but always take time for family."

Question Round Two: *"What motivates you to be a role model for others?"*

2.1 Current State of Neighborhood or World

Many participants stated that seeing how things could be different and seeing others do wrong motivated them to be a role model. One participant shared their thoughts about the current state of the neighborhood:

"Just look at this world now. Where I grew up the neighborhood had a lot of violence, drugs, gangs. I looked at myself and said I need to change this world. So, one day I put up signs in my window that read, 'No more violence.' I was trying to make it like it was when I was 10 years old, where there was no drugs or violence. I wanted to make it better again."

One participant noted that seeing negative stereotypes of the police on TV pushes them to "go out and do much better".

2.2 Observation of Others

A couple participants discussed seeing others needing guidance and wanting to lead by modeling good behavior.

"It's when I see that I'm doing positive things and someone else is doing bad things. It helps me to let them know that I'm there for them. I can show them that they don't have to be alone in what they are going through. I can lead by showing my behavior and showing that I'm someone you can count on."

Another participant shared that while he did not have many mentors growing up, he wanted to make sure he can be a positive role model for others.

"Growing up in my part on Milwaukee, everyone around me were dope dealers, stick up boys. I grew up in so much negativity, most folks never saw the opportunity to get out of the hood. Since I can remember, I've always told myself I wanted to be better in life and I wanted to do better. Being able to talk to the young people like you all here is important to me. Its important to have the conversations. Remembering myself, coming from where I came from, I get it. I used to feel like that too; how you are feeling, and I take it seriously. There's work to be done. I didn't have many mentors looking out for me growing up. It was about making sure I put myself in the best position to be that for somebody else."

2.3 Paying it Forward or Passing it Along

Several participants spoke of feeling the need to pay it forward. One participated stated that it was an obligation to give back, as others had done for them.

"It is an obligation because other people have been role models for you and we have to take it into the next generation. People mentored me and I have the obligation to do the same because of it. It is a duty, an obligation to give back"

One participant stated that her role model *"reminds her to be there for someone else and I want to be able to keep that going."*

Another participant shared a story of passing knowledge down to each generation.

"Each generation passed their knowledge. My grandparents taught and now I am teaching what my parents taught me. They set high expectations to do better and we want youth to be better than we did and strive. Now we have better opportunities and our youth should take advantage of it. Youth is what motivates me to be a good role model."

Discussion tended to center around family members serving as role models.

"The people around me in my family. Some graduated and two others on their way to college. They are role models for me and I want to keep being a role model for others. Me taking that in and passing it on to others."

One participant said she needed to model her actions for her daughter, so she could be a better example for her. Another participant noticed that her daughter was always watching and inquiring and that motivated her:

"Physically my daughter motivates me because she's always watching and asking questions such as why? Why that?"

2.4 Overcoming Struggle

Participants shared that overcoming their own struggle or seeing others struggle helped motivate them to be better role models.

"Personally it's because of where I came from and my upbringing. When I watch and try to be that role model and mentor my message is always 'If I could do it, you can too.'"

"I am motivated by seeing where I came from through all of the struggles of my life and where I am today with my children growing up and being able to help and motivate the youth."

When discussing seeing others struggle as a motivation, all mentioned observing their parents and what they went through.

"I am motivated as I watch my mom with her struggles to do better and be responsible so I won't have to later."

2.5 Religion

Two participants saw religion as being their motivation.

"Spiritually knowing that Christ loves me for who I am and I continue to be motivated for the youth, my church and family"

"I am motivated through my Christian life, God's forgiveness and His unconditional love for me."

Connected Conversation: *"What have others said in this conversation that triggers new thoughts for you? Did you hear common themes or concerns from others? How can you share your experience and knowledge within the Metcalfe Park Neighborhood (and Milwaukee) to benefit the community? What next steps are important for you in moving this conversation forward?"*

3.1 Youth Participation in Dialogue

Many participants discussed having a positive experience from this group discussion, especially regarding older participants who cited how much they enjoyed participating in the dialogue with younger participants. Overall, enjoyed, empowered, impressed, inspired, and motivated were key words that were used during this conversation.

"Seeing the youth today has been inspiring and motivational for me. I've watched many of the youth here grow and mature over the past four years."

"I was empowered by the young man who said, 'I want to do the right thing, so my siblings can do the right thing.'

"I was moved by the young person that said he was motivated by their brother to do the right thing. I think that's huge."

While many were impressed with the youth, they also wanted to be sure to point out to young people that “self-motivation is needed as well”, that it needs to come from the inside:

“You know you can be whatever you strive to be. You mentioned that a boy told you that you can be something, but I want to tell you to never look to anyone else to be something. You don’t need permission from anyone else to be whatever you want to be. You all have bright futures.”

A youth in the group noted that this experience changed his view on police officers:

“Just being here talking to the officers, just being in one room with so many officers I see that the police aren’t bad people. They do care and they do care because they do things.”

3.2 Community

Community was a major theme during the Connected Conversation. Several participants appeared to find the group helpful and a good community building experience with a couple participants stating they would try to get others involved in these sessions.

“I can share with every opportunity allowed to help someone else. I believe in not waiting until there is a problem, so passing on that positive energy and vibe will prevent some things from repeating themselves.”

“I have some relatives that attend here in Metcalfe Park, so I will definitely follow up with their parents and them to get them involved and see what they are doing to benefit Metcalfe Park and Milwaukee. I want to do more than arrest people, I want to help.”

Many expressed a desire to want to help the community and motivate others in the same way. Participants offered examples of what they can do to make an effort to better the community, such as motivational speaking, mentoring, and help out the elderly.

“Me and my unit went out to work and spoke with the elderly about things that could be done differently in our community. They all put a lot of work and saw that problems have solutions and together we can do things differently. The youth in the area can also see we are doing things differently. I know I’m supposed to speak about me but it’s my work with my whole unit, all together.”

"I would like to be involved in a block club as when I was growing up which helped build and bring character to the character. We painted bricks, the bottoms of the trees and there was no such thing as trash lying around."

"I am involved with a group of young people that paint houses, pick up trash, takes care of gardens and shovels snow for the elderly."

Near the end, a moment of reflection was shared during connected conversation:

"I think it's hard to reach the community if the inside is broken so if the family can heal then our community will heal."

3.3 Personal Experiences

Participants appeared to be genuinely be interested in learning more about each other. Several questions were asked inquiring about personal experience, such as high school, hobbies, career interests, sports, and interest in the Air Force.

Further conversation occurred with a participant sharing who their role model was (teacher), while another person shared and questioned a negative experience with the group:

"Is it true that bad attitudes can turn people into bad people? My teacher always has a bad attitude, especially with us in the way she responds and talks to us. I don't feel respected. I just think my teacher needs to lay loose, because it's how they do it. Instead of assuming I'm not listening or doing something wrong, ask me to do something with respect."

3.4 Police Work

Many youth participants asked questions about police work. The conversation centered around the challenges of being a police officer. One participant noted that *"opinions about police can be negative."* Another participant questioned about changing peoples mind about judging officers:

"Have you ever changed people's minds about judging you?"

Response: "I try every day. I show that I am honest and that I'm the same person outside of my uniform."

Many inquired about the difficulty of being police officers.

"Is it difficult to do your job as a police officer?"

Response: "It's always a challenge. One of the thing I have to deal with is policing in my hood or any hood and people automatically think I'm a square. They don't see me as a person just like them. I have a story just like this or that person. When I want to talk to kids, it's hard because they are automatically scared of me."

One officer pointed out that while they do experience and see bad things, they also see positive things, pointing out that *"this conversation is the highlight of my day, getting to talk to you all."*

Parting Words

4.1 Youth Participation

Overall, participants in the group expressed positive feedback for the participation of the youth in the group.

"Amaze by the youth we have in this group. I am proud of you. I enjoy hearing about the great goals you have for your future. You know what it takes and what to do

Participants further offered positive affirmation such as *"encouraging", "happy", "grateful, and "rewarding"* when talking about youth participation in the group.

"I am happy and grateful to have this opportunity to share with the youth."

4.2 Positive Feelings

Several participants shared positive words to express their feelings as they concluded the group. Participants shared general affirmations like *"exciting", "encouraging", "inspired", and "empowered"*.

"Exciting- we are called because we are need it at the worst time. I feel motivated to see a better positive interaction, and that it is happening in the city I live in."

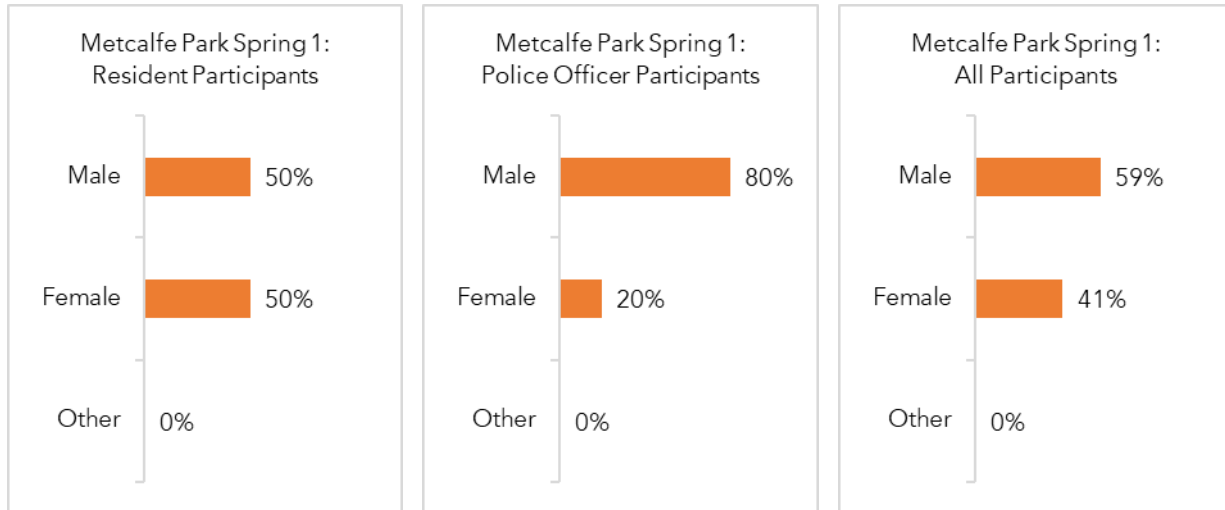
"I feel great because I have more than one person telling me to do the right thing."

Overall, participant responses indicated that they enjoyed the opportunity to participate in the discussion group and felt rewarded for taking part in it.

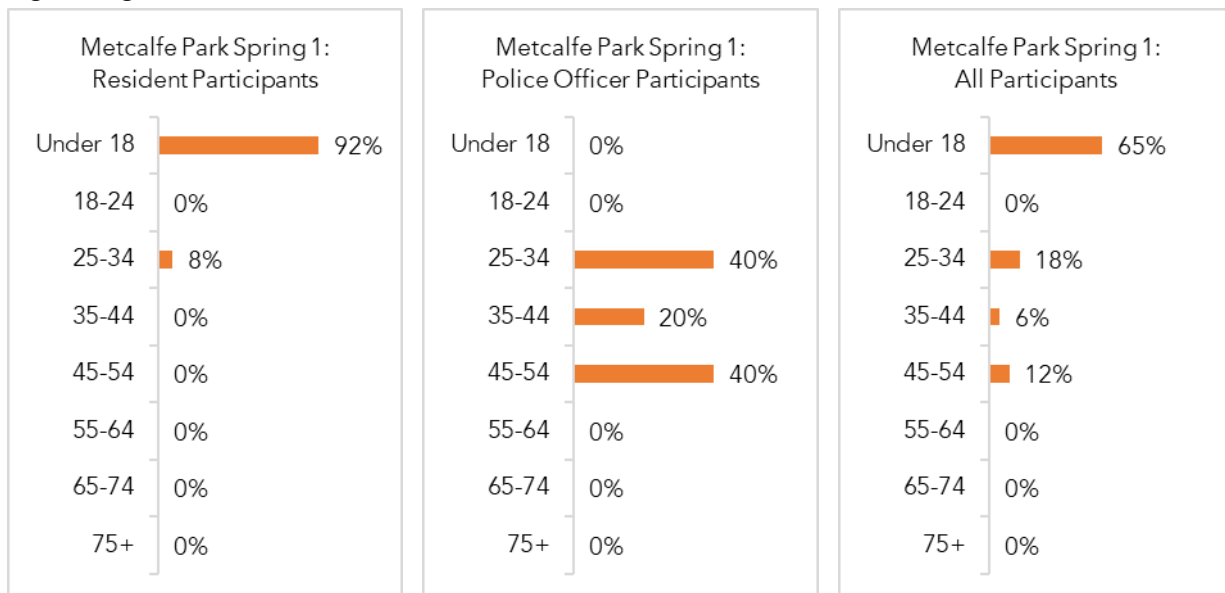
Feedback Forms

Demographics

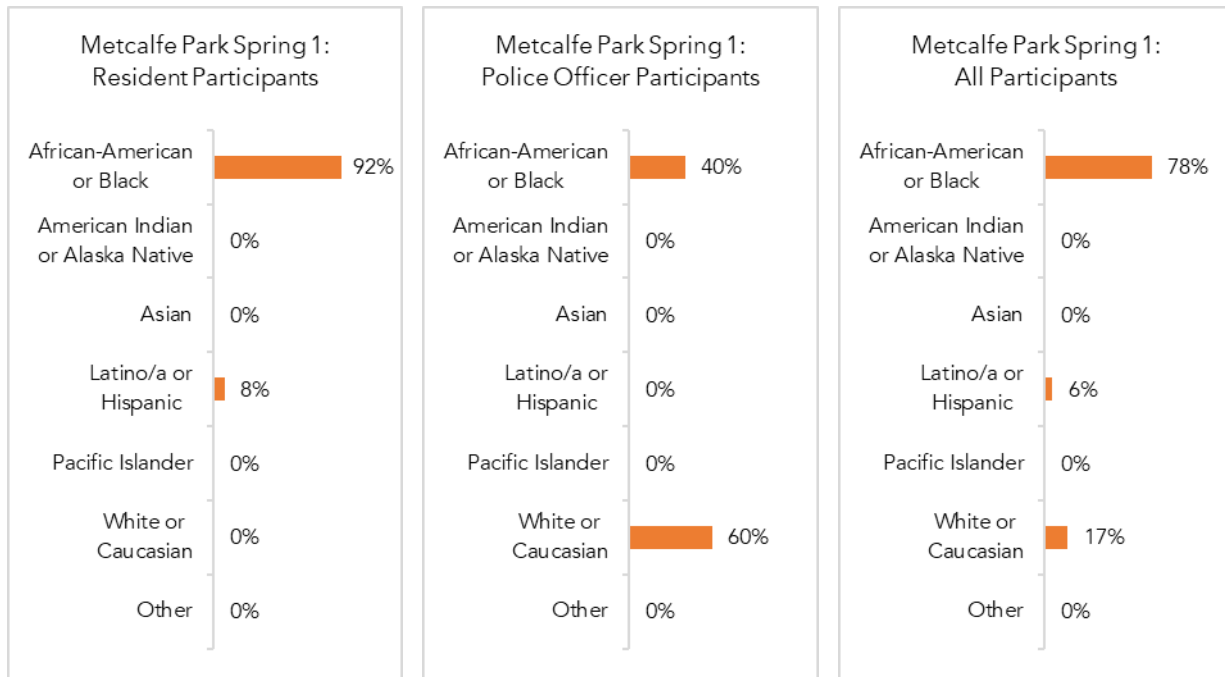
Gender



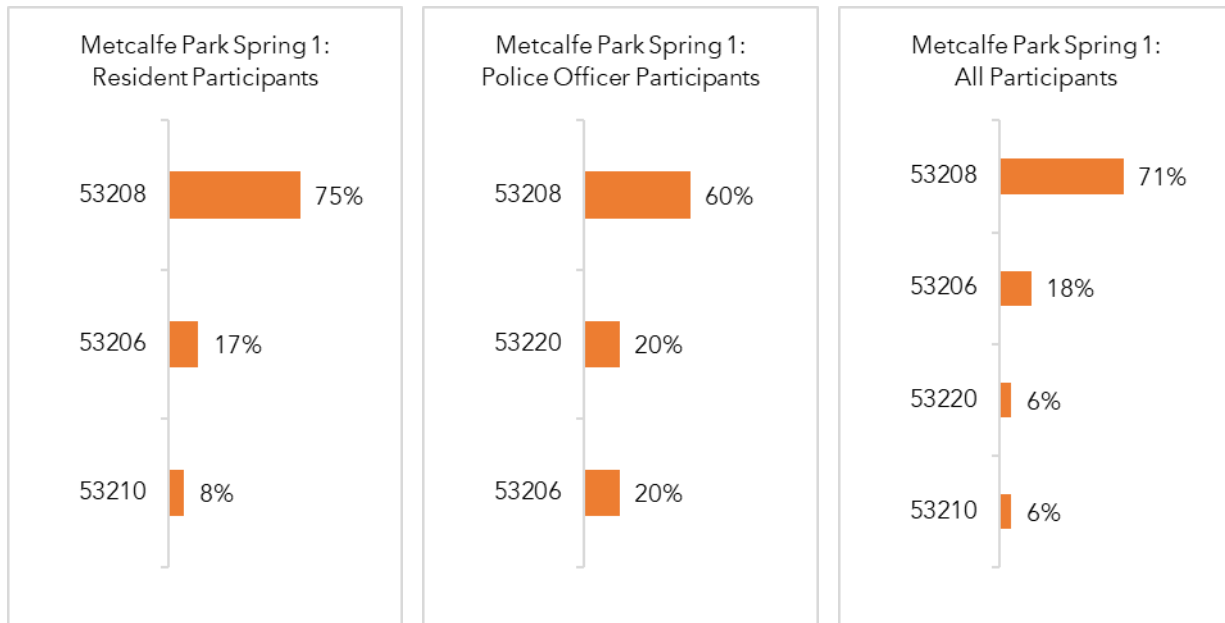
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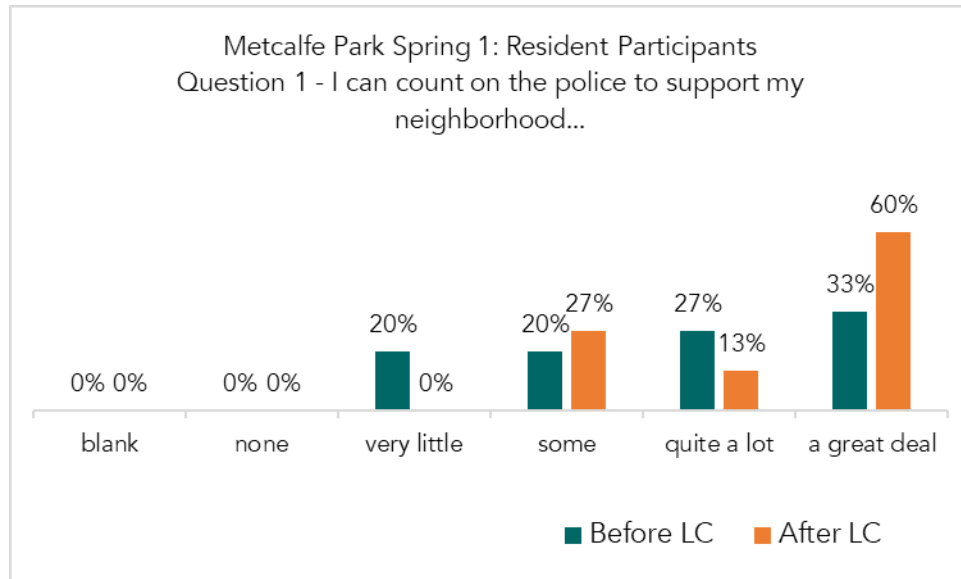
Zip Code



Quantitative Data - Pre/Post Surveys

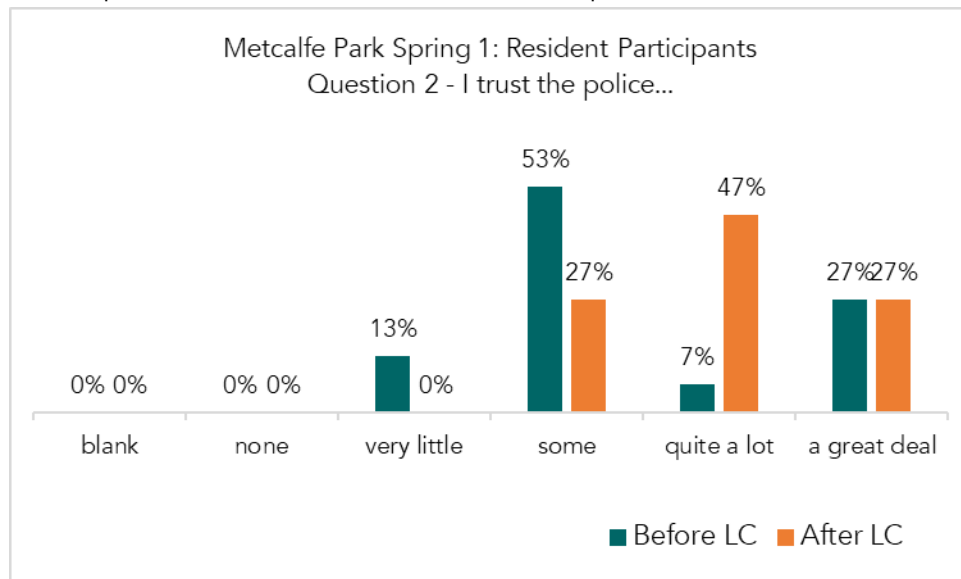
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

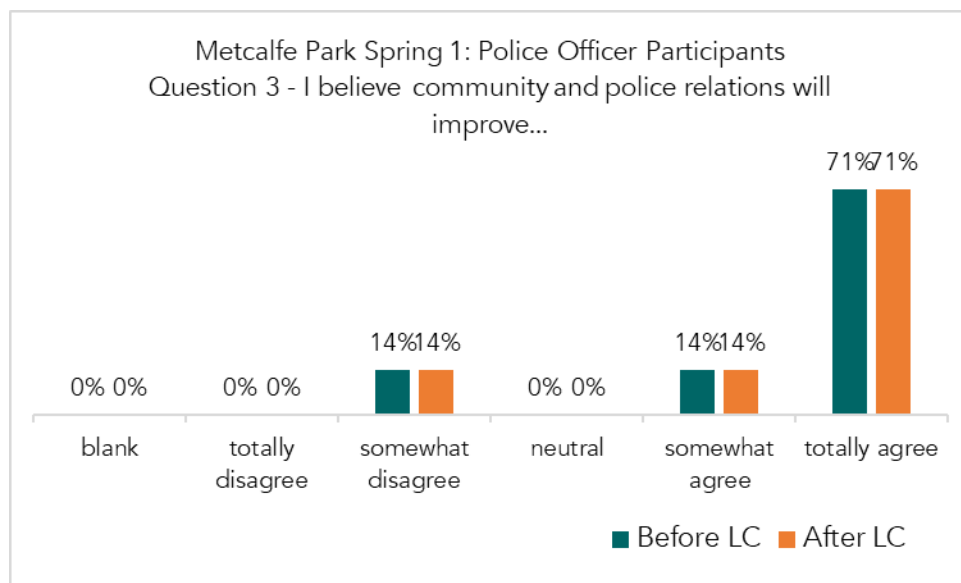
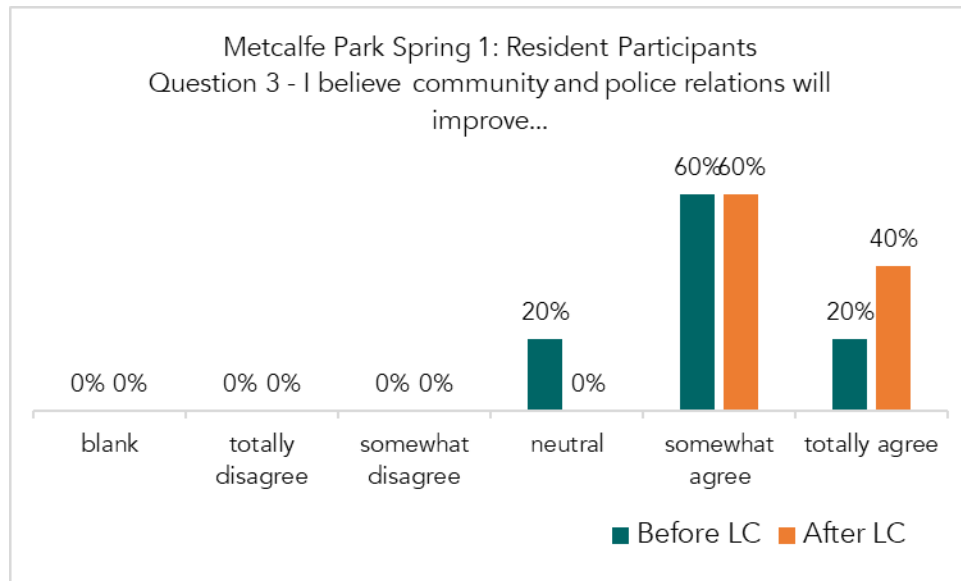


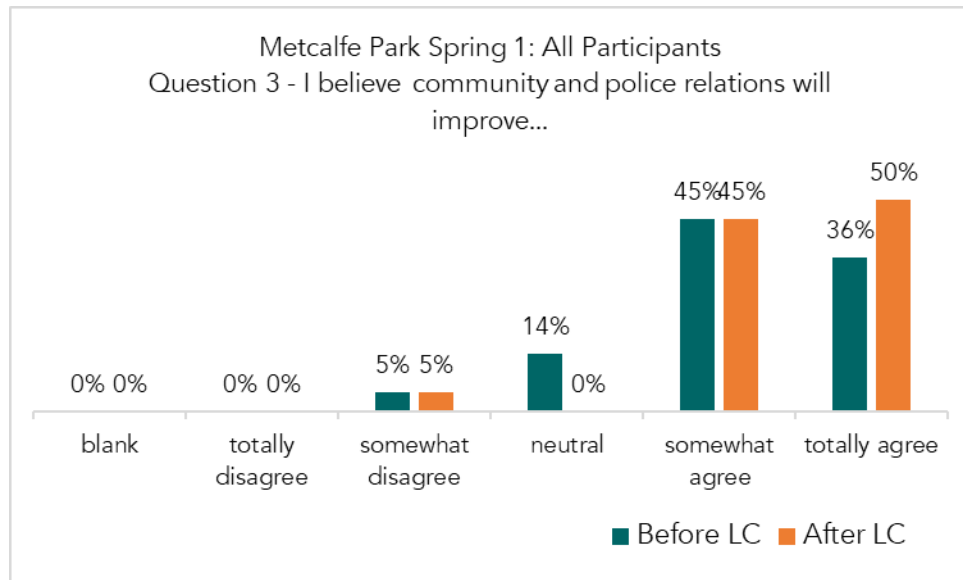
Question 2 – I trust the police...

Note this question was asked of Resident Participants only.

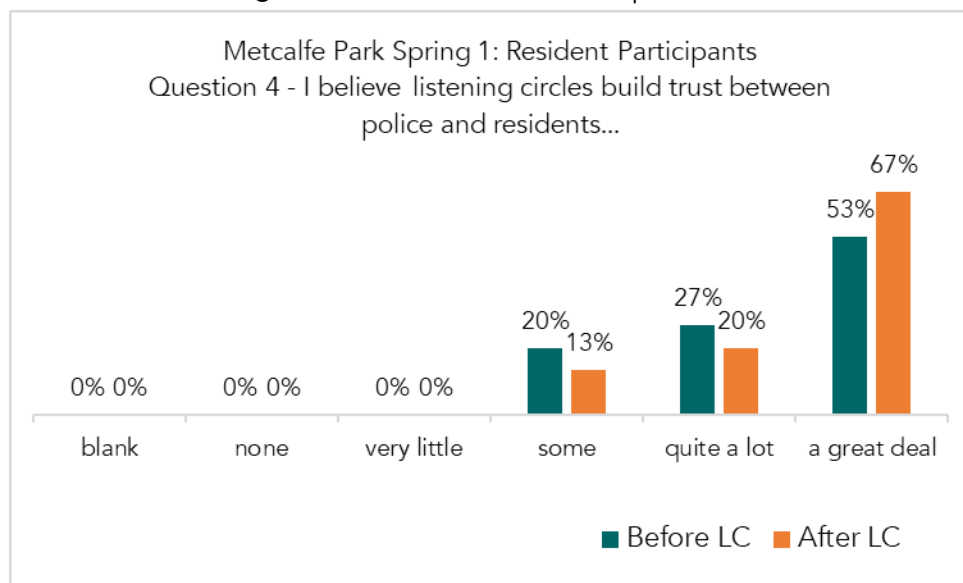


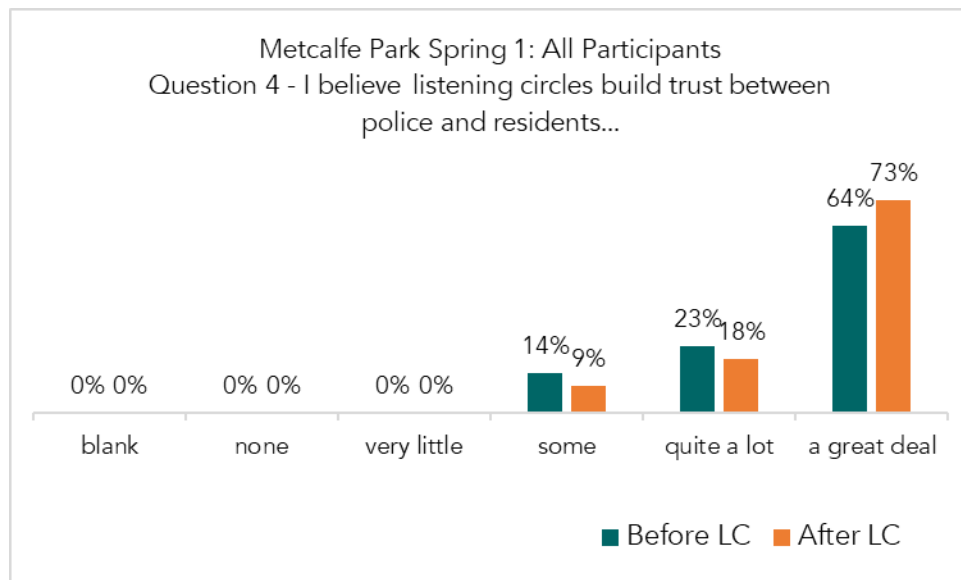
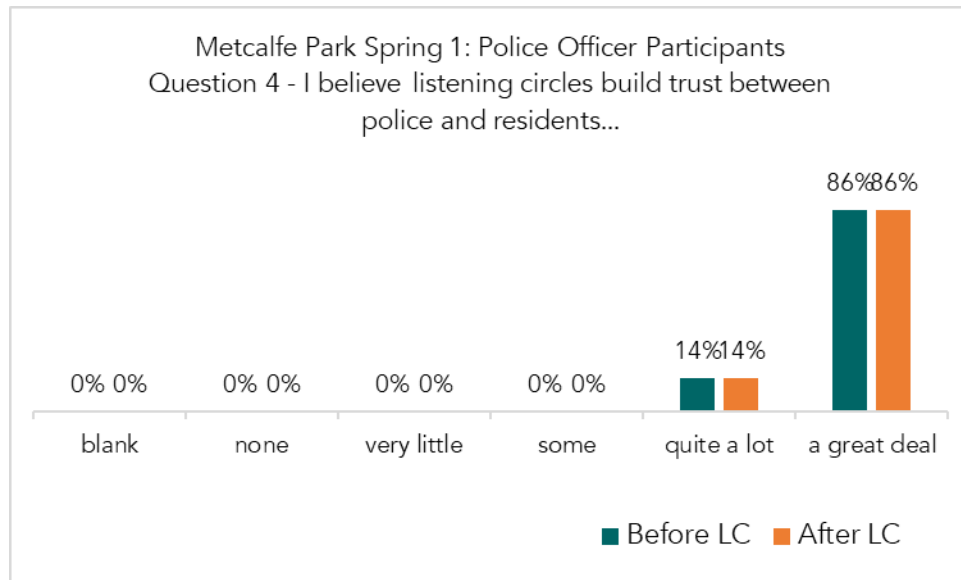
Question 3 – I believe community and police relations will improve...





Question 4 – I believe listening circles build trust between police and residents...





Qualitative Data – Answers to Open-Ended Questions

What was the most satisfying or valuable about this experience? Did you learn anything about the community or police today?

- We are able to make a difference.
- Talking with the youth and hearing all the positives.
- How encouraging the youth were. Makes me have more and more hope in tomorrow's leaders.
- I enjoyed getting to know the kids.

- Interacting with the public.
- That they are motivated/inspired by the tenacity/drive of the youth to succeed.
- Building relationship with some officers are very satisfying to know they will be more willing to help. I learn police have likes and feelings too.
- That all cops are not the same.
- That they are not as bad as we look at them.
- That all police are bad, they deal with the things all humans do.
- That they are not just some bad people, they're good and kind.
- They help our community the best way they can.
- They have role model to be there for them.
- That I got to express my thoughts to people who can relate.
- The youth discussing what motivates them and how they motivate others.
- Youth voices.
- That they are caring and loving and that they're just not police just to take people to jail.
- That they are not out here to take people to jail, they here to make community better.
- I learned that the police that he said that you don't all was gonna take somebody to jail.
- Blank (x3)

What questions or concerns are you leaving with?

- What is the goal/purpose of co-facilitator?
- Hope that the kids do well.
- How to build stronger relationships with the police and the community
- When/where is the next listening circle?
- What inspired officers to come to the group? Will they share with their friends about this group? Etc.
- I don't have any.
- I don't know.
- Will I ever be a cop?
- How your day?
- What do police do if they not outside the office?
- Not a lot.
- Will youth learn to have self-motivation?
- Broken families, children raising children.
- I trust police.
- That I have more than one person in my ear.
- Well I liked that it's hard that I'm going to keep my grades up.
- Blank (x4)

- None (x2)

What's one important suggestion you have for future dialogues, or steps going forward?

- Empowerment.
- How can individuals begin ownership in their community?
- Any other concerns the kids have.
- What are concerns towards police?
- How can we improve police relations and views with the youth?
- When did your values help someone?
- What motivated the volunteers to come to the circle?
- I don't know yet.
- Is it difficult to go home without being upset?
- How will I apply to being a cop when I'm older?
- Everything!
- How to actually be a role model.
- Firefighters.
- What's going on in the world.
- Family.
- I really don't know.
- That you should work hard at all times
- Blank (x4)

Listening Circle 5 – Role of Media

Question Round One: *“What’s an example of a media piece or story (advertisement, print, news stories, etc.) that you felt did your community justice or represented your story well? How did that portrayal make you feel?”*

During Question Round One, respondents discussed stories of community events or specific people in the community that they believed represented their community well. From these stories, some participants expressed feeling positive about their community or the portrayal of their community. Some participants could not relate to the question due to a lack of using social media. One listening circle focused instead on positive and engaging experiences at school.

1.1 Stories of Community Events

Many participants shared stories about events which they saw as a positive portrayal of their community. Several participants discussed liking and being inspired by these community events and its portrayal.

“I was sent Next Door Foundation reading with a child. Police officers are involved in giving books to students weekly. It is well covered by the media and encourages reading.”

“There was a community story, and someone created a homeless outreach video.”

“In my neighborhood recently, we had a gathering with a banquet. This experience made me feel nice and allowed me to get to know my neighbors better. I think this event is a positive portrayal of my community.”

“I saw a Facebook video of a community cleanup. People were going door to door rounding up others to help. It was a good idea and it inspired me.”

1.2 Stories of Specific People in the Community

Some participants shared stories about specific people, either those they knew personally or not, in the community. Some felt positive about these stories in shedding a light on the positive work of those specific people.

"I would like to use the story about the popular singing contest winner being from Wisconsin. That made me feel real good about my home state."

"I feel good about my cousin who was featured in a news piece going from high school to play college ball and hopefully all the way to the NBA. I am proud of that."

"I am proud of the fliers that advertise my mother's business and I feel good about how she does such a good job for her customers."

1.3 Tragic Events and Violence

While Question Round One focused on media stories that represented the community well, some discussion led into media stories that some participants did not feel represented the community well. These media stories often covered tragic events or acts of violence, and some expressed feeling sad about these events as well as how they represented the community.

"I felt proud when I heard on the news that some crimes were down here in Milwaukee, and as a youth I feel good about that news and a little safer."

"I heard about a Bucks basketball player being pushed over by the police on the television news. Hearing this story made me feel sad."

"In 2017 my teacher's brother went missing. Seventeen days later they found his body. Police today still don't know who did it. I found out this news in my classroom from my teacher and over the news. This news made me sad."

1.4 No Social Media Experience

There were several participants who could not respond or relate to certain questions because they do not use social media.

"Other news I don't like reading about, watching, or listening to on the radio since I am an officer, so I hear about it all the time at work and it is often depressing."

1.5 School Experiences

In one listening circle, because participants could not relate to the question, they shared happenings at school that provided positive and engaging experiences.

"I used to go to a school where we had to give 30 hours of community service. You could volunteer for small stuff. You can make a big difference in your community—it feels good to give back."

"My old school had an art club. We used art to show appreciation for our school."

Question Round Two: *"What's a media portrayal that you think missed the mark and why? How did that portrayal make you feel?"*

During Question Round Two, many participants shared how media portrayals missed the mark when multiple perspectives were not considered. They shared stories where their own personal knowledge differed from the media's portrayal. They also discussed ways in which the community itself could work towards a better portrayal through communication and commitment to the community.

2.1 Differences between Media Portrayal and Personal Knowledge

Many participants shared stories where their own personal knowledge of an occurrence differed from the media's portrayal. Some expressed wanting the whole story to be portrayed so as to see multiple perspectives.

"I think they missed the mark with the documentary '53206'. They made the community look so bad, and in reality, it is not as bad as they portrayed it. Yes, some bad things have happened and continue to happen, but there are many good people in 53206, which include adults and youth. I didn't appreciate the way '53206' was presented and I thought it was wrong."

"I think in general, the citizens of Northside/Southside of Milwaukee are portrayed as murderers and bad people. I would like the news to share the perspective from both sides of the story. There are good and bad people in all neighborhoods."

"Ten to 12 people are on a Community Watch team and were out in the neighborhood. The media thought they were in a gang. You can't judge a book by its cover."

"My daughter was killed. Fox 6 implied she was part of the gang. She was in the house kissing her kids good night and got hit by a stray bullet. Fox 6 didn't even contact me before running the story."

2.2 Community Efforts and Concerns

Several participants discussed ways in which the community could work towards a better portrayal, especially regarding communication and commitment to the community.

"Proud: My community gets along – interacts with each other. Concern: We are afraid to talk with each other. We need to learn to talk and communicate."

"Each community tries to make the community safer for everyone—to get youth, citizens and law enforcement together for better communication. Worry that not everyone puts in the time to assist or help make the community safer."

2.3 Response to Stories

One officer shared being unable to respond to stories due to his/her line of work.

"I don't like how I can't, being an officer, give my opinion in response to news posted on social media. Sometimes I really would like to share my comment."

Connected Conversation: *"In a perfect world... What would Milwaukee's media look like? What would it show and represent? How would media be supported? What kinds of stories would be told? What kinds of people would tell these stories? What kinds of stories do you want to hear more of?"*

During Connected Conversation, respondents discussed wanting to show more positive stories in Milwaukee's media and the role of technology in contemporary communication. Some participants also used Connected Conversation to learn and understand more about police work.

3.1 Positive Stories of the Community

Some participants discussed wanting to showcase more positive stories in Milwaukee's media.

"Highlight the good stuff in the community – great resources don't get enough recognition."

3.2 Role of Social Media and Technology

Some participants discussed the role of technology in contemporary communication.

"People no longer communicating due to devices and social media taking away person-to-person communication."

3.3 Police Work and Interactions with Police Officers

Most listening circles revolved around participants inquiring about police work. While this was beyond the topic of discussion for this specific event, many participants used this time to interact with police officers, working towards a better understanding of their work.

"Should the youth be afraid to approach an officer and say hello?"

"If we're not directly involved in handling a problem or incident there is no reason to be afraid or approach."

"How fun is your job?"

"The fun part is great people, delivering babies, catching dogs—the sad stuff is the violence."

"Do you know how to shoot to disable?"

"We shoot to stop the threat. If someone is shooting at you might they be shooting to disable?"

"I don't know."

"We don't either."

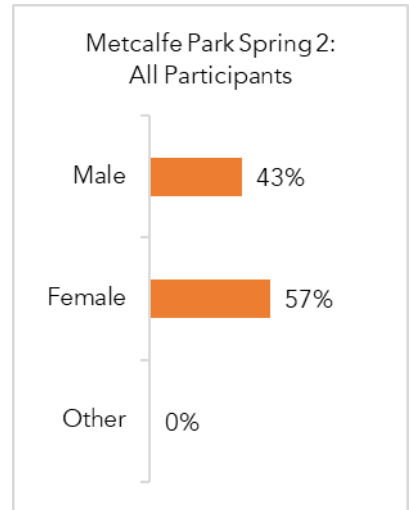
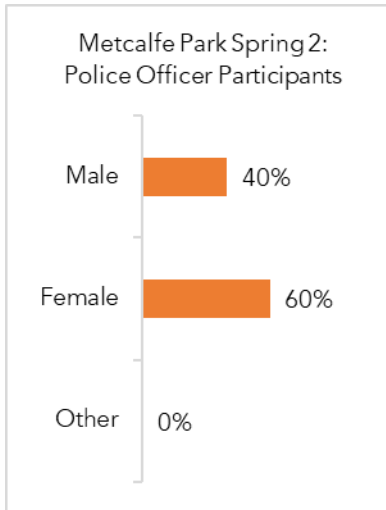
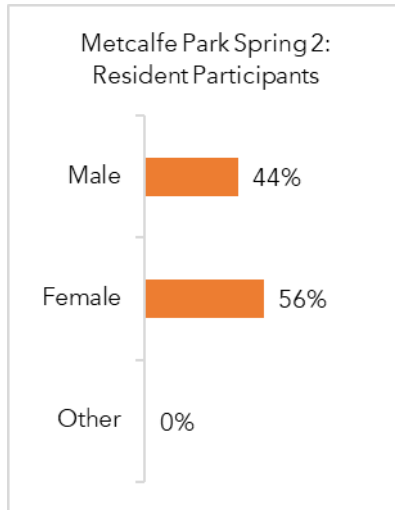
Parting Words

After Connected Conversation, parting words were shared. Several participants expressed that they had gained better understanding by meeting other people. Some stated that they would come back again and work on asking others to join them in the listening circles.

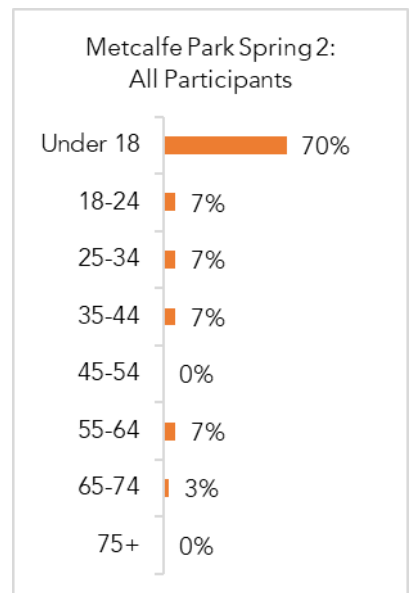
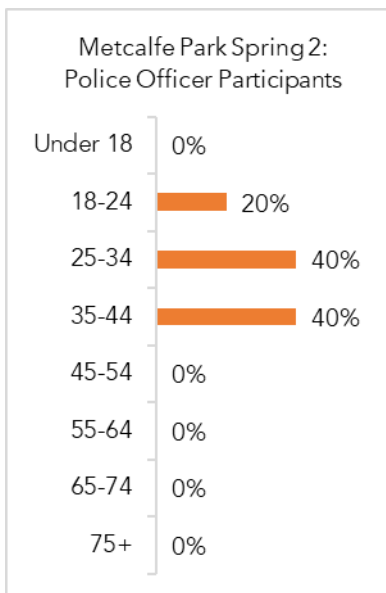
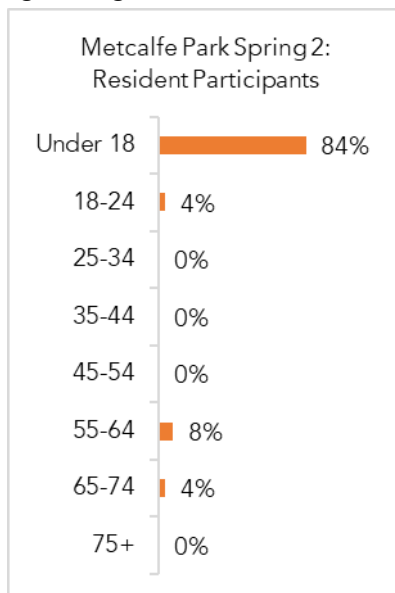
Feedback Forms

Demographics

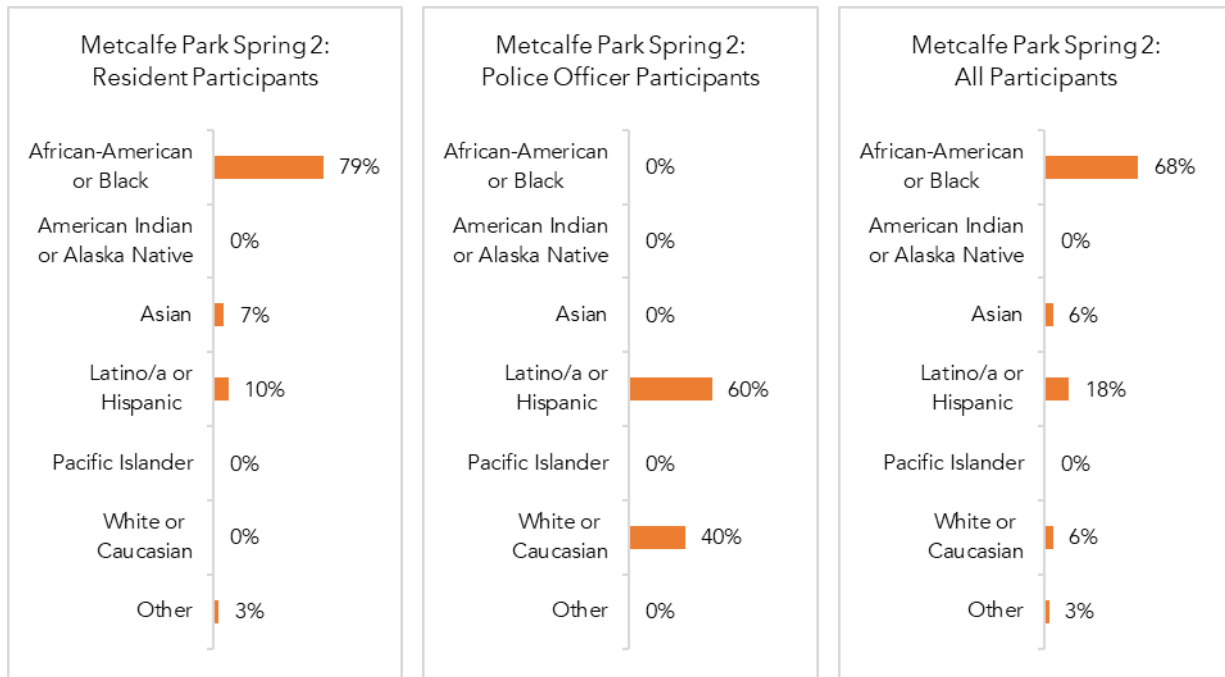
Gender



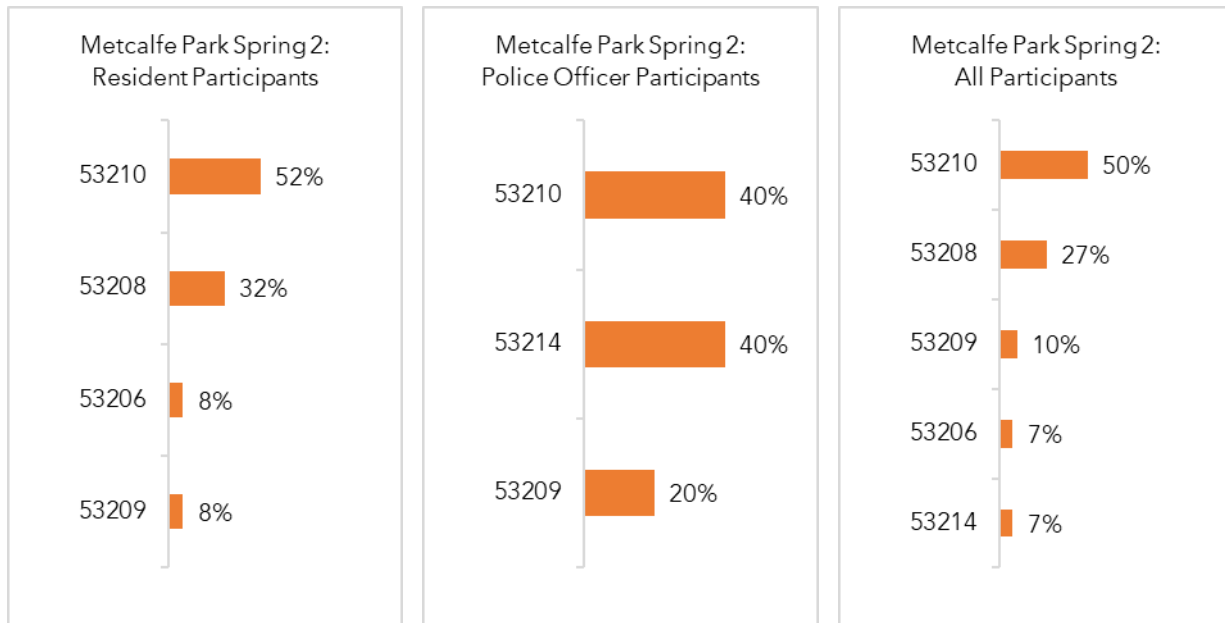
Age Range



Race/Ethnicity



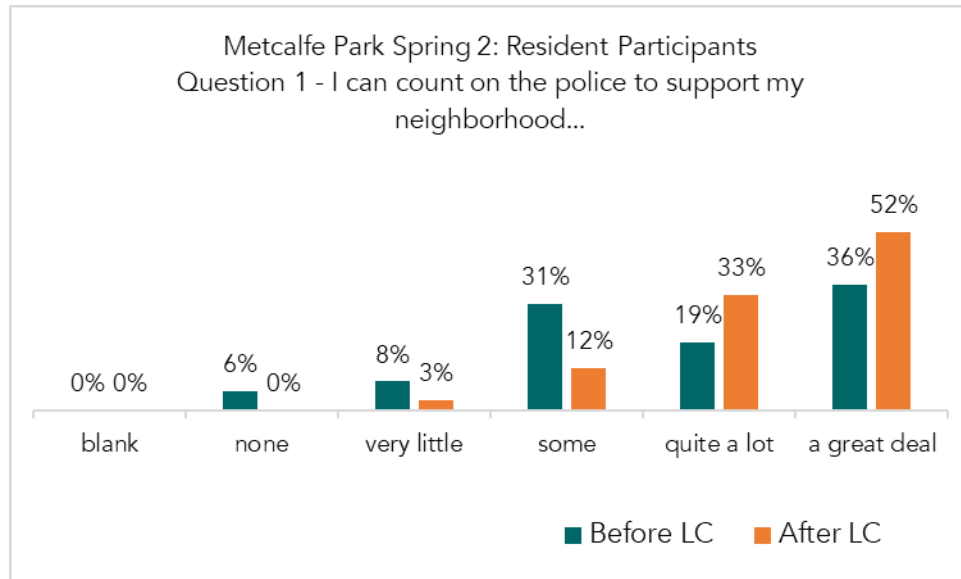
Zip Code



Quantitative Data: Pre/Post Surveys

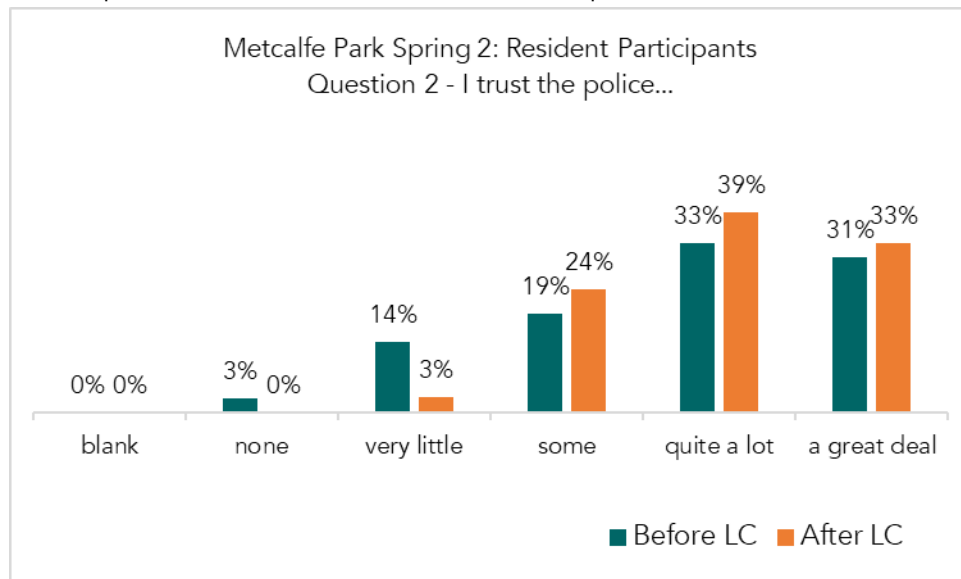
Question 1 – I can count on the police to support my neighborhood...

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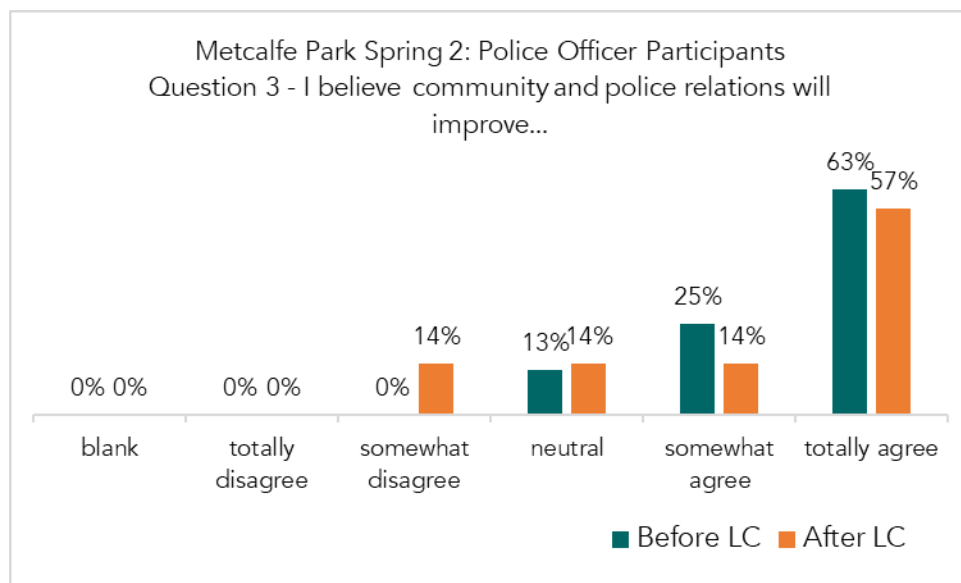
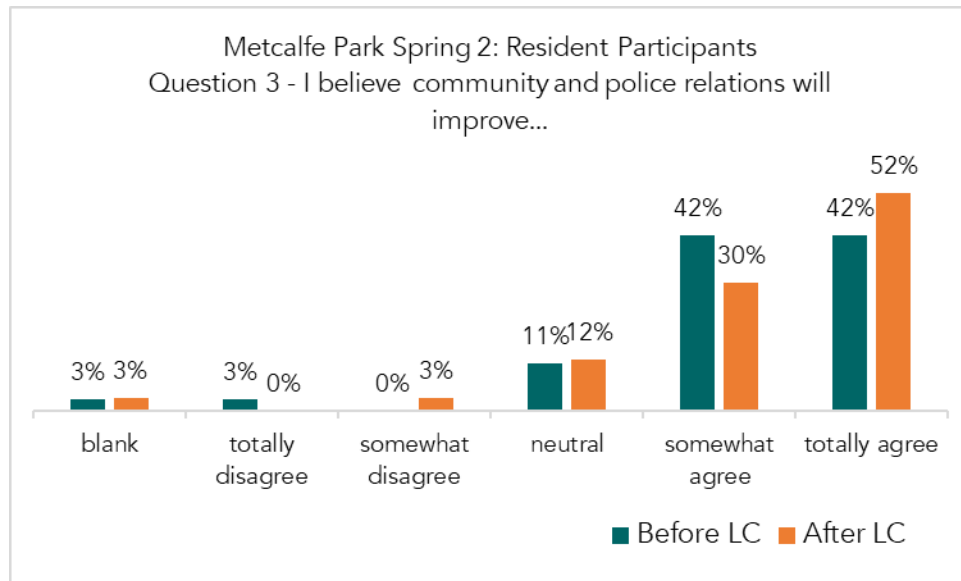


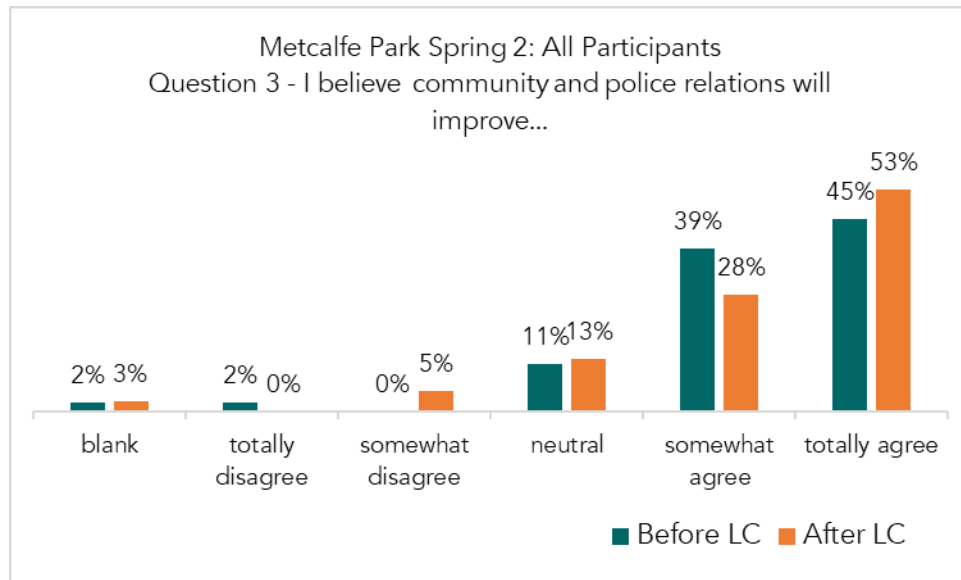
Question 2 – I trust the police...

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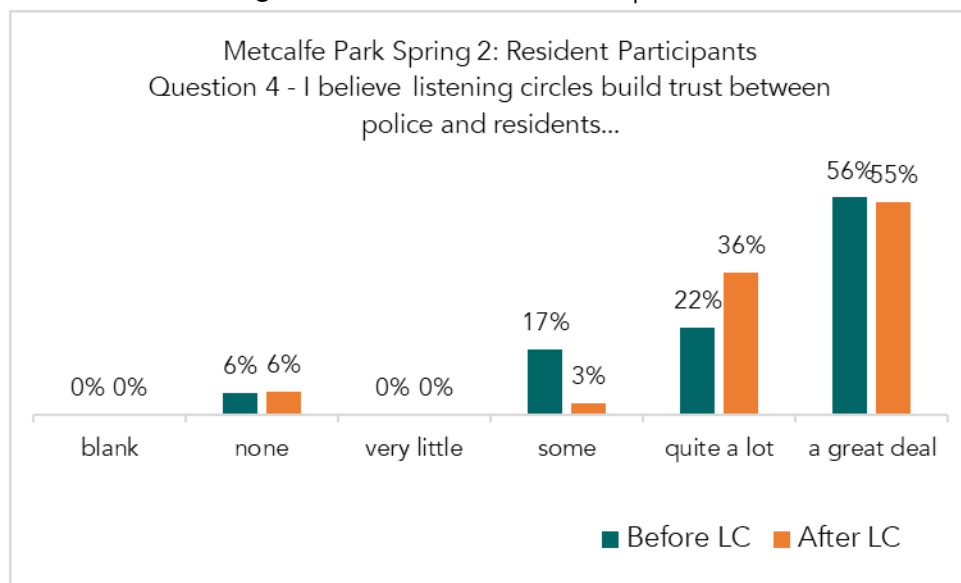


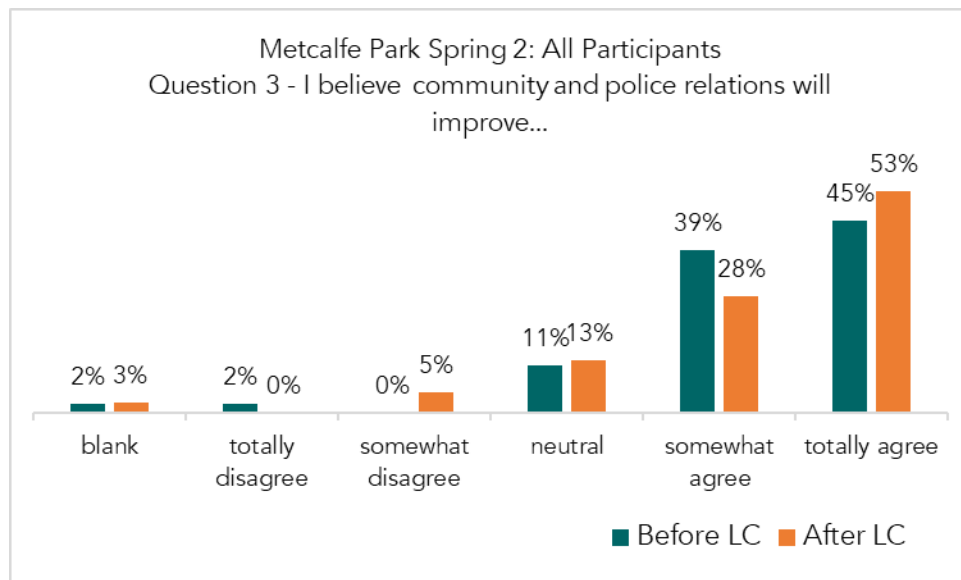
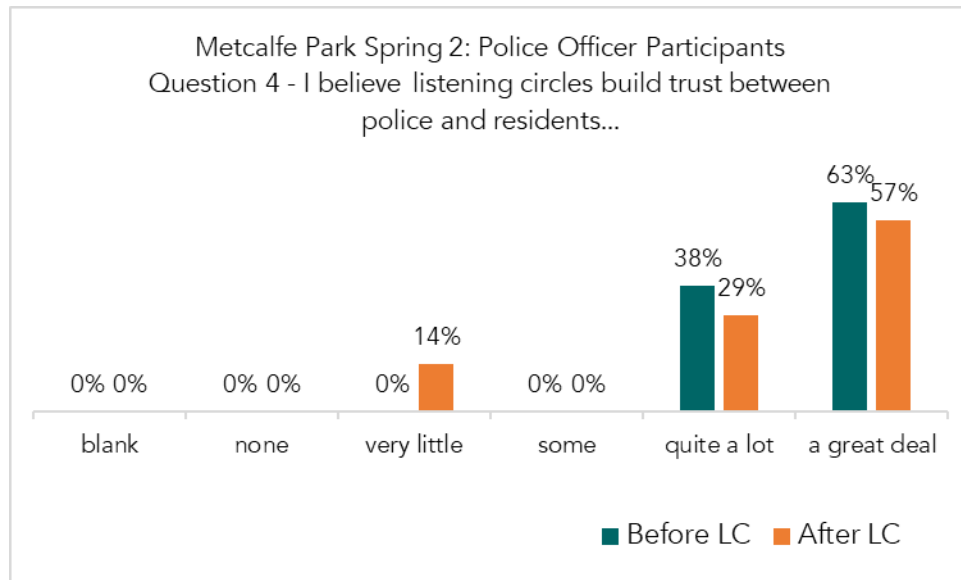
Question 3 – I believe community and police relations will improve...





Question 4 – I believe listening circles build trust between police and residents...





Qualitative Data – Answers to Open-Ended Questions

What was most satisfying or valuable about this experience? Did you learn anything about the community or police today?

- Knowing we still have community support.
- Opinions and expressions of residents in the community.
- None of it. These kids did not take it very seriously.
- Two of the young males agreed that not all cops are alike, and that not all are bad.
- It appeared that some of the kids understood that not all police are the same.
- Why the community does not talk to police.

- It was cool.
- Having relationships about what they like about their job and what's important about their job.
- The police are nice.
- That you need to keep the community safe.
- The police told kids to speak to the officer.
- I learned that you should always speak to police.
- I got to learn a lot about other communities.
- Having the youth get involved. Nothing I didn't already know.
- That the youth get to see how the police feel about the problem.
- That they do things that nobody will know about.
- That they not the same.
- I learned good stories.
- Learning about people's stories.
- That the stories that were told were inspiring.
- That the story they put aren't sometimes true.
- People were here to listen.
- That it's people that want to listen to what I have to say.
- To stay safe.
- Violence.
- I learned that people are here to listen.
- People dying.
- They are good people.
- Get closer to community.
- They protect a lot of people.
- I learned that I ask the police how old you got to be to be a police, he said 21.
- Community.
- I learned that Facebook isn't always true.
- They met or do great things or people through their free time.
- Police want to change too is something I have learned. What was especially valuable was that my peers actually took my advice and participated.
- I learned that police are actually very caring about the neighborhood.
- Blank (x3)

What questions or concerns are you leaving with?

- These were not good questions for the group of kids.
- Still wondering if the gap between officers and civilians will ever be repaired.

- I'm leaving with, "What relationships you have in your community impacts yourself today?"
- How often do you do this?
- Everything was great
- Is there drama in the police station?
- I don't have any questions or concerns.
- Have youth get involved more to get better understanding of how officers and community work.
- Can I meet more officers?
- That they have duty to do.
- I'm leaving with good stories.
- Shoot or disable.
- How can people go on duty without a partner?
- Words.
- Why did the police shoot my cousin?
- Police.
- Nothing.
- Just leaving to the kids.
- How many people care about the community?
- How often police get to drive around on a daily basis?
- Don't have one.
- What can I do to help too?
- How does the neighborhood affect how you act?
- None (x 7)
- N/A (x 6)
- Blank (x 3)

What's one important suggestion you have for future dialogues, or steps going forward?

- How can police better serve our community?
- Available programs, resources.
- I don't know.
- How the community views police as a whole.
- Questions that kids have about law enforcement.
- Issues at home/household.
- What do you like about your job and how it's important to you in the real world.
- More stuff about police.
- The community.

- Can I help with groups?
- What happens in other communities?
- What are some things police can do to help the community?
- Drugs.
- Can we bring it to a bigger community circle?
- How they get the job.
- What do they go through.
- I will like to discuss how police are so good at their job.
- Dogs.
- I would like to discuss more about the media.
- Media attention.
- Sexual content.
- Nude photos being released.
- Paper that we did.
- I don't know.
- About the community.
- Everything.
- None.
- I learn that you cannot carry a gun in any store
- Pollution.
- What we do to help.
- Don't have one.
- Just getting to know each other outside of professions.
- Friendships/relationships.
- Blank (x 7)

Listening Circle 6 – Feeling Safe in the Summer

Question Round One: *“Share a time when you felt unsafe in your neighborhood, your community or your city?”*

During Question Round One, respondents shared a variety of incidents when they felt unsafe in their neighborhood, community or city. These incidents involved guns, high speed car chases, drive-by shootings, robbery, or drugs. These crimes left the participants in fear and have a lasting impact that changed the way some went about their daily routines.

1.1 Feeling of Fear by Weapons

Participants shared incidents they encountered that made them feel unsafe when witnessing and/or hearing gun shots.

“Last summer there was a time that I felt unsafe. Somebody got shot in the alley behind my house. It was really scary, I had been asleep, and it woke me up. I didn’t feel safe.”

“When I was 14 years old, two of my neighbors were fighting. One of the neighbors went and got a shotgun, and then he racked the gun. This was in my family’s neighborhood where I grew up, and my parents still live there. I was super scared. The person in the fight without a gun was a kid and their mom came back to try to fight the guy with the shotgun. I was just afraid someone was going to get hurt.”

“About a year ago I was walking to a gas station late at night. When I went inside the station there is a man arguing with the cashier who was behind glass. All of a sudden, the guy pulled out a gun on the cashier. I tried to leave but he pointed the gun at me. Three police officers came pretty quick, and he pointed the gun at the police officer. It was crazy how they quickly did what they needed to do, and then they put the guy in the squad car. I was scared. I walked home and I told my mom. She didn’t want me to walk by myself again. I was really scared when he pointed the gun at me.”

1.2 Feeling of Fear by Other Violent Criminal Acts

Respondents shared incidents they encountered that made them feel unsafe when witnessing other types of violent acts, such as high-speed chases, robberies, hostage situations or fears of being kidnapped.

"A recent time where I felt unsafe had to do with a high-speed chase. I see on the news, often, stories of high-speed chases which end in people getting into accidents. But seeing it firsthand was a whole other thing. This was just a couple months ago and it took place at the apartment building I used to live at. It's uncomfortable knowing that this is going on. It still bothers me when I drive now. I'm very aware of everything. I worry that I'm going to end up in the crossfire. And I have my daughter with me in the car."

"About five years ago, I lived in the suburbs of Milwaukee. One day I came outside and there were SWAT team members and SWAT cars all over the parking lot. They had the whole parking lot taped off. It took hours for anyone who lived there to get any information. It turned out there was a guy across the street who was in some kind of a hostage situation. He killed himself. At the time, my son was 3 years old and it was really scary that they were not telling us anything. I did not know if we are in danger or not."

"I feel unsafe all the time in my community and city because of the violence and children going missing. I don't come outside to play with my friends because of my fear of something happening to me."

Question Round Two: *"Share a time when you felt safe in your neighborhood, your community or your city?"*

During Question Round Two, participants discussed a variety of incidents when they felt safe in their neighborhood, community or city. Some participants mentioned when there is a police presence it eases their fears and makes them feel safer. Other participants stated they felt safe when with family/friends, in a group or at a community organized event.

2.1 With Police Presence

Participants shared stories of how the presence of police out in the community eases their fears and makes them feel safer.

"I live within walking distance of Miller Park and I can tell you that every time there is a game, I feel safe. There are lots of squad cars around. It really is the safest that I feel. There was another time when I used to live on 19th. There were some houses that were drug houses. When the police came and busted the house, I felt safe. The whole block would be filled with cops for days. No one wanted to come around those houses when the police were there, so the neighborhood was quiet and safe."

"I'm starting to notice more that when I go out in the evening to take out my garbage, I'm seeing more police around. I see them do rounds around the neighborhood. They seem to be around more or at least I am noticing it more. I definitely feel safer."

"Growing up I always felt safe visiting with my grandparents at their home. Many of the police officers knew my name, they would speak to me, engage in conversation and that made me feel good. I never really felt unsafe growing up."

2.2 With a Support System

Participants shared stories of how having a support system, such as family, friends, or a mentor makes them feel safer, along with being in with a group of people. Other participants noted places they feel safest, or how having an alarm system helps them feel safe.

"I feel safest when I am either at home or at school. In both of these places, I feel protected while in other areas I have a constant fear of something happening or going bad. So many children are becoming victims of violence."

"I feel safe when I'm with my people, my family, my kids and our yard by ourselves."

"I was at Mayfair Mall with my friends. Because there were so many of us having fun and heading to the candy store, I felt safe."

"For two weeks House of Peace assigned me a mentor, like a Big Brother. He takes me places and gets me to work on things that are going to help me. I feel safe with him. He meets me three times a week."

"I feel safe now that living with my mom, because she has an alarm system in the house and it is always on. It helps me feel safe because it tells us when there's a door or window open. When I was younger, we didn't have an alarm system, and somebody broke into our house. I came home and walked in on it. So, the alarm system helps me feel safe."

Connected Conversation: *"What actions can you take to create or support a safe environment for yourself and others?"*

During Connected Conversation, participants shared things they feel could create and support a safe environment for themselves and others. A common theme was community engagement, such as block parties and listening circles, such as these. Other participants felt the only way to truly feel safe is to move to a different neighborhood or area. One listening circle started a different discussion about the role of a police officer. At this point a police officer gathered those youth residents to have a separate discussion and answer their questions and concerns.

"I think some of the things that we can do to helping our neighborhood to feel safe is to have things like block parties and get to know people. I think it's important to be friendly with neighbors and say hello or ask them how they're doing. It's also helpful if people use the phrases 'please' and 'thank you'."

"I also think it's helpful to have community meetings like these, where people get involved. But we need to get the word out. There's got to be different ways to advertise it. Maybe we could do paper pamphlets but I know even for me when I get them, I throw it away right away. Maybe we can do more with social media. Maybe we can just try to meet with people and have a conversation about a better community."

"I enjoy these meetings too and I think it's helpful to tell people at home about these then maybe they'll tell other people. I also wonder if they can be advertised at the state fair."

"I wish I could move to a new neighborhood."

"I would like to move to a different area of Milwaukee that's safer than where I live now."

Parting Words

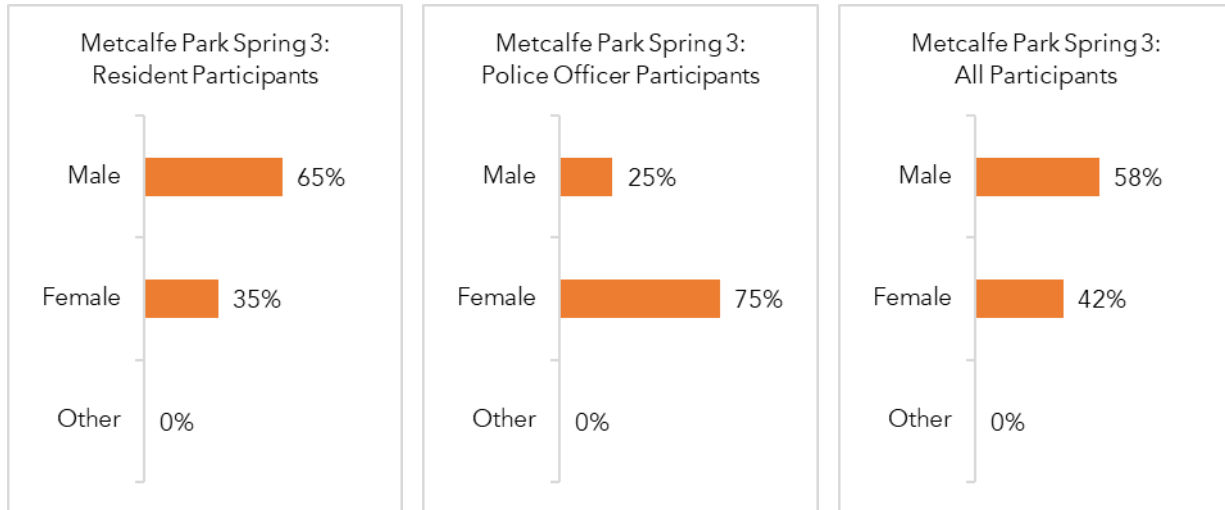
After Connected Conversation, they were asked to think of a word that would describe the listening circle they had just participated in. All participants' words showed the listening circle was positive and encouraging but that more people need to become involved in these listening circles. Having a strong sense of community could lead to a positive perception of

safety and security while it gives the opportunity to connect with others and build relationships in their community.

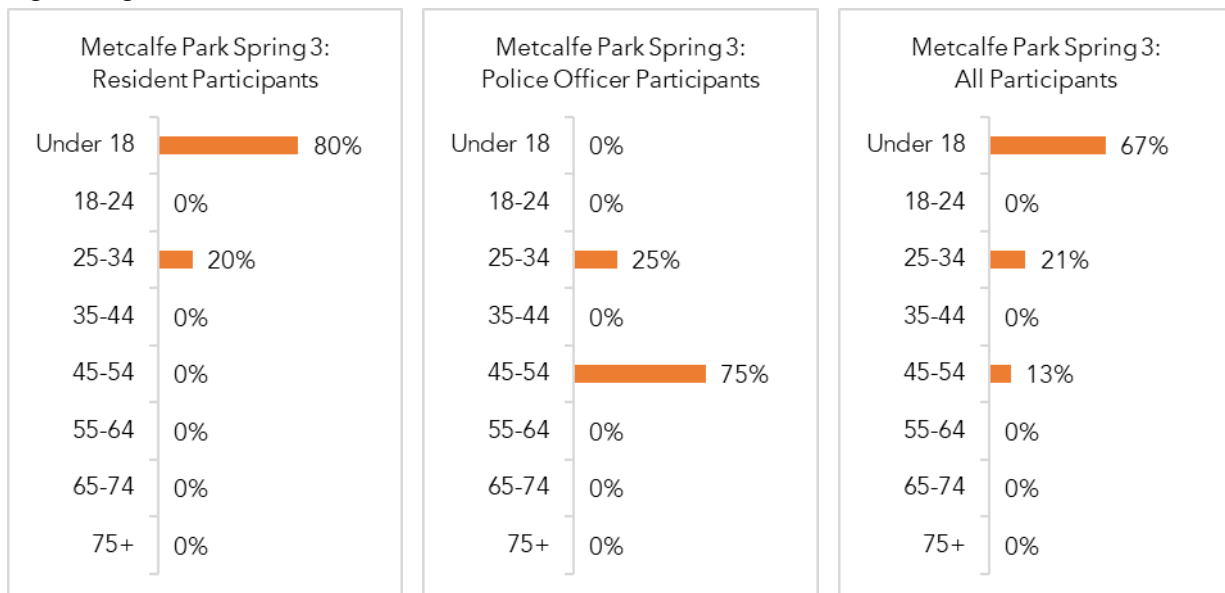
Feedback Forms

Demographics

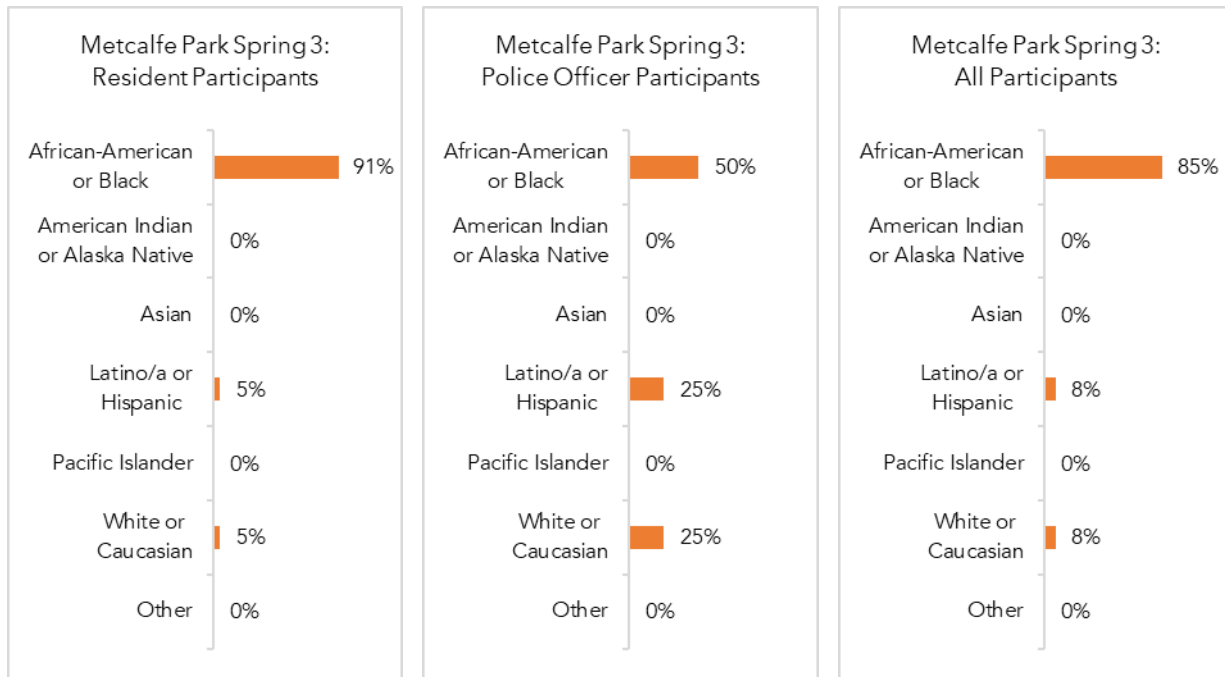
Gender



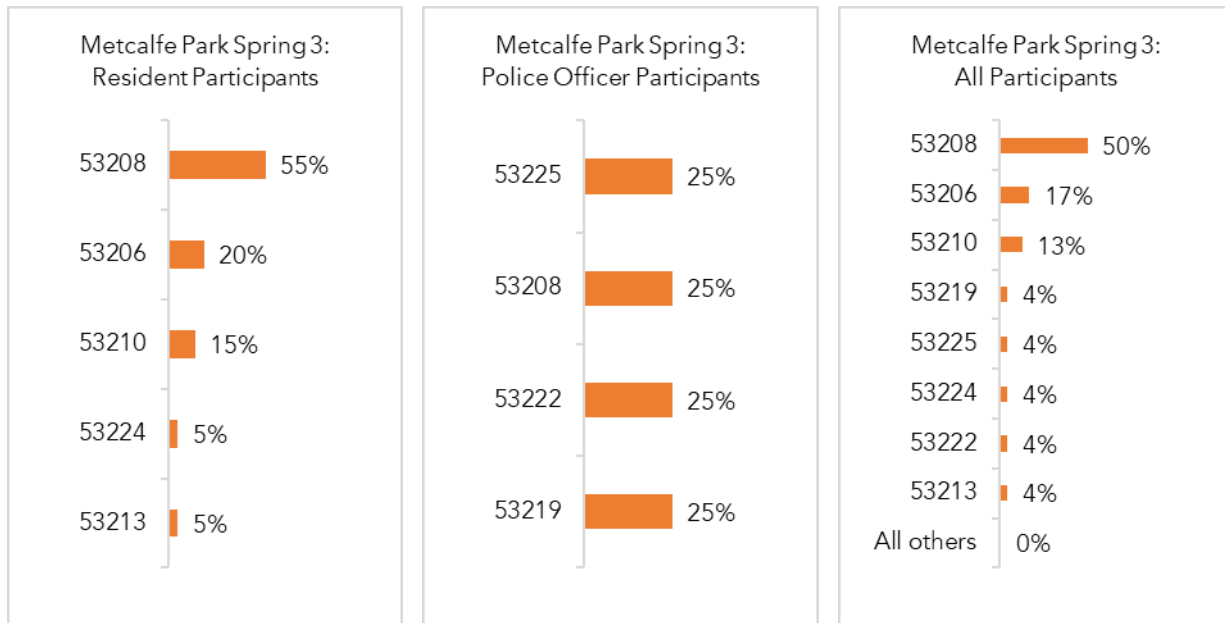
Age Range



Race/Ethnicity



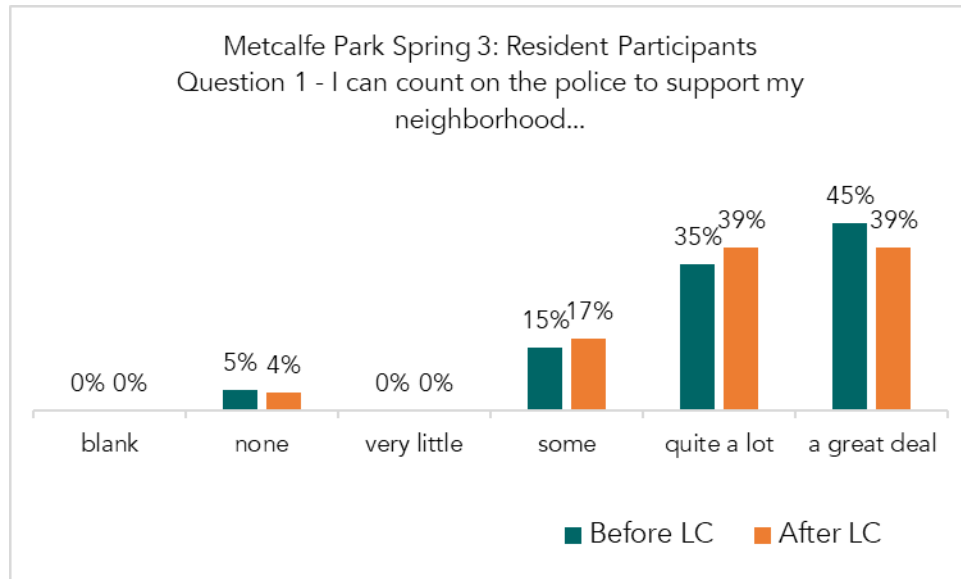
Zip Code



Quantitative Data – Pre/Post Surveys

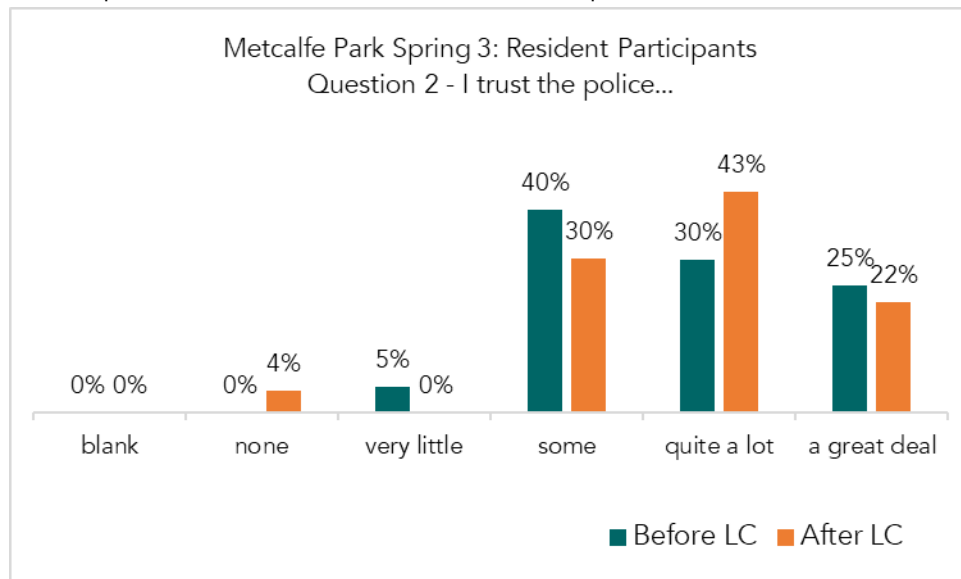
Question 1 – I can count on the police to support my neighborhood...

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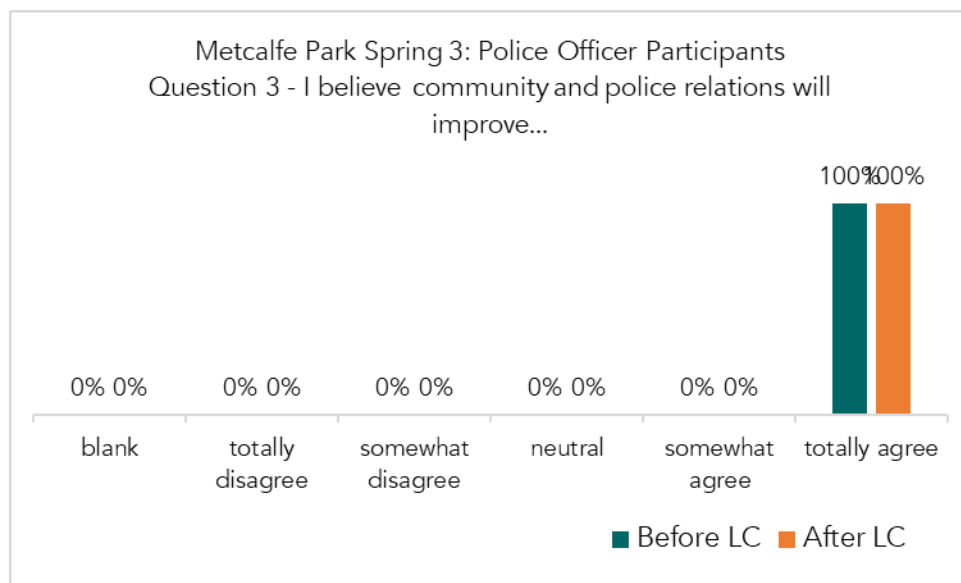
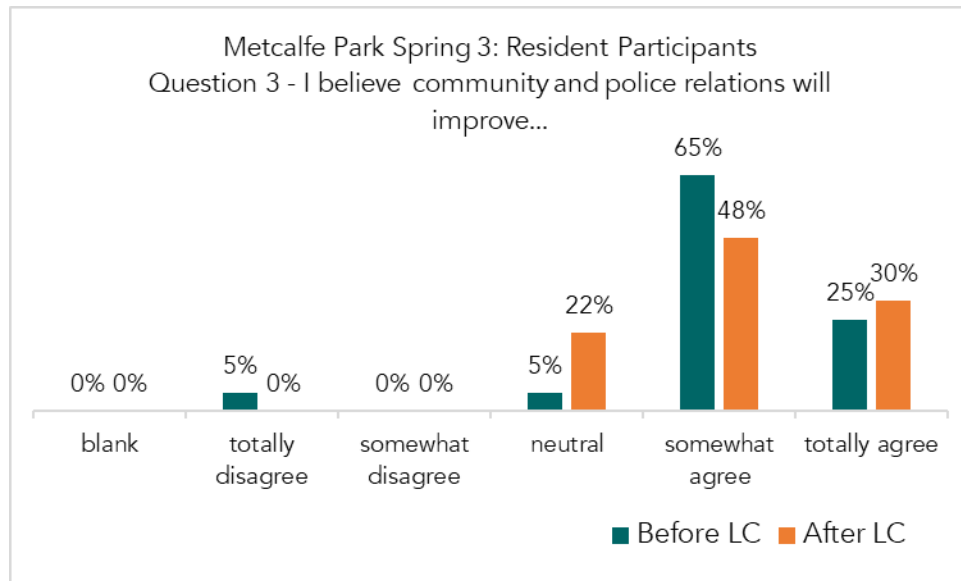


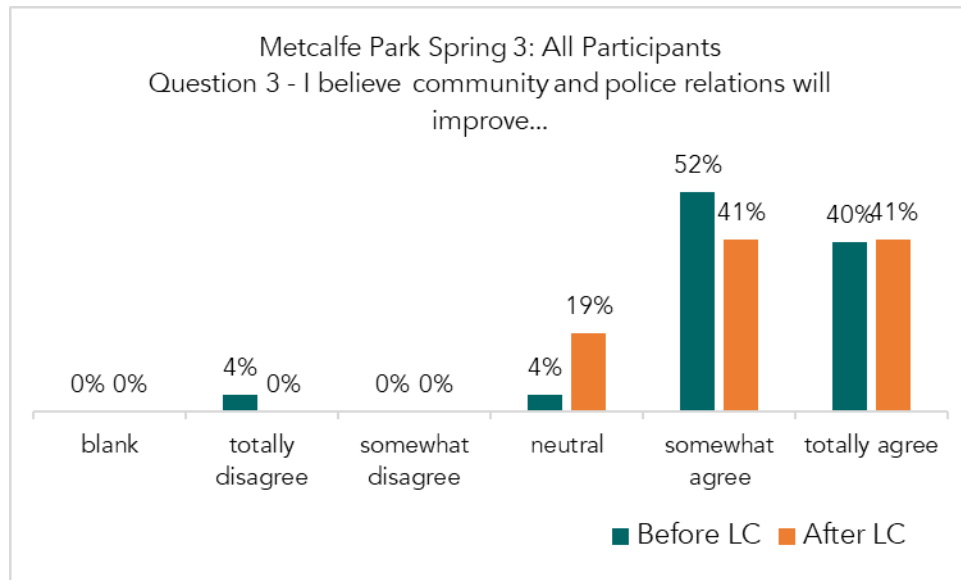
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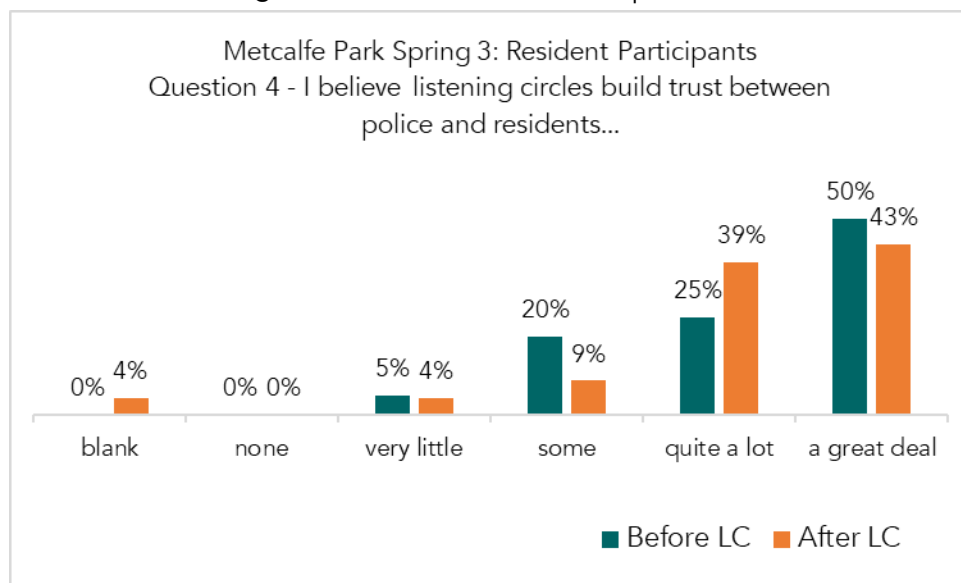


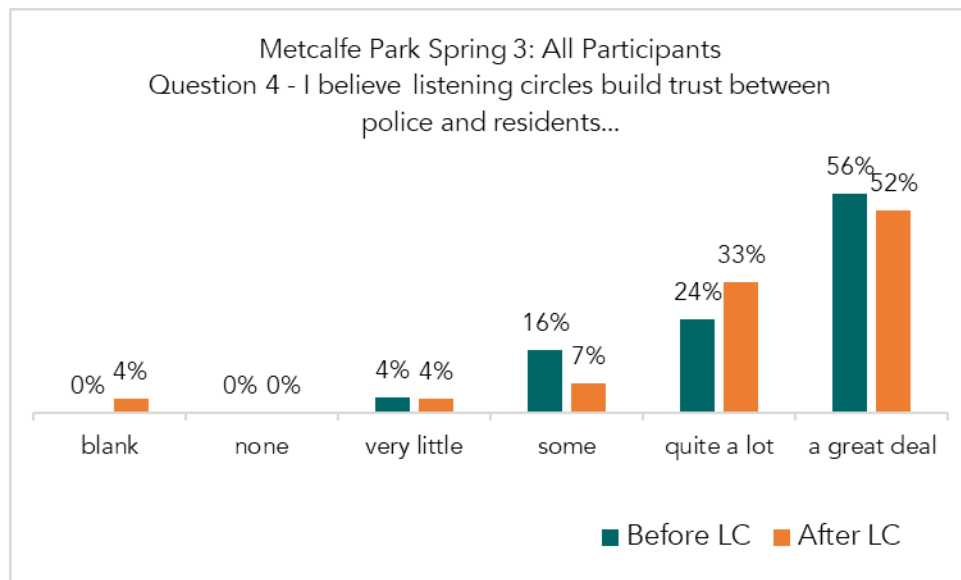
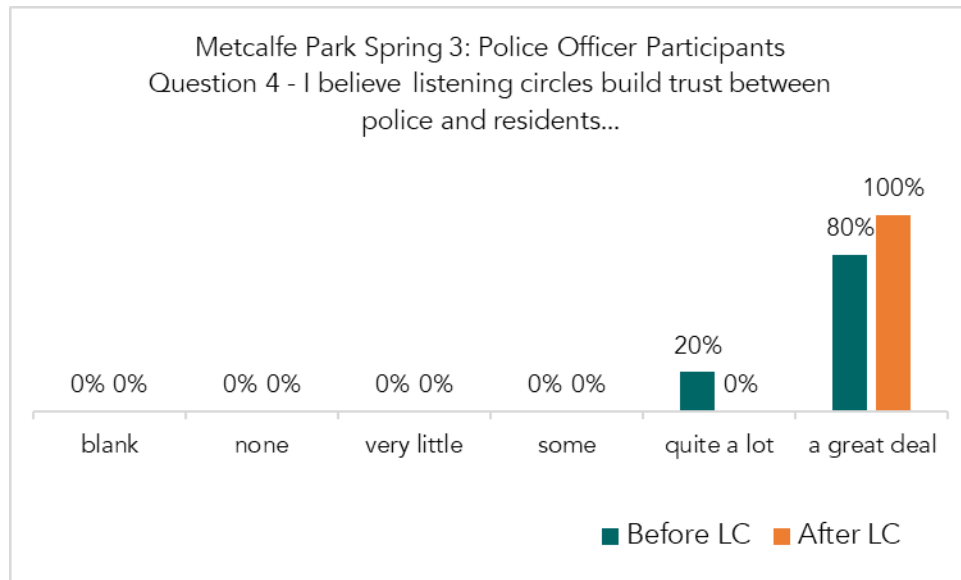
Question 3 – I believe community and police relations will improve...





Question 4 – I believe listening circles build trust between police and residents...





Qualitative Data – Answers to Open-Ended Questions

What was the most satisfying or valuable about this experience? Did you learn anything about the community or police today?

- They all had very different experiences.
- Youngsters talked through their answers.
- Some kids are afraid to come outside due to violence.
- Hearing young people express their thoughts on the safety of their neighborhoods and the things that make them smile.

- That they are not bad people.
- How they help people.
- Hearing police perspectives and perspectives from Black, male youth in our community.
- The most valuable part about this experience is hearing about other people's experiences in the community.
- That they are not like others.
- That the police make the community feel safe when they are around.
- Talking to them.
- What they do for a living.
- Learning other's secrets
- What they been through as a police.
- The stories that were shared.
- Hearing what makes them safe.
- Nothing.
- When the cop explains how amazing her job is.
- The police can safe to talk to.
- That police can get arrested.
- Blank
- Listening to the officers talk about their families.
- Hearing from adults.
- Hearing the responses from the individuals about how safe/unsafe looks to them. That they strive to do their best, it's just the crime is so heavy.
- They will help more.
- Nothing.
- Knowing I'm not the only one thinking the police is trying. I learned sometimes the police feels unsafe or out of place.

What questions or concerns are you leaving with?

- What can I do to make it a safer city for the youth?
- Nothing.
- A safe one.
- Interested in attending more circles.
- Where will there be more listening circles like this?
- Nothing.
- Can we have more community circles?
- None.
- Who will be the safest?

- How can I improve the safety of my block?
- None.
- Thank you.
- How fun is it to drive a car?
- \$10.
- Why do police... try to arrest.
- That our youth are scared to go outside.
- Nothing.
- Will this really help?
- Why are the residents so stubborn to unit with police?
- N/A (x5)
- Blank (x3)

What's one important suggestion you have for future dialogues, or steps going forward?

- Reckless driving
- Domestic violence
- Humanity and education.
- Life.
- Self.
- Not sure.
- I want to learn what they go there.
- A topic I want talk about more is the relationships with the police and community.
- How do you get up to violence?
- Sports.
- Social media.
- How can we support our community better?
- Is your job hard?
- Yes.
- Social media.
- I want more people to come.
- About feeling safe.
- Do you have any regrets?
- None.
- It was great. I want to do it again.
- The suicide rate in our community.
- Blank (x6)

Annex 1 – Listening Circle 1

Question Round One: *For adults: Share a story of the things you did in your adolescent, teen and young adult years for entertainment. For young people: Share what you do now for entertainment.*

1.1 Family Events and Social Organizations

- I was born and raised in the South and as an adolescent and teen I was busy helping my mother with my younger siblings...
- I traveled a lot with my family, church outings, car rides, listening to music, and rock climbing.
- Growing up there were seven of us in my household so as a family we played cans, hopscotch and chalk. I grew up in the projects with a very strict mom, so church, choir and usher board was always on top of her list for us...
- I also grew up in the South, I enjoyed playing hopscotch, double dutch and was a teen debutante. My mother made sure I was in Girl Scouts, social clubs and after-school programs.
- I grew up right here, so a safe place for us as kids, since our parents both worked, was the Boys and Girls Club on 34th/North Ave. We often stayed there till 8 or 9 pm in the evening.
- I was sort of a groupie, I hung out with friends and wrote poetry and enjoyed meeting new friends and hiking.

1.2 Music and Parties

- As a young adult I often went to what we called “juke joints” where I loved to foxtrot and do other dances that were popular at the time.
- In my young adult life I went to lots of basement parties, quarter parties, listened to lots of music and danced a lot as well.
- In my adolescence and young adult years I enjoyed going to parties, dancing, playing board games, listening to music and talking about boys.
- As an adult I went to college and partied and now I’ve found my way back to the church.
- Music is part of my family blood, having several members as musicians...I played in a band with several different instruments. This is how I relieved stress as a youth!

1.3 Sports and Outdoor Activities

- In my adolescence and teen years I enjoyed playing outside, riding my bike and rolling down hills...
- Growing up I was sociable, but I wouldn’t say a partier. I enjoyed sports activities such as track, basketball and football. I participated in PAL, Police Athletic League, where my entire family was involved the entire summer...
- In my youth and teens I enjoyed skating and skateboard riding. I played with the other kids in the neighborhood, worked in a grocery store and began learning photography

early. I enjoyed learning history in my teen years, sports and earned some state records. I wasn't really much of a partier.

- I lived by a lake, so a buddy and I would do a lot of extreme sports like waterskiing, and I used to be part of a group of skateboarders.
- FOOTBALL! That kept us boys out of trouble.
- Sports...I golfed and was on the wrestling team and ROTC program in high school, and my family did a lot of camping and hunting.
- Well, I had four brothers and I was the second oldest and considered a tomboy and was a cheerleader in high school.

Question Round Two: *What's something you wish people of other generations knew about your generation?*

2.1 Ethics, Values

- Growing up in the 90s and interacting with youth on a daily basis. There was a sense of values, communication, respect and empathy between us. If we had a disagreement we might duke it out and come back as friends the next day.
- That people in my generation (millennial) do have good work ethics and respect for their parents, and that NOT all of us feel ENTITLED!
- It starts with YOURSELF! How you were raised, we had guidance in the home and you were not allowed to just act a fool.
- Be respectful, be honest! I run into a lot of juveniles that have no respect for authority. It has to start in the home; my parents raised me to respect authority.

2.2 Discipline, Self-Work

- I would like the younger generation to know that my generation was taught effective communication, conflict resolution skills, and work ethics: learning your job, taking pride in your job and showing humility.
- I wish the youth would understand I've been where they are now. I have had life happen to me but I didn't stay stuck. I picked myself up and moved on to better things for me. I'd just like to let those who think they are stuck that they too can move on for better.
- I talk to my grandchildren and encourage others to learn about themselves first and work on building one's own self esteem.
- Discipline and respect for authority pays off! STAY OFF: social media, twitter, Instagram!
- I work hard to get to what I want! Young people need to know that hard work will take you places and make you a better person!

2.3 Generational Differences

- I'd like the younger generation to know that I was once young, and I enjoyed laughing, dancing and having fun just like they do now, only we had to sneak to do what we wanted to do sometimes.
- I want the generation now with electronics and gadgets to know I had fun growing up without those things. I enjoyed games such as pitching pennies and natural games that we made up on the spot.
- I like to let the generation now I enjoyed going to the library and doing research. I like that we had textbooks and enjoyed communicating without cell phones, iPads and Google.
- That my generation doesn't want to work? My parents said that if I wanted to go to college, I had to earn scholarships (which I did) and get a part-time job!
- I grew up in the 50s and 60s and it was a lot different. I walked to a neighborhood school crossing through Washington Park with no fear! There was not a lot of crime and violence. In those days we were happy to go to school and it was a fun place to be. I was taught to respect the teacher in the classroom and the school principal. There was a lot of civil rights stuff going on with Father Groppi.

Connected Conversation: *How do you think adults and youth could relate better to each other in Metcalfe Park?*

3.1 Outreach and Programming

- I would like to see the community organizations that are seen as helping the community would offer more and actually know which direction or agency would be best for your particular needs.
- I think we need to continue these listening circles so we can get to know one another as human beings and just ordinary people.
- I think we need more police officers walking the beat; this past summer that was so rewarding for me personally.
- As an educator, there needs to be mandatory parent/teacher education to help parents. Some can't even understand how to help kids with their homework.
- I think police and youth interacting is a positive interaction.

3.2 Hobbies and Social Activities

- It is important to find hobbies and get involved in outreach programs.
- PAL (Police Athletic League) should be more involved in recruiting kids to interact with the police.
- WE NEED MORE COMEDY!
- WE NEED MORE MUSIC AND DANCING! Less fighting and arguing if we're dancing!

3.3 Values and Connections

- I think it's time to get back to teaching self-love. I feel like we don't show love and concern for each other anymore like we used to.
- There needs to be more parental involvement to prevent kids from skipping school and hanging out...
- This is a generational thing; poverty and having to work but lack the mom & child relationship. Missing out of kids' activities because of having to work. Not everyone a soccer mom!
- In my opinion our society has lost the system of values and I feel there's no real truth anymore about a lot of things.
- I feel like the system is broken because they have taken so many rights away from parents, so the children grow up with no consequences to their actions. I feel there's been a breakdown in families with no strong role models to learn from.
- There are many good young people out here, it's just that the media portrays them differently.

Annex 2 – Listening Circle 2

Question Round One: *What is the value of this type of circle/community session?*

1.1 Creating a Shared Understanding

- It's critical. They show transparency. Both sides have different viewpoints about a subject matter. For example, the last circles somebody said it was demeaning for police to sit suspects on the curb. I said that it was for protection, but the participant thought we were treating people like dogs.
- Circles are important. Some people have had contact with the police. There is a stigma. Media plays a part in how we interact. They just see a uniform. In reality the police get to know us.
- I agree. This is a valuable opportunity to disagree and learn each other's perspectives.
- In social media people forget to interact in respectful manners. We have deep opinions. We forget about hurts. Let's discuss how we felt about hurts. People do their jobs.
- It's good we can express our opinion. Important to communicate our thoughts.
- Everyone has said bridging the gap is important.
- As police officers, we can dialogue. Have out issues with each other. This is important.
- These circles are very critical because it shows transparency. Police and community members may have different views, but here we listen for understanding. For example, at the last circle a citizen asked why officers have suspect sit on the curb. She thought it was to treat people like dogs or animals. We explained that it is for our safety. We have suspects sit on the curb and cross their legs in case they decide to flee.
- These circles are very important in the community. Some have had contact with the police and have stereotypes in their minds. The media plays a role in this. Circles allow an intimate opportunity to get to know us and see that we may have some of the same feelings that they do.
- The circles give an opportunity to experience one another as humans and neighbors even if we disagree. Speaking in person may make us more respectful and give us an opportunity to talk about what we have in common – like paying bills, forgetting hurts, understanding why people may have done the things they have.
- It is good to have a chance to express opinions. We can explain the role of police and understand each other's thoughts.
- I agree with what everyone has said. This is a chance to bridge gaps between the community and officers.
- I would say the same thing. We have a chance to understand officers in this space instead of on a call when someone has to get arrested.
- I don't believe that the crowd we are getting is the crowd who should be hearing our voices as we hear their voices and they began to feel heard. I think the circles are a good focus and everyone should be involved.

- I just finished a youth listening session and I noticed at first they were there for the money. As things progressed and towards the end they felt more equipped to share their stories with the officers.
- I have done many of these over the years and the first year I had lots of students to come. The students seem to have had good experiences within the circles with the officers. There was a student and mother of another racial background that came and they encouraged these circles to be offered on the South Side. I have noticed the bias being lifted in our PYLC as the topics for discussions that are used assist in the humanizing of the officers.
- I agree about the youth listening session training. By the end we were saying first names and building a rapport. When we are on the street there isn't enough time for us to spend talking and these circles allow us the opportunities to answer questions and explain some of the things we do and why.
- I like how in the circles the community gets to see us in the real light even with our uniforms on. The environment is safe and the community is able to ask questions to get a better understanding.

Question Round Two: *How can we get more community involvement and engagement?*

2.1 Logistics

- Location is key. The Boys and Girls Club can host events. Youth are not mobile. And this could be why they can't come to meetings. Food and money are offered. Get a van and start to pick up people.
- In 2018, the physical involvement is necessary. Using Instagram, and the police need to post. I would then listen. If I can get feedback as a kid, I would respond. In five a second the posts are engaging. Use a funny video.
- Doing these at school at lunch or in class would be good. Make this an educational connection. Parents are tired.
- ...They can then get their peers to participate. Schools can offer credits for community events. Depends on the location too. Parents/families are not interested in relating to the police. Hit or miss.
- I think it's the location. As far as youth, the boys and girls club might be a good location. There are kids at the club who rely on their parents to transport. I'm not sure what to do here since there is food and the \$10 other than to get a van and pick people up.
- In 2019 people don't want to do as many physical things. It might be helpful to put a post on YouTube where young people are more likely to pay attention. It's easy to be negative or angry, but a funny video by an officer might come across better, in an eye-catching way. That might resonate with young people.

- Doing circles in person during the school day might help students. They might be over-scheduled at the end of the day or it's just something else to be done in addition [to] school. Maybe the circles could occur over lunch hour or study hall. If it is a topic of interest, kids might engage.
- Lots of good points have been made. I agree that kids might not find it interesting to come. But, I don't think a social media post would work either. It is too easy to scroll past a video if they don't like police. I agree that a circle during school time might work because it would not be something extra at the end of the day. They could have more questions from their hearts and perspectives – but it should still be moderated.
- I think it's useful to have events where people need to be rather than having to go several places to participate.
- I think it would be a good idea to reach out more to other the community-based organizations, alderman, Safe & Sound to make sure more people are involved.
- I think the information should be online and community organizers should be engaged in posting and passing out flyers as well.
- I wondering if the day of the week will make a difference. I wonder would Saturday's be better for others who are so busy during the week?
- I think it should be on Facebook, the Internet. Saturday's are not good for officer participation.
- This is the third year of the program and my third year of leading in the Metcalfe Park neighborhood. I do work with Safe & Sound and one of my committee members is from Safe & Sound. In our first year we gave \$15 stipends and we had a totally different turnout. This year has been very difficult for me. I don't know, maybe it is the location.
- I think we should take the circles to where people have to be, such as parent night or parent-teacher conference.

2.2 Creating Value

- Kids don't see a value. Police are not friends. They come during other events like Kwanzaa. There is a blockage.
- Outside of work, I interact with youth. We forget. Their view of society is different. It's beneficial to have their own voices. Let them make up the questions. Don't ask them the moderated questions. They're not as in touch with what is going on.
- I agree. The young people don't have an interest, it's popular to hate police. They're worried about school courses. This circle event is extra. Parents don't have time. These questions are controlled. Use questions from their perspective.
- Not having people here may say that they don't see the value, so it may not be the location. We have plenty of people here for Kwanzaa, so I know they can get here if they want to.
- I do think the passion is not here. Get a different cluster of kids...

- Outside of work I coach basketball with fifth grade through preteen. I am not that much older, but their view is different. For youth you might have to have listening circles where THEIR questions are being answered. They may also need time to get comfortable in the environment before they are willing to share.

Connected Conversation: *What are you willing to do to get more people to attend PRLC in Metcalfe Park?*

3.1 Police Interactions

- The cops arrested me. It was a snowball of negativity. My negative experiences were in Chicago.
- I waved down police. The cop opened my door. It was locked. He broke the law to help me to get in my car.
- Sometimes things are sugar-coated to be politically correct. There was a time when I got beat up by police when I was 15 years old. There is nothing pretty about taking someone's freedom away. Arms are going to get twisted, someone is going to go to the ground and it's going to look bad on video.
- I have seen a video of four officers on one guy. It looks and sounds bad, but people don't consider that when we got the call the suspect was said to have a gun in his waistband. We have to protect ourselves.
- I have only had negative experiences with the police. One time someone broke in my house and I called the police. They came and arrested me on an old warrant from when I was 18. Another time I was moving from one apartment to another and forgot to turn on my car lights. The police stop me, slammed me against the car and arrested me. He said none of that would've happened had I had my lights on. I was just doing normal every day stuff and these bad things happened.
- I locked my keys in the car and I was concerned about asking the police for help because my license was expired. But I waved down an officer and he opened the door. He wasn't supposed to do that, but he helped anyway.
- This experience was good and bad...My girlfriend got robbed and I went to look for the guy. I found him and asked an officer to help. He said he would not because he was going to be off duty in 30 minutes.
- As a victim I would be mad too. That's out of order. We don't condone that.
- I was a reporter and got arrested many times were just covering the news.
- I remember One Juneteenth day when a sergeant lined up officers and they beat up all the vendors at the event. They made them close down at 6 p.m. They could have been courteous and told them they had 10 minutes to wrap things up. When was that? In the 90s.

3.2 Integrity, Bias and the Media

- We like to sugarcoat things. I used to be a victim of police. Now I am a cop. There's nothing pretty taking citizens' freedom. We have to be honest about the encounters.
- I served in the media. Integrity is important. We were courteous, I saw some horrible things. I was arrested for taking pictures on Juneteenth Day. The sergeant lined up officers and beat up vendors. Made them shut down.
- One hundred percent correct. Every time the media, both progressive and conservative report, the police is big business.
- Good interactions are not shown. People were baiting us into arguments.
- I agree to a certain extent. There should be more respect of officers to residents. But, it's important to say that we do not escalate right away. The first time I am not aggressive, but I began to escalate if a citizen is not following my directions. Social media depicts such a negative view because it sells.
- I have turned on the news at all hours and seen negative news stories about police. Negative stories about police are big business, as is politicians attacking officers. There are not often news segments showing the good work of police.
- When Officer Michalski died he was on the porch dead and residents were instigating altercations with police. The media was putting out false narratives to the masses.
- Cop or no cop I will never excuse bad behavior.

3.3 Transparency and Understanding

- If citizens came to the Citizens Academy they could learn about the policies and get clarifications. Different things go on and they can get a grasp re: our rationale for doing things. People don't want to face consequences. Citizens should step back and take a look at what we do.
- I have a question about when you have people on the sidewalk.... When police tell people what to do, residents don't like it. I would feel more respected if police were transparent. There should be a more transparent code of conduct. Not commands but explanations as to why we are being told to do something.
- When people interact with police, people don't like to be told what to do. I think I would be respected as a resident if the police were transparent. Negativity met with negativity is not productive. Police are yelling a command. When I see no explanation and a badge number of police, I see confusion. Appeal to the crowd instead of yelling.
- I agree. There should be respect. We're not aggressive. But the third time a person does not respond, we have to get authoritative. Media blows up conflict and discourse. Seventy percent of the body cams show the interactions have decreased. Civilians don't realize what we have to do. This comes from the fact a lot of people don't like to be told what to do. Dashcams tell a different story. Respect is not authoritative.
- It's important to have body cams. Keeps everyone in check. When I interact with people, five minutes the call comes in from the citizens (to my boss). They say I am disrespectful

and yelling. I pull people over for license plates, I give a warning. I get accused of stopping people for DWB (Driving While Black). I am black. They feel threatened and it's not warranted.

- When I first started I took a person into custody. Someone lied and said I kicked him in his face. Body cams confirmed that I didn't do anything. I still had accusations.
- If I have guns and drugs on the scene, I have no application to explain. Residents want police to understand their perspective, but it doesn't always go the other way.
- Sometimes when we're on the scene a resident will aggressively approach us with demanding questions. It is distracting.
- If citizens want more information, we have the Citizens Academy. We give a little taste through electronically simulations. It may help people understand that we can't have residents interfering or walking through our scene because it destroys evidence.
- I'm so glad we have body cams.
- I've never heard an officer say that before.
- There are so many bogus accusations but there are also smart-mouthed officers.
- Body cams give us a whole new level of confidence. So, go ahead and call my supervisor.
- I can't tell you how many times I have approached someone calmly, but they come at me in an irate manner. Then they tell my supervisor I was aggressive. The body cam shows the truth.
- I absolutely love body cams. A man strangled a woman and choked her out. He was drunk and spitting on me but told my supervisor that I kicked him in the face. The body cam showed it never happened. But he told his people the story, so they went around telling everybody that he got kicked in the face by police – which perpetuates the negative image.
- Citizens don't understand. They want to tell us how to do our jobs but they have never had the training.
- Officers have the right to stop a threat. We are trying to restrain not hurt.

3.4 Session Engagement

- There was a federal law suit. This room was full. The youth were here. Mothers were here to protect their sons. Black and white officers were in attendance. CNN did a national show from here. Milwaukee's sheriff and NAACP have all been here.
- I wonder if passion and interest is lacking. I don't know what's happening behind the scenes to try and get people here. Maybe there could be more of an appeal to students at school, so they bring their groups of friends. What if students were offered credits for coming? Without an incentive they may not be interested in improving relationships. I think it's hit or miss because last time there were some kids here.
- I would be willing to hand out flyers on my shift in the 3rd District.
- I would be willing to contact the different radio stations to announce the circles, i.e. WNOV, V100.

- I am willing to talk to Dr. Wilson about stipends for adults because I think this is the variable for this neighborhood.
- I would be willing to ask the principal at the school I teach if they would be interested and open to having a circle there.
- The school where I teach has students of two officers and one detective in District 3, so I think my principal would be open to the idea also.
- I will verbally tell more people and get more flyers out.
- As an officer that attends many community meetings, I would be willing to spread the word at some of those.
- My dad lives in District 3 and I can talk to him about getting the word out.
- There was a federal lawsuit against police and people came here to talk about it. The room was full. Parents brought their children with them to express fear of the police. It was not an issue of black or white but about all officers. The NAACP police and sheriff representatives were here, and the room was full. So, this is not an inappropriate location.
- I feel there's a need to have permanent signage outside building or on indicating that PRLC are held here each month on this day and at this time. Free community meal.

Annex 3 – Listening Circle 3

***Question Round One:** Tell about a time when you felt respected and your voice was heard. What happened?*

1.1 Being Asked for One's Opinion

- When I was in second grade I was in foster care. My biological parents were trying to get me back. The judge asked me what I wanted and needed. I felt heard.
- I was at a police community meeting and, after the police chief spoke, I was first to ask a question. I asked him why we don't have more youth facilities like skate parks, teen centers, bowling alleys etc., because youth need to have things to do so they don't get into trouble. I was passionate about this issue and I felt heard. Many people agreed with me afterward.

1.2 Communication and Input

- Last year in the TABS unit I was asked for my thoughts and suggestions on how to make improvements. They were implemented. I felt kind of good that I was asked, for the other five were not.
- I responded to a child services call where a social worker was having trouble with children refusing to be separated from their parents (the separation was a result of physical and sexual abuse). Having been a social worker in my former job I was able to work with the social worker and identify the best method to resolve the situation without physically removing them. My suggestions worked, and the situation was resolved without physical force.
- I was in my squad car behind a bus when I saw paper being thrown out of the windows. From the looks of the youth in the bus it appeared that it was intended to disrespect the police. I pulled the bus over and confronted the entire bus load of youth. I was stern but motherly in my approach, making clear that disrespect was a terrible behavior. The youth who had thrown the paper was called out by the others and they all ended up picking up the paper and cleaning up the bus. I had a sense from the youth of being listened to and respected.
- I was having some body work done on my car. I called to check on it, telling the guy I have no other way to get around. The repair guy said he would pay for my rental because he thought he had a part for the car but didn't. This was all in text messages. I really felt respected and heard.

1.3 Overcoming Barriers

- I was supposed to speak at a community event. I was scared to death to speak in public but wanted to get out of my shell. I had 10 minutes to speak and didn't know what I was going to say. I wanted to make sure I was representing the police department well. I got up and said my piece. I only spoke for five minutes but I got good feedback. People told me I represented well and that gave me another notch on my public speaking belt.
- I am a high-school-to-college counselor. I mentor juniors at a school with 50 students. It seemed to be finally clicked with the juniors. They understand that I have a wealth of knowledge about colleges that the other counselors don't. I felt good about it.
- I was in a new role at my job. At first people were skeptical because others who had been in my role were not a good fit. I had to show them that I have a different approach and that I believe we are all coming to the table to serve the same residents. They begin to see me as an individual and not just another person in that role.
- I was playing basketball when I saw some youth taunting and bullying another kid who had a physical deformity. I told the kids to stop and had the young kid come over and hang out with me. Since then I have written some rap songs about bullying and doing the right thing.

Question Round Two: *Tell about a time when you felt disrespected and your voice was not heard. How did it make you feel and what could have made the situation better?*

2.1 Exclusion in Decision-Making

- I was pregnant and in a unit that is very active – out running, chasing suspects down.... My supervisor put me in an office position when he found out about the pregnancy. He said he did it because I'm good on the computer. But, I REALLY don't like it. It made me feel disrespected and unheard. I expressed myself, but it didn't seem to matter. I wish the choice had been left up to me.
- I left my last position for lots of reasons. The program decisions were being made by the CEO. They were unilateral and without staff input. Someone looking at the bottom line was making decisions that touch clients. She would hijack the staff agenda. We might have made progress had she taken the pulse of the organization or listened to our feedback. Instead she hired a lackey. We needed higher-ups to leave their ivory tower to see what was happening on the ground.

2.2 Lack of Honest Communication

- I was at a company for five years and never called in sick. I was up for a promotion. My boss said his friend joined the team and asked me to train him. I took two days of vacation

and, when I came back, the new guy been promoted to supervisor. My boss should've been honest and talked to me. I left that job for something better.

- I was selling my house and had it inspected. I found out that the cooling system was not working. I had a company come and check it out. The text said that everything was fine and assured me that I only needed coolant. I asked so many questions and there's no way I could've misunderstood. I sold the house and two months later the buyer was saying he had a problem with the cooling system. He had someone else check it out and found a costly problem that I had to pay for. I tried to talk to the original tech, but he just blew me off. I just wanted to talk to him to find out where the discrepancy was in to make sure I had really been clear before.
- I work at the truancy center office and there are social workers there. Social workers meet with students and refer them to us. One of the new social workers submitted a referral but didn't have enough information on it. I wrote notes on the referral and gave it back to her. She loudly said my name asking what was wrong with it. I thought it was so unnecessary to cause a scene. She could have come to speak with me quietly. I felt like that was very disrespectful.
- I left my job to go back to school. I met with the CEO to say how much I appreciated the opportunity and how much I care about the company. I said I was willing to help find a new candidate. The CEO said "no" in a way that made me feel devalued. I would have felt better if my offer had been well received or even considered.

2.3 Lack of Attention and Listening

- I was doing a social work internship and there was a man who was saying inappropriate sexual things to me. I pointed this out to those in charge and was told I still needed to see him. Later it was found that he was abusive and had to be removed from the program. I felt vindicated but mad that I was not listened to.
- In one of my classes I tried to tell my teacher that one of my classmates was saying bad things about me. My teacher didn't pay attention to me and I felt really mad.
- I was assigned to monitor a pep rally at a high school where there had been gang fights. The situation was potentially explosive, and I talked to the principal and gave many suggestions on how to avoid the rally turning into a fight. I was not listened to and, as I had feared, fights broke out and it was a very difficult situation to control. Numerous squads had to be called for support and about 20 youth got arrested. If the principal had listened to me none of this would have happened.
- I was mentoring a young man to help him overcome truancy and poor math grades. I suggested he get involved on the Job Corps to help him focus on good things rather than the bad stuff happening in the group he was hanging out with. Initially he signed up

and was excited but later he decided not to follow through. I felt disappointed and heart-broken.

- I was at a social party with a group of good liberal friends when one friend started disrespecting Muslims. I was angered, and I went on a rant about how wrong it is to disrespect people because of their religion. I was laughed at and it angered me, and I was disappointed with my friend. In retrospect I could have made my point without being so self-righteous.

Connected Conversation: *What are ways we can work together to be heard and show deeper respect to each other?*

3.1 Active Listening

- I think communication and listening are key. Sometimes I fall short because I'm looking for the negative. I think it would help to listen accurately and respectfully.
- That's exactly what I wrote. I am guilty of this at home too. I think I'm listening but then I asked, "What did you say?"
- Sometimes I just listen to respond. My mom said we have two ears and one mouth, so we can listen twice as much.
- I find myself cutting off my son.
- Sometimes I focus on what I'm going to say next. What is said is lost. I escalate because I don't think I'm getting my point across.
- Teaching people to listen is important because it is a skill you need all your life. It's like saying, "Walk a mile in my shoes." We should have more police and student interactions, so the students can see officers as people.

3.2 Locations of Communication

- I would like to see officers be more supportive of the community by coming to schools, being in neighborhoods, mentoring.... I want an officer to be someone I can talk to – not that they should get too much in your business, but you should be able to talk about things you have in common.
- I was a part of a police and youth initiative. The youth seem to be afraid to ask questions. They were more open and engaged when they were by themselves and not with family members or friends. Bridging the gap is very important.
- I was placed at a school and wanted to make sure the kids had some background on what makes me me. I know what it's like to be slammed to the ground when I didn't do anything. Beats are getting smaller, so we get to know people.
- Seriously, I've been in those streets and that is what makes me a good cop.

3.3 Taking Action by Speaking Up

- Often it takes special people willing to speak up to make a difference.
- As a youth I heard about the circles and was not down for it at all. I decided to give it a chance. I have seen a friend and an uncle in jail and not treated well. It makes me feel like I can't trust police, like there's a border between us.
- When people are confronted for their bad behavior they often change for the better.

3.4 Acknowledging Humanity and Showing Empathy

- We need to walk in others shoes to understand why they feel the way they do.
- We need to have respect for other people's ideas, even when they are very different from our own.
- I think we resolve conflict best in one-on-one situations where our humanity and empathy show through.

3.5 Overcoming Stigmas

- Is there a fear about who police are and what will happen?
 - It's going to be tough to get rid of baggage. I have seen a 3-year-old pointing his finger at an officer like it was a gun. I have heard adults say "I don't care about police" in front of kids.
 - We have to get to kids while they're young. That's why we give out teddy bears, candy...
 - "There go police. They're going to arrest you." Don't tell the kids that even as a joke. It's hard when there's stigma against you. It's going to take time.
 - We do a Christmas gift exchange at Bethune in uniform. We want people to see us as human inside the uniform.
 - The barrier is the uniform. I like the idea of going skating with officers in no uniform and at the end of the event thanking the officers. It would surprise everyone.
 - We did that at the sheriff's department when playing basketball. It's not the person but what the uniform represents to you when I put it on.
-

Parting Words

- Proud that the youth shared.
- More residents would make it better. Change is through youth.
- This is awesome!
- Intriguing – different sides of stories.
- I appreciate coming to circles. I feel it is beneficial. Beautiful to be a part of it.
- Happy to be here. Appreciate the news here.
- Appreciate the use here. Intentional. I don't usually go to officers but I will make an intention of speaking and saying something positive.

Annex 4 – Listening Circle 4

Question Round One: *“Tell a story about a time when you either were a role model OR someone was a role model for you. How were you motivated from this experience?”*

1.1 Inspired to Do better

- I feel uplifted. Like when I was at my lowest point in life, feeling really sad, I would always see them or hear them and it just made me see the good in myself. I am inspired to be different. They teach me that I don't need peoples approval. Later on, I began to break my antisocial habits, staying to myself, walking away from people etc. When I see my role model it thinks about how I can see myself where they are.
- It also encourages me when in class, I see students making positive choices. And it makes me think, Should I do this too? And then I do it.
- When I watch a Warriors game, I see Stephen Curry the basketball player and the way he was dribbling. It motivates me to become a good player for him. He is a role model for me and I think I want to be like him.
- My parents were my role models both mom and dad provided a stable home and upbringing. My parents instilled values and morals while I was growing up and now I have done the same with my children.

1.2 Felt Supported

- I have a best friend who is male, and he has always been supportive to me. Whenever I am sad or upset, I can always text him. I can always count on him to say words that make me happy like, “You're special,” or “You can do it,” and it always gives me encouragement. I never feel like I'm left alone.
- I used to date a peer of mine. Whenever I didn't know what to do sometimes, he would always write me big paragraphs about how he loves me and that I can be what I want to be and things like that. I still can look at him as a role model even though we don't talk as much anymore, but the spark is still there.

1.3 Help Others

- I have a lot of people I can look up to. My parents are good role models because they do positive things for people. They are always helping people.
- As far as some else being a role model to me, my dad has been my main one. My father always led by example. We grew up very poor on 25th and Burleigh. My dad was always a working man and showed us how to take responsibility and do for others on the block.

- I took my son and two friends to McDonald's and I don't like McDonald's. There was a homeless man asking for money and he was bothering many people. I bought some food, and I said: "Is this what you want?". He sits down and eats. My son always talks about that.

1.4 Awareness of Others Learning from Their Behavior

- When I had my daughter, that's when I knew I had to be a role model. And all throughout High school, I never was a follower. Never wanted to be a follower. I watch my daughter and see how she started to mimic me in so many ways, she was watching everything I was doing; even the smallest things. I learned then that I have a role to play.
- My sister dropped out from school and ran away from home. I know I want to be and do better than her. That inspired me because I feel I have to show my siblings that we can do it. She was a bad example for our little siblings and I want to show them that we don't walk away and we can do it, so my sister can know that it is not ok, she has to stick it out.
- I consider myself a role model daily as a professional and in my home. I consider myself a role model in my Christian walk as to how I live my life in front of my children and my kids here at the Boys and Girls Club. I grew up in this neighborhood, environment and I consider myself a survivor as I was able to go to college and be on the positive path I am on at this time.
- I consider myself to be a role model for my little brother I am responsible for doing many things for him while my mother is working to take care of us.
- I am a role model for my sisters because I know they are watching me, so I try to keep myself on track so they will do well themselves.
- I am a role model as I use my Military Background when helping the youth with discipline and them watching how I present myself and then I present them upon graduation. I am a father and role model for my children and at work I try to be correct as possible in the things I do while on duty.

1.5 Work Hard

- I look at the other females in my job. They do the day shift and I see how hard they work and I try to model myself after them. I know that some females in my district are very hard workers.
- At the police academy, I was new teaching recruits and I meet officer Greg McKay; he knew how to motivate people. Every day, he arrived at 4-5 in the morning and he left 7-8 pm. He was a mentor and a role model. I learned a lot from him.
- My dad was at the military and he worked hard. He taught me the value of the dollar. He worked hard to get there, and he showed me how to get through life. Always do what is right.

- My uncle was my role model, he worked three jobs and still had time to enjoy his family. I learned that hard work is a must but always take time for family.
- My father is my role model a man from which I have learned many lessons. He would say "All you have to do is make it work".

Question Round Two: "What motivates you to be a role model for others?"

2.1 Current State of Neighborhood or World

- Just look at this world now. Where I grew up the neighborhood had a lot of violence, drugs, gangs. I looked at myself and said I need to change this world. So one day I put up signs in my window that read, "no more violence." I was trying to make it like it was when I was 10 years old, where there was no drugs or violence. I wanted to make it better again.
- My kids do everything my wife and I do. When I am at home, I turn the TV and I see in the shows some negative stereotypes of the police in the community and that motivates me to go out there and do much better.

2.2 Observation of Others

- It's when I see that I'm doing positive things and someone else is doing bad things. It helps me to let them know that I'm there for them. I can show them that they don't have to be alone in what they are going through. I can lead by showing my behavior and showing that I'm someone you can count on.
- When I see people not doing good, getting into trouble, etc. I want them to follow me. I want to show them they can do better even when they feel like they can't. I never say never.
- Growing up in my part of Milwaukee, everyone around me were dope dealers, stick up boys-I grew up in so much negativity, most folks never saw the opportunity to get out of the hood. Since I can remember, I've always told myself I wanted to be better in life and I wanted to do better. Being able to talk to the young people like you all here is important to me. It's important to have the conversations. Remembering myself, coming from where I came from, I get it. I used to feel like that too; how you are feeling, and I take it seriously. There's work to be done. I didn't have many mentors looking out for me growing up. It was about making sure I put myself in the best position to be that for somebody else.

2.3 Paying it Forward or Passing it Along

- XXX. She said -If I don't, who will? - If I want to be a role model, I have to be on track. I have to be a role model for myself and for others so they can see the motivation on me.

She reminds me that I have to be there for somebody else and I want to be able to keep that going.

- Each generation passed their knowledge. My grandparents taught and now I am teaching what my parents taught me. They set high expectations to do better and we want youth to be better than we did and strive. Now we have better opportunities and our youth should take advantage of it. Youth is what motivates me to be a good role model.
- My kids, my daughter is 9 years old now, she is the older child, and she is starting to get a little bit of an attitude. I realize that she is my little mini-me. The reason is because I take a little bit of an attitude and she peaks all those little traits from me. Instead of just telling her what to do, I have to model my actions more because she sees what I am doing. I have to work to be a better person and a better example for her.
- It is an obligation because other people have been role models for you and we have to take it into the next generation. People mentored me and I have the obligation to do the same because of it. It is a duty, an obligation to give back.
- The people around me in my family. Some graduated and two others on their way to college. They are role models for me and I want to keep being a role model for others. Me taking that in and passing it on to others.
- I am motivated to keep my grades up and stay out of trouble so I can help motivate others.
- Physically my daughter motivates me because she's always watching and asking questions such as why? Why that?

2.3 Overcoming Struggle

- I am motivated by seeing where I came from through all of the struggles of my life and where I am today with my children growing up and being able to help and motivate the youth.
- I am motivated by seeing my parents go to work every day to take care of my sisters and me.
- My capacity (role) at my job working with the youth from 2007 until present as some are now adults. Now and then I run into some of them, and they tell me that I made a difference in their lives. Personally, it's because of where I came from and my upbringing. When I watch and try to be that role model and mentor my message is always "If I could do it, you can too".
- I am motivated as I watch my mom with her struggles to do better and be responsible so I won't have to later. My mom motivated me to get a job so I can help around the house.

2.4 Religion

- Spiritually knowing that Christ loves me for who I am and I continue to be motivated for the youth, my church and family.

- I am motivated through my Christian life, God's forgiveness and His unconditional love for me.

Connected Conversation: *"What have others said in this conversation that triggers new thoughts for you? Did you hear common themes or concerns from others? How can you share your experience and knowledge within the Metcalfe Park Neighborhood (and Milwaukee) to benefit the community? What next steps are important for you in moving this conversation forward?"*

3.1 Youth Participation in Dialogue

- I enjoyed how the young people said that their parents motivate them and I will say that self-motivation is needed as well.
- I was empowered by the young man who said: "I want to do the right thing so my siblings can do the right thing".
- I was moved by the young person that said he was motivated by their brother to do the right thing. I think that's huge.
- I was impressed by the young man who is motivated to get his education by keeping his grades up as he prepares for the future.
- Seeing the youth today has been inspiring and motivational for me. I've watched many of the youth here grow and mature over the past four years.
- Just being here talking to the officers, just being in one room with so many officers I see that the police aren't bad people. They do care and they do care because they do things.
- You know you can be whatever you strive to be. You mentioned that a boy told you that you can be something, but I want to tell you to never look to anyone else to be something. You don't need permission from anyone else to be whatever you want to be. You all have bright futures.

3.2 Community

- I can help get the word out about these types of events, and I can share my knowledge of how to do the right thing.
- I can share with every opportunity allowed to help someone else. I believe in not waiting until there is a problem, so passing on that positive energy and vibe will prevent some things from repeating themselves.
- I would like to be involved in a block club as when I was growing up which helped build and bring character to the character. We painted bricks, the bottoms of the trees and there was no such thing as trash lying around.
- I am involved with a group of young people that paint houses, pick up trash, takes care of gardens and shovels snow for the elderly.
- I do a lot of motivational speaking and I mentor both boys and girls.

- I have some relatives that attend here in Metcalfe Park so I will definitely follow up with their parents and them to get them involved and see what they are doing to benefit Metcalfe Park and Milwaukee. I want to do more than arrest people, I want to help.
- I think it's hard to reach the community if the inside is broken so if the family can heal then our community will heal.
- I will reach out to more youth.
- I will motivate others to come and join in.
- This is an eye opener to her and the community. Me and my unit went out to work and spoke with the elderly about things that could be done differently in our community. They all put a lot of work and saw that problems have solutions and together we can do things differently. The youth in the area can also see we are doing things differently. I know I'm supposed to speak about me but it's my work with my whole unit, all together.

3.3 Personal Experiences

- My role model was my 6th-grade teacher. She works here at the boys & girls club.
- I have 8 siblings, 3 finish high school and 2 are going to college. My siblings and I, we like to practice basketball and track. I like those sports because by practicing you can get better and better.
- What High school did you go? Rufus King, Tosa West, Washington, Kettle Marine. I want to go to Marquette.
- I want to ask you a question about your jacket. Are you interested in the Air Force? Check district 4th - Air Force
- I have great memories of this school. My brother was the assistant principal here.
- Is it true that bad attitudes can turn people into bad people? My teacher always has a bad attitude, especially with us in the way she responds and talks to us. I don't feel respected. I just think my teacher needs to lay loose, because it's how they do it. Instead of assuming I'm not listening or doing something wrong, ask me to do something with respect.
- What all do you want to be in your careers? Dance teacher/choreographer, lead female NFL and NBA teams, cheerleader.
- What are the thing that you like to do outside of your job? I love to travel, I will travel anywhere when I can. I love to cook everything, bake, seafood etc. I'm also a sneaker head, I collect a lot of sneakers. I take care of my daughter. My initial dream was to go to the NBA.

3.4 Police Work

- Is it difficult to do your job as a police officer? Its always a challenge. One of the thing I have to deal with Is policing in my hood or any hood and people automatically thing I'm a square. They don't see me as a person just like them. I have a story just like this or

that person. When I want to talk to kids, its hard because they are automatically scared of me.

- Have you ever changed people's minds about judging you? I try every day. I show that I am honest and that I'm the same person outside of my uniform.
- How many threats have you gotten? I get threatened every day.
- What kinds of things do you experience as a police officer? I experience a lot of things. A lot of bad things that no one should ever experience, and a lot of things that people don't realize. But I also see good things and try to find good things. Like this conversation really is the highlight of my day by getting to talk to you all.
- What do you think when people say "F' 12?" I think is just a thing that is said to put a bad light on officers. Some people will pull out phones and record a situation, even go live on Facebook talking bad to everyone else about the officer without knowing the details. One story is there is actually a video out of me arresting someone and people shared it. This situation was we were looking for a car that was involved in a murder, and the driver was wanted for a killing. We found it. We proceeded to do our job. I don't take it personal when I hear "F '12"
- Opinions about police can be negative.

Parting Words

4.1 Youth Participation

- Encouraging - Listening to the youth talking about their plans to go to college or the active role they play on their church. In my unit, I deal with kids for negative stuff but I like to see that this is changing.
- I am happy and grateful to have this opportunity to share with the youth.
- Amaze by the youth we have in this group. I am proud of you. I enjoy hearing about the great goals you have for your future. You know what it takes and what to do.
- Rewarding - I enjoy this experience and the good positive interaction. I enjoy sitting down with our youth and see their perspective.

4.2 Positive Feelings

- Exciting - We are called because we are need it at the worst time. I feel motivated to see a better positive interaction, and that it is happening in the city I live in.
- Encouraging and curious.
- I feel empowered
- I feel okay
- I feel inspired

- I feel confident
- I feel great because I have more than one person telling me to do the right thing.
- I liked when the officer said, "I want to do more than arrest people."

Annex 5 – Listening Circle 5

Question Round One: *“What’s an example of a media piece or story (advertisement, print, news stories, etc.) that you felt did your community justice or represented your story well? How did that portrayal make you feel?”*

1.1 Stories of Community Events and Outreach

- In my neighborhood recently, we had a gathering with a banquet. This experience made me feel nice and allowed me to get to know my neighbors better. I think this event is a positive portrayal of my community.
- This whole group helps Metcalfe Park be very welcoming. I invited someone to come tonight – she felt good.
- There was a community story, and someone created a homeless outreach video. A church opened up for housing and food.
- I saw on Facebook that a car was T-boned. There were two passengers in one car and three in the other. No one was getting out. There were people all around trying to help. The media did an OK job of portraying what happened. I saw people helping people. It was nice to have community helping out people in need.
- I saw a Facebook video of a community cleanup. People were going door to door rounding up others to help. It was a good idea and it inspired me.
- I was sent Next Door Foundation reading with a child. Police officers are involved in giving books to students weekly. It is well covered by the media and encourages reading.
- On Facebook I saw a car crash and people got hurt when it flipped. People in the neighborhood came out to help. I don’t think people usually do that in communities.
- On the Facebook video a car crashed into a tree when it slid on the ice. I expected people to help and they did.

1.2 Stories of Specific People in the Community

- I saw on Facebook that a rapper was giving money to people. I liked that.
- I saw a YouTube video where a guy bought a whole lot of food and gave it to the homeless. I was surprised.
- I heard about Shop with a Cop. I liked it because it showed what cops do daily.
- On Instagram I saw a kid that thought Fila’s were better than the shoes now. I thought it was cool that he likes something old school that’s not a trend now.
- I saw a video of a basketball player on “Overtime.” During a commercial he was talking about helping homeless people by giving money and food. I thought it was great that he did that.

- I would like to use the story about the popular singing contest winner being from Wisconsin. That made me feel real good about my home state.
- I felt proud when I heard on the news that some crimes were down here in Milwaukee and as a youth I feel good about that news and a little safer.
- I felt good about how they honored the fallen officer, seeing all of the officers, detectives, firefighters and EMTs standing along the streets to salute as the casket passed by the crowds of people.
- I feel good about the movie "Chi-Raq," which was filmed a couple of blocks away from my childhood home in Chicago. I feel good about a famous athlete played basketball for my hometown and the television series "The Chi."
- I feel good about my cousin who was featured in a news piece going from high school to play college ball and hopefully all the way to the NBA. I am proud of that.
- I am proud of the fliers that advertise my mother's business and I feel good about how she does such a good job for her customers.

1.3 Tragic Events and Violence

- Recently I saw a story about a baby missing on the television news. Hearing this news story made me feel sad.
- Recently I read a local news story on Facebook about a minor that was walking to the store when he was hit by a truck. The man who hit him didn't stop. This was a sad story for me to hear about.
- I heard about a Bucks basketball player being pushed over by the police on the television news. Hearing this story made me feel sad.
- I remember hearing about a guy getting shot dead in the back and by an officer as he was climbing a fence. This story makes me feel hurt and upset.
- There was a man from my neighborhood that was mugged and killed. The man arrested for the crime lived on my block. I didn't feel scared by the incident.
- In 2017 my teacher's brother went missing. Seventeen days later they found his body. Police today still don't know who did it. I found out this news in my classroom from my teacher and over the news. This news made me sad.
- Recently a young woman, who was renting the basement of the house I live in, was shot by her boyfriend. She was mother with a small baby, and was the baby's father that killed her. This event scares me because I live above her and I have young kids. I also felt sad and frustrated because I felt the cops should have arrived sooner and I am frustrated that there is still so much domestic abuse happening.

- My friend's friend had a fatal crash into the tree in front of my cousin's house. His body was mutilated from the accident. This accident made me feel sad because what if that was with me.
- I felt frustrated when it took 17 days to find my teacher's brother. I don't think it should have taken that long to find her brother.

1.4 No Social Media Experience START HERE

- I enjoy reading on the internet about how local sports teams are doing (even though I am not a Wisconsin teams' fan). Other news I don't like reading about, watching, or listening to on the radio since I am an officer, so I hear about it all the time at work and it is often depressing.
- I don't watch TV or news, I don't do Facebook and I can't answer this question.

1.5 School Experiences

- A project to make our school a better place – we did footprints outside, made up a song – made me feel good. I volunteered to help. It put our school in a better position.
- My old school had an art club. We used art to show appreciation for our school.
- In fifth grade we made a colorful bench – it took three days.
- I used to go to a school where we had to give 30 hours of community service. You could volunteer for small stuff. You can make a big difference in your community – it feels good to give back.

Question Round Two: *"What's a media portrayal that you think missed the mark and why? How did that portrayal make you feel?"*

2.1 Differences between Media Portrayal and Personal Knowledge

- I think in general, the citizens of Northside/Southside of Milwaukee are portrayed as murderers and bad people. I would like the news to share the perspective from both sides of the story. There are good and bad people in all neighborhoods.
- We have great kids and want more relationships with kids due to tensions with adults; sad for how the media portrays the city.
- I saw a video where somebody said somebody else tried to hit a guy with their car. It didn't happen.
- Fox 6 showed an officer in a video next to a citizen taking money out of an ATM. Fox 6 implied that the officer was robbing the person. The citizen was intoxicated and broke out a window in the taxi he was riding in. The taxi driver just wanted money for the window. The officer took the guy to the ATM so he could pay for the window and not go to jail. It made me mad especially since I know the officer.

- My daughter was killed. Fox 6 implied she was part of the gang. She was in the house kissing her kids good night and got hit by a stray bullet. Fox 6 didn't even contact me before running the story.
- Ten to 12 people are on a Community Watch team and were out in the neighborhood. The media thought they were in a gang. You can't judge a book by its cover.
- I saw on Facebook that there was a man and woman in an argument. The woman was drunk and not telling the truth. The man was my uncle and I knew the rest of the story. I was angry and felt bad.
- I think they missed the mark with the documentary "53206." They made the community look so bad and in reality it is not as bad as they portrayed it. Yes, some bad things have happened and continue to happen, but there are many good people in 53206, which include adults and youth. I didn't appreciate the way "53206" was presented and I thought it was wrong.

2.2 Community Efforts and Concerns

- There is too much domestic violence because of problems with children and adults. Knowing this makes me feel that there needs to be better communication instead of hurting one another. Also, I strongly believe adults and children need to have a discussion around domestic abuse or else nothing is going to change.
- Proud that people in the community are getting along – worry about the high-speed chase every time I walk outside
- Each community tries to make the community safer for everyone – to get youth, citizens and law enforcement together for better communication. Worry that not everyone puts in the time to assist or help make the community safer.
- Proud: My community gets along—interacts with each other. Concern: We are afraid to talk with each other. We need to learn to talk and communicate.
- Proud: Adults and police trying to help. Disappointed: More-so the youth acting out and I don't know why. With all the programs seems like ain't nothing happening.

2.3 Response to Stories

- I don't like how I can't, being an officer, give my opinion in response to news posted on social media. Sometimes I really would like to share my comment.

Other Comments

- I don't like how on social media, for example Facebook and Instagram, that there are young girls posting inappropriate pictures of their bodies. It makes me feel disgusted.
- I don't like Facebook. I don't care about what goes on in Facebook. I focus on myself.

- I see on Facebook how my cousin will expose and blackmail inappropriate photos and screenshots of texts of his ex-girlfriends and friends that he is upset with. I think that is so wrong.
- I really don't like it when I'm texting a boy and he asks me to send a picture of me and I imagine they too often want dirty photos.
- I don't like seeing on social media or hearing about girls sending pictures of their body because it makes me feel sad.
- Proud that the academics went higher – sorry that all the drama will start again.
- People fight over nonsense.
- I saw a video where somebody said somebody else tried to hit a guy with their car. It didn't happen.
- A guy was getting his girlfriend a new car. He messed up her old car just to make her mad. Then he surprised her with the new one.
- My sister told my mom I was doing something wrong on my phone. Mom took it and went through it. She saw that I hadn't done anything wrong at all.
- I was doing good in school but when my aunt came to my class the teacher lied and said I had been cursing and not listening. My aunt told my uncle, who got on my case and I got a whoopin' for no reason.
- I think they missed the mark with the Spicy Doritos commercial because they are really not that hot as they advertised but yet cheesier to me. I was disappointed because I like spicy chips and was looking forward to that when I opened the bag.
- I think the orange vanilla Coke commercial missed its mark because I don't think it's true and I am curious as to how that would be done and taste. I think it's probably false advertisement just like the cherry Coke a few years ago. I feel misled.
- I have mixed orange soda and Coke together on my own and I tried the orange vanilla Coke recently and I was unable to really appreciate the advertised orange flavor. I was disappointed in the advertisement and getting anxious to try what I had already been blending on my own.
- I think some of the candy bar commercials miss their marks because the commercial becomes so involved in other things such as video games or sports and you see just a flash of the candy bar. I wonder why not just focus on the candy bar that they want to sale.
- I think they missed the mark with the emphasis on the lemon flavor of Sprite; it's not that lemony to me. I was disappointed.

Connected Conversation: *"In a perfect world... What would Milwaukee's media look like? What would it show and represent? How would media be supported? What kinds of stories would be told? What kinds of people would tell these stories? What kinds of stories do you want to hear more of?"*

3.1 Positive Stories of the Community

- More negativity than positivity
- I helped build Habitat for Humanity homes – got learning experience.
- Would like more positive stories.
- Highlight the good stuff in the community – great resources – don't get enough recognition.
- More stories about people saving animals rather than abusing them.

3.2 Role of Social Media and Technology

- People no longer communicating due to devices and social media – taking away person-to-person communication
- People put things that aren't truthful on social media about police.

3.3 Police Work and Interactions with Police Officers

- "Can an officer shoot a man in the back as they're running, is that legal?" *Officer:* (No answer.)
- *Question of police officers:* "How fun is your job?" *Answer:* "The fun part is great people, delivering babies, catching dogs – the sad stuff is the violence."
- "When you are on patrol are you nervous like if someone is robbing and still on the scene shooting?" *Answer:* "Luckily that never happened to me. But I was on a shooting scene when a teen got shot. Yes, I was nervous. I am one person, and someone is shooting. I don't know who I am looking for or if they are still in the area. For me it is all about safety and I want to go home at the end of the day. That's why I need people to cooperate if I say show me your hands. You should do it even if you have nothing, so that EVERYONE goes home safely."
- "Does everyone have a partner?" *Answer:* "No, I don't have a partner because I'm a sergeant. I think it's better to have a partner because I go on high-risk calls."
- "What comes after sergeant?" *Answer:* "Lieutenant, captain, inspector, assistant chief, chief. You have to be on the job for five years before you can become a sergeant, a sergeant three years before you become a lieutenant and then you are appointed to captain."
- "Have you ever thought that a hairbrush was a gun?" *Answer:* "It could be construed that it might be a gun." *Question:* "You can ask the person what it is." *Answer:* "There are

micro-seconds before seeing an object and needing to react. It sucks. If I don't know what it is in the person's hand it sucks. At night when I get a call that there is a shooter I go there already on alert. So, if I see something and say show your hands, put down the object to protect yourself."

- "Do you know how to shoot to disable?" Answer: "We shoot to stop the threat. If someone is shooting at you might they be shooting to disable?" Resident: "I don't know." Officer: "We don't either."
- "How is the environment in the police station?" Answer: "The station can be chaotic and very germey touching door knobs and equipment after someone has sneezed or coughed."
- "What do you do after you arrest people?" Answer: "I have to make a report of the arrest and explain why the arrest was necessary."
- "How long is your shift?" Answer: "I am scheduled for eight hours, but sometimes I have to go over because of an incident that happened towards the end of my shift, with investigation and again writing a report."
- "What are Miranda Rights?" Answer: "It's an individual's constitutional rights and is used at the time of arrest or when seeking information while in custody."
- "Why do officers continue to use the stun gun on people when they are on the ground?" Answer: I really don't have the answer for that unless the suspect was still being combative.
- "Should the youth be afraid to approach an officer and say hello?" Answer: If we're not directly involved in handling a problem or incident there is no reason to be afraid or approach.

Other Comments

- I didn't like hearing the story of the girl found frozen in the river in Chicago.
- Man found frozen dead in the car has made me feel scared that I will find someone dead in their car.
- I think there should be a better hiring process and training for those patrolling jails because too often I hear about inmates killing inmates.
- I'm not anti-social – I'm amazing!
- I just moved into the community – I'm a people person. I introduced myself to my neighbors and they shut me down – like they didn't care about me moving in. A sad thing: can't communicate with people. (One of the young people in the circle then said to this adult: "I want to welcome you to the neighborhood!")
- My neighbor is quiet. I hope you can find the positive rather than the negative.

Parting Words

- Nervous.
- Relaxed and closer to the police.
- I feel respected by adults.
- Happy.
- More comfortable.
- Good.
- Irritated and good at the same time.
- Glad that people want to listen.
- Happy.
- Sad.
- Relaxed and open.
- I hope nothing bad happens to my family.
- I'm going to do more volunteering.
- It's important for me to hear this – you communicating with me.
- Feedback and opinions of each other – better understanding of the community.
- Opens my eyes more – better understanding from people who live in the community.
- When we graduate we will know where our focus will be and what we need to do.
- Grateful that there are so many supportive people in my community willing to volunteer and help.
- Thank you for having me. It was nice meeting you.
- Thank you for the food and the nice meeting.
- Nice meeting everybody.
- Nice to meet every one of you. It was nice that most were engaged.
- It was good to have all of us together.
- I learned interesting stories. I'm going to start doing more.
- Certain stories make cops look bad. Not all are the same.
- Thank you for everything. It was a new experience and I get to hear good descriptions of cops.
- I feel good about it.
- Thank you for the food and money.
- I want to come back again and tell my friends about my experience today.
- I am going to tell my friends that the police are good and ask them to be friendly when they see a police officer.
- I want to come back again and participate in the discussion.
- I will bring my granddaughter next time.

- I will continue to participate in the discussions that are available so that I can get to know the youth and people I serve.
- I want to do this again.

Annex 6 – Listening Circle 6

Question Round One: *“Share a time when you felt unsafe in your neighborhood, your community or your city?”*

1.1 Feeling of Fear by Weapons

- I was young and living in my hometown in another state close by, and I remember I rarely saw the presence of the police but there was always lots of gunfire and that made me feel unsafe in my neighborhood, city and home.
- There was a day when many of us neighborhood children were outside playing, and suddenly shots were being fired, and then they seemed to get louder and closer as I saw two cars with people shooting at each other. I was terrified for all of us, and I immediately told my cousins and others to get in the house.
- Last summer there was a time that I felt unsafe. Somebody got shot in the alley behind my house. It was really scary. I had been asleep, and it woke me up. I didn't feel safe.
- When I was 14 years old, two of my neighbors were fighting. One of the neighbors went and got a shotgun, and then he racked the gun. This was in my family's neighborhood where I grew up, and my parents still live there. I was super scared. The person in the fight without a gun was a kid and their mom came back to try to fight the guy with the shotgun. I was just afraid someone was going to get hurt.
- There was a time that was funny, but it was not funny. I was just being crazy at the time. It was January 1st, so, New Year's Eve. I was in the living room playing Xbox with my brother, when all of a sudden I heard gunshots. Mind you it was New Year's Eve and people shoot guns. But I had forgotten that it was January 1st. My brother and I got down on the floor. I felt really unsafe. There were people right in front of the house that were shooting, and it was loud. I was scared that the bullets are going to come through the house. I felt really unsafe.
- About a year ago I was walking to a gas station late at night. When I went inside the station there is a man arguing with the cashier who was behind glass. All of a sudden, the guy pulled out a gun on the cashier. I tried to leave but he pointed the gun at me. Three police officers came pretty quick, and he pointed the gun at the police officer. It was crazy how they quickly did what they needed to do and then they put the guy in the squad car. I was scared. I walked home and I told my mom. She didn't want me to walk by myself again. I was really scared when he pointed the gun at me.
- I was with my dad in the yard. Two guys came up and shot him 14 times. I went into the house to get away.

1.2 Feeling of Fear by Other Violent Criminal Acts

- I once felt unsafe while participating in a community clean-up in my neighborhood. As we were cleaning up, I witnessed a drug exchange that became a little loud, and I became afraid for myself and others.
- I felt unsafe when I witnessed a high-speed chase becoming increasingly out of control in my neighborhood. I was afraid and unsure of the outcome if one or both participants were to lose control and hurt one or more people who were out on the street.
- Once I felt unsafe as I was driving my stepmother's car home and while parking I noticed someone standing nearby and the person attempted to rob me but when I said the person's name, they took off running.
- I feel unsafe all the time in my community and city because of the violence and children going missing. I don't come outside to play with my friends because of my fear of something happening to me.
- About five years ago, I lived in the suburbs of Milwaukee. One day I came outside and there were SWAT team members and SWAT cars all over the parking lot. They had the whole parking lot taped off. It took hours for anyone who lived there to get any information. It turned out there was a guy across the street who was in some kind of a hostage situation. He killed himself. At the time, my son was 3 years old and it was really scary that they were not telling us anything. I did not know if we are in danger or not.
- A recent time where I felt unsafe had to do with a high-speed chase. I see on the news, often, stories of high-speed chases which end in people getting into accidents. But seeing it firsthand was a whole other thing. This was just a couple months ago and it took place at the apartment building I used to live at. It's uncomfortable knowing that this is going on. It still bothers me when I drive now. I'm very aware of everything. I worry that I'm going to end up in the crossfire. And I have my daughter with me in the car.
- I felt unsafe one day at the Washington Park swimming pool. There was too much playing and I was scared in the water.
- I was at 40th and North when this car moving in and out of traffic ran into a car that was in front of me. An 8-year-old was hit, as was a school bus.
- I'm with the "protest unit." I find myself in situations where the crowd is out of control and things are thrown at us. (feces, rocks, anything). I feel frightened in those situations.
- I feel unsafe in buses when too many people get on at once and I'm the only officer.
- When I was around Washington High School, a drive-by took place after a car kept going around and around. I thought I was going to get shot.

Question Round Two: *"Share a time when you felt safe in your neighborhood, your community or your city?"*

2.1 With Police Presence

- I felt safe in my neighborhood when the police came and took away the people who were causing a disturbance. I always feel safe when I see the police walking or riding around in my neighborhood because it lets me know they are doing their jobs.
- Growing up I always felt safe visiting with my grandparents at their home. Many of the police officers knew my name, they would speak to me, engage in conversation, and that made me feel good. I never really felt unsafe growing up.
- In my neighborhood there's often people rolling dice on the side of the street. Sometimes they get into fights and sometimes there's gunfire. But there was a period of time when the police were coming around a lot and that's when I felt safe and it wasn't so frightening. While the police are coming around it helps me feel safe.
- I live within walking distance of Miller Park and I can tell you that every time there is a game, I feel safe. There are lots of squad cars around. It really is the safest that I feel. There was another time when I used to live on 19th. There were some houses that were drug houses. When the police came and busted the house, I felt safe. The whole block would be filled with cops for days. No one wanted to come around those houses when the police were there, so the neighborhood was quiet and safe.
- I'm starting to notice more that when I go out in the evening to take out my garbage, I'm seeing more police around. I see them do rounds around the neighborhood. They seem to be around more or at least I am noticing it more. I definitely feel safer.
- I feel safe in my community and in my neighborhood. I've been living there for seven years. My mom, my sister, and my brother know the people who live around there. One police officer comes around, he's cool. And then I have an older neighbor who's always helping people out and he has even set up block parties. People come and help out with the block party. They eat, enjoy each other, there's dancing and they bring food. And I feel safe.

2.2 With a Support System in the Community

- I feel safe when I go or participate in resource fairs and activities that bring the community together, and I see all shapes and sizes mingling together.
- I find myself feeling the safest when I am at block parties with fun people, Sponge Bob and Hello Kitty. I have lots of fun making friends and being friendly.
- I think I felt the safest in my life when I was a teenager in high school. I can't remember having any fears of anything happening to myself, and I always felt safe in my neighborhood.

- I feel safest when I am either at home or at school. In both of these places, I feel protected, while in other areas I have a constant fear of something happening or going bad. So many children are becoming victims of violence.
- I always feel safe in my neighborhood. Especially when my brothers are with me. They always have my back. I know that I can count on them. It feels good. Sometimes they're irritating because they think they're the stuff.
- I feel safe now that living with my mom, because she has an alarm system in the house and it is always on. It helps me feel safe because it tells us when there's a door or window open. When I was younger, we didn't have an alarm system and somebody broke into our house. I came home and walked in on it. So, the alarm system helps me feel safe.
- I feel safe when I'm with my people, my family, my kids and our yard by ourselves.
- I was at Mayfair Mall with my friends. Because there were so many of us having fun and heading to the candy store, I felt safe.
- I also feel safe when I'm with my people in Arkansas. Nobody bothers you there.
- I feel safe in the blocks that have neighborhood watch with people in the block working with neighbors and the police.
- For two weeks House of Peace assigned me a mentor, like a Big Brother. He takes me places and gets me to work on things that are going to help me. I feel safe with him. He meets me three times a week.

Connected Conversations: *"What actions can you take to create or support a safe environment for yourself and others?"*

- We can only do what we can do so each day I go out and make a difference as much as I can in my neighborhood and city.
- Over the summer while school is out, I am usually assigned to walk the beat, and I like helping serve lunches and snacks to the people in the neighborhood while getting to know them as I gain their trust. I believe my presence helps them feel safe. It saddens me to hear a young person say they don't feel safe that gets me.
- I wish I could move to a new neighborhood.
- I would like to move to a different area of Milwaukee that's safer than where I live now.
- I would like to be more welcoming to others and build more relationships.
- I would like to do more community engagement by visiting the daycares, libraries and parks. I like to be a part of creating a safe environment.
- I'd like to help schedule and plan a block party for my block with food and fun.
- I think the police do an awesome job interacting with the residents and children in the neighborhoods. It might look like their presence is not there, but it is, and I see them.

- There're definitely some common things that people said about feeling safe or unsafe. I heard that guns are a common thing when people were talking about being unsafe and I heard police presence being said a lot when people said they felt safe.
- I think some of the things that we can do to helping our neighborhood to feel safe is to have things like block parties and get to know people. I think it's important to be friendly with neighbors and say hello or ask them how they're doing. It's also helpful if people use the phrases "please" and "thank you."
- I also think it's helpful to have community meetings like these, where people get involved. But we need to get the word out. There's got to be different ways to advertise it. Maybe we could do paper pamphlets, but I know even for me when I get them, I throw it away right away. Maybe we can do more with social media. Maybe we can just try to meet with people and have a conversation about a better community.
- I enjoy these meetings too and I think it's helpful to tell people at home about these then maybe they'll tell other people. I also wonder if they can be advertised at the state fair.
- This isn't my first time coming to these discussions. I like to talk with the police officers. I have had some good experiences.
- What kind of power do the police have?
- Can they (police) shoot anyone they want?
- What would I have to do to become a police officer?
- What do I do when the police put their hand on their pocket that is near their gun?

Parting Words

- Chill
- Eye-opening
- Perspectives
- Thankful
- Thoughtful
- Unique
- I feel bothered that our youth don't feel safe leaving the house and being outside in their neighborhoods.
- I feel good.
- I feel great, and I think that police do a good job, especially Officer Leflore.
- I feel safer when the police are around the school or at the bus stop.
- I feel sad that the youth chooses not to come outside because of fear.
- I feel satisfied.

- I want to thank the youth for participating.
- I would like it if more people would come.