



Deep Listening. Fostering Trust. Bridging Communities.

Amani Police & Resident Listening Circles 2018-2019 Report

Planning Committee Members:

Maurice Fair (Adult resident), Ruby Johnson-Harden (Adult resident), Angeal Toliver (Adult resident), Laniya Cannady (Youth resident), Destiny Harden (Youth resident), Officer Dan Lewis, Officer Jon Cayé, Officer Dana Rebro, Pastor Mary Martha Kannass, Sharon McMurray (Zeidler Center Program Coordinator and Facilitator)

Thank you to Hephatha Lutheran 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.



© All Rights Reserved, Zeidler Center for Public Discussion, 2019.
Any part reprinted from this report must include Zeidler Center attribution.



"I have to do some situations with my children. With them being close in age there was always problems in the car. And when we talked about why you are doing what you are doing instead of screaming and fighting. They could start to work it out. I made them feel good they didn't get a whooping from me. As adults they learned that fighting gets you nowhere." (LC 3)

"I am encouraged to hear from the young people. We need to listen to young people. I am hopeful and encouraged to have these two young articulate men in the circle. We always are talking at you, but we get to listen to you here." (LC 4)

"I enjoyed the officers passing out candy at our community event. It made me happy because it appeared that these officers were having a blast. I like it when kids see officers in a good light. The officers allowed me to get in the cruiser." (LC 6)

Table of Contents

Glossary	7
Executive Summary.....	8
Listening Circle 1 Analysis – Police Response Times	25
Question Round One: “For Residents: Tell a story of a time when you felt the police should have responded sooner and why? For officers: Talk about a time you wish you could have responded to a call sooner. What were the circumstances that held you back?”	25
1.1 Long Response Time.....	25
1.2 Unable to Respond or Reach	26
1.3 No Experience	26
1.4 Issue with Dispatcher	27
Question Round Two: “What do you think could be done to improve response times and how would you put this in place?”	27
2.1 More Police Officers.....	27
2.2 More Education	27
2.3 Prioritization of Calls	28
2.4 Dispatch Calls	28
2.5 Community & Criminal Justice Reform.....	29
Connected Conversation: “Discuss how you would prioritize the calls for better response times if given the opportunity.”	29
3.1 Questions about Police Protocol.....	29
3.2 Answers about Police Protocol.....	30
3.3 Better Communication	30
3.4 Neighborhood Safety	31
Parting Words	31
4.1 Positive Experience	31
4.2 Learning Experience	31
4.3 Better Communication & Understanding	31
Feedback Forms	32
Listening Circle 2 Analysis – Profiling and Stereotyping.....	41
Question Round One: “Describe a time when you felt like a part of your identity (i.e. your race, your job, etc.) was being profiled or stereotyped. What was the experience and how did it make you feel?”	41
1.1 Fear/Anger.....	41
1.2 Harassed	42
1.3 Profiling or Stereotyping at School	43
1.4 Dispelling Misconceptions	43

1.5 Actions of Others	44
Question Round Two: "What do you wish others would know about who you really are?" ...	45
2.1 Real & Approachable Person	45
2.2 Positive Traits.....	45
2.3 Unfriendly Faces.....	46
2.4 Taken Seriously	46
2.5 The Past	46
Connected Conversation: "What are best practices for ensuring that others are treated fairly despite perceived differences?"	47
3.1 Communication.....	47
3.2 Influence on Teens.....	47
3.3 Education.....	48
3.4 Block Parties, Gatherings, & Program	48
3.5 No Change	48
3.6 Open Minded & Kind.....	48
Parting Words	49
4.1 Positive Affirmations	49
4.2 Enjoyed Communication & Listening to Others	49
Feedback Forms	50
Listening Circle 3 Analysis – Positive Communication	59
Question Round One: "Tell about a time you used positive communication to de-escalate a problem or argument. How did that make you feel?"	59
1.1 Positive	59
1.2 Part of the Job	60
1.3 Neutral.....	61
Question Round Two: "What did you learn from that situation to be better or more helpful next time?"	61
2.1 Talk & Listen	61
2.2 Avoid Conflict	62
2.3 Defer to Authority	62
2.4 Kindness & Patience.....	62
2.5 No Change	63
Connected Conversation: "What are things we can do to de-escalate situations before calling the police? How can officers best help to de-escalate situations when they arrive?"	63
3.1 Conversation about Police De-escalation.....	63
3.2 Who Do You Trust?.....	64
3.3 Questions About Earlier Accounts	64
3.4 De-escalation Methods	65

3.5 Personal Experiences	65
Parting Words	65
4.1 Advice.....	65
4.2 Positive & Educational Experience	66
4.3 Comments on Youth Participation.....	66
Feedback Forms	67
 Listening Circle 4 Analysis – Guns in Our Schools	76
Question Round One: “Share a time when you heard about or saw someone with a gun (or another weapon) in school. What was your immediate reaction?”	76
1.1 Emotional Impact from Personal Encounters.....	76
1.2 No Experience in School Settings and Possible Reactions	76
1.3 Codes of Conduct and Protocols	77
Question Round Two: “What action, if any, did you take? What might have helped the situation?”.....	77
2.1 Proactive through Awareness, Educating and Communicating	78
2.2 See Something, Say Something	78
2.3 Reasons for Not Engaging	79
2.4 Reactions to a Situation	79
Connected Conversation: “What are some things that each of us can do to promote a positive and safe environment in and around our neighborhood schools?”	80
3.1 Promoting a Safe Environment.....	80
3.2 Respect.....	80
3.3 Interactions Between Community and Police Officers.....	81
3.4 Role of Teachers	81
Parting Words	82
Feedback Forms	83
 Listening Circle 5 Analysis – Building of Trust between Community and The Police	92
Question Round One: “Share an issue or concern that could be resolved by engaging in civil dialogue with the community and/or police?”	92
1.1 The Community as Partners	92
1.2 Teaching & Educating Youth.....	93
1.3 The Community as Partners	93
Question Round Two: “What would be your first step toward making the engagement impactful both to community and the police in building trust?”	94
2.1 Community Conversations & Engaging Community	94
2.2 Promoting & Supporting Youth Development	95
2.3 Building Relationships between Officers and Residents	95

Connected Conversation: “Why do you think trust is important between the community and the police?”	96
Parting Words	97
Feedback Forms	98
Listening Circle 6 Analysis – Building of Trust between Community and the Police	107
Question Round One: “Share a time when you witnessed or heard of officers having fun in the community with the residents.”	107
1.1 Organized events.....	107
1.2 Personal experiences with police officers.....	108
1.3 Interactions between police and youth	109
Question Round Two: “What activity or engagement would you like to have with the police and residents over the summer? Where would you like the activity or engagement to happen?”	109
2.1 Park.....	110
2.2 Sports activities.....	110
2.3 Block parties	111
2.4 Community events	111
Connected Conversation: “Would you be willing to help with the planning or would you be willing to help get the community or police to participate?”	112
3.1 Additional police-resident events	112
3.2 Positive view of police.....	112
3.3 Optimistic outlook	113
Parting Words	113
Feedback Forms	114
Annex 1 – Listening Circle 1	122
Annex 2 – Listening Circle 2.....	130
Annex 3 – Listening Circle 3.....	139
Annex 4 – Listening Circle 4.....	148
Annex 5 – Listening Circle 5.....	161
Annex 6 – Listening Circle 6.....	171

Questions about this report may be directed to:

Zeidler Center for Public Discussion

(414) 239-8555

Evaluation@ZeidlerCenter.org

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 Amani community since 2016. This report details participant responses and feedback during and after 2018-2019 sessions (on Monday, September 24, 2018, Monday, October 22, 2018, Monday, November 26, 2018, Monday, February 25, 2019, Monday, March 25, 2019, and Monday, April 29, 2019). The executive summary (pages 8-24) 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 Amani include Safe & Sound, the Milwaukee Police Department, and the Milwaukee Regional Department of Corrections.

Listening Circle 1 – Police Response Times

The first Amani Police & Resident Listening Circle took place at Hephatha Lutheran Church on September 24, 2018. The topic of the listening circle focused on police response time. Participants were asked a round of two questions by Zeidler Center trained facilitators:

1. *For Residents: "Tell a story of a time when you felt the police should have responded sooner and why?" For officers: "Talk about a time you wish you could have responded to a call sooner. What were the circumstances that held you back?"*

2. *“What do you think could be done to improve response times and how would you put this in place?”*

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

“Discuss how you would prioritize the calls for better response times if given the opportunity.”

During the first round, many residents felt that police response times were too long. Officers shared the other side of police response times and through accounts in they wished they could have arrived sooner. Officers gave a variety of reasons as to why they were delayed, and several officers expressed regret due to the severity of some situations. A few participants shared they did not have experience with police and were unable to comment on police response time. Other participants discussed the role of neighborhoods in police response times.

During the second round, both residents and officers felt that more officers were needed. In addition, some participants felt that more education on de-escalation, mental health, and how to place emergency calls would help improve police response times. Prioritization of emergency calls and the role of the dispatcher were also discussed among participants. A few participants thought that a change on a systematic level, like reforming the criminal justice system, was the solution to police response times.

During the Connected Conversation, many residents asked questions directed at officers about police protocol. Residents tried to understand the way police handled certain situations. Questions ranged from specific personal encounters to general questions. Officers attempted to respond to questions by clarifying specific situations and discussing what they do in certain situations. Other themes included better communication between police and residents, and the role of neighborhoods. If time permitted, participants were asked to share parting words. Parting words were mostly positive. Some participants felt they had a greater understanding of different perspectives. Other participants viewed the discussion as a learning experience.

Listening Circle 2 – Profiling and Stereotyping

The second Amani Police & Resident Listening Circle took place at Hephatha Lutheran Church on October 22, 2018. The topic of the event focused on profiling and stereotyping. Participants were asked two rounds of questions by Zeidler Center trained facilitators:

1. *"Describe a time when you felt like a part of your identity (ie your race, your job, etc.) was being profiled or stereotyped. What was the experience and how did it make you feel?"*
2. *"What do you wish others would know about who you really are?"*

If time permitted, participants were asked to participate in Connected Conversation and were asked the following question by their Zeidler Center trained facilitators:

"What are best practices for ensuring that others are treated fairly despite perceived differences?"

During the first round, many participants shared their negative experiences with profiling and stereotyping. Fear and anger were emotions commonly mentioned by participants. Experiences of being harassed either by police or others were discussed among participants. Some participants described incidents of profiling or stereotyping in an educational setting. Dispelling misconceptions about a job or school was especially prevalent among officers and students. Along similar lines, some participants also voiced their dislike for being judged based on the actions of others.

During the second round, many participants expressed a desire to be viewed as a real and approachable person. Another common theme was to be known for their positive attributes. Other participants shared that their facial expressions affected how others perceived them and wanted to clarify any misconceptions about their personalities. A few participants expressed a desire to be taken seriously, and other participants wanted people to understand how their past has influenced their decisions.

During the Connected Conversation, many participants suggested that better communication would help ensure fair treatment. Other participants expressed concerns about the influence of teens. Education about different groups was also discussed among participants. Several participants thought more community events such as block parties or other programs would lead to fairer treatment. Some participants were skeptical about other people's ability to change. In contrast to participants who were skeptical, several participants felt that being more open-minded would lead to fairer treatment. Parting words were mostly positive. Participants gave positive affirmations while others appreciated hearing different perspectives.

Listening Circle 3 – Positive Communication

The third Amani Police & Resident Listening Circle took place at Hephatha Lutheran Church on Monday, November 26, 2018. The topic of the listening circle focused on positive communication. Participants were asked two rounds of questions by facilitators trained by the Zeidler Center:

1. *“Tell about a time you used positive communication to de-escalate a problem or argument. How did that make you feel?”*
2. *“What did you learn from that situation to be better or more helpful next time?”*

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

*“What are things we can do to de-escalate situations before calling the police?
How can officers best help to de-escalate situations when they arrive?”*

During Question Round One, many participants describing receiving a positive reaction when they used positive communication to de-escalate a problem. Arguments and problems varied in severity but elicited a positive response when resolved. Some participants expressed that positive communication was simply a part of their job and made their jobs easier. A few participants described receiving a neutral response after effectively using positive communication.

During Question Round two, several participants discussed the role of talking and listening in de-escalation. Other participants suggested avoiding conflict all together if possible, while some youth participants expressed wanting to defer to a figure of authority. Kindness and patience during an argument were suggestions made by a few participants. A couple participants felt they did their best in de-escalating a problem or argument.

During the Connected Conversation, many participated in a discussion on police de-escalation. Residents directed questions at police officers about how they handle traffic stops or how often they use their guns. Trust was another topic of conversation. Participants shared who they trusted most in a conflict. In addition, participants went back to discussing stories that were shared in Question Round One. Additionally, participants shared ideas for de-escalation and personal experiences dealing with conflict. After the Connected Conversation, parting words

were shared. Many participants expressed positive words about their experience in the listening circle. Other participants were impressed by the contributions made by the youth.

Listening Circle 4 – Guns in Our Schools

The fourth Amani Police & Resident Listening Circle session was hosted at Hephatha Lutheran Church on February 25, 2019. The topic of discussion was "Guns in our schools." Community members and police officers joined in five 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 a round of questions.

1. *"Share a time when you heard about or saw someone with a gun (or another weapon) in school. What was your immediate reaction?"*
2. *"What action, if any, did you take? What might have helped the situation?"*

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 are some things that each of us can do to promote a positive and safe environment in and around our neighborhood schools?"

During Question Round One, participants shared a variety of personal experiences and encounters that impacted them when they noticed a gun (or another weapon) at school or heard about a violent act being planned or carried out in a school setting. Those participants who have never experienced this type of situation instead gave their insights on how they think they would feel and react if they were ever put in a similar situation.

During Question Round Two, many participants noted that awareness through educating and communicating with one another leads to a more uniformed approach to handling a situation before it becomes a crisis. Other participants simply said if you see something, say something. A few participants, who have not been in a situation involving weapons at school, gave accounts of what they think they would do if they were ever put in that situation.

During Connected Conversation, participants shared their ideas of how to promote a positive and safe environment in and around our neighborhood schools. Most participants' statements had a common theme and goal for everyone to feel safe. To do this, participants discussed needing better and more communication, frequent engagement, trauma-informed care and prevention groups, group sports, etc., as effective ways to teach and promote a safe environment. Some listening circles used their time as an opportunity to ask other questions relating to guns (or other weapons) in the community, as well as actions the community can take to prevent such incidences. The common theme throughout the extended questions was the need for respect for all.

Listening Circle 5 – Building of Trust between Community and the Police

The fifth Amani Police & Resident Listening Circle was hosted at Hephatha Lutheran Church on March 25, 2019. Community members and police officers joined in five 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 a round of questions.

1. *"Share an issue or concern that could be resolved by engaging in civil dialogue with the community and/or police?"*
2. *"What would be your first step toward making the engagement be impactful both to community and the police in building trust?"*

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:

"Why do you think trust is important between the community and the police?"

During Question Round One, respondents shared a variety of issues and concerns that are happening in their community and how they felt a resolution could be had by engaging in civil dialogue between the community and/or the police. Most participants' ideas all stemmed from the notion that they must all respect one another, communicate with one another and watch out for one another. They stated that civil dialogue should strive to build relationships, rather than burning bridges.

During Question Round Two, participants shared ideas on ways to engage and interact with one another and benefits to the community, the officers and/or both. The key sentiment made by all participants was good communication, more open discussions, more information and knowledge and interaction will strengthen the ties between officers and the community. These were the steps in building and creating trust amongst each other. Other participants also suggested the quality, frequency and visibility of officers in the community could be beneficial. This could be done by patrolling or being seen more frequently in neighborhoods or interacting with residents through community events.

During Connected Conversation, respondents shared why they thought trust is important between the community and the police. Some participants went beyond the question and stated ways in which this could be made possible. Other participants also mentioned the need for respect as the building block to earning trust. Many participants provided more insights into the previous rounds, whether it was hearing others' thoughts and wanting to discuss them more, or having a chance to absorb it all, creating new ideas and thoughts of their own. It was clear that almost all enjoyed the opportunity to be heard, not judged, and to feel a connection to one another.

Listening Circle 6 – Building of Trust between Community and the Police

The sixth Amani Police & Resident Listening Circle session was hosted at Hephatha Lutheran Church on April 29, 2019. Milwaukee police officers and Amani neighborhood residents participated in five listening circles led by Zeidler Center-trained facilitators. The event focused on the topic, "Building trust between community and the police." During the first part of the event, each participant was given the opportunity to respond to two questions:

1. *"Share a time that you witnessed or heard of officers having fun in the community with the residents."*
2. *"What activity or engagement would you like to have with the police and residents over the summer? Where would you like the activity or engagement to happen?"*

After this structured portion of the event, participants engaged in an open discussion in the Connected Conversation. The facilitators prompted the participants with the following questions:

"Would you be willing to help with the planning or would you be willing to help get the community or police to participate?"

For Question Round One, the majority of the participants described an organized event during which police officers were having fun in the community with the residents. These included church events and neighborhood block parties. Some of these participants described direct personal experience interacting with police officers during these events. Participants also described situations of police officers interacting with the youth.

For Question Round Two, most participants stated they would like to engage in a sports activity with police officers. The most common location mentioned by participants was a park. Participants also expressed a desire for more community events and block parties.

During Connected Conversation, many participants continued their conversation from the structured portion of the event. Some described other events where there were positive police-resident interactions. Overall, the discussions that emerged from this portion of the event indicated that the event itself was the first step towards more positive engagement between residents and police. This was evident during Parting Words.

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 Amani 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 believe listening circles build trust between police and residents,” **85% of all participants** (resident and police officer participants) had a positive response after the listening circle session as opposed to **67%** before.
- In response to “I trust the police,” **65% of resident participants** had a positive response after the listening circle session as opposed to **54%** before.

Results for individual events are available in the “Feedback Forms” section of each Listening Circle event (beginning on page 32).

Each listening circle included an average of 25 resident participants and 8 police officer participants. Many participants expressed positive experiences regarding the inclusion of youth participants, who represented 51% of resident participants and are under 18 or between 18 and 24. Police officer participants represented District 2, District 4, District 5, District 7, and the Office of Community Outreach and Education (OCO). Furthermore, the Milwaukee Police Department began asking recruit officers to join Police & Resident Listening Circles. While there were two 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.

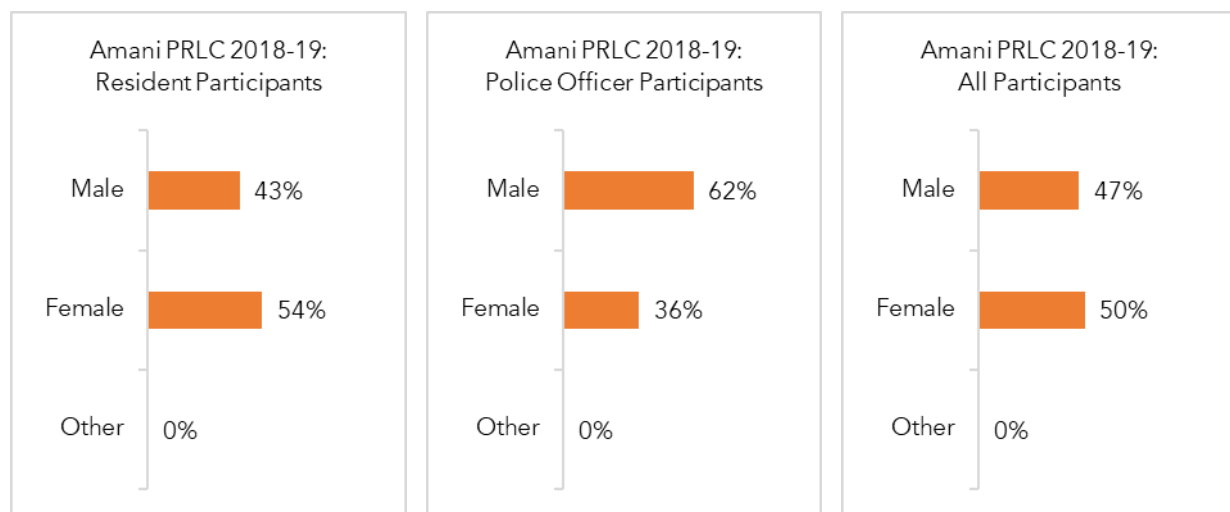
The Zeidler Center also tracked self-identified returning and newcomer rates for all participants:

- **68%** of police officer participants had attended **2, 3, and more than 3 events**.
- **17%** of police officer participants had attended **1 event**.
- **15%** of police officer participants had **not attended** a prior listening circle.
- **78%** of resident participants had attended **2, 3, and more than 3 events**.
- **6%** of resident participants had attended **1 event**.
- **17%** of resident participants had **not attended** a prior listening circle.

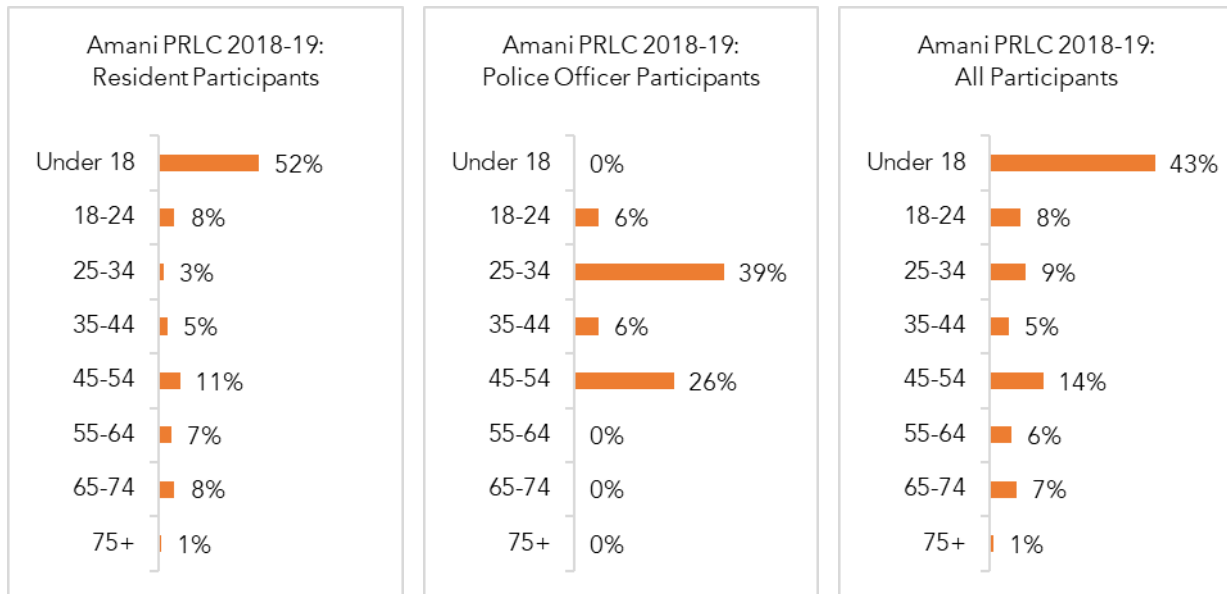
Repeated attendance for both police officers and residents was high which underlines efforts undertaken in Amani to build relationships with community partners.

Demographics

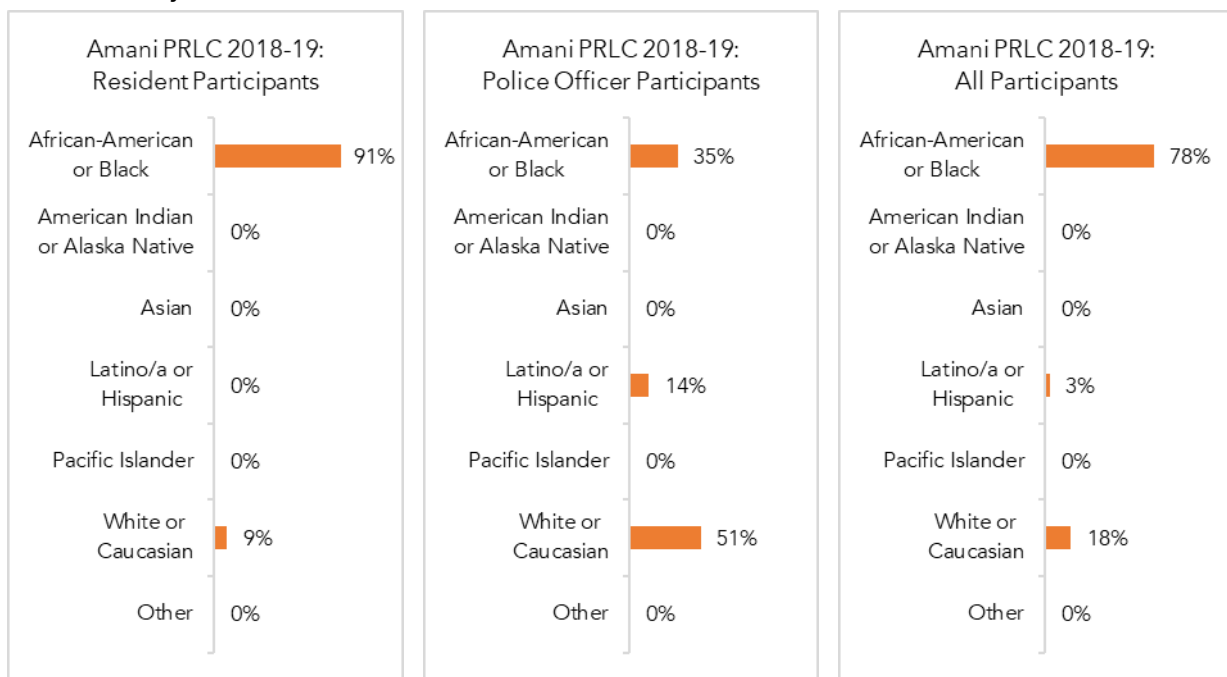
Gender



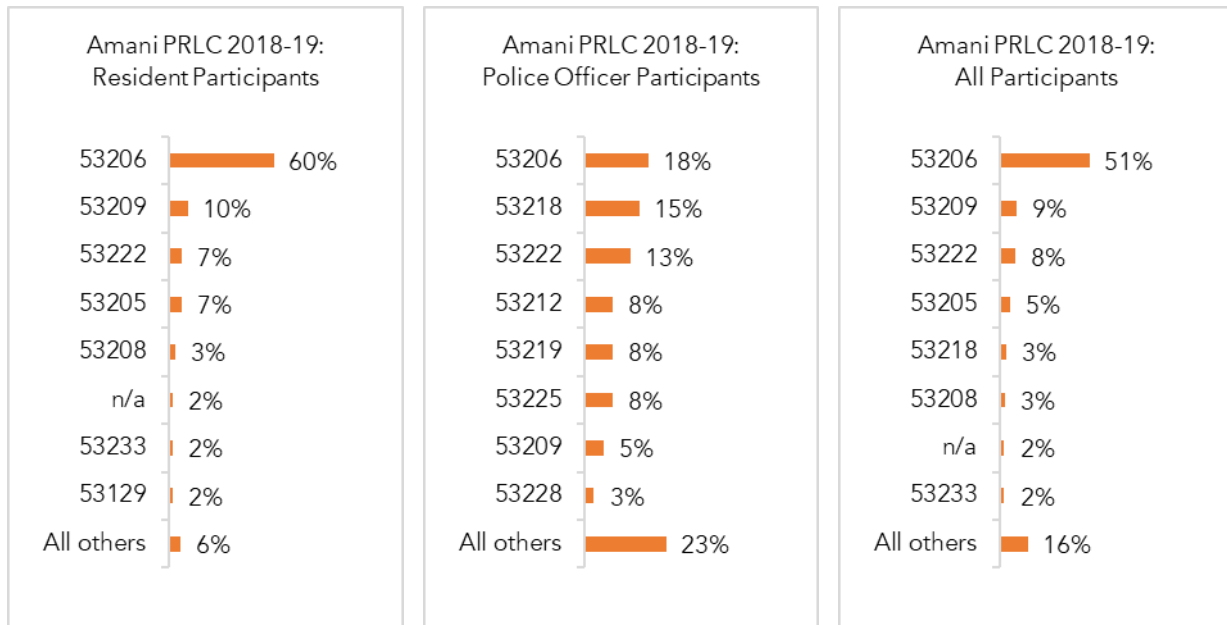
Age Range



Race/Ethnicity

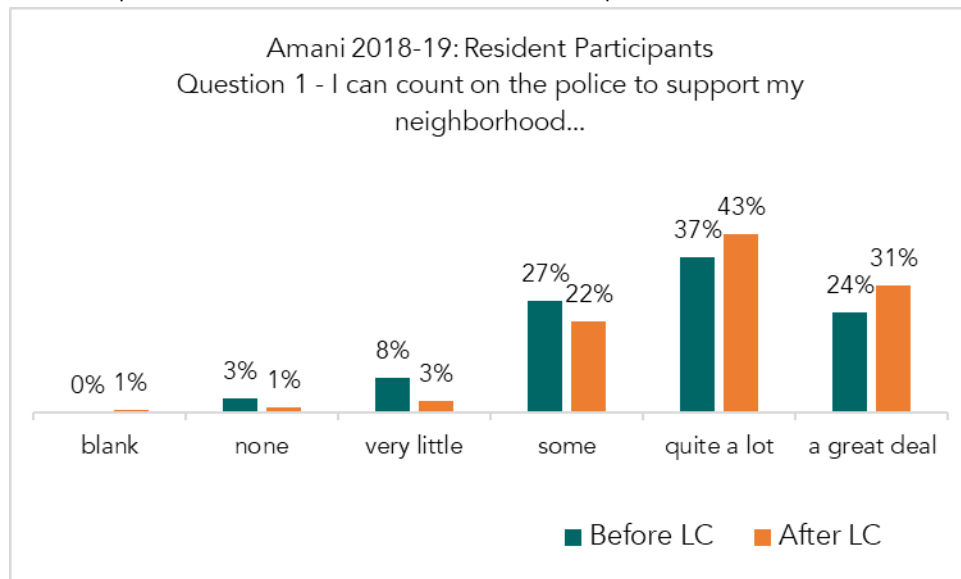


Zip Code



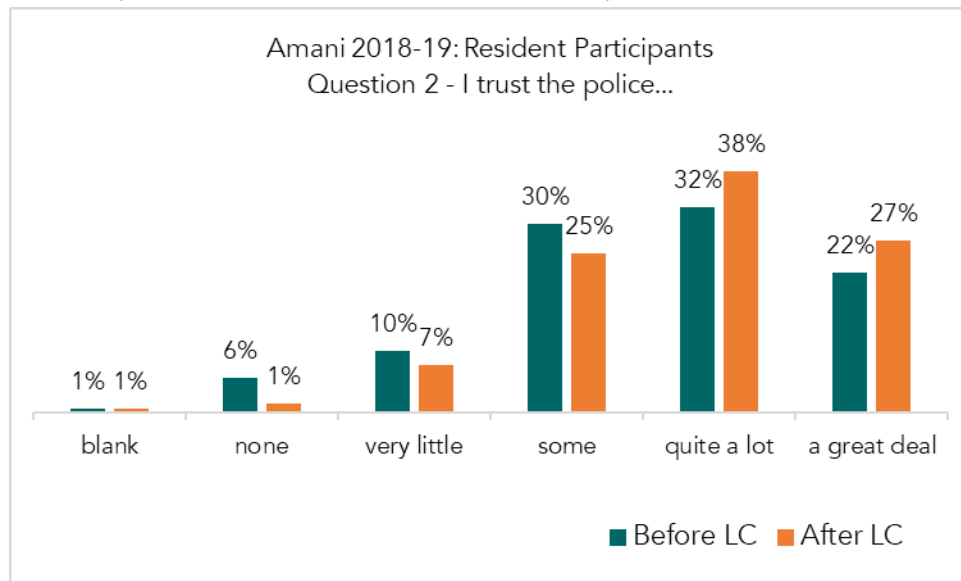
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

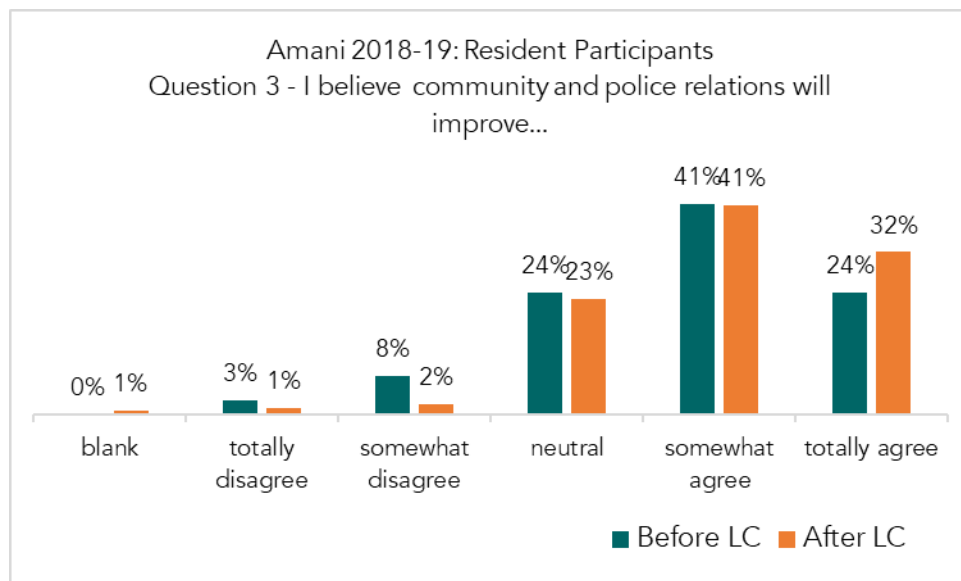


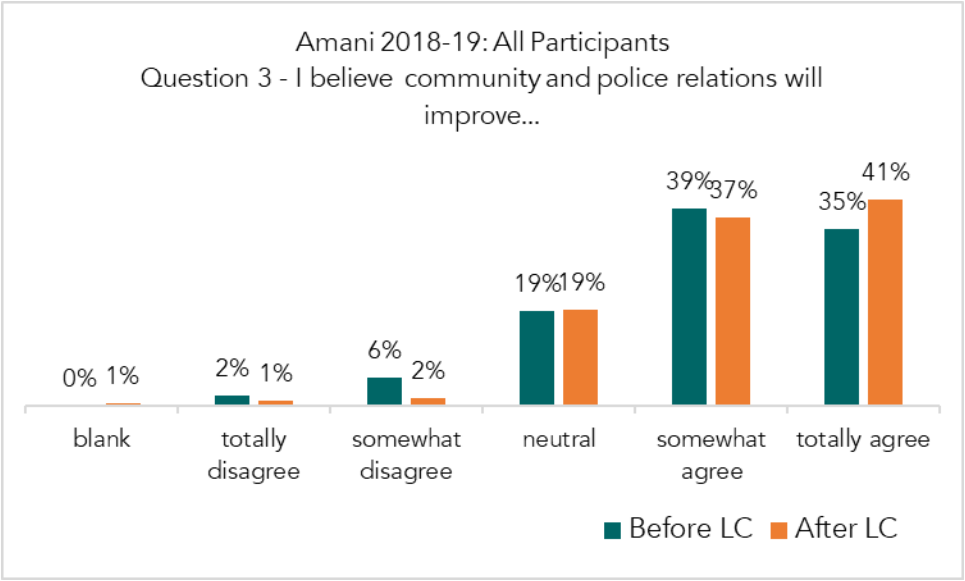
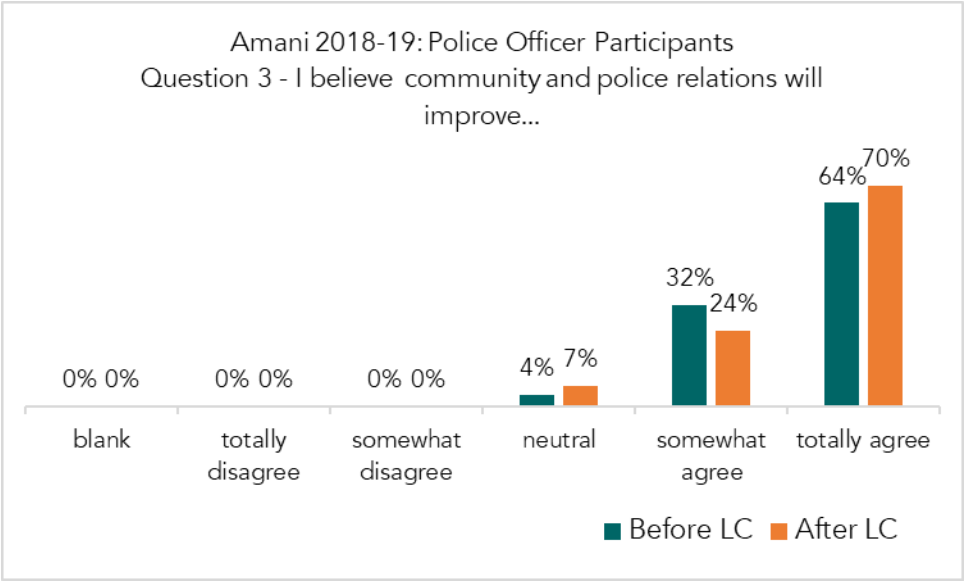
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

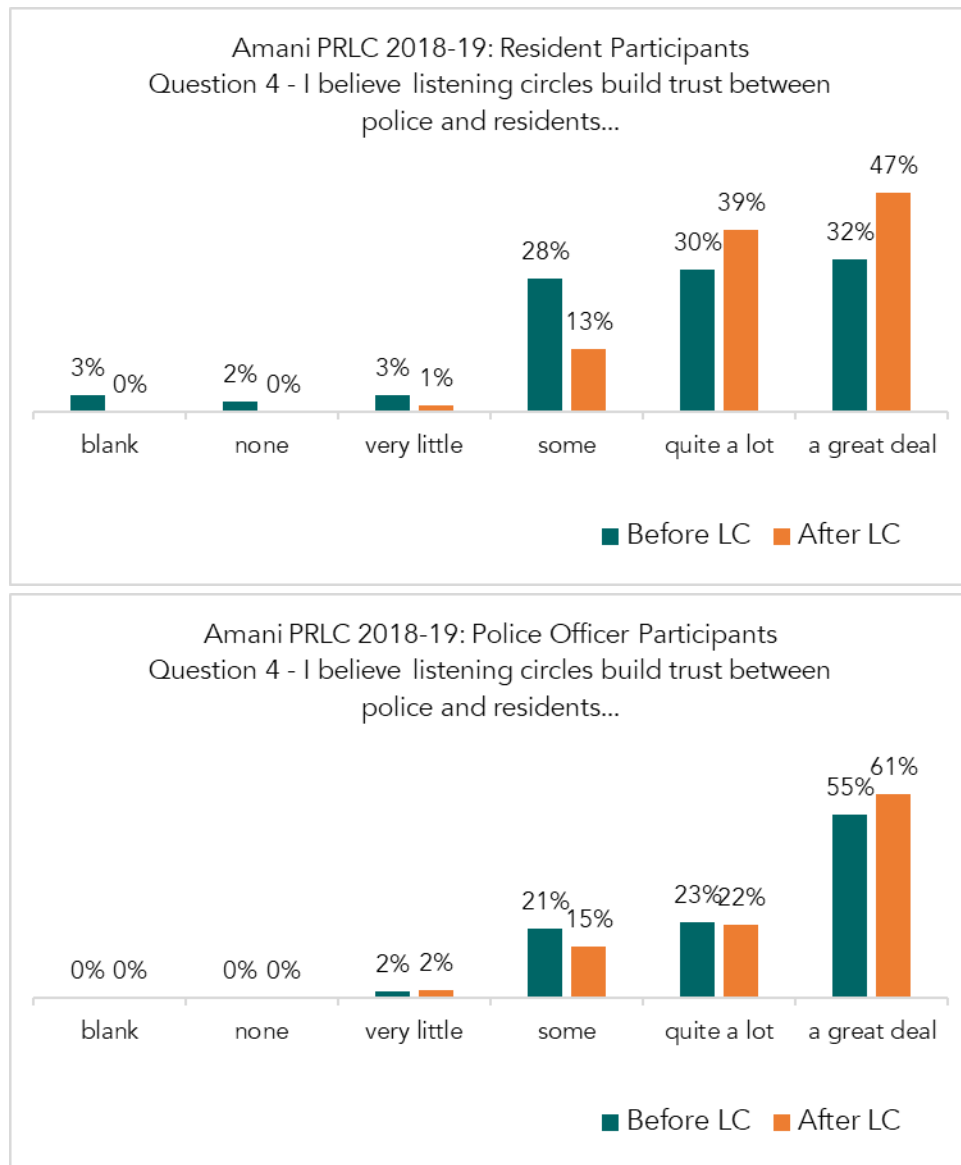


Question 3 – I believe community and police relations will improve...

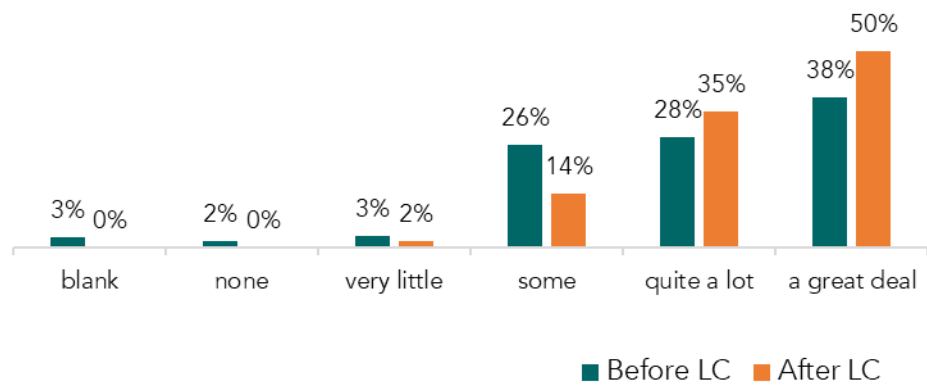




Question 4 – I believe listening circles build trust between police and residents...



Amani PRLC 2018-19: All Participants
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, Amani residents, and the Milwaukee Police Department are included under each category.

- 1. Improve knowledge about roles, rules, and procedures of police officers.** Many resident participants expressed curiosity about police officers including their day-to-day work life and why they chose to become police officers. Furthermore, many resident participants spoke about a lack of understanding of police officers' behaviors which often comes from not understanding police procedures.
- 2. Address participants' concerns about the future and safety of youth and children.** Many participants expressed concerns about youth and children in general. Various efforts could include increasing attendance of youth participants in the listening circles, involving youth in various community outreach events, or starting youth-specific initiatives.
- 3. Build community from within.** Participants described wanting to improve the community through events, as well as individual efforts like staying calm, speaking up, and using active listening.
 - Build capacity in conflict resolution.*** Many participants indicated wanting to solve issues or de-escalate situations using conflict resolution and communication skills. Participants describe these skills as separating parties, listening, and seeking to understand. Management of conflict could improve relations within the community as well as between the community and police.
 - Host various community events.*** Participants described wanting to host neighborhood parties or sports activities. They discussed using locations like local parks. Also, many described wanting to see police officers take part or continue taking part in community events.
- 4. Continue listening circles.** Many participants stated that listening circles provided a space for resident and police officer participants to meet and learn from each other, especially in non-crisis settings. The listening circles were cited by participants as an example of a positive community event, because people can be known as a real and approachable person, talk about concerns of the community, and discuss and learn from multiple perspectives.

Listening Circle 1 Analysis – Police Response Times

Question Round One: *“For Residents: Tell a story of a time when you felt the police should have responded sooner and why? For officers: Talk about a time you wish you could have responded to a call sooner. What were the circumstances that held you back?”*

1.1 Long Response Time

Many residents shared accounts in which they felt that police response time was too long. Crimes ranged in severity, and response times varied in length. Response times seemed to cause frustration among residents. One resident reported that s/he heard several rounds of gunfire in his/her neighborhood and shared:

“Many were calling 911 but, by the time they came, the person was long gone. I know the police have priorities, but it is frustrating. We had the license plate but there was no follow-up [by police].”

Other residents described more serious situations. One resident witnessed an 86-year-old man hit by a car and said, *“we called the police who didn't come for 40 minutes!”* Several residents described escalating domestic violence situations as well. A resident had to call the police for their neighbor and described the situation as follows:

“The children of the victim were outside crying, and the offender said he was going to kill her while he was beating on her. I stayed on the phone with dispatch for 30 minutes while the abuse continued to escalate.”

Another participant had a similar account of an escalating domestic violence situation and shared *“the police didn't come until the next day. Security had to escort the man out. I felt in danger.”*

While many participants witnessed crimes or dangerous situations, some participants were the direct victims of crime or were personally distressed. One resident suffered an allergic reaction and said, *“[t]he school called 911, but my uncle got there faster and took me to the hospital.”*

Another resident cut through an alley to get home and said *“a car drove up and started shooting at me and several others. I made it to a safe place and called the police, but it was a long time before they responded to my call.”* Another participant shared that someone broke into his/her

house and stole his/her car on another occasion. S/he said that it took police over 12 hours to respond.

Overall, residents did not seem satisfied by police response time. Residents felt either worried or unsafe, underlining that response times should have been shorter in many different personal instances. Resident dissatisfaction with police response time echoes officer accounts of being unable to reach all calls.

1.2 Unable to Respond or Reach

Several officers discussed instances where they were unable to respond or reach a situation on time. Situations ranged in severity, and some ended with fatalities. Many officers expressed regret over being unable to address serious situations. An officer shared a time where s/he was unable to reach a situation and a baby drowned. The officer said:

"I wish we could have gotten there before he died. We were on the other side of town. I felt helpless, like I had no control."

Another officer shared a similar account that ended with the harm of a child and said:

"A 3-year-old was shot 4 times with an AK-47. I wish I could have been there before it happened. That will stay with me for the rest of my life."

A few of the officers shared the reasons why they could not respond. One officer shared that s/he tried to respond to a baby that had stopped breathing and said:

"[T]he traffic was heavy which made it hard to navigate...the ambulance got there after we did."

Officer accounts of being unable to respond echo resident concerns about police response time. While some officers did not offer a reason for why they could not respond, many officers wished they had arrived sooner. Many of the officers who expressed regret were in situations that often ended fatally. Police response times appeared to be a concern for both officers and residents.

1.3 No Experience

A few participants did not have experience with the police. Some participants who did not have experience regarding police response time mentioned *"[m]y neighborhood is good"* or *"I live out in a nice neighborhood."* Neighborhood safety was mentioned by a few participants during the Connected Conversation, alluding to the idea that participants believe police response time might be a bigger issue for certain neighborhoods.

1.4 Issue with Dispatcher

A few officers mentioned problems with dispatch calls as one of the factors that can affect their response time. One officer shared:

"There were numerous unintelligible calls about a domestic abuse situation with a person being beaten so bad unfortunately when we arrived there was nothing we could do to help the victim. I wish the call had been informative enough to let us know how severe the situation was, so we could have arrived sooner."

Two other officers shared similar issues. One officer said s/he was sent on call that turned out to be a dangerous situation, but it was not listed as a high priority and was made thirty minutes before the officer received it. The third officer said that the wrong information was given to the 911 operator which delayed the paramedics. Officers who cited problems with dispatcher information felt it negatively impacted their ability to reach a situation.

Question Round Two: *"What do you think could be done to improve response times and how would you put this in place?"*

2.1 More Police Officers

Both officers and residents called for an increase in the number of police officers available. Participants argued that it would allow officers to handle issues faster. Other participants mentioned that some of the Milwaukee Police Districts were too big which stretched police too thin. One participant said:

"The criminals in Milwaukee go where they want to go... Some Police Districts are too big which slows response time and we need more police officers."

Another participant, an officer, mentioned that police shortages have gotten worse in Milwaukee. S/he said that when s/he became an officer, they were 200 officers short but that now, the department is down 350 officers.

2.2 More Education

Many participants discussed education as a solution. Participants viewed education as a preventative measure to crime. Participants recommended different types of education. Some participants focused on youth education while others suggested mental health education and teaching young people how to handle their emotions. One participant said:

"We need more officers. Our resources are very limited. Education is necessary. We need to teach de-escalation to our youth. You stepped on my shoe, and a pistol comes out. We get too many calls. People know that we have priority calls. Certain calls get acted on faster than others. People will lie and say 'gun' when there was none. They need to remember it's not just about them, there are other people who need our help."

Other participants felt it was necessary to teach residents how and when to place emergency calls. An officer shared an instance when a woman called the police because her son refused to go to school. The officer explained:

"It wasn't an appropriate call for police, but we went anyway to try and help."

Issues with information from dispatch calls was a theme during the first round where officers felt the level and amount of details from dispatch calls impacted their ability to respond to a situation.

2.3 Prioritization of Calls

Participants discussed the role of prioritization in dispatch calls. Several participants recognized that emergencies were based on severity. One participant wanted to analyze how calls were prioritized and suggested the following:

"I would take a concentrated look at the prioritization of the calls prioritized by call center representatives. I would do this by working with those persons on codes for the different levels and severity rather than time of call."

One participant did not agree that calls should be prioritized and said, *"Danger is danger."* Most participants who talked about call prioritization accepted that some emergencies are considered more important than others. One participant said that nothing could be done, and another participant said *"people need to be sure they are calling for important reasons, violence, etc. It needs to be serious or they should not call."*

2.4 Dispatch Calls

Participants also talked about how dispatch calls are placed. A few participants emphasized the importance of giving information to 911 operators as clearly as possible. As presented by one participant:

"I think as the caller I must speak clearly, truthfully and share how situation came to be."

Another participant felt that, in some instances, residents gave wrong or limited information, sharing that:

"We need to give more and better information, be patient and as calm as possible."

False calls and dispatch protocol were discussed among participants as well. One participant mentioned that people will give false information for non-emergency situations and said, "[t]here are major problems with people calling in 'false calls' i.e. two people arguing, and no weapons involved, just talking loud and can't seem to walk away." Other participants placed the responsibility on dispatchers and felt it was the responsibility of the dispatcher to get the correct information.

2.5 Community & Criminal Justice Reform

Some participants thought that more community involvement and criminal justice reforms would alleviate long police response times. One participant suggested "citizen ride-alongs", while another participant said that more neighborhood block watches would help build a relationship with police and improve information sharing between residents and police.

Two participants reported wanting to reform the community at a higher level suggesting smaller police districts and the need for "[...] a better Justice System that punishes bad behavior like running red lights and speeding."

Connected Conversation: *"Discuss how you would prioritize the calls for better response times if given the opportunity."*

3.1 Questions about Police Protocol

Many participants had specific questions about police protocols such as why determines the number of officers sent to a scene, what determines where someone is apprehended, and what officers will gather in a police report. One resident asked officers why there were 15 police officers when there was a gunshot in his/her neighborhood.

Other residents shared personal encounters with police during which they were uncertain if the situation was handled correctly. A participant shared that police were looking for his/her uncle and said:

"From personal experience, I had officers run in my house looking for my uncle. He said they never told him about warrants. The police could have got him at work rather than in the house in front of kids."

Residents felt concern about how police handled certain situations. Some residents asked general questions about police protocol. Kids were a point of concern for residents. One resident asked, *"Do you have a lot of encounters in front of kids?"*

Residents also asked questions about wait times and operator protocol. One participant asked, *"If my house is broken into, how long should I expect to wait for the police?"* Another resident shared that some operators will not take calls without an address or name.

3.2 Answers about Police Protocol

While answering to the residents' questions, officers underlined that fact that, in some instances, they would be unable to answer because they were not present at the time of the incident. In response to a question about why so many police were present for a situation, an officer responded, *"it depends on the nature of the call and we have to secure the scene."*

Some of the officers tried to clarify a situation by asking more details from residents. For instance, a resident shared that a gunshot was heard in his/her neighborhood which drew many police to his/her house. The Officer participants then asked the resident if someone was shot or if *"the officer in the house had bars on their sleeve?"*

Another officer responded with the following:

"I don't know specifically why there were so many officers in your situations. There are officers who secure the scene, set-up tape, take it down, wait to pass along information to forensics, wait for detectives to come...It is a lot of waiting and communicating."

Other officers responded to general questions about police protocol. One resident asked how an officer might handle an encounter in front of their house. One officer said s/he would contact their CLO, community liaison officer, and said *"I pay taxes and I still live in the city. I hold everyone accountable!"* Another officer echoed a similar sentiment and advised residents to call the CLOs to see what is happening if they are unsure about a situation. In response to a question about protocol around kids, one officer shared the following account:

"I try not to. I had a woman pull a gun on her boyfriend. She had her 4-year-old with her. I took her around the corner to arrest her. The woman really appreciated that we didn't do it in front of her kid and thanked us."

3.3 Better Communication

Some participants wished to see better communication between officers and residents. An officer said, *"I'd like to be able to share with you that when I take off the uniform I am a*

person just as you.” Other participants felt that better communication would lead to better relationships between residents and police. One participant suggested that community events and random conversations would improve resident and police relations.

3.4 Neighborhood Safety

A few participants discussed the role of neighborhood safety. One participant said, “[i]t does make a difference which neighborhood you live in!”. Two other participants mentioned how their neighborhoods changed. They said things like “my neighborhood was once beautiful!” or “there were once lots of homeowners” which might suggest they believe their neighborhood has declined.

Parting Words

4.1 Positive Experience

Some participants shared they had a positive experience, using parting words such as “happy” or “empowered”. Other participants shared that they felt hopeful and that there was more trust between residents and police. A few participants expressed a desire to return to more listening circles.

4.2 Learning Experience

Participants also felt that the listening circles served as a learning experience, as can be seen in the following testimony:

“[The Listening Circles] taught me I should look into situations before judging it.”
“I learned how to listen.”

Some participants were able to learn about concerns from different perspectives than their own. Participants mentioned they learned to remain calm in situations, and a few participants mentioned de-escalation.

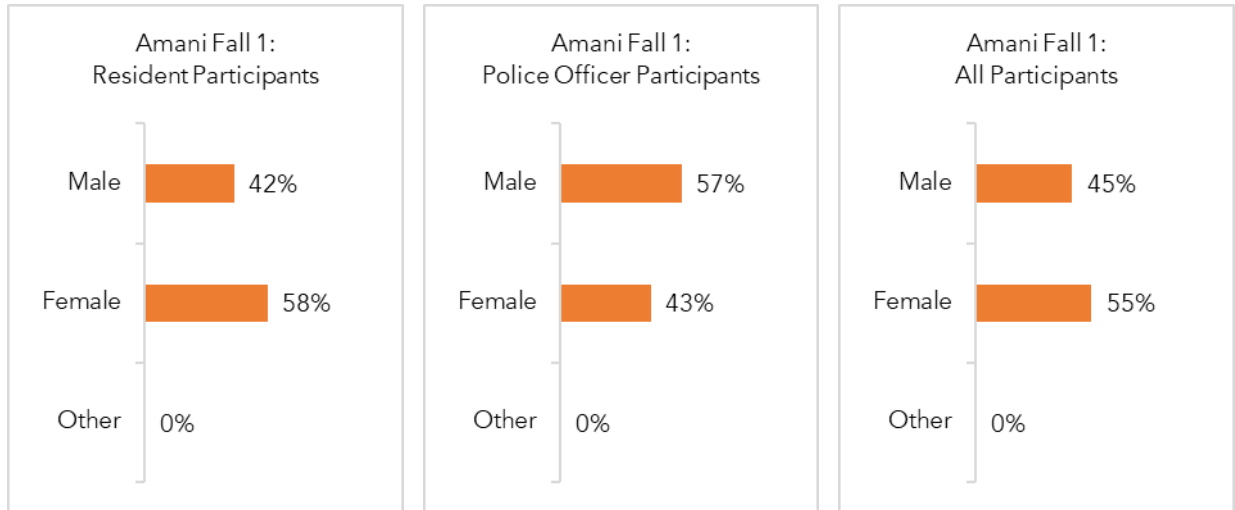
4.3 Better Communication & Understanding

A few participants felt there was more understanding between police and residents. Some of parting words used were “communication”, “humane”, and “more understanding”. A few participants said they understood the police better, stating that “every cop is not the same”.

Feedback Forms

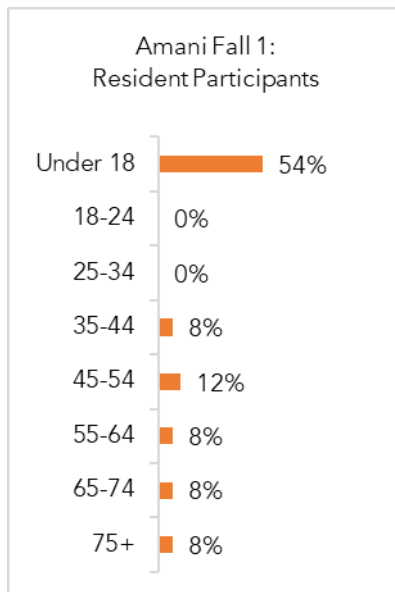
Demographics

Gender

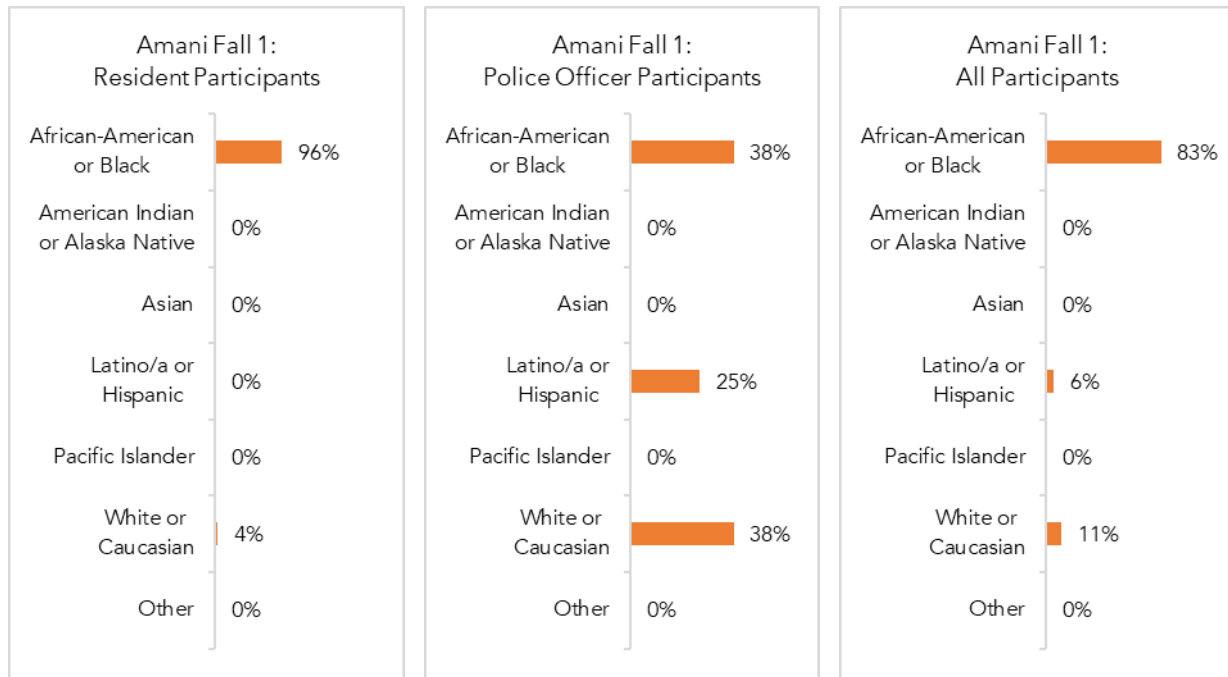


Age Range

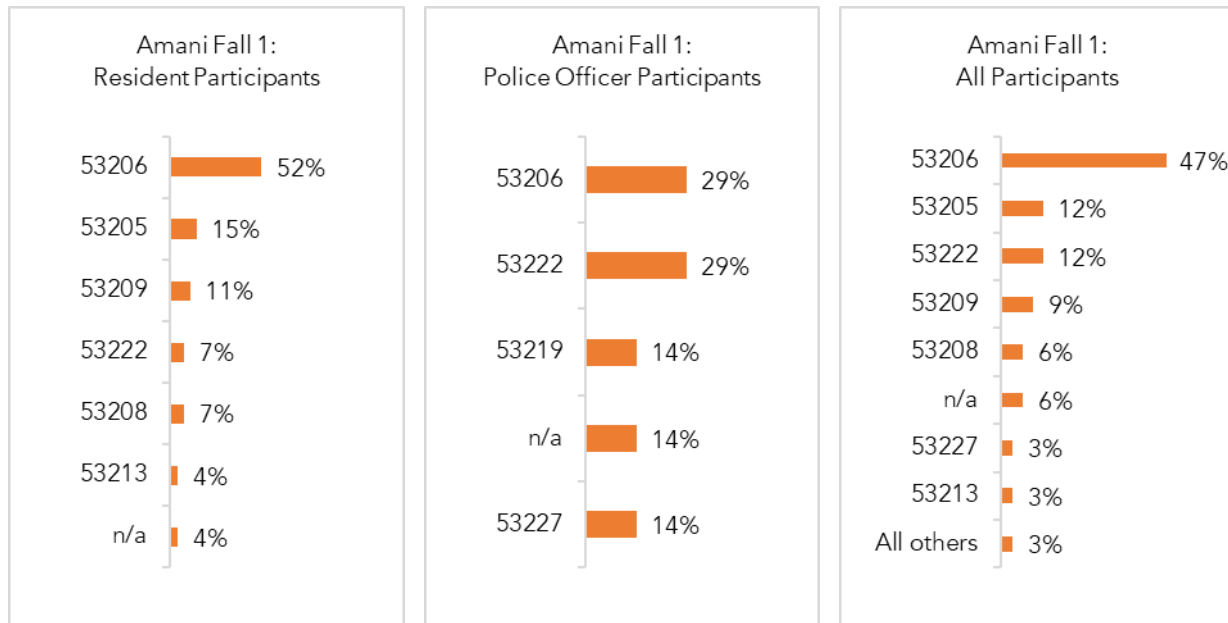
Note: Age Range was not collected of police officer participants for this event.



Race/Ethnicity



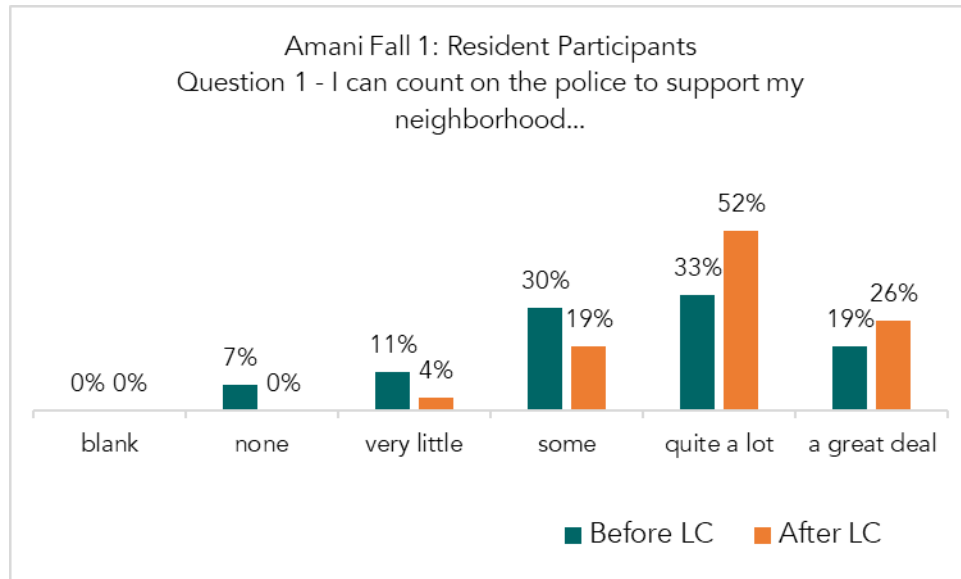
Zip Code



Quantitative Data – Pre/Post Surveys

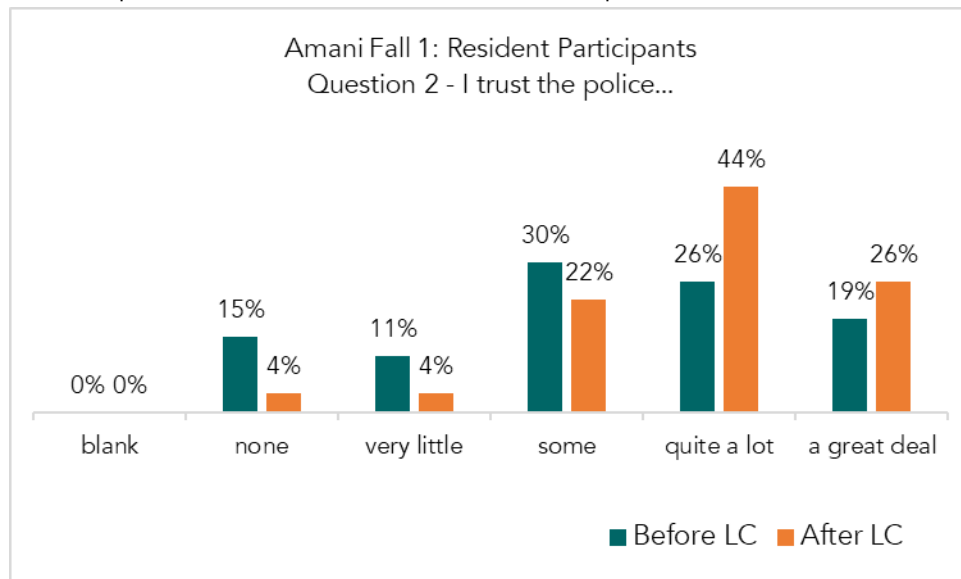
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

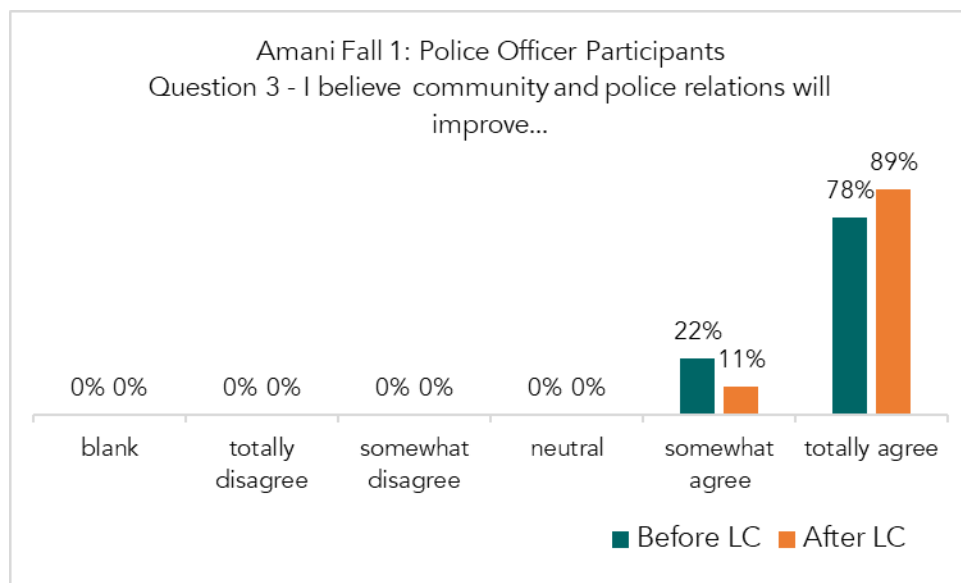
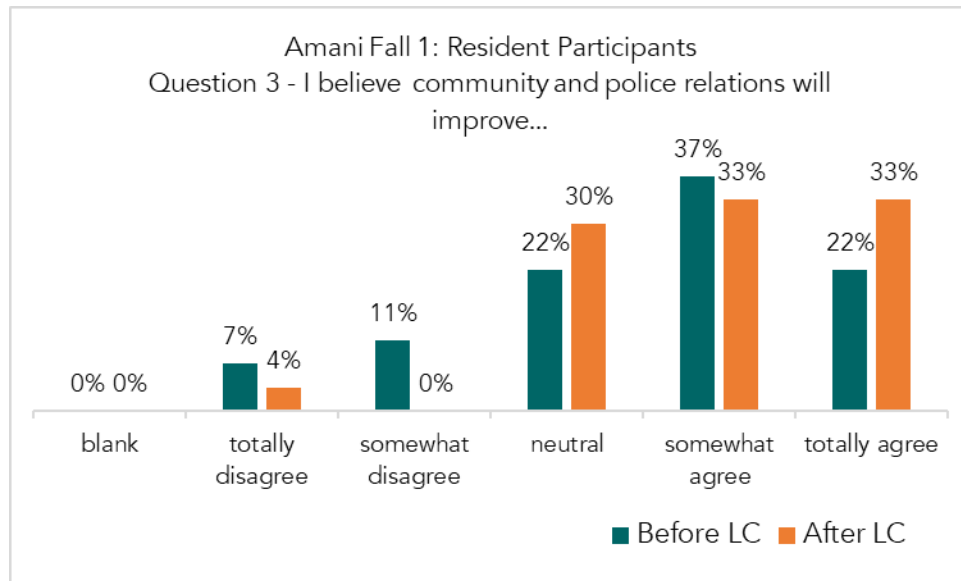


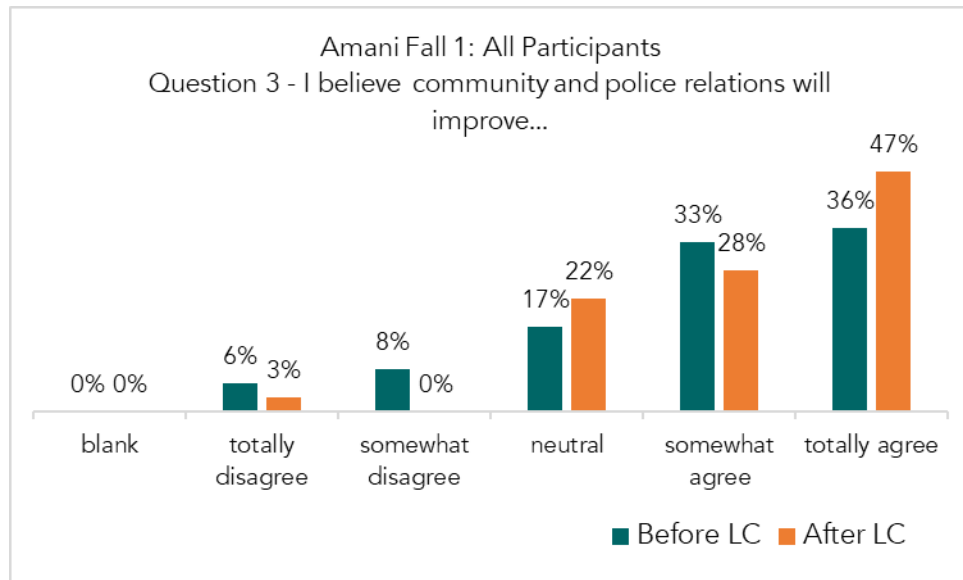
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

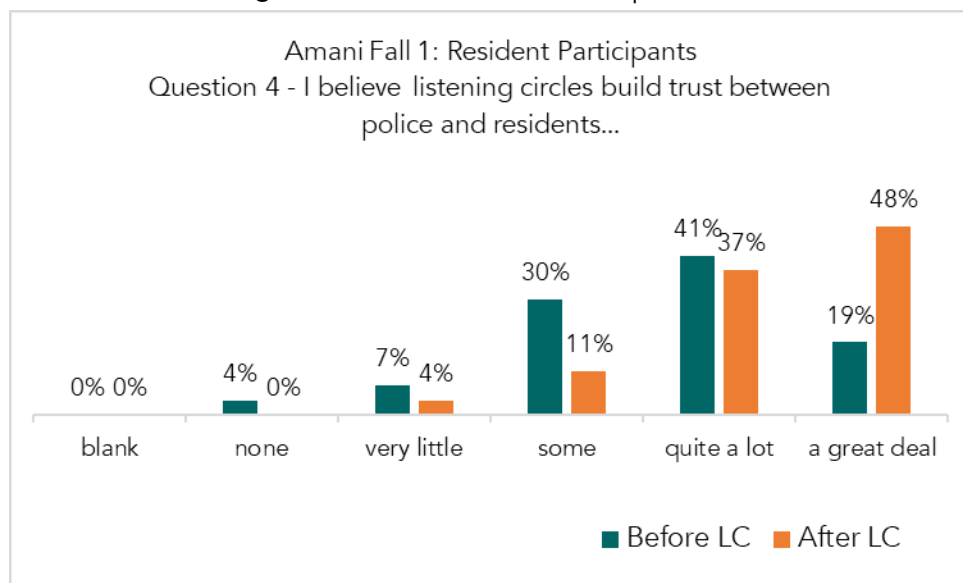


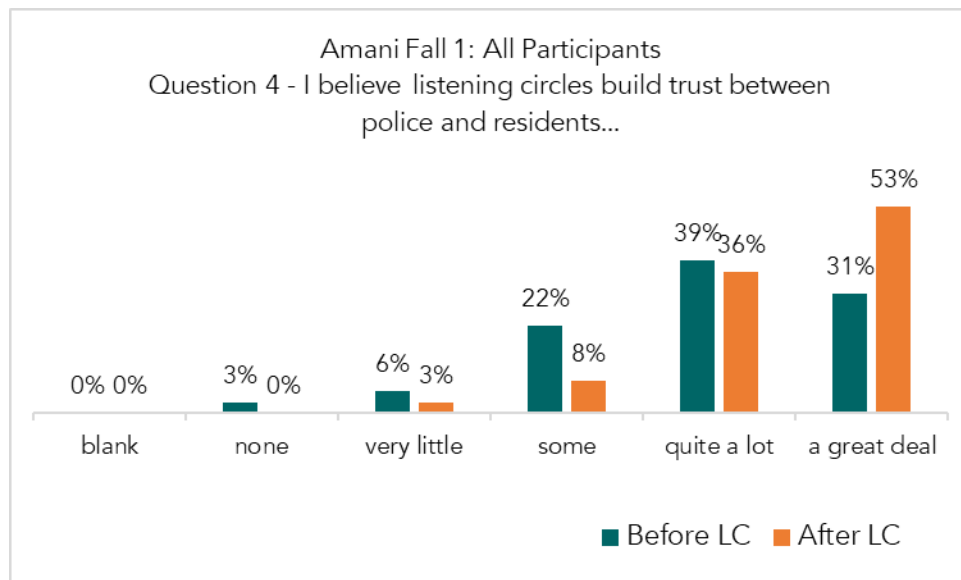
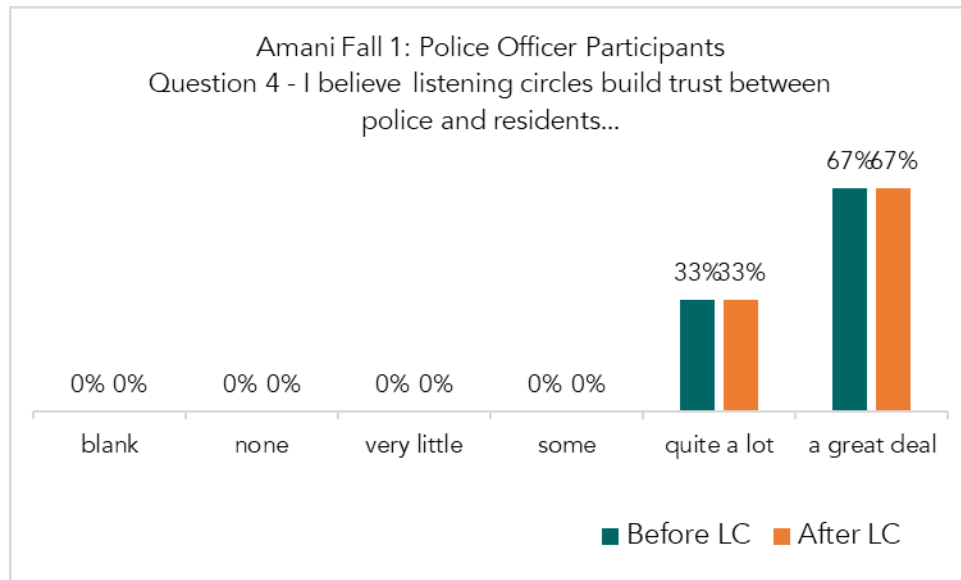
Question 3 – I believe community and police relations will improve...





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? What, if anything, did you learn about the police today?

- They are people just like all of us, they just doing their jobs.
- Hard workers.
- N/A.
- All are not the same.
- The freedom of my group to speak their minds.
- Understanding.
- N/A.

- Realizing that just like us, the police officers are genuine people, whom just want to help.
- It made me more open-minded about people's views and opinions.
- Having a better understanding.
- I learned that they have low co-workers so that makes it understandable.
- They listen to us.
- I enjoy hearing officer speech to community about common issues. I learned that they understand.
- Police is a great people.
- I learned a lot today, but it was a lot of things I didn't know. So very pleased with the conversation.
- Learning new thing.
- No answer.
- Got to meet new people.
- Police are always there.
- Learning about police --- calls when "shots fired".
- The police were good to me.
- N/A.
- I learned that every police officer isn't the same.
- Valuable - youth actively participating in dialogue.
- Getting to talk to each other. I learned that we're all the same.
- To hear other situations and points of views.
- Nothing really.

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

- That everyone was willing to talk.
- Being able to speak with everyone about how they felt in a safe and non-judgmental setting was rewarding.
- The youth voice!
- Everyone was open to the topic of conversation.
- Understanding through communication.
- They don't like how the TC talk to them on the phone.
- Listening to community members experience.
- People were open to voices.
- Listening to the youth and the elders.

What questions or concerns are you leaving with?

- Will this experience ripple and spread beyond these walls?
- None.
- How can I better myself as an officer to better serve my community?
- How can we help response times?

- How can I fix response times?
- N/A.
- Attitude.
- Hope citizens view police in a different light.
- None.
- Better inform.
- N/A.
- N/A.
- Hope we use the people of Milwaukee. Reach our brothers as goals.
- N/A.
- None. I left with a calming spirit and mindset.
- None.
- Trust issues.
- Will there be any more meeting?
- People in the neighborhood should help each other.
- Can we continue to have consistency in members that attend circles?
- To be a great person.
- None.
- Staying calm.
- None.
- None.
- None.
- N/A.
- None.
- None.
- Nothing.
- Profiling.

What's one important topic you'd like to discuss for an upcoming listening circle?

- Continue to listen and try to understand another.
- Continue the good communication.
- That everyone be.
- N/A.
- Keep topics on track. People started venting about non-response time related topics.
- N/A.
- Larger group.
- Get teenagers involved and make them answer the questions.
- Would they like to do a walk around the area of our community?
- Better outcomes in areas.
- I really asked everything.

- Communication.
- How to find funds for citizen police or department or (whatever we may call it)
- Helping each other.
- Talking.
- Why don't we have people that's from our community, police our community.
- Relationships between police and residents.
- Violence.
- Rights/justice.
- Everyone should work together.
- Profile? How is it determined, really?
- Trust.
- What can we do about people standing around just to be there.
- Profiling.
- No comment.
- None.
- Nothing.
- 911 dispatch calls.
- N/A.
- How the police respond to some situation.
- Trust.
- Police brutality.
- Profile.

Listening Circle 2 Analysis – Profiling and Stereotyping

Question Round One: *“Describe a time when you felt like a part of your identity (i.e. your race, your job, etc.) was being profiled or stereotyped. What was the experience and how did it make you feel?”*

1.1 Fear/Anger

Resident and officer participants, alike, described feelings of anger or fear after being profiled or stereotyped. Participants experienced profiling in different settings for a variety of reasons regardless of gender. One officer shared an account of a time when he/she was harassed by police under the assumption that he/she was a prostitute. After the incident, the officer said:

“It angered me, and I felt it was not right to be judged by someone with no idea of the actual situation.”

Another officer participant had a similar experience being followed around a store and said, *“It made me mad. I worked hard for the money I was going to spend.”* Participants discussed profiling and stereotyping experiences as children and parents. One participant shared an encounter he/she had with the police while his/her son was present. The participant presented the following account:

“It happens to us all the time. The most recent was when my son and I were driving and got pulled over. They asked me for my I.D. And then they went to the passenger side and asked him for his. I told them he's only 15, he doesn't have any. They kept pushing him. I had to prove his age and identity. I carry his birth certificate. I felt really angry. And later I felt terrified for my son's future.”

Another participant shared an experience where he/she was accused of selling drugs by the police as a teen and detained. The participant shared that he/she was released but the incident upset the participant.

Other participants discussed one-on-one experiences with profiling and stereotyping. One participant recalled a conversation with a white man who commented he/she was smart for his/her race, which made the participant feel *“confused and angry”*. Another participant described being bullied for his/her race and falsely accused of attacking another child and said, *“I was cleared but I was angry. I changed schools after that.”*

Overall, experiences with profiling and stereotyping appeared to leave a negative and long-term impact on participants. Both residents and officers were victims of racial profiling with some officers even being harassed while off duty, which signifies that profiling and stereotyping can affect anybody regardless of their profession.

1.2 Harassed

Harassment by police and other strangers was another major topic of conversation among participants. One participant told the group about his/her experiences with being profiled by police and said:

"When I think about stereotyping and profiling, I think about how differently I am treated in a working suit and at my home. I live in the neighborhood I grew up in and I have always had a nice car. But anytime I would ride outside of my neighborhood I would get a police escort, although they would never talk to me. The sad part to all these assumptions is that they come from misleading opinions - there are no alternative facts - and shape their views around the negative."

An officer participant shared a similar experience being followed by the police and said:

"I have experienced being treated differently because of my race while driving when I was off duty. I recall being followed and intentionally being pulled over".

Both accounts of being followed by police suggest that resident and officer experiences are not vastly different which may indicate an area that both parties can work to improve.

Harassment also took place in public settings like stores and did not always relate to race. One participant spoke about an incident where he/she was accused of stealing at work. Despite being cleared of the accusation, the customer still believed he/she was guilty. Another participant recalled a time when his/her mother parked in a handicap space without visibly displaying her handicap sticker, which prompted the participant and his/her mother to be harassed in the parking lot.

Reactions to harassment varied with most participants responding negatively. However, not all participants reacted negatively. One participant shared the following sentiment about being called a derogatory name:

*"I guess I get called s**c. People don't know what race I am. They think I'm a kid, too, but I'm 36 years old. I don't really mind the s**c thing because I know who I am."*

1.3 Profiling or Stereotyping at School

Some participants experienced profiling or stereotyping at school. Participants described situations in which their teachers promoted prejudiced ideas or targeted students for their race.

One participant confronted a teacher who targeted Hispanic students. The participant shared:

"In high school swim class, the teacher was singling out Hispanics and other groups and making disrespectful comments about them. I asked a question about it and now me and the other Blacks are failing. We finally went to the principal to talk about it. When it happened, I was mad, and I didn't care about it...I can't really explain it."

Another participant relayed an account of when his/her teacher assigned readings that portrayed African Americans in a negative light. Eventually, the participant reported the teacher to the principal. One participant recounted being called "my little monkey and my helper" by his/her third-grade teacher. Like participants who described feeling fear and anger earlier in round one, participants who experienced profiling or stereotyping in an educational setting felt angry or confused.

1.4 Dispelling Misconceptions

Several participants wished to dispel misconceptions about their job or school. Officer participants wanted to clarify stereotypes about their understanding of the communities where they serve. Some officers chose to pursue a career in law enforcement to help their communities.

One officer participant requested the district where he/she grew up and said:

"When I first came on the job, I asked to go to district four because that is where I was born and raised. I was stationed at the Westlawn housing project and people would always ask me 'What do you know?' or 'What makes you think you belong here?'. They would think this because I am a balding white guy who they thought came from the suburbs but grew up in their neighborhood. As a kid I was beat up and my bike was stolen and would get jumped. Both my parents worked, so I felt bad for other kids whose parents didn't, and that's why I wanted to come back to this neighborhood."

Another participant, who is studying to become a police officer, shared an experience he/she had in a Sociology class. The participant shared the following experience:

"I went to MATC for college and had to take a sociology class to graduate. My class was essentially a debate about big issues. One class the topic was about police brutality. The whole class tried to make a mockery of me because they knew that I wanted

to be a police officer. Although it hurt, I learned that everyone has their own experiences and opinions, and that the way I want to police is to work together with the community.”

Both participants wanted to help their communities as police officers; but, despite their positive intentions, they seemed to be met with distrust. While the participant who was ostracized by his classmates extracted meaning from his/her experience, other participants felt hurt by assumptions about police.

One officer recalled a time when he/she handed out stickers to local children and found some of the children would not accept them. When asked why they wouldn't accept the stickers, one child said he/she disliked the police based on their portrayal on television, and the other explained that his mother called the police on his father which prompted his dislike. The officer seemed frustrated by the experience and said:

“It’s hurtful and sad because small kids are already being conditioned to hate the police and we’re being judged because of it.”

School reputation was discussed among a few participants. Participants who attended schools with poor reputations wanted to highlight a different, positive view of their schools.

1.5 Actions of Others

A few participants described instances where they were judged based on the actions of other people. One participant was viewed as a drug dealer because of his/her friends which had a negative impact on his/her mental health. Another participant remembers being called an offensive name because of the actions of one child and said the following:

“Last week on the bus someone in a car called all the kids on the bus ‘BeBe’ kids all because one kid was yelling and cussing out the window. I felt disrespected because we weren’t doing anything—it was just one kid and we were being blamed for it.”

An officer participant expressed similar frustration about being judged based on other police officers. The officer shared the following statement:

“It’s frustrating day in and day out and because of one bad apple that happened to someone or one bad incident it is ruining my reputation.”

Resident and officer participants shared similar feelings about being prematurely judged based on the actions of others. The common frustration between residents and officers could highlight an opportunity to discuss methods to prevent premature judgments.

Question Round Two: “What do you wish others would know about who you really are?”

2.1 Real & Approachable Person

Participants, especially officers, wanted to be known as real people or more than a uniform. Participants shared details about their hobbies and lives like going to church and being family-oriented]. One officer said the following:

“I’m a human being and I make mistakes. I’m a loving man and a family man. I go to church and once I was eating at a restaurant and someone asked, ‘You eat?’ I participate in my sons’ activities. I have to eat to have energy to protect you.”

The desire to be known as a real person extended past profession. One participant said, “I’m not just an African American boy” but a “kind, warm-hearted person who cares and loves others”. Another participant said, “Everyone judges”, but he/she enjoys things that everyone else enjoys.

Other participants wanted to be regarded as approachable. One officer participant related an account about starting a fishing and sports program. He/she shared the following:

“The past two summers I’ve asked myself “What can I do to help out at schools?”. So, I started a fishing and sports program. In the beginning I showed up in my uniform and after a couple weeks I was coming in a tank and shorts. It lets the kids know what I’m into and show the kids that I am one of the easiest officers to walk up to. I would even help them with homework if they needed - I love doing that kind of stuff.”

Another officer explained that he/she feared the police when he/she was young and said, “I want people to know that police are more than their uniform”. Both officers and residents wanted others to understand that they enjoyed and cared about the same things that everyone else did. Similar to round one, participants’ wishes to be approachable seemed to stem from the desire to help and relate to their community.

2.2 Positive Traits

Several participants wanted others to notice specific personality traits over race or profession. One participant wanted to be known as a “good kid” and urged people to “don’t judge me before you know me.” Participants voiced similar answers and wanted to be known as helpful, easy-going, or honest.

Participants also wanted to be recognized for being talented or hardworking. An officer shared the following:

“I want people to know that I’m a family person and my friends are my family. I’m the person people can call at 11 pm to come help them. I’m feeling old even though I’m

not. I have a kid and she's amazing. I want people to see that I do 100 percent at work and at home. I don't do half anything."

Another participant described him/herself as a "very hard worker" and "very creative". While race or profession were mentioned by some, participants wanted to be recognized on a deeper level.

2.3 Unfriendly Faces

Some participants felt they were prematurely judged based on their facial expressions. Some participants said that people believed they were mean or intimidating because they did not smile often. One participant said, *"people always say I have [a] mean eye and that I look at them meanly."* Participants judged on their facial expressions wanted to clarify misconceptions about being unfriendly and wanted to be known for being humble, helpful or sweet rather than angry. Like other themes in round two, participants did not want to be prematurely judged based on outward appearance.

2.4 Taken Seriously

In contrast to participants who wanted to be acknowledged as less angry, some participants wanted to be taken more seriously. Assertiveness and intolerance for trouble were mentioned by participants. One participant said the following about being too kind:

"It's hard to say. Kindness usually takes over my anger. I wish I could be angry, because I am too kind, too nice, everyone walks over me. I wish I could stand up. I've been nice and helping ever since I was 14. Now I want to be the 'No' person. But, how?"

Other participants wanted to be respected or wanted others to know they would not tolerate trouble. A participant said, *"I'm not a disrespectful person but if you're disrespectful towards me I will be towards you."* Regarding intolerance for trouble, one participant expressed that he/she would not put up with trouble and said:

"I call the police when there is trouble in my neighborhood. I have a low threshold for people that create problems. I want people to know that I want to build community."

Another participant echoed a similar idea and said, *"I'll be a snitch if I have to be."*

2.5 The Past

A few participants wanted others to understand how their past has affected their decisions. Participants shared information about their childhood and past actions. One

participant said *"I am from a broken home. I lost my mother and my father."* Another participant shared that he/she did not always make the best decisions but had a good heart.

Connected Conversation: *"What are best practices for ensuring that others are treated fairly despite perceived differences?"*

3.1 Communication

Better communication between the police and the community as well as communication with other community members were suggested by many participants. Police and community communication were primarily concerned with police procedures during emergency situations. Some participants expressed concerns about being unaware of situations that happened in their neighborhood. One participant shared the following:

"I think the police need to do better in terms of safety when there is an incident. There was something that happened in front of my house and the police was running with his gun out. We had to stay put because it was an in and out, but they need to be safer."

Another participant had a similar concern about safety but noted that officers might be on edge due to recent attacks on police. The participant offered the following solution:

"It would help if the police would debrief the neighborhood after an incident and gather to tell people what they're able to tell them."

Besides safety, participants discussed better communication with other community members. Several participants felt it was important to check up on young people. On a larger scale, one participant suggested a "petition sent around the neighborhood asking the residents what they think is the solution for positive police/community relations".

3.2 Influence on Teens

Participants cited concerns about influences on teens especially parenting and social media. One participant expressed that most violence happens with teens and said:

"Some people don't see what's behind it. Some teens are raised by loving parents; some are raised to survive. My dream is to talk to juveniles about this."

Another participant asked an officer if he/she was worried about his/her kids, and the officer responded *"I'm terrified. I have boys. What's wrong is wrong"*. A participant asked the question *"Who knows what will become of these kids?"*, which seemed to indicate an overarching concern about the future and safety of children.

3.3 Education

Some participants suggested education as a solution for fair treatment of different people. Participants who suggested education felt that it led to greater understanding of others and shared personal accounts where education helped learn about others. One participant presented the following account:

"I work with a lot of different cultures in my job. They are weird, but I learned not to prejudge. Now I educate myself about each culture, keep my personal opinions to myself, but now can interact with situations dealing with those cultures much better. I respect their cultures, they are from a whole different part of the world and have been through way more than me. I mean, I have only been out of the state three times!"

Another participant recalled attending white schools as a child and said that his/her parents knew education led to understanding. Suggestions about education seem to stem from a place of wanting to understand different people. Both participant accounts highlight understanding and respecting differences.

3.4 Block Parties, Gatherings, & Program

A few participants suggested implementing new community programs. Block parties block watches, and potlucks were all recommended to help foster conversations between different groups. Participants proposed community events that increased interaction with police.

One participant said:

"I think we need more programs like these so that people will not be afraid to talk to police or help them find out information they need to solve a crime."

Overall, participants saw community initiatives as an opportunity to educate and engage all members of the community.

3.5 No Change

Two participants did not feel that people would change. One participant felt neutral but said, *"Some people are stuck in their ways."* The second participant commented about racial bias and said, *"That's just the way it is, you can't change it."* Assertions that change was not possible strayed from the opinion of many participants but may indicate some concerns of the larger community.

3.6 Open Minded & Kind

In contrast with the two participants unsure if people could change, several participants felt the solution to unfair treatment was to be more open minded and kinder. A desire for less

competition among groups was mentioned by some participants. One participant said *"We need to stop competition within each other. Have an open heart and mind instead"*. Another participant said people needed to return to basic, polite norms and said:

"We need to stop dehumanizing and hold each other accountable to universal human norms - saying 'excuse me', the soft skills, school, home. We are all imperfect, but everyone should be held to a certain standard. Just like having health services. We need to stop seeing everyone as different because no one succeeds without the help of others."

Some participants encouraged others to see beyond race or profession which was a common wish of many participants in round two. While participants in round two did not explicitly call for people to be more open-minded, they wanted to be known in a more profound way by highlighting their personalities, flaws, or pasts. Participants who called for people to be more open-minded encouraged others to understand individuals and respect difference. The call to be more accepting may reflect a greater desire in the community to bridge divides between different groups of people.

Parting Words

4.1 Positive Affirmations

Several participants made positive affirmations. Words like *"wonderful"*, *"happy"*, and *"good"* were mentioned. A few participants said they were glad they attended. Participants overall appeared to have a positive experience during the listening circles.

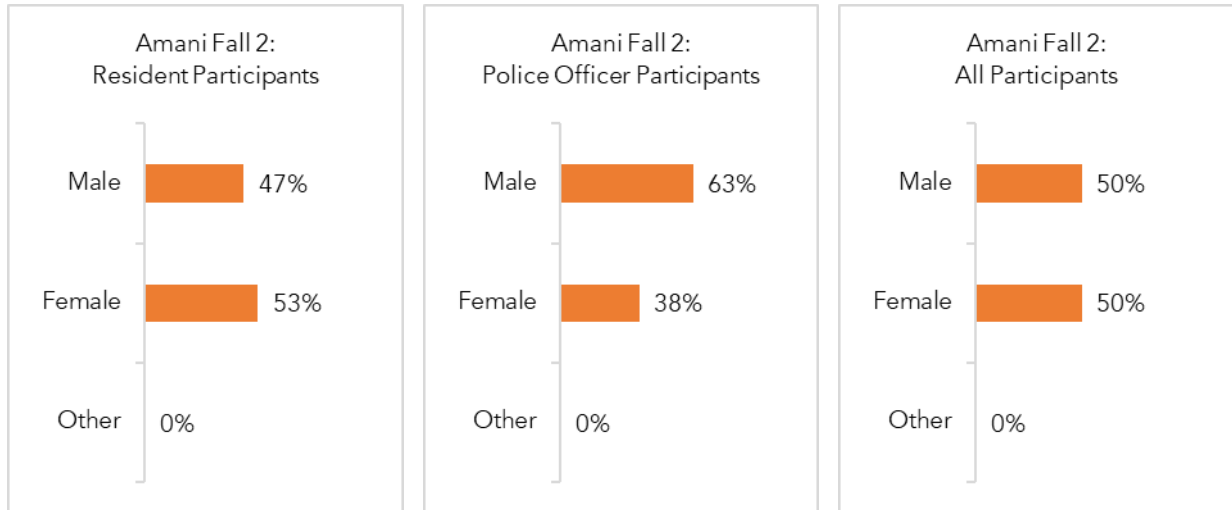
4.2 Enjoyed Communication & Listening to Others

Many participants enjoyed communicating with others and listening to their opinions. Words like *"listen"* or *"communication"* were mentioned. Other participants specifically noted groups of people and said, *"the words of the young men"* or *"the words of my peers"*. Overall, participants seemed to enjoy hearing new perspectives.

Feedback Forms

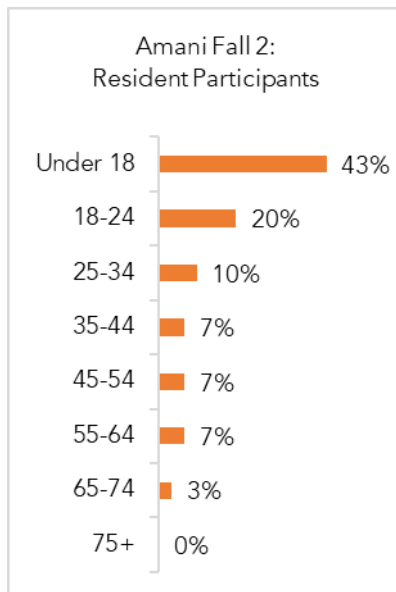
Demographics

Gender

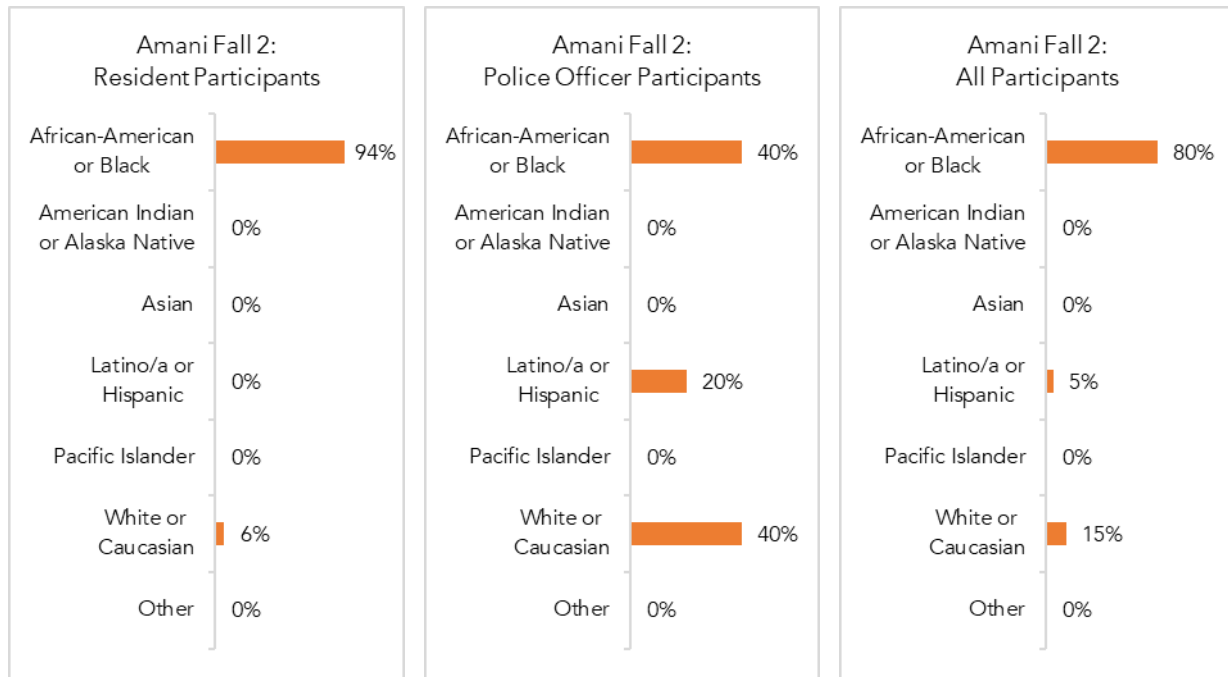


Age Range

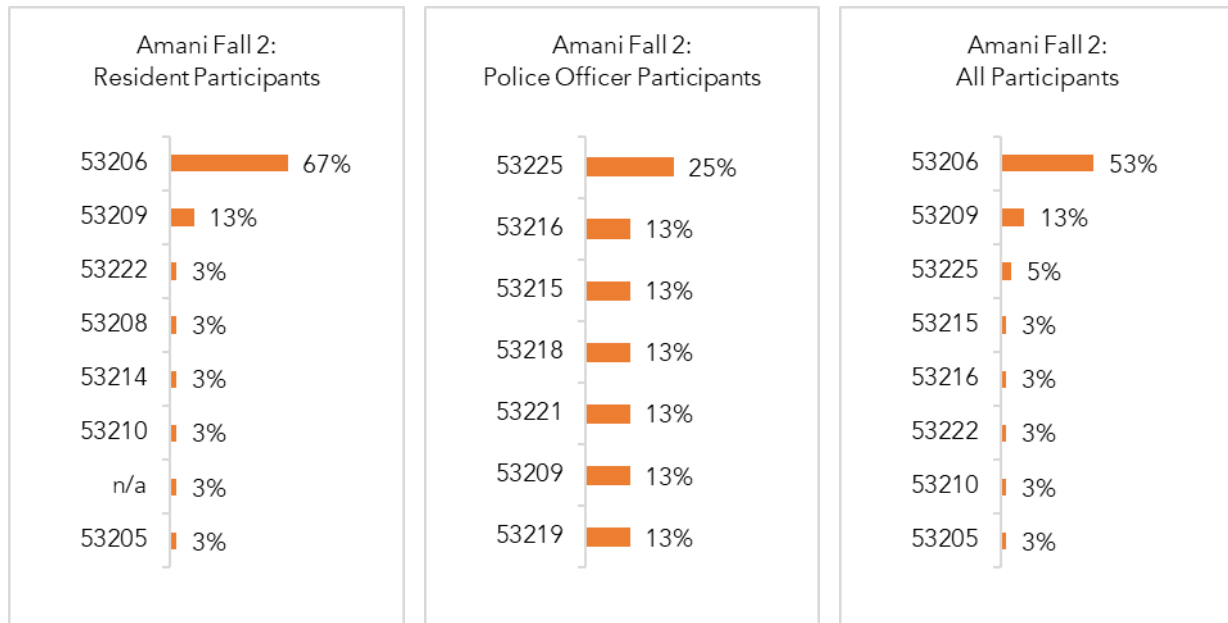
Note: Age Range was not collected of police officer participants for this event.



Race/Ethnicity



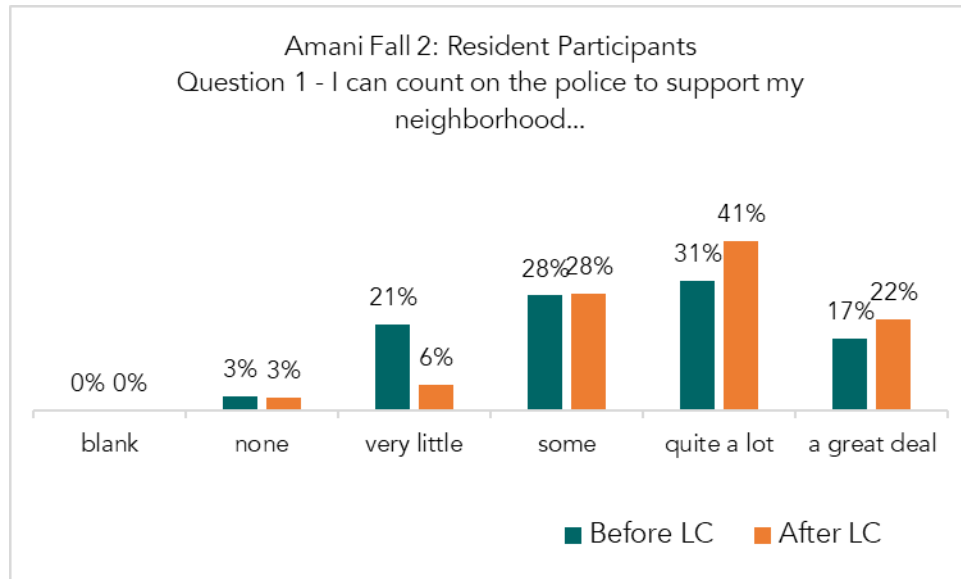
Zip Code



Quantitative Data – Pre/Post Surveys

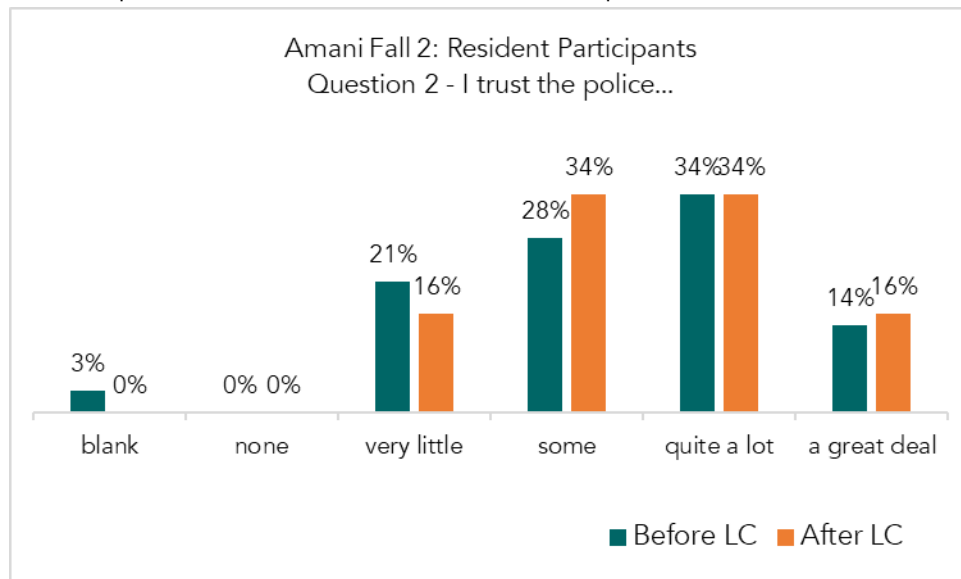
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

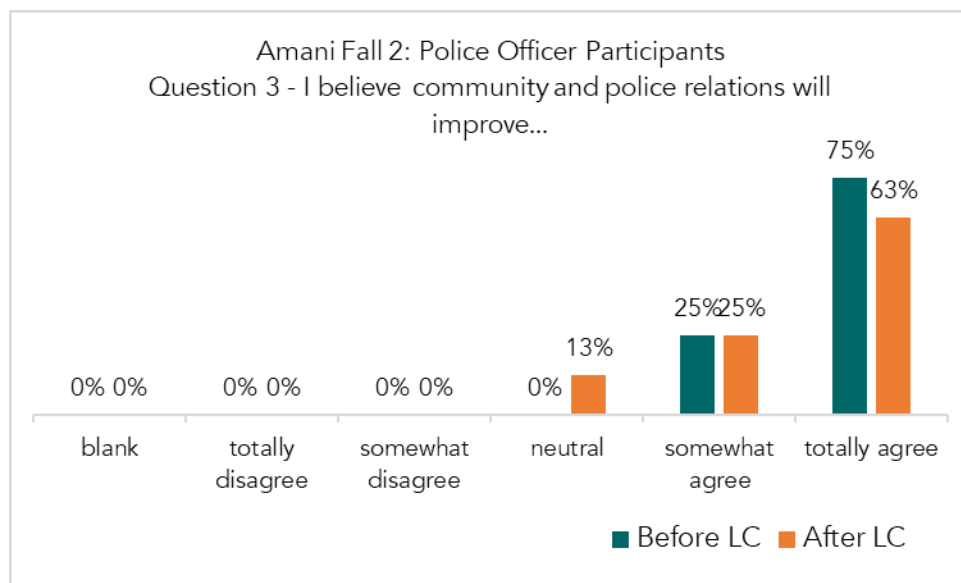
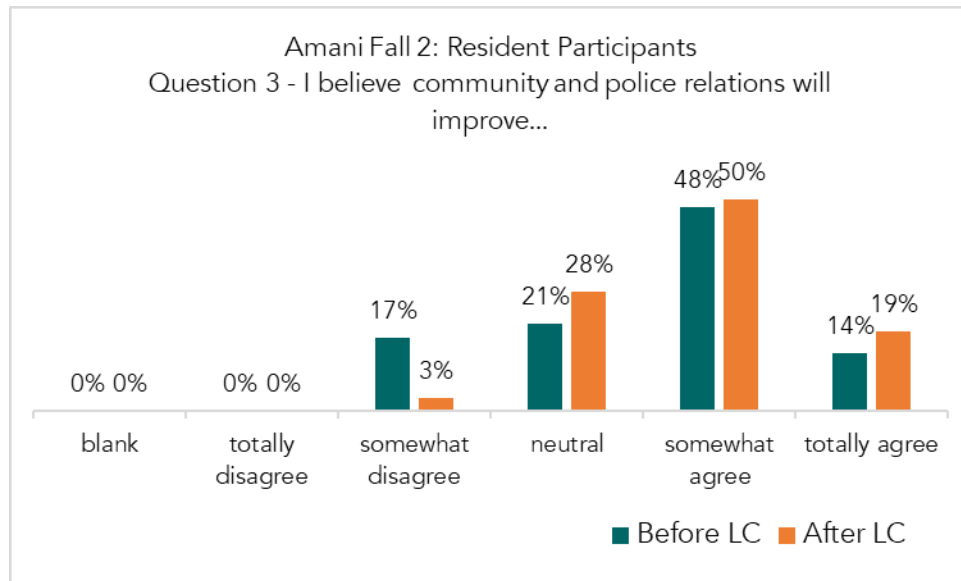


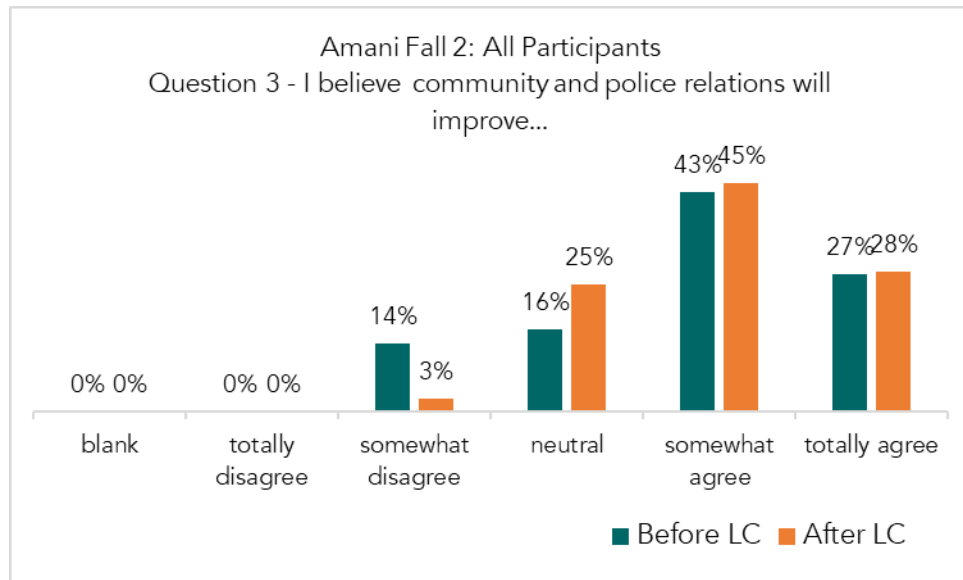
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

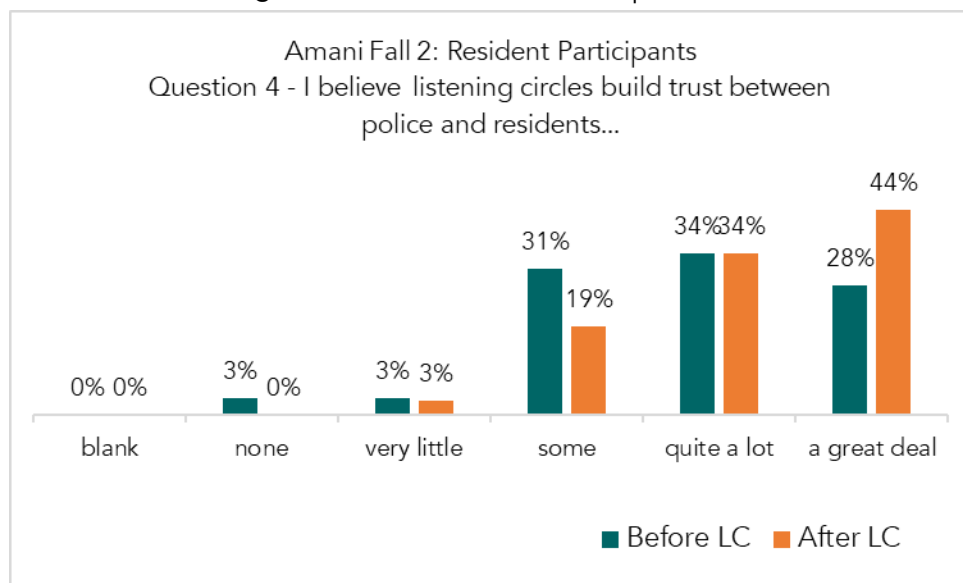


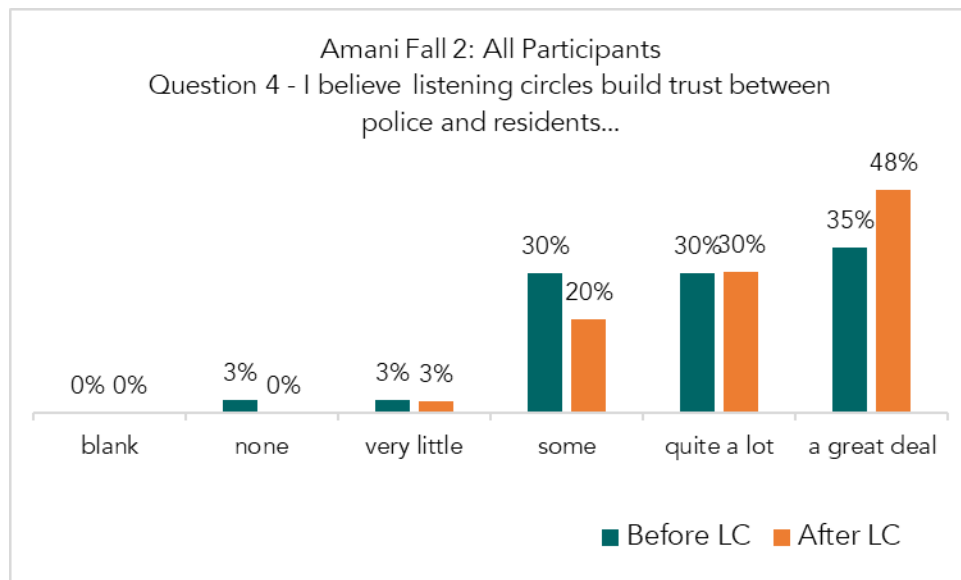
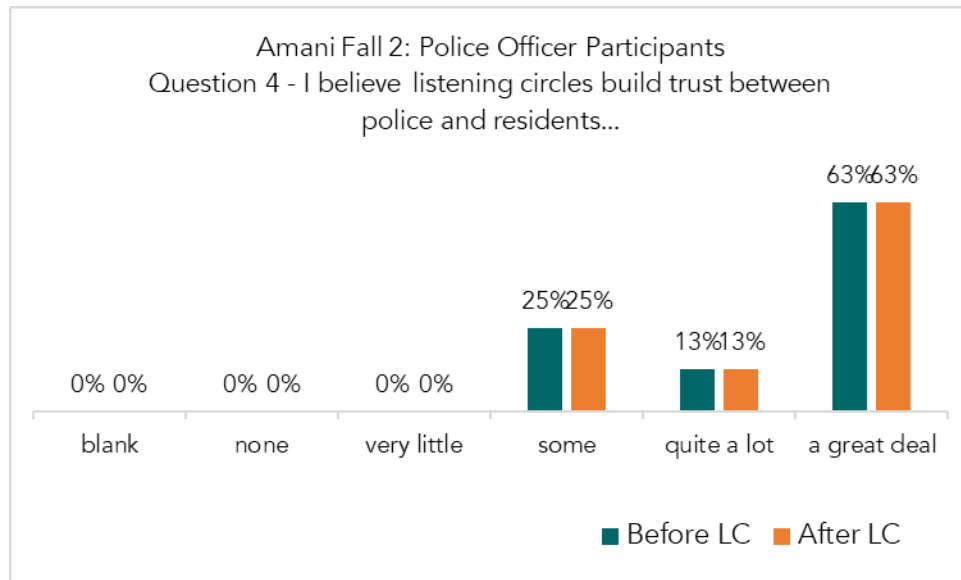
Question 3 – I believe community and police relations will improve...





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? What, if anything, did you learn about the police/community today?

- That they are human too and sometimes they be involved in things.
- Knowledge, knowing their side.
- How to listen more.
- That it's good people in the city.
- Talking.
- The police is going to help you. You just have to do what you have to do.

- Being able to have cops listen for once.
- I learned more about how a policeman's past. It was satisfying.
- People can change things. Be yourself.
- Talking with police.
- Hearing people's opinions and the police are very respectable.
- Genuine expressions/thoughts above the topic.
- It made me think about what's happening right now!
- About police.
- It was great that it happened and hope it happens again.
- With the police officer telling the kids to keep up the good work.
- Everyone talked.
- Police are people too and have problems they face every day.
- People weren't afraid to speak, you should treat others the way you want to be treated, give respect, get respect.
- I realized that police officers are people too. They go through the same hardships and joys as the rest of us.
- Hearing other people's experiences.
- Being able to understand each other.
- They're great.
- That I learned a lot of things from different people.
- Talking.
- That police are not bad people.
- Seeing us talking to come to an agreement.
- Knowledge.

What questions or concerns are you leaving with?

- Some of the teens just don't want to really participate.
- How to get the youth to become open minded.
- How do we improve?
- That one or two people in my listening circle trust the police.
- None.
- How can we get more teens involved in the solution?
- None.
- None.
- Teenagers problems.
- You have to communicate with each other.
- Safety.
- None.
- None.
- None.

- What do police do with community.
- None.
- None.
- How to bring others along.
- What if we can have a block party? We can communicate with officers?
- Safety.
- Can more officers participate.
- None.
- How to help people and mental health challenges.
- All police officers aren't the same, everyone is a human being.
- Why don't we have more police officers from our community policing us.
- Does this actually help my community?
- None.
- Nothing.
- Crime.
- Will the connection between African-Americans and the police improve?
- Talk, listen and learn.

What's one important topic you'd like to discuss for an upcoming listening circle?

- They can't pass more than once and if they do, they must say what they thought about the circle at the end.
- More people in the community.
- Do the right thing. Stay focus and trust in the police.
- None.
- Keep encouraging the quiet and shy to participate.
- More group activities/ hands-on.
- Nothing.
- Communication.
- Teens in cars crashing.
- Trust.
- None.
- A better community.
- Our surroundings.
- What can we change in the world?
- Listen to everyone.
- Our environments.
- How to deal with peer pressure.
- What about police racism?
- None.

- Community/officer walk.
- Why can't the police have a friend from the community?
- Undercover bad cops.
- How are police officers going to properly police our communities when they're not from here.
- Racial profiling.
- Profile.
- Court system.
- About what people want to know about me.
- Breaking.
- What could we do to make the environment a better place?
- Stolen cars.

Listening Circle 3 Analysis – Positive Communication

Question Round One: *“Tell about a time you used positive communication to de-escalate a problem or argument. How did that make you feel?”*

1.1 Positive

Many participants felt positive after de-escalating a conflict. Situations ranged in severity, from resolving minor arguments to talking a person out of suicide. Often, participants were a third party and played the role of mediator between conflicting sides, including between friends, family, and as part of their job. Mediation did not discriminate by age. One participant shared the following account of an argument between his/her friends:

“In middle school some of my friends were arguing over another person. My way to solve it was we all went into a room and talked it out. After that it was all cool. It made me happy to solve the problem without doing much. We didn’t even need a teacher to help.”

Another participant shared an account where he/she broke up a fight between two family members and said, *“I felt good.”*

In a similar manner, one participant presented the following:

“My mom and her boyfriend got into an argument. I talked to them to get them back on track. I told them they have to change their ways. I was proud of myself.”

In addition to mediation, several participants found themselves in situations in which another person needed to be deterred from making a bad decision in the heat of a conflict or problem. For example, one participant relayed the following story about his/her sister:

“Last year my sister tried to make friends with a lot of people. I let her know everyone is not going to like her. She tried to kill herself. She kept her distance. It made me feel good. She made positive choices and not hurt herself.”

Other participants used a similar tactic to defuse a conflict and prevent a violent outcome. An officer talked about a time when he/she stopped his/her partner from using violence and shared,

"I calmed him down, explained their behavior to him. He relaxed a little. It felt good."

While roles in de-escalation varied based on experiences, participants had a positive reaction after successfully de-escalating a situation. Many participants did not cite specific emotions but simply said things like *"It felt good"* or *"I felt good."* In the account with the participant's sister who attempted to harm herself, the participant was happy to see that his/her sister decided not to harm herself. This might suggest that positive reactions stem from being a positive influence, which is supported by another participant who said the following about successfully preventing a fight:

"My friend was going to fight his girlfriend. I told him it wasn't worth it because he would go to jail. I felt like I had power in the way I used my words."

While participants expressed not wanting to deal with conflict, they relayed that it was easier to get involved to prevent the situation from worsening.

1.2 Part of the Job

Several participants shared that conflict resolution was just a part of their jobs. Participants shared accounts of de-escalation on the job, with many participants serving in some type of law enforcement role. De-escalation was not simply a matter of feeling good but of making their work easier to handle. One participant presented the following account of how positive communication makes his/her job easier:

"I use positive communication in 90% of my job. It just makes it easy to do my job. One situation recently was a civil matter between a business owner and a customer who was mad she couldn't get her money back. She was upset so we had to separate them. We let them each vent out what the issue was and then we were able to work to resolve the problem. It just makes my job easier."

One participant described listening to understand as a key part of his/her job working on family disputes.

"I get lots of calls about family disputes. They are usually over something small. I don't intervene right away. I separate all parties and allow them to vent while listening to understand. Then I bring everyone back together and ask them if it's worth it. I tell them that they are family and if I'm on the scene they're going to speak respectfully and not

with derogatory language to one another. I tell them they don't want to be called out of their name, so they should not behave that way. I give them advice from my own experiences. If it's not worth a fight, then let's not. The scene usually ends with an apology. I feel like I've done my job. I tell them to just call District 5 if they need me."

Similarly, another participant shared where he/she stopped a teen from vandalizing police cars. After talking to the girl, the participant found that the girl was embarrassed about being kicked out of class. Not only did the participant de-escalate the situation, he/she was able to reveal a deeper issue.

1.3 Neutral

A few participants had a neutral response to de-escalating conflict. One participant shared an account where he/she stopped a classmate from bullying another student and said of the account:

"At school, there was a girl in 8th grade special [education] and a boy in 6th grade who thought he had the run of the school. He started hitting her on the playground. I went and pushed him off her while telling him to stop. I didn't feel any type of way."

Question Round Two: *"What did you learn from that situation to be better or more helpful next time?"*

2.1 Talk & Listen

In Question Round Two, participants discussed ways they could be more helpful during conflict. Many participants suggested talking and listening as the most effective ways to handle an argument or problem. Some participants wished they had talked to the other party more. One participant said about a situation:

"I talked to my sister. I felt like I could've had a better conversation. Talk to other kids and find out how I could've helped."

A few other participants echoed similar sentiments and said things like, *"I could've done a follow up."*

Other participants made general comments about effective communication, sharing advice on dealing with conflict.

"If you have a problem when it gets into fighting you should just talk, or just ignore the words and not worry about what comes from another's mouth."

Several participants encouraged positive communication and respect. They expressed it was important to speak to others respectfully, even during a contentious situation. Along similar lines, some participants advised being unbiased when dealing with conflict. Participants suggested that keeping emotions under control during an argument would make it easier to resolve it. One participant said, *"Put feelings aside. Don't be biased."*

2.2 Avoid Conflict

Several participants advised others to avoid conflict if possible. Participants gave general advice on avoiding conflict.

"Don't treat evil with evil. Just walk away before the problem starts."

One participant urged people to think about why their upset before they argue. Another participant shared the example of his/her sister who continued to hold a grudge against their mother.

"You shouldn't even remember why you are holding a grudge that long."

Overall, participants wanted to avoid conflict unless necessary and implored that others do the same.

2.3 Defer to Authority

A few participants wished they had let an authority figure intervene in the conflict. Participants who mentioned authority figures were typically younger participants. When referring to authority figures, many participants meant a teacher or older family member. One participant stated,

"Usually I can let the teacher handle it. Let the teacher choose how to handle them."

2.4 Kindness & Patience

Some participants emphasized kindness, patience, and forgiveness when dealing with conflict. One participant, a former attorney who fell out with a former colleague because of racist remarks, said:

"I forgave the attorney from day one. I stayed professional and didn't let it haunt my career. I'm grateful it didn't happen again."

Other participants shared the same attitude. One participant declared that he/she would help anyone no matter how upset, while another participant encouraged others to intervene if they saw someone get hurt. Overall, participants felt it was important to remain patient and kind when dealing with an argument or problem.

2.5 No Change

Two participants believed they did their best to de-escalate a situation. One participant asserted:

"I didn't think I could've done anything else. Officers asked how I changed the 12-year-old's behavior. Empathy created a rapport."

The second participant shared a similar belief and said, *"I did the best I could."*

Connected Conversation: *"What are things we can do to de-escalate situations before calling the police? How can officers best help to de-escalate situations when they arrive?"*

3.1 Conversation about Police De-escalation

Many participants were curious about how police de-escalated situations. Questions ranged from how police handle traffic stops to how often an officer used his/her gun. One participant asked:

"Have there been situations, not going to a resident's home but when you are pulling someone over of stopping them on the street where they are upset about being stopped. What is your approach to bring them down?"

An officer responded that majority of traffic stops go well. When things do not go well, the officer explained that he/she lets the person vent. In response to the officer, another participant told the group he/she became agitated during a traffic stop and said, *"I was agitated and just wanted him to hurry and give me the ticket, so I can get going."*

During this conversation, participants appeared to agree that traffic stops were tense for everyone, with one officer commenting:

"I learned quick on this job that me coming with a bad attitude won't help. Even if they have a bad attitude me coming in like that as well will just escalate the situation."

Other participants asked more general questions about various situations. One participant asked, *"Has anyone ever called about anything petty?"* to which an officer responded yes. The officer explained that it was usually an issue that could be resolved through open communication, and he/she came in as a mediator.

Some officers shared their experience and advice on de-escalation on the job with the group. One officer shared the following comment:

"I've seen 95% of us come into policing with good intentions. Some of us have better communication skills, some of us have more life experience. We are learning how to de-escalate, but sometimes we don't have time. Sometimes we viewed as an immediate threat."

3.2 Who Do You Trust?

A conversation about trust occurred, after one participant asked, *"If you are a young person who would you trust to help you in these situations?"*. Many participants responded that they would trust a family member like a cousin, parent, or sibling. Then participants were asked to raise their hands if they would trust an officer. Many participants raised their hands with exception of two. One participant said, *"I trust some but there are things that happened that I can't forgive. I trust you though [referring to an officer in the group]."* When questioned on why he/she trusted that one specific officer, the participant responded that he just did.

3.3 Questions About Earlier Accounts

Some participants were curious about stories from previous rounds. Two participants conversed about the location of one of the stories. Another participant directed a question at the younger participants and asked:

"One of the things I heard a lot of younger folk say is that if you could have done it again you would ask for help from a teacher or authority figure. Why is that?"

One participant responded the situation would have been easier with an older, experienced person. Upon being asked if the situation was stressful, the participant said yes and explained that he/she was being pulled into the situation.

3.4 De-escalation Methods

A few participants discussed de-escalation methods. Suggestions like separating parties or talking through an argument were mentioned by participants. Two participants specifically referred to the police in relation to de-escalation. Both participants said that officers should avoid aggression.

"If an officer comes in aggressive, they shouldn't be on the job."

3.5 Personal Experiences

Some participants shared personal experiences dealing with conflict. Participants shared stories about conflict with family members or on the job, and they explained how they dealt with the conflict.

"I was a bus driver at the school where Mr. XX was principal. I had this bus full of such a difficult combination of kids that I kept asking him for help. They were so out of control, I'd just drop them off and leave as fast as I could. I couldn't help her with any kind of assistance. Just a seating chart. Schooling has been so de-funded that it makes everything more difficult."

Personal accounts echoed earlier suggestions from Question Round Two on avoiding conflict all together. Overall, participants who shared their experiences with conflict tried to avoid it or let it go completely.

Parting Words

4.1 Advice

General advice on handling conflict was discussed among participants. Participants offered an assortment of advice and suggested things like tell the teacher or be part of the solution. Two participants discussed their influence as parents or grandparents on their children.

"I'm blessed to be a good mom of a 10, 16, and 25-year-old. Decades of kids and I must change how I treat them with the changing times. I want them to come to me and share the decisions they make. Decision-making is different for each of them."

An officer advised the group two pieces of advice. The first was "You got to fake it until you make it", and the second piece of advice was to "Enjoy being a kid." Overall, participants felt it was important to avoid conflict if possible and walk away.

4.2 Positive & Educational Experience

Several participants shared positive words. Participants shared general affirmations like “love”, “helpful”, or “trust”.

“I’m glad to hear feedback like ‘You guys (officers) are human.’ That’s what this is about.”

Education and communication were also mentioned during parting words. Participants said words like “informational” or “communication”. Overall, participants seemed to find the dialogue helpful or encouraging to some degree.

4.3 Comments on Youth Participation

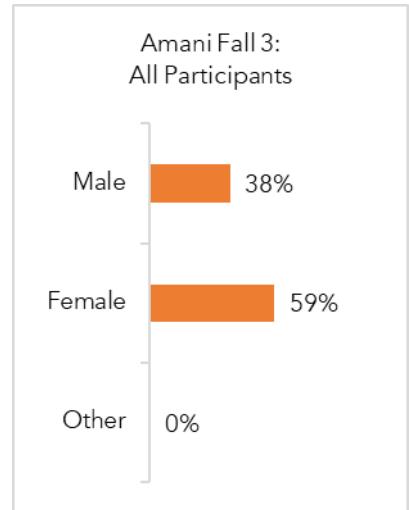
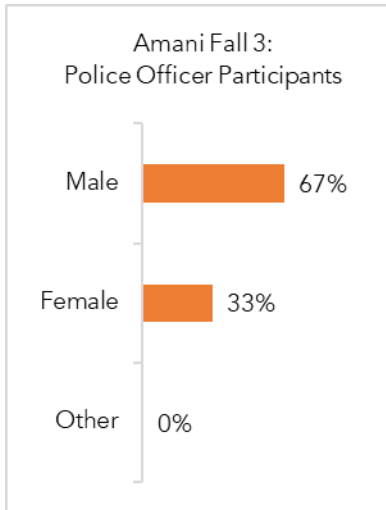
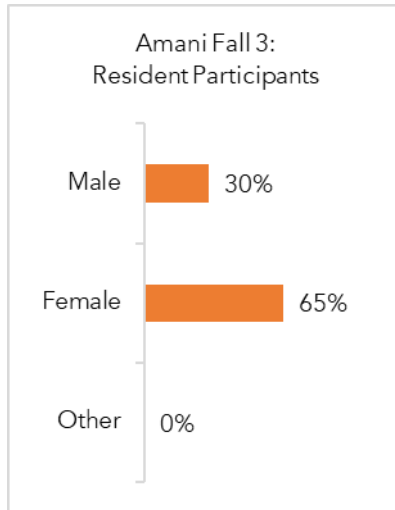
Praise for youth participants was discussed. Some participants were impressed by the contribution the youth made to the listening circle.

“I’ve done a few of these circles and thought this was a good and engaging group of young voices.”

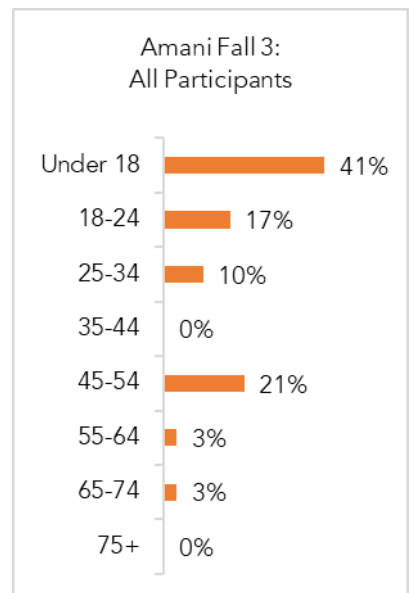
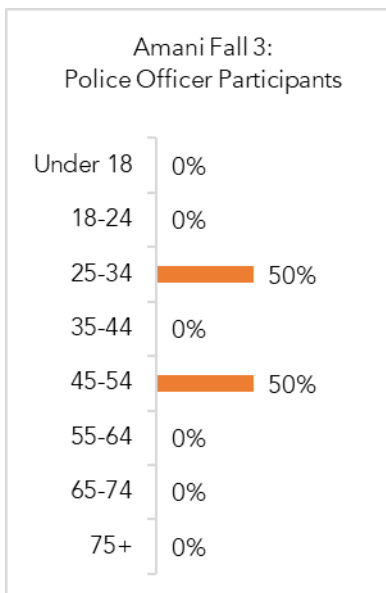
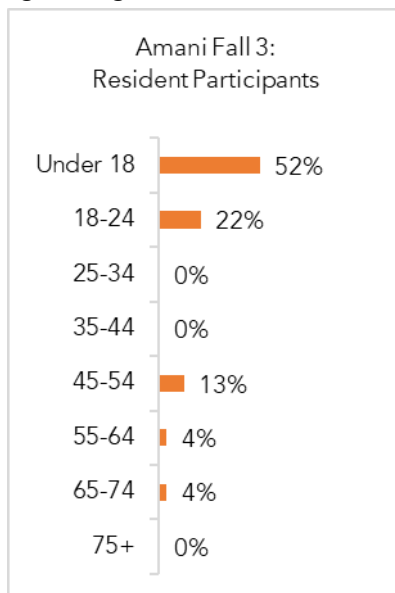
Feedback Forms

Demographics

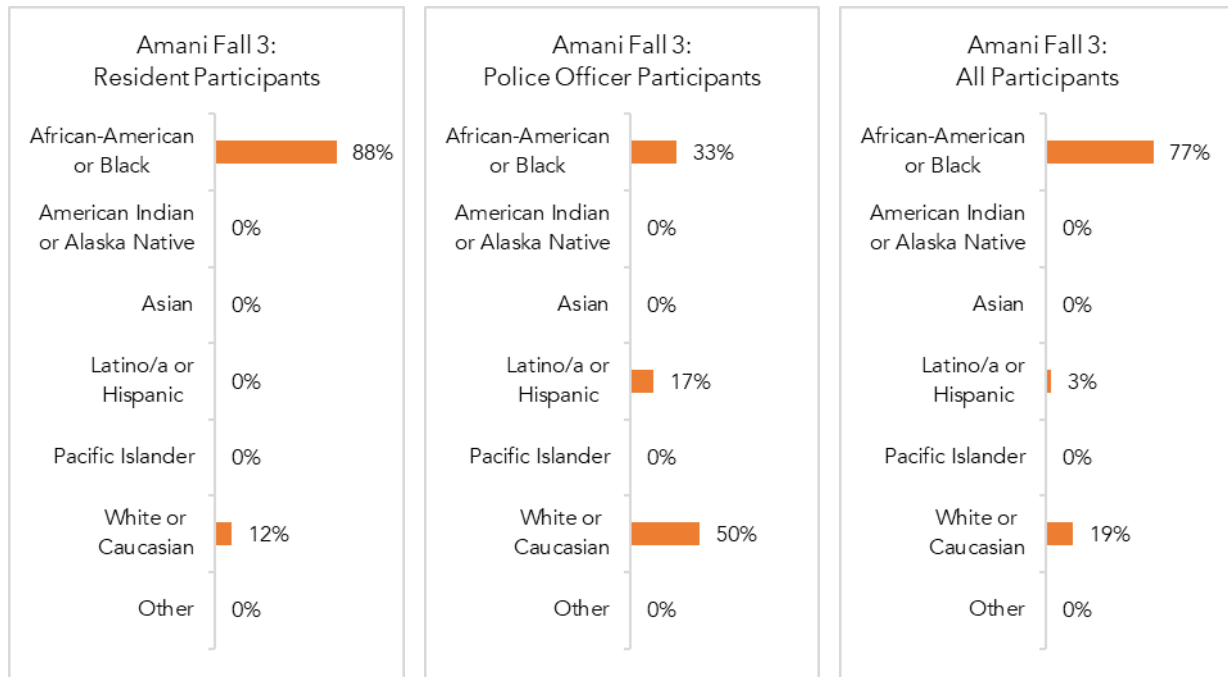
Gender



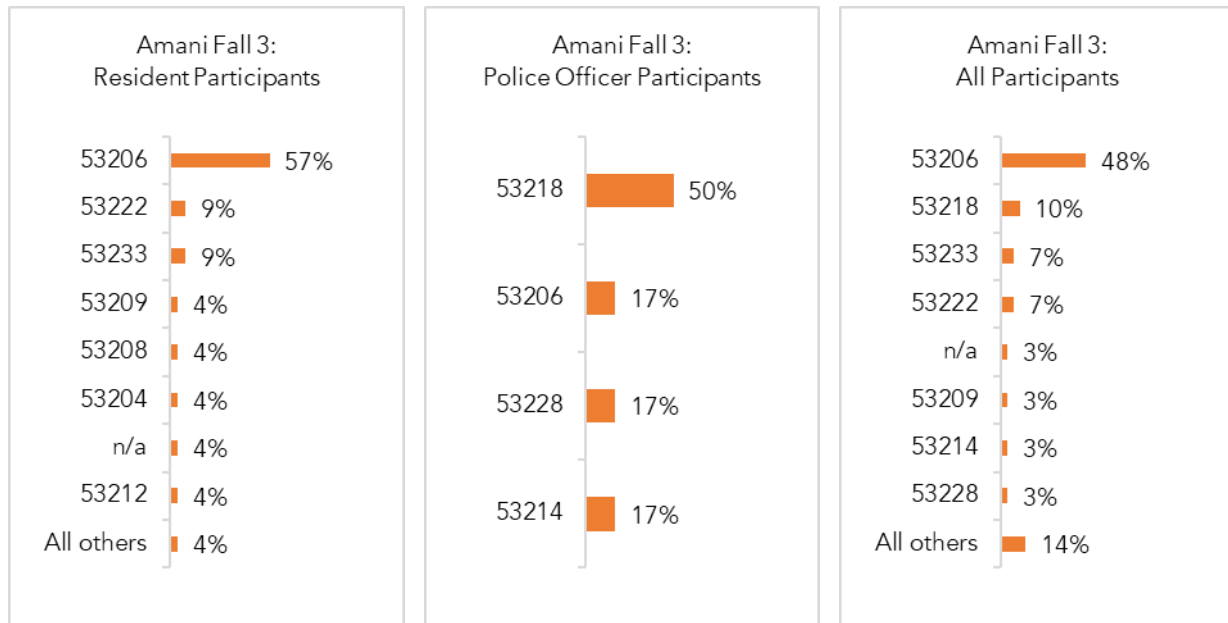
Age Range



Race/Ethnicity



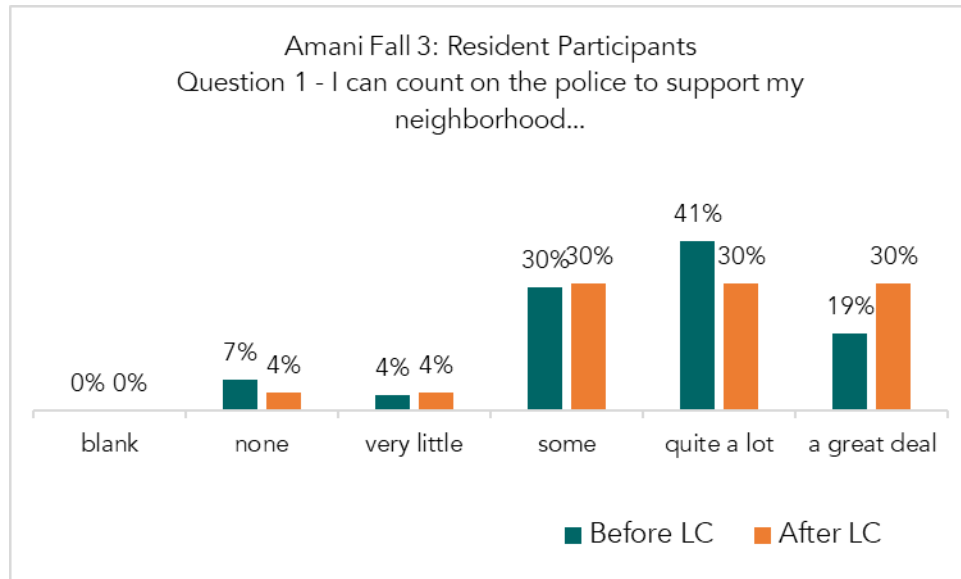
Zip Code



Quantitative Data – Pre/Post Surveys

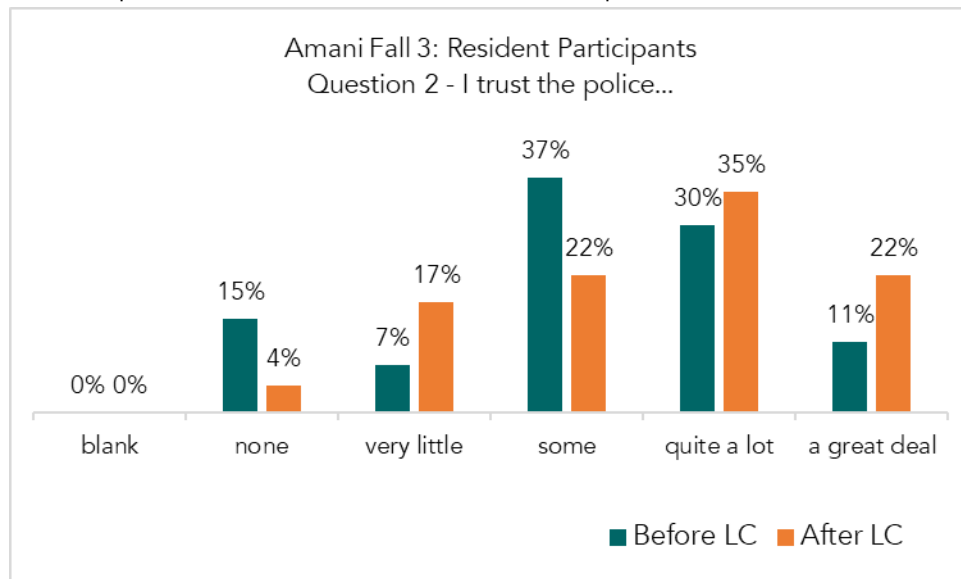
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

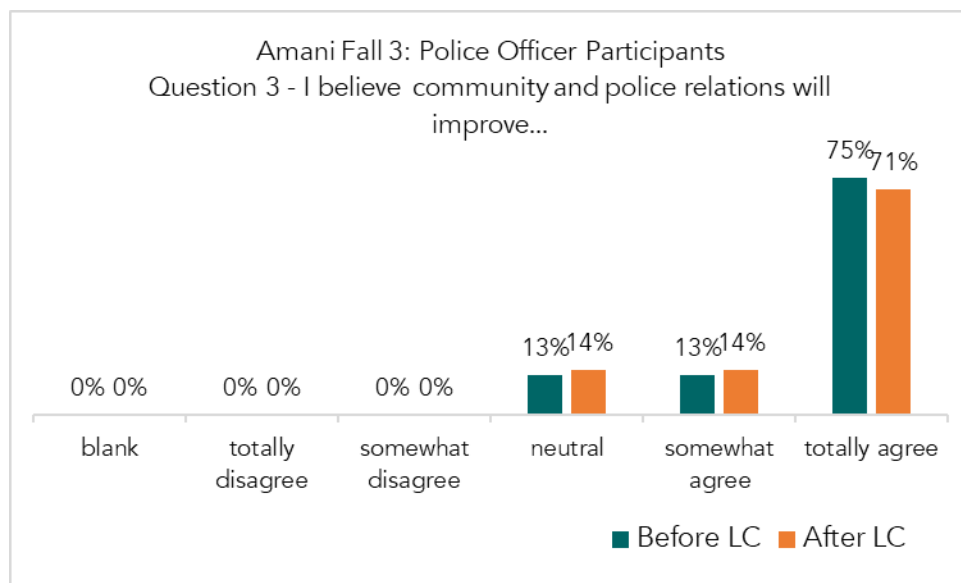
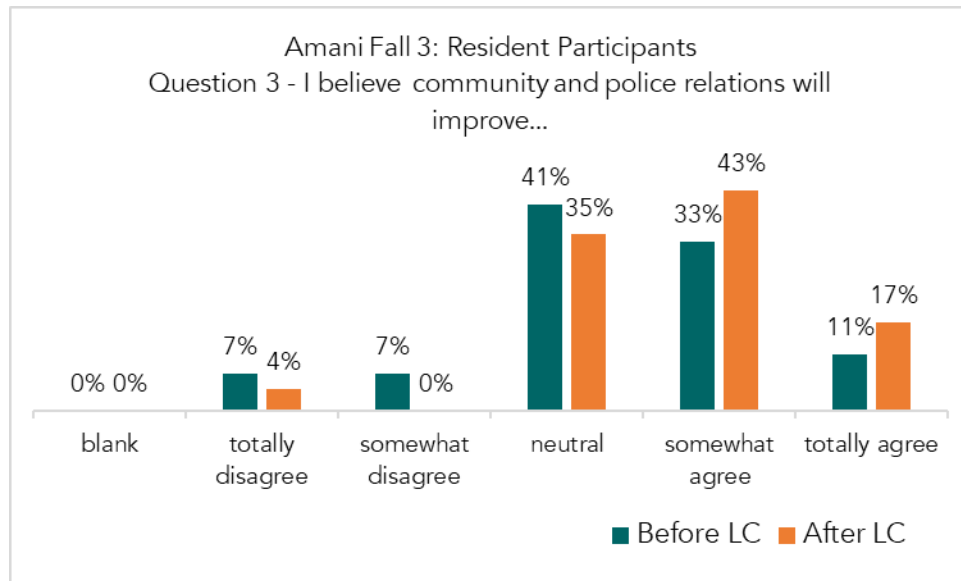


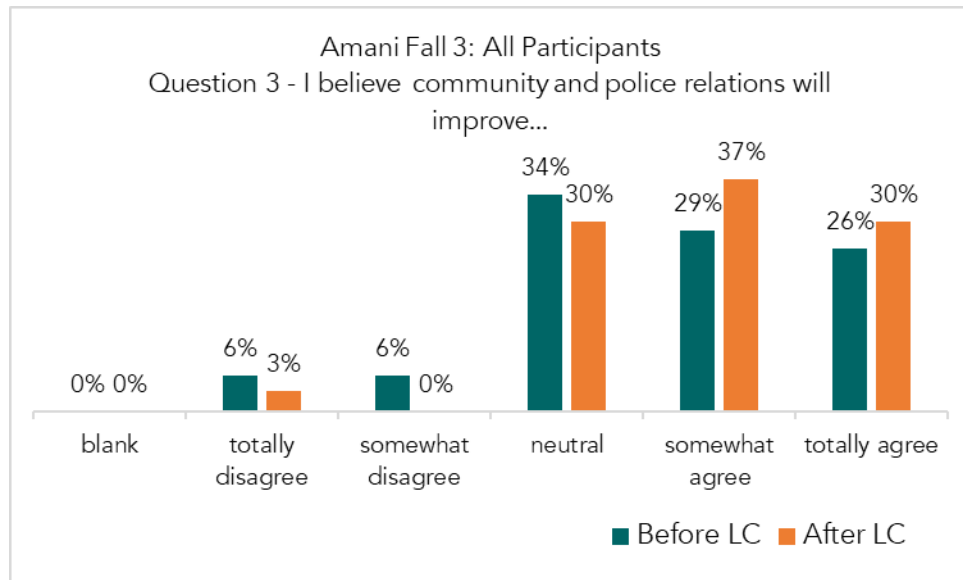
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

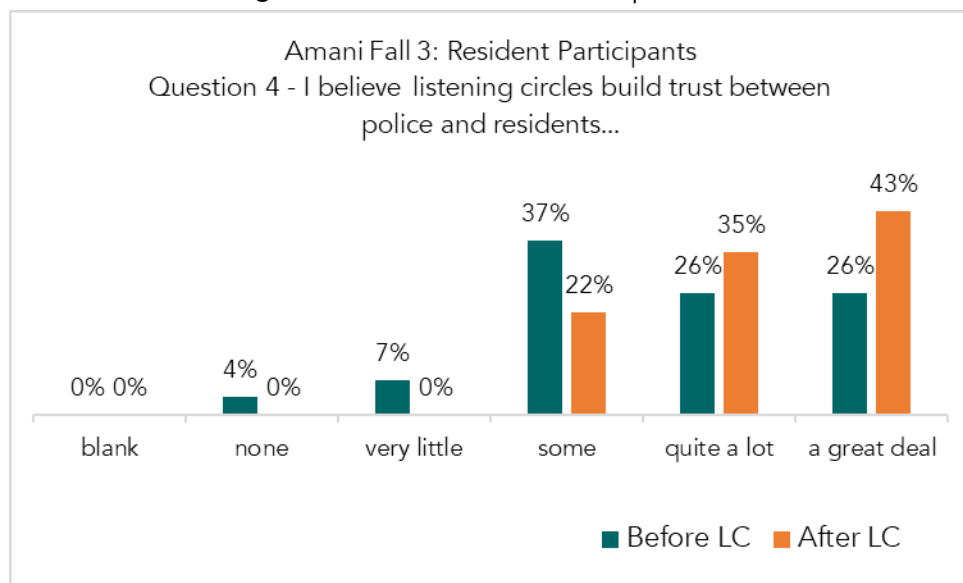


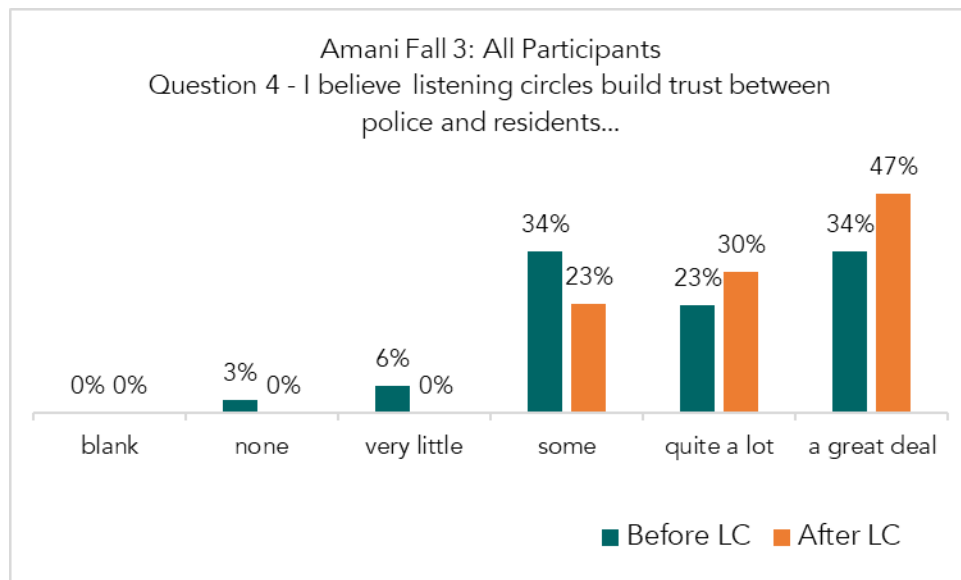
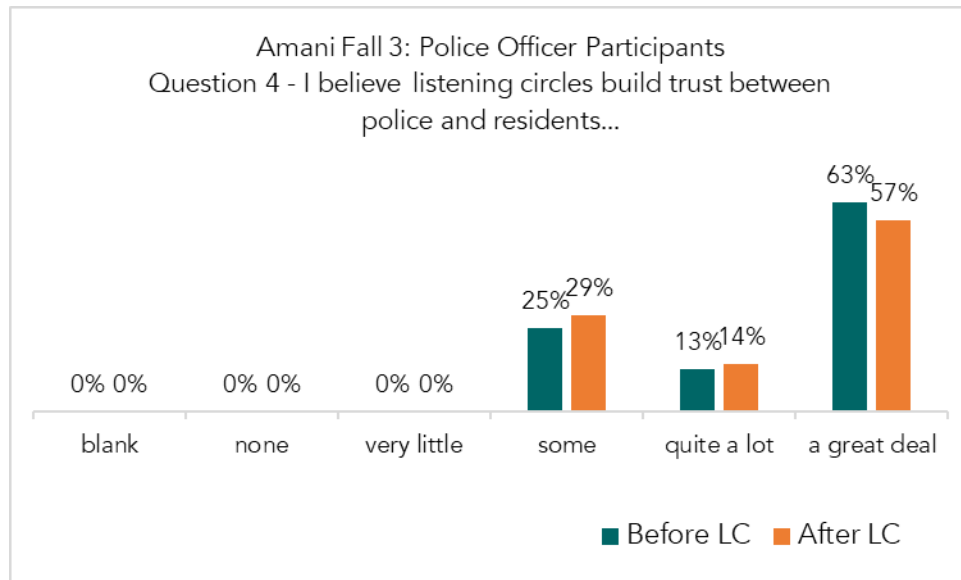
Question 3 – I believe community and police relations will improve...





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? What, if anything, did you learn about the police today?

- I loved other people thoughts and opinions.
- Get to know them.
- Communication would help a lot if you would just listen.
- None.
- Being heard don't be afraid.

- We are more powerful and capable of change when united. I learned that we are all human.
- Talking more than usual. I learned that most police can be understanding.
- How loving some of them are.
- N/A
- Listening and understanding this job takes a lot of work.
- Communication is the best thing.
- To use language more when solving a problem.
- None.
- Knowledge and power.
- Knowledge.
- I learned about plenty of people.
- The youth participation.
- Nice teen engagement.
- Police are here to keep us safe.
- Communication is very important.
- Good discussion.
- Good group.

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

- Open dialogue.
- Kids engaging in positivity.
- Listening to everyone's experiences, communicate.
- Being able to listen to the younger generation and see what their goal and thinking is, how they are able to communicate with others.
- Some youth are very engaged in the conversation and it makes the circle much better.
- Listening to XX. Makes me have more hope and optimism for the youth.

What questions or concerns are you leaving with?

- Hopefully the kids pay attention and get something out of this.
- Listening circles are good to have.
- I would like to see that youth lead the groups.
- N/A
- None.
- How much do police seminars actually help?
- Let a smile be your umbrella.

- None.
- None.
- None.
- What other ways can we recruit people from the community to start policing their own community.
- None.
- None.
- N/A
- N/A
- N/A
- N/A
- None
- If people have questions, ask someone.
- Trust issues.
- I'm puzzled about plenty of things.
- None.
- People who have their biases and perspective about the police.
- None at this time.
- None.

What's one important topic you'd like to discuss for an upcoming listening circle?

- None.
- None.
- N/A
- None.
- Coming together as a community.
- About the community.
- Nothing.
- None.
- None.
- Police brutality.
- How can we change the world?
- How can we get together and walk together down the street all as one?
- Talk.
- N/A
- N/A
- Using words.

- None.
- Stolen cars.
- Trust.
- I want to discuss things and others of police brutality.
- Trust.
- Police brutality.
- Dealing with difficult people.
- None at this time.
- None.

Listening Circle 4 Analysis – Guns in Our Schools

Question Round One: *“Share a time when you heard about or saw someone with a gun (or another weapon) in school. What was your immediate reaction?”*

During Question Round One, participants shared a variety of personal experiences and encounters that impacted them when they noticed a gun (or another weapon) at school or heard about a violent act being planned or carried out in a school setting. Those participants who have never experienced this type of situation gave their insights on how they think they would feel and react if they were ever put in a similar type of situation.

1.1 Emotional Impact from Personal Encounters

Respondents shared personal encounters or situations in which they heard about a gun (or another weapon) being brought to a school and the emotional impact it left on them.

“About a month ago, a student brought a gun to school and started to tell some students. He told them where he hid it. I guess one of the students snitched, then the principal and everybody put the school on lockdown. I was scared pretty much.”

“I was in ninth grade. A guy brought brass knuckles to school. I knew something was going on when there were police in the hallway. He was arrested. The guy said he needed it for protection, but he didn't say from whom. I thought it was weird because he wasn't normally like that.”

“I know a 17-year-old who took a knife to school. He was expelled. And after that he never went back to school. He said he was afraid of people on his way to school and forgot to ditch the knife. It's a waste. It makes me feel bad. It was a no-win situation.”

1.2 No Experience in School Settings and Possible Reactions

Although some participants have never been directly impacted by a situation in which they saw or heard about a gun (or another weapon) in their community's school, they shared their thoughts and feelings of how they reacted or would react when hearing about it happening in a different school district or public setting.

“I have never had that experience, but if I would, I would immediately tell the first adult I see or come in contact.”

"I never experienced that. From what I hear all over the country it's more common than I previously thought. Some students apparently think it's cool. If I walked in my reaction would be different depending upon the situation, but I would try to remain calm no matter what."

"I have not had that experience in a school, but 25 years ago my daughter and I were walking to a restaurant. I saw a guy pull out a gun and hijack a person. I was just thinking drop to the floor and protect my child. A woman from the neighborhood acted like it was no big deal."

1.3 Codes of Conduct and Protocols

Respondents shared how times have changed and how new protocols and codes of conduct need to be in place to provide a sense of safety and security.

"My senior year of high school there was a situation where someone came into school and shot someone. Now I am dating myself, but this was in 1993 before mass shootings were a 'thing,' before the Columbine shooting. I didn't see it happen, most of us didn't. The protocol for guns was changed quick, but it was crazy to hear about it."

"I am a retired principal now from over 30 years, but as a principal it was very important for me to follow a procedure and that I was well informed. The first step was to get as much info about the situation as possible, then lead to a school lockdown. That was an additional procedure. Then I had to locate the subject, the student and the weapon and validate if it was true or false. That is important because if you are in charge, you must react in a certain manner. I had to report to the administration and call the police, etc. So, my main reaction was making sure the building was safe first and foremost."

Question Round Two: *"What action, if any, did you take? What might have helped the situation?"*

During Question Round Two, many participants noted that awareness through educating and communicating with one another led to a more uniform approach to handling a situation before it became a crisis. Other participants stated if someone saw something, say something. A few participants, who have not been in a situation involving weapons at school, gave accounts of what they think they would do if they were ever put in that situation.

2.1 Proactive through Awareness, Educating and Communicating

Respondents shared their stories or feelings on how being proactive through awareness, educating and communicating with our youth, will help them know how to react in a situation if it arose.

"I feel there should be more forums or talks on conflict resolution and solving differences without violence for the students at school or other venues in the neighborhoods."

"I educate my daughters. My eldest, 12-year-old, understands more what is going on. I coach youth sports. Sometimes kids want to hurt someone because they disrespected them on Facebook or other media. I tell them nothing is worth this because it can affect the rest of your life. I may have helped a few. Some of these kids come from rough backgrounds. I help them to see how things turn out that they don't understand for themselves at 12 years old."

"Both schools handled the incident differently and I understand why. Both were positively resolved. I take all circumstances into account when responding. It makes me more aware of what is happening with my own kids. I check their backpacks, bedrooms, phone.... I need to know what is happening in my own home. I don't want anything to hurt my kids or for them to get in trouble."

A participant said that Code Red drills need to be taken seriously to teach personal safety.

"When we go in to schools with a situation like this it is a Code Red. The kids need to be alert and quiet but they often aren't and don't take it seriously. We try to educate the kids regarding what happened and what to do. We teach personal safety. It is important for the kids to realize the seriousness of these situations."

2.2 See Something, Say Something

Many participants stated how if you see something, say something, to try to stop an incident from occurring.

"I told the teacher about the student with the lighter and what she was doing with it. The teacher took the lighter away and told her she would not be getting it back."

"I also think it is important to speak up if you see something. I also think it is important to have active shooter drills, like we have fire drills, so that people are prepared with strategies if this happens."

Another participant stated how people don't always want to speak up.

"I think that there are signs that someone will bring a gun to school, and that very rarely people don't notice those signs. People don't want to speak up."

2.3 Reasons for Not Engaging

Participants shared why they did not take any action when placed in a situation.

"I didn't take any action because I didn't want to get involved with what was in her head. She just wanted attention from everybody. But I did tell her to keep it away from people and don't bring it back even though you brought it to look cool. I didn't want to get in trouble with her."

"I didn't do anything because I didn't want him to be mad that I told about the weapon, but I do think that there should be a way for parents and teachers to be more aware of the bullying and talk to the students about this behavior. I saw the student go from sad to hurt to villain."

"I stay away from violence. I stay back so that I don't get hurt."

2.4 Reactions to a Situation

Participants who have never been in a similar situation shared how they thought they would handle a situation if it ever presented itself.

"I haven't seen a weapon in school yet, but I think it's always good to know whom you should go to if the situation arises in your presence."

"If I found myself in a situation like that, I would find the nearest adult and try to keep the situation from happening."

"If it happened, I would alert a teacher. I would want to talk to the person first, help to prevent the situation. I would go to the person they have the issue with to help them resolve it."

Connected Conversation: *“What are some things that each of us can do to promote a positive and safe environment in and around our neighborhood schools?”*

During Connected Conversation, participants shared their ideas of how to promote a positive and safe environment in and around our neighborhood schools. Most participants’ statements had a common theme and goal for everyone to feel safe. To do this, participants discussed needing better and more communication, frequent engagement, trauma-informed care and prevention groups, group sports, etc., as effective ways to teach and promote a safe environment. Some listening circles used their time as an opportunity to ask other questions relating to guns (or other weapons) in the community, as well as actions the community can take to prevent such incidences. The common theme throughout the extended questions was the need for respect for all.

3.1 Promoting a Safe Environment

Participants shared insights and ideas on how to promote a safe environment around us through communication and engagement with one another.

“I feel we need to set up prevention groups in the schools with students hearing and talking to each other, peer to peer.”

“I feel that if someone sees something then the person should share that with the neighbors and police. The goal should be to have everyone feel safe, and I feel by telling it would make the schools and neighborhood a safer place.”

“I think it will take everyone to get involved to accomplish that safe environment while being respectful, honest and having the attitude that everyone is equal and we all belong.”

“I think it would be great to have better and more communication and more frequent engagement with one another.”

3.2 Respect

Many participants discussed building and having respect for others as key towards a positive and safe environment, inside and outside of the school environments.

“In general, well-being is determined by respect. Everyone has a job and wants to be respected at work. I mean even outside of work.”

"I agree with the respect comment. Respect for parents is the foundation, and there needs to be respect for yourself and respect for others. From my experience, I see that respect is a bit lost in the world. If you have respect for yourself and others, the world will get better."

"I think you need to treat people the way we want to be treated. Everyone wants to be treated with respect, we need to lift each other up."

3.3 Interactions Between Community and Police Officers

One listening circle discussed specific interactions that would help in promoting a positive and safe environment, including interactions between the community and police officers.

"Ride-alongs would help so people can get to see what is actually going on. People would be able to see what cops do daily; they need to see and experience what goes on day-to-day with officers. I don't know when it stopped, but I remember doing them in the past and it was a really positive thing."

"You know people are quick to say how the police are trouble – I think it is important to see behind the uniform so we can talk to them. Us and the police don't see eye-to-eye a lot of the times, but we can find a common ground. They have a life like we have a life."

"I think coming when we call, but I get that police are overwhelmed."

"I think faster response time and engaging with citizens more. "

"Engagement is important. Police come to negativity, and we don't get to see them outside of that."

3.4 Role of Teachers

A few participants discussed their perspectives about the role of teachers in promoting safety in schools, specifically regarding carrying a gun or participating in drills.

"I do not feel that should be a requirement for the teachers, but I am open to one person being trained and licensed to carry a gun such as a security guard or an appointed member of the staff."

"I am opposed to the teachers being the person (to carry a gun), because they already handle so many situations in the run of a day with the students."

"My teacher actually taught us how to keep ourselves safe in case we did have someone come in and start shooting at our school, and we have drills to keep us ready."

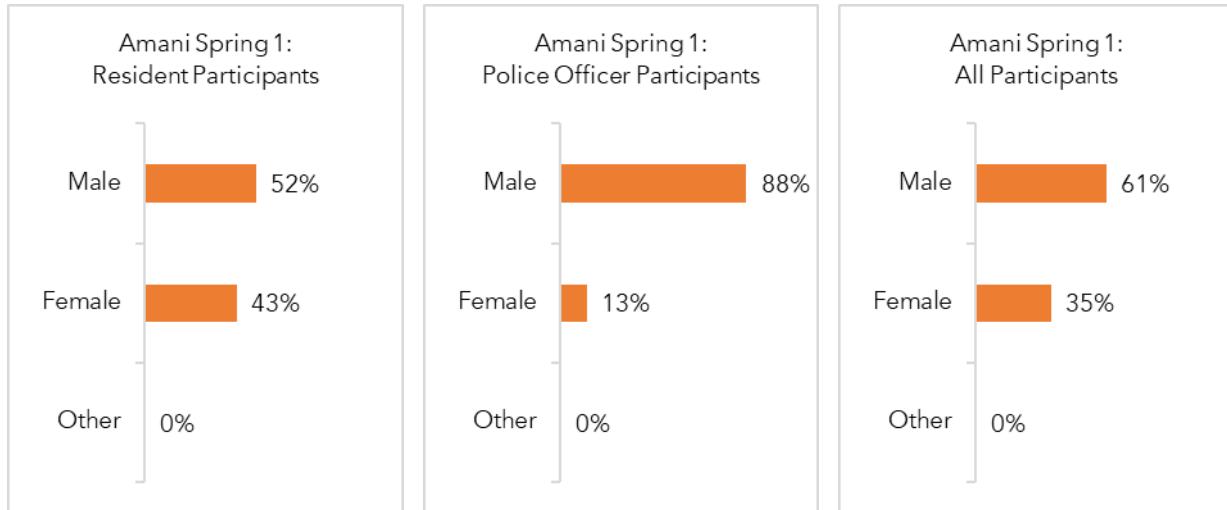
Parting Words

After Connected Conversation, participants were asked to think of a word that would describe the listening circle in which they just participated. Respondents' parting words showed the listening circle was a positive experience and encouraging, especially expressing the need to listen to young people. One respondent summed up everyone's feelings by saying, *"Connection and spark. I feel connected to all you, like, I don't know, like I feel I know you all. This seems like something we could do together. I really like it."*

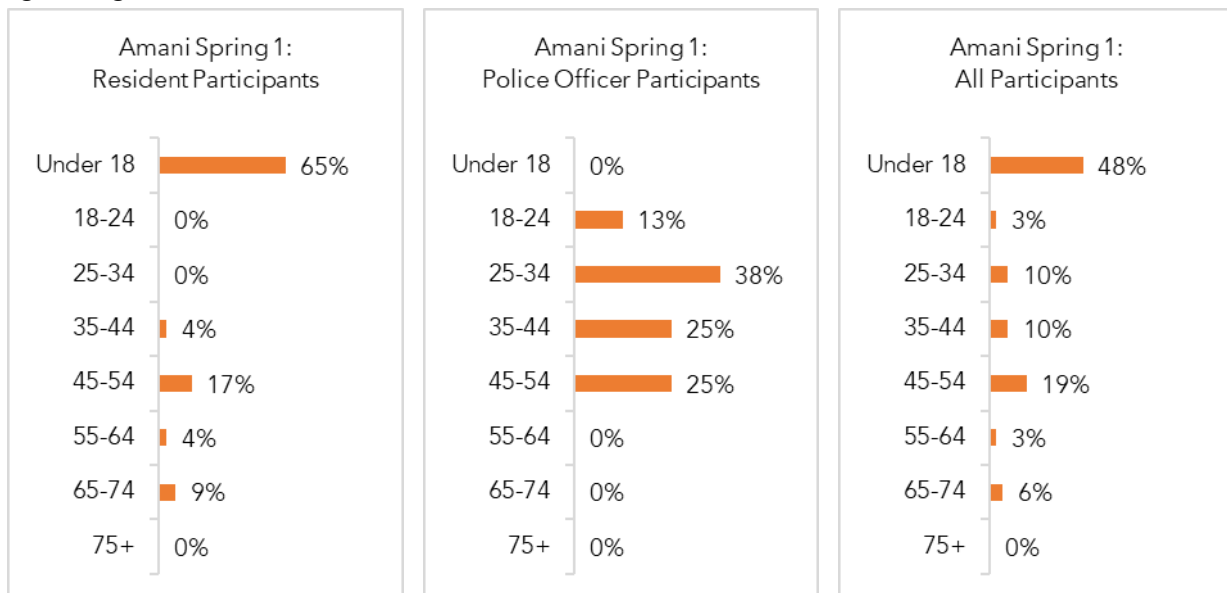
Feedback Forms

Demographics

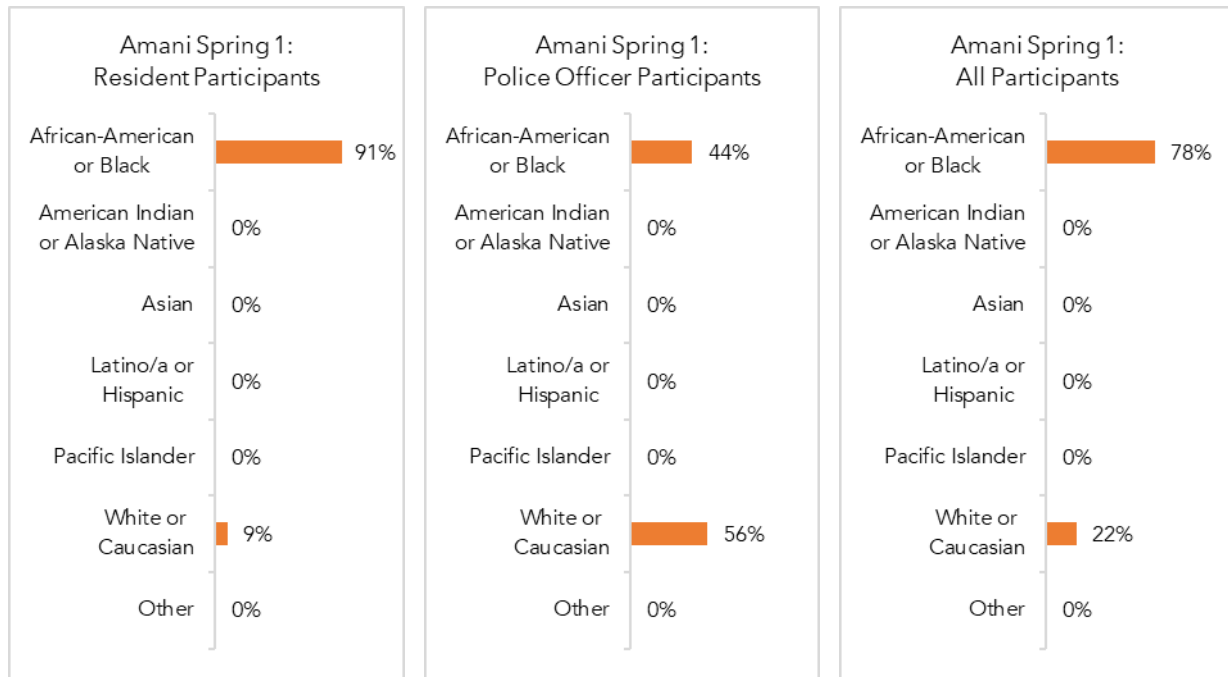
Gender



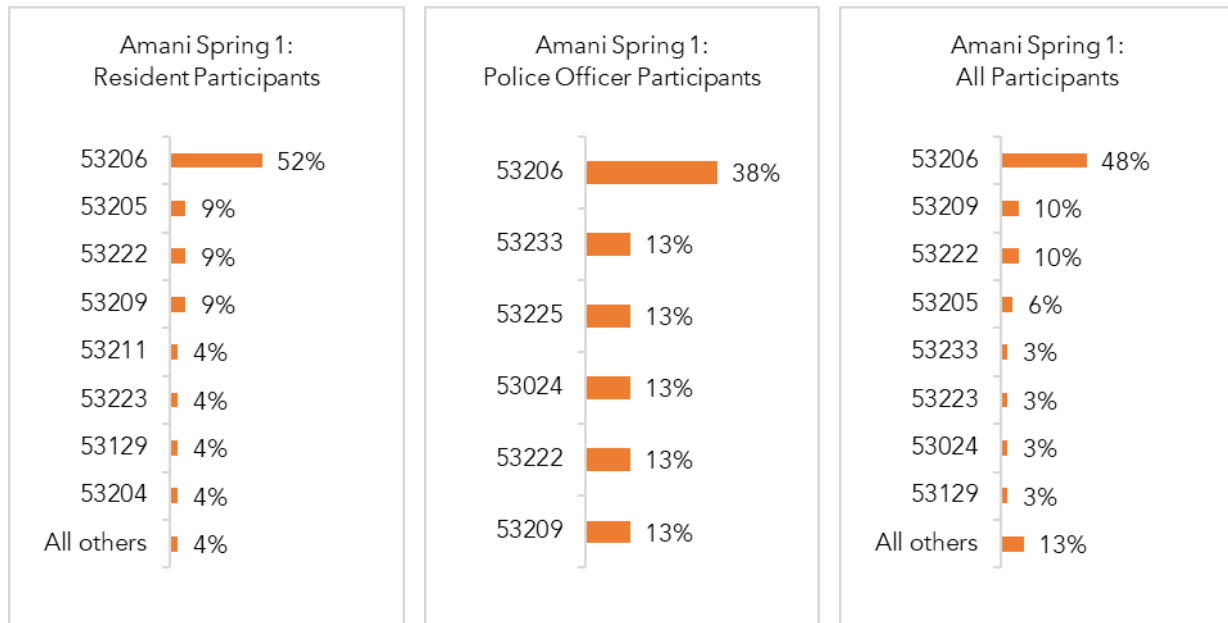
Age Range



Race/Ethnicity



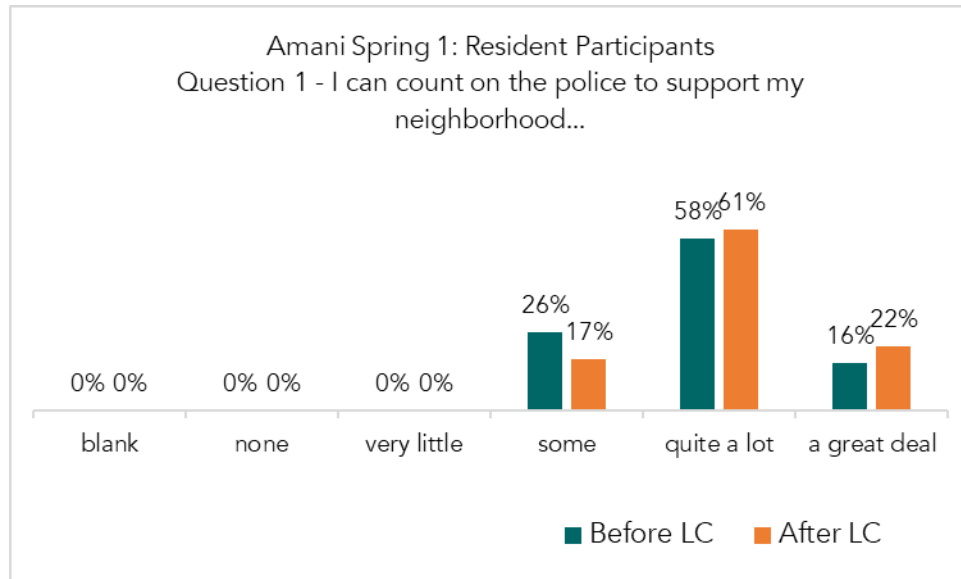
Zip Code



Quantitative Data – Pre/Post Surveys

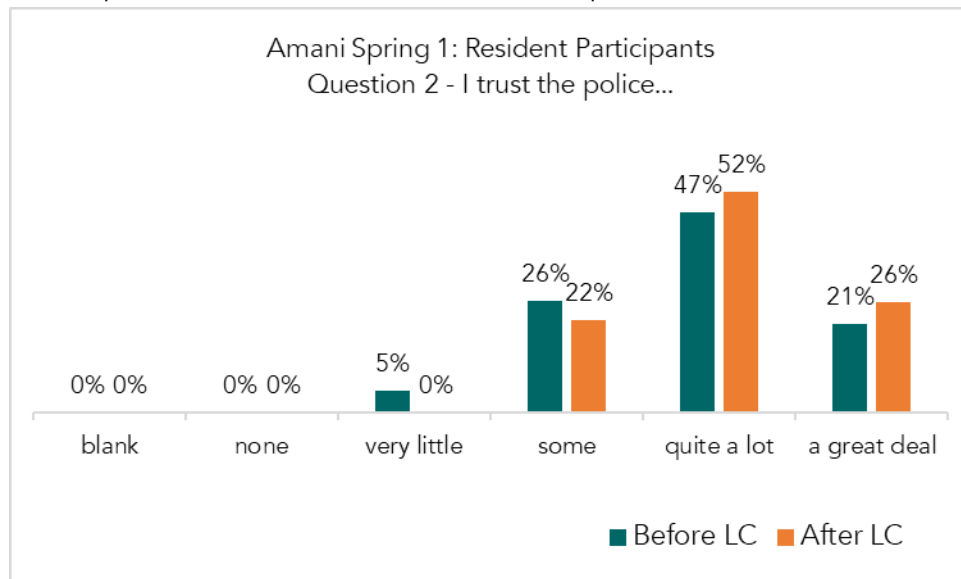
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

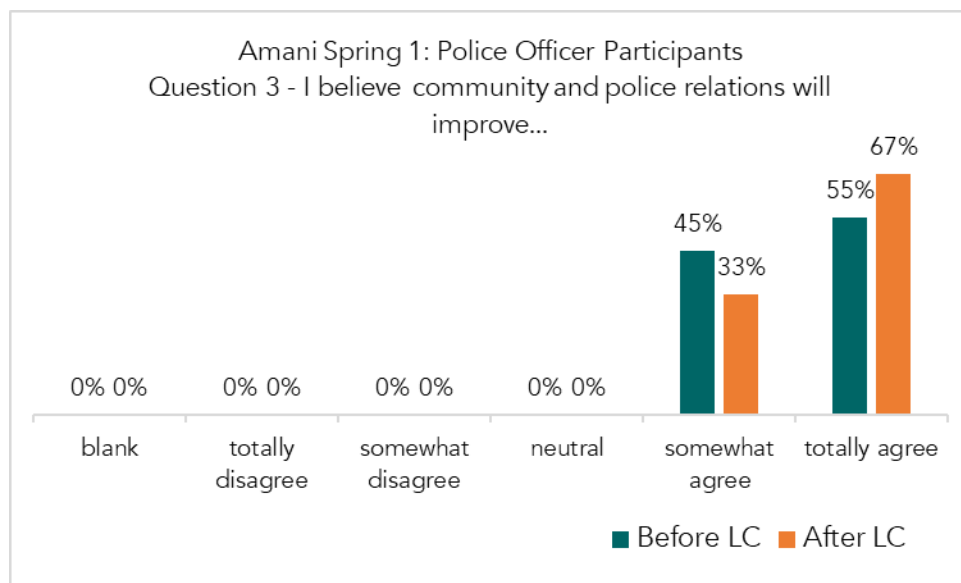
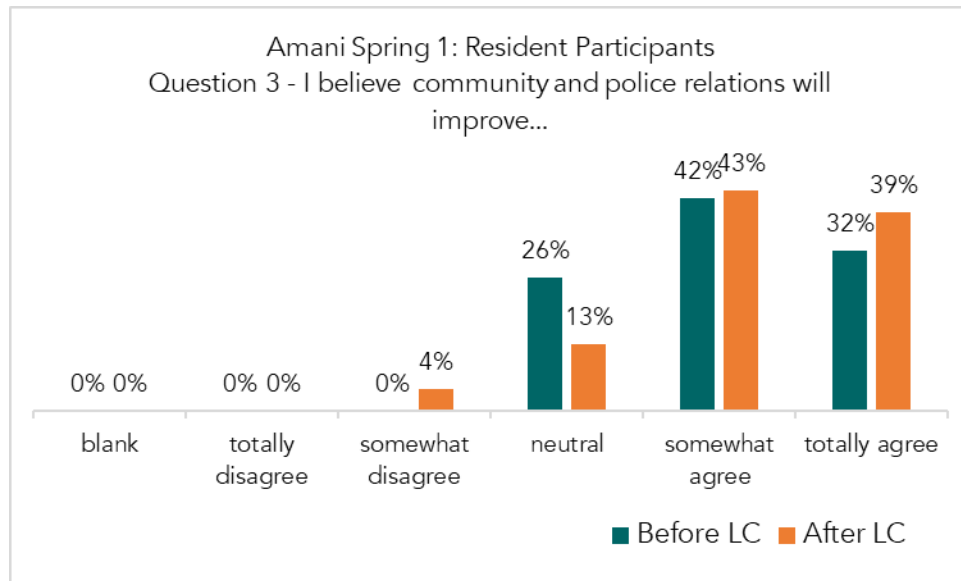


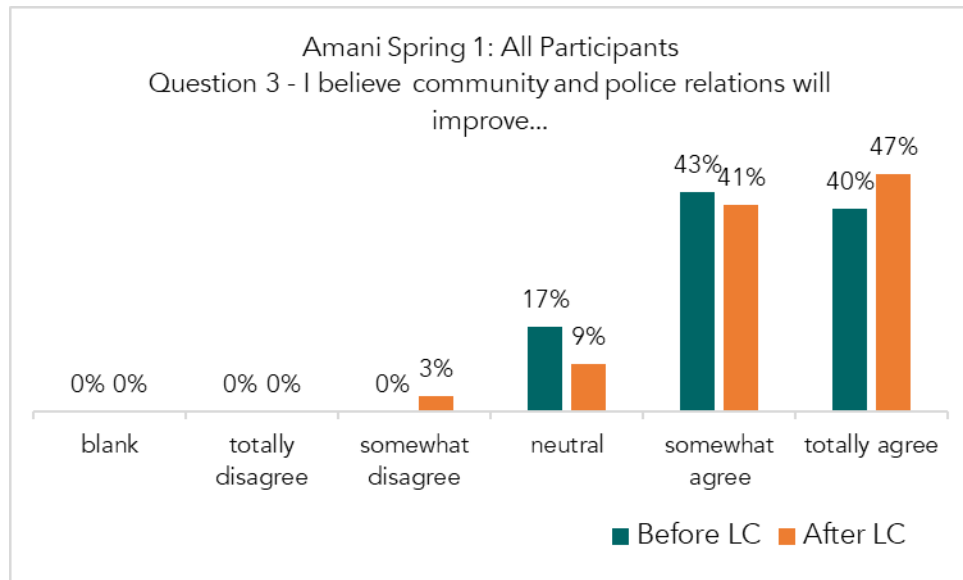
Question 2 – I trust the police...

Note this question was asked of Resident Participants only.

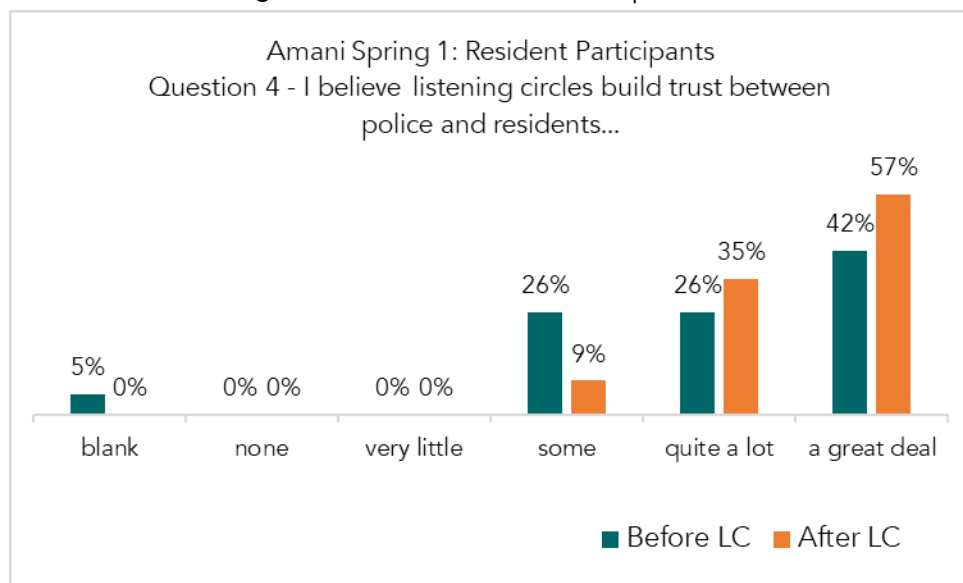


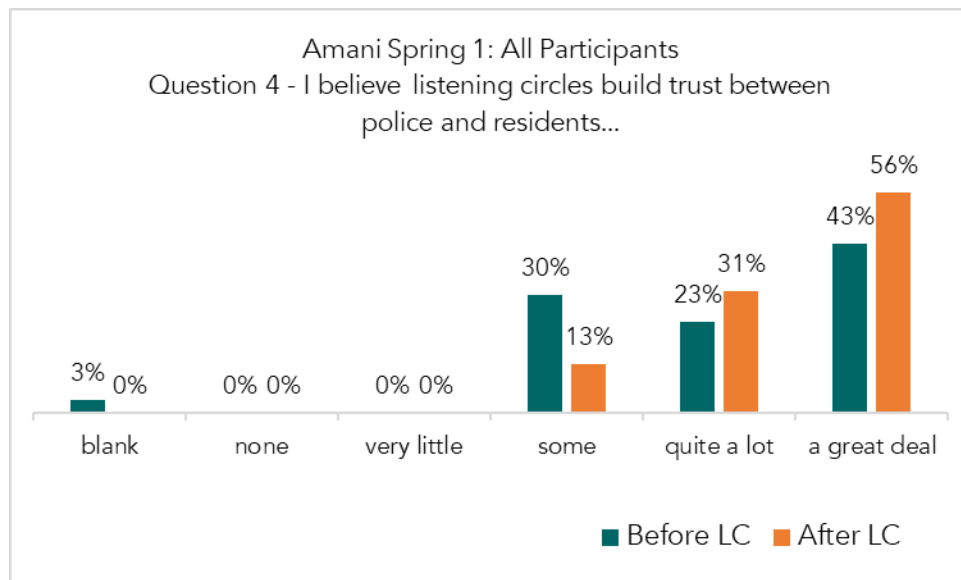
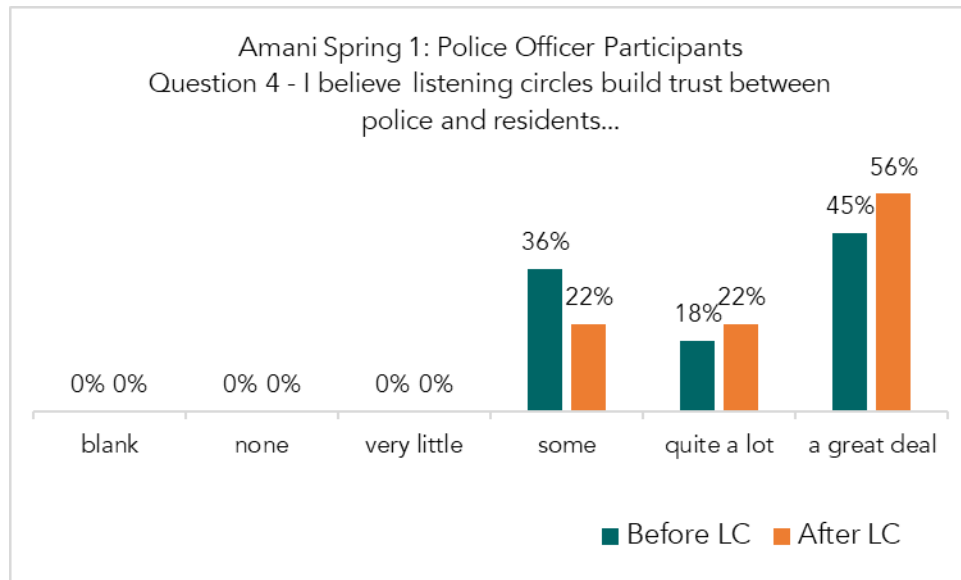
Question 3 – I believe community and police relations will improve...





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? What, if anything, did you learn about the community today?

- Getting to the people of our community.
- I learned about MPS and what it's like going to school in Milwaukee.
- That they are the good guys.
- Speaking with youth in an open forum.
- Blank

- Hearing the youth speak honestly about their perception of violence, life, and the love of the Lord.
- Seeing citizens engaged in their community.
- Any communication is positive.
- Parents need to be more active in kids' lives.

What was the most satisfying or valuable about this experience? What, if anything, did you learn about the police today?

- Having the participants come up with their own ideas about school and community issues.
- Be able to speak to the young adults.
- Nothing.
- Meeting new police officers and officers in training. I learned not everyone has a good background.
- New officers.
- It makes me feel safer at my school.
- Talking to new people.
- Just us meeting. Love them.
- Topic of guns was engaging and relatable. Everyone was honest and open. Our 3 young male teens were articulate. Appreciated police honesty.
- The fact that we connected on a deeper level.
- That the police are good people.
- Their job is important.
- Information.
- The community and police relations.
- You get to talk to officers. They try they best.
- Nothing.
- Everyone listened to everyone, no one was disruptive.
- You have to be aware of your surroundings.
- I learned how important it is to protect myself and my peers.
- Listening to young people and the police officers being transparent. I learned that police do a lot more than deal with crime. They're also social workers.
- Great hope.
- The most satisfying thing about this experience was hearing everyone's perspective on the community and what we can indicate to make it better.
- Getting to talk to one another, and learning the police are just like any normal person.

What questions or concerns are you leaving with?

- N/A
- How to limit or stop juvenile violence?
- The future of the kids. I hope they stay as open now in the future.
- Blank
- Blank
- What to do if someone is stronger than you with a gun come in a classroom
- What can make our community better
- Keep these circles going.
- Why do they do what they do
- Safety
- Be open
- What makes their life stressful
- How do minors get a hold of firearms
- None, they clarified a lot for me though
- None x18

What's one important topic you'd like to discuss for an upcoming listening circle?

- Specific suggestions on how the police can help citizens.
- Police officers in schools.
- How to build good relationships with the police.
- Open communication/trust with police.
- How can community members help build up relations between police and public with other members that aren't connected?
- Blank
- Does being a witness or caller to police matter to overall crime?
- Domestic violence, drugs and youth.
- Police involvement/community.
- Social media and its effect on school age kids.
- How to stop bullying in school.
- Nothing.
- Safety.
- How District 5 is reaching out beyond circles?
- How to do better in school.
- None
- How do you feel about guns being in schools?
- Blank
- Violence in schools.

- Why do the police choose this job?
- Violence.
- Guns.
- Legalizing drugs should we do it or not?
- How will people feel safe.
- None.
- None.
- How does it feel to be a police officer?
- Self-defense.
- Police mental health, poverty.
- Unity.
- How can we count on the police?
- Togetherness.

Listening Circle 5 Analysis – Building of Trust between Community and The Police

Question Round One: *“Share an issue or concern that could be resolved by engaging in civil dialogue with the community and/or police?”*

During Question Round One, respondents shared a variety of issues and concerns that are happening in their community and how they felt a resolution could be had by engaging in civil dialogue between the community and/or the police. Most participants’ ideas all stemmed from the notion that they must all respect one another, communicate with one another and watch out for one another. They stated that civil dialogue should strive to build relationships, rather than burning bridges.

1.1 The Community as Partners

Participants shared their thoughts and ideas on how the community can come together as partners to clean up neighborhoods, ease tensions, remove fear and violence through open and honest communication while respecting each other’s personal views.

“I’m on the Neighbor Watch for 30 years now. I’m up till 5 or 6 a.m., and then my neighbor lady is on watch when I sleep. We keep an eye on the neighborhood. We talk to the alderman and the church members. We clear from the inside while the police clear from the outside.”

“I have found that you don’t need to be afraid of talking about a situation that needs to be resolved.”

“I think better communication would help resolve most of the issues and misunderstandings that have been raised in the community through social media and word of mouth with no real opportunity to do real fact check.”

“I feel conversation and intentional dialogue for positive outcomes would be the beginning of healing in trauma-informed communities. I feel we need to talk about some things that has happened and then talk about not allowing them to become reoccurrences.”

1.2 Teaching & Educating Youth

Participants shared encounters of things they have heard about or witnessed youth doing and the need to start stepping up, whether that be done by enforcing the law more, through educating them, and through open discussions.

"My concerns are the law enforcement and civil dialogue around minors being allowed into liquor stores, littering, reckless driving and the violence exhibited by some bus drivers. I personally think there needs to be more law enforcement and civil dialogue around these issues. Also, I think overall the police are doing their best. "

"I grew up in the inner city. One thing that would help is if parents were more open to educating their kids and teaching them to respect their elders and the law. A lot will correct itself if young kids learn to respect. The parents need to be role models."

"Sometimes it would be good to have a conversation at school when things go wrong instead of calling the police. Some staff are quick to call the police, so they don't get the whole story. I feel like they just want to suspend, to end a disagreement as soon as possible."

1.3 Improving Relationships with Officers

Participants shared ideas of how partnering together, understanding one another and then openly discussing issues would eliminate misunderstandings and misinterpretations.

"One time I had to intervene when my dad (who had Alzheimer's disease), when he wanted to work on a gas line in at the house. He tried to hit me with the pipe and I called 911. Two officers came and thankfully one was skilled in how to deal with someone with this issue. Staying calm and having good information is important. Another time I tried to warn a crazy neighbor to remain calm when encountering law enforcement. Sometimes you have to shut up and act appropriate around law enforcement."

"I think the misunderstandings and misinterpretations of what's happening in the community could be resolved through civil dialogue between the police and community. I think it would help both sides better understand each other."

"My issue of concern is social media and situations, or incidents being recorded, but only five minutes of the tape goes viral, leaving out the five minutes before or after what was shown. Our cameras are mandatory, and they keep us accountable. I also see

the need for a debrief after abrupt incidents in the community, and I think it would be good to have someone from the department maybe visit the area where things took place and give information as well as answer questions regarding the incident of process."

Question Round Two: *"What would be your first step toward making the engagement impactful both to community and the police in building trust?"*

During Question Round Two, respondents shared ideas on ways to engage and interact with one another and how this benefits the community, the officers and/or both. The key sentiments expressed by all participants were good communication, more open discussions, more information and knowledge and interaction, which strengthen the ties between officers and the community. These were the steps in building and creating trust amongst each other.

2.1 Community Conversations & Engaging Community

A majority of participants believe these types of group discussions would help improve the community. Other participants also mentioned the ways in which it could be done.

"I think a first step that we can make towards building trust is to have more PRLC with more participants. Another idea is to encourage more small talk between the police and the residents of the area."

"These group discussions. It's great for old and young. I'm from the south side. We don't have much like this there. It educates and informs."

"My first step would be to role model and encourage good communication and a good attitude towards the police officers, and the police officers towards the residents."

Other participants also suggested the quality, frequency and visibility of officers in the community could be beneficial. This could be done by patrolling or being seen more frequently in neighborhoods or interacting with the community through community events.

"I would make sure that I am visible by walking my beat not just when it's sunny and warm but throughout the year. I would stop and ask people what they need and how I can help."

"I think the engagement would be more impactful if we could have more visibility of the officers in common places, not just when there's a problem or a sense of urgency."

It would be good to see them at block parties, community walks, churches and community meetings. I think the impact would be powerful for each."

"I would like more activities planned by the police and residents for the community together, make plans for a project and work it through. Maybe plan a day for trash collection or grass cutting in the summer."

2.2 Promoting & Supporting Youth Development

Participants stated how promoting unity to our youth, whether at school or in the community, will provide them with the support to develop a positive impact, now and in the future.

"Soon it will be warm. We pass out popsicles in our area, and let the kids know that we have to work together. Camp and break bread together."

"Trunk-Or-Treat is the kind of thing we need to do. We decorated our car with a dancing skull. One time I saw kids playing b-ball and they let me play. It was an eye-opening experience and gave us a chance to relate."

"I would have a conversation with the police to get more comfortable. Want us to get together to love our people, love our officers. They are doing their jobs. I want to work together and I want to see officers in schools."

2.3 Building Relationships between Officers and Residents

Respondents shared ideas on how community immersion between officers and their communities builds relationships and trust.

"I'm a police officer and I don't want to be just doing my job. I want to be your friend, so my first step to building trust is through prioritizing good communication. I'm a new police officer in this area and I'm starting to recognize and build relationships with those in the area. As of now I've started conversations with the residents of the neighborhood. In the summertime I want to go beyond my police duties to walk around in the neighborhood, out of uniform, and start up conversations with the residents. I want and need to reach out beyond my job to connect and build trust with the residents."

"Communication is key. I think the most important step in building trust is to talk to everybody, police or not. The police and residents should have the desire and make the effort to talk to one another. It is important to treat police as people."

"If I see someone do something, I'll tell the authorities or the adult in charge."

Some participants gave ideas of the ways and/or types of events that could be held to help build a relationship between officers and residents.

"Having events. I like the ice cream truck events, block parties and picnics."

"It would be more impactful for me if the community and police could do more things together in our communities. I like to schedule a meal once a week for police and the community to share, talk and have fun."

"My neighborhood had an impactful engagement with the police that came to our neighborhood walk. Some of the residents spoke to the officers about some of the problems that needed to be addressed and the police took notes, and the problems were taken care of soon after the walk."

Connected Conversation: *"Why do you think trust is important between the community and the police?"*

During Connected Conversation, respondents shared why they thought trust is important between the community and the police. Some participants went beyond the question and stated ways in which this could be made possible. Other participants also mentioned the need for respect as the building block to earning trust. Many participants provided more insights into the previous rounds, whether it was hearing others' thoughts and wanting to discuss them more, or having a chance to absorb it all, creating new ideas and thoughts of their own. It was clear that almost all enjoyed the opportunity to be heard, not judged, and to feel a connection to one another. Connected Conversations showed the importance and benefits of having events like these, and that more need to happen. Communication is key!

"Stop calling them po-po's and other names instead of officers."

Resident to officer: "How did you get here?"

Officer: "We volunteer and like doing this."

"There are a lot of events and the officers take turns attending them."

"I would love to see us have more community meetings. It would help the community come together even if we are afraid. More citizens need to understand that officers are human, and everyone makes mistakes."

"Everybody here has an interest and investment in the community. Kids are the future. We give out popsicles to kids and Gatorade to police."

"We all need each other."

"I think the police and residents have to show respect first in order to receive respect."

"I think each of us should be able to establish who's in charge and give respect for a positive outcome."

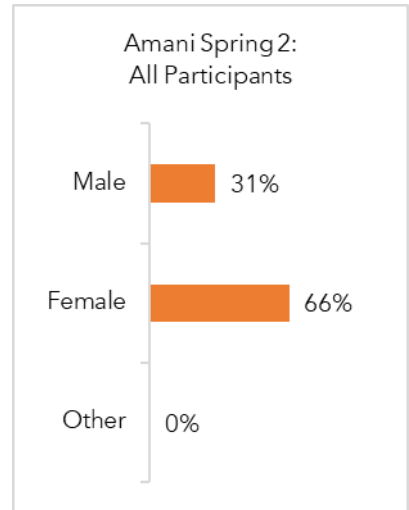
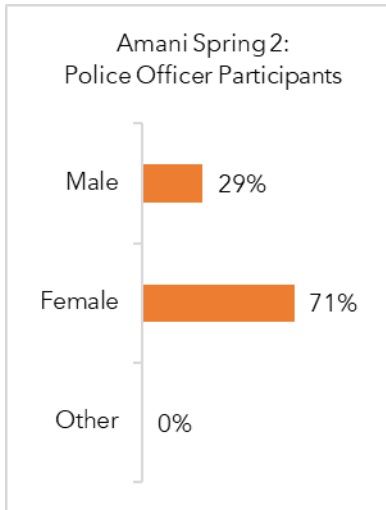
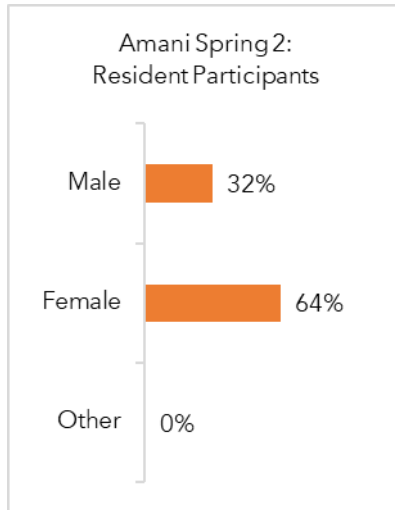
Parting Words

After participants answered two rounds of questions and completed a 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, and more types of these open discussions would help in creating a sense of unity, transparency, community and trust among the community. A few respondents summed up the interaction as: *"Change neighborhood to community."* Followed by: *"Come together, do it, and others will too."* One participant perfectly stated what we all can only hope becomes of all of this when they said: *"U-N-I are the first three letters of unity."*

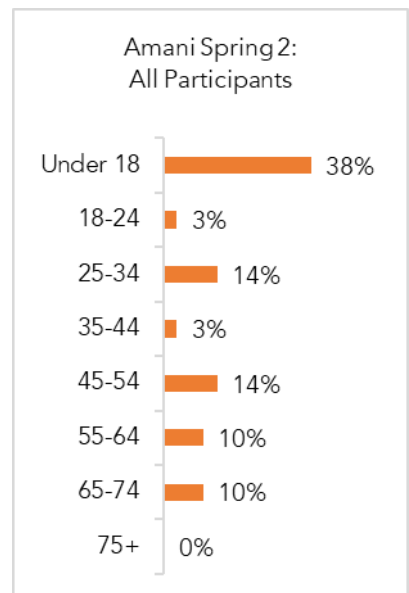
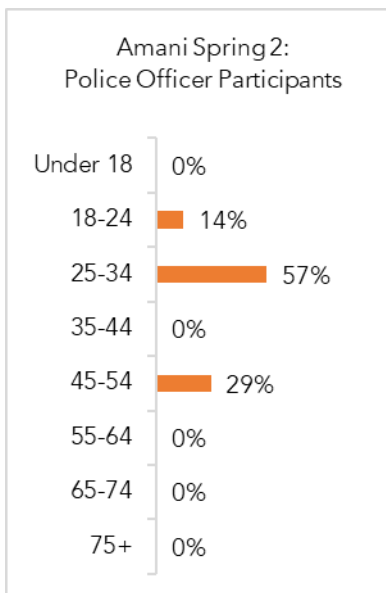
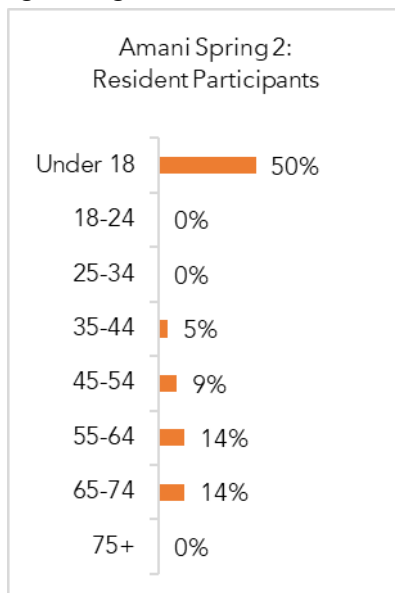
Feedback Forms

Demographics

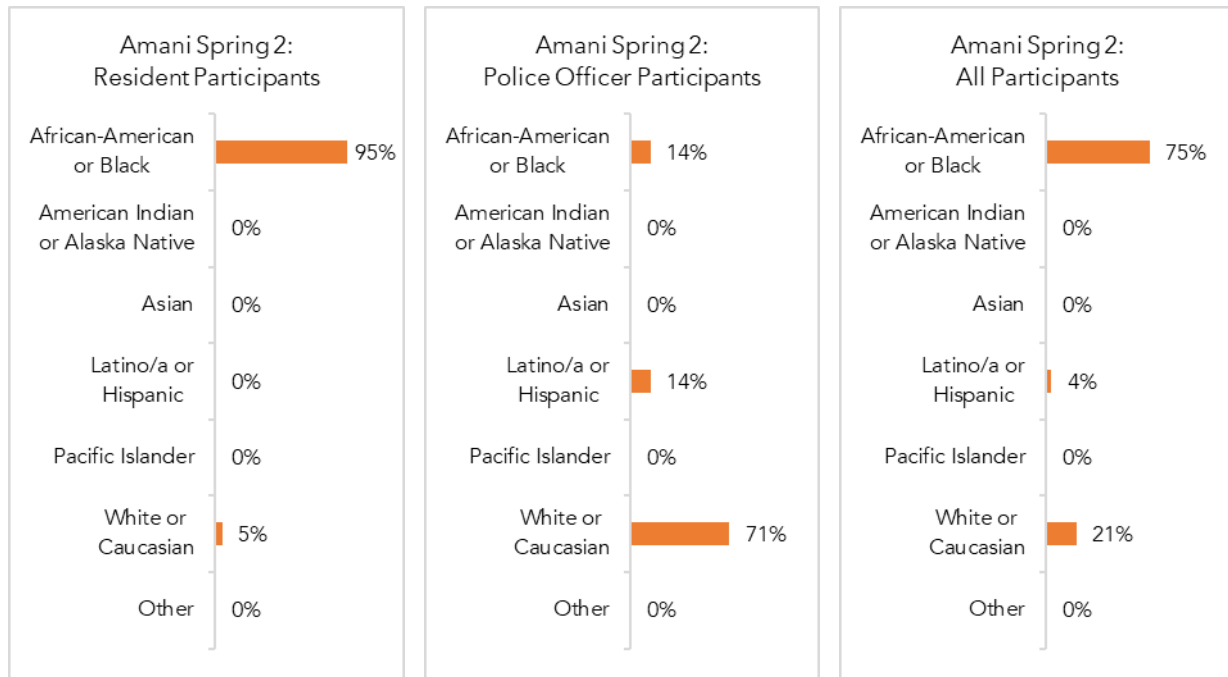
Gender



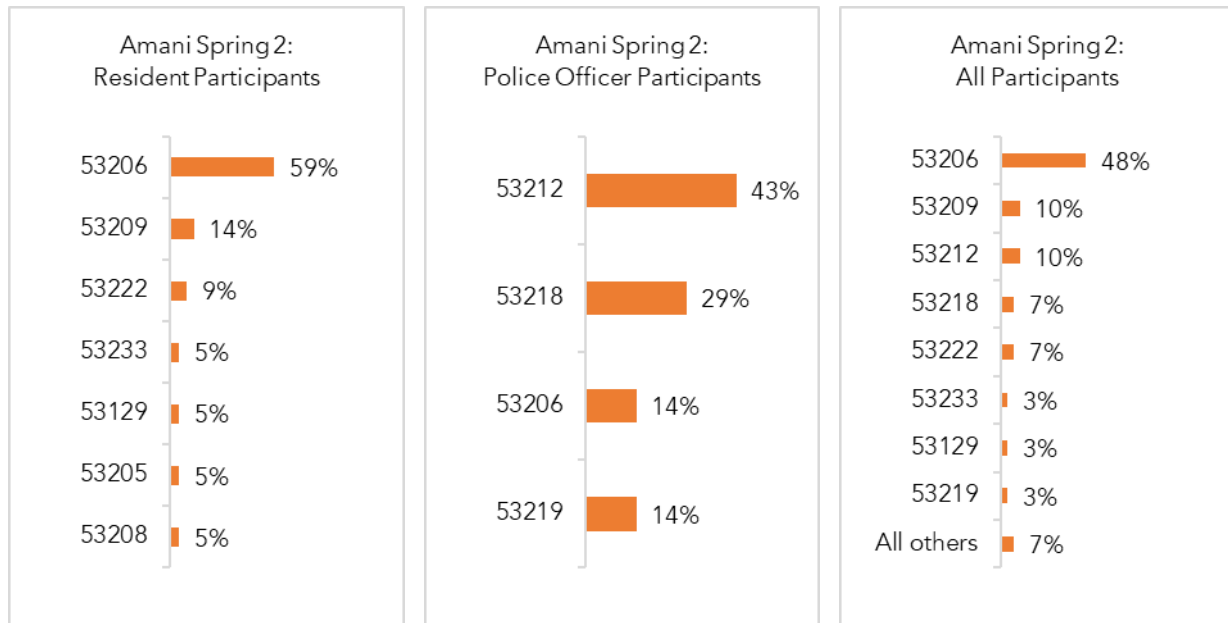
Age Range



Race/Ethnicity



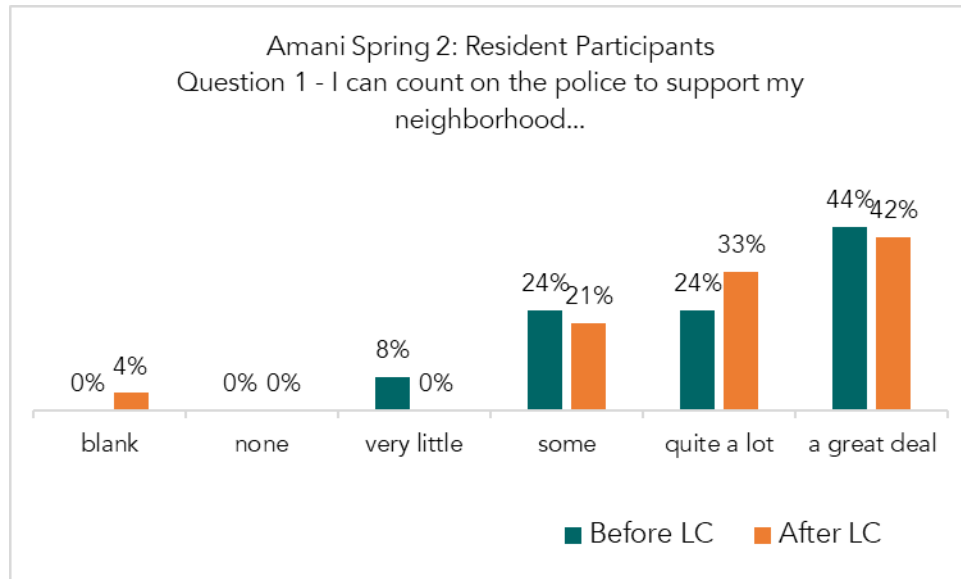
Zip Code



Quantitative Data – Pre/Post Surveys

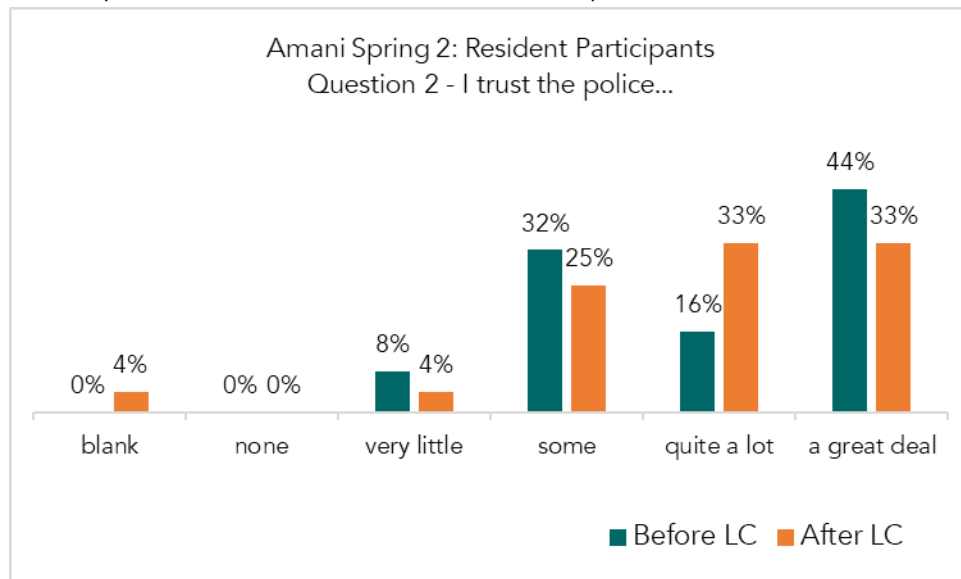
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

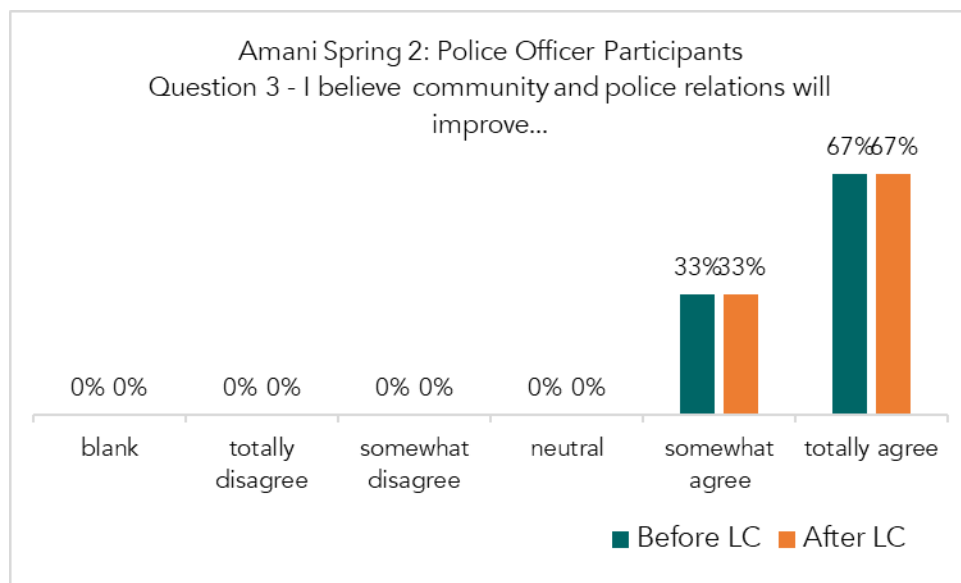
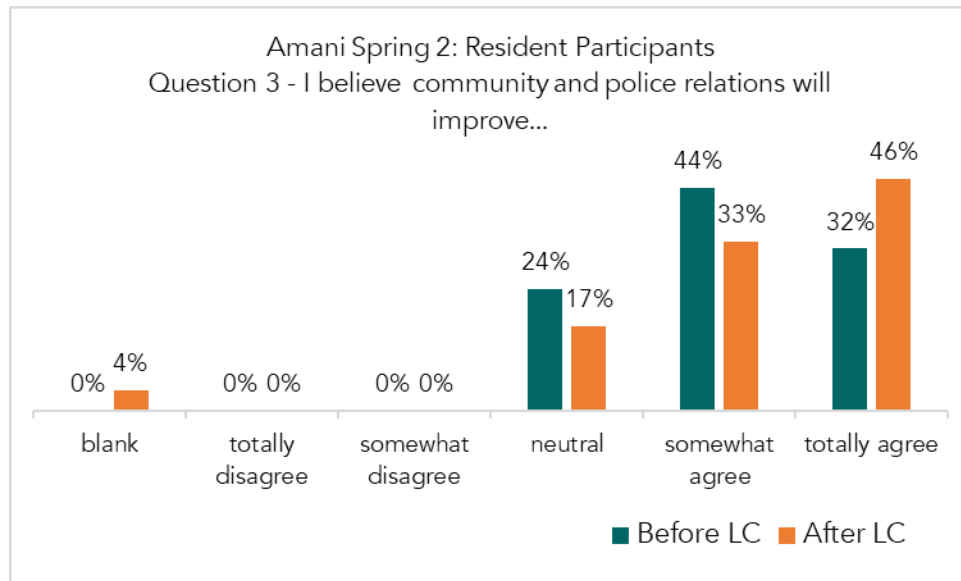


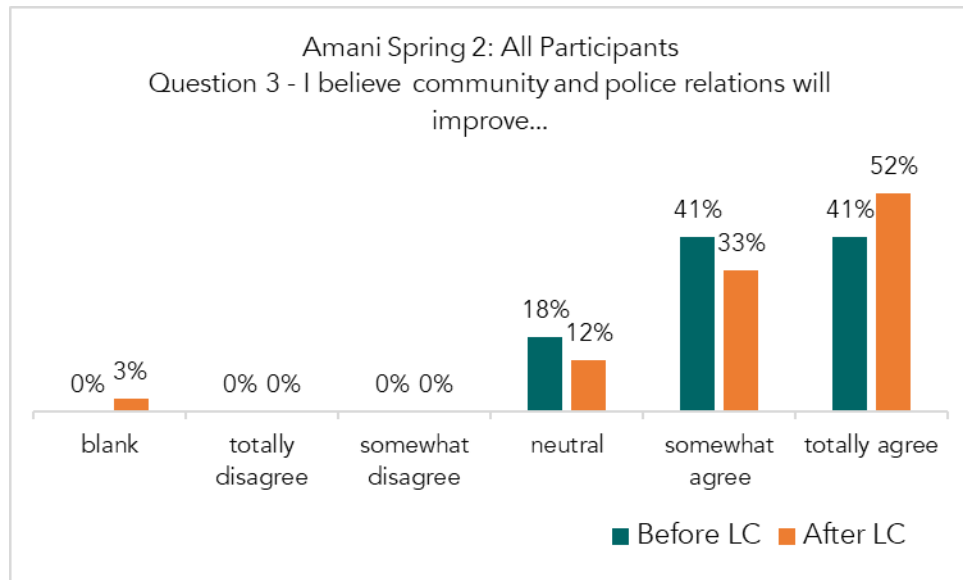
Question 2 – I trust the police...

Note this question was asked of Resident Participants only.

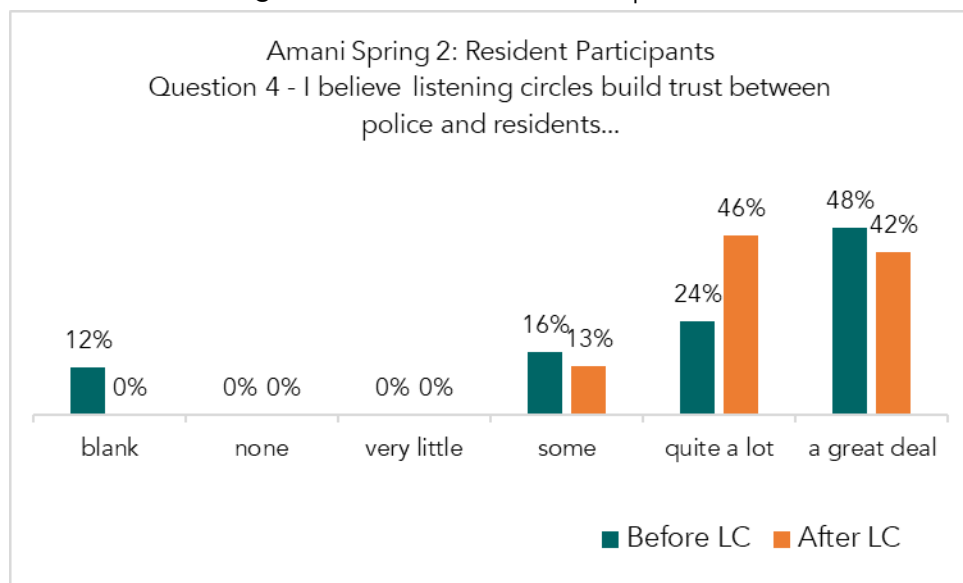


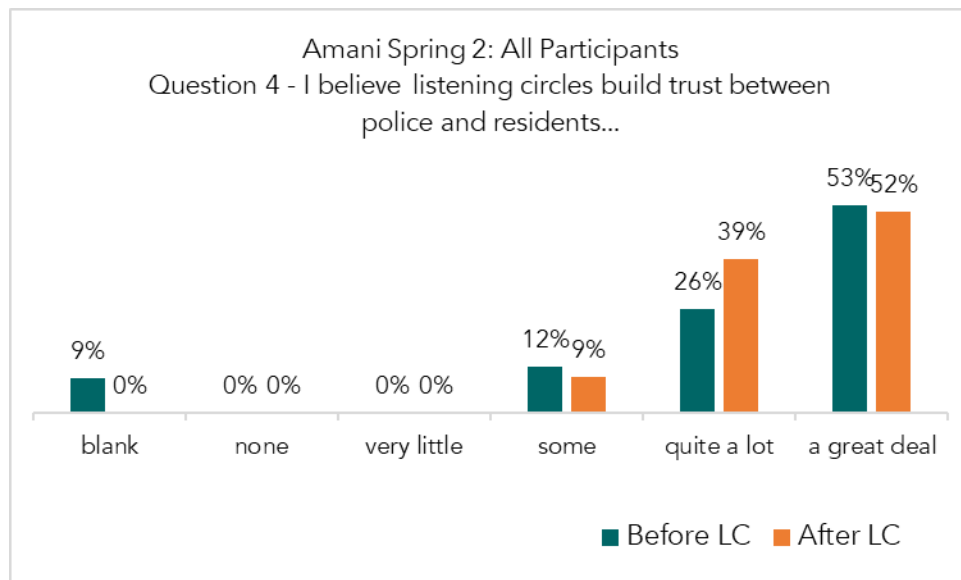
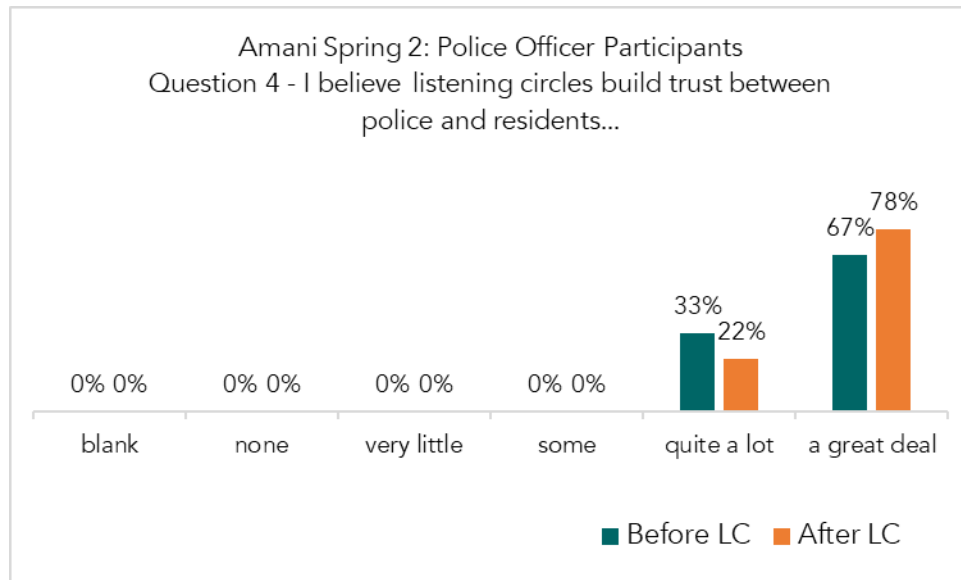
Question 3 – I believe community and police relations will improve...





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? What, if anything, did you learn about the community today?

- Listening to positive feedback of how to engage with police. People do want to have a dialogue with police.
- They want to be understood, just like life.
- Hearing everyone's perspective on mental health.
- Honesty.
- Speaking with the youth and hearing everyone's point.

- This is important to all of us.
- Discussion.
- Being able to hear others different views on issues.
- It was great being able to sit and have a good conversation with community members. Rarely do we have time to sit and talk.

What was the most satisfying or valuable about this experience? What, if anything, did you learn about the police today?

- Learning about the officers.
- Listening.
- Addressing common issues/concerns.
- The fact that you get to an understanding with the officers.
- That they keep us safe.
- Need to start trusting them more.
- Everything.
- Hope.
- Establishing an understanding that officers are human.
- Understanding where others are coming from.
- Being heard and listened.
- Social media - affects the behavior of people.
- I heard everybody out. They job is stressful.
- Police have cameras on at all times.
- Actually hearing from officers and youth express their thoughts.
- Talking to police.
- Togetherness.
- Great conversations.
- Seeing everyone's views and opinions.
- More.
- Nothing.
- Sticking together.
- None
- Blank

What questions or concerns are you leaving with?

- How to move forward after past experiences in a positive way.
- Will this information stay in people's heads or will they give this to someone?
- How to make things better from my point of view.

- Civil rights.
- Blank
- How do we continue the dialogue?
- Why do the police do what they do?
- Trust.
- The process - is control, but stops...
- Togetherness.
- How can police and resident relationships improve?
- Hope.
- How to make the world better.
- None (x14)
- N/A (x5)

What's one important topic you'd like to discuss for an upcoming listening circle?

- Quality of life in the community.
- Getting youth to engage more and get more understanding how they feel about things in the community.
- Intrinsic bias vs. learned behavior.
- Blank
- Mental health.
- Blank
- Blank
- Goals.
- More question/answer between group members and police. I enjoyed answering their concerns.
- Trust.
- Blank
- Loitering and how to address.
- Dealing with people with disabilities
- Why did police choose this job?
- Sticking together.
- Don't know.
- Helping out.
- What to do if kidnapped.
- Nothing
- None
- Engagement by the community.

- I don't know.
- N/A
- How to make informed 911 calls.
- Nothing
- Togetherness.
- How to enlarge the circle.
- Racial profiling.
- Unity.
- Everything.
- N/A
- None

Listening Circle 6 Analysis – Building of Trust between Community and the Police

Question Round One: *“Share a time when you witnessed or heard of officers having fun in the community with the residents.”*

Participants described a variety of situations where they witnessed, heard of, or directly interacted with police officers having fun in the community with the residents. Many of them described organized events such as neighborhood parties and church events. A few of the participants explained how they had direct personal experience interacting with police officers during these events or in other situations. Other participants described situations where police officers were interacting with the youth in positive ways.

1.1 Organized events

The majority of participants shared a story about an organized event where they witnessed police officers having fun with community residents. These participants had attended the events, which were either church events or neighborhood parties.

1.1.1 Neighborhood parties

Participants shared stories of seeing police officers and community members celebrating at neighborhood parties, such as block parties and cookouts. These participants had attended these events as well.

“At the annual Hephatha, the block party police showed their dance moves. Some can dance, too! Police were in the area ensuring safety AND having a good time.”

“Last July, I was assigned as a beat officer. We hosted a cookout, job, and community fair on 35th and Custer. It was in a park area. People came for job resources. More positive feedback was received than the negativity. Normally, police get called to back-to-back assignments. Those kinds of situations can burn you out.”

1.1.2 Church events

A few participants described church events they had attended where they saw police officers engaging in positive interactions with community members.

“Last year at church, the police came and played a lot of games. There were bean bags there. We all were talking and hanging out in our community.”

"A few years ago, we had a church event. The kids carried materials for an ice cream social. Police gave out bubbles and chalk to the kids."

As this last quote illustrates, participants often described the positive interactions between police officers and the youth in their community. These interactions between police and youth emerge throughout participant responses to this first question.

1.1.3 Other events

A few other participants recalled other memorable events during which they enjoyed interacting with police officers. These participants fondly described these events.

"Five or six (years) ago my mom received a Habitat House. The police officers came to celebrate. There were a lot of them there with the kids and adults. It was really nice."

"I enjoyed the officers passing out candy at our community event. It made me happy because it appeared that these officers were having a blast. I like it when kids see officers in a good light. The officers allowed me to get in the cruiser."

1.2 Personal experiences with police officers

Several other participants described their direct personal experiences interacting with police officers in the community. These participants did not directly describe the police officers as having fun with community members; rather, this was implied. Two participants mentioned the "Shop with a Cop" event.

"I normally ride my bike, so I interact daily. I work Locust Fest, Garfield Days, Shop with a Cop and hand out stickers."

"I saw police playing basketball in the street with young people, and I know they do Shop with a Cop. I did a block cleanup with some officers."

Other participants described police officers playing sports with residents.

"Kickball with officers. We let them win at Moody Pool. We were playing with Dominican Center at the parking lot area. Dinners...they all came. People were laughing and there were fireworks and painting faces. Officers gave out cards and people asked questions of them. It was a group of people having fun, and it didn't matter who you were. Officers brought their families. Kids came too."

"I have so many. In the summer, we're playing in the park with residents. We played baseball and football and other sports. We played in Sherman Park and Washington Park and other places. I have lots of interactions – a lot of engagement. I work in the Office of Community Outreach, so we're always doing things with residents. Youth like to play one-on-one basketball. I like the competition and the kids do, too. If they're in high school, I play full on. I want to beat them. If I'm playing with little kids, I might let them win."

These quotes illustrate positive interactions between police officers and the community youth, a theme that emerges again in the next section.

1.3 Interactions between police and youth

Participants described other situations where they witnessed, heard about, or experienced interactions between police and youth. These interactions often centered around sports activities.

"I haven't personally heard of it, but a few weeks ago I was watching videos on YouTube and saw an old video from years ago. It had older boys, teens, looking gang-related, and they were playing basketball with officers. It was funny."

"There was a basketball team last summer or the summer before. A concerned citizen would call really upset about children playing basketball in the alley. I'm a bicycle officer, and my partner and I did our best job. Instead of harassing the kids, we responded by joining them and playing 'H-O-R-S-E.'"

This theme of sports activities emerged during Question Round Two as well.

Question Round Two: *"What activity or engagement would you like to have with the police and residents over the summer? Where would you like the activity or engagement to happen?"*

Participants provided a variety of suggestions for activities and events with police and residents in their community. The most frequently mentioned location was a neighborhood park. Many participants expressed an interest in sports activities. Other participants also expressed a desire for more community events and block parties. These suggestions are described further in the following sections.

2.1 Park

The most frequently suggested place was a park. As participants suggested various activities for police and residents to interact with one other, the majority of them suggested that these activities take place in a neighborhood park.

"Do something at a park. Because police are always patrolling the neighborhood, they can just join in. They can see clearer what the needs and problems are when we're all together. We can get to know each other better. Offer hotdogs, brats, chips. Tell them to come back when they're off duty and they can pitch in. I rode in the back of a police car one time at a gathering like this. Police took us in their car, and we took a ride to experience what it would be like. The back seats are hard! One of the people with us had sunflower seeds... the police were just playing around with us. We passed the sunflower seeds between us through the holes in the bars. We were having fun in the park. I think things like this are needed if residents want to get to know cops."

"I'd like to have trips between police and community. I like to have activities at the local parks where the police can join in and be viewed as individuals."

As these quotes illustrate, these participants also highlighted the importance of residents having opportunities to get to know police officers. To facilitate this engagement between residents and police, participants suggested several activities, as described in the following sections.

2.2 Sports activities

The most frequently suggested activity was sports. Many participants described sports activities ranging from bike riding to friendly athletic competitions such as basketball matches.

"I think a good idea would be a police v. community basketball or soccer game."

"Have a park cleanup at Moody Park and then play football and basketball."

Although participants did not specify their reasons for suggesting sports activities, their earlier responses to the first discussion question indicate that their suggestions may have been driven by their previous positive experiences engaging in sports activities with police officers. This was indicated by one of the participants in their anecdote.

"Bike riding together -- it used to be a program. I was in it when I was in elementary school. Police and firefighters helped with animals. They made us wear helmets for safety when we were biking, though. We could go on bike rides on beaches,

parks, neighborhoods, and pathways. Another one would be doing sports together, like track. I'd like to see how fast officers can run."

2.3 Block parties

A few participants suggested more block parties to gather residents and police officers in the community.

"There should be block parties in the 53206 area. We can have games, music, and food. We can also have people from the neighborhood to communicate with all sides. This event could promote a family atmosphere."

"A big block party would be nice, everybody doing something that he or she likes. The residents and police would be partying, eating, or playing games. The police could be passing out cards or something."

Similar to the previous responses, these participant responses also indicated a desire for residents and police to get to know one another.

2.4 Community events

Participants also suggested various other community events for residents and police officers to interact in person. These included movie events, events at senior centers, and events for children.

"We should have an outdoor movie event in a neighborhood park with a white screen and project the movie. Everybody gets sleeping bags, and we're all together -- a big old movie night. It could be at a park or close off a neighborhood with barricades if we're having a block party."

"We can have something at the senior centers. Police officers can come with their K-9 dogs. The dogs can visit with the residents. It could work. Everyone loves dogs."

"I want officers to attend community events. I'd like for officers to come and to read to children. It would be nice if officers knew children by name and if children knew officers by name. I feel that this would build community on my block."

Connected Conversation: *“Would you be willing to help with the planning or would you be willing to help get the community or police to participate?”*

During Connected Conversation, most listening circles continued their conversation from the structured portion of the event. Although the listening circles veered away from the discussion prompt, residents and police engaged each other in a thoughtful conversation. Participants suggested additional ideas for more positive police-resident interactions. Other participants shared their positive view of the police. Participants also shared their optimistic outlook about the community and neighborhood.

3.1 Additional police-resident events

Some listening circles continued their discussion from the second question, suggesting additional events and activities for police and resident participation.

“I would like to see officers pair up with preteens and teens who need guidance. They can go bowling, swimming.... It could be called ‘Pair-up With a Police Officer’.”

“A church near our house has first Fridays. It’s a place for kids to get out some of their energy. We can talk to friends at church, play games.... Officers could come and talk about safety and their jobs being a cop.”

These participant responses reflected an overall desire to build more trust between police and residents in their community. This was explicitly stated by one of the participants.

“I think we need to have more activities together to gain trust.”

However, this quote does not suggest that residents do not currently have trust in the police. Rather, as highlighted in the following section, participants seem to be advocating for a continued effort to build trust between residents and police in their neighborhood.

3.2 Positive view of police

Some participants expressed a positive view of the police, reminding one another of the value of positive engagement between residents and police in their neighborhood.

“I have come to trust officers. It doesn’t help if there is no trust. I feel like I have to be open. Police are normal, sitting here like everyone else. Not just officers being called to bad stuff.”

"There's more good than we have wrong. I don't think police take their jobs to cause trouble. I think they do it to be helpful and to save people. They have families, too. I want to pick the job I have and think police want to pick their job, too."

3.3 Optimistic outlook

Some participants expressed their optimism from these listening circles, reflecting the overall sentiment of all of the participants at the end of the event.

"I enjoyed talking in a small group. I felt that I had a chance to talk and that I got to know you. I'm more comfortable in a small group."

"This was good. I think that we should have more meeting like this so that more people know the police and the police know more people."

Parting Words

Participants shared a variety of final thoughts and words. Some participants left a final piece of advice for their listening circles. Such advice ranged widely, as indicated below.

"Treat people how you would like to be treated."

"Don't be afraid to talk to your peers or to be a snitch. Don't be afraid of just anybody or to speak up. Some day you may need help yourself."

"Don't be afraid of anything or about something bad."

"Be true to yourselves – don't do what the person next to you wants to do."

"Be a leader!"

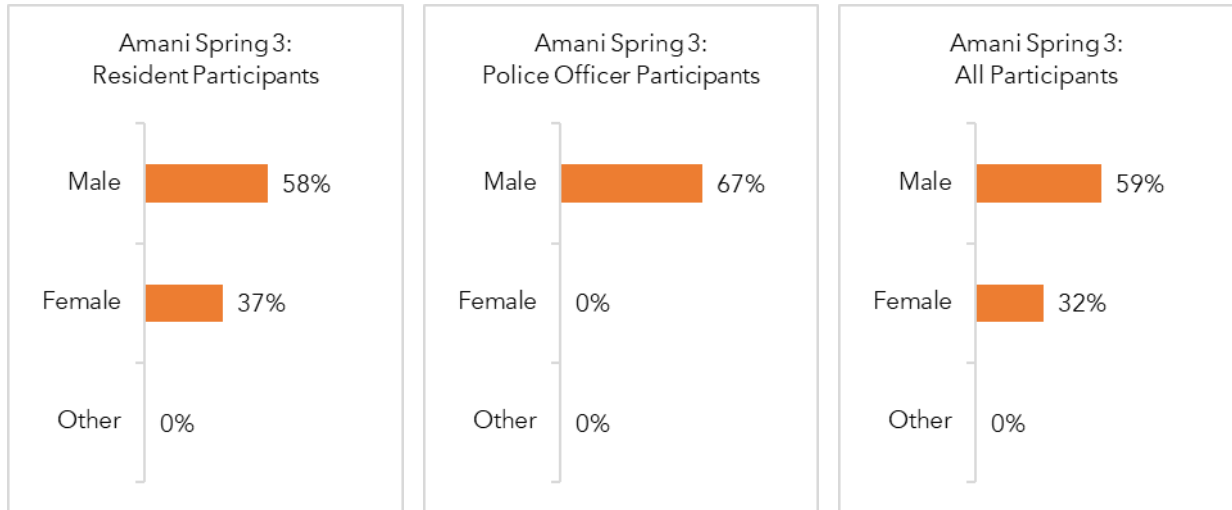
"Stay on the right path. 'A coward dies a thousand deaths and a brave man dies once.'"

Other participants described the event as an educational or learning opportunity, using words like "informational" and "educational." Overall, Parting Words from participants suggested that they enjoyed engaging one another in discussion.

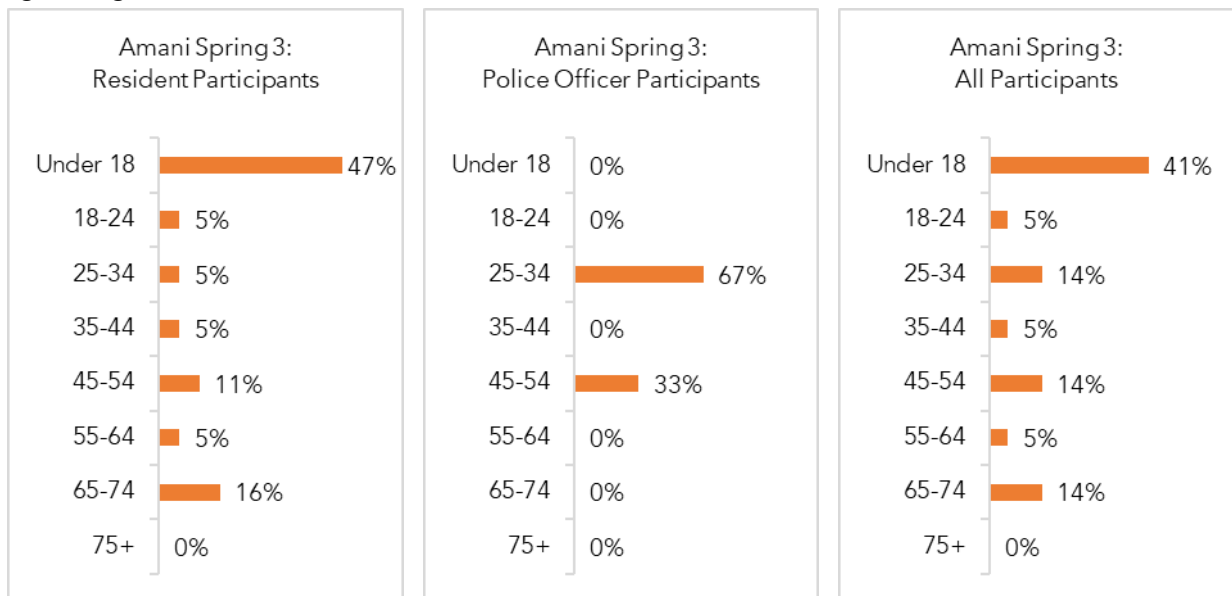
Feedback Forms

Demographics

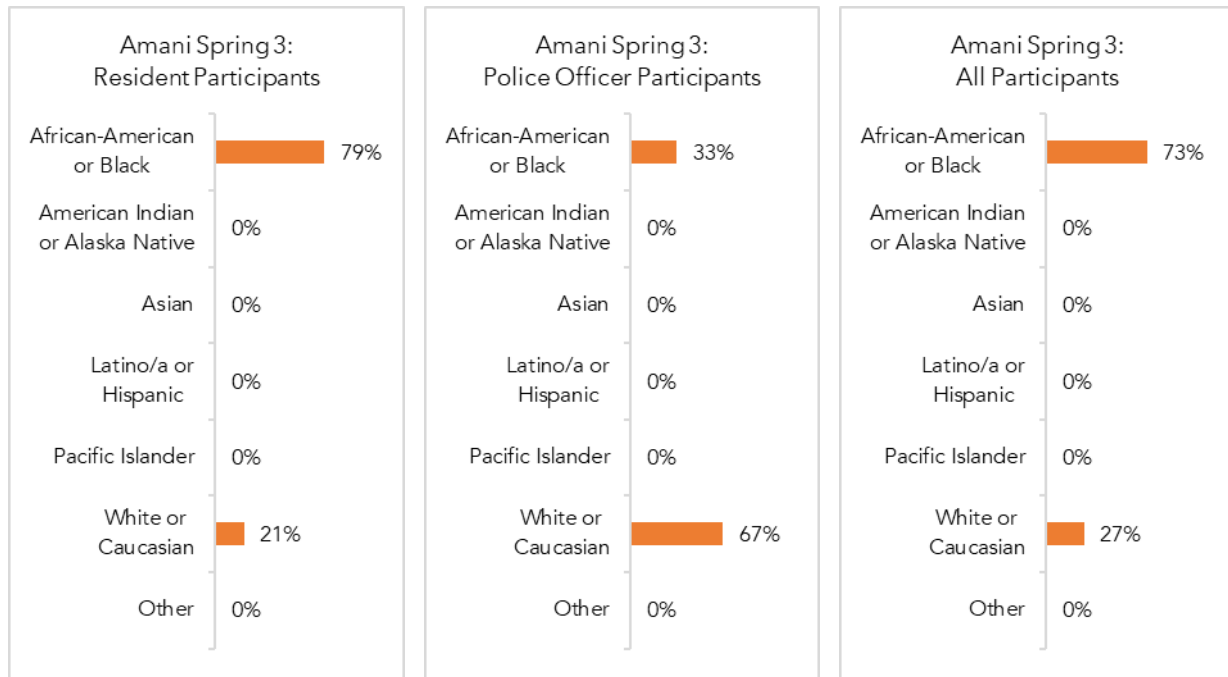
Gender



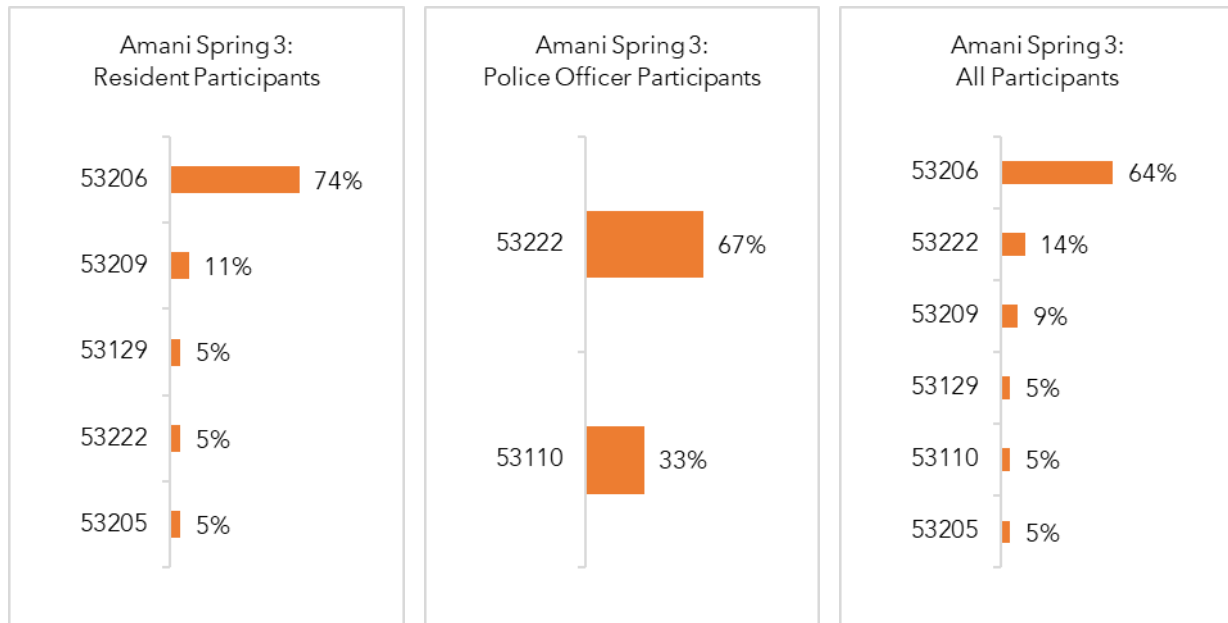
Age Range



Race/Ethnicity



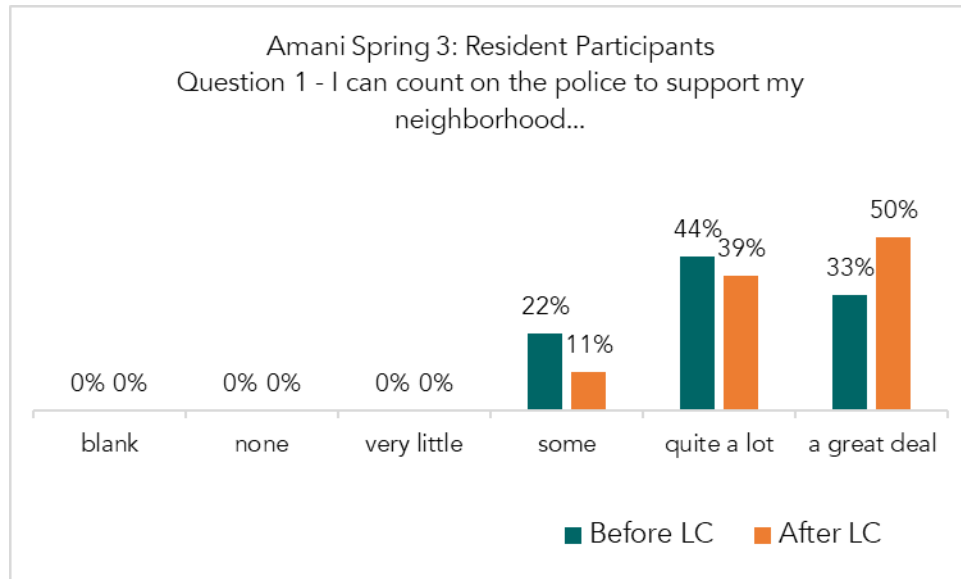
Zip Code



Quantitative Data – Pre/Post Surveys

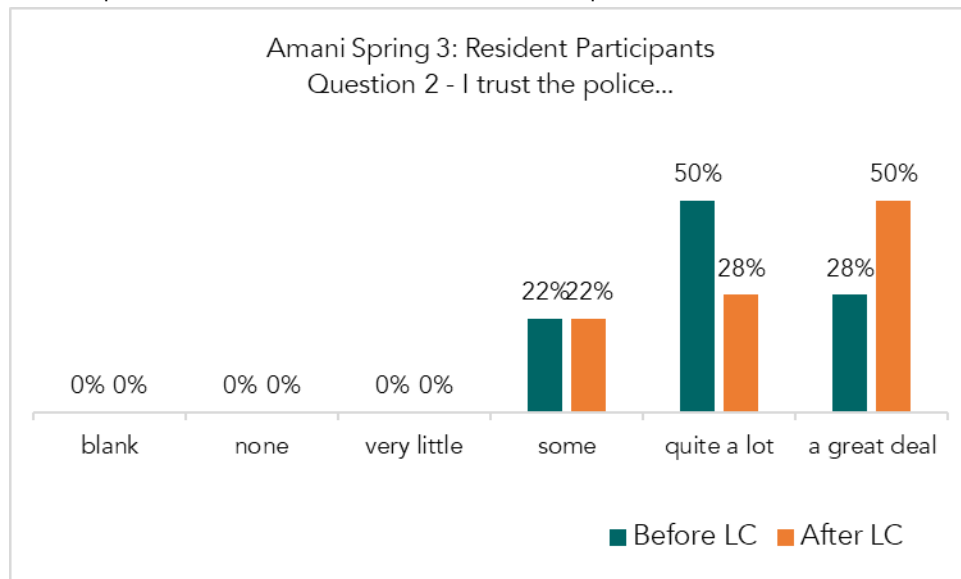
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

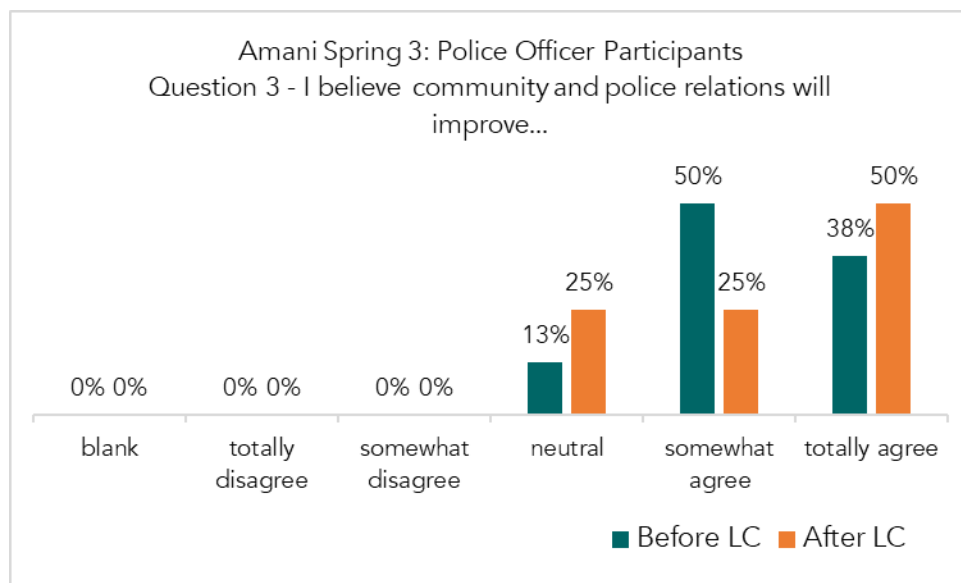
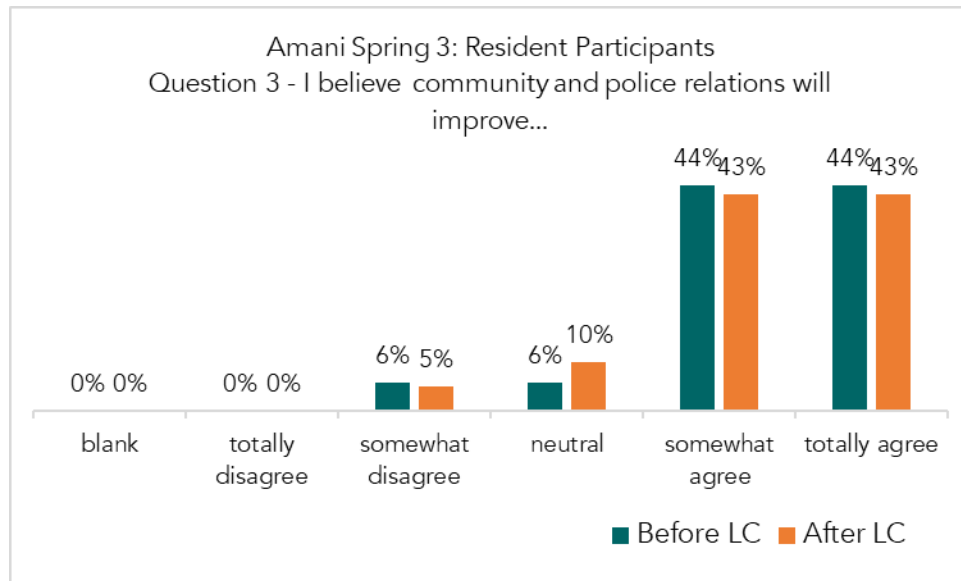


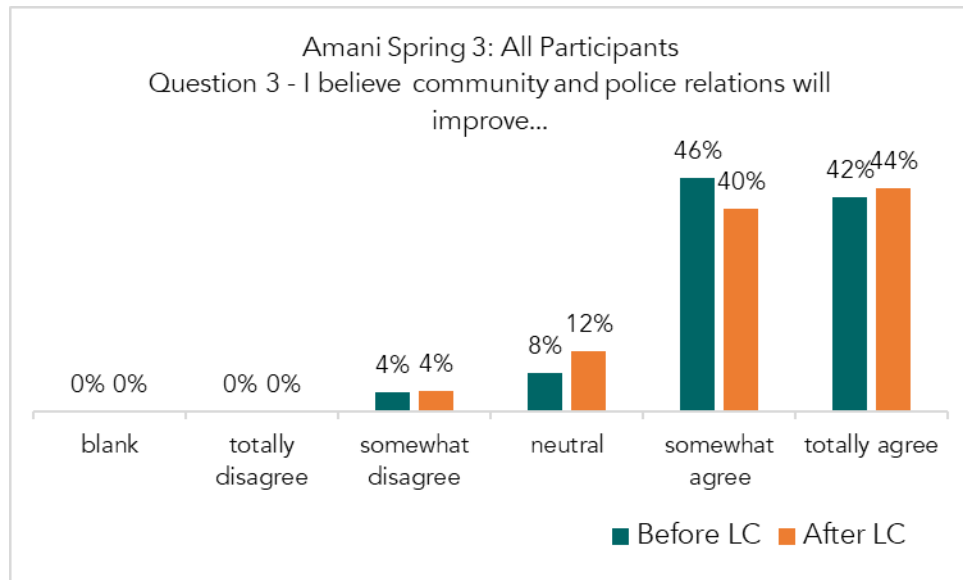
Question 2 – I trust the police...

Note this question was asked of Resident Participants only.

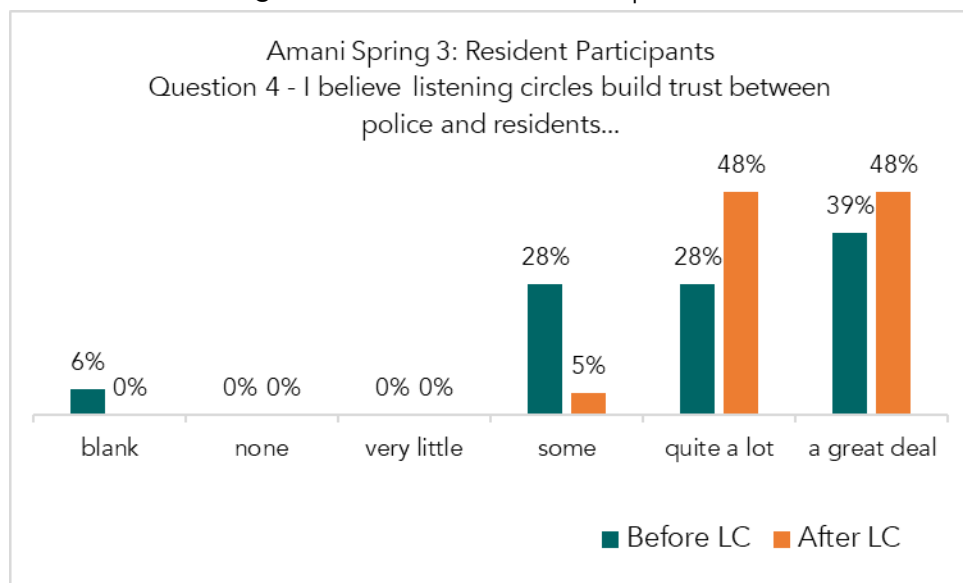


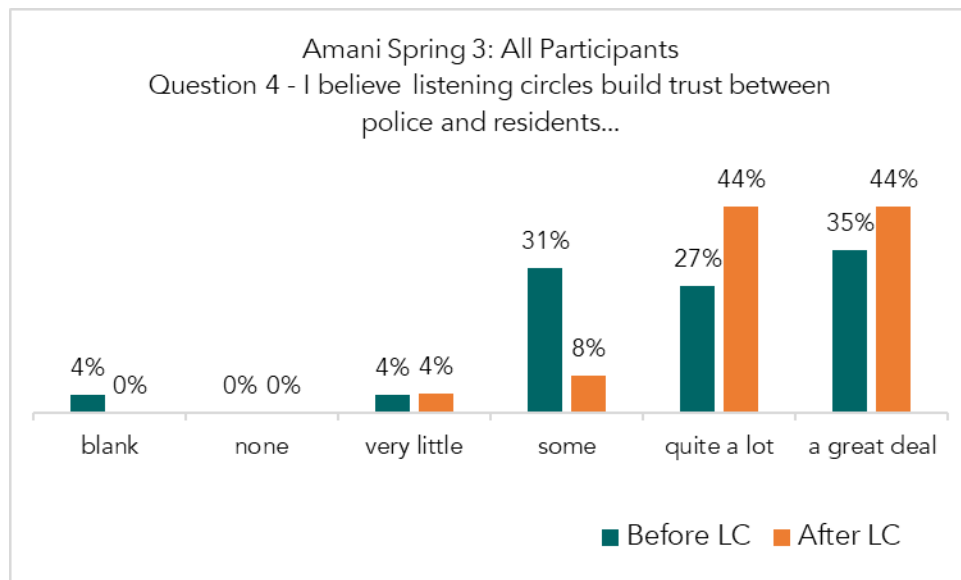
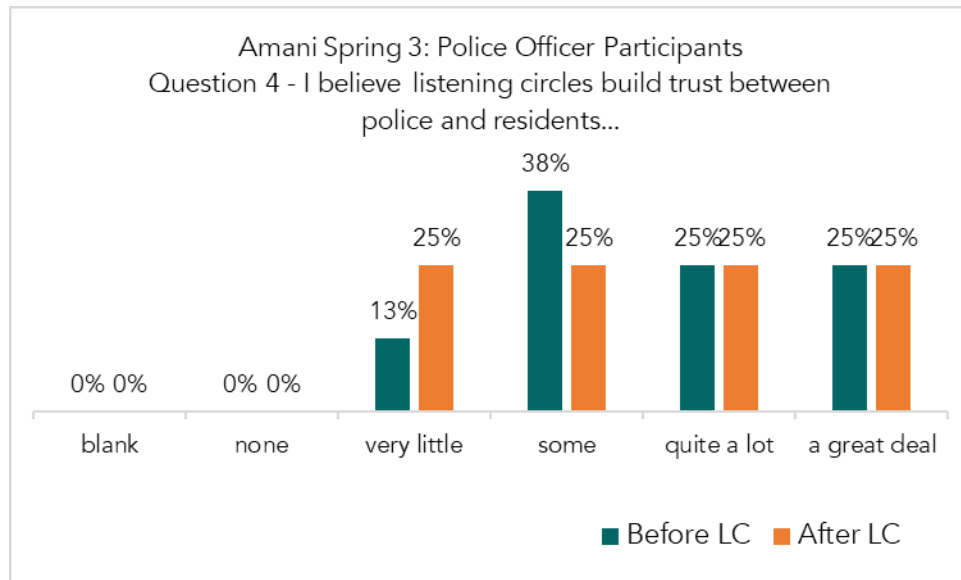
Question 3 – I believe community and police relations will improve...





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? What, if anything, did you learn about the community today?

- Having a nice discussion with the group.
- Getting to know the residents of the community I work in.
- Listening to the community.
- There are lots of activities we (police) can do with the community.

What was the most satisfying or valuable about this experience? What, if anything, did you learn about the police today?

- Hope.
- Hearing everyone else's input.
- Hearing everyone's ideas.
- How everyone can communicate.
- The connectedness of 12-year-olds.
- Working and listening to the youth. Openness of the officer in our circle and he listened.
- Officers want to engage with the neighborhood kids and residents, too.
- Interaction with youth, their thoughts.
- I was able to connect with the police officer on a spiritually understanding level. They want to see us improve also.
- The people from the community and the police coming becoming closer.
- These are police officers that are for the community games.
- That the police are good people.
- Listening to people from the area.
- Being listened to. I didn't learn anything basically hear the same stuff just worded differently.
- The lessons and meet new people.
- That they like to have fun.
- They are ok.
- Meeting new people. They are just like us residents.
- None.
- Nothing.
- Blank.

What questions or concerns are you leaving with?

- If this is successful.
- Peace.
- Try to take to offers and don't stare.
- How to stay connected during session break.
- Leaving with hope.
- How can we make a meaningful event happen?
- Continue to engage with community.
- Listening.
- Safe.
- None (x10)

- Blank (x4)
- N/A (x2)

What's one important topic you'd like to discuss for an upcoming listening circle?

- Police relations.
- Schools.
- Police and community trust, gun violence.
- Any topic.
- More about the community.
- Officer experience in community interactions when not situational.
- Protocol of engagement when called to a situation.
- Cultural diversity.
- Coming together.
- Nothing.
- When would be good times for games?
- Why did the people want to become a police officer?
- School involvements.
- How are we going to strive to help the community?
- N/A
- Alliances.
- None.
- Cops.
- Nothing.
- Safety.
- Blank (x4)

Annex 1 – Listening Circle 1

Question Round One: *“For Residents: Tell a story of a time when you felt the police should have responded sooner and why? For officers: Talk about a time you wish you could have responded to a call sooner. What were the circumstances that held you back?”*

1.1 Long Response Time

- An individual in the neighborhood let off 9 rounds. Many were calling 911 but, by the time they came, the person was long gone. I know the police have priorities, but it is frustrating. We had the license plate but there was no follow-up [by police].
- There were gun shots when I went to sleep. I heard people calling the police. Police got there an hour or two later. Sometimes when the police are called they don't come until the next day. I asked my mother why they didn't come sooner. It made me worried and sad.
- A house was broken into on 20th & Concordia. It took police 3 hours, but they finally got there.
- I never had a problem at my house but, I was at school and had an allergic reaction. I didn't have my EpiPen. I was breaking out and my throat was closing. The school called 911 but my uncle got there faster and took me to the hospital.
- A month ago, a man was beating his girlfriend. My mom heard it and called the police. The police didn't come until the next day. Security had to escort the man out. I felt in danger.
- Once I called 911 for my neighbor regarding an escalating domestic abuse situation and the response time was one hour. The children of the victim were outside crying and the offender said he was going to kill her while he was beating on her. I stayed on the phone with dispatch for 30 minutes while the abuse continued to escalate.
- About a month or two ago my family and I were driving back from a restaurant we saw a man laying down on the ground and several people around him were trying to get him up while we were calling for help. It took a long time for the police and help to respond, I thought it should have been sooner.
- I cut through the alley on my way home and a car drove up and started shooting at me and several others. I made it to a safe place and called the police, but it was a long time before they responded to my call.
- Some years ago, 2 females were fighting. They brought other people with them. It got really bad and someone fired shots into the air to try to stop it. Even with the gunfire it was a long time before the police showed up.
- My house was broken into. My car was stolen. In both cases it was over 12 hours for a response. I was robbed in my car. It took forever for the officers to arrive and when they did they just took a short report, no finger printing, no interest in further procedures.

- There was a family fight call I responded too, and the father went into the pond at night and he kept going under with the baby which was bobbing under the water and it was dark out.
- There was a family altercation and the police were called...they didn't get there for 45min!
- 86-year-old man was hit by a suspect, and we called the police who didn't come for 40min!
- I called the police when a group of people were stealing a truck out near the backyard and they NEVER came out to my house!

1.2 Unable to Respond/Not Able to Reach

- There was a burglary right before Christmas and all of the presents were stolen. I said I've got to get there. But, a fight broke out and I had to go to the fight instead. Then I got other calls that were priorities – a fight, a domestic violence with the alleged perpetrator still on the scene and offer assist request...I wanted to get there but never got to. I got calls from 6pm until I was off at midnight. I never got there, and it was frustrating.
- A baby was drowned by his father. I wish we could have gotten there before he died. We were on the other side of town. I felt helpless, like I had no control.
- (Officer) We were called to the same house over and over for domestic violence. When we got there she was there, but he was always gone. The last time it happened, she had shot him. I wish I'd been able to get there earlier or had had a chance to speak with him before this happened.
- (Officer) A 3-year-old was shot 4 times with an AK-47. I wish I could have been there before it happened. That will stay with me for the rest of my life.
- I was working in high school as part of 'squad' and there was a call to get to a fight involving 3 or 4 students on the southside and the traffic was heavy which took an extra 15 min to arrive.
- We tried to respond to a 911 call where a newborn baby had stopped breathing and the traffic was heavy which made it hard to navigate...the ambulance got there after we did.

1.3 No Experience

- In all my long life I've never had to call the police, so I can't answer.
- No situation.
- Eons ago I had to call but never recently. My neighborhood is good. It's a blessing.
- I never had a situation involving the police.
- I live out in a nice neighborhood, so they (cops) don't come around my neighborhood.

1.4 Issue with Dispatcher Call

- I was sent on a call to "Family in Trouble" I saw the call was made thirty minutes prior to my getting and was not listed as high priority. While I was in route the situation had escalated to a very bad and troubling situation. I wish I could have arrived sooner, but somethings are out of my control.

- There were numerous unintelligible calls about a domestic abuse situation with a person being beaten so bad unfortunately when we arrived there was nothing we could do to help the victim. I wish the call had been informative enough to let us know how severe the situation was, so we could have arrived sooner.
- The wrong information was given to 911 operator which took longer for the paramedics to arrive.

Question Round Two: *“What do you think could be done to improve response times and how would you put this in place?”*

2.1 More Police Officers/Officers on Duty

- If you already have police on the beat, you will have a better response time.
- Cops should be in different areas and places. If a cop is at the place where something happens they'll already be right there.
- There needs to be more qualified candidates for the Academy so there can be more officers on the beat.
- If officers are in the area it will go quicker.
- I would start with increasing the number of officers sent out for special situations.
- (Off) We need more officers. The more we have the quicker the response time.
- Hire more police officers...lotta people think police work not for them (recruit in our neighborhoods) ...then people will see how police calls really work and how it's important to get to emergencies & crime victims.
- More Police Districts in busy neighborhoods / more officers.
- The criminals in Milwaukee go where they want to go...some police districts are too big which slows response time and we need more police officers.
- When I started working on the force, we were 200 officers short...now we are 350!
- More police officers.

2.2 More Education

- I agree there should be more officers but there also needs to be more education. Students should be taught how to manage their emotions. Young parents need to learn about mental health and resources. If we could reduce burglaries and robberies officers would be free to respond more quickly to emergencies.
- I also agree it would be better to have more officers. If there are no more available it's hard to go to calls. I also agree with education as a key. People need to understand when to call police and when they have to handle a situation themselves. I got a call from a woman saying her son would not go to school. It wasn't an appropriate call for police, but we went anyway to try and help.
- I think this could be done by teaching the people in the community how to call the police correctly. I would teach them to speak clearly so information comes across accurately.
- (Off) We need more officers. Our resources are very limited. Education is necessary. We need to teach de-escalation to our youth. “You stepped on my shoe, and a pistol comes

out.” We get too many calls. People know that we have priority calls. Certain calls get acted on faster than others. People will lie and say “gun” when there was none. They need to remember it's not just about them, there are other people who need our help.

- There should be behind the scenes data-taking regarding what areas have the most common crimes and the police should patrol those areas more so they will be there faster for calls.
- Educate people to MOVE OVER for emergency vehicles with flashing lights!

2.3 Prioritization of Calls

- There is nothing we can do. If they have other calls...They could call another district.
- There could be someone with a worse situation that you so officers will come to you after them. It would be better if officers were just a couple of blocks away.
- I would take a concentrated look at the prioritization of the calls prioritized by call center representatives. I would do this by working with those persons on codes for the different levels and severity rather than time of call.
- I feel like danger is danger and there should not be any categories for responding to the residents of Milwaukee.
- Not all calls are equally important. People need to be sure they are calling for important reasons, violence, etc. It needs to be serious or they should not call.
- Medical emergencies are responded to quickly. Maybe sometimes we don't explain well.

2.4 Dispatch Calls

- I think as the caller I must speak clearly, truthfully and share how situation came to be.
- I think improving depends on who is dispatched and also goes back to dispatcher recording information correctly and looking at the squads that are available and what they are working on at that time of call. I believe that would play a part in response times for lower and higher level calls. Response is difficult without intelligent information.
- There are major problems with people calling in “false calls” i.e. two people arguing and no weapons involved, just talking loud and can't seem to walk away. Because we have a limited number of officers available it becomes a struggle to get to everyone as quickly as we would like to.
- 911 has procedures. If you are in distress and you want help you call them. If you call 911 you're thinking it's an emergency and you expect them immediately. We need to invite the 911 Dispatchers to these circles to explain what they do or need to do.
- People get excited and give wrong info or no info. Sometimes they give wrong addresses or descriptions and the police are looking for the wrong thing or wrong person. We need to give more and better information, be patient and as calm as possible. Better information gets better help.
- 911 dispatch should always get the correct address or details of incident to share with officers responding to calls and move over for sirens.

2.5 Community Solutions

- They need to bring back 'citizen ride-alongs' which we often used when the officers were understaffed. The officers are doing too many jobs!
- More Block Watch participants to help change perception of police and share information when they see things happen...many people hate the police!
- We need a better Justice System that punishes bad behavior like running red lights and speeding.
- Smaller Police Districts because according to the new Justice 2000 Report response times in some areas of Milwaukee is very slow!

Connected Conversation: *"Discuss how you would prioritize the calls for better response times if given the opportunity."*

3.1 Questions about Police Protocol

- I have a question for the officers: What was your quickest time to a call that was far away?
- I was having a conversation with my neighbor. We talked about the high rate of juvenile crime. I think it would be good to have someone their age or higher to talk to. What can us teens do to connect?
- If you pull over a car it seems you are there day in and day out.
- I see a lot of stops but it doesn't yield anything. Multiple squads come but then the car just pulls off.
- Maybe the car was wanted for a crime, so we have to check. If all is clear, we let the person go. There are regular patrol cars, gang cars or other squads that might be just passing by. The officers will always stop and ask if everything is okay. They will either stay or move on depending on the response. Sometime the original office is unsure about a situation, so another squad will wait there.
- There was one shot in the area and about 15 cops came. They were sitting on my stairs. Why is that?
- Yes, my son was hit in the foot. All of those cops could have been somewhere else.
- They blocked my alley and driveway and 15 were on my porch. One was sitting in my house. Why so many?
- I had the same situation. Something small happened and several officers came.
- It would be better to have more forensic officers to move things along more quickly.
- I was watching something on tv: A man let an officer know he had a conceal carry license and a weapon in the car. The officer told him to get the weapon out. As soon as he reached for it the officer shot him. This is very sensitive for me. It makes me afraid I might get set-up and something might happen to me.
- If you run plates will you know that someone has a conceal carry license?
- [To officers] If something happens in front of your house what do you do?
- From personal experience, I had officers run in my house looking for my uncle. He said they never told him about warrants. The police could have got him at work rather than in the house in front of kids.

- If my house is broken into how long should I expect to wait for the police?
- I have two bullets in my truck. No one came to take my report. It was the same day someone died at the fire station. They were firing at him and hit my truck. The police said the holes would have been small so they did not come to take the report.
- What is the procedure when you encounter someone with a gun? I know some officers try to talk the person out of it or just go along with it.
- Do you have a lot of encounters in front of kids?
- Some operators will not take a call if you do not leave your name and address.
- What happen to the baby in the water?
- I've been harassed by the police in my neighborhood for doing nothing. They said it doesn't matter. I was harassed in front of my own house. The officer wouldn't give me his name and badge number. I heard gunshots and walked outside to look around. As I walked back to my house I was asked by police if I heard anything. I said I heard gunshots. They made me open my shirt and questioned me. They were very rough. Community policing, where they know the people in the neighborhood would help things.

3.2 Responses to Questions

- We have sector cars. Cars are supposed to be at various locations of sections of a neighborhood. But, if sector cars are on priority calls it takes longer. If I am in a 20 car in a 20 area it will take me 2 minutes to get there – but that's often not the case.
- If you figure it out let me know.
- It depends on the nature of the call and we have to secure the scene.
- Was someone hit?
- We have forensic investigators – 2 are on duty in any given night – so officers have to stay on the scene until forensics comes.
- Did the officer in the house have bars on their sleeve? If so, that was a detective.
- I don't know specifically why there were so many officers in your situations. There officers who secure the scene, set-up tape, take it down, wait to pass along information to forensics wait for detectives to come...It is a lot of waiting and communicating.
- If someone tells me, they have a weapon I tell them not to reach for it. I call for back-up and tell them to stay in the vehicle and do nothing.
- No. Not with MPD but other places do have the ability to see in the system that there is a conceal carry license.
- I call the CLO in my district and I call my alderman. I pay taxes and I still live in the city. I hold everyone accountable!
- If you participate in illegal events you know you have warrants. He was not telling you the truth.
- If you don't understand something that is happening with the police ask the CLO at the station what is happening.
- It depends on other possible priorities.
- I think police are getting burned out. You need to let the CLO know what happened. Maybe the officer would be transferred to another district or they would get more training.

- If someone is loud with me I say nothing because that's how you get into an argument.
- I try not to. I had a woman pull a gun on her boyfriend. She had her 4yo with her. I took her around the corner to arrest her. The woman really appreciated that we didn't do it in front of her kid and thanked us.
- That is not the way it should be. That is not how they have been trained. We want you to be able to call and leave information so you should be able to do it anonymously.
- "We found the body in the pond in about 1hr."
- (Off) What I would say is if I stop you there is a reason. If you fit the description it's my due diligence to question you.
- (Off) The camera (body camera on shoulder) is a really good thing. This will explain because you see what I see.
- (Off) We deal with people in crisis.
- Your ideas about data-taking were good. We have something like that now. It's called Shot Spotters. It gathers info about gun shots being fired in an area. That was a really great idea for a 14 year old to have! Dispatch sends patrols to a Shot Spot area and if nothing is found they check again the next day.

3.3 Better Communication

- Police and residents have a mutual agreement that right is right i.e. respect gets respect.
- I feel it's each of us being open to conversation and listening
- I feel it's me not being afraid to talk to the police.
- I'd like to be able to share with you that when I take off the uniform I am a person just as you.
- I think we must have better communication and do more listening circles like this so we can get to know the officers and they can get to know us.
- I think if we get to know one another the officers would know if one of us has a medical reason for our attitudes or if we have other issues that trigger us.
- I think its neighbors and officers making positive relationships with community events and random conversations while in the neighborhood if possible.
- I believe random conversations and breaking from tradition would lead to deeper conversations.

3.4 Neighborhood Safety

- My neighborhood was once beautiful!
- It does make a difference which neighborhood you live in!
- There were once lots of homeowners and now OUTSIDE people own the homes.

Parting Words

4.1 Feels Better

- I feel better about my situation with the police.
- Happy.

- I'm happy I had a chance to talk to everyone today and that we are leaving on a good note.
- Empowered.
- I feel as though there is more trust between us.
- I feel hopeful although I was late for my participation in conversation.
- I feel Great and more connected after this conversation.

4.2 Learning Experience

- I'm more educated on topics.
- Learning experience/meet new people.
- Taught me I should look into situations before judging it.
- People can learn to understand each other.
- I learned to listen.
- (Off) Listening to people's experiences and keeping that in mind. I'll remember more that maybe they had not so good experiences with other cops, which will help me be more empathetic.
- I will think about others before myself. I enjoyed this.
- Hearing the kids have real concerns about escalating and how much worse it can be with Social Media. Hearing the officers' side was helpful.
- I learned to be more calm in situations with the police. De-escalation.
- I take home that maybe when they are slow it is because others need help.

4.3 Better Communication & Understanding

- Communication.
- Communication.
- More understanding.
- Every cop is not the same.
- Humane.
- Better understanding of police.
- Communication.
- More open-minded.

Annex 2 – Listening Circle 2

Question Round One: *“Describe a time when you felt like a part of your identity (ie your race, your job, etc.) was being profiled or stereotyped. What was the experience and how did it make you feel?”*

1.5 Fear/Anger

- (Officer) I was 16 and drove a car with 12-inch speakers. I got pulled over every Saturday night. The police thought we were selling drugs, but we never did that. Also, I worked at Mayfair. I got followed around because I wore a nice jacket. When they stopped me, I held out my money and said I'm here to purchase something. It made me mad. I worked hard for the money I was going to spend.
- In high school a girl picked on me because of my color. She told her mom I beat her up. I was cleared but I was angry. I changed schools after that.
- I was walking with three friends. We had just left my home and an MPD car drove up and started asking me questions. “Where are you going?” To play basketball. “Where's the dope at? Where's the money?” I don't have any. I'm not that type of person. The policeman hand-cuffed me. He let me go after a while. My mom filed a police report. The incident upset me for a couple weeks.
- It happens to us all the time. The most recent was when my son and I were driving and got pulled over. They asked me for my I.D. And then they went to the passenger side and asked him for his. I told them he's only 15, he doesn't have any. They kept pushing him. I had to prove his age and identity. I carry his birth certificate. I felt really angry. And later I felt terrified for my son's future.
- A while ago I was talking to a white guy and he said, ‘For a black guy you are really smart’. It made me feel confused and angry.
- Some 30 years ago I witnessed a mugging and I went to help the victim. The police took 45 minutes to arrive and the first thing they said to me was ‘so what did you have to do with it?’. I was I was irritated and angry, the question made me feel disenfranchised.
- A female police officer described an incident in her youth: “Years ago I had just gotten off a bus and was walking to a store a few blocks away. It was in an area where some prostitution was known. A police car pulled up alongside me and the office started asking questions that implied he thought I was a prostitute. It angered me, and I felt it was not right to be judged by someone with no idea of the actual situation.

1.6 Harassed

- When I think about stereotyping and profiling, I think about how differently I am treated in a working suit and at my home. I live in the neighborhood I grew up in and I have always had a nice car. But anytime I would ride outside of my neighborhood I would get a police escort, although they would never talk to me. The sad part to all these assumptions is that they come from misleading opinions - there are no alternative facts - and shape their views around the negative.

- I have seen others kicked out of places or bothered by the police.
- A little over two years ago some of my friends and I were in a store walking around and getting what we wanted to purchase while the security guard and store manager kept trying to get us to leave.
- My family and I were out getting some food and when we parked my mom laid the handicap sticker on the dashboard instead of hanging it up on rear view window so because it wasn't visible to everyone, we were harassed for parking in the spot for handicap persons.
- I was once employed at a popular department store as a cashier and one day a Caucasian lady found that there was a discrepancy in her transaction that left her short of change back. She reported to the manager and said that it was me so the manager showed the tape and turned out it wasn't me as I said but the lady still believed and blamed me for it.
- I have experienced being treated differently because of my race while driving when I was off duty. I recall being followed and intentionally being pulled over.
- I guess I get called Spic. People don't know what race I am. They think I'm a kid, too, but I'm 36 years old. I don't really mind the Spic thing because I know who I am.

1.1 Stereotyping at School

- In high school swim class, the teacher was singling out Hispanics and other groups and making disrespectful comments about them. I asked a question about it and now me and the other Blacks are failing. We finally went to the principal to talk about it. When it happened, I was mad, and I didn't care about it...I can't really explain it.
- Two weeks ago, my reading teacher was making us read books based on black people in school getting in trouble. All the books were based on black people in this way. All the students were feeling some kind of way about it and I met with the principal about it because I was mad about the situation. For the next several days after that we had a substitute teacher because of it.
- Years ago, I was a head start teacher for a Hispanic neighborhood. Some Hispanic parents thought I was too harsh and had their kids switched to another teacher. I am stricter than most because I feel it is important for the kids to learn responsibility early. Some parents expressed surprise that a black woman could speak Spanish.
- I remember when I was in third grade I would go and help the teacher for K4 K5 and one day the teacher said, "you're like my little monkey and my helper". I felt that was racist and it made me uncomfortable.

1.2 Dispelling Misconceptions

- I went to MATC for college and had to take a sociology class to graduate. My class was essentially a debate about big issues. One class the topic was about police brutality. The whole class tried to make a mockery of me because they knew that I wanted to be a police officer. Although it hurt, I learned that everyone has their own experiences and opinions, and that the way I want to police is to work together with the community.

- When I first came on the job, I asked to go to district four because that is where I was born and raised. I was stationed at the Westlawn housing project and people would always ask me What do you know? Or What makes you think you belong here? They would think this because I am a balding white guy who they thought came from the suburbs, but actually grew up in their neighborhood. As a kid I was beat up and my bike was stolen and would get jumped. Both my parents worked, so I felt bad for other kids whose parents didn't, and that's why I wanted to come back to this neighborhood.
- The job—my partner was at school and we were passing out stickers and some of the kids didn't want to take the stickers and I asked them why. They said because we don't like the police. When we pulled the kids to the side to talk about it we found out that the reason they didn't like us was based on what they had seen on TV. In another instance, another kid was mad because his mother called the police on his dad and he went to jail. Its hurtful and sad because small kids are already being conditioned to hate the police and we're being judged because of it.
- A white police officer described his youth: "I grew up in a city with a lot of diversity. The police stopped everyone, independent of race. In my professional career my whiteness makes others think I don't know about diversity."
- I go to North Division High School and people always say that it's not what it used to be and that the kids are bad. It's not true: I go there, and I like learning. I am a student ambassador because I like my school so much and am on the drum line. I am upset because what other people think about my school is not true.
- I go to Cass Street school and people say it is ghetto and full of drama. Police are always at my school because there are so many fights. There are no funds to make it right. But it's not all true, kids are doing well, and they work hard. There are good activities and lots of stuff after school. I just want people to change their mindset.
- I go to Hopkin Lloyd Community School. Many people think it is a bad school because of the test scores. But the joke is on them because our test scores are coming up and it really is a good school. It welcomes you and the teachers love you.

1.3 Actions of Others

- At school we played a basketball game up north. One of our players was convicted and suppose to go to jail once we lost a game, but we kept on winning. So, when we went to play this small town up north, their team made ours seem like we all did something, like we were all criminals. Just because one player did something bad.
- When I was living in Chicago I was viewed as a drug dealer because of the people I was hanging around. I felt depressed and wanted to do something to myself. I wanted people to see me as a good person that's all.
- Last week on the bus someone in a car called all the kids on the bus "BeBe" kids all because one kid was yelling and cussing out the window. I felt disrespected because we weren't doing anything—it was just one kid and we were being blamed for it.
- My job identity; everybody that sees me in a uniform and calls me "Officer" forget that I'm a person. Once I was going to apartments owned by slumlords to help the tenants who were living in poor conditions. I was there to help them but as soon as they came

to the door they immediately started swearing. It's frustrating day in and day out and because of one bad apple that happened to someone or one bad incident it is ruining my reputation.

Question Round Two: *"What do you wish others would know about who you really are?"*

2.1 Real & Approachable Person

- A thing I think about as a police officer is that I want to show everyone that I am more than just a uniform. I am a human - I have feelings, make mistakes, and want to help. Don't judge others and put them down.
- I'm a human being and I make mistakes. I'm a loving man and a family man. I go to church and once I was eating at a restaurant and someone asked, "You eat?" I participate in my sons' activities. I have to eat to have energy to protect you.
- I'm not just an African American boy, I'm a kind, warm-hearted person who cares and loves others.
- A police officer said: "I'd like people to know that when I was young, I feared the police, I would run into my house whenever the police came by. I want people to know that police are more than their uniform."
- I want people to know while I am working and in uniform that I am a human being and I have a family at home. I like having fun just like anyone else.
- The past two summers I've asked myself "What can I do to help out at schools?". So, I started a fishing and sports program. In the beginning I showed up in my uniform and after a couple weeks I was coming in a tank and shorts. It lets the kids know what I'm into and show the kids that I am one of the easiest officers to walk up to. I would even help them with homework if they needed - I love doing that kind of stuff.
- Everyone judges. But I like clothes, school, playing sports, just the things kids do. I want people to know that I'm easy to talk to.

2.2 Positive Traits

- Everyone at school and at my neighborhood thinks I am a short kid and will always be short. But, I'm cool. I like to play fortnight and video games. I'm safe, I'm a Christian, I'm nice.
- I would like people to get to know me first as a helpful person. I'm strong-minded and not lazy. I'm a person who learned from my family. I do have bad seizures and I take care of my kids and I love them a lot. I'm a strong person and love everyone.
- I'm an easy-going guy. I love to crack jokes, play games, watch anime and manga. I'm an average high schooler, do origami and I love watching movies, love superheroes, shoes, and I love my hair.
- I walk to school and people look at me and think I'm bad. I want people to know that I'm a good kid and do all my work and the best of my ability. Don't judge me before you know me.

- I'm worth taking a chance on. I haven't been given many opportunities. I'm honest and sweet.
- I'm loving and smart.
- (Off) I'm Terrell. I love what I do. I have kids and grandkids. I'm blessed. I'm changing things from how they were in my family.
- I want people to know that I'm a family person and my friends are my family. I'm the person people can call at 11 pm to come help them. I'm feeling old even though I'm not. I have a kid and she's amazing. I want people to see that I do 100 percent at work and at home. I don't do half anything.
- I have many talents. I can do anything I put my mind to. I sew, make jewelry, fix lawnmowers.
- I'm a very hard worker. I talk and think a lot. I'm very creative. I want to be an architect.
- I wish people knew that I am smart, that I can speak some French, that I am good at math and that I can do lots of good stuff.

2.3 Unfriendly Faces

- You are always different than what others think. For example, I first thought it would be hard to communicate with the officers, but we get along just fine. People always say I have mean eye and that I look at them meanly. But, that's not true. I have a deep belief in the good of people. I taught and then became a principal and went back to the community I grew up in, because I believe in the good of people. I believe in people period. And I will until proven otherwise.
- At school people see me as me. But they say I have a mean face, because when I hear something, I don't like I shut it down. At home I'm the opposite, though. I really want to help homeless people. I don't want to show my side that too sweet.
- I would like people to know that I am not an angry person, even though I don't smile a lot.
- Me too, my face rests without smiling, I wish people knew that I am an approachable person.
- I am a nice person even though I don't smile a lot.
- I appear grumpy to people, a sort of pouty face, it gives people the idea that I am an angry black woman. I am very humble and not very social.
- I want people to know that I am not always angry, because I don't always smile people that's what most people think.

2.4 Taken Seriously

- It's hard to say. Kindness usually takes over my anger. I wish I could be angry, because I am too kind, too nice, everyone walks over me. I wish I could stand up. I've been nice and helping ever since I was 14. Now I want to be the 'No' person. But, how?
- That I'm not a disrespectful person but if you're disrespectful towards me I will be towards you. I feel like if you give it out you can receive it. I love kids and I love babysitting.
- That I'm innocent, honest, lovable, a grandmother, a mother, a child, and a father-figure. And I'll be a snitch if I have to be.

- Give me respect as I give respect to you.
- I would like to be respected as a girl. And I like babies. I'd like to work with babies.
- I call the police when there is trouble in my neighborhood. I have a low threshold for people that create problems. I want people to know that I want to build community.
- I want people to know that I can be serious even though I like to play a lot.

2.5 The Past

- I am from a broken home. I lost my mother and my father.
- People look at me and think everything is perfect, that I have a great life. I have stuff in my family that is difficult and painful.
- I want people to know that I have a good heart because when I was younger, I did some bad things as a result of heartache, anger and naivety.
- I wish people knew me before I left my hometown, I was much different then.

Connected Conversation: *"What are best practices for ensuring that others are treated fairly despite perceived differences?"*

3.1 Communication

- I think the police need to do better in terms of safety when there is an incident. There was something that happened in front of my house and the police was running with his gun out. We had to stay put because it was an in and out, but they need to be safer.
- Yeah, it's hard when an officer is in full pursuit and is ingrained with "getting the bad guy" but at the same time the police is trying to help people be safe. There were a couple of officers killed by getting ambushed. It would help if the police would debrief the neighborhood after an incident and gather to tell people what they're able to tell them. Sometimes calls come in about someone having a gun and people just say that to get the police to come.
- Our young brothers walk down the street. Nobody is asking them how they are, what do they need.
- We need to be asking our young brothers and sisters how they are doing.
- I think we have to learn what it is that the police do, what is their job? Before I became an ambassador I really was confused about the role of the police. I feel much more informed not that I am able to be around them.
- I think there should be a petition sent around the neighborhood asking the residents what they think is the solution for positive police/community relations.

3.2 Influence on Teens

- I think teens do what they see their parents do.
- When it comes to changes—most of the violence happens with teens. Some people don't see what's behind it. Some teens are raised by loving parents; some are raised to survive. My dream is to talk to juveniles about this.

- Social media influences kids. They put things they do out there and it influences others.
- How do you feel about your own kids with what you've heard?
- (Off) I'm terrified. I have boys. What's wrong is wrong.
- Who knows what will become of these kids?

3.3 Education

- I work with a lot of different cultures in my job. They are weird, but I learned not to prejudice. Now I educate myself about each culture, keep my personal opinions to myself, but now can interact with situations dealing with those cultures much better. I respect their cultures, they are from a whole different part of the world and have been through way more than me. I mean, I have only been out of the state three times!
- Education is needed. Dare to be open-minded. We can change.
- My folks bussed us kids to white schools when I was young, so we would understand whites better. My parents knew that education leads to understanding.

3.4 Block Parties, Gatherings, & Program

- We can have block parties, get everyone together, talk about our differences, have neighborhood meetings and host potlucks.
- Block parties are good, but block associations are the most effective. I'm tired though because no one goes beyond the party to take care of each other. We need to go deeper like how it used to be.
- I think we need more events like this with us sharing a meal, laughing together and then listening to each other.
- I think it would be good for residents to become more active in their block watch committees, develop cleanup programs and move towards bridging the gap.
- I think we need more programs like these so that people will not be afraid to talk to police or help them find out information they need to solve a crime.

3.5 No Change

- I'm neutral about it—I think that the community can change but at the same time I don't because people are stuck in their ways and it's hard to bring positive change. Some people are stuck in their ways.
- One youth said about racial bias "that's just the way it is, you can't change it." That prompted a discussion of whether change can happen and how it comes about.

3.6 Open Minded & Kind

- We need to stop competition within each other. Have an open heart and mind instead.
- See people as people, not color, and do what's right in your heart. Remember the police are here because they see with their heart.
- The white police officer said to the youth that had said someone had told him that he was smart for a black kid "I am amazed that comment is still being made today-unbelievable!"

- Another person said “someone told me I was very intelligent. I thought they said it because I’m black and they didn’t think blacks are smart.”
- Treat someone like you would treat yourself - the golden rule.
- We need to get back to the basics, the golden rule. Not many even knows what that means. We need to stop dehumanizing and hold each other accountable to universal human norms - saying ‘excuse me’, the soft skills, school, home. We are all imperfect, but everyone should be held to a certain standard. Just like having health services. We need to stop seeing everyone as different because no one succeeds without the help of others.

Parting Words

4.1 Positive Affirmations

- Relaxed
- Trusting
- Hopeful
- Happy
- Good
- Happy
- I am glad I came.
- It was very satisfying.
- It was complicated but vigorous and good.
- There were lots of good. I wish things could be different. We were really together.
- Teamwork between community and officers
- Wonderful.
- Glad this was, that's all.
- Glad that this happened.
- Say a prayer for me.

4.2 Enjoyed Communication & Listening to Others

- It was great for people to share.
- Communication
- To be open-minded and focused
- Knowledgeable about officers
- Acknowledgment of teens
- Communication
- It was nice to hear everyone’s opinion about the topic.
- It was nice that we were all respectful.
- Listen
- The words of the young men. I have a duty to protect.
- The words of my peers.
- I appreciated everyone sharing their experiences openly.

- (Off) it was good to hear everyone.
- Hearing everyone's situations. It all matters.
- I met three new students who were very enjoyable. It is good to hear youth with a positive mind.
- The good words of the young people were the best part.

Annex 3 – Listening Circle 3

Question Round One: *“Tell about a time you used positive communication to de-escalate a problem or argument. How did that make you feel?”*

1.1 Positive

- I was new on the job and got a call about a 15-year-old girl destroying the house. Because I was so new, I didn't know what to do. I decided to speak with them separately to hear their sides of the story. The mom wouldn't let her daughter go to the library because it was late and dark outside. She was concerned about her safety. The daughter wanted to meet her friends at the library. I told her that family comes first, and she was scaring her sisters and brothers with her behavior. I calmed her down by talking about her family. Mom came in the bedroom and the girl began to cry. She told her mom she loves her and was sorry about how she behaved. It made me feel great especially because I was new on the job.
- Two girls at school got into a petty issue. They were going to have a fist fight. I know most of the kids and the parents, so I was comfortable talking to the girls. I wanted to break it up before having to call the police. I had the girls go up and talk to the boy. The boy said he did not like either girl, so the issue was over. I felt good about it.
- My mom and her boyfriend got into an argument. I talked to them to get them back on track. I told them they have to change their ways. I was proud of myself.
- My friend was at school and she was going to fight. I told her she would get expelled. She listened and stopped. I felt good.
- My friend was going to fight his girlfriend. I told him it wasn't worth it because he would go to jail. I felt like I had power in the way I used my words.
- I intervened between two girls on my block. I told their aunt. It made me feel good and they no longer were in front of my house.
- Last year my sister tried to make friends with a lot of people. I let her know everyone is not going to like her. She tried to kill herself. She kept her distance. It made me feel good. She made positive choices and not hurt herself.
- I broke up a fight between my cousin and sister. I felt good.
- We come across a lot of people on the force. A person tried to jump off the bridge. He swung legs back over bridge. I engaged him in a positive way. The guy was in church and went to counseling.
- I had a friend and I talked her out of suicide. She was upset over a bad relationship. I had positive feelings.
- In middle school some of my friends were arguing over another person. My way to solve it was we all went into a room and talked it out. After that it was all cool. It made me happy to solve the problem without doing much. We didn't even need a teacher to help.
- Me and my brother was fighting. He said I had broken his stuff, but I didn't. We had to talk about. I wasn't the one who broke it but someone else was. I was happy to talk about it, we had to talk about who did it, so we could get along.

- It was 2 o'clock in the morning and I got a call because a staff didn't want to come in, so they called me. I work at a senior home, so we have to have a staff member present. I had to talk to the staff person to find out why she called in. It turned out her car got towed. So, I helped her and gave her numbers she could call and helped her figure out what to do. She got to work and even called to say she would be a little late. It was a good feeling.
- I have to do some situations with my children. With them being close in age there was always problems in the car. And when we talked about why you are doing what you are doing instead of screaming and fighting. They could start to work it out. I made them feel good they didn't get a whooping from me. As adults they learned that fighting gets you nowhere.
- My cousins were fighting because one almost dropped the others phone. So, I had to go break it up. I asked why he had her phone. He said she let him play with it, but then she said she had wanted back when he almost dropped it. It made me feel good. They were playing and not fighting.
- In 7th grade my ex, we were in the class room and my ex was saying things about this other girl. But when we talked about it, we solved the problem. It turned out it was another girl saying stuff not my ex. We had worked it out. But they still ended up fighting at the end of the day. It made me feel good but then bat that it didn't stop the fight.
- I try to have a clean neighborhood, so I pick trash up, not just mine. I tried asking others to pick up their own trash but that didn't work. So, we put bags on the posts. That helped a little. Then we had these new neighbors that had endless visitors and they all threw their trash in the yard. I'd go over there and pick up the trash while I smiled and talked with them. After a time, they began to clean their trash up. It made me feel very good.
- Every day, at least once, people scream at me. I try to stay level and calm. Once, at a fire, people were trying to go through the yellow tape. My partner started getting angry and was going to get physical with them. I calmed him down, explained their behavior to him. He relaxed a little. It felt good.
- I saw a fight starting and pulled the people to the side and talked to them. It made me feel good to help stop a fight.

1.2 Part of the Job

- I was new on the job and got a call about a 15-year-old girl destroying the house. Because I was so new, I didn't know what to do. I decided to speak with them separately to hear their sides of the story. The mom wouldn't let her daughter go to the library because it was late and dark outside. She was concerned about her safety. The daughter wanted to meet her friends at the library. I told her that family comes first, and she was scaring her sisters and brothers with her behavior. I calmed her down by talking about her family. Mom came in the bedroom and the girl began to cry. She told her mom she loves her and was sorry about how she behaved. It made me feel great especially because I was new on the job.
- I get lots of calls about family disputes. They are usually over something small. I don't intervene right away. I separate all parties and allow them to vent while listening to

understand. Then I bring everyone back together and ask them if it's worth it. I tell them that they are family and if I'm on the scene they're going to speak respectfully and not with derogatory language to one another. I tell them they don't want to be called out of their name, so they should not behave that way. I give them advice from my own experiences. If it's not worth a fight, then let's not. The scene usually ends with an apology. I feel like I've done my job. I tell them to just call District 5 if they need me.

- I encounter a lot of people. I have to gain voluntary compliance. At Webster High School there was a girl kicking out a squad car's window. I tried talking to the girl. She was anti-police. After talking to her she did a 180 turn. She was upset because she pulled out from class. She was embarrassed. I talked to her. She willingly left.
- I use positive communication in 90% of my job. It just makes it easy to do my job. One situation recently was a civil matter between a business owner and a customer who was mad she couldn't get her money back. She was upset so we had to separate them. We let them each vent out what the issue was and then we were able to work to resolve the problem. It just makes my job easier.

1.3 Neutral

- Last year I got into a car accident. It was the other person's fault. My dad was with me and he was enraged. He went and pulled the other guy out of the car. It took over an hour for me to get him to see that it wasn't worth it. He finally listened. I was shocked that he listened.
- My mom and dad were arguing. I told my mom it wasn't worth it in to walk away. It felt normal to me.
- At school, there was a girl in 8th grade special ed and a boy in 6th grade who thought he had the run of the school. He started hitting her on the playground. I went and pushed him from her while telling him to stop. I didn't feel any type of way.
- I have a buddy in high school. He was in a relationship. He called me up. I used my skills. I got to a solution. Both parties are good together.
- I asked who has the most to lose. You should walk away. Ignore the conflict. Keep going. They can't push your button. They'll hopefully grow without tearing each other down.
- There were two girls, got into a group of four girls then things were about to go down. Me and my friend had to break up the fight. We went into the auditorium and were talking to them. It turned out it was others that were talking stuff and not the two girls. It was good because we got to have our group back.
- At school two boys were picking on someone. I had to stop it, to break it up. They pretended they were just play fighting. I told them it's not the way to play and if they don't get along, they should leave each other alone.
- I'm a retired attorney and private eye. I worked with an attorney from my office for a long time. We had no problems until one day when we were working a homicide case together. There were 30 witnesses and I was going over the witnesses with him. He made several racist and sexist comments about the witnesses. I couldn't speak to him right then because I was so angry. The next day I asked to speak with him privately and told him

what he said and that I would forgive him for it. The next day he asked me to speak privately and then told me his wife said he wasn't that kind of person and more. He kept escalating the situation every day. I had to go to arbitration mediation with him. He was transferred to another office. H.R. Said I handled everything well. I felt blessed that it worked out the way it did.

Question Round Two: *"What did you learn from that situation to be better or more helpful next time?"*

2.1 Talk & Listen

- Fighting is not always the way. It does not solve anything. There needs to be a better solution like talking one-on-one.
- Using more words instead of fighting. Be a role model and not a follower.
- Communication is the best thing to have in a conflict.
- Speak positively and treat as equals then people might listen. Speak to people as they should be spoken to.
- I try to debrief about what could have been done better. I look at Communication, open conversation, positive words towards one another and I try to make every situation better than the last.
- I talked to my sister. I felt like I could've had a better conversation. Talk to other kids and find out how I could've helped.
- Talking more will help me to understand my friends' situation.
- What I learned was to allow the person I come in contact with to speak first. Sometimes they are so high on that emotion they have to vent. I don't think I would change anything but its best just to listen. It makes my job easier.
- If you have a problem when it gets into fighting you should just talk, or just ignore the words and not worry about what comes from another's mouth.
- I could've done a follow up. It was too busy on the job. I'd be on the clock helping people.
- The same thing that everyone else said. Being open to both sides of the story.
- Even when dealing with people. Put feelings aside. Don't be biased.
- That people get tunnel vision. And if you can see yourself outside it you can step in and make a difference.
- I learned how important communication is. If you listen well, you will hear what the real issue is. You need to keep your emotions in check. And that takes practice.

2.2 Avoid Conflict

- Don't treat evil with evil. Just walk away before the problem starts.
- Before arguing think about why. If you don't know then don't do it.
- I have learned through the last 25 years to cherish the time you have with your parents. Make sure things are resolved before they are gone. You shouldn't even remember why you are holding a grudge that long. And cleanliness is next to blessedness. It's best to show by example.

- Maybe I'll just stay away from conflict next time.
- I should try not fight with my brother because he told my mom. I should have just said that I didn't do it right away.
- It was 2 o'clock in the morning and I was tired and frustrated, and the person probably heard that in my voice. I should have given her more responsibility. I told her I would call, and I should have left that responsibility on her. She should have called and updated me on her own. I was enabling her.
- If you have a problem when it gets into fighting you should just talk, or just ignore the words and not worry about what comes from another's mouth.

2.3 Defer to Authority

- Usually I can let the teacher handle it. Let the teacher choose how to handle them.
- If I could do something differently, I could have had the administrators handle the problem instead. Because they might have still had beef and we didn't know. I learned don't argue over someone who is temporary.
- He should have never had the phone. I could have left it to her big sister to call.
- Facilitator add in to try and get more discussion – "Would you have felt as good about this"
- Yes but no. I'm the big cousin so I'm supposed to be the big person and be the one they can look up to and handle things, but she might have been able to handle it.
- I think it's dumb for them to be fighting anyways. Who cares if someone says something? But I could have told the teacher, because she wasn't there when the fight happened.

2.4 Kindness & Patience

- I have learned through the last 25 years to cherish the time you have with your parents. Make sure things are resolved before they are gone. You shouldn't even remember why you are holding a grudge that long. And cleanliness is next to blessedness. It's best to show by example.
- Many people will respond if they don't feel it's a power struggle. If I role model the behavior I want I will probably see it.
- I didn't necessarily learn anything, but what I tried to demonstrate and get my kids to understand was that you don't always need to respond negative things. If it will generate negative things you don't need to respond. Even if they are wrong, if it's going to cause you negativity allow the other to be right rather than fighting for no reason. If you can, walk away. If you can't close your eyes and count. Try not to come back into negative minds.

2.5 No Change

- I did the best I could. I could've done anymore.
- I didn't think I could've done anything else. Officers asked how I changed the 12-year-old's behavior. Empathy created a rapport.

Connected Conversation: *“What are things we can do to de-escalate situations before calling the police? How can officers best help to de-escalate situations when they arrive?”*

3.1 Conversation about Police De-escalation

- Has anyone ever called about anything petty?
 - Yes, it's usually something that can be resolved with open communication. Sometimes people just need mediation.
- What gadget on your body do you use the least?
 - This gun. I rather do what we call verbal judo.
- Have you had to pull your gun?
 - Yes.
- Did you have to shoot?
 - Only at the range.
- If I were an officer, I would use rubber bullets because I don't want to kill.
- I don't want to kill either. I rather help people in need.
- I've seen 95% of us come into policing with good intentions. Some of us have better communication skills, some of us have more life experience. We are learning how to de-escalate, but sometimes we don't have time. Sometimes we viewed as an immediate threat.
- Being a truancy officer right now, and working with kids, it's hard to not go into mama mode, control mode. But if it escalates, I'm in trouble. I'll be vilified. So, I have to be bigger than that.
- I have a question for the officer. Have there been situations, not going to a resident's home but when you are pulling someone over of stopping them on the street where they are upset about being stopped. What is your approach to bring them down?
- 90% of traffic stops go well. The 10% where I have an individual who is hostile, as long as it's not a safety issue I let them vent. I've got all day for this if it's going to make my job easier. I make sure to talk soft if they hear what I say. Typically, I let it go, I hear them say what they have going on, what problems they are having. A lot of times they are in situations where they need to get somewhere but they can't get a license or afford insurance. I typically don't write a ticket. It takes 20 minutes to go through that process and 20 minutes to explain it to them. When I can just talk to them and get them to work with me to fix the issue.
- Like when I was younger, I was speeding and got pulled over. I had an attitude and was mad I got caught. Then the cop comes and asks me if I know what I did wrong. I was frustrated, like yes, I know I was speeding then. Then he was asking my why. I was agitated and just wanted him to hurry and give me the ticket, so I can get going. But instead I'm sitting there with the bright light shining in, it was upsetting I just wanted to get the ticket, so I can be on my way.

- I learned quick on this job that me coming with a bad attitude won't help. Even if they have a bad attitude me coming in like that as well will just escalate the situation.
- It's an ego match.
- Yes, it would be an ego match. Just best to have patience.

3.2 Who Do You Trust?

- If you are a young person who would you trust to help you in these situations?
- My Mom. Everything I tell her she understands, and she gives me good advice.
- My cousin, she handles things more maturely than the rest of us. The rest of them try to make a game out of it but it's not a game.
- Dad. When someone messes with me he always protects me. He says leave him alone and don't get in a fight.
- My brother. He understands and has been through some of what I've been through so no matter what the situation he looks at me the same and I don't have to worry about him looking at me different.
- How about for the officer?
- My wife, my family, mom, dad and sister. And I trust my partner. It takes a while to build that trust, but it's important to take that time.
- My parents. I have a strong trust in couple of my siblings, some not so much, but some that I do. I have a best friend since third grade I really trust. I trust my children but there are certain things that because they are my children and young adults I don't want to burden and have something else they need to worry about.
- Raise your hand if you trust the police.
- The adults raised their hands, most of the youth did, two did not.
- I trust some but there are things that happened that I can't forgive. I trust you though.
- How come you trust him?
- I just see and know I trust him.
- Would you trust him if you saw him on the street?
- Yes, I don't forget a face.

3.3 Questions About Earlier Accounts

- Where did the story about the fifteen-year-old happen?
- District 7.
- Where is district 7?
- 20th West to Hampton and Center. It happened a long time ago I've been in this district for 10 years.
- Where was your incident?
- I used to be at 3rd and Center to Hampton. There is a lot going on. About every other call has to do with a family disagreement. I approached it with a positive mind.
- One of the things I heard a lot of younger folk say is that if you could have done it again you would ask for help from a teacher or authority figure. Why is that?
- It would have made the situation better. The fact that there was someone older who knew what they were doing.

- Was it stressful to do it alone?
- Yes.
- After we were in the auditorium talking, I didn't want to get involved. But when they got close and were staying stuff to me, I backed away. One girl brought her hand up to me and I just backed away, I didn't want to get involved like that. But they kept trying to pull me into it.

3.4 De-escalation Methods

- You said let them speak their mind, but some people say things they shouldn't that make matters worse.
- People should be able to speak their minds but in a respectful manner.
- People should talk things out.
- Calm down and take a breather.
- Leave before it starts.
- That's what I was going to say. Be the bigger person and walk away.
- Tender loving care and listening.
- Separating parties.
- Officers shouldn't come in aggressive.
- If an officer comes in aggressive, they shouldn't be on the job.

3.5 Personal Experiences

- I had a sister who left home and disappeared for twenty years. She was so difficult to my mom.
- I was a bus driver at the school where Mr. XX was principal. I had this bus full of such a difficult combination of kids that I kept asking him for help. They were so out of control I'd just drop them off and left as fast as I could. I couldn't help her with any kind of assistance. Just a seating chart. Schooling has been so de-funded that it makes everything more difficult.
- I'm a school crossing guard and I deal with kids that won't abide by my rules. I just have to let them go.

Parting Words

4.1 Advice

- If I learn about two girls arguing, I would be reluctant to help vs a robbery. Weigh the odds.
- I wish people could be well and happy. People can help.
- Senior citizens are by themselves. My parents expected me to help older people. I pray for neighborhoods.
- The roundabouts and road blocks are helping.
- When I see a fight, I'll tell the teacher they are having problems.

- I'm blessed to be a good mom of a 10, 16, and 25-year-old. Decades of kids and I have to change how I treat them with the changing times. I want them to come to me and share the decisions they make. Decision-making is different for each of them.
- I'm a mom of 3 and a grandmother of 6. Now I'm focused on the grandkids. I talk with them about bullying. And I teach them about being a good leader.
- Every situation requires evaluation. Be the change. Be part of the solution.
- I have two pieces of advice. You got to fake it until you make it. If you are scared just fake it and it will overcome. During training we get pepper sprayed and of course I was scared but you have to act tough and, in the end, you can get through it and get to your goals. Second piece of advice is I didn't feel like I was a grown up until I was 25 years old. Enjoy being a kid. When you get married and have a family you will get that grown up feeling but enjoy for now.
- I liked her statement from earlier, I forgot what it was exactly but your advice about the fight.
- Don't fight over people who are temporary.

4.2 Positive & Educational Experience

- Love
- Helpful
- Trust
- TLC
- I'm glad to hear feedback like "You guys (officers) are human." That's what this is about.
- Knowledge
- Communication
- Communication
- Understanding
- Knowledge
- Informational
- I am a bit more open to police. I will think about situations before acting.
- I learned new perspectives. How to walk into an unknown situation with openness.

4.3 Comments on Youth Participation

- Impressed by student's contributions.
- I'm glad we have youth to run for office.
- I've done a few of these circles and thought this was a good and engaging group of young voices.

Annex 4 – Listening Circle 4

Question Round One: *“Share a time when you heard about or saw someone with a gun (or another weapon) in school. What was your immediate reaction?”*

1.1 Emotional Impact from Personal Encounters

- I had a play sister and we grew up together. One day she brought a BB gun to the school. I was the first person she showed it to. She had it in her bookbag. I really didn't know how to respond. I was surprised at first. I didn't know if I should have joked about it with her for tell somebody. I really was just surprised.
- I think I was in the third or fourth grade. A dude yelled out in the school he had a gun. And he did, in his bookbag, and he had the bookbag walking down the hall and passed our class. (We) didn't believe him when he said it but then he showed it. I don't know what happened after that, but he came back to school the next day and the police came and arrested him and put him in handcuffs and took him downtown to the police station. I was scared but didn't know what to do.
- About a month ago, a student brought a gun to school and started to tell some students. He told them where he hid it. I guess one of the students snitched, then the principal and everybody put the school on lockdown. I was scared pretty much.
- I was in ninth grade. A guy brought brass knuckles to school. I knew something was going on when there were police in the hallway. He was arrested. The guy said he needed it for protection, but he didn't say from whom. I thought it was weird because he wasn't normally like that.
- My brother had a locker search at his school and a gun was found. I thought it was weird. There could have been lives lost. It was bizarre.
- In my job I respond to school situations where there are guns. They are usually BB guns, but sometimes not. You want to think it doesn't happen, but kids do it when they feel threatened. I don't think much about it but my heart breaks. What would I do if it was me?
- My teacher worked at a school where a gun was hidden in a locker. It's kind of sad we live in a threatening environment. It shouldn't happen.
- I know a 17-year-old who took a knife to school. He was expelled. And after that he never went back to school. He said he was afraid of people on his way to school and forgot to ditch the knife. It's a waste. It makes me feel bad. It was a no-win situation.
- The first time I saw someone with a weapon was on the bus. He had a BB gun in his book bag. I didn't say anything but someone else did. My mom was the bus driver. I was shocked. The second time I saw someone with a weapon was in class. The student got

expelled when somebody saw a picture on Snapchat of the gun on his lap. That was scary. I feared for my life.

- One day I went to use the restroom at school and upon entering there was a student waving a flaming lighter around. As I went on to do what I was there for the student kept getting closer to my hair, and I became afraid that my hair might get sparked by the flame of the lighter. I went to find a teacher and let them know what was going on.
- One day while at school I witnessed a boy being bullied by some students at my school and the next day he brought a weapon to school. I didn't tell anyone because he knew I was the only one who knew about him having the weapon and he would know I told.
- I was in biology class, and I happened to look down and noticed what appeared to be a gun in a backpack. First, I freaked out, and then I went to tell the guidance counselor. Turns out it was not real, but it did look like a real gun.
- Last semester there was a male student who was posting threats on social media and snapshots saying he hates our school and what he wanted to do the next day at the school. I was frightened and told my mom what was going on; she immediately called the school and the police.
- I was once a bad student, and back in the seventh grade I broke a pencil sharpener to use as a weapon against a boy that I disagreed with. The boy threw me over a table, and I tried to hurt him.
- Ten or 11 years ago I used to work the night shift, so I never saw anything like that. On dayshift I got a call about an incident. When I got there, everything was calm. There was no one running around or yelling. The young man was sitting in the office. I was surprised at the low security around him. Apparently, he had been showing the gun around. I went to pat him down but there was no weapon. A teacher or the principal or someone had taken it from him. We had no incident with the young man at all as we took him into custody. Another day I got a call for a weapon at a private school. When I got there the school was on lockdown and people were frantic.

1.2 No Experience in School Settings and Possible Reactions

- I have never had the experience, but my sister went to Milwaukee Lutheran High School and heard a rumor that a Caucasian boy was going to show up to school with a gun and shoot it up because he was bullied. They had to close school for the day and it didn't happen, but it made me take bullying more seriously. I think you need to treat people with respect.
- I never had an experience, but I do think a code of conduct is important in school to prevent this.

- I also heard the rumor about Milwaukee Lutheran High School. Something I remember is that there was a teacher that brought a knife to school, but it was by accident. He got fired and I was confused; it was just an accident.
- I have never had the experience, but if I was in that position, I would think of the safety protocol in place.
- I have never had this experience, but when I hear it on the news, I get sad and I get angry. I think of all the politics about guns and guns and school. What are the background check requirements to get guns? What are the solutions?
- I was in third grade. I missed school that day. The next day I found out a kid got expelled for bringing a knife. I felt bad that I hadn't been there. Maybe I could have helped. Maybe it never would have happened.
- I haven't had any personal experience but I think about the last school shooting. I just started the day shift so it hasn't been part of my life. But I worry about my daughters. It's so weird these days with the drills for shooters and Kevlar backpacks. We used to handle our own stuff, not shoot people up. It's confusing.
- I have never had that experience, but if I would, I would immediately tell the first adult I see or come in contact.
- When I was in school guns were allowed, and the students could bring them for show and tell (without bullets). I have had three arrests involving guns in the schools this year.
- I never had an experience where I saw a gun at school. I would be in shock if I did.
- I never experienced that. From what I hear all over the country it's more common than I previously thought. Some students apparently think it's cool. If I walked in my reaction would be different depending upon the situation, but I would try to remain calm no matter what.
- I never saw or heard of anything like that happening. I don't know what I would do. I would probably be scared and wait in hiding until the police say it's safe to come out.
- I have not had that experience in a school, but 25 years ago my daughter and I were walking to a restaurant. I saw a guy pull out a gun and hijack a person. I was just thinking drop to the floor and protect my child. A woman from the neighborhood acted like it was no big deal; [Regarding the BB gun on the bus, shared earlier:] That was not a BB gun. I asked my son why he didn't whisper in my ear at school that someone had a gun on the bus. That kid could have shot everyone on the bus! He was always nice and polite but he had some troubles. I didn't think the problems were THAT bad.

1.3 Codes of Conduct and Protocols

- My senior year of high school there was a situation where someone came into school and shot someone. Now I am dating myself, but this was in 1993 before mass shootings were a “thing,” before the Columbine shooting. I didn’t see it happen, most of us didn’t. The protocol for guns was changed quick, but it was crazy to hear about it.
- I am a retired principal now from over 30 years, but as a principal it was very important for me to follow a procedure and that I was well informed. The first step was to get as much info about the situation as possible, then lead to a school lockdown. That was an additional procedure. Then I had to locate the subject; the student and the weapon and validate if it was true or false. That is important because if you are in charge, you must react in a certain manner. I had to report to the administration and call the police, etc. So, my main reaction was making sure the building was safe first and foremost.
- My story is a little bit different. I grew up in a small town just outside of Beloit. The only thing as far as weapons people has was a knife or something like that. There never were reports of a gun. Our community was full of farmers and tractor drivers, so you can imagine the type of people that I went to school with. My graduation class only had 106 students from the whole community. We never saw metal detectors or anything like that. And if there were any reports of shootings it was either after school or off of school grounds. But since being on the job as officer, we frequently do random searches for drugs and weapons, searching bags, etc. But growing up it was easy for me.
- Well, for me it was kind of the same thing. I grew up in a small city also just north of Green Bay. Guns were never an issue. But bomb threats and even suicide threats were common. I can remember at least three or four times we would hear something like this. They would call the cops and they would bring dogs. The bombs would turn out to be fake. I remember there was about four or five suicides. Some used a gun, but it was after school. I think three hung themselves and two used a shotgun. Most people carried knives, but there was never malice or anything to worry about like that.
- I never experienced seeing someone at school with a weapon. I thought about teachers being armed. I am in opposition to teachers having guns. The more guns we have in society the more injuries there could be. As a parent I would feel better about my kid going into a safe environment where guns are not allowed. I do think it’s OK for security to have guns as long as they are properly trained.

Question Round Two: *“What action, if any, did you take? What might have helped the situation?”*

2.1 Proactive through Awareness, Educating and Communicating

- Again, not many shootings, just bomb threats. When I think back on it, I feel I could have been and now be more alert about my peers and what was going on with them. One individual was an acquaintance who I talked to sometimes. Sometimes I wonder if I could have invited him to hang out more. Many of those students were kind of different and to themselves. They were bullied a lot. I would have befriended them if I could do it all over again.
- We had some bomb threats, but they were always in the bathrooms, people would hide in the stalls or hide bookbags in the stalls and the police would come out and check it. They always said if you see something or someone, tell someone. We never saw anything until afterwards. But if I saw a knife, I would tell someone. It makes me think, even in college, people had more freedom to carry anything and you wouldn't know it. More people are overwhelmed and feel left out, and you never knew when someone would go over the edge. Just have be aware and watch how people act. Snitching really may save 100. You never know.
- Again, as principal, verify info. I had to do that before informing the school of an actual serious lockdown. The biggest thing was to be proactive and locate the gun and see if it was real. The kid would be up for expulsion. We'd have to notify administrators and teachers of locking their classrooms and get all kids out of the hallway. What never helped the situations, however, is that they happened at the wrong times.
- When we go into schools with a situation like this it is a Code Red. The kids need to be alert and quiet but they often aren't and don't take it seriously. We try to educate the kids re: what happened and what to do. We teach personal safety. It is important for the kids to realize the seriousness of these situations.
- So, the kid with the knife was expelled. I tried to help hook him up with opportunity, maybe an alternative school. He was not getting any kind of support to help him improve his situation from anyone in his family. But he was not interested.
- I educate my daughters. My eldest, 12-year-old, understands more what is going on. I coach youth sports. Sometimes kids want to hurt someone because they disrespected them on Facebook or other media. I tell them nothing is worth this because it can affect the rest of your life. I may have helped a few. Some of these kids come from rough backgrounds. I help them to see how things turn out that they don't understand for themselves at 12 years old.
- I didn't have a lot of involvement with the kid with the brass knuckles. But I worked at the

Y for years. If kids got in fights, we had to talk to them and their parents. Often when I asked them why they went straight to fighting they said that's how we do things. I tried to offer talk that they didn't get elsewhere. Communication was lacking and is what helps.

- I feel there should be more forums or talks on conflict resolution and solving differences without violence for the students at school or other venues in the neighborhoods.
- I took the student found with possession of gun into custody. In my opinion it would help to have more parental and home support, as I do with my daughter at home. I've explained and shown her how to safely use a firearm and had her practice so I know she is prepared and knowledgeable.
- Both schools handled the incident differently and I understand why. Both were positively resolved. I take all circumstances into account when responding. It makes me more aware of what is happening with my own kids. I check their backpacks, bedrooms, phone.... I need to know what is happening in my own home. I don't want anything to hurt my kids or for them to get in trouble.
- I agree. I have an 8-year-old. I unload my gun and lock it up. My father and I go hunting and practice gun safety. We need to teach more about what guns are and how to be safe. Most of the schools have metal detectors but we have to be aware of what is happening with our own kids. I believe there are signs and that no one says, "I think I'm going to get a gun today." Guns are a weapon but also a tool for me when I'm going into a school.
- In the '70s my father kept a 38 in the drawer. I would pick it up at every chance and look at it, point it.... it was like playing Russian roulette. Something told me to stop. My father must've realized I was doing it and moved it. I have no guns in my household and no desire to have one, but that was my childhood. Given my temper back then something really bad could have happened.
- As a former teacher, speaking to students and their advisors, having dialogue with parents can help the child from going berserk. Also, you can see how a student treats their parents and it is an indicator for how much respect they have for others. I feel youth now don't have respect, they don't respect parents.
- Just from my experience working with youth in my school, and the kids I see in my neighborhood, seeing how they act and talk to adults makes me believe that youth don't have respect.

2.2 See Something, Say Something

- I told the teacher about the student with the lighter and what she was doing with it. The teacher took the lighter away and told her she would not be getting it back.

- I should have told the teacher rather than running after the boy to try and hurt him. I also as I look back now could have just left the situation alone and let the teacher take care of it.
- I didn't tell right away. If I could rewind it, I would tell sooner. I stayed calm but, in my mind, I knew he could come back. Staff got on it quickly so I guess in that situation I just had to hope for the best.
- I would pick up the gun without my fingerprints and give it to the principal so the principal can see whose prints are there.
- I also think it is important to speak up if you see something. I also think it is important to have active shooter drills, like we have fire drills, so that people are prepared with strategies if this happens.
- I think that there are signs that someone will bring a gun to school, and that very rarely people don't notice those signs. People don't want to speak up.

2.3 Reasons for Not Engaging

- I didn't take any action because I didn't know he had a gun.
- There was nothing I could do. So, I just stayed behind everybody when I heard about it. I didn't know he had it, then he showed to everybody.
- I didn't take any action because I didn't want to get involved with what was in her head. She just wanted attention from everybody. But I did tell her to keep it away from people and don't bring it back even though you brought it to look cool. I didn't want to get in trouble with her.
- I didn't do anything because I didn't want him to be mad that I told about the weapon, but I do think that there should be a way for parents and teachers to be more aware of the bullying and talk to the students about this behavior. I saw the student go from sad to hurt to villain.
- I stay away from violence. I stay back so that I don't get hurt.

2.4 Reactions to a Situation

- I haven't seen a weapon in school yet, but I think it's always good to know whom you should go to if the situation arises in your presence.
- If I found myself in a situation like that, I would find the nearest adult and try to keep the situation from happening.
- If it happened, I would alert a teacher. I would want to talk to the person first, help to prevent the situation. I would go to the person they have the issue with to help them resolve it.
- If I hadn't missed that day before I would have talked to him about letting it go. Don't let them get in your head, I would have told him.

- If something like that happened to me, I would separate the student from others and take the weapon away. I would ask why the person had the weapon at school – if it was for show and tell, protection.... I would then educate the student about how guns can cause great bodily harm or death and for sure no guns should be taken to school.
- I would try to leave. It is not a fun situation and remove myself from the danger. I wouldn't want to be near someone who could be dangerous.
- I would stay calm and keep my focus. I would want to make sure I was safe.
- Oh yeah, I would try to stay calm and focus to make sure I was safe.

Connected Conversations: *"What are some things that each of us can do to promote a positive and safe environment in and around our neighborhood schools?"*

3.1 Promoting a Safe Environment

- I think we can set a new trend and not be like the next person or one who doesn't want to get involved.
- I feel we need to set up prevention groups in the schools with students hearing and talking to each other, peer to peer.
- I feel that if someone sees something then the person should share that with the neighbors and police. The goal should be to have everyone feel safe and I feel by telling it would make the schools and neighborhood a safer place.
- I think it will take everyone to get involved to accomplish that safe environment while being respectful, honest and having the attitude that everyone is equal and we all belong.
- I think it would be great to have better and more communication and more frequent engagement with one another.
- I think it would be nice to use the Boys and Girls Clubs where the boys could talk to each other and the same with the girls.
- I work with elders in assisted living. Once, two of the caregivers had a fight. The next day one of them texted the other a picture of her holding a gun pointing at her. These things get passed down. We learn a lot from being in school and from each other.
- In urban areas especially there is lots of poverty and violence which are the building blocks to this reality. It starts at home. Teachers don't know how to teach to these demographics.
- It's a sad time. Why do we feel threatened enough to do something like this?
- I was raised that NO WORDS can make you do anything. I've seen kids that were 6, 7, 8 years old who were just getting along. Now I'm putting them in handcuffs for nonsense.
- There is not enough organized sport stuff to keep kids from getting into fights, etc.
- Kids deserve a clean slate to start with.

- Trauma-informed care. We are learning that the first four years of life are incredibly important, and the kids are being damaged by violence, loud fighting and fear. For some people this is all they know so they can't imagine anything different.
- Now they numb kids with medication. And kids are being numbed by video games.
- In this neighborhood there is the Catch-22 of the kids being outside more than suburban kids are. It's great that they are outside playing but they also see all this violence, trauma, horrific things.
- Video games are okay if the community support system is strong. And we do keep video games separate from reality. Sometimes the games are a support system.
- At the age of 12 now you need to hold on to these ideas because when you're 14, 15 and 16 you'll be pushed and pulled to behave differently.
- We got a call about a student pointing a gun. When we got close to the school, we saw who we believed to be the suspect because he fit the description. He looked aggressive with his hands in his pocket. We were yelling at him to take his hands out of his pockets and we began to approach him. The people in the neighborhood who were watching got really upset and were yelling at us to leave him alone. We had to get a hold of him and pat him down. We found that he had what looked like an Uzi. Then the residents were happy. It turned out to be a BB gun but it just goes to show how people can jump to the wrong impression so quickly and easily.
- If you see a gun don't touch it!! It's not about fingerprints. It could have one in the chamber and end your life. I didn't mean to point at you aggressively but I want you to get the point.
- TV can glamorize guns. A little more training would help.
- As a crossing guard I have seen things go down. I always end up stationed by a church. I have seen a LOT of things happen and I believe God is protecting me.
- From my perspective as a parent I need to know my kids and make sure we have a good relationship and that I'm asking good questions.
- Three years ago, my stepson went to a friend's house for a play date. The mom was there. He got home and said all was fine but later disclosed that a girl in the home pulled out a rifle to show them. I called the girls mom to talk about it. I always make sure I have my guns in a storage box, that it's locked and the ammunition separated. We tell them not to do things but...
- When my kids were growing up, they would sometimes get toy guns for Christmas. I would throw them out.
- I think that we all need each other. From my day, we had urban campouts. The police department, the fire department and the community all got together and we loved it. The community was more engaged, I would tutor people in the neighborhood, little girls

would talk to the police and we (the community and the police) knew all of the kids on the block. We would keep an eye on them, set them straight, listen to them.

- I think building that community and introducing ourselves to the community is important. I remember when I was younger my neighbor would reprimand me and let me know when I was messing up.
- Oh yeah absolutely, we would let them know when they were acting up.
- I have a question for you two young gentlemen, how would youth feel about the neighborhood acting in a way we are talking about?
 - I would be mad in the moment, but I understand it is for the betterment of all. They would be doing it because they care about us.
 - Yeah, I feel the same, I would be mad at first. No one likes getting in trouble. I would know though that it is only out of love.

3.2 Respect

- What [the officer] said about, “If you see something, say something” made me think more. I am thinking about how I can share this with my residents using my platform in District 5.
- I agree with the respect comment. Respect for parents is the foundation, and there needs to be respect for yourself and respect for others. From my experience, I see that respect is a bit lost in the world. If you have respect for yourself and others, the world will get better.
- I think you need to treat people the way we want to be treated. Everyone wants to be treated with respect, we need to lift each other up.
- To get guns off the street, we should be harder on crime in the courtroom. For example, this guy tried to rob me and I beat him. When I was asked if I was going to testify, I said no because I knew I would get in trouble too. We need people to stand up and have a community and not a neighborhood. I saw a girl who was going to get raped in her car and I went over and said something and she didn’t get raped. I also saw a girl who was going to be robbed and I thought about going to the police, but I didn’t because I have been profiled before and they would assume I am up to trouble, even if I am not.
- Respect was important to all of us across the board.
- In general, well-being is determined by respect. Everyone has a job and wants to be respected at work. I mean even outside of work.

3.3 Interactions Between Community and Police Officers

- Ride-alongs would help so people can get to see what is actually going on. People would be able to see what cops do daily, they need to see and experience what goes on day-

to-day with officers. I don't know when it stopped, but I remember doing them in the past and it was a really positive thing.

- You know people are quick to say how the police are trouble, I think it is important to see behind the uniform so we can talk to them. Us and the police don't see eye-to-eye a lot of the times, but we can find a common ground. They have a life like we have a life.
- I agree with what they said. Doing more of these listening circles are good. But I will say that not all people are here at the listening circles and don't see or know that police are going to these listening circles. They don't know that they are coming in after working all day to be here and talk. I also think the residency requirement for police officers changing makes it more difficult for police and community to interact with each other.
- You know, about the ride-alongs. I did a program called the Citizens Academy and I got to go on some ride-alongs with police. I did it two times. I think everyone should. It really gave me insight into what police do.
- You know, we're not delivering cookies and flowers, people are not always happy to see us. I think it is important for the community to see the non-aggressive stuff too.
- If the community could see that police officers are against the mistreatment of communities, it would help the relations as well. If an officer does something wrong, the community doesn't see other officers calling them out or denouncing that behavior. Officers holding one another accountable, and letting the community see it, is important.
- I remember the "beat cop" from growing up, you know, giving popsicles out on the block. As a teacher, we had loved to see them around. Sometimes parents aren't around and kids get into the wrong crowd and do bad things. Having officers around that were in the community helped prevent that.

3.3 "What would like to see from your police officers? What are your expectations?"

- I think coming when we call, but I get that police are overwhelmed.
- So, better response times?
- Yeah. I try not to call when the community could take care of it or care for one another – like I said I know you all are overwhelmed. This is why community cohesion is important.
- I think faster response time and engaging with citizens more.
- Engagement is important. Police come to negativity, and we don't get to see them outside of that.
- It is good for the psyche of the officers as well to have non-negative interactions. Always responding to negativity and every call being negative, I think sometimes officers treat people poorly because of all of the negativity and treat everyone as suspicious because of it.

- I think that is valid, but everyone has bad days. I come in giving a certain level of respect, and that level goes up or goes down depending how I am treated, it goes off of the other. You get the respect you give, and you have to respect people around you.

3.4 Role of Teachers

- I do not feel that should be a requirement for the teachers, but I am open to one person being trained and licensed to carry a gun such as a security guard or an appointed member of the staff.
- I am opposed to the teachers being the person (to carry a gun) because they already handle so many situations in the run of a day with the students.
- My teacher actually taught us how to keep ourselves safe in case we did have someone come in and start shooting at our school and we have drills to keep us ready.

Parting Words:

- Better late than never.
- Communication.
- Connection and spark. I feel connected to all you, like, I don't know, like I feel I know you all. This seems like something we could do together. I really like it.
- Excited.
- Eye opening.
- Good.
- Great.
- Happy.
- Hope. I see a willingness to understand each other and see.
- I always get rejuvenated by this. It's positive and encouraging.
- I am encouraged to hear from the young people. We need to listen to young people. I am hopeful and encouraged to have these two young articulate men in the circle. We always are talking at you, but we get to listen to you here.
- I think hope and positivity.
- I think it's been good to hear the perspective of kids who have to deal with it. It's humbling. Honesty is valuable.
- I used to not trust the police or think they were on our side. I'm liking these circles.
- I'm glad I'm not the only one who goes through my kids' stuff.
- It was nice meeting new police officers. And I'm going to remember what his uncle said, to not let words lead you to using weapons.
- My favorite scripture is: Let us not grow tired of doing good. The next three years for the boys will be added pressure. Hold true to your beliefs.

- Positivity.
- Reassured.
- Safe.
- Super.
- This is one of the best circles we've had. Guns are very relevant. A very nice evening.
- Urgency.
- You don't have to use a weapon to fix things. Talk instead.

Annex 5 – Listening Circle 5

***Question Round One:** Share an issue or concern that could be resolved by engaging in civil dialogue with the community and/or police?"*

1.1 The Community as Partners

- I like everything that the previous person had said. I strongly believe issues can be resolved with respect towards one another, listening to each other, not jumping to conclusions, understanding from both sides, and constant striving to build relationships versus burning bridges. I think an important way cops can engage in civil dialogue is if they take the time to reach out to the community as a person instead as a police officer doing their job.
- Greendale is in the news right now due to racial tensions. It was in The Journal today. The school district has put aside three days to talk about the racial problems and begin to sort things out. It's a good step. Talking is good.
- I'm on the Neighbor Watch for 30 years now. I'm up till 5 or 6 a.m. and then my neighbor lady is on watch when I sleep. We keep an eye on the neighborhood. We talk to the alderman and the church members. We clear from the inside while the police clear from the outside.
- Littering is an issue that I think can be easily resolved with more trash cans and signs that remind others of the consequences that one has to pay for littering.
- I work with the schools. I deal with lots of angry parents and bus drivers and teachers. They need to find a way to talk without fighting. By the time I get there I'm being called racist and cursed at. I wish there was a way to finish better.
- At my old school I was in an altercation. I called my mom. My mom was called a name. We tried to leave but the police were called. My mom thought I was in a safe place but it wasn't. I moved to a new school that has many different races and religions.
- The area I stay in is a community. Everyone knows me and knows what I stand for. Everyone behaves better because they know me. I tell on drug dealers and when they confront me, I tell them the truth. I call the police on home invaders.
- Bad stuff comes from TV. Building trust will protect us from danger. More people should be asking more questions.
- I have found that you don't need to be afraid of talking about a situation that needs to be resolved.
- I would like to have a conversation with citizens about what they see as the quality of life in the community. I want to know what they believe is lowering the quality of life so that I can give suggestions for improvement – I can advise them as to what to do about

suspicious vehicles in the neighborhood, drugs in the neighborhood and how to start a block watch.

- My issue to be resolved would be the suspicion or searching for weapons or guns by having more conversation to help in the understanding and why the focus of the issue.
- I think better communication would help resolve most of the issues and misunderstandings that have been raised in the community through social media and word of mouth with no real opportunity to do real fact check.
- I agree that if we could talk about the miscommunications and/or misunderstanding of what took place things could be resolved in a positive manner so we can be respectful with one another.
- I feel conversation and intentional dialogue for positive outcomes would be the beginning of healing in trauma-informed communities. I feel we need to talk about some things that has happened and then talk about not allowing them to become reoccurrences.

1.2 Teaching & Educating Youth

- My concerns are the law enforcement and civil dialogue around minors being allowed into liquor stores, littering, reckless driving and the violence exhibited by some bus drivers. I personally think there needs to be more law enforcement and civil dialogue around these issues. Also, I think overall the police are doing their best.
- Once a boy had hit my bathroom window with a ball by accident, and around that time, I had started to casually converse with a police officer when the parents and boy thought I was talking to the cop because he was in trouble. I was able to resolve that situation by talking to the parents and boy myself without having to get the police officer involved.
- At my old school there used to be senseless fights, big brawls. I moved to a different school and there are none there.
- I grew up in the inner city. One thing that would help is if parents were more open to educating their kids and teaching them to respect their elders and the law. A lot will correct itself if young kids learn to respect. The parents need to be role models.
- I think the youth don't want to talk. Sharing perspective leads to understanding. When we talk about our biases it helps to unpack them. This is what we need to build trust. The more communication the better.
- Do more than just bad. We get ourselves in trouble. Let's not waste time in jail. Be the future. We need to ask ourselves, "Why do we do what we do?"
- Stuff happening in schools – safety, how to protect yourself if you see a crime, talking about guns in schools...

- Sometimes it would be good to have a conversation at school when things go wrong instead of calling the police. Some staff are quick to call the police, so they don't get the whole story. I feel like they just want to suspend, to end a disagreement as soon as possible.

1.3 Improving Relationships with Officers

- When someone is stopped by the police they are scared before the interaction. It is best if everyone slows down and talks to each other civilly. The P.O. should say "Good morning," and the person also.
- My concern is that police and people keep getting further apart. In this world I live in we are taught not to be snitches. These groups help to open minds.
- If police are respected, we'll be respectful. I've been disliked because I'm a policeman. After 38 years on the job, I like everyone.
- We have a disconnect on trust; I think reconnecting past what we wear could help.
- One time I had to intervene when my dad (who had Alzheimer's disease), when he wanted to work on a gas line in at the house. He tried to hit me with the pipe and I called 911. Two officers came and thankfully one was skilled in how to deal with someone with this issue. Staying calm and having good information is important. Another time I tried to warn a crazy neighbor to remain calm when encountering law enforcement. Sometimes you have to shut up and act appropriate around law enforcement.
- Having a respectful conversation sometimes helps when citizens have a complaint. For example, I got a call to a house and the woman was very upset with a security guard. The woman was saying the security guard should be arrested because of the way he treated her son. When I said the security guard would not be arrested, she became very angry. I had to explain the legal definition of battery. I broke it down for her. The woman calmed and thanked me for taking the time to explain. We went from a bad experience to a good experience.
- One issue I feel could be resolved would be the issue of loitering in and around vacant lots in the community, with the residents and police engaging in dialogue with intended results. I feel there should be a campaign to promote the dialogue and the use of media and signs on this subject.
- I think the misunderstandings and misinterpretations of what's happening in the community could be resolved through civil dialogue between the police and community. I think it would help both sides better understand each other.
- I have an issue of concern with unannounced visits by the landlord to a residence and the tenant calls the police on the landlord for illegal entry, but it is not seen that way by police.

- My issue of concern is social media and situations or incidents being recorded, but only five minutes of the tape goes viral, leaving out the five minutes before or after what was shown. Our cameras are mandatory and they keep us accountable. I also see the need for a debrief after abrupt incidents in the community and I think it would be good to have someone from the department maybe visit the area where things took place and give information as well as answer questions regarding the incident of process.

Question Round Two: “What would be your first step toward making the engagement be impactful both to community and the police in building trust?”

2.1 Community Conversations & Engaging the Community

- I think a first step that we can make towards building trust is to have more PRLC with more participants. Another idea is to encourage more small talk between the police and the residents of the area.
- My first step would be to role model and encourage good communication and a good attitude towards the police officers and the police officers towards the residents.
- The best step is this. We are all here together. We get to see other points of view.
- These group discussions. It's great for old and young. I'm from the south side. We don't have much like this there. It educates and informs.
- I'd like to see this grow. More people, not just students. I would like to share ideas about vacant houses, cleaning neighborhoods. Vent and do. Lots of homeowners are afraid to reach out.
- More community input, discussions like this. We can solve things.
- My part is to be engaged, not expect others to do it. Three people here will be involved in the Greendale workshop. You have to take steps to know how others feel. It feels good to enlarge your circle.
- These events. The compassion I see around me in these groups. And I believe our Community Liaison Officers are doing their best.
- I think officers in the community should be more involved. It is interesting to hear personal stories.
- My first step is getting past the uniform. Uniforms are intimidating to many people. I also coach two teams. Being around people regularly is essential for being known.
- My first step would be not just communicating but communicating *well*. A lot of people can talk, but we also need to listen in order to have a meaningful conversation.
- I would make sure that I am visible by walking my beat not just when it's sunny and warm but throughout the year. I would stop and ask people what they need and how I can help.

- I would work to establish an understanding between each to help each clear up preconception of each other and prevent disparities in the community.
- I think the engagement would be more impactful if we could have more visibility of the officers in common places, not just when there's a problem or a sense of urgency. It would be good to see them at block parties, community walks, churches and community meetings. I think the impact would be powerful for each.
- I would like more activities planned by the police and residents for the community together, make plans for a project and work it through. Maybe plan a day for trash collection or grass cutting in the summer.

2.2 Promoting & Supporting Youth Development

- There's always a reason to get in trouble for. Don't be afraid to talk. Officers are not that bad and are meant to protect people. I want my grandson to have a good attitude toward officers.
- Soon it will be warm. We pass out popsicles in our area, and let the kids know that we have to work together. Camp and break bread together.
- There was an incident by my house, in the street. Cars came and blocked the way and a woman was being beaten. I sent them off. One of them threatened me with a gun. I do stuff like that – I'm helping out my neighbors, keeping the neighborhood safe. You get good and bad cops and good and bad people.
- Trunk-Or-Treat is the kind of thing we need to do. We decorated our car with a dancing skull. One time I saw kids playing b-ball and they let me play. It was an eye-opening experience and gave us a chance to relate.
- I would have a conversation with the police to get more comfortable. Want us to get together to love our people, love our officers. They are doing their jobs. I want to work together and I want to see officers in schools.

2.3 Building Relationships between Officers & Residents

- I'd like to see more neighbors on my block asking questions of the police officers and having events at churches that provide for officers and residents the opportunity to share with one another. I think trust can be built amongst the neighbors if police and residents start sharing poop bags to prevent poop being left everywhere and keeping the neighborhood clean. Overall, I think there has been good patrol by the police, especially in comparison to my last house in a different neighborhood. Also, we can share with one another useful information; for instance, when garbage pick-up is.
- I'm a police officer and I don't want to be just doing my job. I want to be your friend, so my first step to building trust is through prioritizing good communication. I'm a new police officer in this area and I'm starting to recognize and build relationships with those

in the area. As of now I've started conversations with the residents of the neighborhood. In the summertime I want to go beyond my police duties to walk around in the neighborhood, out of uniform, and start up conversations with the residents. I want and need to reach out beyond my job to connect and build trust with the residents.

- Communication is key. I think the most important step in building trust is to talk to everybody, police or not. The police and residents should have the desire and make the effort to talk to one another. It is important to treat police as people.
- We had a rough summer in 2018. Events like this help. This led to a night time Halloween party. We invited officers and firefighters. The kids enjoyed it and were very interested in the emergency vehicles.
- Having events. I like the ice cream truck events, block parties and picnics.
- If I see someone do something, I'll tell the authorities or the adult in charge.
- I need to believe that the police will help and have 100 percent trust in them to do good.
- I believe there needs to be a building of a bond between the two as an avenue to gain knowledge about each other leading to respectful engagement.
- I would try not to be afraid to talk to police. I think if I make the first step, officers will respond. I think there needs to be better communication on both parts.
- I would have a conversation with the police to make sure everything is going good in the community.
- I would like to start by getting an understanding of policies and procedures in different settings, different common scenarios the officers have to deal with, share each other's points of view.
- It would be more impactful for me if the community and police could do more things together in our communities. I like to schedule a meal once a week for police and the community to share, talk and have fun.
- My first step would be not to be that mean and rude officer because bad reactions are remembered. I'd like to be that officer that people can depend on and develop a good relationship for conversation and discussion about events that have happened. I'd like to be a bridge between to offer debriefs for residents because I think that would be most impactful for me and residents.
- My neighborhood had an impactful engagement with the police that came to our neighborhood walk. Some of the residents spoke to the officers about some of the problems that needed to be addressed and the police took notes and the problems were taken care of soon after the walk.

Connected Conversations: *"Why do you think trust is important between the community and the police?"*

- Resident asking officer: "Have you stopped anyone for a littering fine?" Police officer: "Personally I haven't, but I think it is important to do so. There is a theory for officers called the 'broken window theory,' which means if you can stop the smaller petty crime and keep the neighborhood clean then that could help prevent much bigger crimes from happening down the road. "
- Recently we've had a problem with crossing guards' orders not being respected, and I think that there needs to be more consequences for disobeying crossing guards.
- It would be great if these talks could take place in classrooms or somewhere smaller, where we could hear better.
- I like the ideas of being in the middle, being open to other views and not just our own insides.
- I think outsiders coming in to a neighborhood to clean up is counter-productive. A neighborhood should take care of their own neighborhood.
- Years ago, there used to be a police cleanup detail. We went through the alleys and picked up trash.
- I was shocked that someone else came to clean up. I've been taking care of my area for years.
- I received an outstanding neighbor award from the mayor.
- It amazes me how many people are out there doing good.
- We need the kids' help... we're getting older.
- Everybody here has an interest and investment in the community. Kids are the future. We give out popsicles to kids and Gatorade to police.
- We all need each other.
- This summer I want to make cookies and pass them out to the neighborhood.
- What happens with those notes that facilitators take? (They are sent to the office where they are studied for common themes.)
- Stop calling them po-po's and other names instead of officers.
- How are officers supposed to respond? Give commands, stay calm and keep order.
- What to do if a kid was found with money? Answer: "We'd be curious."
- Resident to officer: "How did you get here?" Officer: "We volunteer and like doing this. There are a lot of events and the officers take turns attending them."
- More of the people who need to be here aren't.

- I would love to see us have more community meetings. It would help the community come together even if we are afraid. More citizens need to understand that officers are human and everyone makes mistakes
- I think having block parties with police is a good idea.
- I volunteer at Morse (Middle School). I support the kids playing chess.
- I volunteer with youth and teens to help them decide on interesting careers. We have people in those careers come out and mentored the teens.
- What do you want to do when you're older?
- I want to be a nurse.
- I want to own my own building.
- I wish I could go back in time to when we had block watches. It helped the community come together. Two people would walk around the block and make sure nothing was out of the ordinary.
- Do you know your neighbors?
- I live on Hadley and Center. We make sure we all know one another.
- Block watches bring police out too. Police want to know that neighbors are watching and that they're willing to work together. Some neighbors are afraid to do that.
- That's why block parties are important. Kids will get to know one another and parents will be okay with other adults jacking-up their kids.
- I'll take it even further back. I remember when the streetlights went out at a certain time and I had to be inside or on the porch.
- My block would come together to have meetings on Saturday to update everyone.
- A community cleanup would be nice.
- I think it would be awesome to get younger kids to participate. It might help them learn how to care for their community.
- When two people get into it at school and staff call the police, what do you think peers do to make this school unsafe?
- I think we judge each other; some people are not in class; they talk about each other. But we have Circle Keepers at school – kind of like this.
- Kids at my school don't listen.
- Do you think discipline should be put back in place?
- You mean physical?
- Well, back in the day...[laughter]
- I grew up getting whopping.
- Me too.
- I think it's complex. It depends on your intentions and whether it's within reason.
- My mind has changed a bit. I turned out okay. If timeout works that's great.

- Different things work for different households.
- Boys versus girls.
- Situation, intention of parent, reasonableness, followed up with telling the child what happened and why.
- When you have to lock someone up for a horrific crime, should they have a trial? Why are we doing this?
- When I'm not in my uniform I would say yes, I agree that it doesn't make sense. In my uniform, I have to say that this is the process. The intent of laws is that there will be equal consequences.
- I think there should be more positive engagement before things happen.
- I liked when you talked about police having bad days because when that happens the officers talk to people like they are beneath them and that's the beginning of both sides becoming disrespectful.
- I went to a high school sports event and three to four teenagers had a disagreement and the police were called. I wondered why they sent four squad cars for these teenagers, it seemed excessive to me. Officer: "There's different procedures for different events at schools, concerts, etc."
- I think if the police and residents have to show respect first in order to receive respect.
- I think each of should be able to establish who's in charge and give respect for a positive outcome.
- It really bothers me how fake news takes the place of real occurrences.

Parting Words

- Be kind.
- Calm.
- Change neighborhood to community.
- Come together. Do it and others will.
- Community and friendship
- Engaging.
- Excellent.
- Excited about continuing the conversation with officers.
- Good.
- Honest.
- Hope.
- Hopeful.
- I am understanding the process.

- I feel calm.
- I feel exceptional.
- I feel open to new possibilities.
- I feel peaceful.
- I feel safe.
- Insightful.
- Joy.
- Listening.
- One person can make a difference.
- Respected.
- Sharing and community.
- Stay awesome.
- Trust and learning.
- Trusting one another.
- U-N-I are the first three letters of unity.
- Understanding.
- Wonderful.

Annex 6 – Listening Circle 6

Question Round One: *“Share a time when you witnessed or heard of officers having fun in the community with the residents.”*

1.1. Organized events

1.1.1 Neighborhood parties

- At the annual Hephatha the block party police showed their dance moves. Some can dance too! Police were in the area ensuring safety AND having a good time.
- Last July I was assigned as a beat officer. We hosted a cookout, job and community fair on 35th and Custer. It was in a park area. People came for job resources. More positive feedback was received than the negativity. Normally police get called to back to back assignments. Those kinds of situations can burn you out.
- Every year I attend the block party and officers give out badges and talk with me.
- Fourth of July celebration in 2001 and 2007 at 22nd and Keefe with food and fireworks.

1.1.2 Church events

- There was a Sherman Park church event where kids were having fun. I heard them talking to each other saying they had a good day. One said they want to have better days just like that.
- A few years ago, we had a church event. The kids carried materials for an ice cream social. Police gave out bubbles and chalk to the kids.
- Last year at church the police came and played a lot of games. There were bean bags there. We all were talking and hanging out in our community.
- I can recall when I worked with the church and Sister sent me to the store and the police was passing out lemonade. I was surprised to see the police officer passing out lemonade. I had fun talking with the police officer until he had to leave.

1.1.3 Other events

- Five or six (years) ago my mom received a Habitat House. The police officers came to celebrate. There were a lot of them were there with the kids and adults. It was really nice
- I enjoyed the officers passing out candy at our community event. It made me happy because it appeared that these officers were having a blast. I like it when kids see officers in a good light. The officers allowed me to get in the cruiser.
- Urban campout at daycare facility with representatives from police, fire department, UWM and Holocaust Museum at 20th and Galena campsite. The sandbox was used as a firepit.

1.2 Personal experiences with police

- I saw a video on social media. Officers were playing basketball with neighborhood kids. It was very positive, and I enjoyed it.
- I normally ride my bike, so I interact daily. I work Locust Fest, Garfield Days, Shop with a Cop and hand out stickers.
- I saw a police playing basketball in the street with young people and I know they do Shop with a Cop. I did a block cleanup with some officers.
- Kickball with officers. We let them win at Moody Pool. We were playing with Dominican Center at the parking lot area. Dinners...they all came. People were laughing and there were fireworks and painting faces. Officers gave out cards and people asked questions of them. It was a group of people having fun and it didn't matter who you were. Officers brought their families. Kids came too.
- I have so many. In the summer we're playing in the park with residents. We played baseball and football and other sports. We played in Sherman Park and Washington Park and other places. I have lots of interactions. A lot of engagement. I work in the Office of Community Outreach so we're always doing things with residents. Youth like to play 1-on-1 basketball. I like the competition and the kids do, too. If they're in high school I play full on. I want to beat them. If I'm playing with little kids I might let them win.

1.3 Interactions between police and youth

- I saw a police playing basketball in the street with young people and I know they do Shop With a Cop. I did a block cleanup with some officers.
- In the summer I walk a different beat and find kids to engage at the MPS rec centers. I play soccer, football, cans – I know I can beat everybody in that!
- I haven't personally heard of it but a few weeks ago I was watching videos on YouTube and saw an old video from years ago. It had older boys, teens, looking gang-related and they were playing basketball with officers. It was funny.
- There was a basketball team last summer or the summer before. A concerned citizen would call really upset about children playing basketball in the alley. I'm a bicycle officer and my partner and I did our best job and instead of harassing the kids we responded by joining them and playing "H-O-R-S-E."
- I have plenty of incidences. I can name three right now. Last summer the police came with an ice cream truck to Sherman Park. They also socialize with kids. And at my brother's picnic they did the same thing with ice cream. Also, at these listening circles they interact with us.
- I don't like when kids play basketball in the alley because adults come and take over and that's when trouble starts. It's all night long. I'm afraid to go to sleep because they get

angry. Cars are trying to get through the alley when they're playing basketball and it's just not good. At Dominican Center I see kids walking down the street when they see police because they want high fives and want to get the cards that cops are handing out. Kids wave at officers when they drive by. I don't like to see cops on my block.

- A few years ago, we had a church event. The kids carried materials for an ice cream social. Police gave out bubbles and chalk to the kids.
- Before graduating from the academy, I reflect upon the time I participated in going camping with the youth. It was one of the times that I felt a part of something special.

Other comments

- I don't go outside. I did see on the news that officers were handing out clothes to residents.
- Work with senior residents. Every month the police come to the center to eat breakfast. Residents talk and socialize with the cops. Older people and kids all need positive relationships with the law enforcers.
- I see the police riding through my block and talking with residents. The police know many of our names.
- Police playing basketball with other neighbors.
- At Milwaukee Scholars Charter School, there was a talk session with a community circle.
- I heard that police used to give out baseball cards to the neighborhood.

Question Round Two: *"What activity or engagement would you like to have with the police and residents over the summer? Where would you like the activity or engagement to happen?"*

2.1 Park

- I want to go to Action Territory - but I'm scared of the rides! I would love to see officers and everybody having a good time together. I'm thinking about the go-carts.
- Moody Pool is my beat area. There are always a lot of problems there so I would like to have community gatherings, to have a "take back the park" event. Same thing with Garden Homes.
- Do something at a park. Because police are always patrolling the neighborhood they can just join in. They can see clearer what the needs and problems are when we're all together. We can get to know each other better. Offer hotdogs, brats, chips. Tell them to come back when they're off duty and they can pitch in. I rode in the back of a police car one time at a gathering like this. Police took us in their car and we took a ride to experience what it would be like. The back seats are hard! One of the people with us had

sunflower seeds... the police were just playing around with us. We passed the sunflower seeds between us through the holes in the bars. We were having fun in the park. I think things like this are needed if residents want to get to know cops.

- As a beat officer, it is nice for police engagement. Community events can have block parties and events in the park. District Open Houses promote an open-door policy for the neighborhoods as well. Aldermen/alderwomen, officers can initiate ideas. Ideas are funneled via community liaisons. They can do something about planning.
- I'd like to have trips between police and community. I like to have activities at the local parks where the police can join in and be viewed as individuals.
- Water fights in Lincoln Park with water balloons and water guns.
- Have a park cleanup at Moody Park and then play football and basketball.
- Play football in a park or in an open field.

2.2 Sports activities

- I used to work at the Sherman Park Tab Center. I liked engaging kids in the area. Because of the unrest there I think it's important to show the positive. There is space to play flag football, basketball, ride bikes, repair bikes, play kickball and baseball.
- At some of the churches they have skate rental for their big wooden gym floors. I would like to see officers do some moves on their skates.
- Last year and the year before I did Dream Bikes. It is a community bike ride for kids and adults. It's free to ride around the neighborhood. It's fun!
- Bike riding together. It used to be a program. I was in it when I was in elementary school. Police and firefighters helped with animals. They made us wear helmets for safety when we were biking, though. We could go on bike rides on beaches, parks, neighborhoods, pathways. Another one would be doing sports together, like track. I'd like to see how fast officers can run.
- I think a good idea would be police v. community basketball or soccer game.
- Play football in the park next door to the Boys' and Girls' Club or near the Library at 22nd and Center.
- Have a park clean-up at Moody Park and then play football and basketball.
- Play football in a park or in an open field

2.3 Block parties

- There should be block parties in the 53206 area. We can have games, music, and food. We can also have people from the neighborhood to communicate with all sides. This event could promote a family atmosphere.
- As a beat officer, it is nice for police engagement. Community events can have block parties and events in the park. District open houses promote an open-door policy for the

neighborhoods as well. Aldermen/alderwomen, officers can initiate ideas. Ideas are funneled via community liaisons. They can do something about planning.

- A big block party would be nice, everybody doing something that he or she like. The residents and police would be partying, eating or playing games. The police could be passing out cards or something.

2.4 Community events

- We have this now. It's National Night Out. A big cookout with meat and motorcycle and bike cops all there. Milwaukee has lots of parks where that could happen. I think that would be lots of fun.
- We should have an outdoor movie event. Have it in a neighborhood park with a white screen and project the movie. Everybody gets sleeping bags and we're all together. A big old movie night. It could be at a park or close off a neighborhood with barricades if we're having a block party.
- I think we can have something similar. The kids, adults, and police can come together to play games and jokes. My only other idea would be to host the event at the police station or its parking lot.
- As a beat officer, it is nice for police engagement. Community events can have block parties and events in the park. District open houses promote an open-door policy for the neighborhoods as well. Aldermen/alderwomen, officers can initiate ideas. Ideas are funneled via community liaisons. They can do something about planning.
- We can have something at the senior centers, Police officers can come with their K-9 dogs. The dogs can visit with the residents. It could work. Everyone loves dogs.
- I want officers to attend community events. I'd like for officers to come and to read to children. It would be nice if officers knew children by name and if children knew officers by name. I feel that this would build community on my block.

Other comments

- I want to go shopping and to the movies at Mayfair Mall.
- I want to go on rides at Helium, Sky Zone and State Fair.
- I want to play 2K on a game console.
- I like to see the police show up and not for a situation but to have fun. I want the police to come to my neighborhood for something other than problems.
- I would like to see police officers walking the beat and interacting with residents in an informal manner. It would be nice to me if the police knew my name.
- A community project to hold Hopkins-Lloyd School accountable and help it to be a better school. This would include a credible testing event where students would demonstrate abilities in math, reading, critical thinking, etc., without use of calculators or other

electronic gadgets. If you can't read, you have poor life options and end up in jail. Institutional genocide is what happens when you have poor schools that are not held accountable.

Connected Conversation: *"Would you be willing to help with the planning or would you be willing to help get the Community or Police to participate?"*

3.1 Additional police-resident events

- Officers go to UWM or Marquette to the bowling alley. We also play Xbox, pool and ping-pong there.
- I would like to see officers pair-up with preteens and teens who need guidance. They can go bowling, swimming...It could be called "Pair-up With a Police Officer."
- Maybe if kids go to the movies and show an officer their ticket they could get a sticker or get popcorn and get a sticker.
- A church near our house has First Fridays. It's a place for kids to get out some of their energy. We can talk to friends at church, play games.... Officers could come and talk about safety and their jobs being a cop
- You could do "Pops for Cops" – Popsicles for residents.
- We have an ice cream truck.
- Popsicles are cheaper.
- The ice cream is donated by Roundy's.
- Tell us if you want us to come to your neighborhood.
- I like that idea of simulated jail cells at block parties.... I saw one and it had a mini toilet and mini bed. I got on top of a horse at a block party, too.
- I'd be scared to get on it. They're so big. There were two horses walking in the street. The horses are just downtown, right? Where do they stay all year?
- A lot of times they're downtown, but they're also at District 5, like for Juneteenth Day, and at Summerfest and other places. They're kept in stables when they aren't being used. It takes a lot of work to care for them.
- There were horses on my block. I'd be so mad because my grandson, who is 5 years old, would get really worked up. I wouldn't want him to see the horses because he'd get so excited.
- It helps officers to be on the horses because they're higher up and they have hand-held radios to talk.
- I think we need to have more activities together to gain trust.

3.2 Positive view of police

- I have come to trust officers. It doesn't help if there is no trust. I feel like I have to be open. Police are normal, sitting here like everyone else. Not just officers being called to bad stuff.
- Yah, working together. Be yourself and talk to police officers. They'll be themselves.
- There's more good than we have wrong. I don't think police take their jobs to cause trouble, I think they do it to be helpful and to save people. They have families too. I want to pick the job I have and think police want to pick their job, too.
- I'm looking forward to police officers getting to know the kids.

3.3 Optimistic outlook

- I enjoyed talking in a small group. I felt that I had a chance to talk and that I got to know you. I'm more comfortable in a small group
- I look forward to getting to know the residents. I'm new to the neighborhood and I want the residents to know me.
- I feel that there is hope when I hear how these young children think. I'm impressed by these young men only being 12 years old.
- This was good. I think that we should have more meeting like this so that more people know the police and the police know more people.

Other comments

- There is a Black and Latino Male Achievement Program at MPS. It's a mentoring program at Audubon, Obama, Vincent, Washington.... I wanted to sign up but it ended this year. I'm getting some friends together to join next year.
- I was in the program. A couple of weeks ago the group went to a Bucks game and I met Giannis.
- You didn't answer the first question. Did you think of anything? I was thinking about a story on the news where an officer got a dog out of the lagoon... and it jumped right back in! [Laughter from all.]
- I saw where a female officer was playing double-dutch.
- What department do you work in?
 - Answer: District 5.
- Is your camera connected to your walkie-talkie?
 - Answer: It's connected to my car and my phone turns on automatically.
- You mentioned State Fair. Police allow residents to pet their horses. Could you also have free pony rides? Sometimes I can only afford to get in the gate with all the kids.
 - Answer: Behind District 5 we had a bunch of animals and gave free camel and pony rides. Getting the event coordinated is complicated-the animals, rides, donated time, food...

- I have been to many of these circles and have never seen a reporter. It could present a positive image. It would be better than showing an officer who is having a bad day.
- I'm glad that he's (referring to one of the officers in the circle) at Garden Homes.
- A few days ago there were lots of sheriff and police at Moody Pool. They were sitting there making plans. I wondered what they were doing and what had happened.
- I think there's a free program at MPS for getting your driver's license when you're 15½. Is it true that you have to have another person with a license in the car when you have your permit?
 - Answer: Yes.
- I'm interested in an electrician apprenticeship.
- I cut the tree down in my yard because people were up in my tree. I'd say to them, "I don't even know you." People would be sitting on my steps and I'd think, I don't even know you.
- I'm intimidated by motorcycle cops; their sunglasses and leather clothes make them scary.
- There were four resident participants who are willing to become volunteers and plan a community event.
- The ideas included a block party, or just being outside. We all would like to do something.
- If neighbors weren't worried about being a snitch, we would have a better neighborhood.
- If somebody snitches at school, they do get in trouble.
- When people burglarize your neighborhood, you should get upset.
- We must hold schools accountable. I have seen bad behavior on the playground. Many children can't do the work. Children have a right to a good education. A lot of schools try to push kids through without learning anything. Computers can be a crutch.

Parting Words

- Resourceful.
- Helpful.
- Educational.
- Safety.
- Warm weather.
- Informational.
- Educational.
- More team-building.
- Connection.
- Confidence.

- Getting to know the people I work with. Now that I know you're in that area I'm going to look for you at Garden Homes. That's my beat area.
- MLK Center. That's my favorite place to hang out.
- After we talk about these issues, we can spread the word to others in the community.
- Treat people how you would like to be treated.
- Norman Rockwell had an art piece which reflected different cultures and countries.
- The painting said to do unto others as you would have them do unto you.
- Some people don't live by those words. They do harm to other people, but they want to be treated well.
- Police are people too. They just wear uniforms. I said this before, "People should walk in the police officers' shoes."
- All of us want progress. We can all have the same goals.
- This type of dialogue creates the same goals.
- This will take time and we can get there.
- I am impressed that young people are involved.
- Don't be afraid to talk to your peers or to be a snitch. Don't be afraid of just anybody or to speak up. Some day you may need help yourself.
- Don't be afraid of anything or about something bad.
- Be true to yourselves—don't do what the person next to you wants to do.
- Be a leader!
- Stay on the right path. "A coward dies a thousand deaths and a brave man dies once."