



Deep Listening. Fostering Trust. Bridging Communities.

Sherman Park Police & Resident Listening Circles 2018-2019 Report

Planning Committee members:

Debra Anderson (Adult resident), Geraldine Houser (Adult resident), Rebecca Martin (resident), Officer Donovan, Terry Toney (Zeidler Center Program Coordinator and Facilitator), Sharon McMurray (Zeidler Center Program Coordinator and Facilitator)

Thank you to Pilgrim Rest Missionary Baptist Church and Community Baptist Church 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.

Table of Contents

Glossary	8
Executive Summary.....	9
Listening Circle 1 – Being Heard: Respect and Authority – Analysis.....	26
Question Round One: “Tell about a time between police and residents when you felt respected and your voice was heard.”	26
1.1 Police Response to Resident’s Concerns.....	26
1.2 Police Building Rapport with Youth.....	26
1.3 Communication.....	26
1.4 Fun Interactions in the Community	27
1.5 Citizen Police Academy.....	27
1.6 Missing Stronger Community Engagement.....	27
Question Round Two: “Tell about a time between police and residents when you felt disrespected and your voice was not heard.”	28
2.1 Respecting Police Requests	28
2.2 Assumptions	28
2.3 Communication – Feeling Ignored.....	29
2.4 Rigidity in Law Enforcement.....	29
2.5 Lack of Understanding	29
2.6 Witnessing Brutality	30
2.7 Personal Criticism on the Job.....	30
Connected Conversation: “What are ways officers and residents can work together to be heard and show deeper respect to each other?”	30
3.1 Being a Police Officer	30
3.2 Clarifying Terminology and Protocol.....	30
3.3 Trauma.....	31
3.4 General Comments.....	31
Parting Words	32
Feedback Forms	33
Listening Circle 2 – Dealing with Authority – Analysis	40
Question Round One: “Tell a story from your life that impacts how you view people in authority. What was the experience and how did it impact you?”	40
1.1 Work Experiences	40
1.2 Encounters with Police Officers.....	41
1.3 Changing Assumptions and Behaviors.....	42

1.4 Treating People with Respect	43
1.5 Fear.....	43
Question Round Two: “What does positive authority look like to you?”	44
2.1 Respect and Trust	44
2.2 Caring and Non-Judgmental	44
2.3 Leading by Example	45
2.4 Flexible and Collaborative	45
2.5 Positive Appearance	46
2.6 Receptive to Feedback	46
2.7 Calm	46
2.8 Spiritual Authority	47
Connected Conversation: “How do you think the Sherman Park community (both officers and residents) can show respect for each other as individuals?”	47
3.1 Police and Resident Relations	47
3.2 Youth in Sherman Park.....	48
3.3 Being a Police officer	48
3.4 General Comments.....	49
Parting Words.....	49
Feedback Forms	50
Listening Circle 3 – Sex Trafficking – Analysis	58
Question Round One: “Share a time you may have seen or experienced activities related to prostitution or sex trafficking in the neighborhood. How did the experience make you feel? What did you do when it happened?”	58
1.1 Observations in the Community.....	58
1.2 No Experience	58
1.3 Hotels and Housing	59
1.4 Stories of Rescue.....	59
1.5 Family	60
Question Round Two: “What’s one way residents and police can work together to address the change?”	61
2.1	61
Communication Between Police and Residents	61
2.2 Communication if Sex Trafficking is Suspected	61
2.3 Support Services for Victims.....	62
2.4 Role of Media	62
2.5 Punishment for the Perpetrator	63
2.6 Continue the Present Efforts	63

2.7 Neighborhood Programs	63
Connected Conversation: "What can you do as an individual? What holds you back from getting involved? What questions or concerns do you have? What are your hopes for the neighborhood?....."	64
3.1 Focus on the Perpetrators.....	64
3.2 Improved Awareness of the Topic.....	64
3.3 General Comments.....	65
Parting Words	65
Feedback Forms	66
Listening Circle 4 – Positive Communication.....	74
Question Round One: Tell about a time you used positive communication to de-escalate a problem or argument. How did that make you feel?	74
1.1 Types of situations	74
1.2 Communication style	75
1.3 Positive feelings about de-escalation	76
Question Round Two: What did you learn from that situation to be better or more helpful next time?	77
2.1 Compassion and patience.....	77
2.2 Empowerment and confidence	78
2.3 Plan to communicate	78
2.4 Call the police.....	79
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?	79
3.1 Importance of communication	79
3.2 Building community	80
3.3 Educating the youth.....	80
Parting Words	81
Feedback Forms	82
Listening Circle 5 – Healthy Relationships.....	90
Question Round One: "Describe what you think is a healthy relationship with a friend, parent, family member."	90
1.1 Respect.....	90
1.2 Trust, Loyalty, & Communication	90
1.3 Love & Compassion	91
1.4 Bonding	91
Question Round Two: "What is a way that you think the community and police could build a healthy relationship?"	92

2.1 Community Outreach.....	92
2.2 Cultivate Positive Relationships with Children.....	93
2.3 Using Social Media to Share Positive Interactions.....	95
2.4 Communication.....	96
2.5 Respect.....	96
Connected Conversation: “How do you feel about a relationship developing between the police and the community? In what way would you personally keep the healthy relationship going? How does a youth trust that the information they share is taken seriously or followed up on by the officer?”	96
3.1 Community Outreach.....	96
3.2 Perception	97
3.3 Police & Resident Listening Circle	98
3.4 Fostering Positive & Healthy Relationships	99
3.5 Personal Community Engagement.....	100
3.6 Community Needs.....	101
3.7 Follow Up with Reports	102
Parting Words	102
4.1 Positive Words About Group	102
4.2 Positive Forward Thinking	102
Feedback Forms	103
Listening Circle 6 – Positive Police & Resident Interactoin	111
Question Round One: “Describe a time when you’ve seen police and community work together well in Sherman Park or somewhere else. What were they doing and what was the impact?”	111
1.1 Organized Community Events	111
1.2 Foot & Bike Patrol	112
1.3 Public Interaction	112
Question Round Two: “What projects would you like to see police and residents work on together to improve or beautify the neighborhood? What projects would you personally want to get involved in?”	113
2.1 Clean Up.....	113
2.2 Bring Community Together by Building Relationships.....	114
2.3 Community Outreach.....	115
Connected Conversation: “What would motivate you and/or what would hold you back from getting involved?”	116
3.1 Influence from Home	116
3.2 Engagement with Kids	116

Parting Words	117
4.1 Positive	117
4.2 Positive Forward Thinking	117
Feedback Forms	118
Annex 1 – Listening Circle 1	125
Annex 2 – Listening Circle 2.....	133
Annex 3 – Listening Circle 3.....	143
Annex 4 – Listening Circle 4.....	150
Annex 5 – Listening Circle 5.....	164
Annex 6 – Listening Circle 6.....	174

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 Sherman Park community since 2017. This report details participant responses and feedback during and after our 2018-2019 sessions (on Thursday, September 27, 2018; Thursday, October 25, 2018; Thursday, November 29, 2018 Thursday, February 21, 2019; Thursday, March 21, 2019; and Thursday, April 25, 2019). The executive summary (pages 9-25) identifies major themes of the listening circles, followed by a section offering an in-depth analysis of each dialogue.

Program Description

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

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

Listening Circle 1 – Being Heard: Respect and Authority

The first Sherman Park Police & Resident Listening Circle took place on Thursday, September 27, 2018 at Pilgrim Rest Missionary Baptist Church. Milwaukee police officers and residents of the Sherman Park neighborhood participated in listening circles led by trained facilitators from Zeidler Center. During the facilitated conversation, each participant was the given the opportunity to respond to two rounds of questions focused on the theme "Being Heard: Respect and Authority":

1. *"Tell about a time between police and residents when you felt respected and your voice was heard."*
2. *"Tell about a time between police and residents when you felt disrespected and your voice was not heard."*

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

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

During Question Round One, some themes that emerged were the value of face-to-face interactions and good communication as well as the creation of opportunities for positive, in-person interactions and ultimately, the humanization of one another. Several participants mentioned interactions such as riding bikes and playing sports in communities, having longer conversations between police and residents, intentionally building rapport with youth, and following police and resident conversations up with action.

During Question Round Two, participants offered a variety of examples, but many shared a common theme, that it, situations that either challenged the identity of the individual or underappreciated their presence in a situation. Other participants identified bad communication or lack of understanding as the source of negative interactions. A few participants did not have an experience to share and decided to "pass" on their turn.

During Connected Conversation, most of the discussion focused on follow up questions related to the structured rounds. Special attention was given to clarifying terminology and protocol for both police and residents, as well as asking questions about being an officer. Discussion also arose on the topics of trauma in black males and youth as well as the connections between crime, economy, and demographics. These discussions were largely structured around a question and answer format.

Listening Circle 2 – Dealing with Authority

The second Sherman Park Police & Resident Listening Circle was hosted at Pilgrim Rest Missionary Baptist Church on Thursday, October 25, 2018. Milwaukee police officers and

residents participated in a dialogue led by trained facilitators from the Zeidler Center. During the facilitated conversation, each participant was given the opportunity to respond to two rounds of questions focused on the theme of “Dealing with Authority”:

3. *“Tell a story from your life that impacts how you view people in authority. What was the experience and how did it impact you?”*
4. *“What does positive authority look like to you?”*

After this structured part of the discussion, participants were invited to speak in the Connected Conversation. The Connected Conversation is an open conversation designed to encourage participants to follow up with each other by discussing what was heard during the Facilitated Dialogue. To initiate the discussion, facilitators were invited to ask the following question:

“How do you think the Sherman Park community (both officers and residents) can show respect for each other as individuals?”

During Question Round One, participants mentioned a wide range of experiences that shaped their view of people in authority. Many participants described influential experiences with a boss at work or being raised in, and shaped by, a family culture that emphasized respect for authority. Some participants described being shaped by personal experiences with authority that were perceived by them as disrespectful, respectful, or helpful encounters. Participants also described influential interactions with authority that centered around race, assumptions of one another, fear, or confusion. A few participants mentioned being influenced by education.

During Question Round Two, participants offered various characteristics for positive authority. No description was identical, but an overwhelming majority of participants identified a general sense of selflessness and prioritizing the well-being of those under the authority as characteristics of positive authority. Descriptions by participants included respect, caring, empathy, and empowerment of others. Several participants mentioned a need to lead by example, being flexible, and receptive to feedback. Other characteristics mentioned included empowering others, being calm, non-judgmental, and, even, having a positive physical appearance. Some participants also mentioned the church as a symbol of ultimate authority.

During the Connected Conversation, most of the discussion focused on future police and resident relationship building as well as the status of relationships between residents and police. Participants discussed the ways Sherman Park has changed over the years and a need to specifically focus on engaging the youth in building relationships. Other conversations included

questions about officer training and otherwise general comments. At the end of the event, participants expressed positive sentiment and hope for the future in their parting words, suggesting they had good experiences engaging one another in discussion.

Listening Circle 3 – Sex Trafficking

The third Sherman Park Police & Resident Listening Circle was hosted at Pilgrim Rest Missionary Baptist Church on Thursday, November 29, 2018. Milwaukee police officers and residents participated in several listening circles each led by a trained facilitator from Zeidler Center. During the facilitated conversation, each participant was given the opportunity to respond to two rounds of questions focused on the topic of “Sex Trafficking”:

1. *“Share a time you may have seen or experienced activities related to prostitution or sex trafficking in the neighborhood. How did the experience make you feel? What did you do when it happened?”*
2. *“What’s one way residents and police can work together to address the challenge?”*

After this structured discussion session, participants were then invited to speak in the Connected Conversation. The Connected Conversation is an open conversation designed to encourage participants to follow up with each other by discussing what was heard during the Facilitated Dialogue. To initiate the discussion, facilitators were invited to ask the following questions:

“What can you do as an individual? What holds you back from getting involved? What questions or concerns do you have? What are your hopes for the neighborhood?”

During Question Round One, participants mentioned a variety of experiences, feelings, and responses. Several described witnessing situations in the community that they knew, or had assumed, were connected to sex trafficking and prostitution. Some participants discussed the role of hotels and housing. Others shared stories of rescuing young people from situations related to sex trafficking or prostitution. A few participants discussed having no experience to share and how they would approach a situation. Feelings among participants ranged from feeling numb, helpless, and sad, to feeling mad and angry. Participants shared their response to these situations were either reporting what they saw or doing nothing.

During Question Round Two, participants offered various thoughts on ways to work together to address change. Several participants mentioned needing to have more open

communication between police and residents on this topic. A theme that also emerged is the need to say something or report on what is being seen in the community. Other topics of discussion included support services for victims, the role of media, positive parental involvement, punishment for perpetrators, and the development of a neighborhood mentorship program.

During the Connected Conversation, discussion circled around topics such as focusing on the perpetrator and creating greater awareness of what is happening in the neighborhood. Participants also discussed topics related to Question Round One and Two, such as the role of media, and expressed the need to continue these difficult conversations surrounding the problem of sex trafficking and prostitution. During Parting Words, participants shared positive sentiments of hope and a desire to continue conversations.

Listening Circle 4 – Positive Communication

The fourth Sherman Park Police & Resident Listening Circle session was hosted at Community Baptist Church on Thursday, February 21, 2019. Police officers and residents participated in four listening circles led by trained facilitators from the Zeidler Center. The event began with facilitated dialogue, during which every participant was given the opportunity to respond to two discussion questions regarding the theme of “Positive Communication”:

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?”*

After both rounds of questions, participants moved on to the Connected Conversation, where they were encouraged to follow up with one another in an open discussion. To launch the conversation, the facilitators prompted the group with the following questions:

*“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?”*

For Question Round One, the vast majority of participants shared a story about de-escalating a situation that involved strangers or people they did not personally know. Respondents generally described communicating through words, actions, or both. Overall, participants described experiencing positive feelings after they intervened.

For Question Round Two, respondents provided a variety of responses. Some described the importance of having compassion and patience, while others emphasized the importance of making a plan to communicate. A few participants described empowering themselves or others, while a couple of participants suggested that calling the police would be the most appropriate action to take to de-escalate a situation.

During Connected Conversation, the most common topics to emerge from the listening circles were the importance of communication, building community, and educating the youth. At the conclusion of the event, participants generally left positive comments in their Parting Words, expressing their optimism for furthering the conversation between police and residents in their community.

Listening Circle 5 – Healthy Relationships

The fifth Sherman Park Police & Resident Listening Circle took place at the Community Baptist Church on Thursday, March 21, 2019. The topic of the listening circle focused on healthy relationships. Participants were asked two rounds of questions by facilitators who were trained by the Zeidler Center:

1. *"Describe what you think is a healthy relationship with a friend, parent, family member."*
2. *"What is a way that you think the community and police could build a healthy relationship?"*

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

"How do you feel about a relationship developing between the police and the community? In what way would you personally keep the healthy relationship going? How does a youth trust that the information they share is taken seriously or followed up on by the officer?"

During Question Round One, respondents generated a list of key qualities that were needed in order to foster a healthy relationship. Respect was essential, noting that it must come from both parties. Communication was discussed as a key ingredient in a healthy relationship. Participants believed that challenges in relationships will come up, but unconditional love will

help to navigate the difficult times in a healthy relationship. Bonding was also mentioned by participants to help cultivate a healthy relationship.

During Question Round Two, respondents offered suggestions of ways to build healthy relationships between members of the community and police officers. Several participants thought community outreach was needed, especially targeting children. Discussion around the negative perception of police officers occurred and how community outreach can help change that. Social media was suggested as a way to share positive interaction and dialogue between police officers and the community. Communication and respect, from both sides, is needed to form good relationships.

During the Connected Conversation, community outreach was discussed. Respondents offered suggestions of what can be done, and others shared what is currently being offered. Perceptions about police officers were discussed along with ways to change negative perceptions among youths. Many participants stated they had a positive experience in the listening circles and talked about how to get more people to attend them. There was some conversation about how to foster healthy relationships in the community, with communication and respect being key topics. Many participants also shared ways they contribute to the community. Some thought education was essential. Police reports regarding follow up was discussed. After the Connected Conversation, parting words were shared. Participants expressed positive affirmations about the PRLC, with one participant noting that this was a new experience sitting with a police officer. Participants concluded the discussion with positive words for the future, such as hope and progress.

Listening Circle 6 – Positive Police & Resident Interaction

The sixth Sherman Park Police & Resident Listening Circle took place at Community Baptist Church on Thursday, April 25, 2019. The topic of the listening circle focused on positive police and resident interaction. Participants were asked two rounds of questions by facilitators who were trained by the Zeidler Center:

1. *“Describe a time where you’ve seen police and community work together well in Sherman Park or somewhere else. What were they doing and what was the impact?”*
2. *“What projects would you like to see police and residents work on together to improve or beautify the neighborhood? What projects would you personally want to get involved in?”*

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

“What would motivate you and/or what would hold you back from getting involved?”

During Question Round One, participants gave several examples, both recent and in the past, of organized community events that they felt showed a positive interaction among community members and police officers. Foot and bike patrol among police officers were encouraged, with both police and community members noting the difference in interaction when on foot or bike in the community. Working well together was also defined as a simple wave or hello, noting the small, positive daily interactions between police and community members.

During Question Round Two, cleanup around the neighborhood was a major theme. While the initiative was acknowledged, pride in the neighborhood was discussed as a major motivator that was needed to maintain cleanliness. Several participants discussed building relationships between community members and police as a much-needed effort. Communication and community engagement were suggested as ways to come together. Foot patrol was also used as an example. Several participants believed community outreach was a project for the future. Past events were discussed and questioned why they no longer existed.

During the Connected Conversation, the conversation centered around the influence individuals have on others, mostly children. Participants discussed upbringing and how that affects children. Challenges about negative influences in the home were discussed. One participant spoke of outreach to children who did not have a mother or father.

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 Sherman Park neighborhood. Trends among resident participants and police officer participants were very similar for all six events, and thus are presented collectively for a matter of reading efficiency.

Pre- and post-survey questions explored resident perceptions about police officers (resident participants) and perceptions about police and community relations and listening circles (all participants). All graphs indicate **slight 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,” **80% of all participants** (resident and police officer participants) had a positive response after the listening circle session as opposed to **72%** before.
- In response to “I can count on the police to support my neighborhood,” **75% of resident participants** had a positive response after the listening circle session as opposed to **71%** before.

Results for individual events are available in the “Feedback Forms” section of each Listening Circle event (beginning on page 33).

Each listening circle included an average of 11 resident participants and 6 police officer participants. Many participants expressed positive experiences regarding the inclusion of youth participants, who represented 17% of resident participants and are under 18 or between 18 and 24. Police officer participants represented District 2, District 4, District 7, and the Office of Community Outreach and Education (OCOE). Furthermore, the Milwaukee Police Department began asking recruit officers to join Police & Resident Listening Circles. While there were 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.

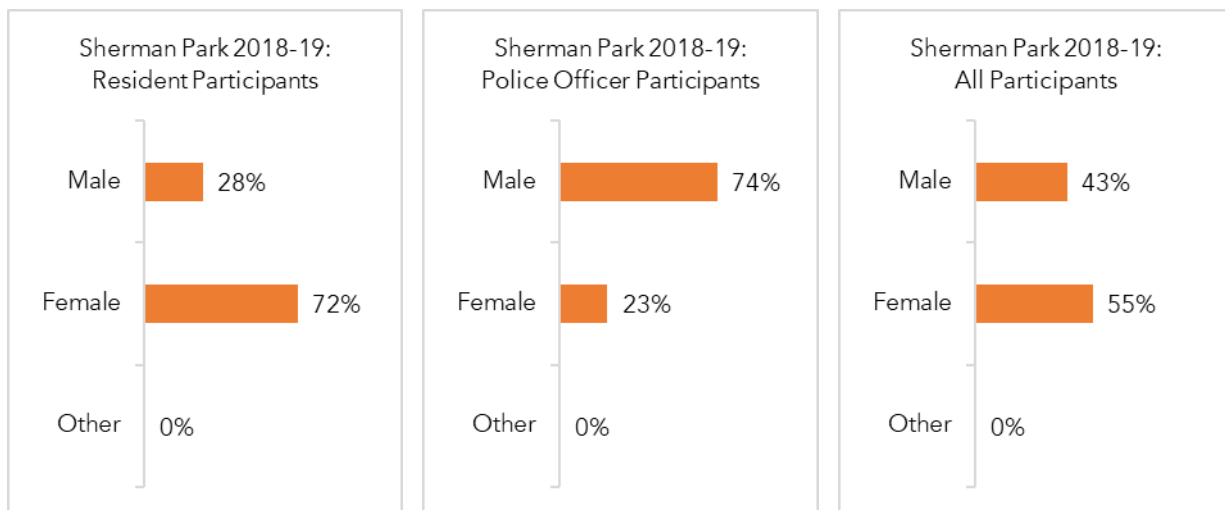
The Zeidler Center also tracked self-identified returning and newcomer rates for all participants:

- **74%** of police officer participants had attended **2, 3, and more than 3 events**.
- **11%** of police officer participants had attended **1 event**.
- **16%** of police officer participants had **not attended** a prior listening circle.
- **57%** of resident participants had attended **2, 3, and more than 3 events**.
- **14%** of resident participants had attended **1 event**.
- **29%** of resident participants had **not attended** a prior listening circle.

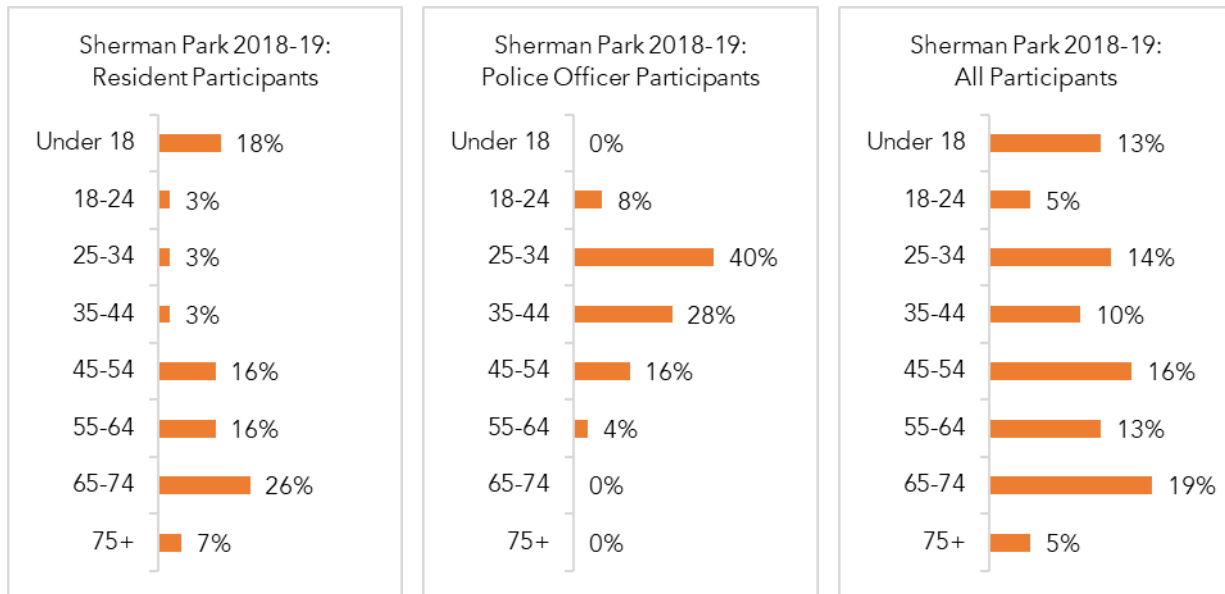
The returning rates for both resident and police officer participants were high and may indicate participants' continued interest in listening circle events and community engagement overall.

Demographics

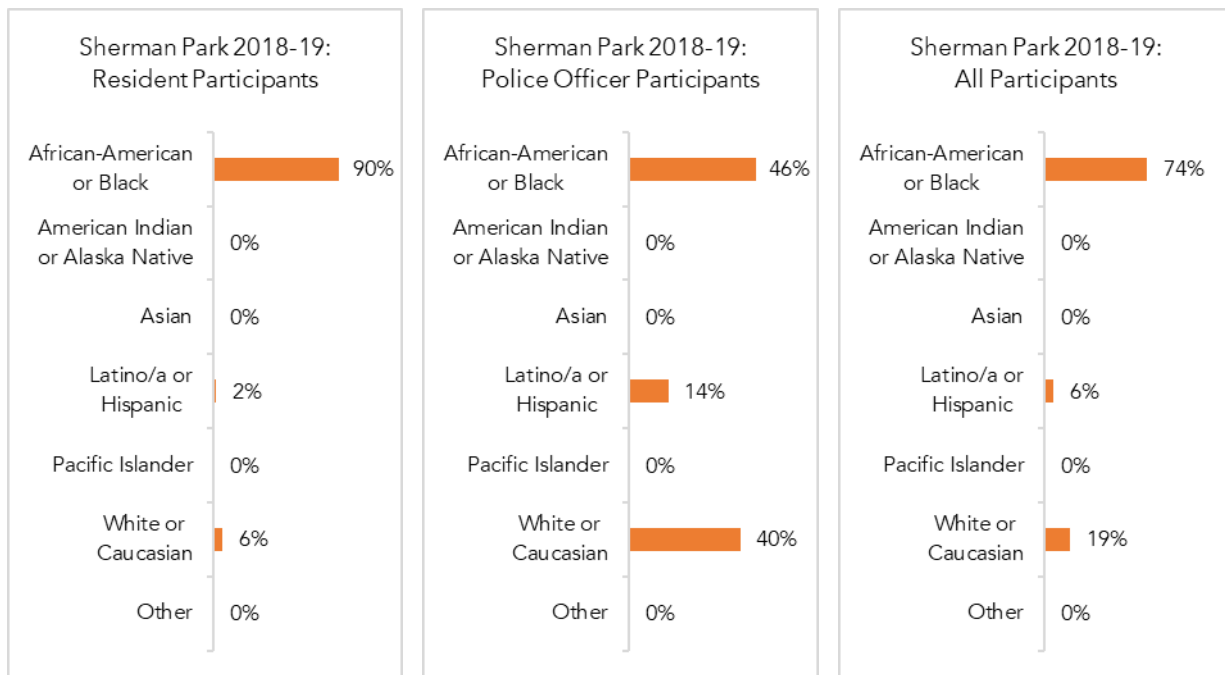
Gender



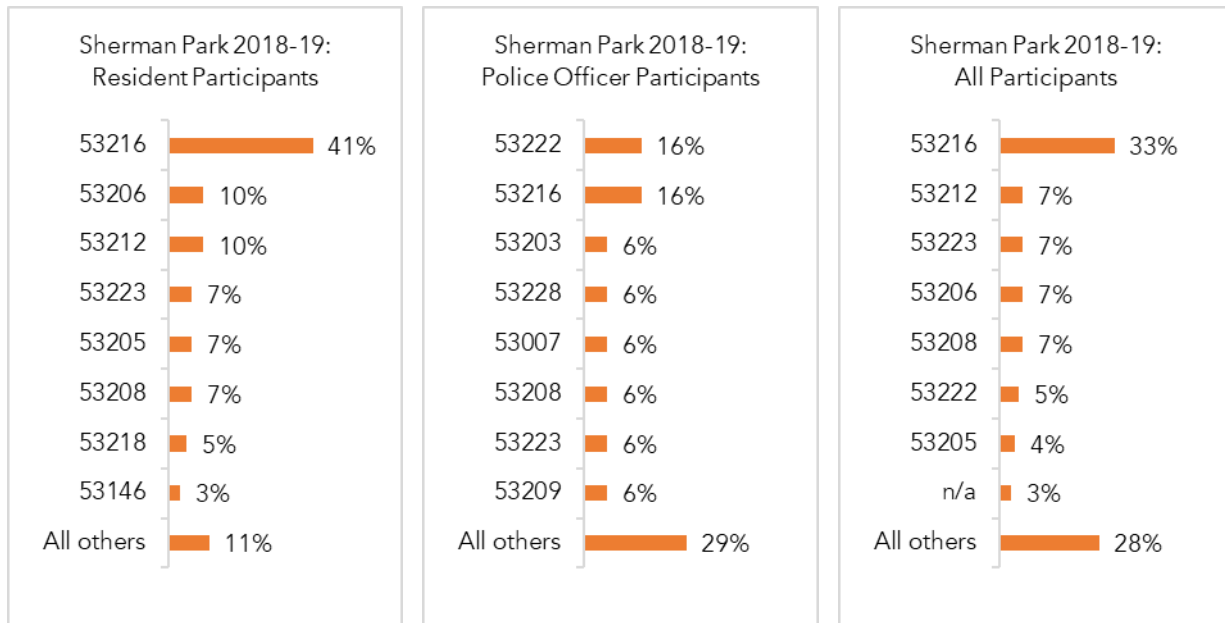
Age Range



Race/Ethnicity

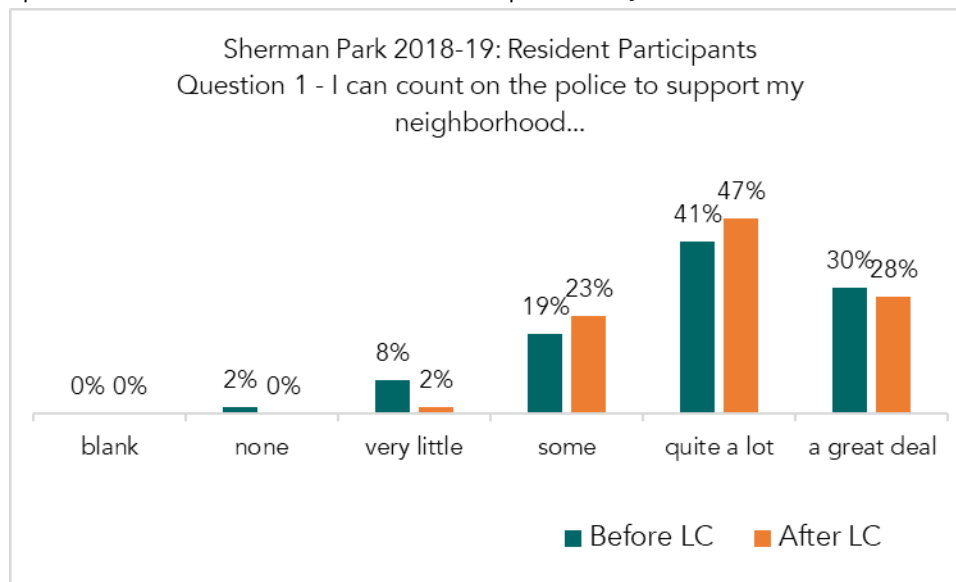


Zip Code



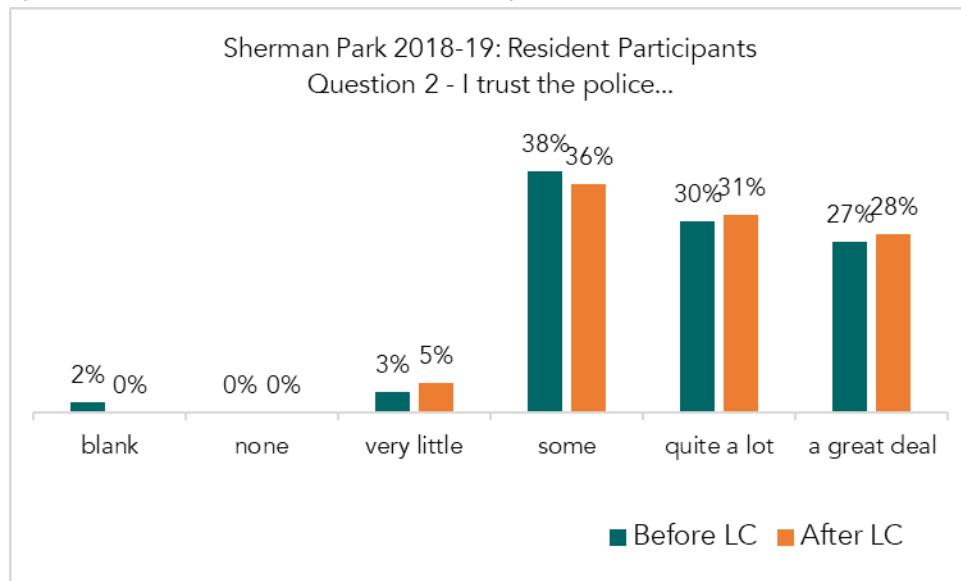
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

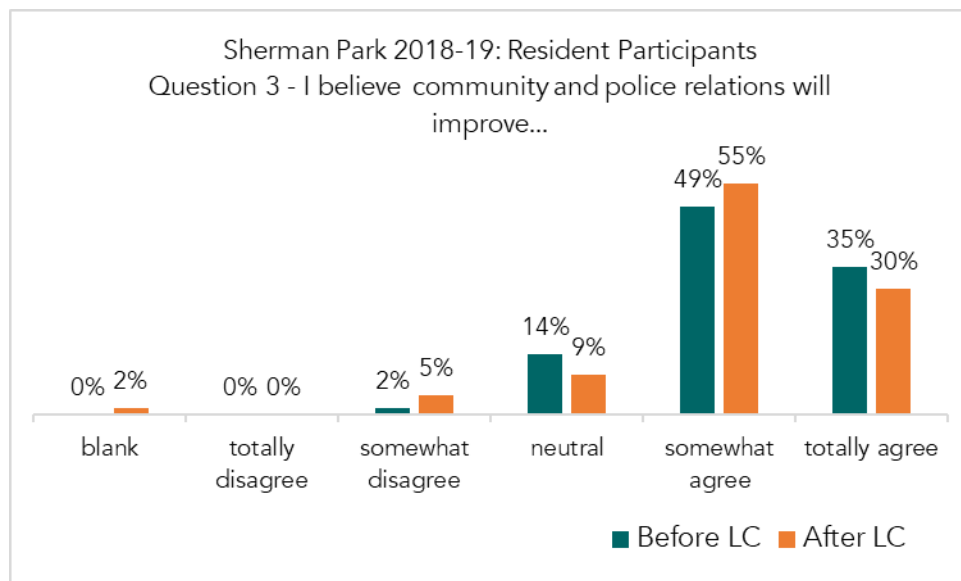


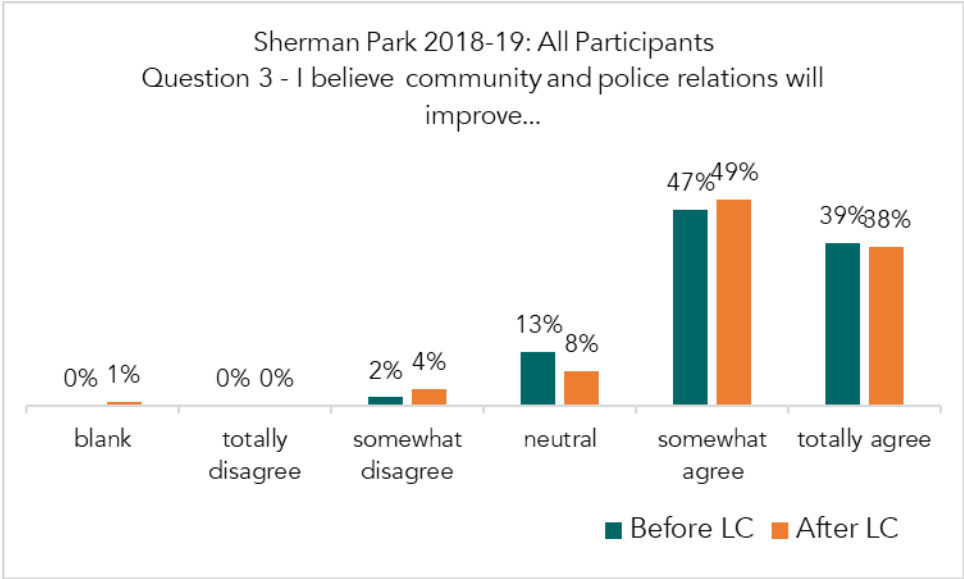
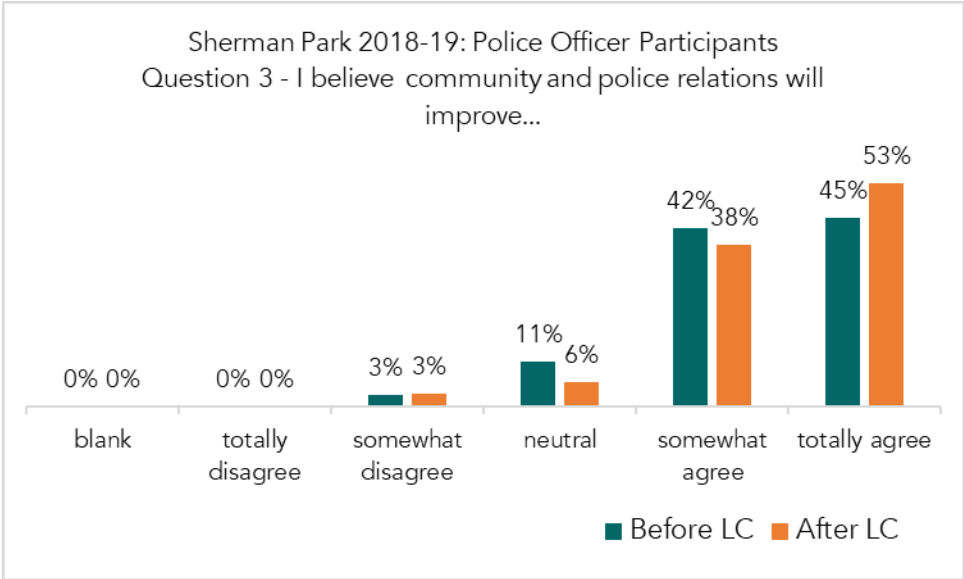
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

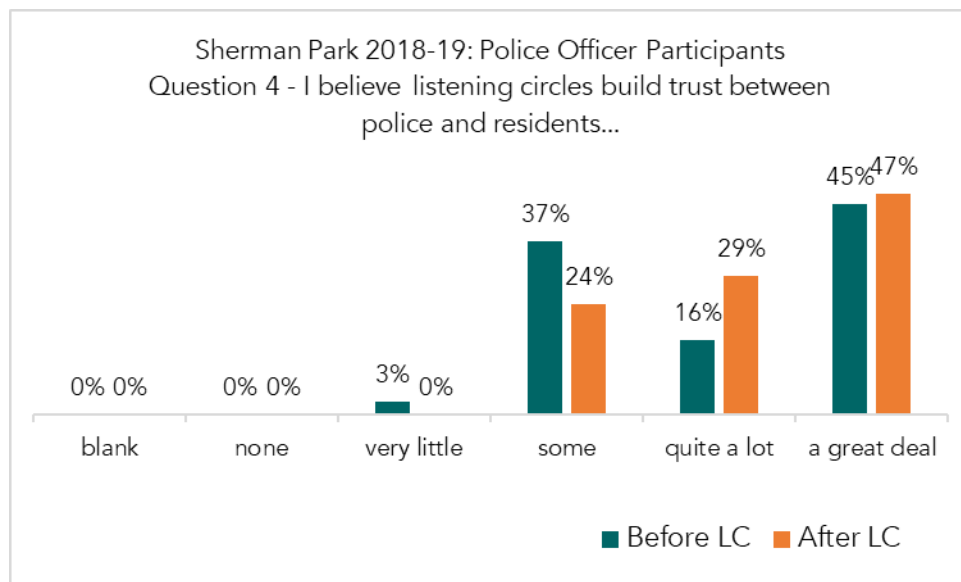
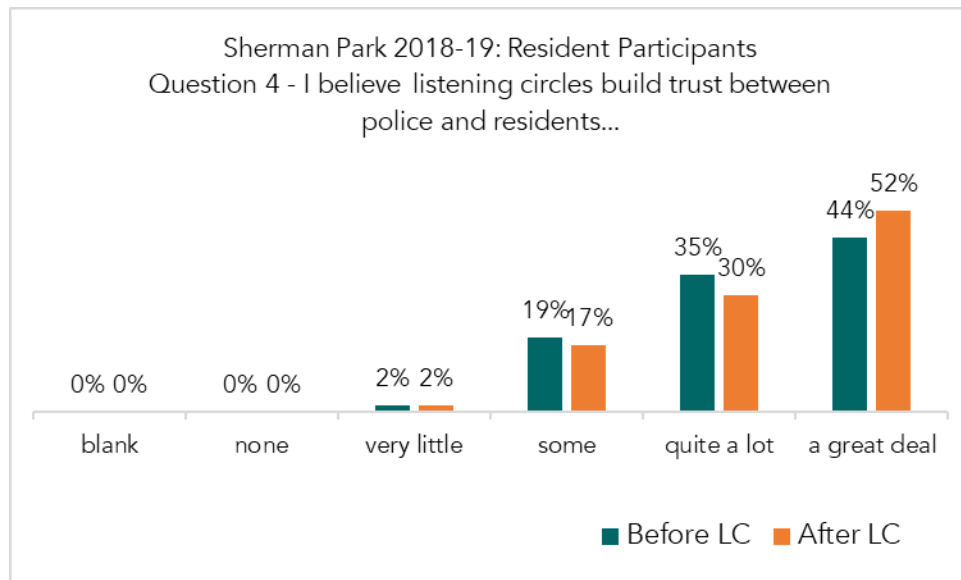


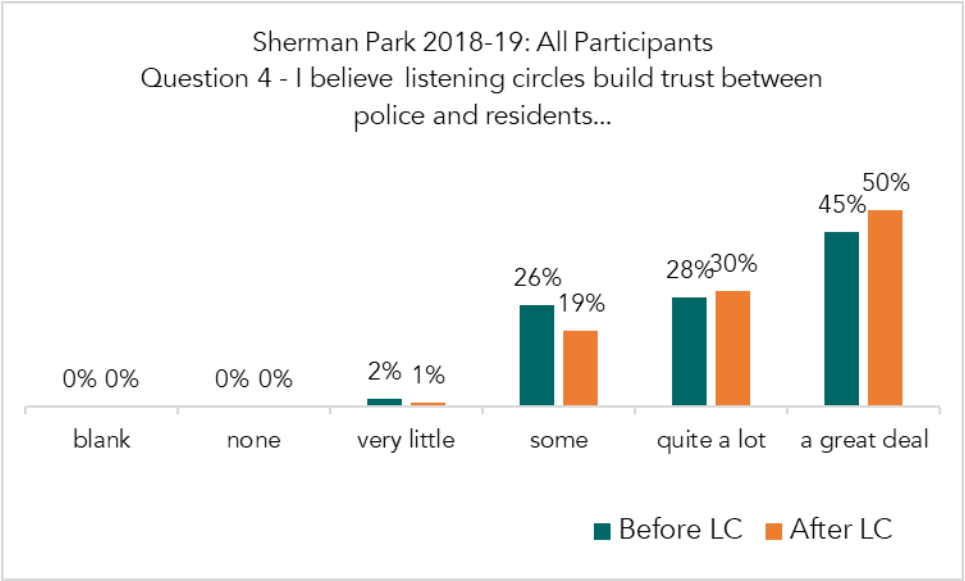
Question 3 – I believe community and police relations will improve...





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





Recommendations

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

1. **Continue police presence and engagement in the community.** Many resident participants stated that they enjoyed seeing police officers on foot or bike patrol in the neighborhood. Several participants cited that seeing police officers and residents come together, from planned programs like Citizens Academy hosted by the Milwaukee Police Department or block parties to casual interactions like passing out baseball cards as done in the past, led to positive perceptions of one another.
2. **Improve understanding of police work in general.** Many resident participants stated that witnessing police follow-up to their concerns provided feelings of being heard which may indicate building of positive relationships between police officers and residents. Many resident participants expressed curiosity about police work including how to work better with police officers regarding community concerns or police encounters. Furthermore, knowledge about existing programs like Citizens Academy within the Milwaukee Police Department should be extended in the community. Lastly, participants also discussed collaboration and open communication between residents and police officers as critical for improving neighborhood-specific issues such as sex trafficking.
3. **Continue positive, public interactions with youth and children.** Many participants, both residents and police officers, discussed building a relationship with youth and children through listening, understanding, and getting to know one another as key to improving perceptions of one another and the neighborhood at-large. Efforts towards this also include increasing the number of youth resident participants at listening circle events and making them priority at other community events.
4. **Improving communication and understanding of perspectives.** Participants, both resident and police officers, discussed wanting to build relationships with one another and cited improving communication and understanding as ways to further this. Efforts towards this should include continuing listening circles. Several participants cited the listening circle events as one community engagement activity in which they could meet and interact with one another, understand different perspectives, and discuss issues of their neighborhood together.

Listening Circle 1 – Being Heard: Respect and Authority – Analysis

Question Round One: *“Tell about a time between police and residents when you felt respected and your voice was heard.”*

1.1 Police Response to Resident’s Concerns

Two participants described instances where they shared concerns with a police officer and their concern was promptly responded to with positive action. It is clear that the active response was monumental to creating a feeling of being heard and feeling respected:

“...I felt heard and respected when I pointed out the car and they strategically checked it out. They never let on that I was saying anything about the car. I felt like it was important to them that they protect my identity.”

“...When the police came, they paid attention to me and turned their backs on everybody who was complaining. That made me feel respected.”

1.2 Police Building Rapport with Youth

A few participants mentioned face-to-face rapport building with youth as both an experience of and means to further experiences of respect. The situations of rapport building mentioned by participants took place in neighborhood interactions and in a school setting, as can be seen in the following testimony:

“I see a number of officers interact with our youth of color. It brings to [my] mind what our pastor teaches to reach out and touch youth. Young people will respond quicker when help is needed if a rapport has been built with them.”

1.3 Communication

A few participants described instances of face-to-face conversation between police and residents as a time they felt listened to, heard, and ultimately respected. One participant identified a past Listening Circle they participated in as that instance. Others identified conversations on the job that had potential to stoke conflict, but instead resulted in understanding, feeling respected and heard:

“I work with families of people who are more prone to get in trouble. I have to explain what I’m doing there. It is usually about probation or parole compliance. If an agent says to take a person into custody, we must. Once I had parents ask what they

could do to help their son. I spent 30 minutes to an hour talking with them. There are not many parents who ask how to help. They understood the seriousness of the situation.”

“This Monday I went to a Listening Circle. It was a progressive group. Everyone gave good feedback. It was about parenting, and supply and demand. I could contribute, as did others, and I felt respected and that my voice was heard. It was a good time.”

1.4 Fun Interactions in the Community

Two participants described fun activities such as bike riding and softball in the community, as times during which they felt respected. It can be inferred from the comments that these interactions outside of conflict humanized both the police and the residents in a positive way:

“When we ride around on our bikes, we get a lot of waves. People tell us to be safe. More people like us than those who don’t, and that makes me feel respected and appreciated.”

“Growing up I had a friend whose dad was a police officer and he liked to have fun and dance and he played softball with us kids in the neighborhood, I was able to talk to him.”

1.5 Citizen Police Academy

One participant described their participation in Citizen Police Academy as a vehicle to deepening their respect for police officers. This opportunity allowed this participant to see and experience daily operations from the police officer’s perspective.

“I was always taught to respect the police, but more so now that I was able to attend ‘Citizen Police Academy’ where I was able to see firsthand the daily operations of the police officer and what is involved in their decision making. I was taken out to the police gun range and even fired at a citizen, that I would’ve killed if it were for real. I recommend to my friends and neighbors they should volunteer to take the course. I now say hello and ‘I love you’ to all the police I run into.”

1.6 Missing Stronger Community Engagement

Two participants shared thoughts about how relations between police and residents have changed over time. They expressed a longing for more community building and face to face, positive interaction in the community.

"I miss the officers coming through the community building up a relationship with residents. They would stop and speak and introduce themselves when we worked in our yards or were cooking outside. It really helped to build up trust between officers and residents when they did that."

"I used to see the police riding their bikes in the neighborhoods and stopping & passing out baseball cards to the kids and they seemed to like it. It needs to be done more."

Question Round Two: *"Tell about a time between police and residents when you felt disrespected and your voice was not heard."*

2.1 Respecting Police Requests

Some participants mentioned situations where disobeying the request of a police officer caused them to feel disrespected, as can be seen in the following testimonies from officer participants:

"There was a fairly significant accident. The family was on the scene and obviously very upset. Other people were gathering but even more came when the tape went up. Someone started taking pictures. The family wanted me to ask the man to stop taking pictures because they were grieving. I talked to the guy and he got angry. I was asking him to respect the family and he took it as me telling him he couldn't take pictures. He started yelling that he knew his rights."

"The kids at Sherman Park can get to me a little bit. They can definitely push a button with me. They are 7-17 years old. A few will listen and obey. Others don't care. Some try to provoke us to do things to them to arrest them and that makes me feel disrespected at times."

2.2 Assumptions

A few participants identified feeling disrespected through experiencing negative assumptions held by others. One participant specifically highlighted a desire to be humanized by residents rather than lumped with negative assumptions, as can be seen below:

"I hear all the time that ... 'the police don't care' and that bothers me. I joined the police department because from a young girl, I wanted to help people, so I put on a

uniform every day to do just that. I have a daughter in public school, and I care about the community I serve. I bleed just like everyone else."

2.3 Communication – Feeling Ignored

A few participants mentioned feeling disrespected by the way they were communicated with, either because of someone's tone of voice, or after being ignored when asking questions:

"My husband got caught drunk driving. When I got there, they were cuffing him. I was asking what was going on and they told me 'Get back! Get back!' He was going to lock me up for asking a question. I felt very disrespected."

"When I went to 7th district to get an overnight parking permit I went to the desk. I didn't know it's in a machine now, that you go to [in order] to get a permit. My nephew was visiting from out of town, and he needed to be able to park his car without getting a ticket overnight. I said to the officer behind the desk, 'I'd like to purchase an overnight parking permit.' She said, 'It's over there in that machine!' in a nasty tone. The lieutenant was standing in the rear and he heard it and calmly came forward and explained to me how to get a permit. He told the officer, 'Let me talk to you,' and he took her into the back to have words with her."

2.4 Rigidity in Law Enforcement

One participant identified feeling disrespected by having to throw away possessions they did not have money to pay to store upon entering the courthouse.

"When I go to the court house and have a spoon or metal nail file they throw it away if I don't have a quarter to put it in a locker. That makes me feel disrespected."

2.5 Lack of Understanding

One participant described an incident where police implemented specific actions that the participant did not understand:

"Once the police had to be called on my neighbors who were having an argument, but we were talking to the man and his wife when the cops arrived, and they asked the wife what she wanted to be done since there was no hitting only arguing and she said she just wanted him to leave. I was shocked when they put him in handcuffs in front of the children."

2.6 Witnessing Brutality

One participant identified their personal experience with brutal police as the basis for their negative feelings for police.

"This is my 1st time here and my impression is that there's an effort for the Milwaukee community and the police to reach out to one another. I'm from Memphis Tennessee, and I grew up in the 1960s and the Black police officers there were brutal. That did something to the psyche of young kids seeing this, we grew up hating cops. I'm thankful for the Zeidler Center for the opportunity to sit down with police officers."

2.7 Personal Criticism on the Job

One participant described a situation where someone targeted criticism and blame on them while they were doing their job. They described the individual as aggressively and continuously verbally criticizing them:

"A couple of months ago I responded to a battery incident. One person wanted to fight the other person and threw lighter fluid on her. She dented her car doors. She cussed me out. Right to this day she still calls the station and leaves me voice mail messages cussing me out [about my handling of the incident that day]."

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

3.1 Being a Police Officer

In some of the listening circles, participants asked specific questions about being a police officer and about officer equipment. For example, in one circle a participant asked an officer about their equipment:

[Resident] "What does the flashing green light mean?"

[Police] "That is my body cam. The flashing green light means the battery is fully charged and ready to go."

3.2 Clarifying Terminology and Protocol

In some of the listening circles, participants asked questions about laws and what protocol should be for residents in specific situations. For example, one participant asked the following question:

[Resident] "What can you do if you see drug sales go down?"

[Police] "Get the plate numbers and a description. Come into the station and file a complaint. If we see a pattern, we'll begin to come into the area more to catch it in action."

[Police] "You can also ask for more patrols. Say, 'We see dealing over here.' Give as many details as you can."

3.3 Trauma

In another circle, participants discussed how trauma might be approached collaboratively between police and residents.

[Resident] "What do we do about our traumatized young black males and youth?"

[Resident] "Yes, they are very angry. I still drive the school bus and daily there are fights and assaults that take place and when you report to school officials, the parents come and get angry at you also. We're not dealing with parents like in the old days who allowed adults to discipline their kids."

[Resident] "Yes, but it is also sad what is going on. Lots of single moms who allow the kids to be their friends instead of parenting them. There is definitely a family breakdown."

[Police] "As Liaison officer I often have to report truancy and other bad behavior to parents and instead of being upset with the kids, they get upset with the school staff & officers. Many kids have multiple problems at home like; hunger, safety, incest, multiple men in the home they're exposed to and depression!"

3.4 General Comments

Some participants shared general comments about crime, police and resident relations and the state of Milwaukee youth. For example, a participant asked:

[Participant] "Do you think there is a relationship between the economy, demographics and age of residents?"

[Participant] "Sure, lack of jobs and crime go hand in hand."

Another participant stated:

"Too many young kids get caught up. Too many."

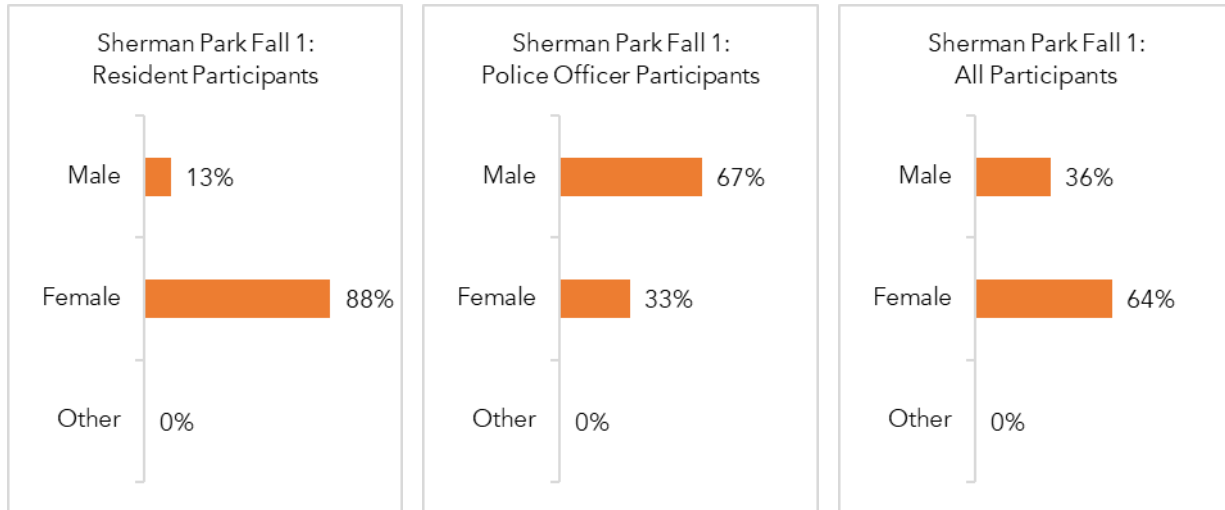
Parting Words

All participant provided positive feedback about their experience in their circle. Participants generally expressed a sense of appreciation, bonding and mutual understanding at the conclusion of this event. The most common words were "bonding", "interesting" and "relationship".

Feedback Forms

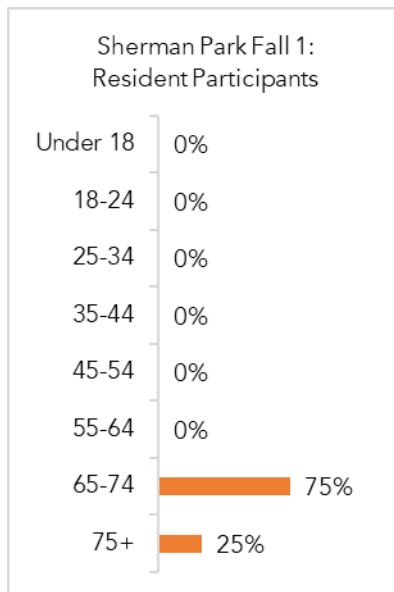
Demographics

Gender

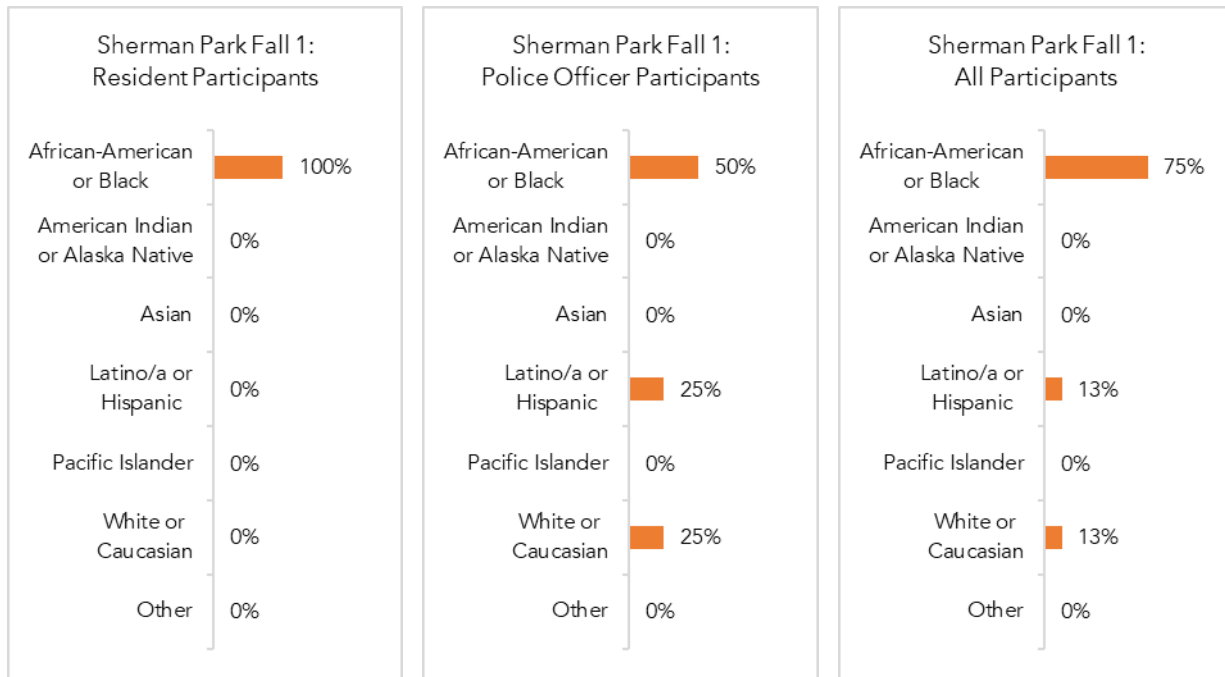


Age Range

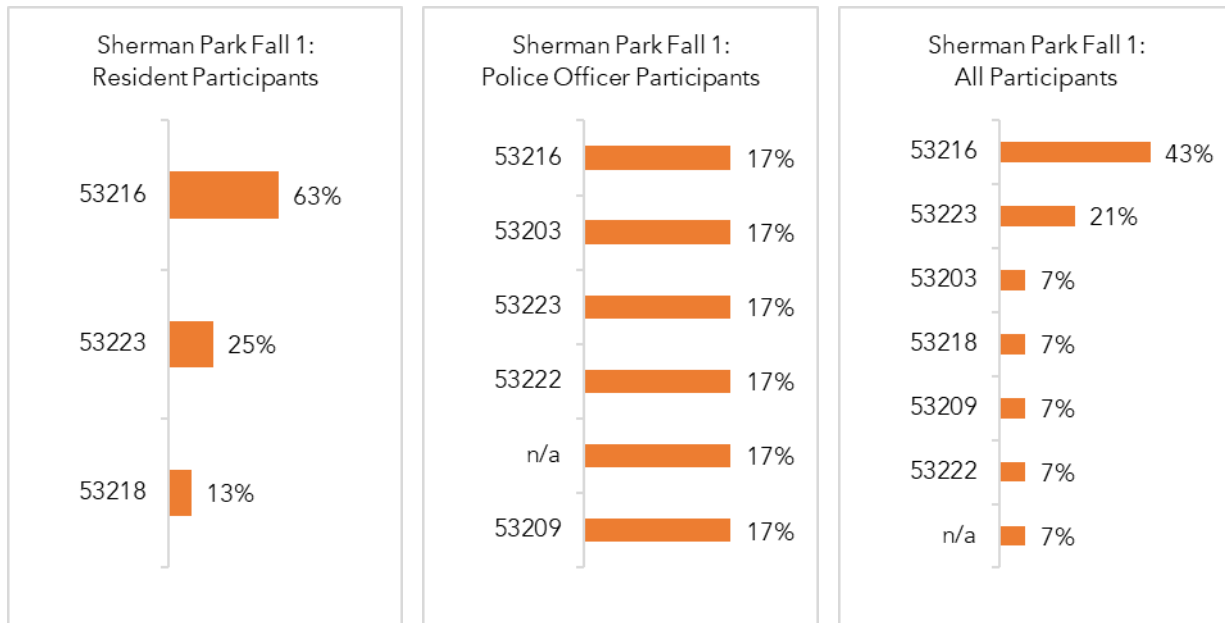
Note: Age was asked of Resident Participants only for this listening circle.



Race/Ethnicity



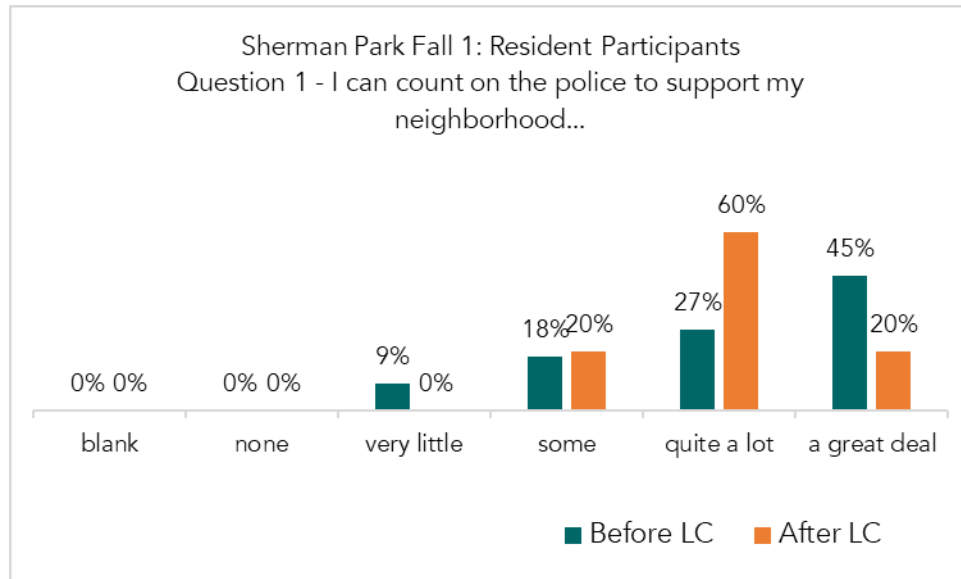
Zip Code



Quantitative Data – Pre/Post Surveys

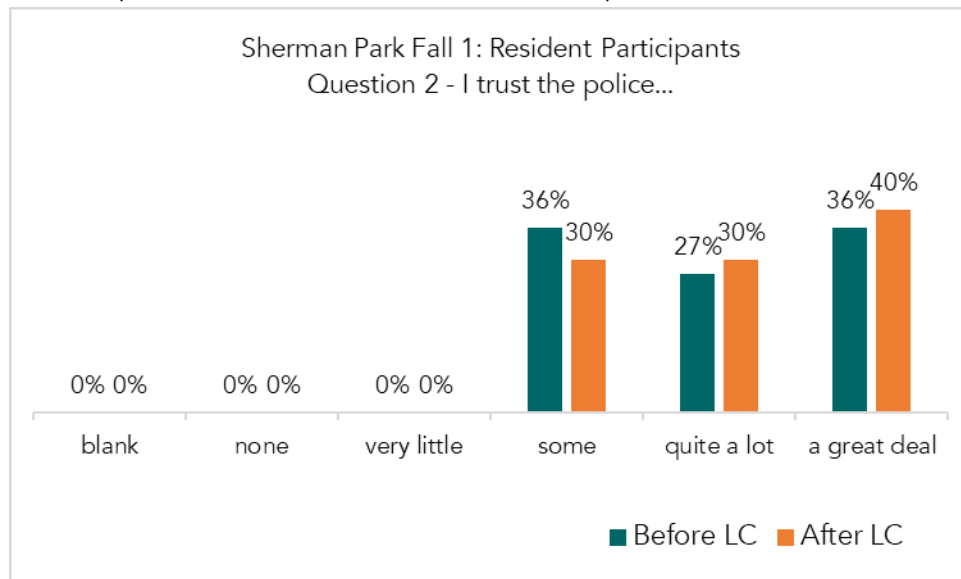
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

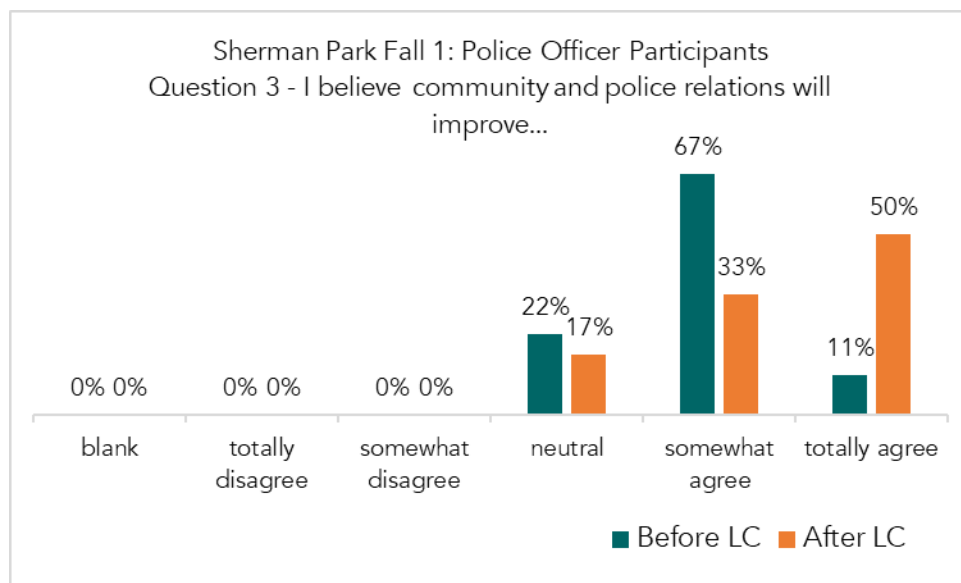
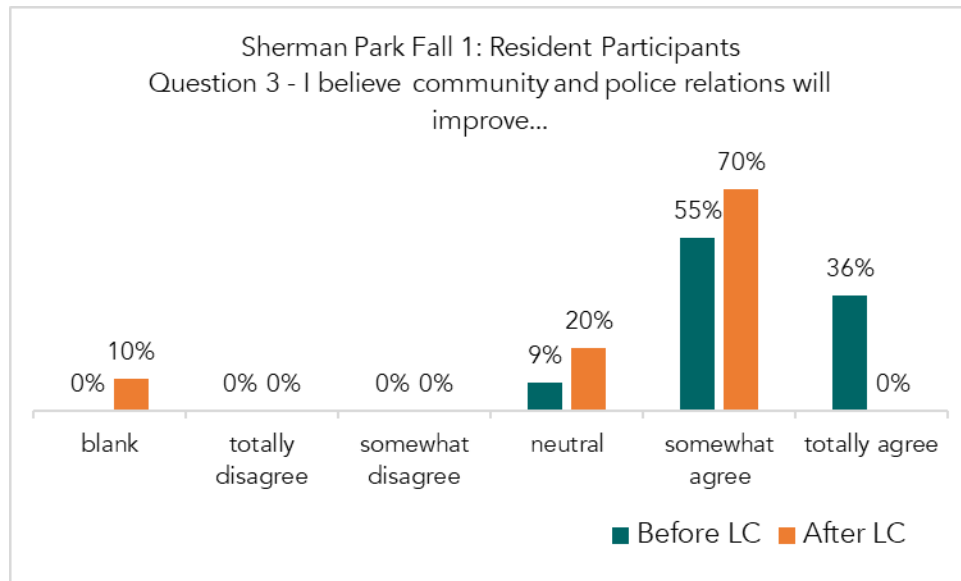


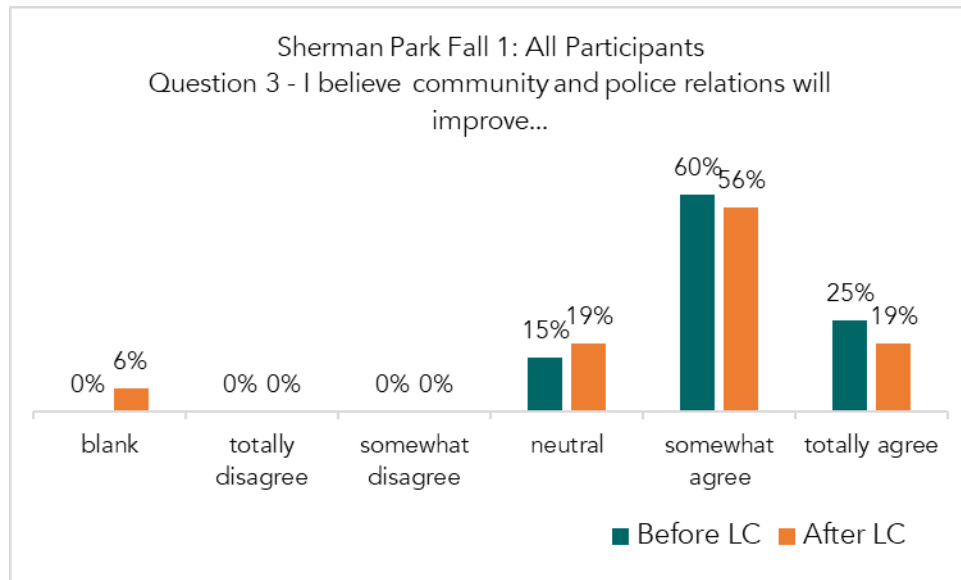
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

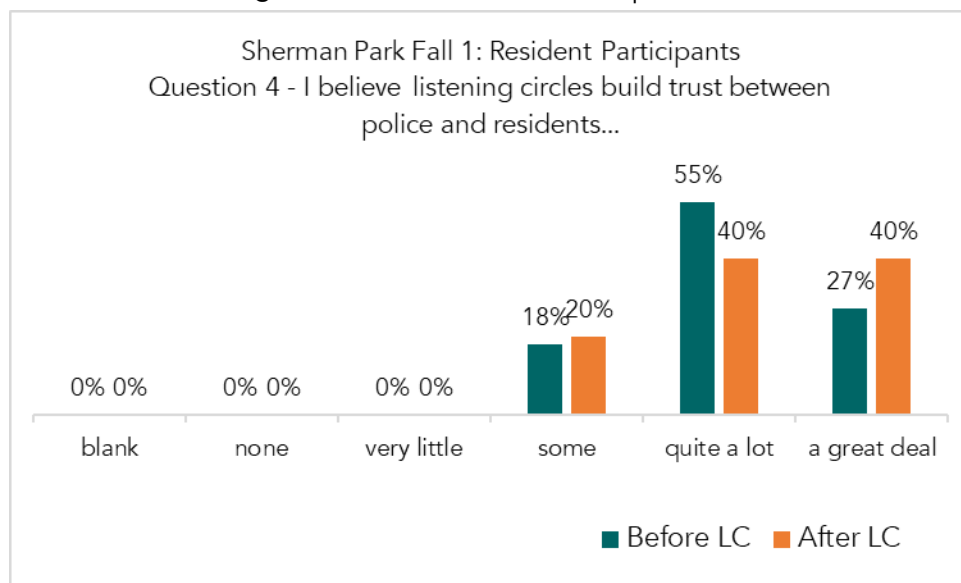


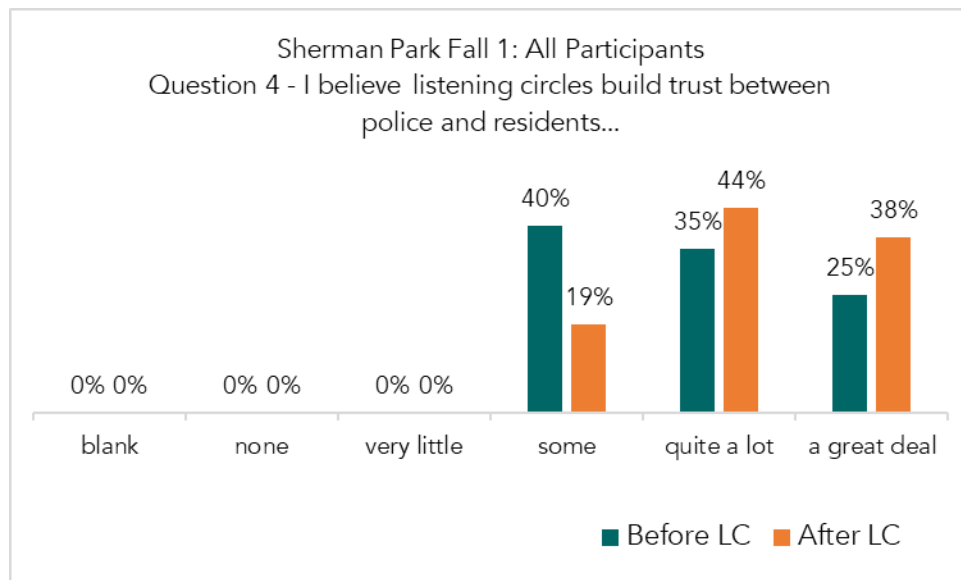
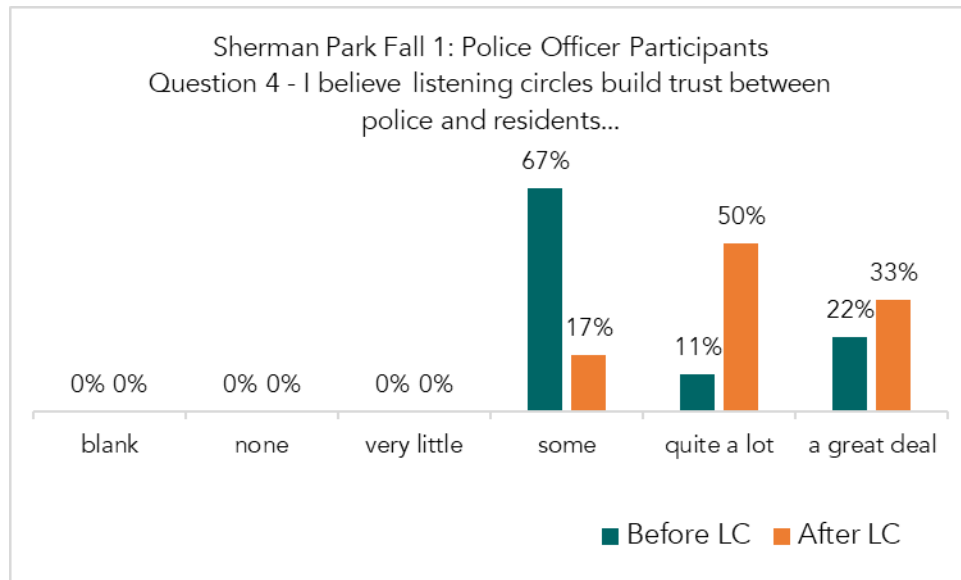
Question 3 – I believe community and police relations will improve...





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 still go out and play hoop with the youth.
- Relationships can be built. Police can be approachable and trusted.
- They are very helpful.
- Something that I believe I've always known, they are compassionate officers.
- Close relationship with police, never before talked with police in group setting.
- Dialogue.

- Listening to various experiences and points of views regarding their experience - outside the uniform.
- They are people like the rest of us (those in attendance).

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

- More people coming and having an open mind
- How long will police work with community groups?
- How can we get others to join us?
- What can we as citizens do?
- Police ARE people - not our enemies, needing meeting concerns of others
- When the new and discussion will bring the best out of each party?
- None (x6).

What questions or concerns are you leaving with?

- Bigger turnover with more attendees.
- None.
- Be open and interactive.
- More citizens participating.
- Stay open mind and ears to what is being said.
- More time speaking with residents.
- None.
- Age - makes in difference how you see police.
- Car crashes - high speed chasers.
- Carjacking.
- Red light running – pursuits.
- Suggestion for breakdown of family structure.

Listening Circle 2 – Dealing with Authority – Analysis

Question Round One: *“Tell a story from your life that impacts how you view people in authority. What was the experience and how did it impact you?”*

Participants mentioned a wide range of experiences that shaped their view of people in authority. Many participants described influential experiences with a boss at work or being raised in, and shaped by, a family culture that emphasized respect for authority. Some participants described being shaped by personal experiences with authority that were perceived by them as disrespectful, respectful, or helpful encounters. Participants also described influential interactions with authority that centered around race, assumptions of one another, fear, or confusion. A few participants mentioned being influenced by education.

1.1 Work Experiences

Several participants mentioned being impacted by their work place experiences. Most of these encounters were positive and consisted of learning about positive authority through example.

“Right out of high school I worked with Diamond Gym for 11 or 12 years at a car dealership. He would meet with other business people and they would ask how he became so successful. I expected to hear him say that it was because he was a smart businessman. But he said that it was not him but rather the people working for him that made him successful. He acknowledged the importance of leadership but always said that the purpose was for building a team. He was my example. I felt if something good happen it was the team but if something bad happened it was me.”

A few experiences were negative identifying that the experience of disrespect from authority had a lasting impact on them.

“The CSL was working the Blacks like slaves. One of the workers wanted to get off to go to a funeral and she wouldn’t let her—I felt she was being disrespectful, and I felt like if it had been you, you would have wanted to go.”

“I was 15 or 16 years old on the job and my boss was 30-something years old. He was flirting with me, making advances at me, and I didn’t know any better because he was my boss. Someone reported it and told me that I did not have to accept that kind of situation from that kind of authority. I had to learn to speak up.”

Several participants explicitly mentioned race in their response. Two individuals mentioned working in a diverse workplace and having general positive and negative encounters there with bosses and coworkers.

"I have lived a very diverse life at home and in the work place. When I started my job of nineteen years now it was like walking into a war zone. I was the only person of color, so it took a while for me to get comfortable. My boss was always fair, and he would ask my opinion from time to time. My background of diversity helps me in all aspects of my life."

"I was walking down the hall of the academy and there were several supervisors gathered in the hall. White officers were walking ahead of me and they said 'Good morning' to the supervisors. We are taught that we are supposed to say 'Sir.' I said, 'Good morning, gentlemen.' They said at the top of their lungs, 'Do we look like gentleman?! Address us as Captain or Lieutenant!' That made a really important impression on me. It is a great reminder to me to treat someone the way I want to be treated. Now I reach out to others to provide support just as a veteran African American female officer did with me."

1.2 Encounters with Police Officers

Participants described situations they experience with police officers that were helpful to them personally, including helping to solve a problem or influencing their current or future actions.

"Two months ago, I had a car accident and I was driving alone, and the door was stuck, and my arm was pinned. The police officer saw what happened and came rushing over to get me out of the car! I don't know how he broke that window but he did, and he was able to open the door so I could get out. I was really scared—but he looked out for me and called my mom. After this I thought differently about the police."

"I told my son he could not go to Washington Park to watch the fireworks, but he went anyway. I went to look for him and couldn't find him. The police were trying to keep traffic moving so they wouldn't let people through to the fireworks area. An officer could see that I was searching frantically and approached me. I explained that I was looking for my child. That officer used his authority to help me find my son. My son was a little bit disrespectful and the officer even asked if I wanted him to cuff him and take him in. I said no but I really appreciated his help."

"I was being chased by an officer. I went to jump over a fence but when I put my hand on the fence an officer cuffed it. I was still struggling, and they had to put me in a headlock. While in that position I saw the officer's gun and reached for it. I heard another officer say, 'Don't do it, son.' Given all that we see in the news I know he saved my life. I gave them a reason but, by the grace of God, I am still here."

"In my younger days I was also one who didn't listen and then I experienced the DARE program with police officers and one officer told me, 'Put in what you want to get out of life.' I see authority as a position for a reason and the officers influenced me to be a better person."

Participants also shared personal encounters with police officers that impacted their perception of police officers.

"When I got my first apartment, I heard a woman screaming outside. I looked out and there was an officer pushing a woman and hitting her with a stick. The woman was trying to tell the officer that they had the wrong man in custody. The officer didn't want to hear it and kept telling her to shut up. I try not to let that incident influence me, but I can't forget it."

"When I was 10 years old a cop stopped me, and he was really disrespectful to me and my siblings. I decided right then that when I grew up, I wanted to be a cop and not be that disrespectful cop because I know how it feels to be disrespected. I don't want to be that kind of person so that others can be treated the way I would want them to be."

1.3 Changing Assumptions and Behaviors

Some participants relayed instances where they took initiative to change assumptions or behaviors of those in authority.

"Growing up I used to think I was always right and so I found myself rebelling against those in authority. As I began to pay attention and just listen, I came to the conclusion I won't always win every battle."

"I encountered authority. I am the youngest of five siblings. I lived in Beloit. However, my older brothers and cousins were the ones who had problems with authority in school and with the police. Because of my last name, I was already picked out to be a

negative person when it came to following authority. Police and teachers always thought negative of me, so I had to change a negative into a positive.”

1.4 Treating People with Respect

Several participants identified being shaped by their learned or experienced family culture of respecting authority. When a particular person was identified as the teacher or example of this positive influence, it was a woman (grandmother, mother, or sister).

“I was named after my grandmother. I looked up to her. She was my authority figure. She treated me with the utmost respect and I thought that is the way that all persons who are older with authority is [an example of] the way that I should treat them. In order to gain respect, you have to give respect, and I was always told by my peers at work that I was a great boss.”

“I had an older sister who was in charge when Mom was at work. She was the second mom and we had to follow every direction. We would sometimes sneak out and she would find us. So, authority to me is strength and love. We went to camp and would feel unsafe because she wasn't there. I can be defiant or compliant with authority, but I do see the need for structure.”

One participant relayed a powerful and inspirational encounter between a pastor and a woman who was critical of him.

“At 17 years old I was at my home church. A woman came up to the pastor presiding over the meeting and started shaking her finger in his face telling him all the things that were wrong with him and the church. The whole time he said things like ‘okay sugar’ ‘alright honey.’ I would have been thinking about breaking that finger. He stood and took it. When she finally went back to her seat he simply went on with the agenda. I have seen people abuse of authority. The pastor was an example to me of what it is to have a presence of respect.”

1.5 Fear

One participant shared an experience growing up and learning to fear authority which started with teachers.

“My first encounter with people outside of my parents was my kindergarten teacher teaching us how to count. If we missed or counted wrong this person of authority had a right to spank us. I was taught as a child [that I was to] I feared the teacher and next to my parents that was my first encounter with authority.”

Question Round Two: *“What does positive authority look like to you?”*

During Question Round Two, participants offered various characteristics for positive authority. No description was identical, but an overwhelming majority of participants identified a general sense of selflessness and prioritizing the well-being of those under the authority as characteristics of positive authority. Descriptions by participants included respect, caring, empathy, and empowerment of others. Several participants mentioned a need to lead by example, being flexible, and receptive to feedback. Other characteristics mentioned included empowering others, being calm, non-judgmental, and, even, having a positive physical appearance. Some participants also mentioned the church as a symbol of ultimate authority.

2.1 Respect and Trust

Many participants identified ‘respect’ as a characteristic of positive authority. Respect was often mentioned along with having a concern for the well-being of others and trustworthiness.

“People who respect you and does not disrespect you. It’s a person that wants to see people do better in life and wants the best for them. It’s someone who does not bring them down.”

“People that help bring out the best in other people, respect others, and wants the best for others. Some examples are my mother, my husband, kids, etc.”

“I think the positive for he/she is giving respect to get respect and not over doing it because they are in charge.”

“Respecting a person with a positive attitude whether it be on duty or off duty.”

“Someone you can go to finding them trustworthy.”

2.2 Caring and Non-Judgmental

Many other participants mentioned caring for others in a variety of ways such as through empathy, positive attention and helping others. Other comments were general statements of care for others.

“A positive authority figure would empathically understand that everyone has a story.”

"I would hope a positive authority figure would come to realize that they are who and where and why they are for the purpose of positively affecting the lives of others."

"This person looks like they want to help others; someone that's positive and that you want to talk to. This kind of person makes me feel good about yourself. Someone who's there for you."

"Positive authority comes from inside. You have to care for people. Not being too arrogant. Having wisdom."

"It's someone who is not concerned with themselves but with those they have authority over or with."

Two participants mentioned not positive authority is not overly judgmental.

"One should never be too judgmental."

"Someone who allows me to make mistakes without judgement."

2.3 Leading by Example

Several participants mentioned positive authority leads by example. This expresses a desire to see consistency and integrity in authority.

"I see positive authority as a person in charge leading by example, fair-minded and does the right thing in decision making or giving assignments."

"Leading by example. Being able to control a situation before it gets out of hand. I try to avoid the triggers that keep people from snapping and lead by example."

"It's leading by example and open to suggestions."

"I see positive authority as a leader who is impactful on those they lead by their humbleness and welcoming spirit while ready to teach and lead."

2.4 Flexible and Collaborative

Some participants described positive authority as being flexible. Desiring authority to see each situation uniquely and to ultimately display concern for those under their authority.

"I see positive authority as a person who is professional, flexible but firm. Their character and demeanor will show you their authority in the situation."

"I think positive authority looks like a person who can be firm yet flexible in their leadership and giving direction. Flexible doesn't mean bowing to every new method but someone who doesn't need to flex their authority to get results."

One participant explicitly mentioned positive authority is working together with others.

"Being in authority on the job I would praise them for a job well done. Help in working together to get the job done."

2.5 Positive Appearance

Physical appearance was also mentioned by participants as an important aspect of positive authority.

"They look well-kept, clean and the way they talk and walk."

"Someone that's always smiling—even if it's for no reason."

2.6 Receptive to Feedback

Two participants explicitly mentioned being receptive to feedback as a characteristic of positive authority. Being willing to listen and make changes based on those under their authority demonstrated a concern for those providing the feedback.

"Someone who does not take things personally. They accept criticism and feedback, not taking it as someone is talking about me, but someone is talking about my decision."

"I see my boss as someone in authority that is positive. He likes lots of feedback and he ask our opinions and welcomes our thoughts on situations or task."

2.7 Calm

Two participants mentioned having a calm demeanor as being important.

"I think the positive authority is calm, on an even keel and does not lose their cool or allow an emotional response."

"Being able to control a situation before it gets out of hand. I try to avoid the triggers that keep people from snapping and lead by example."

2.8 Spiritual Authority

A few participants mentioned personal beliefs about authority, church and God. One participant specifically mentioned that their concerns with authority can be given to God.

"When I found a church home, I found love. In church I feel I belong, I feel secure and I feel love. It gives me strength because I found a better way to accept what is in front of me. With my defiant nature I found Christ as my authority."

"Positive authority looks like you, a great boss and manager. Negative things, I would never have to say. If challenged I would give it to God, praying for her attitude because there are days that I work in a very bad work environment."

Connected Conversation: *"How do you think the Sherman Park community (both officers and residents) can show respect for each other as individuals?"*

During the Connected Conversation, most of the discussion focused on future police and resident relationship building as well as the status of relationships between residents and police. Participants discussed the ways Sherman Park has changed over the years and a need to specifically focus on engaging the youth in building relationships. Other conversations included questions about officer training and otherwise general comments.

3.1 Police and Resident Relations

Participants shared a desire for more intentional efforts in relationship building with police and residents. A desire to build trust was expressed as well as a need for the community to know the police care about them.

"Residents need to know without a doubt that the police care about them. When police put on the uniform, they need to do so without showing any favoritism towards people. Residents need to know that there [are] consequences to stitches and snitches."

[Officer] "I am at the point of field officer training. What can I do as a recruit to gain trust?"

[Resident] "I remember the 'officer friendly' stage. I used to feel comfortable and trusting because they would spend time talking with us and would know us by name."

[Officer] "So I should get to know people personally?"

[Resident] "Treat everyone like your mother, grandmother, sister and aunt. Just like I'm out here protecting and serving others I am protecting and serving my family. Everyone is someone's relative. Check yourself. Make mistakes and do better the next time. Have empathy. I don't know what others have been through. We also have to work through communication barriers. What if I'm 80 years old and you come to my house to regulate something and you are young enough to be my child?"

"In that vein of authority, Martin Luther King said, 'In order to transform you must love them and they must know you love them.'"

3.2 Youth in Sherman Park

Some participants mentioned a need to target youth in police and resident relationship building stressing it's importance in positive change efforts.

"For Sherman Park I just started patrolling the area and the kids said that other officers were really mean to them. I think interaction with kids is important at putting us in a position so that kids can see positivity in us."

"We have to figure out how to target and capture our youth before the streets."

3.3 Being a Police officer

Some participants discussed aspects of being or becoming a police officer. Participants raised questions on police training while others shared experiences from being police officers.

[Resident] "Does the academy talk about your role and presence in the community in an intentional way?"

[Police] "Absolutely. We go through 27 or 28 courses. The most important have to do with professional communication with an emphasis on how officers are to interact with the public. We are to be empathic, respectful and non-judgmental in our behavior and speech. The academy knows there is a huge opportunity now to develop relationships in the community. We go through examples of interactions and dissect them to see what worked and what could have been done differently."

"Sometimes people think that, as an officer, I am not like you guys. But I am you guys. I grew up in the same neighborhood and have been through many of the same experiences."

[Resident] "Do officers have cards with their names on them?"

[Police] "Yes. We hand them out so that people feel a connection if they need to call."

3.4 General Comments

Some participants shared follow up questions or general comments for one another about topics such as the changes they have seen in their neighborhoods or commending one another for sharing.

"I wanted to commend the officer and ask if the impact that officer had on her is what made her decide to be a police officer."

"I've lived in my neighborhood for over 40 years, and it started to change over the last four to five years with the newcomers and absentee landlords. The speeding through the neighborhood has increased over the last couple of years."

"I feel that officers need to be seen on the streets assisting with block clubs and playing a big part in the community."

"We have 8 cameras."

"Growing up we didn't have cameras; you used to be able to rely on your neighbors. Where I grew up the kids were well-covered by the neighbors."

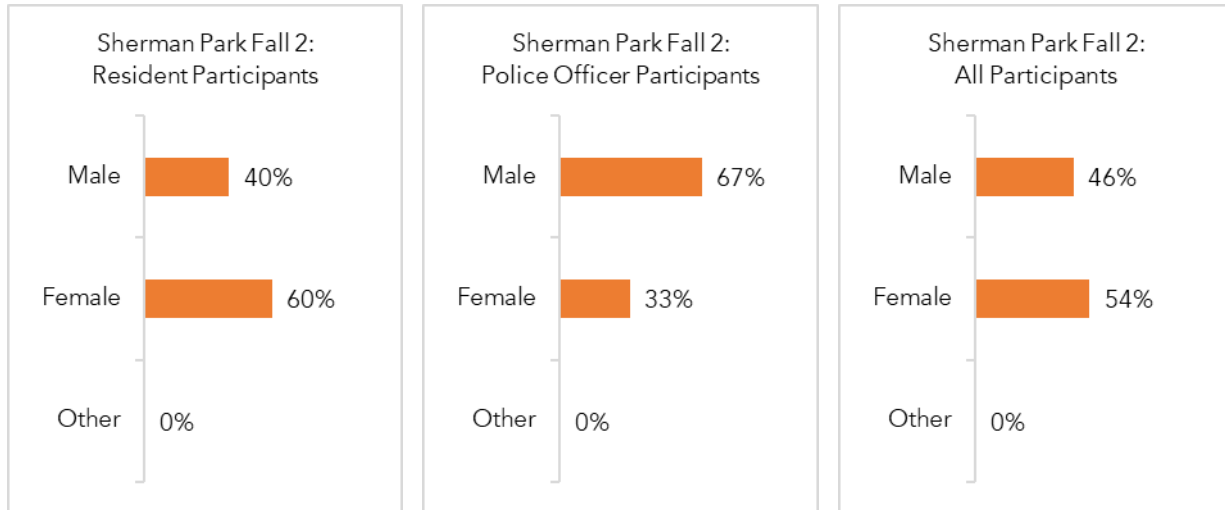
Parting Words

All participant provided positive feedback about their experience in their discussion groups. Participants expressed a renewed sense of hope for the future and gratitude. The words were "respect" and "hope" were most prevalent. Overall, participant responses indicated that they appreciated the opportunity to engage in conversation with one another and have hope for the future.

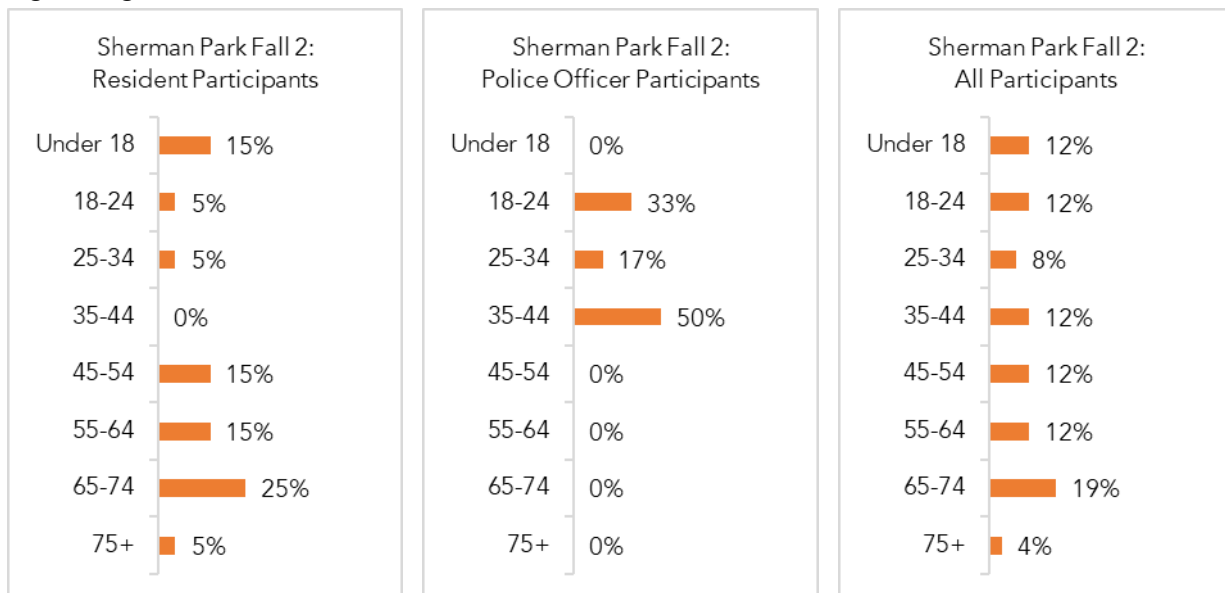
Feedback Forms

Demographics

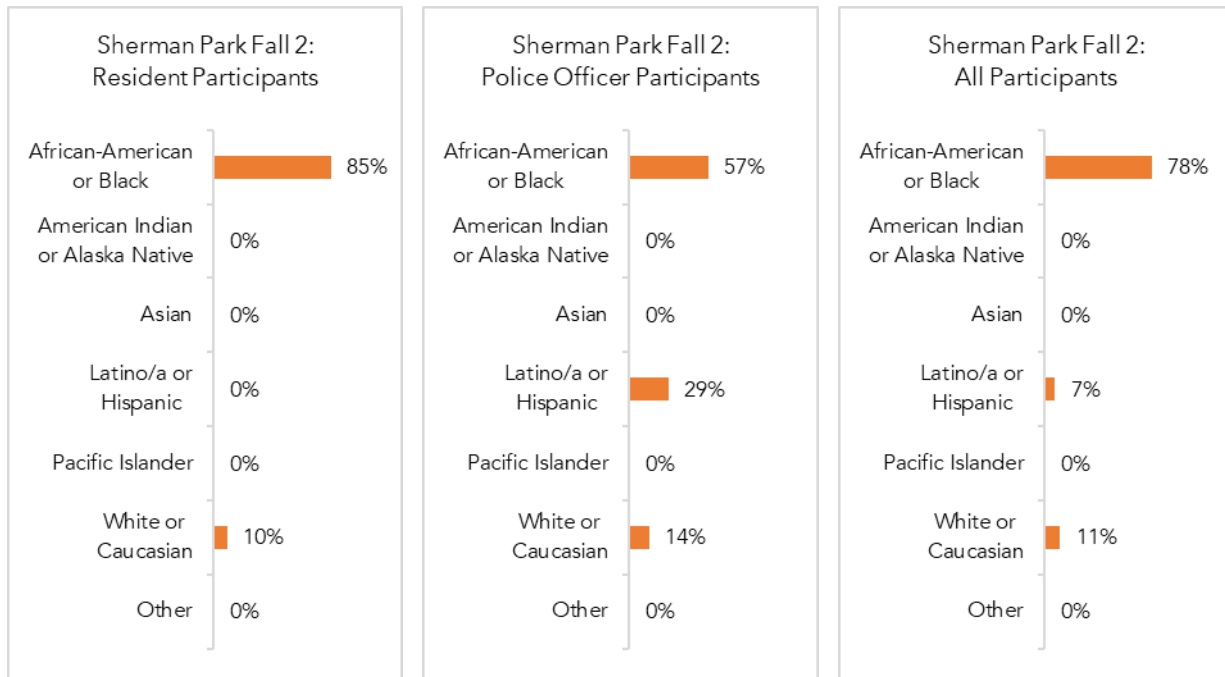
Gender



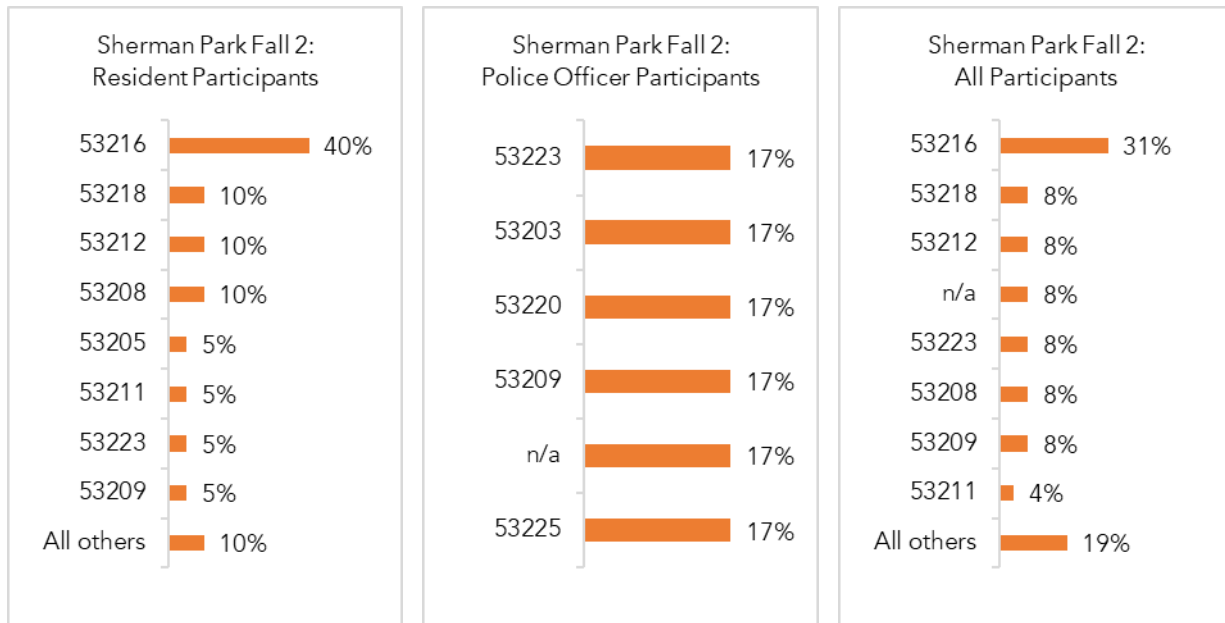
Age Range



Race/Ethnicity



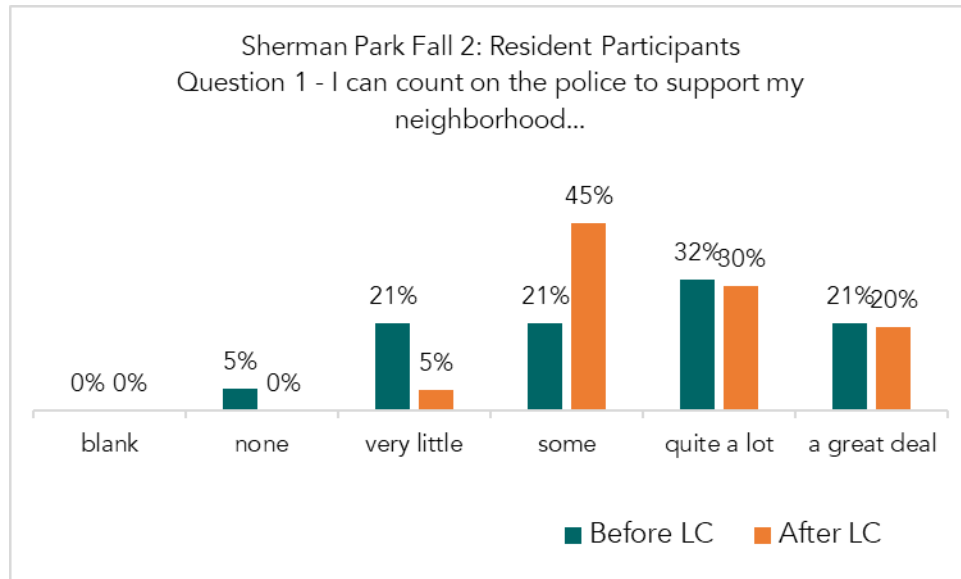
Zip Code



Quantitative Data – Pre/Post Surveys

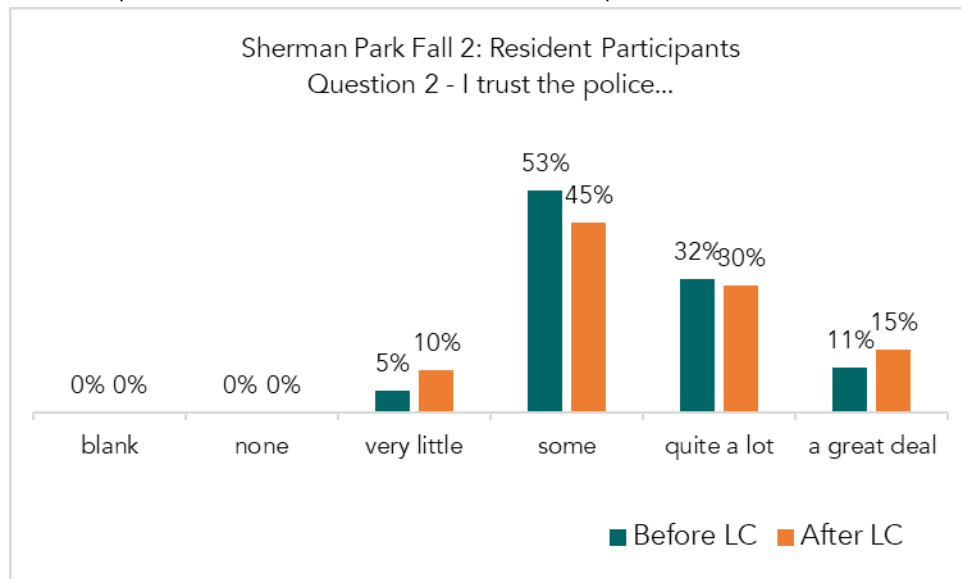
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

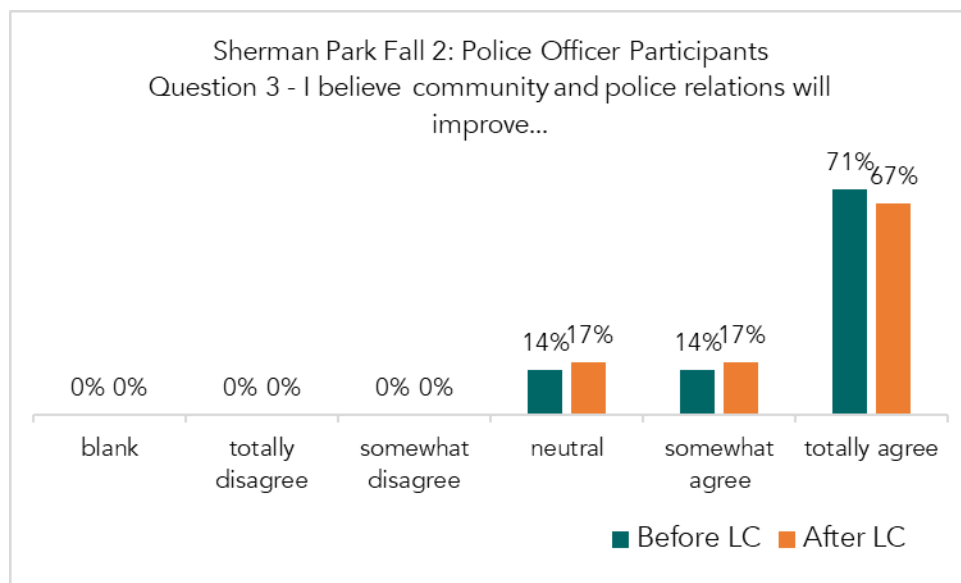
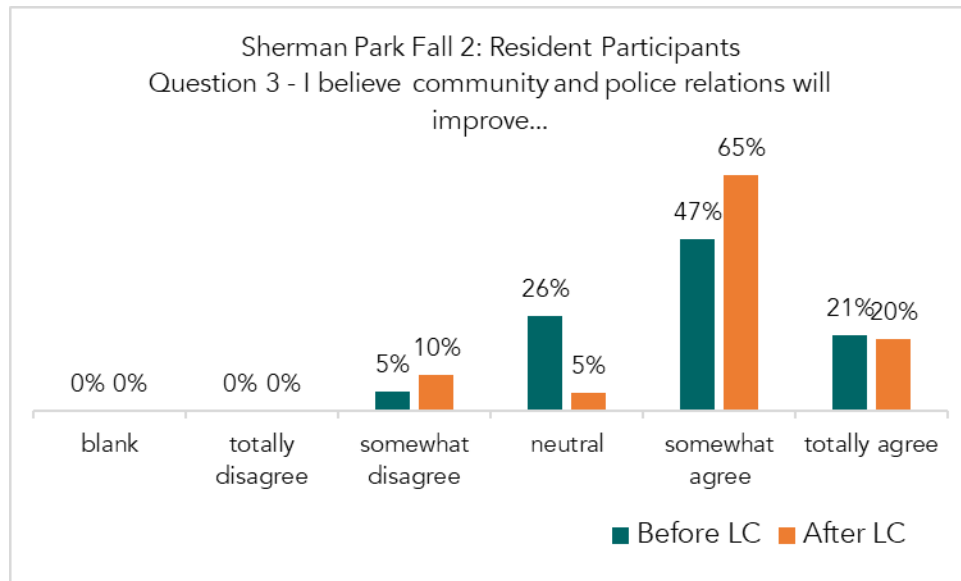


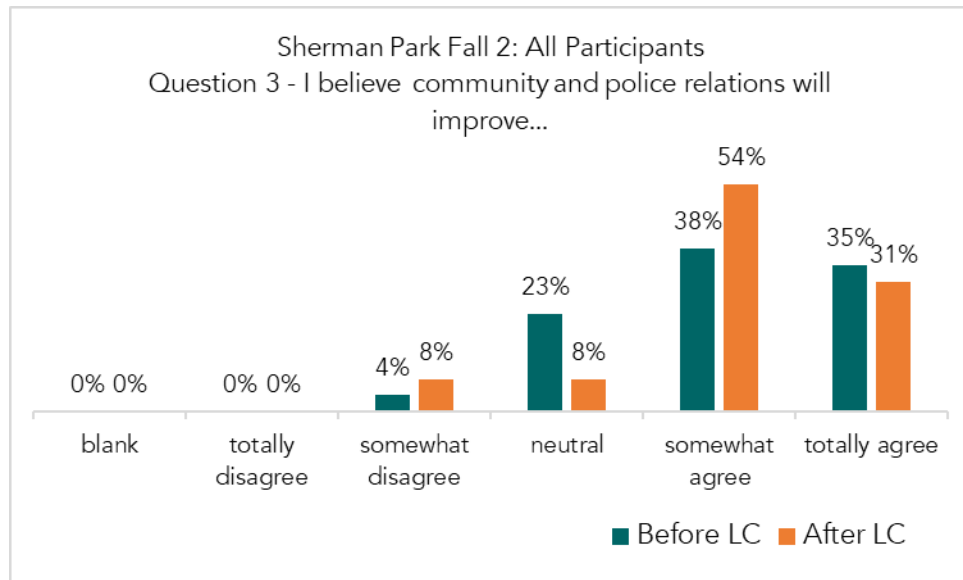
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

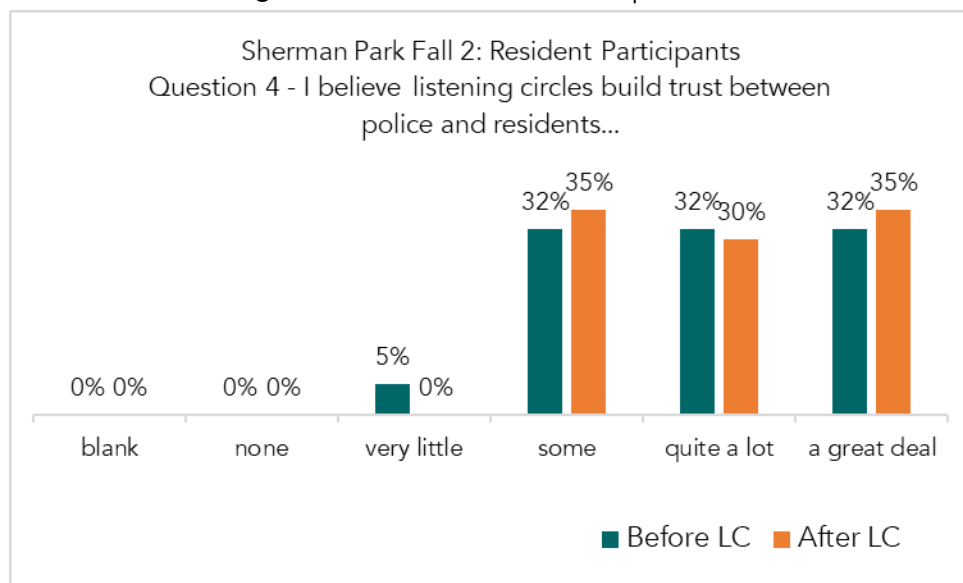


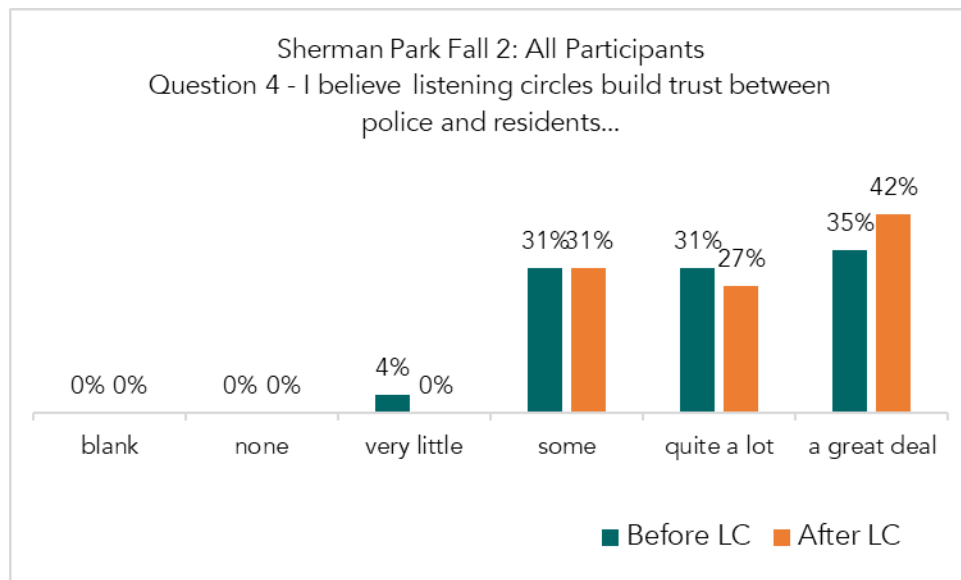
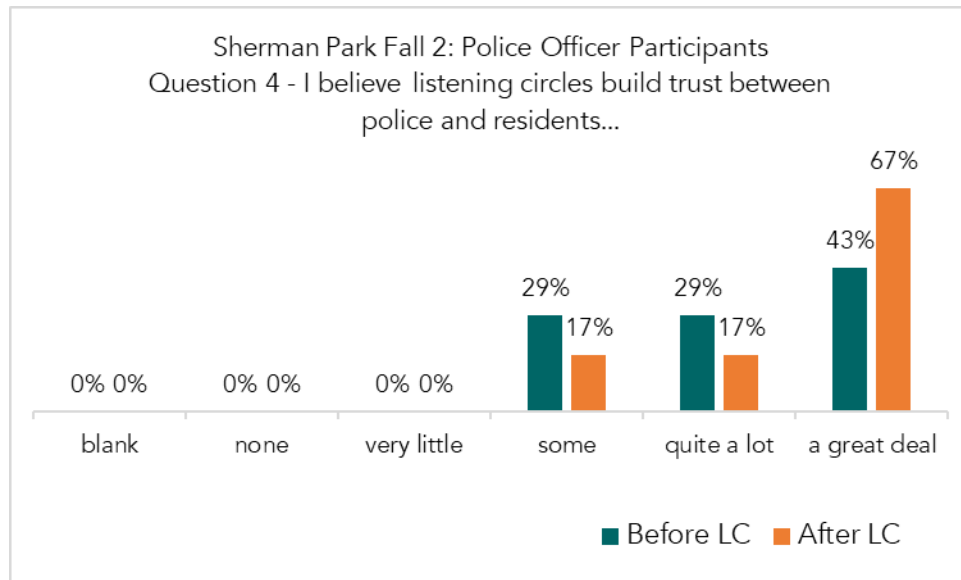
Question 3 – I believe community and police relations will improve...





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 or police today?

- The statements from everyone and how they feel about the community and police officers
- Conversation, yes.
- The citizens being able to ask their own questions.
- Hearing others' viewpoints.

- Getting suggestions on how to help improve relations between the police and the community FROM members of the community was most valuable. I learned that people really want that personal relationship with the police back.
- They are regular people.
- That you get to talk to people about the community.
- To know that officers can still respect their job.
- That they're here for the people.
- Some officers are on the job do care.
- That they will help.
- Awareness of issues; will not offer excuses.
- To sit down and actually have a conversation with others. I learned that all officers aren't the same.
- That they are willing to listen.
- The open communication.
- People just like me!
- For the most part, they are really concerned about this city and our children.
- Listening to other viewpoints/backgrounds/upbringings.
- An officer with spirit, that inspired me to trust.
- Open & honest communication. The belief that relationships can and will improve.
- They are willing to listen to improve communication.
- That they are intelligent, caring and personal people with many emotions as are we.

What questions or concerns are you leaving with?

- No.
- The youth population.
- When is the next session?
- How to reach more of the community with meaningful dialogue.
- Respect.
- None at this time.
- We can ask for help.
- Will relation really significantly improve?
- Can the community get better? Less racist police, can police stop thinking every teenager is the same?
- Will these listening circles really make a difference?
- Get the word out (TV, radio, flyers) in order to get more people involved.
- How effective are seniors?
- How can we get more people to participate?

- How to better bring our community together.

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

- Communication before or after events or disturbances.
- Letting there be more open conversation.
- More teens from the community.
- Everything was great.
- Keep it up! Excellent!
- Why do some cops take their job for granted?
- Positive authority.
- What would police do?
- What's the role of community politicians?
- Speeding through stop signs.
- How to get the people in authority more included with the community.
- Young adults/teens at an event like this.
- Specific ways to cause changes on small level.
- Children and teens how to reach them.
- Respect, Race relations, differences, History of Milwaukee police (Northside/Southside) challenges.
- Steps to organize a block watch.

Listening Circle 3 – Sex Trafficking – Analysis

Question Round One: *“Share a time you may have seen or experienced activities related to prostitution or sex trafficking in the neighborhood. How did the experience make you feel? What did you do when it happened?”*

During Question Round One, participants mentioned a variety of experiences, feelings, and responses. Several described witnessing situations in the community that they knew, or had assumed, were connected to sex trafficking and prostitution. Some participants discussed the role of hotels and housing. Others shared stories of rescuing young people from situations related to sex trafficking or prostitution. A few participants discussed having no experience to share and how they would approach a situation. Feelings among participants ranged from feeling numb, helpless, and sad, to feeling mad and angry. Participants shared their response to these situations were either reporting what they saw or doing nothing.

1.1 Observations in the Community

Several participants identified times they witnessed activities in the community. Some participants specifically described the presence of young people and drugs in these situations. However, participants did not identify what activities or situations they observed that gave them confidence it was sex trafficking or prostitution.

“Just passing by certain areas I have seen the situations and activities going on, I’ve seen quite a bit of it. It makes me sad to think that things got that bad where a person would choose to engage in prostitution on their own.”

“I do unfortunately see a lot on a daily basis coming and going from work in the Lisbon area between 24 and 35th Street. I see it all the time, and there was one incident of a young lady that you could tell she was so strung out. It made me angry, sad, and I wanted to do something, but I didn’t feel comfortable approaching her for fear that her pimp was looking out. I didn’t have enough knowledge about how to act.”

“The only experience I have is observing as I’m driving through the city...”

1.2 No Experience

A few participants expressed that they had no experience to share and shared their feelings and what they would do if they did encounter a situation.

“I have been fortunate not to have experienced any activities related to prostitution or sex trafficking. Being an older white male, I can’t speak of any experience

with the police. If I would have an experience of either situation, I would feel bad, but I don't know that I would report it. I am a father of two daughters and I'd like them to be treated with respect."

"I have never experienced any of these activities and if I did, I don't feel I would do anything because I feel like that must be what they want to do."

"I've never really seen it but if I did, I wouldn't do anything either in regard to the prostitution. I feel a different way about sex trafficking because the person(s) are being forced into the activity and I would definitely call the police."

1.3 Hotels and Housing

Two participants explicitly mentioned housing, whether it be hotels or apartments, as being involved with their experience. A police officer mentioned that it is common to be called to a hotel...

"Common calls to the police department mostly deal with hotels. Parents/family calling in about their kids (younger ladies) being exploited for sex trafficking. I feel saddened. A lot of times I get calls back from family looking for hope. Most times John Doe doesn't leave a trail because they pay with cash. Now that's changing because the law is requiring hotels to require a card, get ID, etc. so that helps track them down. The two biggest places are in Appleton and Fond Du Lac—it's really hard to track."

Another participant shared a story about the role of housing in sex trafficking and prostitution as observed by a student of theirs...

"While working in the schools, a young lady came to me and told me of an incident that was ongoing in the building where she lived. She shared with me that the tenants of the building were widely populated with young women with children and how the landlord was taking advantage of the women, exchanging sex for money or rent. I contacted the sex trafficking people and told them of her story that she had shared with me. The young lady moved out of the building and moved in with her grandmother."

1.4 Stories of Rescue

Stories were shared by police officer participants about rescuing women from situations. Both stories involved reaching out to the parents of the victims in the end.

"Two years ago, my partner and I were walking the beat on the south side and we came across this tall lady, approximately six feet tall, wearing a hat, and when I

stopped her, I found she had a black eye. The lady began sharing what was happening with her and she shared that the man who had done this to her was using her and hitting on her. My partner and I found out she was from La Crosse and were able to reach her parents to inform them where she was. We stayed in contact with the mother as we took her to get some breakfast and then put her on the train home."

"Approximately three to four years ago, my partner and I were on a burglary call and waiting for photos. While waiting, a young lady ran and jumped into the back of the squad car and told us she was being held against her will and that she had run away from another city and was being held in a house being raped repeatedly by a male and female. We took her back to the station and she gave us the truth. She had responded to an ad and said she thought she was just coming here to party and that she did go willingly but didn't know what she was really getting into. We did arrest the male and female accomplices who had many victims and was wanted on the federal level. Her dad and mom came to pick her up and we found out she was nineteen years old."

1.5 Family

One participant shared a story regarding their daughter. They discussed how they are now involved in volunteering activities and that, at the time, they did not know what to do.

"I am a volunteer for an agency that's involved in ridding sex trafficking. A daughter of mine (now dead) was a victim. I remember having some questions and I think I thought of her as the black sheep of the family. As I look back, I think it involved prostitution. I felt ashamed, embarrassed, felt no one was there for me to talk to. I blamed her for the way she was instead of the people she was dealing with. If I had known information, then that I have now I would have acted differently."

Question Round Two: *“What’s one way residents and police can work together to address the change?”*

During Question Round Two, participants offered various thoughts on ways to work together to address change. Several participants mentioned needing to have more open communication between police and residents on this topic. A theme that also emerged is the need to say something or report on what is being seen in the community. Other topics of discussion included support services for victims, the role of media, positive parental involvement, punishment for perpetrators, and the development of a neighborhood mentorship program.

2.1 Communication Between Police and Residents

A few participants mentioned a need for more open communication and a willingness for residents to call police to report what is being seen.

“Open communication between residents and the police in the neighborhoods. We have block clubs and meet with community and officers to talk about what we see. We talk about sex trafficking, and we have a captain in our group who we can report to. Open communication between officers and residents. We have a good response and good relationship between the neighbors and police. The neighbors watch out for each other.”

“I agree with the other person about open communication between the police officers and the residents. A lot of times the residents see things and are resistant to call it in because they are afraid of retaliation and I don’t know if you can assure the resident that they will be safe. So, they don’t call in. I think having more hotlines, resources, etc., available and let people know what is available so they can share these especially if there’s no retaliation.”

2.2 Communication if Sex Trafficking is Suspected

Participants relayed a general need to act and respond to what is seen in the neighborhoods, noting the role of the police department and role of community members in reaching out to community groups about the topic.

“It is so important that if you see something, you say something. A lot of times people are afraid—maybe you can talk to community or church leaders and educate yourself on the issues. At least being in a position to help or to get help. The police department does have a special crimes unit that deals with sex trafficking, but we are

lacking staff and don't have a lot but can address the issues. Sometimes victims don't follow through."

Participants continued to share personal experiences, resolving to speak up and communicate in the future.

"I recall a time when I was in my 30s attending a conference and I saw two males walking together one older and one young teenager. I believe the young teen was being held captive by the older male. I didn't speak up, but I could tell by the body language and tone of the older male towards young teen. I feel strongly that if I was to witness any such thing again, I would notify and work with the police. Just to think young girls and boys being held against their will upsets me."

"A few years ago, while visiting another country I was made aware that they have a district for prostitution. I was asked if I would like to go see the district and I declined. Personally, I don't think people make a conscious choice to engage in prostitution. If I saw young girls and young boys being held against their will, I would report it to the police."

2.3 Support Services for Victims

Two participants mentioned a need to focus on support services for victims and identifying an absence of services as a reason a victim might return to prostitution.

"Full support for services afterwards and think about the opportunities for trafficking or prostitution—if they are taken off the streets a lot of times there is not support. No family, money, or immediate services and that's the reason they go back."

2.4 Role of Media

Participants discussed the role of media and expressed how the media should focus on preventing sex trafficking or prostitution to begin with. One participant relayed a need for parental involvement in a child's use of media.

"The best way is to nip it in the bud and never get started down the path as young people and social media. Parents need to know who your kids are talking to. If they get mad because you're being in their business remind them that having a phone is a privilege. Once things happen the girls end up in a situation like Stockholm syndrome

where they take up for the guy. Be nosy and overbearing especially with social media and get involved."

2.5 Punishment for the Perpetrator

One participant mentioned a need for stricter punishment for the perpetrator...

"Refocus and reframing the problem and first communicate to police officers and residents. I think we can start talking about it in a different way that is helpful for the victims and stricter punishment for the perpetrator and make them the criminal. It seems like that person is not the focus instead of the person on the street (especially minors)."

2.6 Continue the Present Efforts

One person shared that they believe not much more can be done.

"I really don't think there is too much more we can say or do. As police we will approach and assess the situation following procedure and the community can try and help to keep the children safe and at home out of harm's way."

2.7 Neighborhood Programs

One participant mentioned having a mentorship program where young people could receive guidance on deterring certain lifestyles.

"I think one thing would be to keep having dialogue on how to deter from the lifestyle. I think it would be good to redirect or try and get them into a program to receive the right guidance to turn their lives around. I think mentoring, working with the police and becoming a mentor would be helpful. The officers would be able to direct them to mentors and role models in the neighborhood."

Connected Conversation: *“What can you do as an individual? What holds you back from getting involved? What questions or concerns do you have? What are your hopes for the neighborhood?”*

During the Connected Conversation, discussion circled around topics such as focusing on the perpetrator and creating greater awareness of what is happening in the neighborhood. Participants also discussed topics related to Question Round One and Two, such as the role of media, and expressed the need to continue these difficult conversations surrounding the problem of sex trafficking and prostitution. During Parting Words, participants shared positive sentiments of hope and a desire to continue conversations.

3.1 Focus on the Perpetrators

Participants discussed the topic of focusing on perpetrators more thoroughly and eventually relayed the current efforts of detective work done by police officers that are often more behind-the-scenes.

“I had a question I wanted to understand you better, about you stating that the focus should be on the perpetrator. Would you clarify?”

“I don’t know I just think it’s mostly too much focus on the victim and not the person who is behind it. I look at the broader picture.”

“Yes, but you have to have a starting point. It’s a large framework of girls who are victims of trafficking. There are other resources and there’s a lot of fear of retaliation. Sometimes girls do provide info, and this is the beginning of getting on the path of state or federal work. Most police officers look into what’s going on.”

“Yes, but what if legislature and policy makers would do more so that it seen as racketeering crime and more focus is on the people behind the ring.”

“We do go after the ‘Johns’ and we have officers who work undercover as prostitutes. We put more effort in trying to solve it as a whole. We are doing more than just going after the victim. A lot of people don’t see what’s going on behind the scenes and all they see is the girl on the corner.”

“Also, we have officers undercover going online on these sites to get the ones who are recruiting online—websites.”

3.2 Improved Awareness of the Topic

Participants relayed the desire and need for residents to be more aware of what is going on related to sex trafficking and prostitution.

"I don't feel the residents are made aware of things as much as they should be especially if it's nearby or in your neighborhood."

"I find that people are surprised that this goes on in good, bad and prominent neighborhoods."

3.3 General Comments

Participants discussed various topics including feelings of anger about young girls being targeted by men, the role of media, and the need to acknowledge success stories and continue conversations about this subject.

"I angry about men targeting twelve-year-old girls, enslave them and then as they grow up and do get out on their own that's pretty much all they know to do."

"Success stories are out there—there was just a case on TV a short while ago about a young girl that was supposed to meet someone on social media and she ended up in a situation where she was gang-raped. She did come forward to report it and that caused another person to come out and talk about what happened to them. Now here's where they need to have immediate services once the dust clears and the person is in jail."

"I think this is a difficult subject as well as a big problem and I feel we must have conversation on the subject."

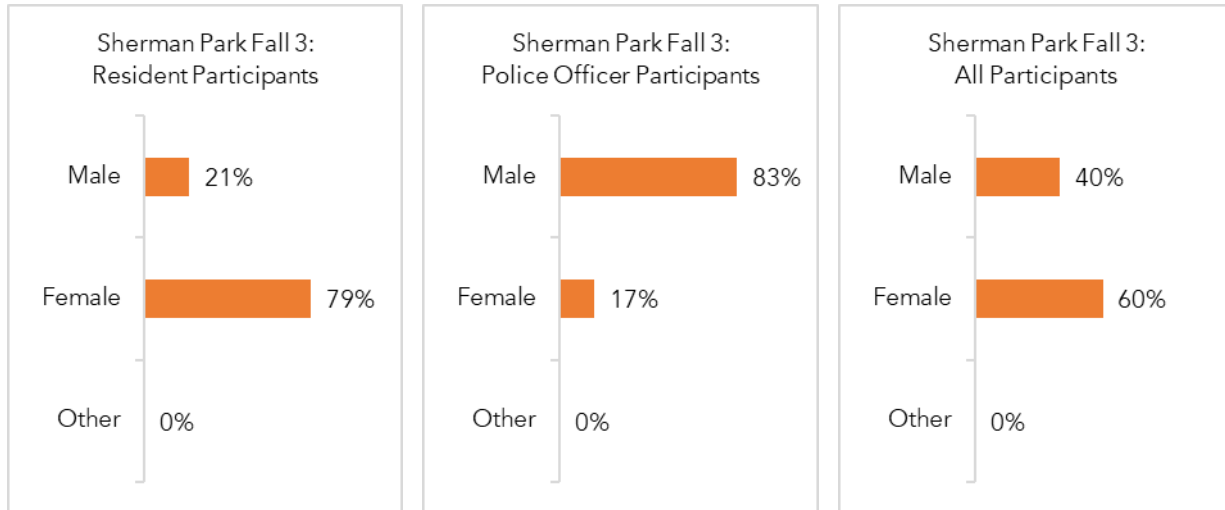
Parting Words

Participants provided positive feedback about their experiences in discussion groups. They expressed hope for the future, a desire to follow conversation with action and a desire for more conversations. The words, "hope" and "communication," were most prevalent during the Parting Words.

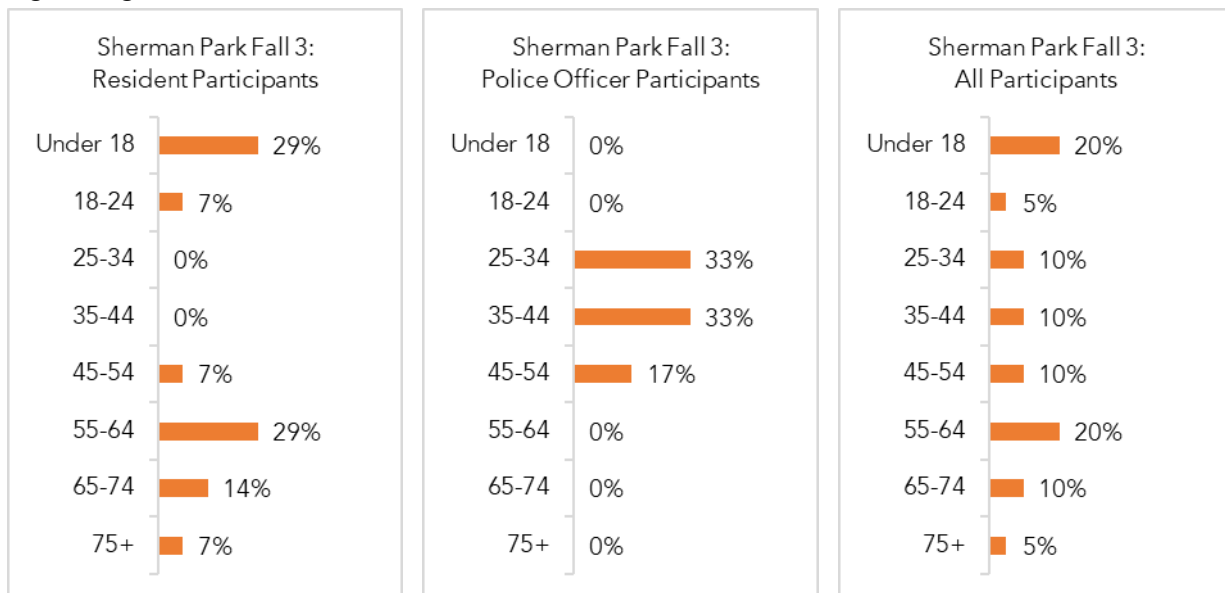
Feedback Forms

Demographics

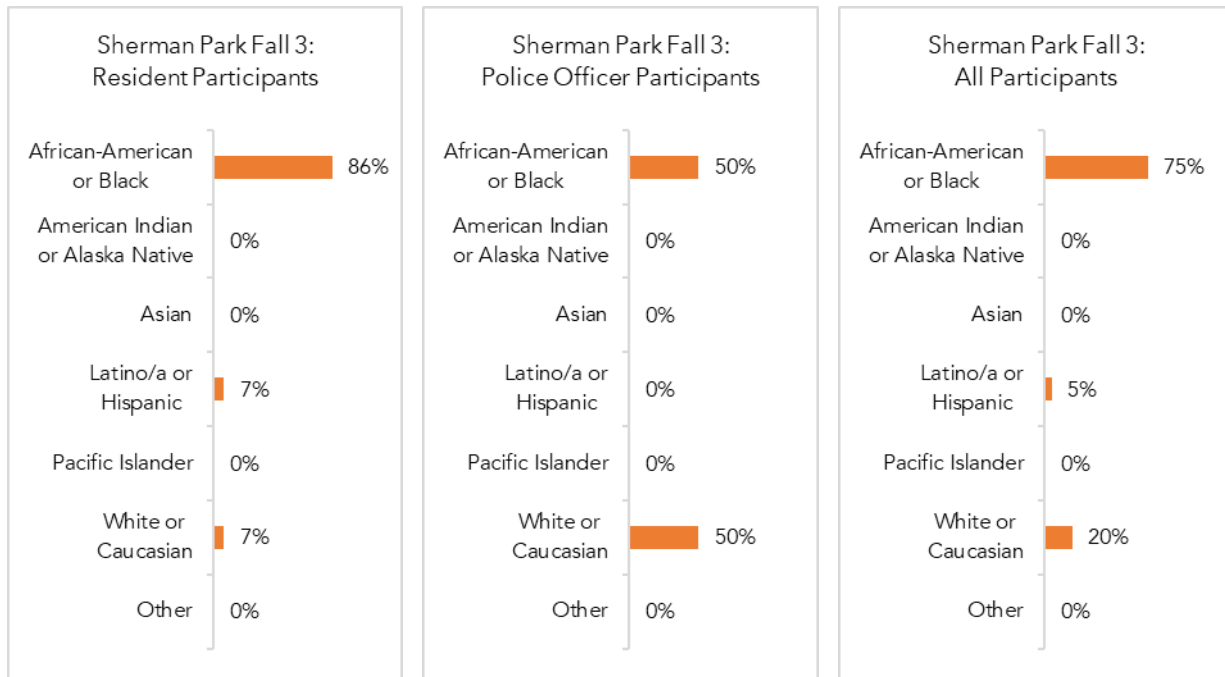
Gender



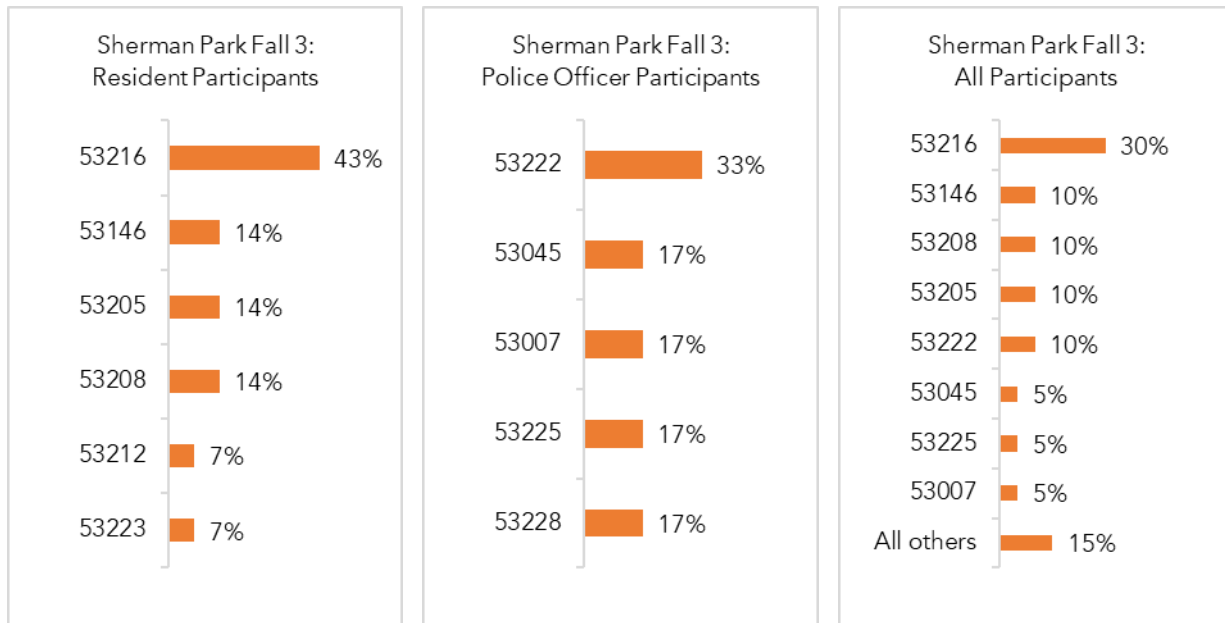
Age Range



Race/Ethnicity



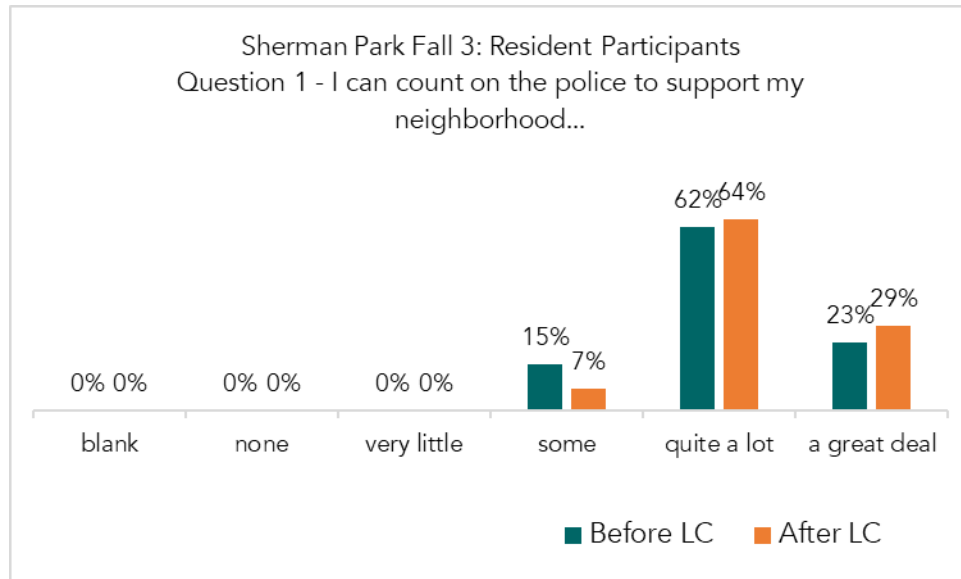
Zip Code



Quantitative Data – Pre/Post Surveys

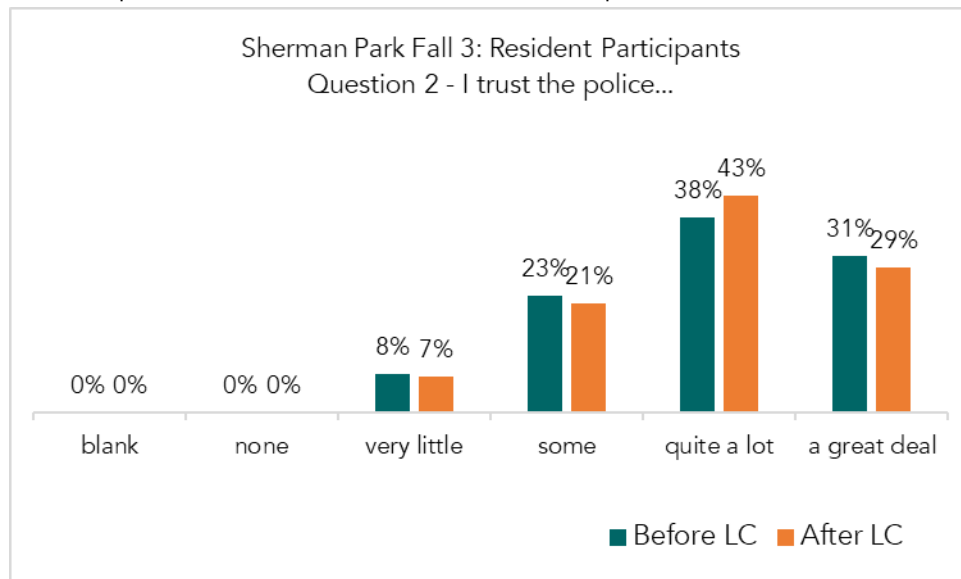
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

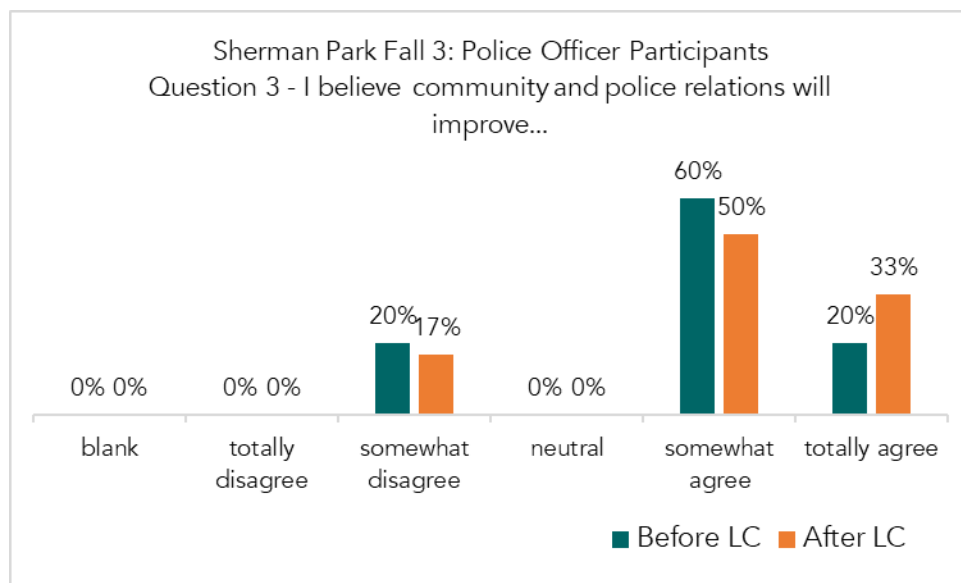
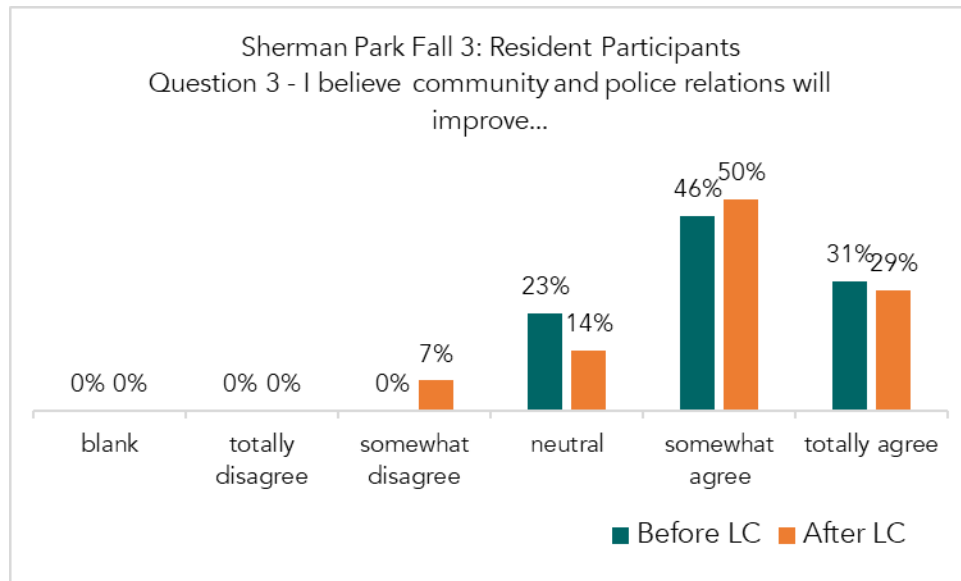


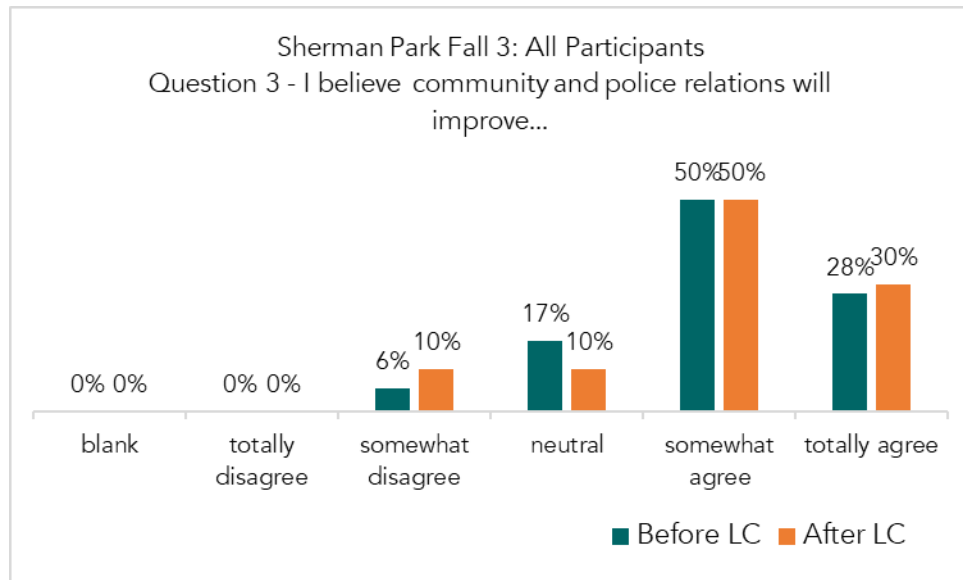
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

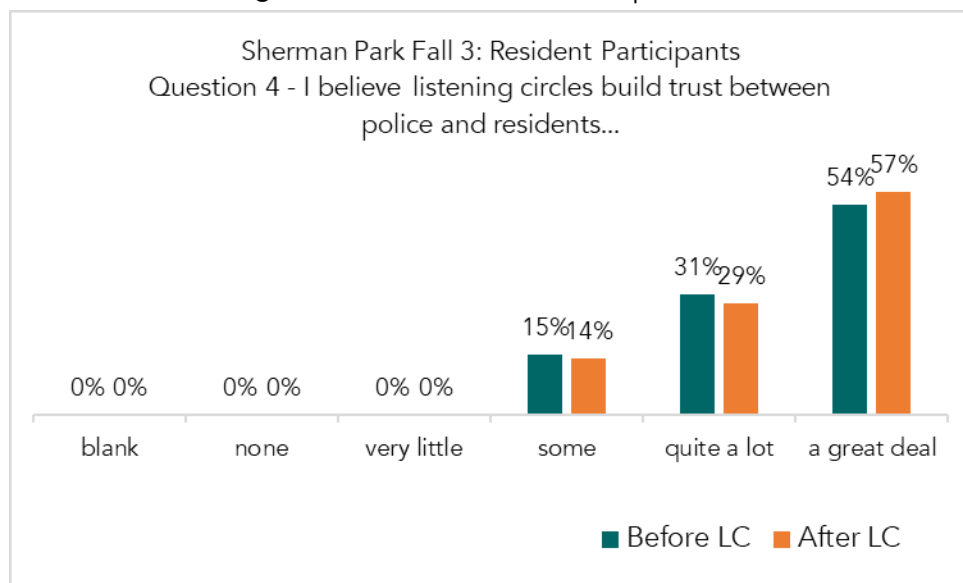


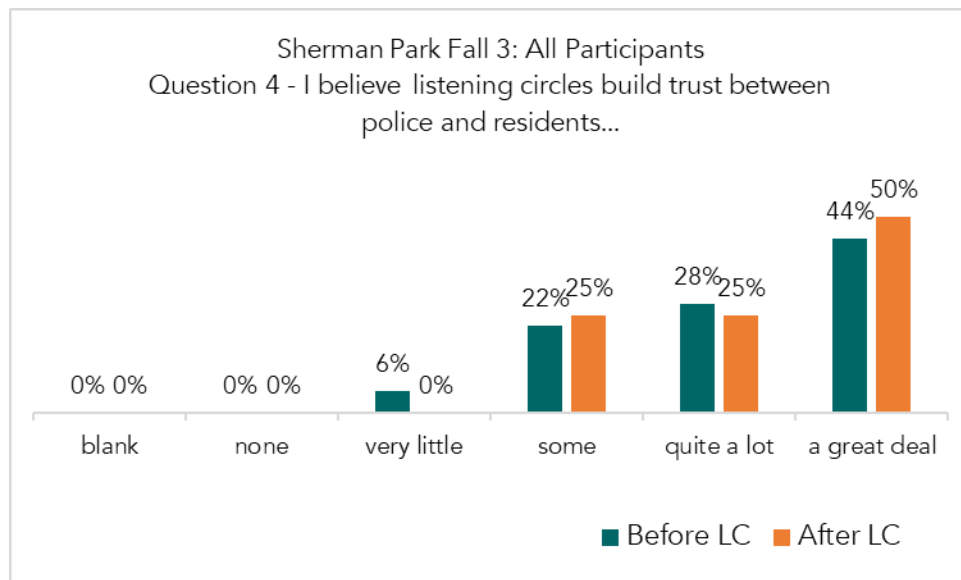
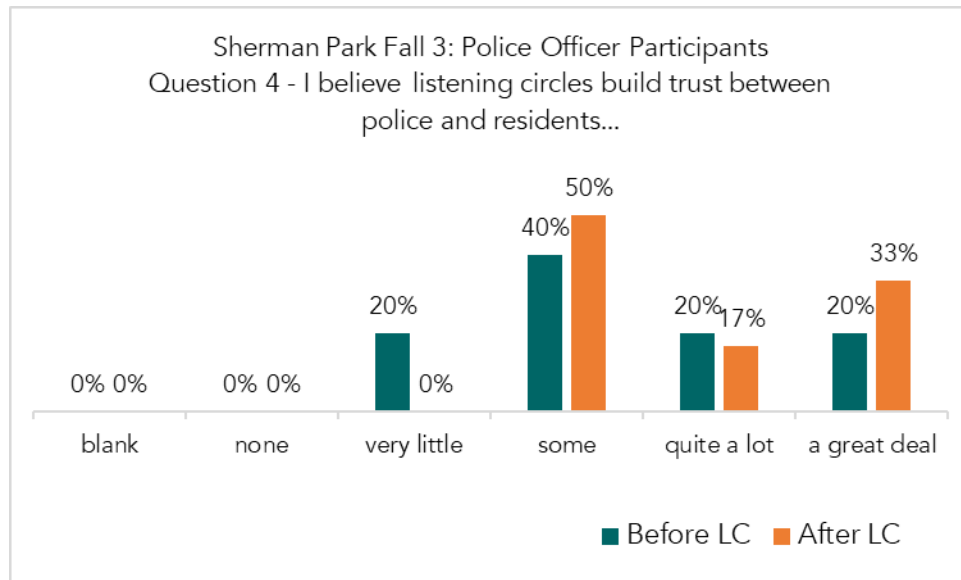
Question 3 – I believe community and police relations will improve...





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 or police today?

- It was intriguing to learn the wide-array of life experiences within the group participants.
- Hearing from the elders in the group.
- The food was very good.
- Hearing the perspectives of different age ranges.
- Listening to citizens perspectives on this topic.
- That they are as frustrated as we are with the problem.

- That they're there when you need them.
- Their tireless efforts to stop sex trafficking.
- Hearing what officers had to say.
- We are all on one accord.
- There were multiple perspectives on the topic at hand.
- Police notice things but it's some things they just can't.
- The most satisfying part about this experience was getting to know more about people I don't know.
- I heard from young people. How they plan to avoid being kidnapped.
- There are overwhelmed with sex traffic prostitutes. Be patient with them they are trying.
- That police actually care about the community.
- Group two had compassionate police personnel.
- The variety of experiences and opinions.
- That they are sensitive.
- That we got a chance to understand sex trafficking.

What questions or concerns are you leaving with?

- None.
- Do the youth know how serious the problem is?
- None.
- None.
- The idea that we target victims
- Will we ever come together with the police?
- Why isn't it working? Why don't we focus/frame this as a man's problem & not a woman's problem?
- None.
- Police are available and concerned.
- I had things that I had liked to say but couldn't really find the right words to say it.
- N/A
- Why is it so prevalent?
- Be aware of things happening in my neighborhood, get involved with Alderman, Police.
- N/A
- Need to do more for young victims.
- I have concerns about young people caught up in bad activities.
- What will we do?
- None.

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

- None.
- Getting more of the community involved.
- More young people or young adults.
- Continue open dialogue.
- Police and community coming together.
- AODA support.
- Sexism.
- N/A
- MPS schools.
- Racism.
- What creates the mistrust?
- Why do people sell their bodies?

Listening Circle 4 – 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?”*

Many participants shared a variety of stories about how they intervened in a situation to help de-escalate a problem. Only one participant said they had not experienced this before. Participants generally described communicating through words, actions, or both. Of the participants who shared how they felt after they had de-escalated the situation, the majority of them described positive feelings.

1.1 Types of situations

Participants generally described two types of situations in which they intervened to de-escalate a conflict. Most participants described situations involving strangers or people whom they did not know personally. However, a few participants described situations involving people they personally knew.

1.1.1 De-escalating situations between strangers

The majority of participants shared a story of a time they intervened in a situation between strangers. Some of these had occurred in school settings.

“At school, I broke up a fight by asking the girl to stop fighting so she wouldn’t get kicked out of school.”

“I took my grandkids to school, and I noticed there was a fight going on. I decided to go over to the fight and break it up.”

“I [a police officer] was called in to assist with a situation at Marshall High School. A young man was arguing with his dad and refusing to go to classes.”

As this last quote illustrates, police officers tended to describe situations they encountered in their profession. These encounters were often with civilians whom they did not personally know.

1.1.2 De-escalating situations between people they knew

A few participants described situations between people whom they personally knew. For example, one of them described a situation among her friends.

"I have rowdy friends who drink and use drugs. One friend took Ecstasy and lost her mind. She got into it with other people and almost had a fight. I had not had any drugs or alcohol, so I took care of her. I talked to her and tried to calm her. I talked to others, explaining that she was not well, and they should disregard her comments. It made me feel helpful. I was in the right place at the right time. If I had not been there, she may have gotten hurt or gone to jail."

However, these types of personal involvement were not common among participant responses.

1.2 Communication style

Participants generally described two types of communication styles that they used to de-escalate a situation. Some communicated through their actions while others relied on their words. A few also described using both words and actions to de-escalate the situations they encountered.

1.2.1 Communication through actions

A couple of participants intervened by taking action. They seemed to suggest that it was their actions that had helped de-escalate the situations rather than their words.

"When I was in middle school, I was on a bus, and these girls started to fight. I watched it for a little bit, and I didn't want to get involved. Kids on the bus were standing up around them and the driver didn't see what was going on. Two friends and I broke up the fight."

"My dad and I were shoveling in the alley. A neighbor lady got stuck in the snow. Her husband started screaming at her, belittling her with profanity. Me and dad went over to help. Instead of getting involved in the disagreement, we asked to help shovel. The guy started shoveling as well. He ended up thanking us, and from then on, he would wave to say hi as we passed by. I was glad that we stayed calm and did not upset the guy by saying we would call the police. We just quietly helped, and that seemed to ease the tension. My guess is that the woman probably felt supported too."

1.2.2 Communication through words

Several participants described how they used their words to de-escalate a situation. These responses seemed to suggest that it was their verbal communication that had successfully led to de-escalation.

"I was called in to assist with a situation at Marshall High School. A young man was arguing with his dad and refusing to go to classes. The dad was trying to get his son to understand the importance of school. The son was ignoring his dad but was willing to listen to me. The dad then got mad that his son was willing to listen to a police officer but not to him. I explained that the son felt safe with me – I was not going to hit him or arrest him or anything negative – I had no power in the situation. I told the dad that he had all the power. This helped the dad calm down."

"This is a story about a time I was a mentor of a kid who was in and out of foster homes – he was turning 18. The mom was at the meeting, a case manager and a social worker. The son had so much hatred toward his mom and cussing her out for not taking care of him and more. I told him positive things about his mom to keep him focused. I told him to sit down when he started getting up and looking violent toward his mom, and gave him some ideas about what hardships his mom was going through. I was his mentor for two years – helped with his homework and at school. I told him that he had to have respect for his mom – that she wouldn't have been at that meeting if she didn't care."

1.2.3 Communicate through both actions and words

A few participants described using both their words and actions to help de-escalate a situation they had encountered. They seemed to place equal importance on both their verbal and physical communication. One officer described an incident when they de-escalated a situation through not only their words, i.e. engaging the person in conversation, but also through their actions, i.e. intentionally letting the person go.

"I pulled over a lady for running a stop light. She responded rudely to me instantly, and then I chose to take a breath and asked her if she was OK or just having a bad day? She started crying and explaining her bad day. I then chose to let her go without a warning or ticket out of compassion for her situation. Also, I made a suggestion to improve her attitude because it can negatively impact others around her. I felt good afterwards because I felt like I made her day better by simply expressing concern for her instead of adding more stress to her day."

1.3 Positive feelings about de-escalation

About half of the participants shared feelings they experienced immediately after they had intervened in a conflict. Most said that they had felt good.

"The other day I pulled over a lady for running a red light. When I approached her car, I noticed she was sobbing. I could tell that she was so upset that I just let her go"

without giving her a warning or ticket. I felt good afterwards because I proved that officers aren't always the bad guys, and they too can be compassionate and understanding to others."

"At school, I broke up a fight by asking the girl to stop fighting so she wouldn't get kicked out of school. I felt good because if I hadn't broke off that fight, she could have not graduated from high school, and shortly after that she did graduate."

A couple of participants expressed how they specifically felt happy after they had intervened.

"Years ago, I was on a child welfare call. Most officers don't like to go because the calls are always difficult. The mom I met had mental health issues and was angry about her child being taken. She started to escalate to a point where she almost went to jail. I tried to calm her by telling her that her child would not be taken forever and that there were steps for getting her back. The mom finally calmed and did not have to go to jail. We ended up driving her where she wanted to go. I was happy I could assist."

Overall, participants generally felt positive about their impact on the de-escalation of conflicts.

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

Respondents shared many different things they had learned from their experiences of intervening in and de-escalating tense situations. Some participants emphasized the importance of having compassion and patience, while others described how they would plan better to communicate. A few participants described empowering themselves or others, while a couple of participants suggested that calling the police would be the most appropriate action to take to de-escalate a problem or argument.

2.1 Compassion and patience

Both residents and officers mentioned themes related to empathy, such as having patience and compassion for others. These responses suggest that expressing empathy allowed the people to better connect with others during tense situations.

"I learned that you have to have patience with people who are intoxicated, are mentally ill or have anger – keep it positive; stay strong; don't show emotion or they may

react in a negative way. Try to calm the situation so it doesn't get physical where they hurt others or hurt themselves."

"It took me some time and growing to get to that point. The point in which I don't take others' moods personally and to the point where nowadays I can handle a situation like that in a much more compassionate and calm manner."

2.2 Empowerment and confidence

A few participants described feelings of empowerment and confidence, either for themselves or for those whom they had assisted in tense situations.

"Learned to empower person who felt they were the victim; supported boy so he could be heard. Boy needs to take ownership. Told the dad he is the most important person in his son's life. I said, 'I'll be gone in 5 minutes.' Shared that it's hard to grow up without a mom and dad. My role is to empower those who are the victims at the time. Police come in when problems can't be resolved. Police are here for emergencies."

"I learned that I can have the capability and power to teach others how to handle situations better."

As these quotes illustrate, respondents viewed de-escalation as a means of empowering both themselves and others.

2.3 Plan to communicate

Most participants suggested that having a plan to communicate was important for de-escalating a situation. For example, one participant reflected that planning how to guide a conversation could have helped them de-escalate the situation more quickly.

"My situation felt pretty great, but going forward, it made me realize that I need to have a quicker plan to get him out of the elements and whether I should give up my gloves or not. If I had had a plan in place, I would've had my gloves, instead of my hands freezing. I can't say in a crisis situation, 'I want my gloves back.' If I had had a quicker conversation, then I could get him inside more quickly."

Overall, participants agreed that verbal communication is a good strategy for de-escalation.

"I learned that it's great when you can take a couple of extra minutes to de-escalate. At the academy, I was told that sometimes people will push you into a fight or an argument. What you can do to avoid it is to talk your way out of it."

"I learned that things don't need to escalate into a fight in the first place. We always have the option to talk about it and resolve problems without fighting."

2.4 Call the police

A couple participants concluded that calling the police is the most appropriate action to take in tense situations. Similar to the previous suggestions, these participants emphasized the importance of communication.

"I have never really had that happen, but years ago I was with family members who were in a disagreement. It started to escalate, so I called the police. One was taken in a squad car and later appeared in court. We had to see (District Attorney E. Michael) McCann. He said, when you have a situation like that, you should not get involved. You should call 911. I use that as a guideline and that's how I advise others."

"I learned to treat everyone with respect even when they're having a bad day. I tried to calm the situation down because fighting is not the way. I like to talk things through – we sometimes call that verbal judo. As an officer now, I don't think I would have engaged between the woman and the man who was belittling her because I now know how dangerous the situation could have gotten. If it happened now, I would just call police."

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?"*

During the Connected Conversation, a few themes emerged from the listening circles. These were the importance of communication, building community, and educating the youth.

3.1 Importance of communication

The most common suggestion from participants was to focus on communicating verbally.

"Communication is key and the key to communication is listening."

"The best way to de-escalate before calling the police is communication. If people are in crisis, they should be heard for what that crisis is. Listen to them and provide what they need or remove what they don't need. The same is for when the police arrive on the scene, it is important to communicate. What is the situation and what is the crisis? Police need to make sure that the scene is safe. We will listen to fully understand what is required of us. We might listen to the person who called the police about the person in crisis, and we may listen to the person in crisis."

As this last quote illustrates, participants generally agreed on the importance of communication, especially if one wants to avoid police involvement.

"People are quick to anger—tempers out of control. Problems can be solved if people could just talk with each other respectfully. It can escalate, and that's why police need to be called."

3.2 Building community

Respondents also emphasized that beyond good communication, building community is just as important.

"Communication is positive already. Student attacked me in a school. Parents need to teach kids not to talk back to teachers. If we could stick together as a community, we wouldn't need police as much. Key is sticking together."

"My personal values are that if de-escalation works for me, it works for you. We need to be loving, kind, and nice. If a community can be loving, kind, and nice, we won't have to call the police. And it can be infectious. You can't control others, but you can be kind, loving, and nice. Police can too. It is a professional part of my job, and if we have a community that is connected to being kind, loving, and nice, it can de-escalate anything."

3.3 Educating the youth

In addition to communication and building community, some participants also emphasized the importance of educating the youth about peaceful means of conflict resolution.

"Conflict resolution is very important. Dad told me if there is conflict, you hit him. I think this is wrong. I broke the cycle and deal with things differently. Important to give kids other options than using their fists. Conflict resolution needs to be in the curriculum. We need to be more happy within ourselves."

"Something in school (is) needed about trauma. Young people experience so much trauma, and now they are in the adult system. Need to have good therapists on staff and have kids work through trauma and anger."

Parting Words

Although there was not a single, clear theme that emerged from participants' Parting Words, the overall sentiment expressed by participants was positive. Respondents expressed feelings of gratitude, with a few expressing appreciation for the opportunity to hear from officers.

"I appreciate hearing officers' stories about how they use communication to de-escalate and have better outcomes."

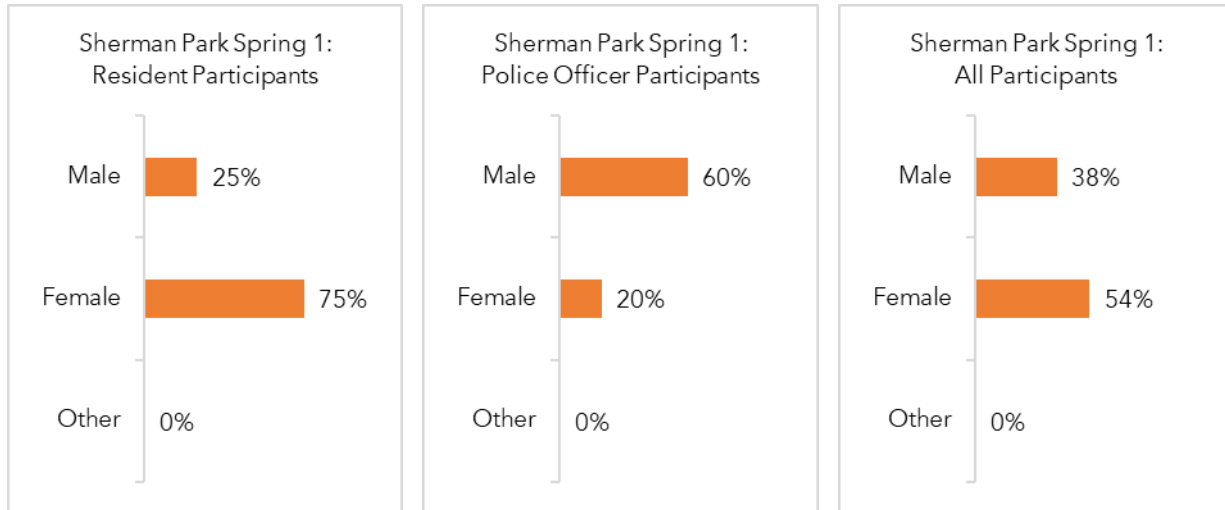
This overall positive sentiment was best highlighted by the following quote:

"I enjoyed different stories and sitting down and [being] willing to communicate openly."

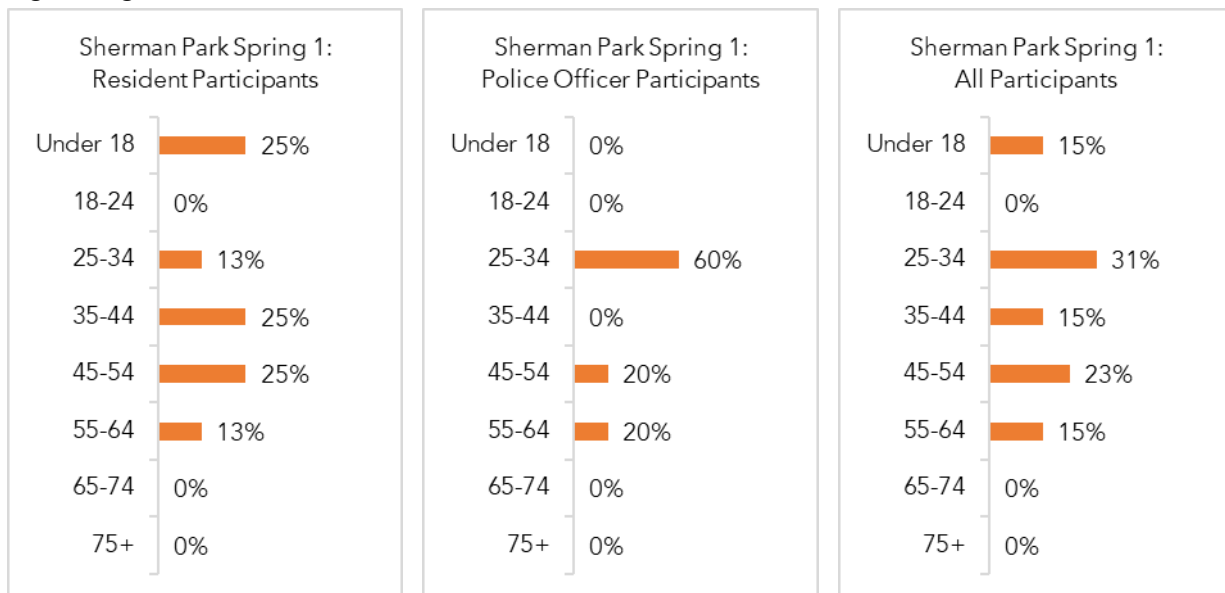
Feedback Forms

Demographics

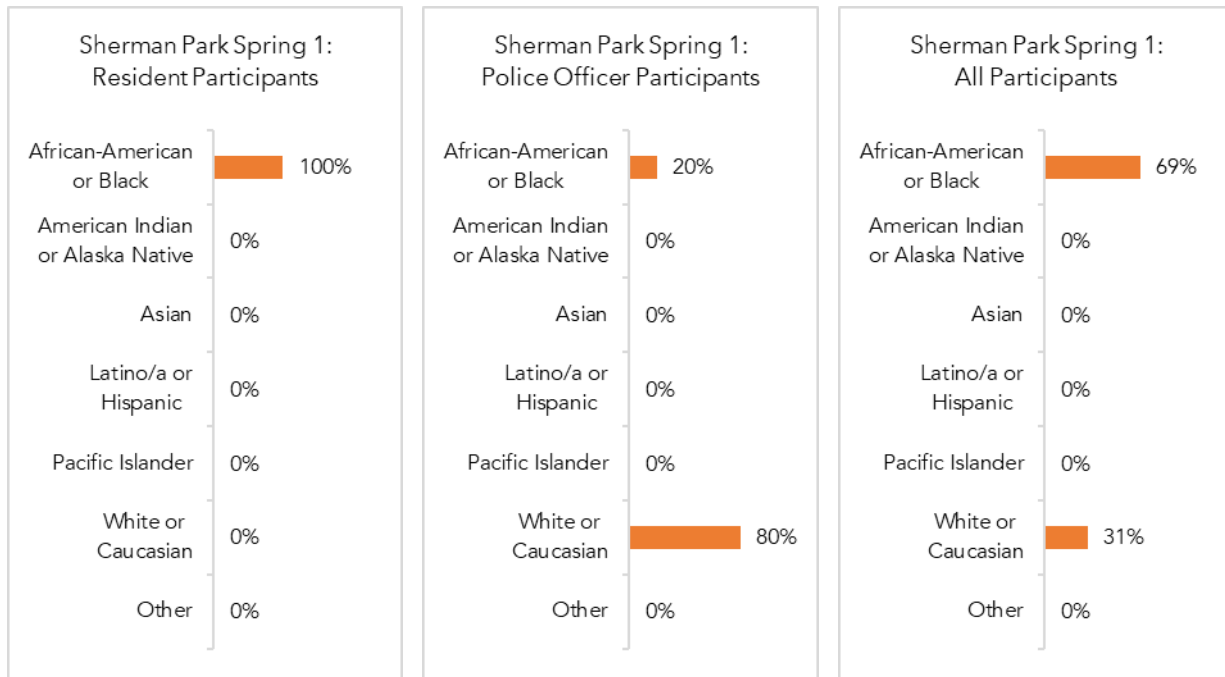
Gender



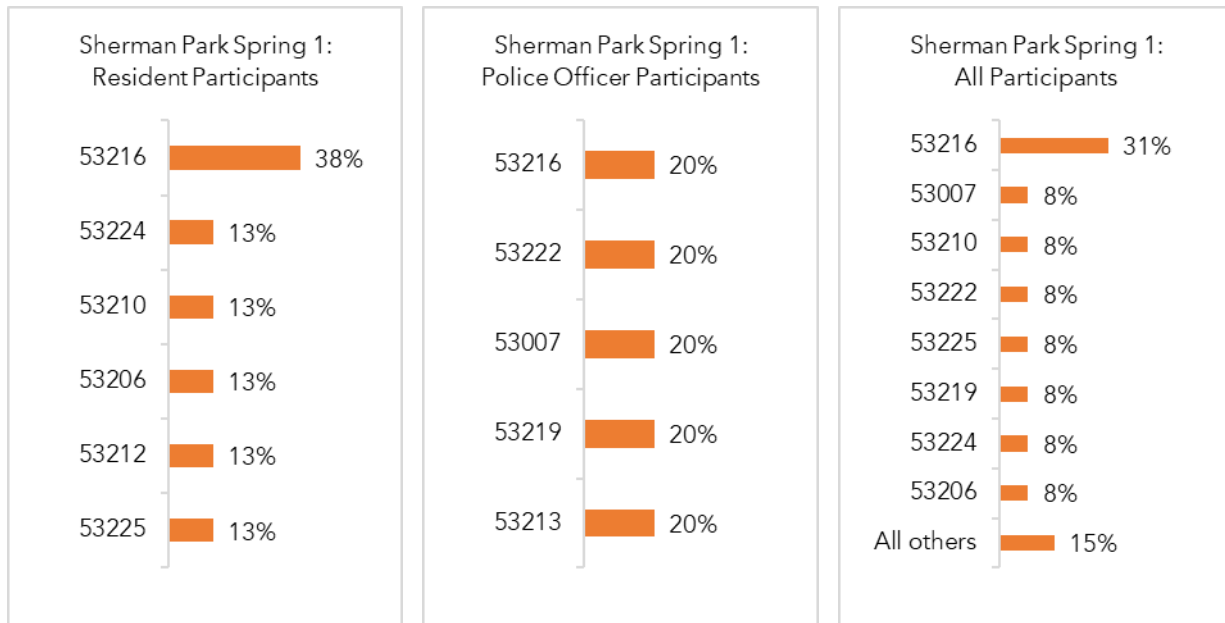
Age Range



Race/Ethnicity



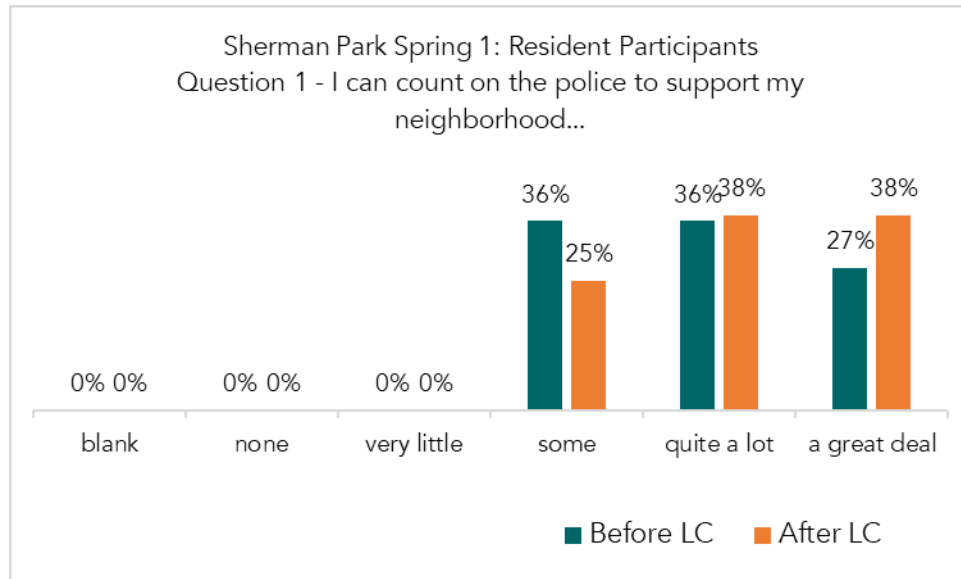
Zip Code



Quantitative Data – Pre/Post Surveys

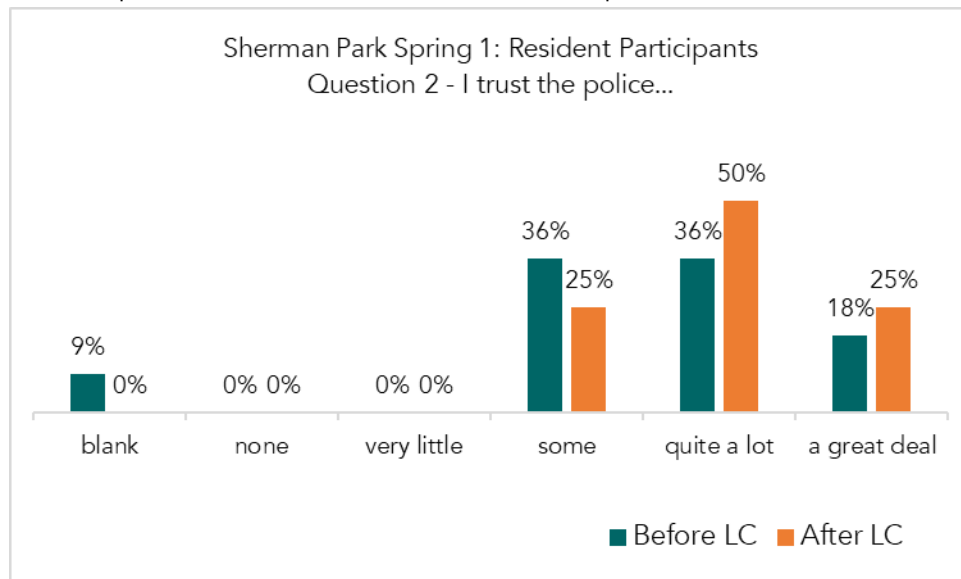
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

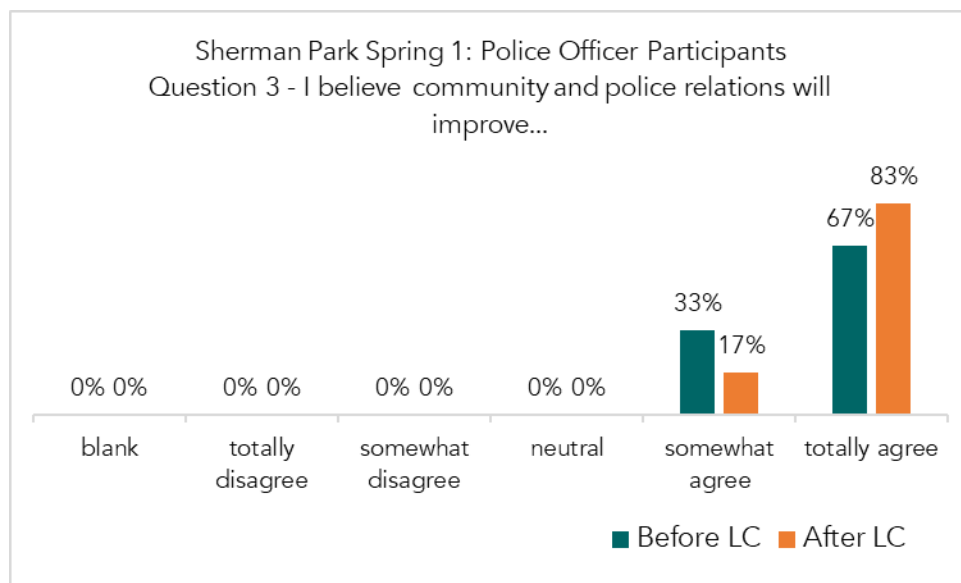
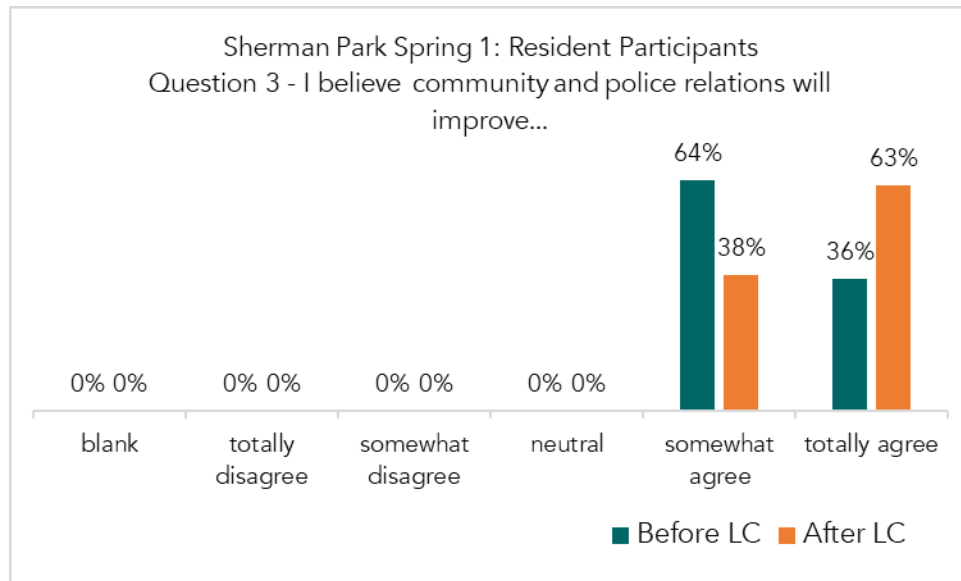


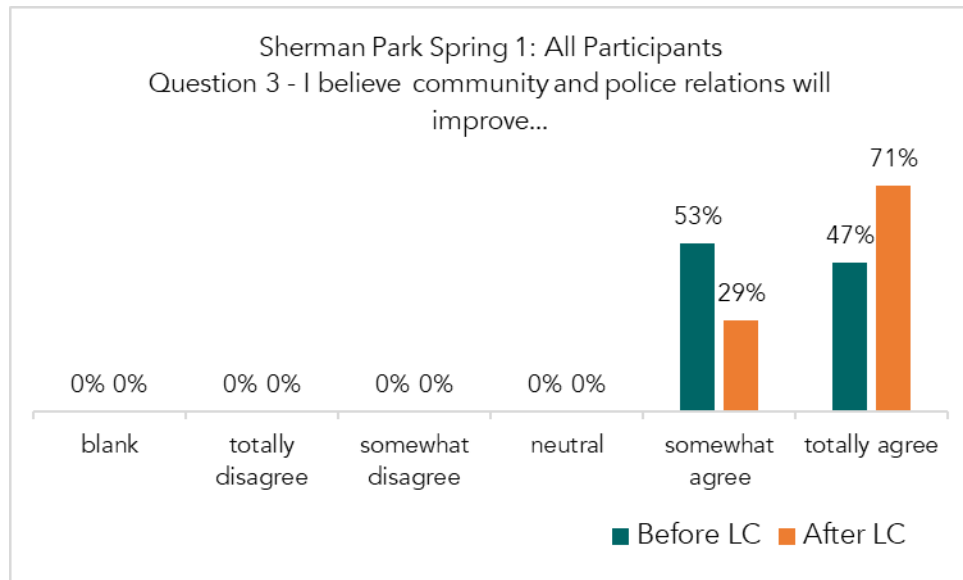
Question 2 – I trust the police...

Note: This question was asked of Resident Participants only.

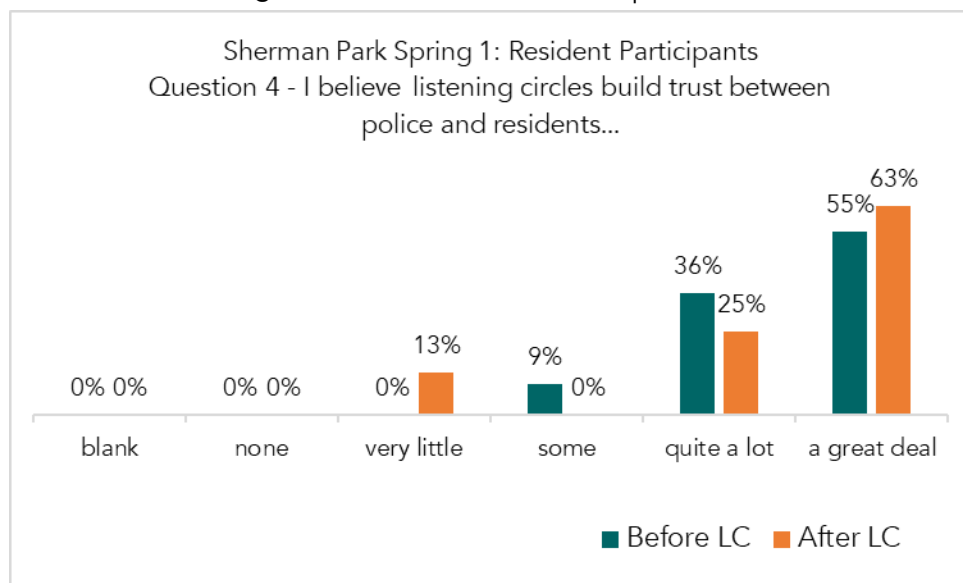


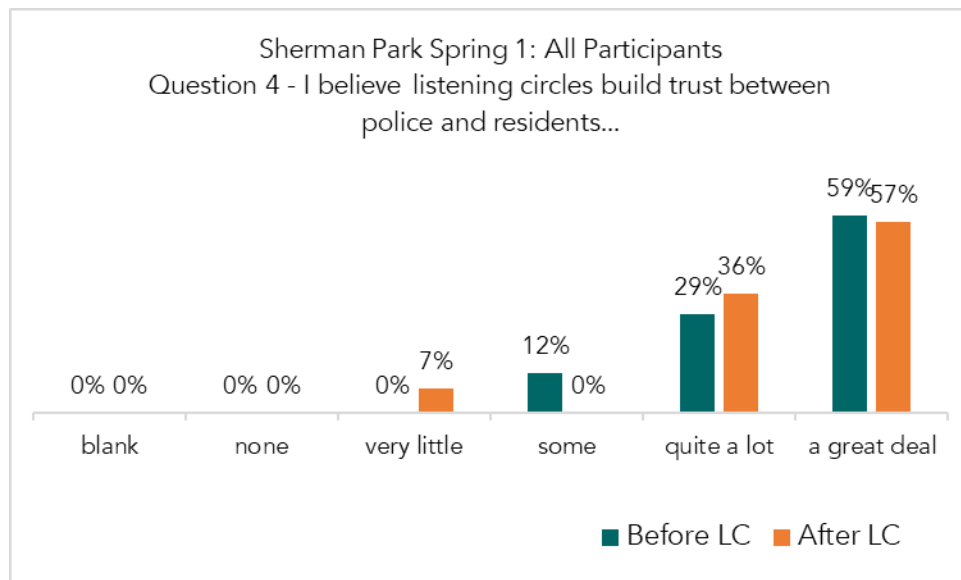
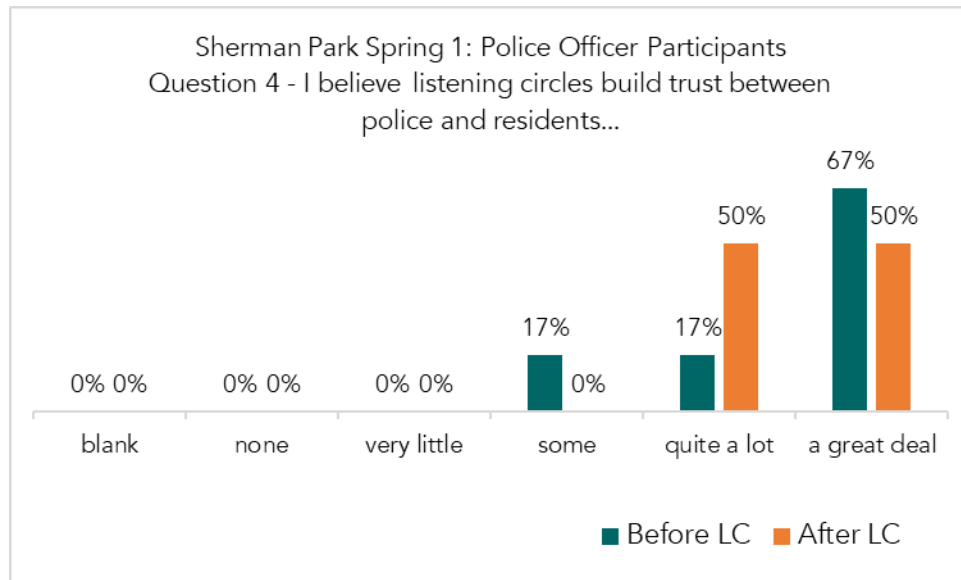
Question 3 – I believe community and police relations will improve...





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?

- To get to meet officers and have a talk with them about what it's like being out in the community.
- That I had gotten to know about police officers' situations with kids.
- Friendly.
- Getting to know different people's stories. I learned that every police officer really isn't the same.

- Talking with each other.
- Most satisfying experience was meeting and speaking to two very nice cops that like and had the same things in common as myself. I learned that they want the best for our community just as much as we do.
- Blank x2

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

- Meeting XXX who lived in the neighborhood since 1971.
- I enjoyed listening to officers put such an emphasis on empathy and communication.
- Our future is OK.
- We can have a...ripple effect when we listen to others.
- Sharing stories and making connections through them.
- Interacting with citizens on a human level and not as a "police officer".

What questions or concerns are you leaving with?

- Concerned about future generation.
- Attendance, would be nice to interact with more open-minded people.
- Want them to come back.
- Hope our community will change for the better.
- None x5
- N/A x2
- Blank x3

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

- Lack of parenting.
- I would like to hear from citizens as to what they believe officers can do to bridge tensions and better relationships.
- Have you ever felt your community was lawless?
- Helping citizens understand when we are called we have a job to do.
- Possibly topics on how to further improve community and police relations.
- Substance abuse.
- More communication between police and neighborhoods.
- What if you was a police officer?
- Doing a walk with the police in the area.
- What to do if you're stopped by the police.
- Police view of our community.

- N/A
- Blank x2

Listening Circle 5 – Healthy Relationships

Question Round One: *“Describe what you think is a healthy relationship with a friend, parent, family member.”*

1.1 Respect

Several participants shared the belief that respect is essential for a healthy relationship, specifying that mutual respect is needed between parties. One participant began the discussion sharing his/her thoughts about respect:

“A big part is that you have mutual respect for one another. Respect the differences you have because people don’t always agree. Respect that they are who they are as individuals. That alone will help build healthy relationships between friends, family, anyone. Respect differences of opinion. You might not agree, but respect that they have different opinions. It’s the same for friends, parents, family members... to respect them as individuals.”

Another participant noted the challenge of demonstrating mutual respect and shared a personal experience with the group:

“Respect is important, however, with some of my family who I don’t relate with, I think it’s important to first establish your own constitution. About half of the people I know have been to prison and they haven’t treated me and others right. It’s important to respect your elders and the elders next door and to get along. I had an interaction with a man who was with my ex-wife and I said, ‘What are we fighting about?’ He said, ‘I know you are jealous.’ We just had it out and I said, ‘You know, you are all right.’ It ended up on a peaceful level. He could pursue his happiness and I could pursue mine.”

1.2 Trust, Loyalty, & Communication

Many participants noted that trust, loyalty, and open communication between parties are key for a healthy relationship.

“A healthy relationship to me is centered around communication, honesty, open, trust, and can confide in them with your secrets.”

Communication was discussed in several forms, such as transparent communication, communicating well both ways, and open communication.

One participant stated that above all they need *"trust and loyalty,"* emphasizing the idea that they *"need to know that they are going to have my back no matter what."*

Another participant summarized the key to a healthy relationship by stating:

"Communication, laughter, love, encouragement, and the ability to agree to disagree."

1.3 Love & Compassion

Two participants felt that love and compassion were needed in order to build a healthy relationship:

"I think a healthy relationship means trying to understand and not judge. My family is quick to judge before understanding. As we have grown and evolved, we listen better. Healthy relationships are caring and come from a good place. Both individuals benefit when the relationship is healthy. Not just one way. I think healthy means love and compassion between friends and family members."

Recognizing that there are differences and challenges, one participant noted that unconditional love helps those hurdles:

"Also, unconditional love for someone because, with regard to the differences, eventually there will be strain between the two of you and you need to be able to bury the hatchet and restore what you had in your relationship before the issue. Unconditional love for the person helps you do that."

1.4 Bonding

Participants stated that bonding with others is part of building healthy relationships.

"I think healthy relationships are when you bond with someone. There is no judgment. I respect and love you the way you love me. We can talk to one another."

One participant used the Police & Resident Listening Circle as an example of getting to know one another and starting a healthy relationship from the beginning:

"To me, building healthy relationships is like us sitting here getting to know one another. We don't need to bring one another down, just up. Like family, we all stick

together and don't go against one another. When one of us is in trouble we don't turn our back."

Another participant reminisced about good times with family and friends and offered it as an example for healthy relationships:

"When I think of healthy relationship I think of my family and friends' Christmas parties. During those parties I experience people being in agreement with one another, being understanding of one another, laughing, joking, opening up, sharing a meal together, and simply having a good time."

Question Round Two: *"What is a way that you think the community and police could build a healthy relationship?"*

2.1 Community Outreach

Many participants stated that community outreach is needed to build a healthy relationship between police officers and the community. One individual suggested that the police could host a barbeque for the community, while another participant shared one program that was currently ongoing:

"I think that community and the police can build a healthy relationship by participating in a community outreach program. As of now the police have been hosting, within five locations, a senior community outreach program. This program creates a sense of fellowship between police and senior citizens in an area through games, shared food, presentation on safety, and the police answering any questions people may have."

The Police & Resident Listening Circle was mentioned as a good community builder. Others discussed less formal gatherings, such as *"coffee with a cop, hanging out at the barbershop or Starbucks where citizens can come and talk if they wish."* A police officer spoke of programs currently being offered:

"Lots of things we do – we go throughout the city with mayors for coffee, we do coffee with a cop, we do barbershop Mondays and partner with community-based agencies, we have the Citizens Academy as an eye-opener that certified instructors teach, we focus on youth 14 to 19 who have interest in law-enforcement, and we do a lot of community service in our own districts. We also have auxiliary officers who get training from us but are community members. It's kind of nice having them in the middle to promote relationships."

Overall, participants agreed with community events to bring everyone together to begin to build healthy relationships and help to disrupt the negative perception of police officers.

"Have events for police and residents to socialize. That way people can see that police officers are human too, not big, bad monsters. We have a job to serve the community. Once we get to know each other it can lead to friendships."

"I 100 percent agree about community events. I think there should be block parties where district police cooperate with each other and have a presence. We're authorities but we like to have fun and interact, too."

2.2 Cultivate Positive Relationships with Children

Several participants spoke of outreach and more interaction with kids.

"Another way of forming these relationships is by more officers going to child care centers and/or daycares to read books and spend time with the kids."

The majority of participants mentioned that engaging with kids will help them form their own perspective of police officers and not carry the negative perspective of others.

"The police need to start to cultivate trust with the young generation. People say time heals. It will take a long time to heal relationships but cultivating positive relationships with children will allow them to have their own experiences with police officers to rely on for developing their perspective instead of from stories they've heard about contentious issues in the past."

"Yesterday I talked with an 11-year-old kid who said, 'Police shoot people. Kill people.' I explained to him that it's my number one priority to keep people safe and to make sure when we leave people are going to be safe. I had to explain it to him because he'd never had an officer explain to him how we conduct ourselves and the expectations we have of ourselves. My number one priority is to interact with young people. They never get to experience us like that."

One participant described how he/she helps cultivate interaction between kids and police officers:

"I think one of the best ways is to interact with the kids. Maybe three times a summer I get popsicles and wave down the police and offer them popsicles to give to the kids playing in the alley. Let the kids know that's coming up and that police aren't the enemy."

Another pointed out another informal way of reaching out to kids:

"What we're doing: Police bicycling with the community. Getting the kids engaged. Kids might feel better about the police if they meet in a more relaxed way. Kids can walk with foot patrol."

2.3 Using Social Media to Share Positive Interactions

Several participants pointed out that showcasing positive interactions and dialogue with police could go a long way with community members.

"I think a great way to build healthy relationships between the police and community is through social media, which has the potential to reach out to the community and beyond on a larger scale. There people could have the option to share anonymous success stories of their positive interactions (only positive) with police. If people can see all the positivity that the police are doing, then perhaps they'd be more open to perceiving the police as people out there trying their best to serve the community. This would be very beneficial in debunking some of the negative stigma that go with being a police officer."

While most participants suggested using social media solely for positive interactions, one participant did talk about using it as a platform to open a dialogue for negative interactions.

"I think creating a platform on social media could be a great way for citizens to hear of the positive interactions between police and residents and to open a dialogue to further discuss the negative interactions. Also, a social media platform can be a great way for the police and residents to share helpful resources."

Lastly, one participant suggested not only social media, but a newsletter to share praise and success stories:

"I think that the community could give officers rewards for helping in the community in a positive way as a means of appreciation, respect, and support. For example, an officer handles a situation in a positive way and, in response, the resident could call that officer's supervisor to tell them about the officer's helpful service, but I am not sure how I can motivate others to do that. Another way to share success stories about the police and to give praise to the police would be to have a newsletter sharing the success stories. The newsletter could be mailed out to all residents of the neighborhood,

that district of officers, posted/handouts at neighborhood churches and grocery stores. Also, the social media link can be shared via the Sherman Park page and on MPD."

2.4 Communication

One participant suggested communication to help build relationships.

"Communication helps. I like to talk things through to bring us closer."

2.5 Respect

Respect was discussed as a way to build relationships.

"I think if the community and police could build healthy relationships by showing one another more respect for each other, especially more respect to the youth, because I think you have to give respect to get respect."

Connected Conversation: *"How do you feel about a relationship developing between the police and the community? In what way would you personally keep the healthy relationship going? How does a youth trust that the information they share is taken seriously or followed up on by the officer?"*

3.1 Community Outreach

While there was a range of topics discussed during the Connected Conversation, the majority of comments held the common theme of community outreach. While one participant explained outreach efforts in District 7, others pondered other efforts and program ideas that could be implemented.

"I work as a Community Liaison for District 7 and have the chance to plan and attend events at schools and the neighborhood. We do book giveaways, events at Christmas and Easter, and more. We extend ourselves to be more of a resource so we're more than just if we're needed to arrest. The effort is there in District 7 because of our ongoing relationship."

"One thing that I experienced while I was in the Marine Corps was the program 'Toys for Tots,' and I think this would be an amazing program for the police to emulate. How it works is people donate toys or the police provide funding for purchasing toys for families in need within the community. This program would be a great way to support those in need within the community and bring the community together."

"About next steps, try to get the Urban Ecology Center and other not-for-profits to put on a massive function with the police and fire and parents all meeting and educating. At least initiate something like that. Get PTAs and PTOs involved to help hold schools accountable, so youth are ready for jobs and family and have health care needs met."

Other suggestions included police officer-led discussions in schools about bullying, biannual summits, and sit-downs in parks. Programs of the past also were discussed, such as STOP (Students Talking it Over with Police). One participant shared a previous event the police put on:

"Once before the police department had an event to bring the community together to share helpful resources with one another about the neighborhood. Also, it is a great way to get the community together to network, connect, share skills, knowledge, and share services with one another. "

Participation in an urban camp-out was mentioned a couple of times throughout this listening circle.

"I have an idea of what could be the first. There are conversations about an urban camp-out. We used to do it at 20th and Galena by Lorraine Carter's childcare. Kids would say, 'Have you ever slept outside before?' Police, adults, kids all had a good time... one big happy family."

3.2 Perception

The public's perception, specifically negative perception, of police officers was discussed.

"A child's perception of what a police officer is comes from what they've been told if they haven't had a relationship with an officer. I've heard stereotypes from my nephews and nieces. I try to teach them that they haven't experienced those things directly, so they should try not to generalize what people are saying police officers 'are.'"

A participant noted that adults have an impact on children's perception.

"As adults in the community we need to lead by example. I've seen that not all adults have good relationships with the police. A lot of the falsehoods kids have about police officers they get from adults in their lives."

Someone else pointed out the connection between social media and negative perception.

"It used to be that something could happen, and others wouldn't know. Now it gets around because of social media. I wish that people could look beyond that one person. That opinions would not be formed from one incident."

Two participants shared how they attempt to foster positive relationships to help fight against negative stereotypes.

"Sometimes when I'm in my Explorer I roll up to citizens just to interact and be friendly. When bicycle officers see me, they may ride up to see if everything is OK and then they join in on the casual conversation as well. It could look to others like we are harassing them because there are so many of us. Things are not always what they seem – but that is, sad to say, that officers never do you wrong. Perception is reality and I am sensitive to that."

"But there's one step forward, one step back. When a negative event happens with the police, whatever equity we had built up, it puts us back. Like with the Sylville Smith shooting. Throughout the year I try to foster positive relationships. One event happens and makes relationships shakier. Time is what's needed. No handshake, hug, olive branch can heal those things."

3.3 Police & Resident Listening Circle

Participants reported on their experiences and thoughts about the Police & Resident Listening Circles. Most reported good experiences, both police officers and residents.

"Listening sessions like this should be extended to all officers. I think all officers should have this opportunity to unwind, relax, hear what others think. At District 7 we have the highest call volume, so we can lose grip on what it's like outside being in uniform. I work 13-hour shifts. I don't have time to spend with family and significant others. Being in this conversation helps me have perspective."

"Since I've been involved in listening circles I have seen the police officers in my neighborhood. I walked up to them and shook their hands. My neighbors questioned why I would do that. I told them to get involved so they would come to understand. I told them that the officers are my brothers. The officers said 'Yes, that's my sister.'"

Others questioned how to get more people to participate in the listening circle, both police officers and youth.

"My partner and I participate in the police and youth listening circles. It's very good. I haven't expected much, but it was great. At the end of five days they used (it) in a presentation and we supported them. We also spoke and gave each other constructive criticism. We really had a connection at the end. I am disappointed that I have only seen one or two of the units since then. It's a really good program."

"I'm not sure how we're letting youth know about these circles but reach out more to get them to events like this."

While discussing how to get others more involved, a participant stated some challenges coming from the youths. *"They say they have no way to get here or something else to do."* Suggestions were shared about ways to encourage attendance. *"Positive encouragement about the benefits of listening circles might help."*

3.4 Fostering Positive & Healthy Relationships

Comments and opinions were shared about fostering healthy relationships within the community. Respect was a common theme that came up during this discussion. One participant shared:

"I've never had a negative experience with the police. It's about learning to be respectful and how to navigate life. I was raised to respect people, period. I extend respect, so I expect to receive respect in all aspects of life."

Another participant pointed out that respect needs to come from both sides.

"Some of the older police officers will automatically expect respect just of the uniform they wear represents the authoritarian position they have as a police officer and this is because back in the olden days that is how it was. I think times have changed since then and with the new generations they too need to change their way of thinking. It isn't fair to expect respect when you can't give respect."

Communication was noted as a key piece to maintaining healthy relationships. Differences were noted among people and empathy and understanding was thought to be needed.

"I don't think people need to raise their voice, argue, and take things personal. We need to be empathetic and understanding of one another because there are some different people with different backgrounds within a neighborhood."

3.5 Personal Community Engagement

Participants offered insight into what they personally contribute in order to help build up the community in a positive way:

"What I've been doing since being at 17th and Center is I talk to the kids in the alley and tell them this is a safe place, especially to girls and elders. If the kids clean the alley I might give them some money. When we barbeque, I tell kids to take some to their mama or grandma. Sometimes I invite the police to come, but most of the time when they stop by they don't sit down, and I say, 'At least have a pop or something.' Respect and courtesy. I tell the kids to go get a broom and clean the alley. There was this kid next to the fence. I knew he played in the alley, and he was getting beat up by three kids. I stepped in. I think the future is in our hands. Kids just need to know that they're loved."

The majority of focus was towards the kids in the community.

"When I was at the detention center I learned that it goes back to the school. Kids would go to school only about half the time. I was part of a group of men who helped host an African Soul Circus and all the children needed to do was to show up and be nice. Their faces would shine, and they were all smiles when they saw a black clown. I thought even if I have to bribe you, you are going on the field trip. You are going to learn because without education you won't be able to earn a living wage and will resort to criminal acts to make a living."

"There are times I've seen 10-year-olds or younger breaking into houses, and their parents are sitting on the porch across the street. I tell gang-bangers I'd tutor them."

One participant who grew up in the community shared their effort with the group:

"I do community service. I am invested because I grew up here. I would be involved even if I were not an officer. I check up on kids at school and their parents call me."

3.6 Community Needs

Participants shared their beliefs about what they think is to enrich lives of those in the community. They spoke not only of children, but also how to fulfill adults as well.

"Kids just need to know that they're loved."

"There are times I've seen 10-year-olds or younger breaking into houses and their parents are sitting on the porch across the street. I tell gang-bangers I'd tutor them. Start with pre-K and teach them values. Inspire hope in them and let them know they can do what they want to do. When parents see hope, they can vote or touch the right organization in the city. Help people get jobs. Why not habilitate them so we won't need to rehabilitate them?"

There was a focus on education while discussing community needs.

"You are going to learn because without education you won't be able to earn a living wage and will resort to criminal acts to make a living."

"When I worked at the House of Corrections, a lot of the inmates couldn't write. I think they'd be better off if they can write to help them be ready for sustainable jobs. They become dysfunctional adults without these skills."

Individuals also spoke of educating oneself in order to navigate their rights and the criminal justice system.

"When I think of the society we live in and the neighborhood, I think if we all learn the Magna Carta, the Bill of Rights and the amendments to the Constitution people would then have a sense for how they should live, and you'll be prepared to handle what comes at you. If you're in the courts, you'll be able to speak with authority about your rights and then everyone will feel whole."

3.7 Follow Up with Reports

A conversation about youth reporting and follow-up occurred during the Connected Conversation piece. Two officers responded by acknowledging that reports are taken seriously and an effort between both parties regarding follow up are necessary.

"Usually when I speak to young people, personally for me, if I take a report it's not if I believe you or not, it's about how far the investigation will go. One person alleges something, and the officer knows they are the victim and will take them seriously and strive to help them build their case up. We don't want to hear, 'The police didn't take me seriously.' More kids are victims and we're now taking kids more seriously. It helps them trust us a little more."

The other officer said, *"Legally we take complaints from citizens who are adults, and if youth want to follow up it's incumbent on the reporting adult who made the complaint to model following up."*

Parting Words

4.1 Positive Words About Group

Respondents expressed positive affirmations such as *"successful," "positive,"* and *"enlightening."* A couple of participants stated they were *"engaged"* when asked to share parting words.

One youth noted, *"This was a new experience to sit in a group with officers."*

4.2 Positive Forward Thinking

Several participants ended the group by sharing positive closing remarks, such as *"empowered"* and *"eternal optimism."* Two participants used the word *"hope."*

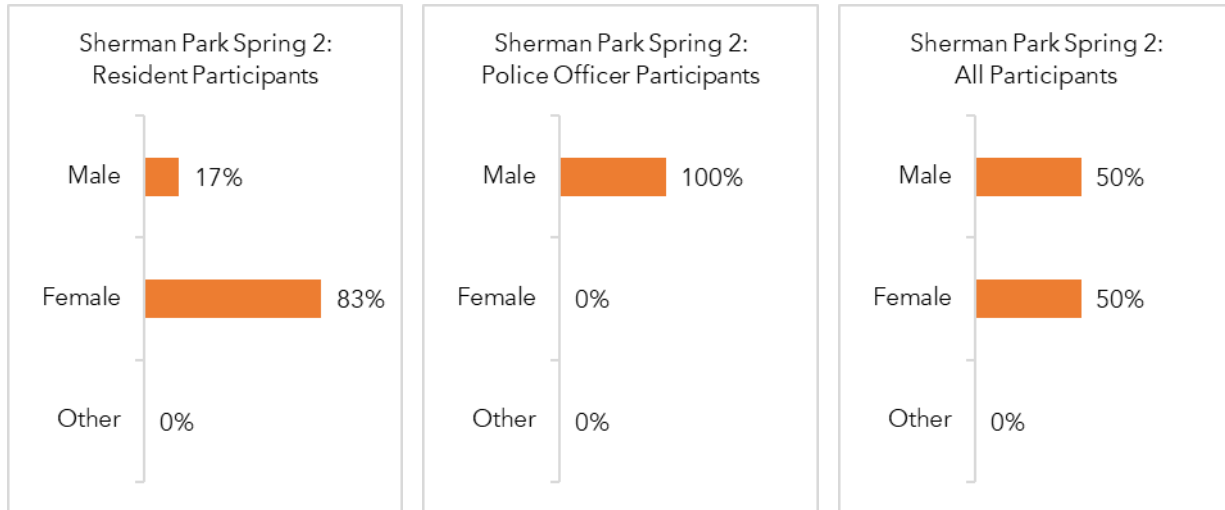
"Forward through progress. It's the small steps that ultimately climb mountains."

In summary, participants indicated that they felt positive about this group and this allowed them to look forward in a positive manner.

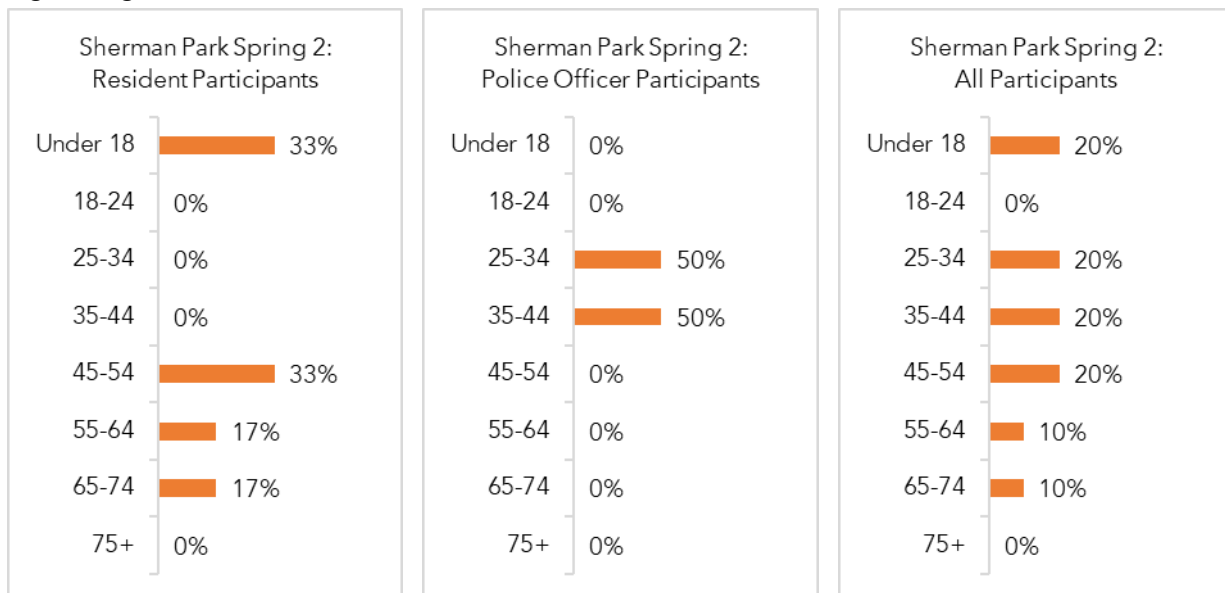
Feedback Forms

Demographics

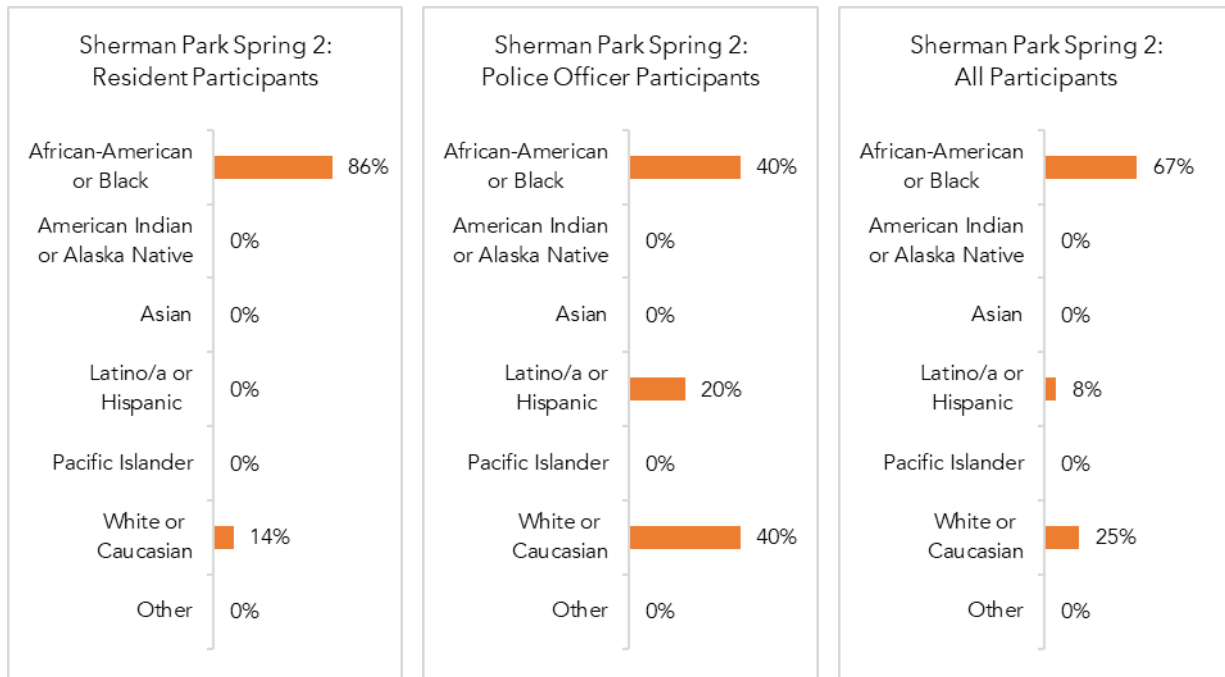
Gender



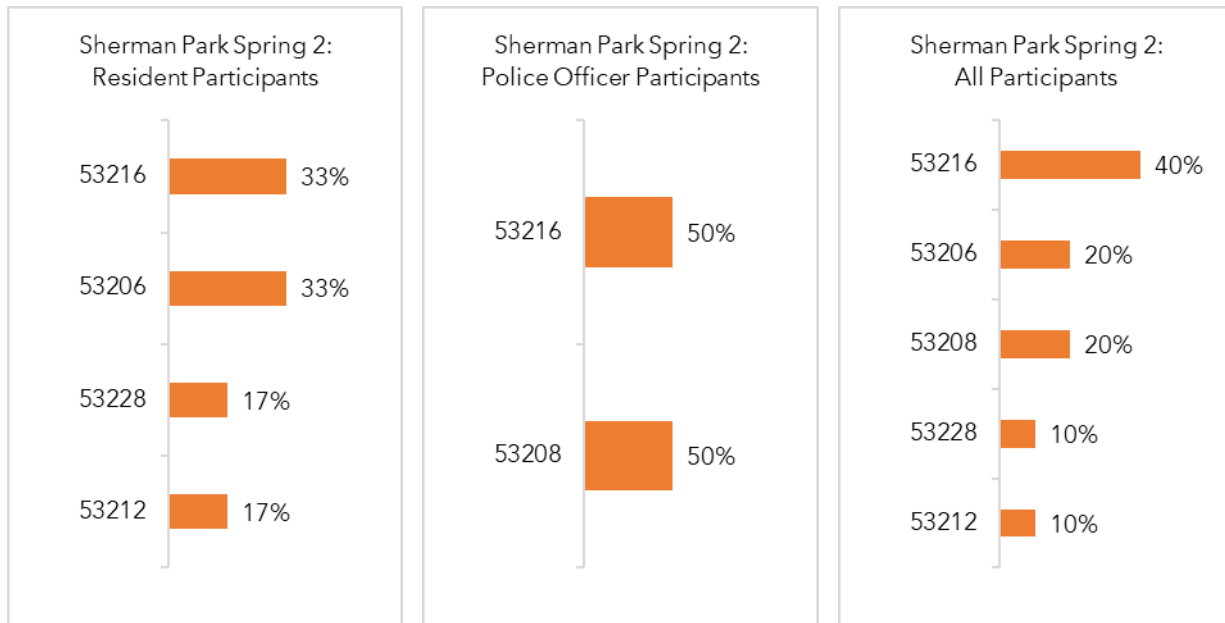
Age Range



Race/Ethnicity



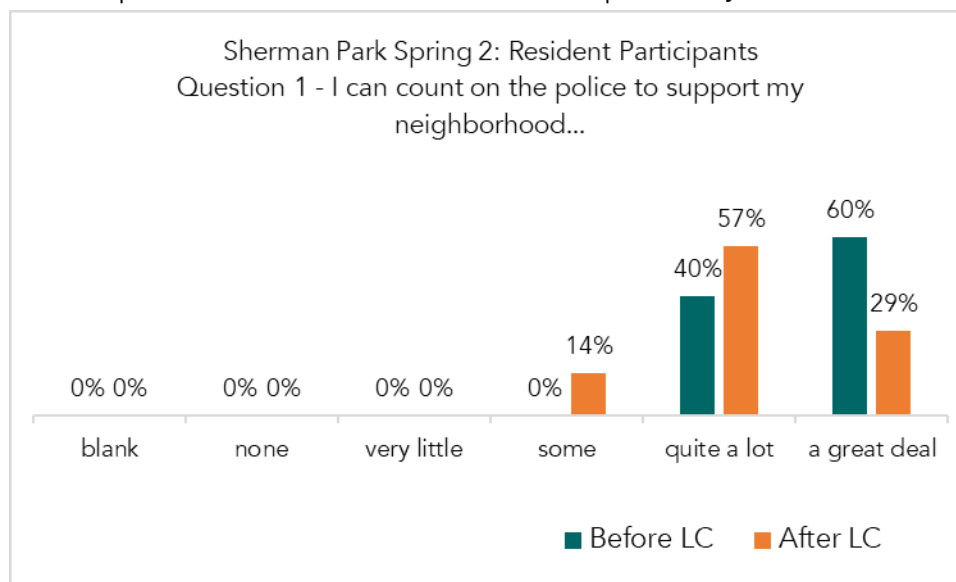
Zip Code



Quantitative Data – Pre/Post Surveys

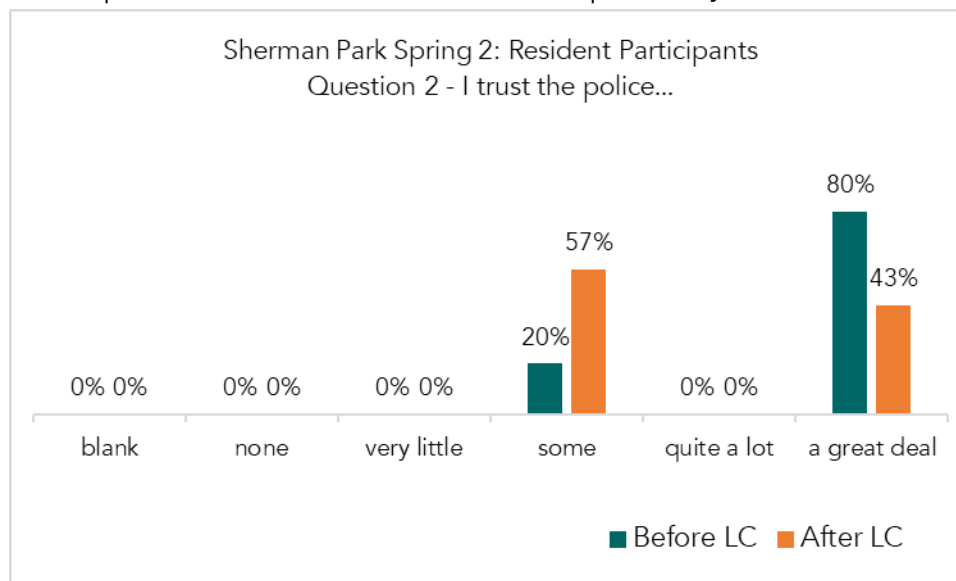
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

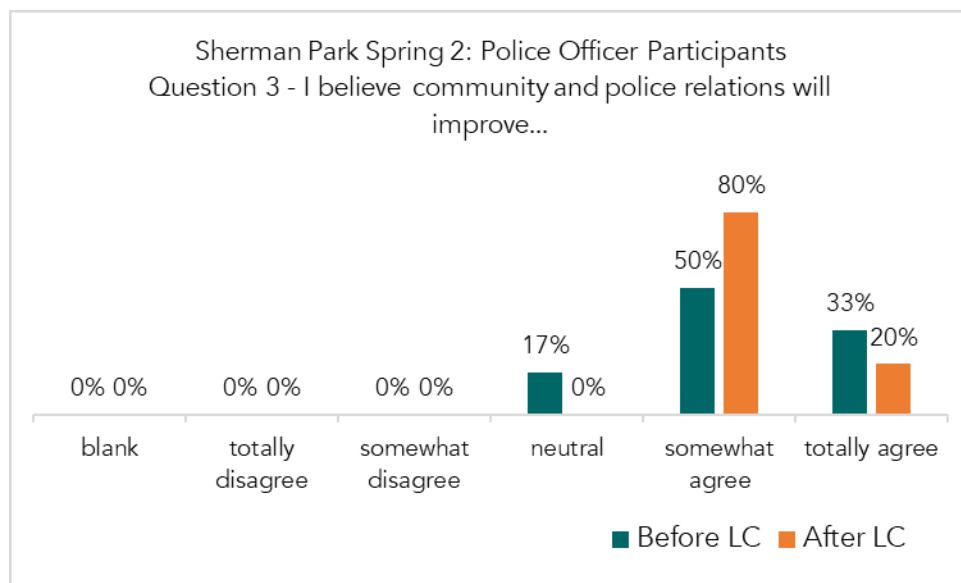
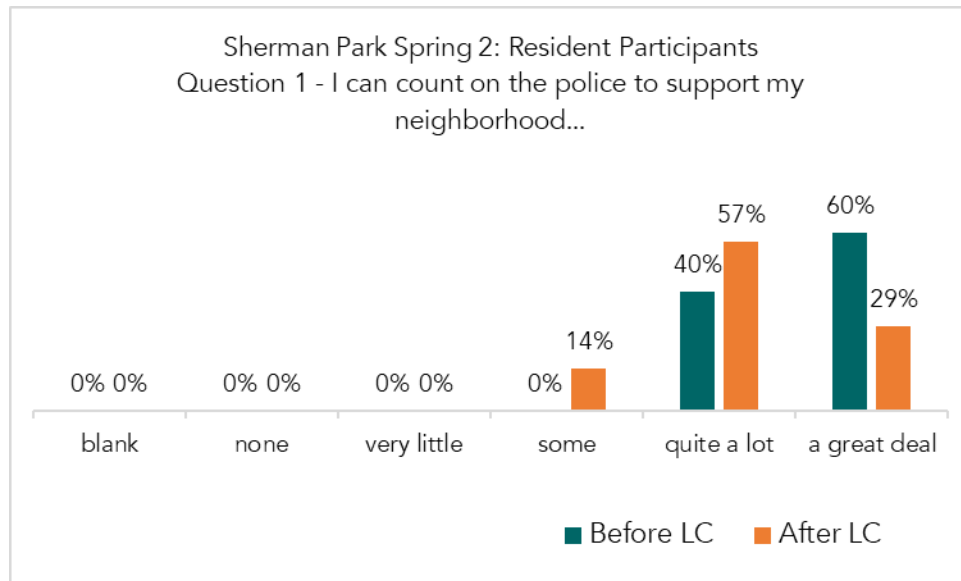


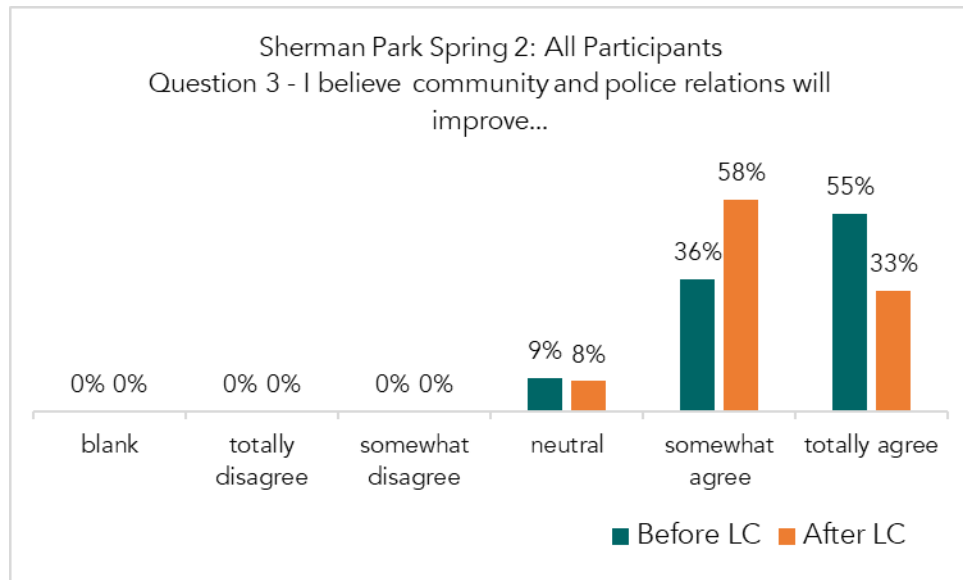
Question 2 – I trust the police...

Note this question was asked of Resident Participants only.

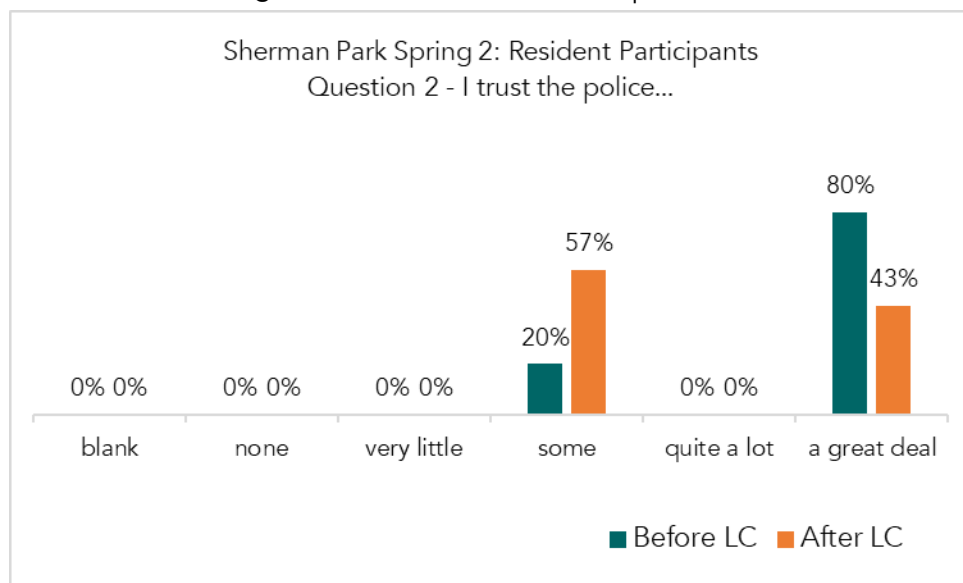


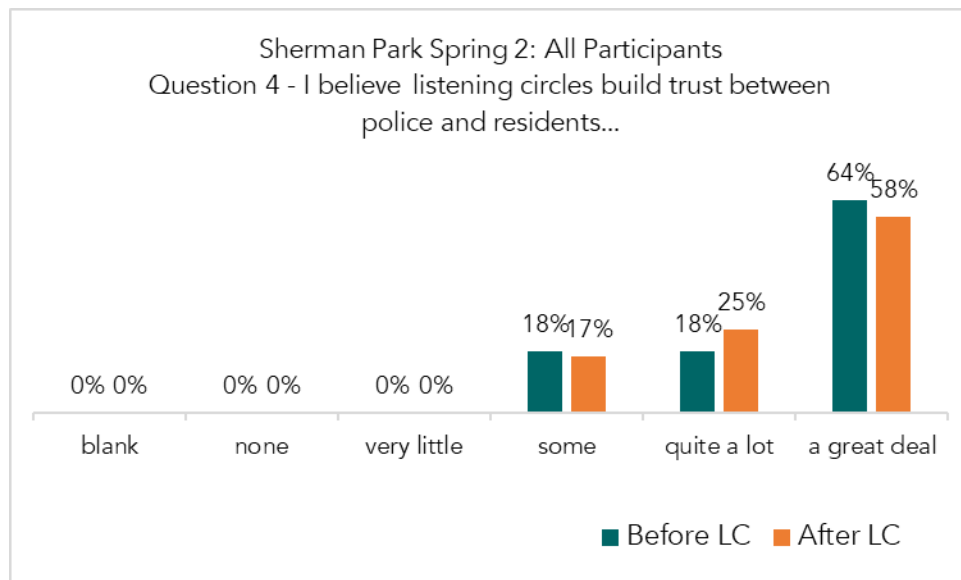
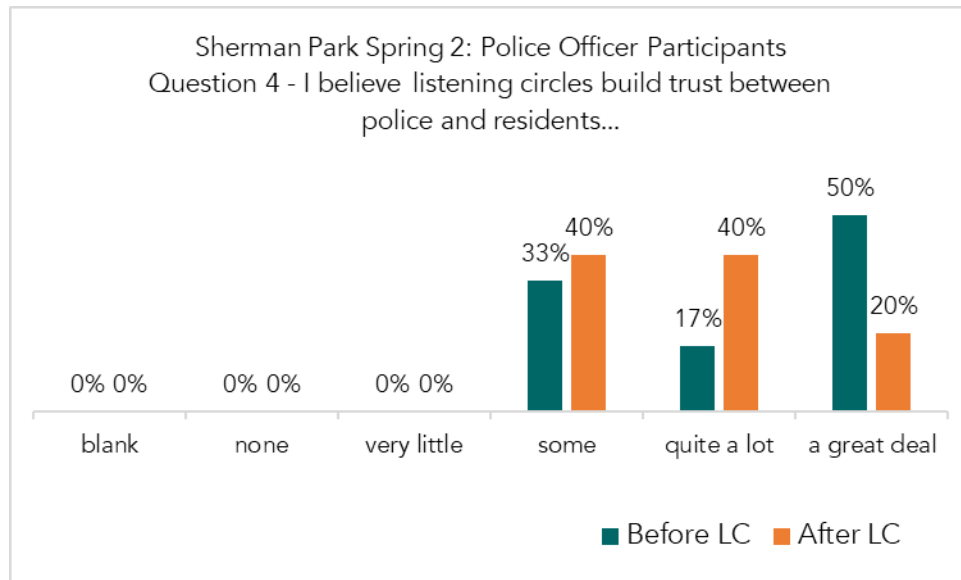
Question 3 – I believe community and police relations will improve...





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?

- Talking with citizens "off duty" in uniform.
- Engaging with community.
- Open talking.
- Being able to communicate with members of the community about change.
- Blank

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

- Do not ever think that all police are the same. Most are different.
- Everything, a lot.
- That we had a chance to talk about ways to trust each other.
- Hearing a young person be reluctant to open up, but ultimately shared his ideas and became comfortable with police, changed his perceptions.
- To have one officer and one youth in our group for the first time was great.
- That there are some officers that think like some citizens and that all officers are not bad.
- They are people too.
- Discussion.

What questions or concerns are you leaving with?

- How to measure progress.
- None.
- None.
- How do most youth feel about officers?
- Blank.
- Why are most police rude?
- Enlightening.
- N/A.
- None.
- We (police) have to support the community at all times.
- That every district should have at least 2 or 3 neighborhoods that they check on.
- Blank.
- Hope.

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

- How backgrounds determine actions.
- None.
- Unsure.
- How much trust do the community have in its local law enforcement?
- How communities process police mistakes.
- Blank.
- Improving talking with the youth about being stopped
- How can we help each other succeed?
- N/A.

- Do the community trust the police.
- Blank.
- Police and community gatherings.
- Education.

Listening Circle 6 – Positive Police & Resident Interactoin

Question Round One: *“Describe a time when you’ve seen police and community work together well in Sherman Park or somewhere else. What were they doing and what was the impact?”*

1.1 Organized Community Events

Several participants recalled taking part in community events which felt positive to them. One participant shared his/her thoughts on a bike program in the community:

“For me personally, there was a bike program – Bublr – that promoted interaction with police and community. A casual ride to the lake and back to Sherman Park. I thought it was a positive activity. It happened the last two years. I noticed the kids having the opportunity to interact and see more of the city out of their block. For me it was beneficial to be on the other side of the coin of negative police interactions. We also were a rolling advertisement for community-for-community relations. It was called Tour De Milwaukee.”

Two participants spoke of the World Peace Event that took place during the summer, noting that everyone appeared to enjoy themselves:

“For Sherman Park, they had an event called World Peace. The police would throw an event with a stage with karaoke. The police were in uniform, but the crowd still seemed to have a good time. There was also a dunk tank, and the sergeant was being dumped into it.”

Many participants reminisced about events from the past, when they were growing up. One participant shared:

“In the 70’s I stayed in the development center projects, whatever, and we did the city-wide cleanup. We had one police officer stay in the development. And the city paid for us to go to the zoo. The police officers met us there—that was good turnout.”

One participant not only noted community engagement, but specifically reaching out to children:

“After the Sherman Park civil unrest, the police had events to interact with children. That was the one event I enjoyed.”

While another individual spoke of not having anything particularly positive to share prior to the listening circle, he/she noted the enjoyment they got from participating in the listening circle:

"Until I got involved in the listening circles, I did not have positive interactions. Not necessarily negative, but now I have really enjoyed hearing each person from the other side."

1.2 Foot & Bike Patrol

Participants voiced support for officers on foot or bike patrol pointing out that *"seeing police on foot is totally different."* One police officer shared:

"Me and my partner have been doing that for about two years. We get to know panhandlers, not always negative interactions. You can meet their needs instead of arresting them. The barrier is taken away when you interact more personally. For me, it has been positive, and I helped one guy get cleaned up from heroin. We got resources and he was clean for 45 days. I felt great about it."

Speaking of past experiences, one participant shared how street patrol was able to have a positive effect on a neighborhood:

"There was a time, back in 1997. when these two officers on beat patrol in a community that was riven with drug sales. These two officers were on bike patrol, between 24th and 29th/30th between Center and Burleigh. Navigating the community, talking with people on their porches for a 30-day period. On the 31st day the officers made about seven drug arrests, and four or five drug-related arrests. From then on, it went for another two or three months. The impact was great. The homeowners loved it even more than the people renting. I dare say that changed the game, of street dealing, in that neighborhood."

1.3 Public Interaction

Two participants responded that public interaction in everyday life is a positive thing. *"I like to wave at police officers while driving because I know I haven't done anything wrong."* Another participant noted that:

"I can't think of much except when I see them on the street, and I see cordial exchanges. My neighbor is a police officer. I think of Sherman Park as a really nice

neighborhood. I been in church here for 30 years. I don't see problems when I am in the neighborhood. I picked the church in Sherman Park. I liked it, and I have been here ever since. I have good interactions."

Question Round Two: *"What projects would you like to see police and residents work on together to improve or beautify the neighborhood? What projects would you personally want to get involved in?"*

2.1 Clean Up

Several participants stated that community cleanup would be a good project to come together and start with: *"First and foremost, have to start with picking up the litter around the city."* Two individuals believed that cleanup should come from having pride in the neighborhood, not using money as an incentive. One individual stated:

"And the way to do it without throwing money at it. People have to take pride in their neighborhood. Police in Milwaukee take pride in what they do. Maybe T-shirts displaying the cause. Police would be off the clock doing the clean-up. Police showing by example. The police take pride in what they do, and it's a start. Outside of Milwaukee, I read an article about Detroit where people landscaped overgrown lots. I think the city here does landscaping. It shows that taking pride in how your community and city looks is the main factor. All the interactions matter. It reminds people."

Another participant pointed out the challenges of stopping more trash from accumulating:

"Something simple and a cleanup of the neighborhood. In my capacity I interact with 100+ people a day. On 45th and Center Street, I stopped a car for throwing garbage out of his window. I asked him, and he said everyone else is doing it. So, I picked it up as an example. Sometimes people get overwhelmed by the trash and effort required. Maybe we can invite the community and using incentives of relationships – not always monetary."

One participant shared the notion of offering tax cuts for helping clean up, with every individual contributing on a different day.

"Allow homeowners to receive automatic tax cuts for improvements. Alderman would have envelopes sent to every home to let them know which day is for their house

to go around and clean up their block. (Doesn't have to be one home per day. it can be two or more per day.)"

2.2 Bring Community Together by Building Relationships

Several participants spoke of building up relationships within the community, most notably with police officers.

"I would like to see better communication between police and residents. Don't just go by everyone else's opinion. Get to know for yourself instead of hearsay. Try and build relationships with community. Especially with youth and police. People see police as objects and lump them all as bad. They all do a job, but differently. I would do a community /police picnic. Play games, talk, and break bread together."

Another participant, a police officer, acknowledged the need to build positive relationships between citizens and police officers:

"Off the top of my head, to work together and improve blue relationships with citizens. It is not very often that we have large citizen police classes in the Citizen Academy. Having citizens share role-plays as police officers in interactions could increase empathy. Police are not trying to make mountains out of nothing. We are there for a reason. We want the neighborhood to improve. And to remind not to tell their children they will call the police when they act up. I would like people to experience the police perspective of the suspicious person of interest and acknowledge the caller's request. Mental health is also a crisis, and people call us for a miracle. There is a lot of resources. I found out program that help block watches with cameras to help survey crime."

Walking patrol was mentioned, acknowledging that everyday interaction goes a long way.

"Interact more with each other on the bikes or recreation with youth. More walking officers. Smiling 'hi' to people and looking out for each other. Increase mutual respect."

One participant believed that *"police have enough to do"* and urged others to think about other supporting resources in the community:

"I would like to see the public schools educate the families and get to where if someone has to be in a hospital bed, their family has the resources, and have the jobs, to support them. I teach at MATC, and when I give a test, I take all capital letters away. I want to see that they can think. We need solid families. Then we can interact with the police. Instead of everyone worrying about being called a snitch. In a good society there isn't that fear. I would approach it from that direction."

2.3 Community Outreach

Several participants spoke of community outreach and activities as ways to bring the neighborhood together. One individual spoke of a change in the neighborhood after block parties were no longer held:

"Day before yesterday, there was a young person in my group. She was twelve or thirteen, and they talked about a block party that someone would organize every year, who was perceived as very mean, but who had a big heart. She would feed them all. But then when that woman moved out, the young girl saw how that the neighborhood wasn't the same without the block party. Why not get those started? The department has an ice cream truck now. Why not just go from neighborhood to neighborhood, from block to block?"

Another participant also offered ways to engage in the community:

"The police do their National Night Out. Why not do that in the community, and have them walk around, with stuff like that? Why not have the police officers on bikes pick a day to ride around with kids and their parents on bicycles? The city used to give out free plants and stuff like that. I don't know when that stopped but why that stopped?"

A police officer discussed how to incorporate resources into helping the mentally ill and pointed out the potential negative effects on the neighborhood if a local hospital shut down. He/she encouraged others to think about how to get involved to fight against the potential closure:

"Just recently, an officer that I have tremendous respect for, at District 7, who is very connected with community and resources. He's an RN, he's a day shifter, he teaches at the college level, he spent some time at the academy. My partner and I were charged with a walking beat, and with behaving legally, like panhandlers. To solve that problem you need someone, like this officer, who can look at the underlying causes of

homelessness, and drug addiction. Officer S. recently posted a very interesting article with regard to Ascension Healthcare, which owns St. Joe's and St. Mary's. They want to close St. Joe's Hospital. If that happens it would be a catastrophe for our district (7). The article talks about it's become all about a big corporate money paradigm. But no matter what side of the equation you're on, what can I do to make a difference? From a strictly pragmatic point of view what can I do as an individual? Maybe let's chair/co-chair a 5k run in support of St. Joe's Hospital, to keep it here. Maybe start and end there, or at least end there, at St. Joe's. It's such a vital part of our district."

Connected Conversation: "What would motivate you and/or what would hold you back from getting involved?"

3.1 Influence from Home

The majority of the conversation during Connected Conversation reflected thoughts about children and influence. One participant spoke of adults making bad decisions and passing it along to children. Another participant commented about the challenges encountered trying to change that mindset:

"I think it's also about the mindset of an open heart. You have some kids who do take advice and want to change. But others just aren't open to it. Some are just scared and don't know how to be open to it, because they didn't get it from home."

Another participant pointed out that "young people need to be taught," and also spoke of his/her upbringing and the effect it had on his/her growth:

"Our young people need to be taught – I needed to be taught -- in their families or in school how to interact with the police. I had a healthy fear of my father, and of my mother. I knew if a teacher called home about something I did, I was punished. I didn't have a side of the story, I would be punished. It worked, it was adaptive, I stayed out of trouble. I was also taught in the home to respect the police, and understand that they have a job to do. They're not always there to be our friend. Sometimes the teachers that were the hardest on me were the ones who cared the most about me. How do we help the next generation and teach them that authority is their friend and not their adversary?"

3.2 Engagement with Kids

While most of the discussion centered around influences inside the home, one participant spoke of outreach to those children who did not have parents and ways to engage and support them:

"There's going to be collateral damage, however me, and two other guys, went into Palmer Elementary. We told all the kids who didn't have a mother or father there, that we would invest in the kid and tell them believe in themselves. If you teach them that you love them, then they'll bloom. We got a dentist who would bring in his whole staff, and not charge anyone anything, for fixing their teeth. Kindness begets kindness.

Parting Words

4.1 Positive

In closing, participants shared positive feeling words such as *"blessed"*, *"unity"*, and *"full of compassion."*

4.2 Positive Forward Thinking

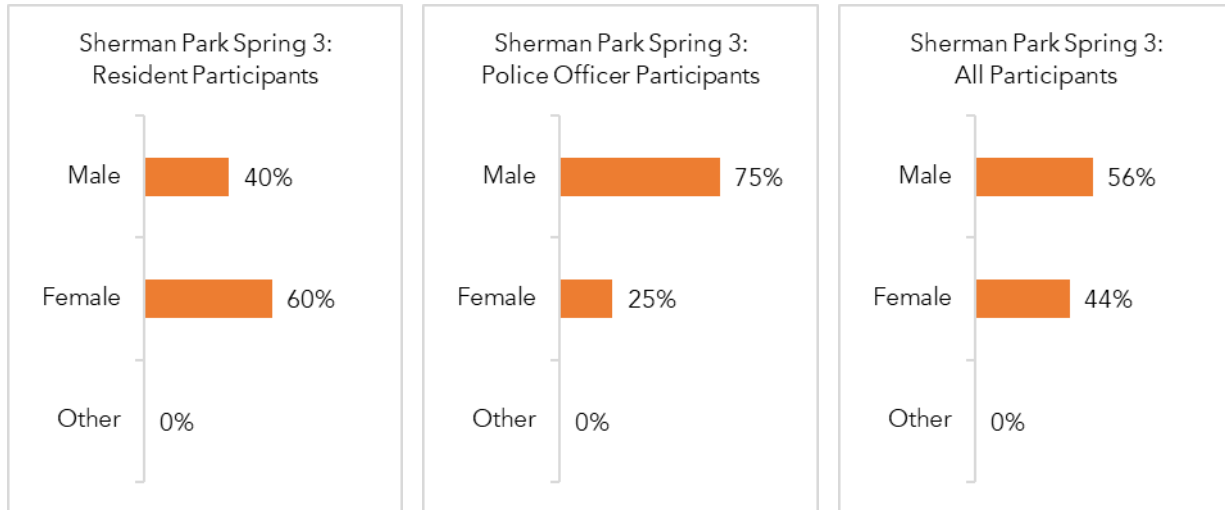
Two participants stated *"hopeful"* and *"purposed"* when asked to share Parting Words at the end of the group.

In summary, participants offered positive affirmations remarks during Parting Words.

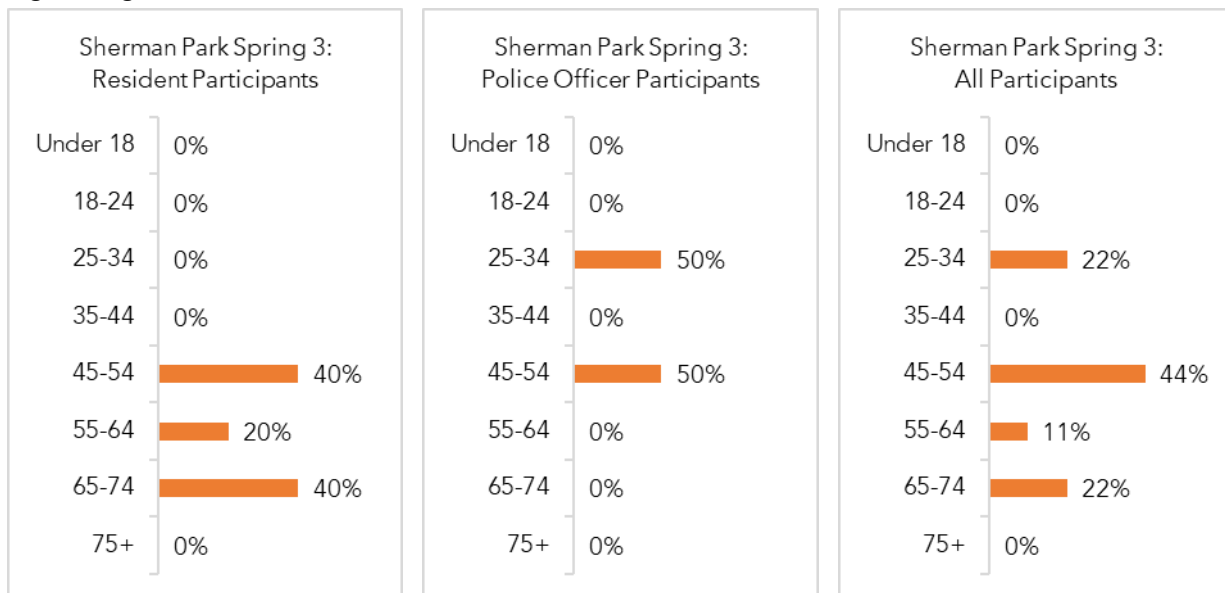
Feedback Forms

Demographics

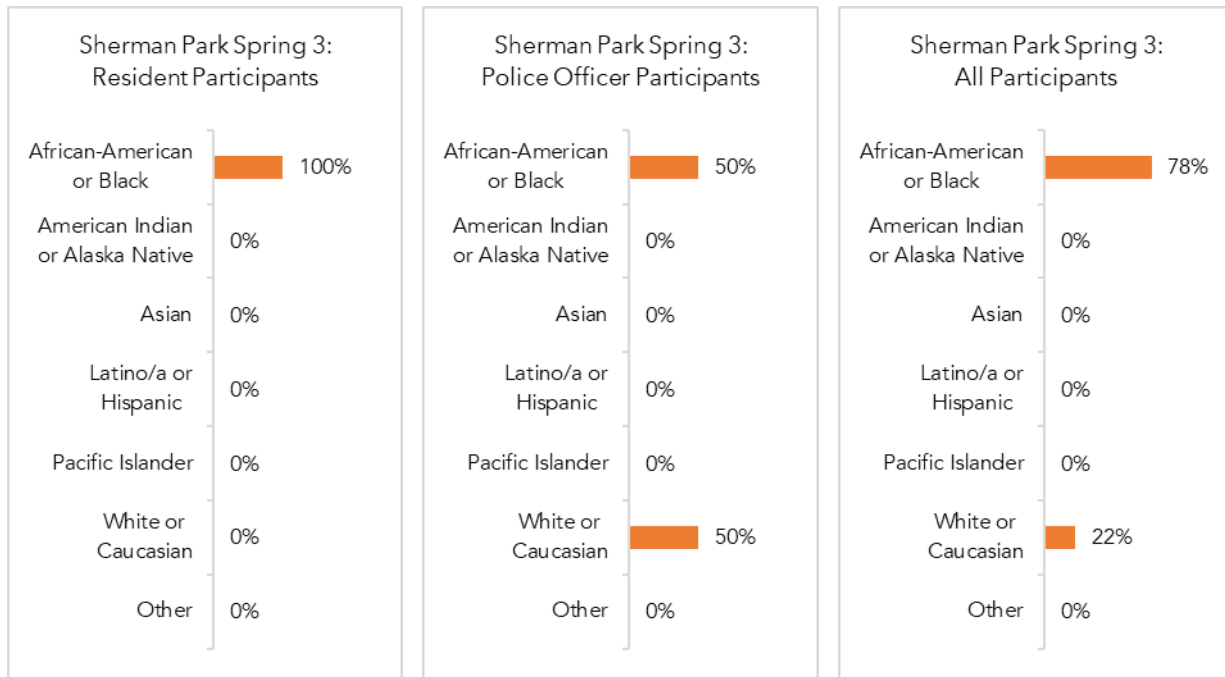
Gender



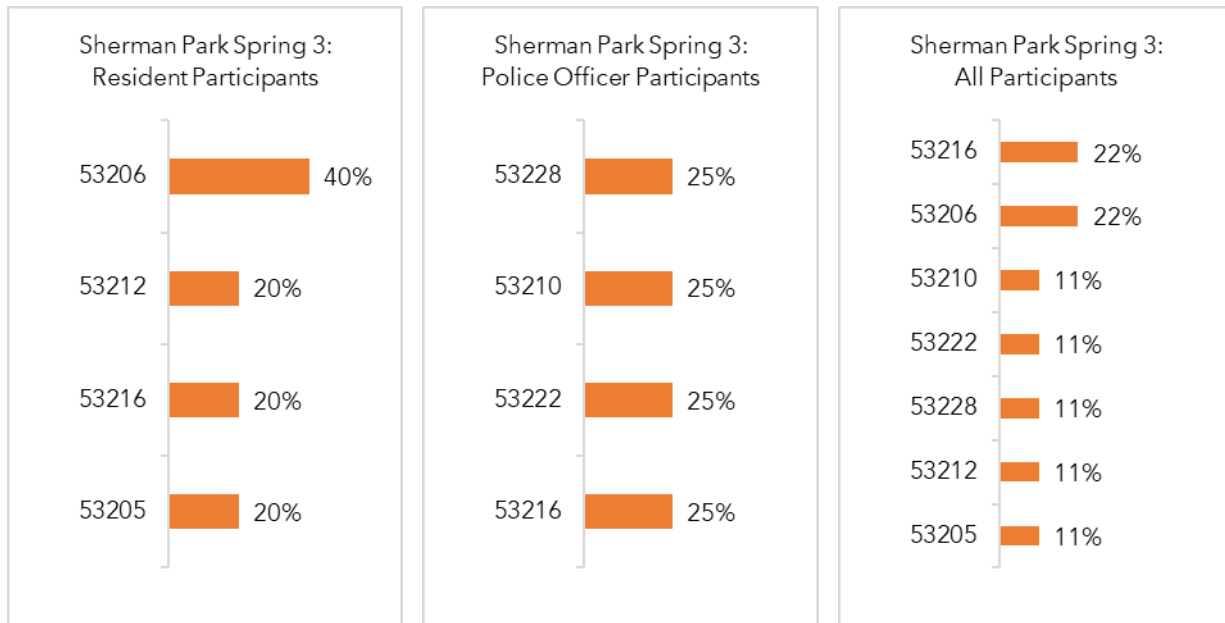
Age Range



Race/Ethnicity



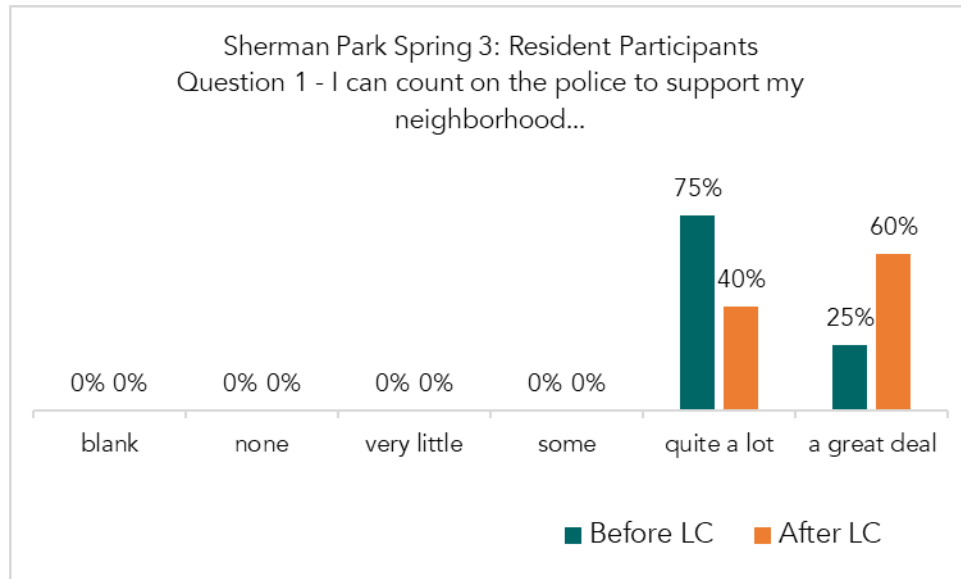
Zip Code



Quantitative Data – Pre/Post Surveys

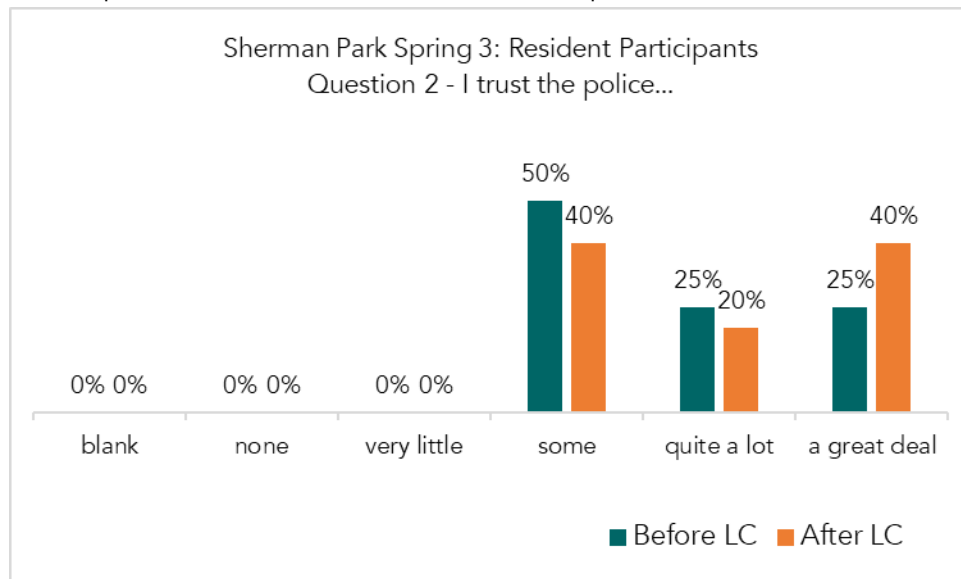
Question 1 – I can count on the police to support my neighborhood...

Note: This question was asked of Resident Participants only.

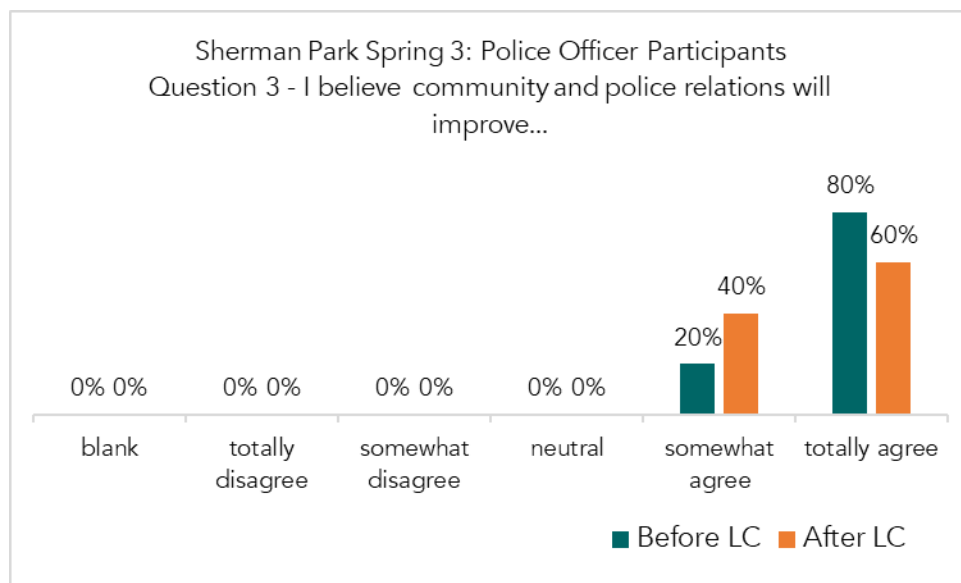
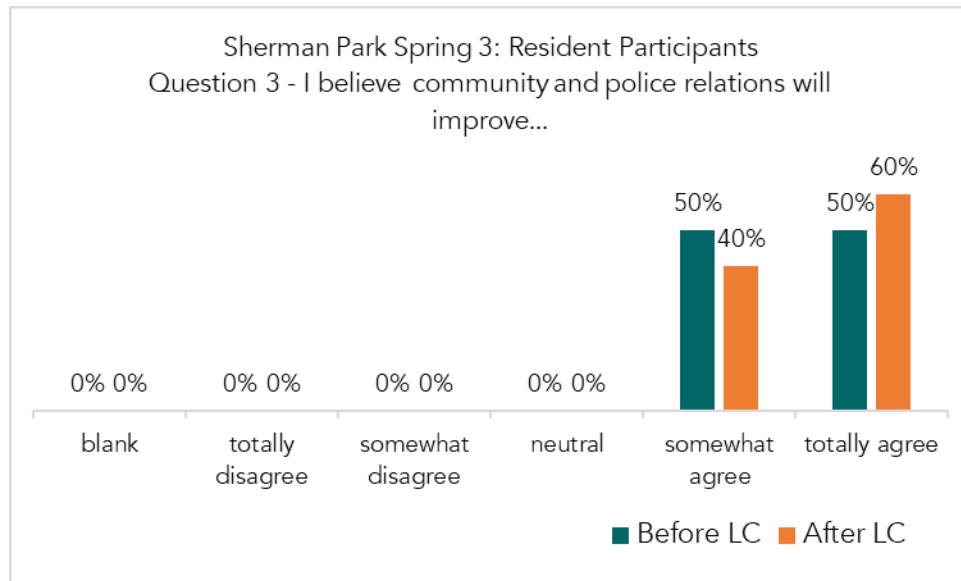


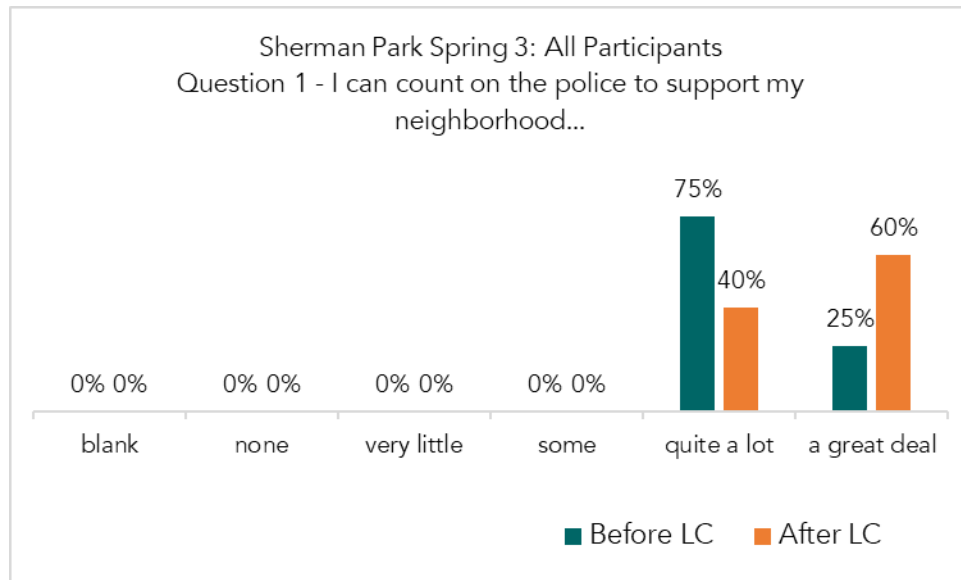
Question 2 – I trust the police...

Note this question was asked of Resident Participants only.

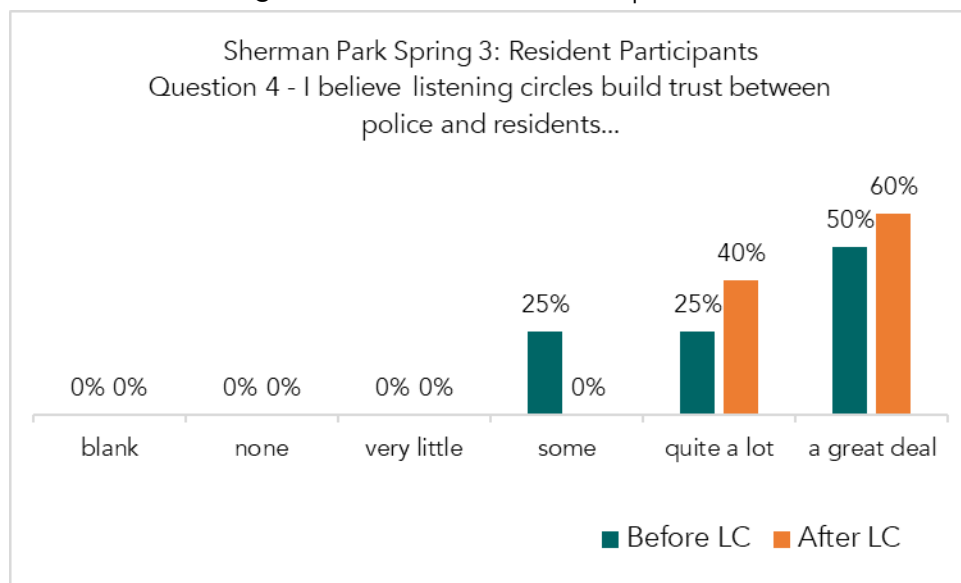


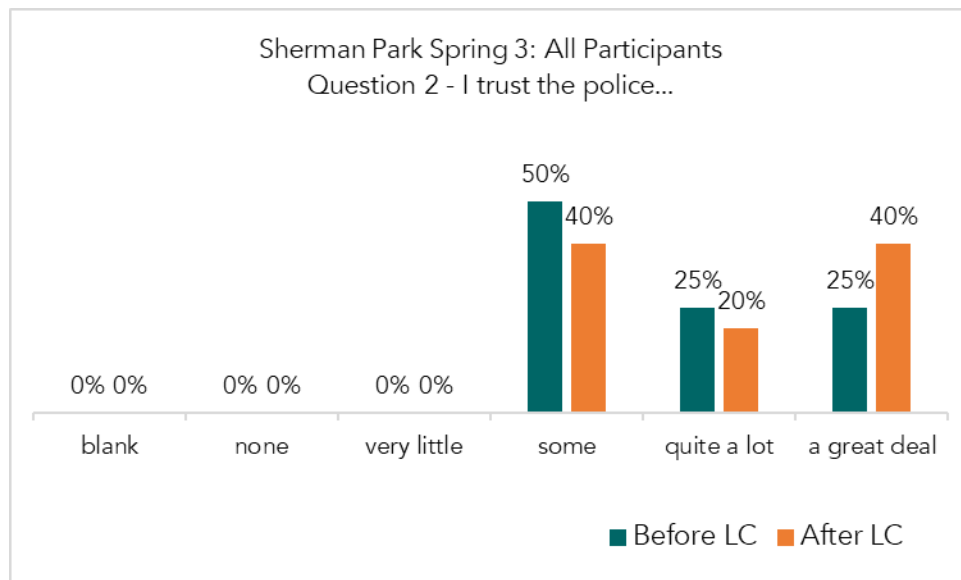
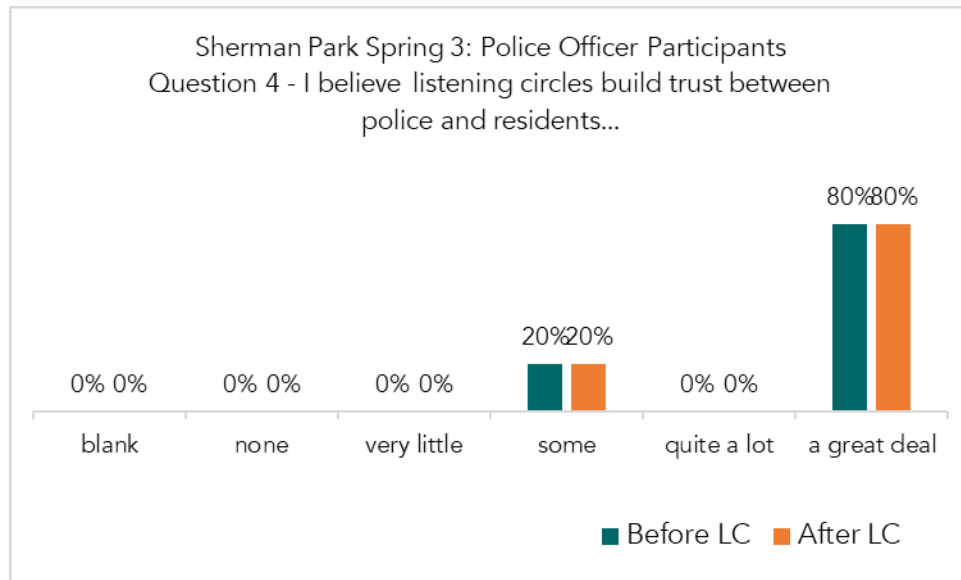
Question 3 – I believe community and police relations will improve...





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?

- I thought the questions were great since they were two-part questions (makes you think deeper). Olu was a terrific group facilitator, made everyone feel comfortable and relaxed.
- Need to increase ownership of community, talking with people who really care about the city.
- Great people in Sherman Park community.
- We care!

- Hearing from residents about their concerns.

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

- The positive interaction of three officers and encouraging comments on how to effectively interact with each other - great facilitation.
- They're willing if the community is willing.
- Open minds.
- They are human.

What questions or concerns are you leaving with?

- None.
- These groups are positive but need participation.
- None at this time.
- When does the work begin?
- None.
- How the community can continue to interact effectively - in counteracting the opioid addiction.
- Will these events continue?
- United.
- Nothing.

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

- How to further improve police and community relations. May more questions or problem solving on that.
- Juvenile intervention.
- Domestic violence.
- Blank
- Respect for authority.
- How the police, community and health industry can combine efforts towards combatting "pharmaceutical additions" in young, elderly, etc.
- Working well together.
- Community.
- Don't know.

Annex 1 – Listening Circle 1

Question Round One: *“Tell about a time between police and residents when you felt respected and your voice was heard.”*

1.1 Police Response to Resident Concerns

- A few years ago, I called the police about a young man yelling at my window. I thought he was my son, so I went to open the door. The man started to push his way into the house and I realized it was not my son, so I pushed him back out. He told me he had been shot. I made him wait outside while I called the police. The police came very quickly. While they were there, I noticed that a car kept passing by slowly. I felt heard and respected when I pointed out the car and they strategically checked it out. They never let on that I was saying anything about the car. I felt like it was important to them that they protect my identity.
- I have not had any encounters with the police. I don't call. I handle my own stuff. Once there was a neighbor who was playing his music loudly. The other neighbors got together and called the police. I didn't agree because he wasn't really bothering anybody, it wasn't after hours. When the police came they paid attention to me and turned their backs on everybody who was complaining. That made me feel respected.

1.2 Police Building Rapport with Youth

- I see a number of officers interact with our youth of color. It brings to [my] mind what our pastor teaches to reach out and touch youth. Young people will respond quicker when help is needed if a rapport has been built with them.
- We're on bikes [this officer was seated next to her partner and made a hand gesture to include him in her explanation] doing a lot of face-to-face community relations. In the park there is a group of kids we're always correcting. They were respectful and knew that if they had problems they could come to us.
- I was assigned to a very busy district in the past and was only able to respond to one call after another, unlike here in this circle where I am able to talk to residents. When I started working in the public schools there was a lot of resistance from the students about us being there in uniform, but over time the kids have learned our names and we know theirs and they stop and say hello and often pull us aside when they have a problem and need to talk or want to tell us something bad that is going on in school. They have learned to respect our being there for their safety.

1.3 Communication

- "Not snitching". That was our code when we were growing up, so to be able to come to these listening groups and talk to officers is a good thing.
- I thought a young lady was going to hurt herself. I needed to take her to the psych hospital per protocol. She must have had a bad experience there before because she was adamant about not going. There are "yes" people and "no" people. She was a "no." She looked like someone who could fight and was not going to do anything I asked. I talked to her for 20-30 minutes and she calmed down. She got in the squad and I didn't even need to use cuffs.
- I work with families of people who are more prone to get in trouble. I have to explain what I'm doing there. It is usually about probation or parole compliance. If an agent says to take a person into custody we must. Once I had parents ask what they could do to help their son. I spent 30 minutes to an hour talking with them. There are not many parents who ask how to help. They understood the seriousness of the situation.
- This Monday I went to a Listening Circle. It was a progressive group. Everyone gave good feedback. It was about parenting, and supply and demand. I could contribute, as did others, and I felt respected and that my voice was heard. It was a good time.

1.4 Fun Interactions in the Community

- When we ride around on our bikes we get a lot of waves. People tell us to be safe. More people like us than those who don't, and that makes me feel respected and appreciated.
- Growing up I had a friend whose dad was a police officer and he liked to have fun and dance and he played softball with us kids in the neighborhood, I was able to talk to him.

1.5 Experiencing "Citizen Police Academy"

- I was always taught to respect the police, but more so now that I was able to attend 'Citizen Police Academy' where I was able to see first-hand the daily operations of the police officer and what is involved in their decision making. I was taken out to the police gun range and even fired at a citizen, that I would've killed if it were for real. I recommend to my friends and neighbors they should volunteer to take the course. I now say hello and 'I love you' to all the police I run into.

1.6 Missing Stronger Community Engagement

- I miss the officers coming through the community building up a relationship with residents. They would stop and speak and introduce themselves when we worked in our yards or were cooking outside. It really helped to build up trust between officers and residents when they did that.

- I used to see the police riding their bikes in the neighborhoods and stopping & passing out baseball cards to the kids and they seemed to like it. It needs to be done more.

1.7 Other comments

- One of my teacher's students died. She was really sad. She was being rude to us and I could tell that she was having a really bad day. I told her, "You need to take a break." At the end of the day she gave me a treat because I helped her to be able to take care of herself so that she could take care of us.

Question Round Two: *"Tell about a time between police and residents when you felt disrespected and your voice was not heard."*

2.1 Respecting Police Requests

- We had been looking for a young man for about a month. He had not been reporting to his parole officer. His family told us he would probably be carrying a gun. When we found him, we had to work a bit to cuff him and his gun fell out. A lot of people had gathered, and I told them not to touch the gun. A woman looked like she was reaching for the gun, but she picked up a phone that had fallen. She thought it was the phone of the man being arrested but it was my phone. So, she had temporarily stolen an officers property. We are responsible not just for the person being arrested but for their property too.
- There was a fairly significant accident. The family was on the scene and obviously very upset. Other people were gathering but even more came when the tape went up. Someone started taking pictures. The family wanted me to ask the man to stop taking pictures because they were grieving. I talked to the guy and he got angry. I was asking him to respect the family and he took it as me telling him he couldn't take pictures. He started yelling that he knew his rights.
- The kids at Sherman Park can get to me a little bit. They can definitely push a button with me. They are 7-17 years old. A few will listen and obey. Others don't care. Some try to provoke us to do things to them to arrest them and that makes me feel disrespected at times.

2.2 Assumptions

- I was at a "subject with a gun" call. The neighbor contacted police saying that someone young of age had a gun. I didn't know if this was a real situation. It was in the back of a school. I contacted the school front office. They had no information for us. I asked a neighbor if they saw anything. We continued down the street and saw someone else who turned and walked in the opposite direction when he saw us. He flipped us the bird and cussed at us. Despite our efforts he refused to try to hear us out asking for his help. What

we later realized was that this person had seen his cousin with the gun in an altercation with police. He was upset and refused to calm down.

- I hear all the time that ...the police don't care' and that bothers me. I joined the police department because from a young girl I wanted to help people, so I put on a uniform every day to do just that. I have a daughter in public school, and I care about the community I serve. I bleed just like everyone else!

2.3 Communication

- My husband got caught drunk driving. When I got there, they were cuffing him. I was asking what was going on and they told me "Get back! Get back!" He was going to lock me up for asking a question. I felt very disrespected.
- When I went to 7th district to get an overnight parking permit I went to the desk. I didn't know it's in a machine now, that you go to [in order] to get a permit. My nephew was visiting from out of town, and he needed to be able to park his car without getting a ticket overnight. I said to the officer behind the desk, "I'd like to purchase an overnight parking permit." She said, "It's over there in that machine!" in a nasty tone. The lieutenant was standing in the rear and he heard it and calmly came forward and explained to me how to get a permit. He told the officer, "Let me talk to you," and he took her into the back to have words with her.
- I witnessed an accident. The light had just turned yellow. The car in front went through the light. One driver was White and the other Black. The White driver was in the wrong, but someone ran over to her to console her right away, even though he didn't know what was going on because he had not seen the accident. The Black lady was from Ohio and could not give a satisfactory answer of how long she will be in Milwaukee. The officer took a statement from the White woman right away, but not being satisfied with the Black woman's responses he didn't take her report before I left. I felt ignored, so I got in my car and left the scene of the accident.

2.4 Rigidity in Law Enforcement

- When I go to the court house and have a spoon or metal nail file they throw it away if I don't have a quarter to put it in a locker. That makes me feel disrespected.

2.5 Lack of Understanding

- Once the police had to be called on my neighbors who were having an argument, but we were talking to the man and his wife when the cops arrived, and they asked the wife what she wanted to be done since there was no hitting only arguing and she said she just wanted him to leave. I was shocked when they put him in handcuffs in front of the children.

2.6 Witnessing Brutality

- This is my 1st time here and my impression is that there's an effort for the Milwaukee community and the police to reach out to one another. I'm from Memphis, TN, and I grew up in the 1960's and the Black police officers there were brutal. That did something to the psyche of young kids seeing this, we grew up hating cops! I'm thankful for the Zeidler Center for the opportunity to sit down with police officers.

2.7 Personal Criticism on the Job

- A couple of months ago I responded to a battery incident. One person wanted to fight the other person and threw lighter fluid on her. She dented her car doors. She cussed me out. Right to this day she still calls the station and leaves me voice mail messages cussing me out [about my handling of the incident that day].

2.8 Chose to "Pass" or Had No Personal Experience

- Passed, but thought of a situation with a friend – A friend at school needed help. The police did not come, and he was scared.
- Passed but thought of a situation with a friend – My friend said she was being disrespected but she was intoxicated, and SHE was the one being disrespectful.
- Pass
- I never had any problem with the police, but I had a student in the classroom once whose wild behavior was off the charts and we ended up having to call the school police officers who had to restrain him in cuffs. it was very upsetting.

Connected Conversation: *"What are ways officers and residents can work together to be heard and show deeper respect to each other"*

3.1 Being a Police Officer

- If you know where the problems are why can't you go, take care of it? I know what they're doing; you know what they're doing...
 - You mean like the drug dealers? As far as drug investigations, a lot goes into that, but you may not see it. We don't want to arrest a dealer on a traffic stop. We want it to stick. At 2 in the morning we do garbage picks. We go through the garbage of possible dealers looking for signs of criminal activity – Ziplock bags, rubber gloves, tobacco without the cigar wrappers – why would you buy tobacco and not smoke it? We target users – we throw out the charges or small possession for testimony about dealers. Drug dealers are basically like street lawyers – they know the law and how to get around it.
- What does the flashing green light mean?

- That is my body cam. The flashing green light means the battery is fully charged and ready to go
- How old do you have to be to become an officer?
 - 21. There is a Police Aide position that 16-year-olds can enroll in. They do clerical work, book-in prisoners...it's kind of an introduction to what officers do. The position pays \$15-16 hour. Aides have to do 56 credits through MATC and there is tuition reimbursement to cover it.
- Community Service Officers are positions geared toward adults. It is a foot-in-the-door to becoming an officer. CSOs do crime scene work like running finger prints and gathering DNA samples.
- There is often a lot of confusion when there are a lot of officers on a scene plus a lot of citizens. It is especially confusing if someone has to be taken into custody. People come when the tape comes out.
- People might be angry that officers are there. It helps for one officer to talk to the family. We try to keep some information confidential so it's important to have a relationship with a family member.
- With our profession, we have to have more control of our attitudes than others. One bad thing can lead to someone feeling disrespected and turn a cooperative person into an uncooperative person.
- You have to let folks know that you are approachable.
- I used to work MPS Security. Those kids could push our buttons, and like you say, we had to have control, but once we got to know the kids, they were alright. You know when you reach your limits. When you do, take some time out.
- Our supervisors tell us to hit certain spots more than during the day. We might get sent to a call and pulled away, but we do try to be seen in the neighborhood.
 - Yes, we try to do community outreach in areas known to be problematic.
- How did you drop your phone?
 - It was in my breast pocket which might not be the best. I try to remember to put it in a zipper pocket. At the time I was more concerned about what he was doing with his arm. It looked like he was reaching for his waistband.

3.2 Clarifying Terminology and Protocol

- What does parole mean?
 - It means you committed a crime, there is court, lawyers, court and police. A judge or jury decides if you are guilty. You may go to prison or a judge may decide you can do time at your house. You check in with your parole officer once a month and are supervised or monitored. With probation, you may not do prison time at

all. Maybe you did something that was not as serious a crime. You see your probation officer once a month.

- My neighbor had an incident with the police. He told her to open the door or he would kick it in. Would he really have kicked it in or was it just a threat?
 - It depends on the nature of the call and whether there was a warrant for someone at that address. If someone calls saying they are being battered, we might kick the door in because the person could be hurt or maybe they're being threatened and held against their will.
 - Who repairs the door?
 - The owner has to fill-out a form through the city.
 - Does it matter why the door was kicked?
 - Maybe the city would not pay for a door kicked for a search warrant, but it would if there was a welfare check. But, the city might not send the best carpenter – it may not be true craftsmanship.
- What can you do if you see drug sales go down?
 - Get the plate numbers and a description. Come into the station and file a complaint. If we see a pattern, we'll begin to come into the area more to catch it in action.
 - You can also ask for more patrols. Say, "We see dealing over her." Give as many details as you can.
- This might be virtually impossible but, if I have a problem with my family could the same officer come because they know us?
 - Maybe an officer could pull up an address call history, so they have a sense of what might be happening there.

3.3 Trauma

- What do we do about our traumatized young black males and youth?
 - Yes, they are very angry. I still drive the school bus and daily there are fights an assault that take place and when you report to school officials, the parents come and get angry at you also. We're not dealing with parents like in the old days who allowed adults to discipline their kids.
 - Yes, but it is also sad what is going on. Lots of single moms who allow the kids to be their friends instead of parenting them. There is definitely a family breakdown!
 - As Liaison officer I often have to report truancy and other bad behavior to parents and instead of being upset with the kids, they get upset with the school staff & officers. Many kids have multiple problems at home like; hunger, safety, incest, multiple men in the home their exposed too and depression!

3.4 General Comments

- Sometimes people fabricate what happened when they call to get a quicker response.
- Do you think there is a relationship between the economy, demographics and age of residents?
 - Sure, lack of jobs and crime go hand in hand.

- Too many young kids get caught up. Too many.
- Officers used to play basketball with the kids in our neighborhood. They don't do that anymore.
 - I still do! I'll play kick cans with a kid any day!
- Why didn't you let the man in your house?
 - I didn't know him. I knew he had been shot but I didn't know why. I feared for my safety.
 - It was a good thing to do. He could have been a person waking down the street but many times it is someone who was doing something they shouldn't have, and he could have had a gun too. The person who shot him could still be coming after him and might push their way into the house, not caring who else gets hurt.

Parting Words

- Bonding.
- Bonding.
- Mutual respect.
- Open communication.
- Listening.
- Interesting.
- Everyone was truthful.
- Wonderful to be able to dialogue.
- Interesting to listen to the officer's point of view.
- I like these groups. I'm not just a cop, I'm a mother & a community member.
- Very beneficial, but we need to look at the real reasons our community needs help.
- Families in trouble.
- Beneficial.
- Relationship building.
- Face-to-face communication. More engagement in communication.
- Approachable.
- Able to understand each other – build rapport.
- Interaction.
- Good communication, relationship building.

Annex 2 – Listening Circle 2

***Question Round One:** “Tell a story from your life that impacts how you view people in authority. What was the experience and how did it impact you?”*

1.1 Work Experiences

- Right out of high school I worked with diamond gym for 11 or 12 years at a car dealership. He would meet with other business people and they would ask how he became so successful. I expected to hear him say that it was because he was a smart businessman. But, he said that it was not him but rather the people working for him that made him successful. He acknowledged the importance of leadership but always said that the purpose was for building a team. He was my example. I felt if something good happen it was the team but if something bad happened it was me.
- I have lived a very diverse life at home and in the work place. When I started my job of nineteen years now it was like walking into a war zone. I was the only person of color, so it took a while for me to get comfortable. My boss was always fair, and he would ask my opinion from time to time. My background of diversity helps me in all aspects of my life.
- I grew up in a diverse community and it was easy growing up and making friends. At my first job I was the only person of color and during that time there were not many black butchers around town. There was lots of racism at that time so after several years my boss became more relaxed with me and began to understand people of color. The impact was that there will always be people who don't like me but if we can have a conversation, understand and then move on.
- I had crummy jobs, not so good with authority. I didn't know how to handle criticism. I didn't seem to be able to do anything right. Now that I am in the academy I have learned and am learning to respect the power of authority. I have learned how to accept the criticism and now I am treated with respect.
- I came up here from Memphis, Tennessee and the people of authority that I knew were parents, neighbors, I respected elders. I was taught to respect those on the job. Coming up, the neighbors were a form of authority. I was taught that I had to work.
- On my job the CSL was working the Blacks like slaves. One of the workers wanted to get off to go to a funeral and she wouldn't let her—I felt she was being disrespectful, and I felt like if it had been you, you would have wanted to go.
- My family relocated from the south to the north when I was entering ninth grade. I had never attended school with Caucasians before and in the beginning I was afraid to interact and mingle with the students but over time it became easier to do. They became

my friends which made me comfortable. That experience impacted my life thereafter in the work place I am able to fit in with all races.

- I grew up in a diverse community and it was easy growing up and making friends. At my first job I was the only person of color and during that time there were not many black butchers around town. There was lots of racism at that time so after several years my boss became more relaxed with me and began to understand people of color. The impact was that there will always be people who don't like me but if we can have a conversation, understand and then move on.
- I have lived a very diverse life at home and in the work place. When I started my job of nineteen years now it was like walking into a war zone. I was the only person of color, so it took a while for me to get comfortable. My boss was always fair, and he would ask my opinion from time to time. My background of diversity helps me in all aspects of my life.
- I was walking down the hall of the academy and there were several supervisors gathered in the hall. White officers were walking ahead of me and they said "Good morning" to the supervisors. We are taught that we are supposed to say "Sir." I said, "Good morning, gentlemen." They said at the top of their lungs "Do we look like gentleman?! Address us as Captain or Lieutenant!" That made a really important impression on me. It is a great reminder to me to treat someone the way I want to be treated. Now I reach out to others to provide support just as a veteran African American female officer did with me.
- I was 15 or 16 years old on the job and my boss was 30-something years old. He was flirting with me, making advances at me, and I didn't know any better because he was my boss. Someone reported it and told me that I did not have to accept that kind of situation from that kind of authority. I had to learn to speak up.

1.2 Encounters with Police

- Two months ago, I had a car accident and I was driving alone, and the door was stuck, and my arm was pinned. The police officer saw what happened and came rushing over to get me out of the car! I don't know how he broke that window, but he did, and he was able to open the door, so I could get out. I was really scared—but he looked out for me and called my mom. After this I thought differently about the police.
- I told my son he could not go to Washington Park to watch the fireworks, but he went anyway. I went to look for him and couldn't find him. The police were trying to keep traffic moving so they wouldn't let people through to the fireworks area. An officer could see that I was searching frantically and approached me. I explained that I was looking for my child. That officer used his authority to help me find my son. My son was a little bit disrespectful and the officer even asked if I wanted him to cuff him and take him in. I said no but I really appreciated his help.

- I was being chased by an officer. I went to jump over a fence but when I put my hand on the fence an officer cuffed it. I was still struggling, and they had to put me in a headlock. While in that position I saw the officer's gun and reached for it. I heard another officer say, "don't do it son." Given all that we see in the news I know he saved my life. I gave them a reason but, by the grace of God, I am still here.
- When I was 10 years old a cop stopped me, and he was really disrespectful to me and my siblings. I decided right then that when I grew up I wanted to be a cop and not be that disrespectful cop because I know how it feels to be disrespected. I don't want to be that kind of person so that others can be treated the way I would want them to be.
- In my younger days I was also one who didn't listen and then I experienced the DARE program with police officers and one officer told me "Put in what you want to get out of life" I see authority as a position for a reason and the officers influenced me to be a better person.
- When I was in the hospital my daughter and grandkids came to visit me and asked me why the police officers were outside my door. I said I don't know but when I go to the hospital I hate staying there and I'm ready to leave right away. I'm thinking this is the reason the police were there. I felt the authority of the police over me and that affected me.
- When I got my first apartment I heard a woman screaming outside. I looked out and there was an officer pushing a woman and hitting her with a stick. The woman was trying to tell the officer that they had the wrong man in custody. The officer didn't want to hear it and kept telling her to shut up. I try not to let that incident influence me, but I can't forget it.

1.3 Changing Assumptions and Behaviors

- Growing up I really had no relationship with my biological parents. I was raised by the community of teachers, principals and parents. I remember not listening as much as I should have so I learned the hard way. The impact was learning to just deal with that moment while it's happening and move on.
- Growing up I used to think I was always right and so I found myself rebelling against those in authority. As I began to pay attention and just listen, I came to the conclusion I won't always win every battle.
- I encountered authority. I am the youngest of five siblings. I lived in Beloit. However, my older brothers and cousins were the ones who had problems with authority in school and with the police. Because of my last name, I was already picked out to be a negative person when it came to following authority. Police and teachers always thought negative of me, so I had to change a negative into a positive.

1.4 Treating People with Respect

- I was named after my grandmother. I looked up to her. She was my authority figure. She treated me with the utmost respect and I thought that is the way that all persons who are older with authority is [an example of] the way that I should treat them. In order to gain respect, you have to give respect, and I was always told by my peers at work that I was a great boss.
- As a child my mother was my authority that had an impact. I got into an argument away from home. Afterwards it caused problems for me because it got back to her what happened. She let me know her authority (by giving me a whipping) even though I felt like I was in the right for what happened. She let me know that I needed to learn to be able to handle myself and the issues I get into before it got back to her. I got why she did this even though I thought I was right. Even if I'm right I try to avoid a conflict and I'm like that today. I learned from her.
- I had an older sister who was in charge when Mom was at work. She was the second mom and we had to follow every direction. We would sometimes sneak out and she would find us. So, authority to me is strength and love. We went to camp and would feel unsafe because she wasn't there. I can be defiant or compliant with authority, but I do see the need for structure.
- I was raised to respect authority. I was raised to respect people that were older than me. I never really had a problem with authority.
- Some people in authority are disrespectful—we're all authority figures. I had an incident when he said what he said, and I said what I said and that was it. It didn't go further—you have to not let it go any further. It didn't really have an impact on me.
- At school some teachers are like that. One teacher in the classroom said I was talking, and I told him it wasn't me talking and we went back and forth like this and I felt like he was being disrespectful. I don't always stop talking because I have a slick mouth; to get respect you have to give it. On my job the CSL was working the Blacks like slaves. One of the workers wanted to get off to go to a funeral and she wouldn't let her—I felt she was being disrespectful, and I felt like if it had been you, you would have wanted to go.
- During a year at camp we were told to put our trays on the floor. I thought that was very rude, and this was a person of authority. However, my parents told me that I had to learn to protect myself in situations like this when people have authority. You have to do what you have to do.
- At 17 years old I was at my home church. A woman came up to the pastor presiding over the meeting and started shaking her finger in his face telling him all the things that were wrong with him and the church. The whole time he said things like "Okay, sugar" "Alright, honey." I would have been thinking about breaking that finger. He stood and took it.

When she finally went back to her seat he simply went on with the agenda. I have seen people abuse of authority. The pastor was an example to me of what it is to have a presence of respect.

1.5 Fear

- My first encounter with people outside of my parents was my kindergarten teacher teaching us how to count. If we missed or counted wrong this person of authority had a right to spank us. I was taught as a child [that I was to] I feared the teacher and next to my parents that was my first encounter with authority.

Question Round Two: "What does positive authority look like to you?"

2.1 Respect and Trust

- People who respect you and does not disrespect you. It's a person that wants to see people do better in life and wants the best for them. It's someone who does not bring them down.
- People that help bring out the best in other people, respect others, and wants the best for others. Some examples are my mother, my husband, kids, etc.
- Being respectful and someone you can vent to and they won't get mad. I like calling people names (joking) and that's the kind of person you can vent to. You can talk to them about your problems and they can give you advice.
- Not taking the opportunity to take advantage. My supervisor is someone who won't ask you to do what she won't do. She could sit back but that is not how she operates.
- Someone who is in a position of authority but lets me do what I need to without hovering...Someone who lets me do what I am called to do and hired to do.
- I think the positive for he/she is giving respect to get respect and not over doing it because they are in charge.
- Respecting a person with a positive attitude whether it be on duty or off duty.
- Someone you can go to finding them trustworthy.

2.2 Caring and Non-Judgmental

- A positive authority figure would empathically understand that everyone has a story.
- I would hope a positive authority figure would come to realize that they are who and where and why they are for the purpose of positively affecting the lives of others.
- The positive authority figure will get to know the people around them. They will be approachable, a good listener and recognize when people need help.

- This person looks like they want to help others; someone that's positive and that you want to talk to. This kind of person makes me feel good about yourself. Someone who's there for you.
- Positive authority comes from inside. You have to care for people. Not being too arrogant. Having wisdom.
- It's someone who is not concerned with themselves but with those they have authority over or with.
- That person would be helpful, share and teach others - not keep their knowledge a secret. They would appreciate their supervisees, be open-minded and not expect people to be perfect. They would understand that lessons can come from those at the bottom of the totem pole.
- One should never be too judgmental.
- Someone who allows me to make mistakes without judgement.

2.3 Leading by Example

- I see positive authority as a person in charge leading by example, fair-minded and does the right thing in decision making or giving assignments.
- Leading by example. Being able to control a situation before it gets out of hand. I try to avoid the triggers that keep people from snapping and lead by example.
- It's leading by example and open to suggestions.
- Being in authority I lead by example and teach by example.
- I see positive authority as a leader who is impactful on those they lead by their humbleness and welcoming spirit while ready to teach and lead.

2.4 Flexible and Collaborative

- I see positive authority as a person who is professional, flexible but firm. Their character and demeanor will show you their authority in the situation.
- I think positive authority looks like a person who can be firm yet flexible in their leadership and giving direction. Flexible doesn't mean bowing to every new method but someone who doesn't need to flex their authority to get results.
- I look at it from an institutional perspective. I think it has to be structured; it should be fair. Its construct should be positive and come from a body of knowledge. It needs to be set up to be willing to adjust if something doesn't work—be willing to re-evaluate the methods. Sometimes people and things change, and you need to reflect the best of all involved. It's got to be considerate and fair for all involved...church is a prime example in how it's structured.
- I look at it from an institutional perspective. I think it has to be structured; it should be fair. Its construct should be positive and come from a body of knowledge. It needs to be

set up to be willing to adjust if something doesn't work—be willing to re-evaluate the methods. Sometimes people and things change, and you need to reflect the best of all involved. It's got to be considerate and fair for all involved...church is a prime example in how it's structured.

- Being in authority on the job I would praise them for a job well done. Help in working together to get the job done.

2.5 Positive Appearance

- They look well-kept, clean and the way they talk and walk.
- Someone that's always smiling—even if it's for no reason.

2.6 Receptive to Feedback

- Someone who does not take things personally. They accept criticism and feedback, not taking it as someone is talking about ME but someone is talking about my decision.
- I see my boss as someone in authority that is positive. He likes lots of feedback and he ask our opinions and welcomes our thoughts on situations or task.

2.7 Calm

- I think the positive authority is calm, on an even keel and does not lose their cool or allow an emotional response.
- Being able to control a situation before it gets out of hand. I try to avoid the triggers that keep people from snapping and lead by example.

2.8 Spiritual Authority

- When I found a church home, I found love. In church I feel I belong, I feel secure and I feel love. It gives me strength because I found a better way to accept what is in front of me. With my defiant nature I found Christ as my authority.
- Positive authority looks like you, a great boss and manager. Negative things, I would never have to say. If challenged I would give it to God, praying for her attitude because there are days that I work in a very bad work environment.

Connected Conversation: *"How do you think the Sherman Park community (both officers and residents) can show respect for each other as individuals?"*

3.1 Police and Resident Relations

- Residents need to know without a doubt that the police care about them. When police put on the uniform they need to do so without showing any favoritism towards people. Residents need to know that there are consequences to stitches and snitches.

- I am at the point of field officer training. What can I do as a recruit to gain trust?
 - I remember the "officer friendly" stage. I used to feel comfortable and trusting because they would spend time talking with us and would know us by name.
 - So, I should get to know people personally?
 - Treat everyone like your mother, grandmother, sister and aunt. Just like I'm out here protecting and serving others I am protecting and serving my family. Everyone is someone's relative. Check yourself. Make mistakes and do better the next time. Have empathy. I don't know what others have been through. We also have to work through communication barriers. What if I'm 80 years old and you come to my house to regulate something and you are young enough to be my child?
- I grew up in a neighborhood with some guys and we were very close. We would come together over the years for funerals. We finally decided that that was not the way we wanted to keep meeting. We got together for a cookout and we were having a great time but noticed that there were a couple of officers and a car watching us. I eventually went over and said I'm not sure what you all are doing but why don't you come and join us. They did. They ate had sodas and acted like a part of the group. Interaction is critical.
- In that vein of authority Martin Luther King said, "In order to transform you must love them and they must know you love them."
- Being friendly in the Park and the police involved in activities with residents so that they can get to know each other.
- Activities like this help relationships. Efforts must be intentional.
- At district 7 we walk a beat called "The Promise Zone" over the summer. It increases positive relationships. We walked from 38th to Sherman and right to North. We played games, handed out candy... It helps to break down walls.
- I think the residents and police can develop or improve their relationships by having conversation and getting to know one another. It's about listening to understand.

3.2 Youth in Sherman Park

- For Sherman Park I just started patrolling the area and the kids said that other officers were really mean to them. I think interaction with kids is important at putting us in a position so that kids can see positivity in us.
- Children taken out of school being assigned to special schools. Children are not afraid of the police. That has to change.
- We need to have more events and team involvement. We have to figure out how to target and capture our youth before the streets.

3.3 Being a Police Officer

- Does the academy talk about your role and presence in the community in an intentional way?
 - Absolutely. We go through 27 or 28 courses. The most important have to do with professional communication with an emphasis on how officers are to interact with the public. We are to be empathic, respectful and non-judgmental in our behavior and speech. The academy knows there is a huge opportunity now to develop relationships in the community. We go through examples of interactions and dissect them to see what worked and what could have been done differently.
- As a female cop, there are things I can say that my partner cannot. I can say things like "I can see your underwear" to some of the men and I can joke that I'm going to come back to sit on their porch with them - no one wants a police officer sitting on their porch.
- Sometimes people think that, as an officer, I am not like you guys. But, I am you guys. I grew up in the same neighborhood and have been through many of the same experiences.
- Do officers have cards with their names on them?
 - Yes. We hand them out so that people feel a connection if they need to call.
- I feel police officer shouldn't take their job for granted or too serious—not just pull people over for no reason.
 - Not all police are like that.

3.4 General Comments

- I wanted to commend the officer and ask if the impact that officer had on her is what made her decide to be a police officer.
- Did you lose friends when you became a police officer? Then they weren't your friends.
- I've lived in my neighborhood for over 40 years and it started to change over the last four to five years with the new comers and absentee landlords. The speeding through the neighborhood has increased over the last couple of years.
- I was taught respect for authority from my parents while growing up in the household first. No establishing of friendships or socializing.
- I respect authority, and, on my job, there is no socializing or going out for drinks with the boss. It's strictly a Boss and employee relationship.
- I feel that officers need to be seen on the streets assisting with block clubs and playing a big part in the community.
- We have 8 cameras.
- Growing up we didn't have cameras; you used to be able to rely on your neighbors. Where I grew up the kids were well-covered by the neighbors.

- It's good to talk with your alderman's because a lot of our actions come from alderman talking to the chief.
 - Yes, praising them for a job well done, and helping together to get the job done.
-

Parting Words

- It's cool.
- Respect.
- It was different—I never sat at the table with police officers before.
- I wanna come back.
- Police are regular people.
- Hopeful.
- Thank you for participating. I'm happy to hear your stories and share mine.
- Increased hope.
- Thank you everybody for being here and for your advice on what I can do to develop relationships.
- I believe things are going to improve.
- With the negativity in the media sitting in this circle has awakened my good memories. Police are not all bad. There has been a rekindling of my understanding.
- I appreciate your spirit [to the officer] and you asking advice from residents [to the recruit].
- Thank you everyone. I am moved to compassion. I learned much and will do more to get involved.
- Relaxed.
- Hopeful.
- Knowledgeable.
- Good.
- Engaged.
- Ready.
- Respect.
- Being a team player.
- Genuine concern.
- Connection.
- Seeking positive answers in the community.

Annex 3 – Listening Circle 3

Question Round One: *“Share a time you may have seen, or experienced activities related to prostitution or sex trafficking in the neighborhood. How did the experience make you feel? What did you do when it happened?”*

1.1 Observations in the Community

- There was a time when I returned from college that my dad and step mom had a foster child in the home. They knew the family of the child who was not to be alone with the child. One day apparently, they had gotten approval to the child for an outing. While I was out walking around, I saw the parent and the child. The mother looked high and the man with her looked like a pimp. I proceeded to go over and take the child from the mother and returned her home to my parents.
- Just passing by certain areas I have seen the situations and activities going on, I’ve seen quite a bit of it. It makes me sad to think that things got that bad where a person would choose to engage in prostitution on their own.
- I do unfortunately see a lot on a daily basis coming and going from work in the Lisbon area between 24 and 35th Street. I see it all the time and there was one incident of a young lady that you could tell she was so strung out. It made me angry, sad, and I wanted to do something, but I didn’t feel comfortable approaching her for fear that her pimp was looking out. I didn’t have enough knowledge about how to act.
- I’ve not seen it throughout the neighborhood, but on the street. I know it’s sad to see another human being suffering and I’ve never done or said anything because they haven’t been close enough for me to get to them.
- There are so many occasions that we find out—lots of calls and a lot about girls in school. Last week my partner and I saw a young girl hanging on the corner and it was obvious she was a prostitute. We stopped and talked to her. She started saying she was ugly, and no one cared. We tried to offer resources and that we could take her to a shelter. She was very resistant. We almost become numb to it—it saddens me—especially with the young girls in the schools. They often don’t have a strong foundation at home and this makes them easy targets. You do what you can do to offer support and just pray for them.
- The only experience I have is observing as I’m driving through the City, but there was a former student of mine that was a victim. I have sadness for the victim because she is always made to feel like the victim. When it happened to a former student, I contacted guidance, parents, etc. There is not a lot of support and I feel helpless. I am mad and angry at the perception of crimes and focus on the victim instead of laws that are aimed

at the perpetrator. The victims are stigmatized, and I think this would not be happening if there wasn't supply and demand for these services.

- Multiple occasions I assume that the person was a prostitute walking from the YMCA. At the time I would just laugh it off and later after I thought about it. I sometimes wonder that people must feel they have to do what they do.

1.2 No Experience

- I have been fortunate not to have experienced any activities related to prostitution or sex trafficking. Being an older white male, I can't speak of any experience with the police. If I would have an experience of either situation, I would feel bad but I don't know that I would report it. I am a father of two daughters and I'd like them to be treated with respect.
- I have never experienced any of these activities and if I did, I don't feel I would do anything because I feel like that must be what they want to do.
- I've never really seen it but if I did, I wouldn't do anything either in regard to the prostitution. I feel a different way about sex trafficking because the person(s) are being forced into the activity and I would definitely call the police.

1.3 Hotels and Housing

- Common calls to the police department mostly deal with hotels. Parents/family calling in about their kids (younger ladies) being exploited for sex trafficking. I feel saddened. A lot of times I get calls back from family looking for hope. Most times John Doe doesn't leave a trail because they pay with cash. Now that's changing because the law is requiring hotels to require a card, get ID, etc. so that helps track them down. The two biggest places are in Appleton and Fond du lac—it's really hard to track.
- I attended a seminar on this subject here at my church. While working in the schools a young lady came to me and told me of an incident that was ongoing in the building where she lived. She shared with me that the tenants of the building were widely populated with young women with children and how the landlord was taking advantage of the women exchanging sex for money or rent. I contacted the sex trafficking people and told them of her story that she had shared with me. The young lady moved out of the building and moved in with her grandmother.

1.4 Stories of Rescue

- Two years ago, my partner and I were walking the beat on the south side and we came across this tall lady approximately six feet tall wearing a hat and when I stopped her I found she had a black eye. The lady began sharing what was happening with her and she shared that the man who had done this to her was using her and hitting on her. My partner and I found out she was from La Crosse and were able to reach her parents to inform

them where she was. We stayed in contact with the mother as we took her to get some breakfast and then put her on the train home.

- Approximately three to four years ago my partner and I were on a burglary call and waiting for photos. While waiting, a young lady ran and jumped into the back of the squad car and told us she was being held against her will and that she had run away from another city and was being held in a house being raped repeatedly by a male and female. We took her back to the station and she gave us the truth. She had responded to an ad and said she thought she was just coming here to party and that she did go willingly but didn't know what she was really getting into. We did arrest the male and female accomplices who had many victims and was wanted on the federal level. Her dad and mom came to pick her up and we found out she was nineteen years old.

1.5 Family

- I am a volunteer for an agency that's involved in ridding sex trafficking. A daughter of mine (now dead) was a victim. I remember having some questions and I think I thought of her as the black sheep of the family. As I look back, I think it involved prostitution. I felt ashamed, embarrassed, felt no one was there for me to talk to. I blamed her for the way she was instead of the people she was dealing with. If I had known information, then that I have now I would have acted differently.

Question Round Two: *"What's one way residents and police can work together to address the change?"*

2.1 Communication Between Police and Residents

- Open communication between residents and the police in the neighborhoods. We have block clubs and meet with community and officers to talk about what we see. We talk about sex trafficking and we have a captain in our group who we can report to. Open communication between officers and residents. We have a good response and good relationship between the neighbors and police. The neighbors watch out for each other.
- I agree with the other person about open communication between the police officers and the residents. A lot of times the residents see things and are resistant to call it in because they are afraid of retaliation and I don't know if you can assure the resident that they will be safe. So, they don't call in. I think having more hotlines, resources, etc., available and let people know what is available so they can share these especially if there's no retaliation.

- Refocus and reframing the problem and first communicate to police officers and residents. I think we can start talking about it in a different way that is helpful for the victims and stricter punishment for the perpetrator and make them the criminal. It seems like that person is not the focus instead of the person on the street (especially minors).
- A few years ago, while visiting another country I was made aware that they have a district for prostitution. I was asked if I would like to go see the district and I declined. Personally, I don't think people make a conscious choice to engage in prostitution. If I saw young girls and young boys being held against their will, I would report it to the police.

2.2 Communication if Sex Trafficking is Suspected

- The way is to act if we see sex trafficking or prostitution occurring or seeing the same person you need to go up to them directly to try to help them. Perhaps it can point them towards a good direction where they can turn around.
- It is so important that if you see something, you say something. A lot of times people are afraid—maybe you can talk to community or church leaders and educate yourself on the issues. At least being in a position to help or to get help. The police department does have a special crimes unit that deals with sex trafficking, but we are lacking staff and don't have a lot but can address the issues. Sometimes victims don't follow through.
- I recall a time when I was in my thirties of attending a conference and I saw two males walking together one older and one young teenager. I believe the young teen was being held captive by the older male. I didn't speak up, but I could tell by the body language and tone of the older male towards young teen. I feel strongly that if I was to witness any such thing again, I would notify and work with the police. Just to think young girls and boys being held against their will upsets me.

2.3 Support Services for Victims

- I was on duty again and saw a seventeen-year-old, well dressed and out prostituting. Her story was she had just had a baby and her dad said she needed to get a job. She went on to share that this pays good. I took her home to her dad and asked him could they maybe come up with another solution. I am more obligated to educating people than putting them in jail. Thankfully when I was assigned to that district, we had some locations we could call, and they would come and pick them up to offer care and education at their sites.
- I feel these subjects are similar, but separate. Prostitution (adults) and Sex Trafficking (children) I feel the children are too young to understand what they are doing.
- Media support and services once they are taken off the streets. Full support for services afterwards and think about the opportunities for trafficking or prostitution—if they are

taken off the streets a lot of times there is not support. No family, money, or immediate services and that's the reason they go back.

2.4 Role of Media

- The best way is to nip it in the bud and never get started down the path as young people and social media. Parents need to know who your kids are talking to. If they get mad because you're being in their business remind them that having a phone is a privilege. Once things happen the girls end up in a situation like Stockholm syndrome where they take up for the guy. Be nosy and overbearing especially with social media and get involved.
- Media support and services once they are taken off the streets. Full support for services afterwards and think about the opportunities for trafficking or prostitution—if they are taken off the streets a lot of times there is not support. No family, money, or immediate services and that's the reason they go back.

2.6 Stronger punishment for perpetrators

- Refocus and reframing the problem and first communicate to police officers and residents. I think we can start talking about it in a different way that is helpful for the victims and stricter punishment for the perpetrator and make them the criminal. It seems like that person is not the focus instead of the person on the street (especially minors).

2.7 Continue the present efforts

- I really don't think there is too much more we can say or do. As police we will approach and assess the situation following procedure and the community can try and help to keep the children safe and at home out of harm's way.

2.8 Neighborhood Mentorship

- I think one thing would be to keep having dialogue on how to deter from the lifestyle. I think it would be good to redirect or try and get them into a program to receive the right guidance to turn their lives around. I think mentoring, working with the police and becoming a mentor would be helpful. The officers would be able to direct them to mentors and role models in the neighborhood.

Connected Conversation: *What can you do as an individual? What holds you back from getting involved? What questions or concerns do you have? What are your hopes for the neighborhood?*

3.1 Focus on the Perpetrators

- I had a question I wanted to understand you better, about you stating that the focus should be on the perpetrator. Would you clarify?"
- I don't know I just think it's mostly too much focus on the victim and not the person who is behind it. I look at the broader picture.
- Yes, but you have to have a starting point. It's a large framework of girls who are victims of trafficking. There are other resources and there's a lot of fear of retaliation. Sometimes girls do provide info, and this is the beginning of getting on the path of state or federal work. Most police officers look into what's going on.
- Yes, but what if legislature and policy makers would do more so that it seen as racketeering crime and more focus is on the people behind the ring.
- We do go after the 'Johns' and we have officers who work undercover as prostitutes. We put more effort in trying to solve it as a whole. We are doing more than just going after the victim. A lot of people don't see what's going on behind the scenes and all they see is the girl on the corner.
- Also, we have officers undercover going online on these sites to get the ones who are recruiting online—websites.

3.2 Improved Awareness of the Topic

- The desire and need for residents to be made more aware of what is going on and what they can do was highlighted in this time.
- I don't feel the residents are made aware of things as much as they should be especially if it's nearby or in your neighborhood.
- I find that people are surprised that this goes on in good, bad and prominent neighborhoods.

3.3 General Comments

- I angry about men targeting twelve-year-old girls, enslave them and then as they grow up and do get out on their own that's pretty much all they know to do.
- Success stories are out there—there was just a case on TV a short while ago about a young girl that was supposed to meet someone on social media and she ended up in a situation where she was gang-raped. She did come forward to report it and that caused another person to come out and talk about what happened to them. Now here's where they need to have immediate services once the dust clears and the person is in jail.

- I think the media has a lot to do with it—they're really not telling people about the services.
 - The Benedict Center and a few others offer a place for them to go freshen up.
 - I think this is a difficult subject as well as a big problem and I feel we must have conversation on the subject.
-

Parting Words

- I feel hopeful.
- I feel hopeful hearing the youth and elders' ideas and thoughts.
- Hope.
- I feel I have something to think about regarding what my actions would be if I were to have an experience.
- See something, say something.
- I feel good.
- I feel proud of the honesty shared tonight between police and residents.
- Empowerment.
- More communication.
- Communication.
- Faith.

Annex 4 – Listening Circle 4

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 Types of situations

1.1.1 De-escalating situations between strangers

- I was called in to assist with a situation at Marshall High School. A young man was arguing with his dad and refusing to go to classes. The dad was trying to get his son to understand the importance of school. The son was ignoring his dad but was willing to listen to me. The dad then got mad that his son was willing to listen to a police officer but not to him. I explained that the son felt safe with me – I was not going to hit him or arrest him or anything negative – I had no power in the situation. I told the dad that he had all the power. This helped the dad calm down.
- Officers bring victims down to the prosecutor's office but often cases can't be charged. The person feels lots of emotions; some don't understand that the victim is upset with the D.A. People want to be heard—to tell their story—to get their emotions out. I help them feel heard rather than be abrupt and tell them only the legal things.
- One day the DEA came to the house. They asked about the package that was delivered. I was honest about the situation and then welcomed them into my house to share some food. Afterwards I felt good about telling the truth and inviting them into my house to share food with them.
- At school I broke up a fight by asking the girl to stop fighting so she wouldn't get kicked out of school. I felt good because if I hadn't broke off that fight she could have not graduated from high school and shortly after that she did graduate.
- Officer: I pulled over a lady for running a stop light. She responded rudely to me instantly and then I chose to take a breath and asked her if she was OK or just having a bad day? She started crying and explaining her bad day. I then chose to let her go without a warning or ticket out of compassion for her situation. Also, I made a suggestion to improve her attitude because it can negatively impact others around her. I felt good afterwards because I felt like I made her day better by simply expressing concern for her instead of adding more stress to her day.
- I took my grandkids to school and I noticed there was a fight going on. I decided to go over to the fight and break it up. Then I suggested to both of the individuals to improve their attitude because nothing good is going to come out of fighting. I felt good because I like to think I stopped them from making a big mistake, and possibly set them on track for improving their mood.

- Officer: The other day I pulled over a lady for running a red light. When I approached her car, I noticed she was sobbing. I could tell that she was so upset that I just let her go without giving her a warning or ticket. I felt good afterwards because i proved that officers aren't always the bad guys and they too can be compassionate and understanding to others.
- I had a service call about a student that was having a mental health crisis. They were being aggressive, and he stormed outside. It was winter. He was throwing garbage cans at the school windows. He was outside with no coat, gloves or a hat. When I arrived on the scene, I saw a boy that I thought was the student but instead of approaching him, I went into the school first to check with them. They said it was the person. So, I went back to him and when I got out of the car, I saw that he was 6'2" 220 pounds with a stick in his hand. He was in crisis and cold to the point where his skin was turning purple. I engaged him by calling him by his name. He was pacing back and forth with the stick. I told him my name. I said I understand that there was a situation at school and that I would love to help him. I said it was cold outside and that I was cold too and I had on a vest, shirt and a jacket. I told him that I didn't want to approach him because he had a stick in his hands. I put my hands out, and he dropped the stick. I approached him and I reached out for his hand which was very cold. I gave him my gloves. I was trying to build trust and not talk about the specific issue. Again I said, "I wanted to help you but I want to get you out of this cold." I wanted to show him who I was. I said "You're freezing." He said he doesn't like anyone touching him. So I said I was sorry about that. "I would like to hug you but I won't. I would like to go to school, get out of the cold because you have my gloves. And I'm old and I'm cold." We started to head back towards the school and his dad showed up. We are able to go back in the building. He cleaned up the mess and his dad was able to take him home. We did this without having to take him to the mental health complex and with no citation issued. I made a friend. I told him that I would be checking in on him.
- When I was in middle school I was on a bus and these girls started to fight. I watched it for a little bit and I didn't want to get involved. Kids on the bus were standing up around them and the driver didn't see what was going on. Two friends and I broke up the fight. The next day the dean said they saw me on the camera. I was worried I was going to get in trouble. But instead I got an award. It felt good. I didn't want to break up the fight; that was hard.
- My partner and I rolled up on Pick 'n Save in District 7 at 5700 West Capitol Drive. We have been starting our beat there because kids have been going into Pick 'n Save and stealing boxes of chips and then running out the door and through the parking lot. We think they're selling them in school for a dollar a bag. We need to catch them because I worry that they'll get away with it and be rewarded. When we were there, I saw a kid that

I call the fiddler. He's 6'2" and about 175 pounds. He's an older youth, a young adult. He rides his bike in the area. He knows me and I know him. The fiddler sets up shop outside of local businesses and puts out his violin case. He plays and solicits money for a donation. He's a very quiet person and doesn't like to speak to police. So, when we saw him, we decided to go up to Appleton Ave to get the car washed. He saw me and he knows what's coming. But I decided to give him some time to pack up. So, once we get the car washed, we come back, and he is still there. We go into the store and we talk to the owner. She said that she knew he was playing out there but did not know that he was soliciting money. I went outside to talk to him, and I introduced myself with my first name. He is quiet as he was the last time, he talked to me. He told me that he asked if he could play music out there. I said that was good because that's we have talked about before, but the store owner didn't know that he was asking for money. I told him that he was going have to move. I empathized with him and made small talk. I told him that I admired him for playing and that I had kids and I wish they played an instrument. I asked him to give us a few minutes to check his name in our system. He was hanging out. He had no warrants and he gave us all the correct information. But I told him that I was sorry to tell him he couldn't be there. I wanted to make sure that there was no misunderstanding that if we saw him again, it would be a citation.

- Years ago I was on a child welfare call. Most officers don't like to go because the calls are always difficult. The mom I met had mental health issues and was angry about her child being taken. She started to escalate to a point where she almost went to jail. I tried to calm her by telling her that her child would not be taken forever and that there were steps for getting her back. The mom finally calmed and did not have to go to jail. We ended up driving her where she wanted to go. I was happy I could assist.

1.1.2 De-escalating situations between people who know each other

- You have to constantly de-escalate problems. Boy-girl, child-parent, siblings. This is a story about a time I was a mentor of a kid who was in and out of foster homes----he was turning 18. The mom was at the meeting, a case manager and a social worker. The son had so much hatred toward his mom and cussing her out for not taking care of him and more. I told him positive things about his mom to keep him focused. I told him to sit down when he started getting up and looking violent toward his mom and gave him some ideas about what hardships his mom was going through. I was his mentor for two years – helped with his homework and at school. I told him that he had to have respect for his mom – that she wouldn't have been at that meeting if she didn't care.
- I have rowdy friends who drink and use drugs. One friend took ecstasy and lost her mind. She got into it with other people and almost had a fight. I had not had any drugs or

alcohol so I took care of her. I talked to her and tried to calm her. I talked to others, explaining that she was not well and they should disregard her comments. It made me feel helpful. I was in the right place at the right time. If I had not been there she may have gotten hurt or gone to jail.

- My dad and I were shoveling in the alley. A neighbor lady got stuck in the snow. Her husband started screaming at her, belittling her with profanity. Me and dad went over to help. Instead of getting involved in the disagreement we asked to help shovel. The guy started shoveling as well. He ended up thanking us and from then on he would wave to say hi as we passed by. I was glad that we stayed calm and did not upset the guy by saying we would call the police. We just quietly helped and that seemed to ease the tension. My guess is that the woman probably felt supported too.

1.2 Communication style

1.2.1 Communicate through actions

- When I was in middle school I was on a bus and these girls started to fight. I watched it for a little bit and I didn't want to get involved. Kids on the bus were standing up around them and the driver didn't see what was going on. Two friends and I broke up the fight. The next day the dean said they saw me on the camera. I was worried I was going to get in trouble. But instead I got an award. It felt good. I didn't want to break up the fight; that was hard.
- My dad and I were shoveling in the alley. A neighbor lady got stuck in the snow. Her husband started screaming at her, belittling her with profanity. Me and dad went over to help. Instead of getting involved in the disagreement we asked to help shovel. The guy started shoveling as well. He ended up thanking us and from then on he would wave to say hi as we passed by. I was glad that we stayed calm and did not upset the guy by saying we would call the police. We just quietly helped and that seemed to ease the tension. My guess is that the woman probably felt supported too.

1.2.2 Communicate through words

- I was called in to assist with a situation at Marshall High School. A young man was arguing with his dad and refusing to go to classes. The dad was trying to get his son to understand the importance of school. The son was ignoring his dad but was willing to listen to me. The dad then got mad that his son was willing to listen to a police officer but not to him. I explained that the son felt safe with me – I was not going to hit him or arrest him or anything negative – I had no power in the situation. I told the dad that he had all the power. This helped the dad calm down.

- You have to constantly de-escalate problems. Boy-girl, child-parent, siblings. This is a story about a time I was a mentor of a kid who was in and out of foster homes – he was turning 18. The mom was at the meeting, a case manager and a social worker. The son had so much hatred toward his mom and cussing her out for not taking care of him and more. I told him positive things about his mom to keep him focused. I told him to sit down when he started getting up and looking violent toward his mom and gave him some ideas about what hardships his mom was going through. I was his mentor for 2 year – helped with his homework and at school. I told him that he had to have respect for his mom—that she wouldn't have been at that meeting if she didn't care.
- At school I broke up a fight by asking the girl to stop fighting so she wouldn't get kicked out of school. I felt good because if I hadn't broke off that fight she could have not graduated from high school and shortly after that she did graduate.
- My partner and I rolled up on Pick 'n Save in District 7 at 5700 West Capitol Drive. We have been starting are be there because kids have been going into Pick 'n Save and stealing boxes of chips and then running out the door and through the parking lot. We think they're selling them in school for a dollar a bag. We need to catch them because I worry that they'll get away with it and be rewarded. When we were there, I saw a kid that I call the fiddler. He 6'2" and about 175 pounds. He's an older youth, a young adult. He rides his bike in the area. He knows me and I know him. The fiddler sets up shop outside of local businesses and puts out his violin case. He plays and solicits money for a donation. He's a very quiet person and doesn't like to speak to police. So, when we saw him, we decided to go up to Appleton Ave to get the car washed. He saw me and he knows what's coming. But I decided to give him some time to pack up. So, once we get the car washed, we come back, and he is still there. We go into the store and we talk to the owner. She said that she knew he was playing out there but did not know that he was soliciting money. I went outside to talk to him, and I introduced myself with my first name. He is quiet as he was the last time, he talked to me. He told me that he asked if he could play music out there. I said that was good because that's we have talked about before, but the store owner didn't know that he was asking for money. I told him that he was going have to move. I empathized with him and made small talk. I told him that I admired him for playing and that I had kids and I wish they played an instrument. I asked him to give us a few minutes to check his name in our system. He was hanging out. He had no warrants and he gave us all the correct information. But I told him that I was sorry to tell him he couldn't be there. I wanted to make sure that there was no misunderstanding that if we saw him again, it would be a citation.
- Years ago I was on a child welfare call. Most officers don't like to go because the calls are always difficult. The mom I met had mental health issues and was angry about her child

being taken. She started to escalate to a point where she almost went to jail. I tried to calm her by telling her that her child would not be taken forever and that there were steps for getting her back. The mom finally calmed and did not have to go to jail. We ended up driving her where she wanted to go. I was happy I could assist.

1.2.3 Communicate through both actions and words

- One day the DEA came to the house. They asked about the package that was delivered. I was honest about the situation and then welcomed them into my house to share some food. Afterwards I felt good about telling the truth and inviting them into my house to share food with them.
- Officer: I pulled over a lady for running a stop light. She responded rudely to me instantly and then I chose to take a breath and asked her if she was OK or just having a bad day? She started crying and explaining her bad day. I then chose to let her go without a warning or ticket out of compassion for her situation. Also, I made a suggestion to improve her attitude because it can negatively impact others around her. I felt good afterwards because I felt like I made her day better by simply expressing concern for her instead of adding more stress to her day.
- I took my grandkids to school and I noticed there was a fight going on. I decided to go over to the fight and break it up. Then I suggested to both of the individuals to improve their attitude because nothing good is going to come out of fighting. I felt good because I like to think I stopped them from making a big mistake, and possibly set them on track for improving their mood.
- Officer: The other day I pulled over a lady for running a red light. When I approached her car I noticed she was sobbing. I could tell that she was so upset that I just let her go without giving her a warning or ticket. I felt good afterwards because I proved that officers aren't always the bad guys and they too can be compassionate and understanding to others.
- I had a service call about a student that was having a mental health crisis. They were being aggressive, and he stormed outside. It was winter. He was throwing garbage cans at the school windows. He was outside with no coat, gloves or a hat. When I arrived on the scene, I saw a boy that I thought was the student but instead of approaching him, I went into the school first to check with them. They said it was the person. So, I went back to him and when I got out of the car, I saw that he was 6'2" 220 pounds with a stick in his hand. He was in crisis and cold to the point where his skin was turning purple. I engaged him by calling him by his name. He was pacing back and forth with the stick. I told him my name. I said I understand that there was a situation at school and that I would love to help him. I said it was cold outside and that I was cold too and I had on a vest, shirt and

a jacket. I told him that I didn't want to approach him because he had a stick in his hands. I put my hands out, and he dropped the stick. I approached him and I reached out for his hand which was very cold. I gave him my gloves. I was trying to build trust and not talk about the specific issue. Again, I said "I wanted to help you but I want to get you out of this cold". I wanted to show him who I was. I said "You're freezing". He said he doesn't like anyone touching him. So I said I was sorry that "I would like to hug you but I won't. I would like to go to school get out of the cold because you have my gloves. And I'm old and I'm cold." We started to head back towards the school and his dad showed up. We are able to go back in the building. He cleaned up the mess and his dad was able to take him home. We did this without having to take him to the mental health complex and with no citation issued. I made a friend. I told him that I would be checking in on him.

- I have rowdy friends who drink and use drugs. One friend took ecstasy and lost her mind. She got into it with other people and almost had a fight. I had not had any drugs or alcohol so I took care of her. I talked to her and tried to calm her. I talked to others, explaining that she was not well and they should disregard her comments. It made me feel helpful. I was in the right place at the right time. If I had not been there she may have gotten hurt or gone to jail.

1.3 Positive feelings about de-escalation

- One day the DEA came to the house. They asked about the package that was delivered. I was honest about the situation and then welcomed them into my house to share some food. Afterwards I felt good about telling the truth and inviting them into my house to share food with them.
- At school I broke up a fight by asking the girl to stop fighting so she wouldn't get kicked out of school. I felt good because if I hadn't broke off that fight she could have not graduated from high school and shortly after that she did graduate.
- Officer: I pulled over a lady for running a stop light. She responded rudely to me instantly and then I chose to take a breath and asked her if she was OK or just having a bad day? She started crying and explaining her bad day. I then chose to let her go without a warning or ticket out of compassion for her situation. Also, I made a suggestion to improve her attitude because it can negatively impact others around her. I felt good afterwards because I felt like I made her day better by simply expressing concern for her instead of adding more stress to her day.
- I took my grandkids to school and I noticed there was a fight going on. I decided to go over to the fight and break it up. Then I suggested to both of the individuals to improve their attitude because nothing good is going to come out of fighting. I felt good because

I like to think I stopped them from making a big mistake, and possibly set them on track for improving their mood.

- Officer: The other day I pulled over a lady for running a red light. When I approached her car I noticed she was sobbing. I could tell that she was so upset that I just let her go without giving her a warning or ticket. I felt good afterwards because I proved that officers aren't always the bad guys and they too can be compassionate and understanding to others.
- When I was in middle school I was on a bus and these girls started to fight. I watched it for a little bit and I didn't want to get involved. Kids on the bus were standing up around them and the driver didn't see what was going on. Two friends and I broke up the fight. The next day the dean said they saw me on the camera. I was worried I was going to get in trouble. But instead I got an award. It felt good. I didn't want to break up the fight; that was hard.
- I have rowdy friends who drink and use drugs. One friend took Ecstasy and lost her mind. She got into it with other people and almost had a fight. I had not had any drugs or alcohol so I took care of her. I talked to her and tried to calm her. I talked to others, explaining that she was not well and they should disregard her comments. It made me feel helpful. I was in the right place at the right time. If I had not been there, she may have gotten hurt or gone to jail.
- Years ago I was on a child welfare call. Most officers don't like to go because the calls are always difficult. The mom I met had mental health issues and was angry about her child being taken. She started to escalate to a point where she almost went to jail. I tried to calm her by telling her that her child would not be taken forever and that there were steps for getting her back. The mom finally calmed and did not have to go to jail. We ended up driving her where she wanted to go. I was happy I could assist.
- My dad and I were shoveling in the alley. A neighbor lady got stuck in the snow. Her husband started screaming at her, belittling her with profanity. Me and dad went over to help. Instead of getting involved in the disagreement we asked to help shovel. The guy started shoveling as well. He ended up thanking us and from then on he would wave to say hi as we passed by. I was glad that we stayed calm and did not upset the guy by saying we would call the police. We just quietly helped and that seemed to ease the tension. My guess is that the woman probably felt supported too.

Other comments

- My house had been broken into 2 -3 times. One night I was home – a man came in and I beat him. The neighbor called the police. He was sentenced for other offenses he had committed.

- I never encounter situations where I have to de-escalate the problem. That's not how I live my life. I'm not around people who cause problems. If I came upon a situation like that I would try to calm things and talk it through.

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

2.1 Compassion and patience

- I learned that you have to have patience with people who are intoxicated, are mentally ill or have anger – keep it positive; stay strong; don't show emotion or they may react in a negative way. Try to calm the situation so it doesn't get physical where they hurt others or hurt themselves.
- Learned to just have compassion and empathy. What is just a case for me is the most important thing in that person's life. Have to be as understanding as possible.
- Officer: It took me some time and growing to get to that point. The point in which I don't take others' moods personal and to the point where nowadays I can handle a situation like that in a much more compassionate and calm manner.

2.2 Empowerment and confidence

- Learned to empower person who felt they were the victim; supported boy so he could be heard. Boy needs to take ownership. Told the dad he is the most important person in his son's life. I said, "I'll be gone in 5 minutes." Shared that it's hard to grow up without a mom and dad. My role is to empower those who are the victims at the time. Police come in when problems can't be resolved. Police are here for emergencies.
- I learned that I can I have the capability and power to teach others how to handle situations better.
- Officer: I learned that I am confident in how I am performing as an officer and I don't feel like I need to change how I am operating as an officer.

2.3 Plan to communicate

- I learned to ask, from now on, what was getting sent to my house. After that situation I talked to my brother about living a better life than the one he was pursuing. There was a purpose in why that event happened and we all have a purpose to do better in this life.
- I learned that things don't need to escalate into a fight in the first place. We always have the option to talk about it and resolve problems without fighting.
- After talking to the store manager, I could've told the fiddler that he was going to have to leave, instead I established rapport. I will see him again and I want to continue to establish a rapport with him in order to get voluntary compliance. We need to get voluntary

compliance with citizens we are with. So, the next time I see him I will talk to him about violin playing. I'll ask him how long he's been playing. I will ask him who got him into playing. And ask him if there're any special tunes he likes. I don't want him to play it for me and then want me to pay him because that'll just reinforce the behaviors. But I'd like to ask him if he has played before an audience and continue to build rapport before saying that he has to move on or to get a citation

- My situation felt pretty great but going forward it made me realize that I need to have a quicker plan to get him out of the elements and whether I should give up my gloves or not. If I had had a plan in place, I would've had my gloves instead of my hands freezing. I can't say in a crisis situation, "I want my gloves back." If I had had a quicker conversation, then I could get him inside more quickly.
- I learned that it's great when you can take a couple of extra minutes to de-escalate. At the academy I was told that sometimes people will push you into a fight or an argument. What you can do to avoid it is to talk your way out of it.

2.4 Call the police

- I have never really had that happen, but years ago I was with family members who were in a disagreement. It started to escalate so I called the police. One was taken in a squad car and later appeared in court. We had to see Mr. McCann. He said, when you have a situation like that you should not get involved. You should call 911. I use that as a guideline and that's how I advise others.
- I learned to treat everyone with respect even when they're having a bad day. I tried to calm the situation down because fighting is not the way. I like to talk things through – we sometimes call that verbal judo. As an officer now, I don't think I would have engaged between the woman and the man who was belittling her because I now know how dangerous the situation could have gotten. If it happened now I would just call police.

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 Importance of communication

- People are quick to anger – tempers out of control. Problems can be solved if people could just talk with each other respectfully. It can escalate and that's why police need to be called.
- Comes down to communication – a cycle from family to family. A family fights and continues to each generation and the guns. Short fuse and temper; lack of patience and need to communicate more.

- I've seen a trend in cases I review – the officer that did talk it through (and it) didn't end up as an arrest.
- Ask: "How are you feeling today"? At an alternative school, they ask kids: "What do you want to be in life? You are getting a free education. What are you doing to get to your goal?" There have to be consequences. One's house is the first place of education.
- The best way to de-escalate before calling the police is communication. If people are in crisis, they should be heard for what that crisis is. Listen to them and provide what they need or remove what they don't need. The same is for when the police arrive on the scene, it is important to communicate. What is the situation and what is the crisis? Police need to make sure that the scene is safe. We will listen fully to understand what is required of us. We might listen to the person who called the police about the person in crisis and we may listen to the person in crisis.
- Communication is key and the key to communication is listening. When we get a call from parents, partners or neighbors, they're almost always at their wits' end. A third-party call likely means that people are coming to blows. It's hard to get answers. If we listen to each other, we would be better off. When police arrived, we have to keep things safe. Tempers may flare and actors may still be on site. Our voice and the tone of our voice is important. We need to keep calm and slow ourselves down. We try to introduce ourselves. For safety we ask if there are any weapons in the house. That helps establish safety for us. Then we ask what is going on. The issue is on the computer and the telecommunicator, but we want to listen to them and hear it from them. If we have our partner with us, we separate the people and we try to listen to them individually. Then we debrief with our partner to see if there's a shared understanding. It's really ideal for families, parents and lovers to de-escalate situations before they call us. People don't want the police in their house. We can de-escalate or make them sorry that they called the police. We are also human too and we have bad days, like maybe someone had divorce papers served. Sometimes we have to ask our partner to lean in for us to take the lead. If something is pushing my buttons it is my job to make sure that I ask my partner to step in. We tried to be sensitive when people are at their wits' end.
- Communication is our own first level of service and protection. If the household is communicating and is loving, kind and nice, a protected sanctity, they won't need the police. Maybe I am in Dreamville, or maybe not. If you don't want police in your community then conduct yourselves as such so that you don't need them. If you don't want the police in your home and conduct your home as such so you don't need the police to come in. Then we would be able to do our jobs, which is to serve and protect from outside elements

- We need a place for police to meet and speak in the community. But, I do see officers walking and talking with people. I saw two officers and they said hi to me and asked how I was doing. I didn't feel like it was to profile name but that it was genuine. Now I am no longer nervous around officers. It occurred to me that you might feel nervous around citizens sometimes too.
- Officer to officer: That's true! Remember when I texted you earlier to ask what this circle thing was going to be about? [Laughter.]
- Officer: Officers should try to strike up a conversation and it could be something as simple as, "How was your day?" Or "I like your shoes."
- It's great to have residents walk up and say thanks or start any kind of conversation.

3.2 Building community

- Communication is positive already. Student attacked me in a school. Parents need to teach kids not to talk back to teachers. If we could stick together as a community, we wouldn't need police as much. Key is sticking together.
- My personal values are that if de-escalation works for me it works for you. We need to be loving, kind and nice. If a community can be loving, kind and nice we won't have to call the police. And it can be infectious. You can't control others but you can be kind loving and nice. Police can too. It is a professional part of my job and if we have a community that is connected to being kind, loving and nice, it can de-escalate anything.
- I think the community needs to go back to block-club meetings where police come and we have different activities throughout the year.
- We need a place for police to meet and speak in the community. But, I do see officers walking and talking with people. I saw two officers and they said hi to me and asked how I was doing. I didn't feel like it was to profile name but that it was genuine. Now I am no longer nervous around officers. It occurred to me that you might feel nervous around citizens sometimes too.

3.3 Educating the youth

- Conflict resolution is very important. Dad told me if there is conflict, you hit him. I think this is wrong. I broke the cycle and deal with things differently. Important to give kids other options than using their fists. Conflict resolution needs to be in the curriculum. We need to be more happy within ourselves.
- Communication is positive already. Student attacked me in a school. Parents need to teach kids not to talk back to teachers. If we could stick together as a community, we wouldn't need police as much. Key is sticking together.

- Something in school needed about trauma. Young people experience so much trauma and now they are in the adult system. Need to have good therapists on staff and have kids work through trauma and anger.

Other Comments

- I'll continue to build positive relations with officers outside of these listening circles.
- One thing is to treat others nice. I think this is a universal quality that we can share with everybody.
- A thought that came to mind is just how important it is to choose our battles wisely.
- Did your friend appreciate the feedback about her behavior?
- No, we are no longer friends. She likes the fast life. I want kids and to have a family. I don't think that is the path for me. We were 18 then. I grew up in foster care and my foster mother would not allow that kind of behavior.
- In college I had a friend who smoked weed. That was not for me. He escalated to Xanax. He ended up tearing up his car. Unfortunately, I had to cut ties to move forward. I haven't spoken with him in two years. It's really sad because he's a smart guy.
- Yeah, when you drink and use drugs you just look dumb, out of your mind, sloppy. That's just embarrassing.
- My friend looked like a zombie. I miss the fun times when we could have a conversation.
- Being a police officer stops you from doing things – like walking up to a domestic violence issue with that couple in the alley. Now I would ask if everything is OK, but I would not walk up and shovel. I would call it in.
- I heard about someone trying to help and he got shot and killed.
- Like McCann said, make that call. The worst thing you can do is put yourself in it.
- I'm a homebody now after seeing guys get in trouble for dumb stuff – sometimes just for being in the wrong place. The next thing you know you're getting written up and IA [Internal Affairs] is investigating.
- I can't remember the last time I was at a downtown bar just for that reason.
- I don't know the last time I was at a bar – maybe to play pool but never to drink.
- I agree with that.
- I get a lot of people saying thanks for walking around Pick 'n Save because we feel safer.
- I was kind of skeptical about coming and a little shy. I feel comfortable now, so I have a story for the kids on my school bus. I can tell them it's cool to speak to an officer!
- You are just doing your job and that should be respected.
- Thank you.
- Thank you.

Parting Words

- A young man said in prison, "I got everything I wanted in life except time with my dad."
- Enlightened to meet Maurice—we've been in the same neighborhood many years apart-nice to meet you.
- I appreciate hearing officer's stories about how they use communication to de-escalate and have better outcomes.
- I enjoyed different stories and sitting down and willing to communicate openly.
- Thankful.
- To love everybody.
- Pass.
- This was a peaceful evening and share love.
- It was very brave what you did [resident who broke up a fight on her school bus]. When you put yourself in there you risk they could've turned on you. Have you ever considered going into law-enforcement? [Resident said she was considering it.]
- I want to make what she did infectious, for people to step in and break up the fight. If we can, infect the circle and then the next circle and other circles. Because police do come to the circles. And this is how we infect our peers, and residents infect their neighbors. That's my word: infectious.
- I think that when I hear these two officers, I know that not all officers are the same. Some officers are mean to kids, but their experiences are different than here.
- Open dialogue – we are just two guys in a conversation.
- Open communication.
- We are just normal people outside of this eight-hour shift.
- You too [officers] are awesome men!

Annex 5 – Listening Circle 5

Question Round One: *“Describe what you think is a healthy relationship with a friend, parent, family member.”*

1.1 Respect

- A big part is that you have mutual respect for one another. Respect the differences you have because people don’t always agree. Respect that they are who they are as individuals. That alone will help build healthy relationships between friends, family, anyone. Respect differences of opinion. You might not agree, but respect that they have different opinions. It’s the same for friends, parents, family members... to respect them as individuals.
- I completely agree with you about respect.
- Respect is important, however, with some of my family who I don’t relate with, I think it’s important to first establish your own constitution. About half of the people I know have been to prison and they haven’t treated me and others right. It’s important to respect your elders and the elders next door and to get along. I had an interaction with a man who was with my ex-wife and I said, “What are we fighting about?” He said, “I know you are jealous.” We just had it out and I said, “You know, you are all right.” It ended up on a peaceful level. He could pursue his happiness and I could pursue mine.
- I want to piggyback on what they’ve said and add mutual respect between parties.
- I think a healthy relationship encompasses respect, patience.

1.2 Trust, Loyalty, & Communication

- A healthy relationship to me is centered around communication, honesty, open, trust, and can confide in them with your secrets.
- To sustain a healthy relationship with my family and friends I need, above all, trust and loyalty. I need to know they are going to have my back no matter what.
- To me a healthy relationship is being able to trust one another through transparent communication. Being transparent in communication by discussing the little things before anything turns into a big explosive problem.
- Open communication, understanding expectations and the relationship is safe.
- I think a healthy relationship is communicating well both ways. Coming to one another for empathy, making time for one another, support. And I don’t just mean being there when there are hard times but supporting one another’s interests even if we are not into what the other person is into.
- Communication, laughter, love, encouragement, and the ability to agree to disagree.

1.3 Love & Compassion

- Also, unconditional love for someone because with regard to the differences, eventually there will be strain between the two of you and you need to be able to bury the hatchet and restore what you had in your relationship before the issue. Unconditional love for the person helps you do that.
- I think a healthy relationship means trying to understand and not judge. My family is quick to judge before understanding. As we have grown and evolved, we listen better. Healthy relationships are caring and come from a good place. Both individuals benefit when the relationship is healthy. Not just one way. I think “healthy” means love and compassion between friends and family members.

1.4 Bonding

- When I think of healthy relationship I think of my family and friends’ Christmas parties. During those parties I experience people being in agreement with one another, being understanding of one another, laughing, joking, opening up, sharing a meal together, and simply having a good time.
- To me, building healthy relationships is like us sitting here getting to know one another. We don’t need to bring one another down, just up. Like family, we all stick together and don’t go against one another. When one of us is in trouble we don’t turn our back.
- I think healthy relationships are when you bond with someone. There is no judgment. I respect and love you the way you love me. We can talk to one another.

Question Round Two: “What is a way that you think the community and police could build a healthy relationship?”

2.1 Community Outreach

- I think that community and the police can build a healthy relationship by participating in a community outreach program. As of now the police have been hosting, within 5 locations, a senior community outreach program. This program creates a sense of fellowship between police and senior citizens in an area through games, shared food, presentation on safety, and the police answering any questions people may have.
- Another idea is for the police to host a barbeque for the community to build connections, relationships, and overall a stronger community.
- What we’re trying to do now is build a community in our neighborhood. At Hephatha Church we’re having a discussion about an urban camp-out at Washington Park. Hopefully the Urban Ecology Center and everyone can meet and learn it’s one world, one race – the human race – and move forward.

- Have events for police and residents to socialize. That way people can see that police officers are human too, not big, bad monsters. We have a job to serve the community. Once we get to know each other it can lead to friendships.
- I 100 percent agree about community events. I think there should be block parties where district police cooperate with each other and have a presence. We're authorities but we like to have fun and interact, too. This is my first time being able to attend this event. I'd like to thank my sergeant because it lets me interact with people in ways other than writing them up or responding to a crisis. Until now I've always been just Officer (last name). This is the first time I'm being called by my first name.
- Things like this, coffee with a cop, hanging out at the barbershop or Starbucks where citizens can come and talk if they wish. I think a monthly crime and safety gathering for citizens would be a good time to connect with command staff and voice complaints. It's nice to talk to me but a great opportunity to talk with a captain. We have a Citizens Academy and we get great feedback about the experience. Doing ride-alongs might help so citizens can see what we do. But, we have heard that the ride-alongs are pretty boring because of all of the paperwork we do.
- Lots of things we do – we go throughout the city with mayors for coffee, we do coffee with a cop, we do barbershop Mondays and partner with community-based agencies, we have the Citizens Academy as an eye-opener that certified instructors teach, we focus on youth 14 to 19 who have interest in law-enforcement, and we do a lot of community service in our own districts. We also have auxiliary officers who get training from us but are community members. It's kind of nice having them in the middle to promote relationships.
- Also, these police-resident listening circles are a great way to build positive relationships between the police and community in an area.

2.2 Cultivate Positive Relationships with Children

- Another way of forming these relationships is by more officers going to child care centers and/or daycares to read books and spend time with the kids.
- I think one of the best ways is to interact with the kids. Maybe three times a summer I get popsicles and wave down the police and offer them popsicles to give to the kids playing in the alley. Let the kids know that's coming up and that police aren't the enemy.
- The police need to start to cultivate trust with the young generation. People say time heals. It will take a long time to heal relationships, but cultivating positive relationships with children will allow them to have their own experiences with police officers to rely on for developing their perspective instead of from stories they've heard about contentious issues in the past.

- I want to piggyback. Getting to know one another. Some neighborhoods still have block clubs where the police are invited in to mingle and meet everyone including the children. Meeting police helps kids to know that police aren't people to fear but they're here to help when you need them. Relationships with young kids will lead to when they're teenagers they won't be afraid of police officers.
- Yesterday I talked with an 11-year-old kid who said, "Police shoot people. Kill people." I explained to him that it's my number one priority to keep people safe and to make sure when we leave people are going to be safe. I had to explain it to him because he'd never had an officer explain to him how we conduct ourselves and the expectations we have of ourselves. My number one priority is to interact with young people. They never get to experience us like that.
- What we're doing: Police bicycling with the community. Getting the kids engaged. Kids might feel better about the police if they meet in a more relaxed way. Kids can walk with foot patrol.

2.3 Using Social Media to Share Positive Interactions

- One more idea I had is to create a social media community circle for people to be able to ask the police questions and engage in positive dialogue.
- I think a great way to build healthy relationships between the police and community is through social media, which has the potential to reach out to the community and beyond on a larger scale. There people could have the option to share anonymous success stories of their positive interactions (only positive) with police. If people can see all the positivity that the police are doing, then perhaps they'd be more open to perceiving the police as people out there trying their best to serve the community. This would be very beneficial in debunking some of the negative stigma that go with being a police officer.
- I think creating a platform on social media could be a great way for citizens to hear of the positive interactions between police and residents and to open a dialogue to further discuss the negative interactions. Also, a social media platform can be a great way for the police and residents to share helpful resources.
- I think that the community could give officers rewards for helping in the community in a positive way as a means of appreciation, respect, and support. For example, an officer handles a situation in a positive way and in response, the resident could call that officers supervisor to tell them about the officer's helpful service, but I am not sure how I can motivate others to do that. Another way to share success stories about the police and to give praise to the police would be to have a newsletter sharing the success stories. The newsletter could be mailed out to all residents of the neighborhood, that district of

officers, posted/handouts at neighborhood churches and grocery stores. Also, the social media link can be shared via the Sherman Park page and on MPD.

2.4 Communication

- Communication helps. I like to talk things through to bring us closer

2.5 Respect

- I think if the community and police could build healthy relationships by showing one another more respect for each other, especially more respect to the youth because I think you have to give respect to get respect.

Connected Conversation: *"How do you feel about a relationship developing between the police and the community? In what way would you personally keep the healthy relationship going? How does a youth trust that the information they share is taken seriously or followed up on by the officer?"*

3.1 Community Outreach

- One thing that I experienced while I was in the Marine Corps was the program "Toys for Tots," and I think this would be an amazing program for the police to emulate. How it works is people donate toys or the police provide funding for purchasing toys for families in need within the community. This program would be a great way to support those in need within the community and bring the community together. It can demonstrate how the police want to give back to the community.
- Once before the police department had an event to bring the community together to share helpful resources with one another about the neighborhood. Also, it is a great way to get the community together to network, connect, share skills, knowledge, and share services with one another.
- I have an idea of what could be the first. There are conversations about an urban camp-out. We used to do it at 20th and Galena by Lorraine Carter's childcare. Kids would say, "Have you ever slept outside before?" Police, adults, kids all had a good time... one big happy family.
- I want everyone to meet my brothers.
- I keep an open forum when I go out to schools and to Boys and Girls Clubs.
- I think we should enact a realistic officer-involved incident in a forum like this.
- We would have to make sure citizens were ready for such a realistic event. Some might be triggered.
- It's just like when we have citizens come to Citizens Academy.

- But those in the Citizens Academy are prepared for the events they're going to be involved in. You never know who is going to be present in a listening circle like this. It could go very wrong.
- Maybe the Zeidler Center could work with the Citizens Academy to see what can be done.
- There used to be a program called STOP, Students Talking It Over with Police. It was a seven-week program where we taught youth how to interact with the police. Because of disagreements about the curriculum the program was cancelled. It was a good program for explaining why stops happen and how to handle themselves during stops. As an African-American boy, I was pulled over several times by police and in situations like that it's helpful to know how to react. Barriers to the program were funding, politics and peer pressure. When I was the officer facilitation (for) STOP, in the first week when kids saw their peers the kids would point and laugh and exert peer pressure, but once we developed rapport the kids knew STOP wasn't contentious, but useful for learning.
- I would like Officer XXX to go to my grandson school to talk about bullying.
- About next steps, try to get the Urban Ecology Center and other not-for-profits to put on a massive function with the police and fire and parents all meeting and educating. At least initiate something like that. Get PTAs and PTOs involved to help hold schools accountable, so youth are ready for jobs and family and have health care needs met.
- I work as a Community Liaison for District 7 and have the chance to plan and attend events at schools and the neighborhood. We do book giveaways, events at Christmas and Easter, and more. We extend ourselves to be more of a resource so we're more than just if we're needed to arrest. The effort is there in District 7 because of our ongoing relationship.
- I've been sitting here trying to think hard about what to do next. I think biannual summits, sit-down in parks together, but I don't think people would go. Have baby back ribs, popsicles... sit and talk about things.

3.2 Perception

- A child's perception of what a police officer is comes from what they've been told if they haven't had a relationship with an officer. I've heard stereotypes from my nephews and nieces. I try to teach them that they haven't experienced those things directly, so they should try not to generalize what people are saying police officers 'are.'
- As adults in the community we need to lead by example. I've seen that not all adults have good relationships with the police. A lot of the falsehood kids have about police officers they get from adults in their lives.

- Sometimes when I'm in my Explorer I roll up to citizens just to interact and be friendly. When bicycle officers see me, they may ride up to see if everything is OK and then they join in on the casual conversation as well. It could look to others like we are harassing them because there are so many of us. Things are not always what they seem – but that is sad to say that officers never do you wrong. Perception is reality and I am sensitive to that.
- It used to be that something could happen, and others wouldn't know. Now it gets around because of social media. I wish that people could look beyond that one person. That opinions would not be formed from one incident.
- But there's one step forward, one step back. When a negative event happens with the police, whatever equity we had built up, it puts us back. Like with the Sylville Smith shooting. Throughout the year I try to foster positive relationships. One event happens and makes relationships shakier. Time is what's needed. No handshake, hug, olive branch can heal those things.

3.3 Police & Resident Listening Circle

- Listening sessions like this should be extended to all officers. I think all officers should have this opportunity to unwind, relax, hear what others think. At District 7 we have the highest call volume, so we can lose grip on what it's like outside being in uniform. I work 13-hour shifts. I don't have time to spend with family and significant others. Being in this conversation helps me have perspective.
- I'm not sure how we're letting youth know about these circles, but reach out more to get them to events like this.
- My partner and I participate in the police and youth listening circles. It's very good. I haven't expected much, but it was great. At the end of five days they used (it) in a presentation and we supported them. We also spoke and gave each other constructive criticism. We really had a connection at the end. I am disappointed that I have only seen one or two of the units since then. It's a really good program.
- Since I've been involved in listening circles I have seen the police officers in my neighborhood. I walked up to them and shook their hands. My neighbors questioned why I would do that. I told them to get involved so they would come to understand. I told them that the officers are my brothers. The officers said, "Yes, that's my sister."
- I would like to see more youth here.
- I tried but couldn't force them to come.
- Positive encouragement about the benefits of listening circles might help.
- They say they have no way to get here or something else to do.
- It's not always productive when youth pass a lot during the circles.

3.4 Fostering Positive & Healthy Relationships

- Some of the older police officers will automatically expect respect just of the uniform they wear represents the authoritarian position they have as a police officer and this is because back in the olden days that is how it was. I think times have changed since then and with the new generations they too need to change their way of thinking. It isn't fair to expect respect when you can't give respect.
- I don't think people need to raise their voice, argue, and take things personal. We need to be empathetic and understanding of one another because there are some different people with different backgrounds within a neighborhood.
- Communication between both parties keeps healthy relationships.
- Having mutual respect. People's perceptions of police come from their first interaction with an officer. Stuff arises after this first interaction, so if I am respectful, then this positive interaction pays it forward to other officers later. My attitude is, "You don't have to like me, but respect why I was called to their location." I address people with "sir," "ma'am" or their nickname...what they want to be called, and I say you can call me by my name. I extend gratitude, so they are more comfortable and hopefully this first interaction can bridge to the next officer.
- I've never had a negative experience with the police. It's about learning to be respectful and how to navigate life. I was raised to respect people, period. I extend respect, so I expect to receive respect in all aspects of life.

3.5 Personal Community Engagement

- What I've been doing since being at 17th and Center is I talk to the kids in the alley and tell them this is a safe place, especially to girls and elders. If the kids clean the alley I might give them some money. When we barbeque, I tell kids to take some to their mama or grandma. Sometimes I invite the police to come but most of the time when they stop by they don't sit down, and I say, "At least have a pop or something." Respect and courtesy. I tell the kids to go get a broom and clean the alley. There was this kid next to the fence. I knew he played in the alley, and he was getting beat up by three kids. I stepped in. I think the future is in our hands. Kids just need to know that they're loved.
- When I was at the detention center I learned that it goes back to the school. Kids would go to school only about half the time. I was part of a group of men who helped host an African Soul Circus and all the children needed to do was to show up and be nice. Their faces would shine, and they were all smiles when they saw a black clown. I thought even if I have to bribe you, you are going on the field trip. You are going to learn because without education you won't be able to earn a living wage and will resort to criminal acts to make a living.

- Question: How do you feel about a relationship developing between the police and the community? I think it's great because we all need each other. Sometimes police are there, and I step up as a community member. When I go to church I speak up because there are drug dealers. I go to the Milwaukee Rescue Mission and see homeless people outside and I ask them, "Would you like to talk? Do you want me to introduce you when I open the meeting?"
- There are times I've seen 10-year-olds or younger breaking into houses and their parents are sitting on the porch across the street. I tell gang-bangers I'd tutor them.
- I do community service. I am invested because I grew up here. I would be involved even if I were not an officer. I check up on kids at school and their parents call me.

3.6 Community Needs

- Kids just need to know that they're loved.
- You are going to learn because without education you won't be able to earn a living wage and will resort to criminal acts to make a living.
- When I worked at the House of Corrections, a lot of the inmates couldn't write. I think they'd be better off if they can write to help them be ready for sustainable jobs. They become dysfunctional adults without these skills.
- When I think of the society we live in and the neighborhood I think if we all learn the Magna Carta, the Bill of Rights and the amendments to the Constitution people would then have a sense for how they should live, and you'll be prepared to handle what comes at you. If you're in the courts, you'll be able to speak with authority about your rights and then everyone will feel whole.
- I think this is indirectly related. I used to go to court (to) watch to educate myself. I caught people breaking into houses and then at court it was all about paying a fine. An inmate said to me, "You don't need to be there because I'll pay a fine and then I'll be back out on the street." They know how to work the system. In my alley I stopped a girl getting jumped on and he only spent 24 hours in jail. It's about integrity and the criminal justice system.
- There are times I've seen 10-year-olds, or younger breaking into houses and their parents are sitting on the porch across the street. I tell gang-bangers I'd tutor them. Start with pre-K and teach them values. Inspire hope in them and let them know they can do what they want to do. When parents see hope, they can vote or touch the right organization in the city. Help people get jobs. Why not habilitate them so we won't need to rehabilitate them?

3.7 Follow Up With Reports

- Question: How does a youth trust that the information they share is taken seriously or followed up on by the officer? Usually when I speak to young people, personally for me, if I take a report it's not if I believe you or not, it's about how far the investigation will go. One person alleges something, and the officer knows they are the victim and will take them seriously and strive to help them build their case up. We don't want to hear, "The police didn't take me seriously." More kids are victims and we're now taking kids more seriously. It helps them trust us a little more.
- Legally we take complaints from citizens who are adults and if youth want to follow up it's incumbent on the reporting adult who made the complaint to model following up, so when the youth become adults they know how to make reports.

Parting Words

- Successful.
- This was a new experience to sit in a group with officers.
- Positive.
- Harmless.
- Respect.
- Enlightening.
- Engaged.
- Engaged.
- Forward through progress. It's the small steps that ultimately climb mountains.
- Eternal optimism.
- Hope.
- Hope.
- Empowered.

Annex 6 – Listening Circle 6

Question Round One: *“Describe a time when you’ve seen police and community work together will in Sherman Park or somewhere else. What were they doing and what was the impact?”*

1.1 Organized Community Events

- For me personally, there was a bike program — *Bublr--* that promoted interaction with police and community. A casual ride to the lake and back to Sherman Park. I thought it was a positive activity. It happened the last two years. I noticed the kids having the opportunity to interact and see more of the city out of their block. For me it was beneficial to be on the other side of the coin of negative police interactions. We also were a rolling advertisement for community for community relations. It was called Tour De Milwaukee.
- For Sherman Park, they had an event called World Peace. The police would throw an event with a stage with karaoke. The police were in uniform, but the crowd still seemed to have a good time. There was also a dunk tank, and the sergeant was being dumped into it.
- There was a huge event last summer, called World Peace, where Sherman Park residents came out (all kinds). There was music, games, food, and everyone enjoyed the evening in the park. Two years prior to that were riots. The person who spearheaded it was a sergeant, who has since retired. She reached out to businesses and other community organizations to get it started and make it happen.
- I moved to Sherman Park (SP) as a teenager in 1988. I always thought of SP as “well to do.” Our former neighborhood was not so appealing. We used to have Sherman Fest. It was old school cars, cops playing with kids, and horses. As a 14-year-old, I walked up to a bike cop, and said “let me ride your bike”, and he did! I was surprised, and it was positive. As a TABS officer, I used to work in the Boys & Girls Club, and also have a lot of contact with parents and youth. We would invite them into the squad car, turn on lights and sirens. My brother still lives in the SP house. The civil unrest affected me because neighborhood houses were burned down.
- Down on Kotter Childhood Development Center we used to do a campout. Police, firemen, and kids. It was a positive environment, especially for the future, for the young kids growing up.
- In the 70s I stayed in the development center projects, whatever, and we did the citywide cleanup. We had one police officer stay in the development. And the city paid for us to go to the zoo. The police officers met us there – that was good turnout.

- Things off the top of my head. The most recent past, just last week, my partner and I had the opportunity and privilege to attend a peace rally, not far from here, on Locust & 44th. It was to recognize a very tragic instance of violence. And to show the community resolve to come together and resist the violence. A girl was at her grandmother's residence when she was shot. It was remarkable to see so many members of the community to come together, with a purpose, with one voice, to speak out against violence. For example, representatives of local houses of worship, of different faiths. The police were invited, so my partner and I were there. The Black Panthers were there. Making a public and unified statement against violence in the community. Some months ago, Phoenix Rising as a development, just southeast, literally across N. 31st from District 7 police station. It was a structure that was a victim of the riots, I believe. But to see it turned into this amazing conglomerate of local businesses, and to be part of that grand opening... our captain said to me, to be part of that and to see the energy and to think that from ashes came the amazing new businesses, and all these opportunities (Miss Wisconsin was there, Mayor Barrett was there...) It was another example of a positive change in the narrative. It's a very viable business now. They've got parking (I know, because they kicked us, the police from parking there).
- After the Sherman Park civil unrest the police had events to interact with children. That was the one event I enjoyed.
- I'm tired today, I did a lot of canvassing and community work. Until I got involved in the listening circles, I did not have positive interactions. Not necessarily negative, but now I have really enjoyed hearing each person from the other side.

1.2 Foot & Bike Patrol

- Also, I have seen the foot patrol have more interaction, having more personal interaction during store check. Seeing police on foot is totally different. Me and my partner have been doing that for about two years. We get to know panhandlers, not always negative interactions. You can meet their needs instead of arresting them. The barrier is taken away when you interact more personally. For me, it has been positive, and I helped one guy get cleaned up from heroin. We got resources and he was clean for 45 days. I felt great about it.
- There was a time, back in 1997. when these two officers on beat patrol in a community that was riven with drug sales. These two officers were on bike patrol, between 24th and 29th/30th between Center and Burleigh. Navigating the community, talking with people on their porches for a 30-day period. On the 31st day the officers made about seven drug arrests, and four or five drug-related arrests. From then on, it went for another two or three months. The impact was great. The homeowners loved it even more than the

people renting. I dare say that changed the game, of street dealing, in that neighborhood.

1.3 Public Interaction

- I like to wave at police officers while driving because I know I haven't done anything wrong.
- I can't think of much except when I see them on the street, and I see cordial exchanges. My neighbor is a police officer. I think of Sherman Park as a really nice neighborhood. I been in church here for 30 years. I don't see problems when I am in the neighborhood. I picked the church in Sherman Park. I liked it, and I have been here ever since. I have good interactions.

Question Round Two: "What projects would you like to see police and residents work on together to improve or beautify the neighborhood? What projects would you personally want to get involved in?"

2.1 Cleanup

- Something simple and a cleanup of the neighborhood. In my capacity I interact with 100+ people a day. On 45th and Center Street, I stopped a car for throwing garbage out of his window. I asked him, and he said everyone else is doing it. So, I picked it up as an example. Sometimes people get overwhelmed by the trash and effort required. Maybe we can invite the community and using incentives of relationships – not always monetary. I don't know if the city still does this, but my family bought a dollar house, and got a rehabilitation loan from the city. So, the police could do that too.
- First and foremost, have to start with picking up the litter around the city. And the way to do it without throwing money at it. People have to take pride in their neighborhood. Police in Milwaukee take pride in what they do. Maybe T-shirts displaying the cause. Police would be off the clock doing the cleanup. Police showing by example. The police take pride in what they do, and it's a start. Outside of Milwaukee, I read an article about Detroit where people landscaped overgrown lots. I think the city here does landscaping. It shows that taking pride in how your community and city looks is the main factor. All the interactions matter. It reminds people.
- Allow homeowners to receive automatic tax cuts for improvements. Alderman would have envelopes sent to every home to let them know which day is for their house to go around and clean up their block. (Doesn't have to be one home per day. it can be two or more per day.)

2.2 Bring Community Together by Building Relationships

- I would like to see better communication between police and residents. Don't just go by everyone else's opinion. Get to know for yourself instead of hearsay. Try and build relationships with community. Especially with youth and police. People see police as objects and lump them all as bad. They all do a job, but differently. I would do a community /police picnic. Play games, talk, and break bread together.
- Off the top of my head, to work together and improve blue relationships with citizens. It is not very often that we have large citizen police classes in the Citizen Academy. Having citizens share role-plays as police officers in interactions could increase empathy. Police are not trying to make mountains out of nothing. We are there for a reason. We want the neighborhood to improve. And to remind not to tell their children they will call the police when they act up. I would like people to experience the police perspective of the suspicious person of interest and acknowledge the caller's request. Mental health is also a crisis, and people call us for a miracle. There is a lot of resources. I found out program that help block watches with cameras to help survey crime.
- Interact more with each other on the bikes or recreation with youth. More walking officers. Smiling "hi" to people and looking out for each other. Increase mutual respect.
- I personally think that the police have enough to do, and their goal and objective has been identified. I would like to see the public schools educate the families, and get to where if someone has to be in a hospital bed, their family has the resources, and have the jobs, to support them. I teach at MATC, and when I give a test, I take all capital letters away. I want to see that they can think. We need solid families. Then we can interact with the police. Instead of everyone worrying about being called a snitch. In a good society there isn't that fear. I would approach it from that direction.

2.3 Community Outreach

- Just recently, an officer that I have tremendous respect for, at District 7, who is very connected with community and resources. He's an RN, he's a day shifter, he teaches at the college level, he spent some time at the academy. My partner and I were charged with a walking beat, and with behaving legally, like panhandlers. To solve that problem you need someone, like this Officer, who can look at the underlying causes of homelessness, and drug addiction. Officer S. recently posted a very interesting article with regard to Ascension Healthcare, which owns St. Joe's and St. Mary's. They want to close St. Joe's Hospital. If that happens it would be a catastrophe for our district (7). The article talks about it's become all about a big corporate money paradigm. But no matter what side of the equation you're on, what can I do to make a difference? From a strictly pragmatic point of view what can I do as an individual? Maybe let's chair/co-chair a 5k

run in support of St. Joe's Hospital, to keep it here. Maybe start and end there, or at least end there, at St. Joe's. It's such a vital part of our district.

- The police do their National Night Out. Why not do that in the community, and have them walk around, with stuff like that? Why not have the police officers on bikes pick a day to ride around with kids and their parents on bicycles? The city used to give out free plants and stuff like that. I don't know when that stopped but why that stopped?
- Day before yesterday, there was a young person in my group. She was 12 or 13, and they talked about a block party that someone would organize every year, who was perceived as very mean, but who had a big heart. She would feed them all. But then when that woman moved out, the young girl saw how that the neighborhood wasn't the same without the block party. Why not get those started? The department has an ice cream truck now. Why not just go from neighborhood to neighborhood, from block to block?

Connected Conversation: "What would motivate you and/or what would hold you back from getting involved?"

3.1 Influence from Home

- Our young people need to be taught – I needed to be taught – in their families or in school how to interact with the police. I had a healthy fear of my father, and of my mother. I knew if a teacher called home about something I did, I was punished. I didn't have a side of the story, I would be punished. It worked, it was adaptive, I stayed out of trouble. I was also taught in the home to respect the police, and understand that they have a job to do. They're not always there to be our friend. Sometimes the teachers that were the hardest on me were the ones who cared the most about me. How do we help the next generation, and teach them that authority is their friend, and not their adversary?
- I think that's huge, that's so relevant. Being on this job for 23 years, growing up this community, I can see that there are some people who make bad decisions, and make a bad impact on their kids. They teach their children bad ways and then it's hard to change that mindset. I think that officers react out of their emotions and some from their fears. At times, they become unprofessional. All it takes is one or two bad seeds to change the mindset of a whole society. And then it takes time to rebuild that. Decades to repair it.
- I think it's also about the mindset of an open heart. You have some kids who do take advice and want to change. But others just aren't open to it. Some are just scared and don't know how to be open to it, because they didn't get it from home.

3.2 Engagement with Kids

- There's going to be collateral damage, however me and two other guys went into Palmer Elementary. We told all the kids who didn't have a mother or father there that we would invest in the kid and tell them believe in themselves. If you teach them that you love them, then they'll bloom. We got a dentist who would bring in his whole staff, and not charge anyone anything, for fixing their teeth. Kindness begets kindness.

Parting Words

- Blessed.
- Unity.
- Full of compassion.
- Hopeful.
- Purposed.