Teen Empowerment's Youth Police Dialogues:

First Interim Report

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Overview

In recent years, growing attention has been focused on youth-police relations in cities around the country. This is due to the often-damaged and fragmented relationship between these two groups. One organization working to remedy this problem is the Center for Teen Empowerment in Rochester, NY. Teen Empowerment originated in Somerville, Massachusetts in 1992 and branched out to deliver its message of reconciliation, healing, and youth self-advocacy to Rochester in 2003. Their work with youth in the Rochester community led them to identify a strong need for communication and reconciliation between youth and police, so Teen Empowerment began holding dialogues between Teen Empowerment youth organizers and officers from the Rochester Police Department in 2004. In 2013, Teen Empowerment received funding from the Fetzer Institute to continue these dialogues and to evaluate their impact. This report serves as an interim report, covering the activities conducted from July through November 2013.

Program Goals and Timeline

Teen Empowerment will conduct three phases of their youth-police project and its evaluation between July 2013 and August 2014. This report covers the completion of the first phase. The first phase began in July 2013 with the hiring of ten youth organizers and the recruitment of ten Rochester Police Department (RPD) police officers. These youth and police engaged in four youth-police dialogues in October 2013 as well as separate focus groups held for the youth, police, and facilitators.

Phase Two began in November 2013 as this report was being written. The hiring interviews were held for new youth organizers who will work with Teen Empowerment through most of the calendar year 2014. A new set of police officers will be recruited from the Rochester Police Department, and these youth and officers will engage in another round of four dialogues in February 2014.

Phase Three involves Teen Empowerment youth organizers and adult staff working with the Rochester Police Department to implement youth-relations training into their training activities. Teen Empowerment hopes to work with the Rochester Police Department's youth outreach coordinator to make their youth programs more effective for officers, youth, and the community. Plans are also being developed to have Teen Empowerment youth train new officer recruits on youth issues during the RPD Police Academy and the Post-Academy, as well as having the youth participate in activities with the police recruits. This will occur once the new officers have had some on-the-street experience in approximately August 2014. This will conclude the Teen Empowerment Youth-Police Dialogue Program.

Teen Empowerment has conducted youth-police dialogues in Rochester in years past and used their experiences to guide the goals and operations of this program. According to the Youth-Police Dialogues Collaborative Action Plan, "Teen Empowerment has committed to accomplishing two objectives:

1) To move the individual dialogue work to a more practical neighborhood level where specific youth and officers are likely to encounter one another regularly. Until this point, youth-police dialogues had been a project that Teen Empowerment ran at a citywide level, making it less likely that youth and officers who were spread out throughout the city could build on those relationships after the formal dialogue process was over. And,

2) To institutionalize changes that will need more intentional pushing in order to take hold and be sustained, including youth engagement training for officers and officer candidates." (Retrieved November 2013 from Teen Empowerment Summary-Timeline)

There are also two sets of goals for the dialogues which were developed by youth and police participants for one another. The youth goals for police are as follows:

1) That youth and police can be on better terms.
2) For police to be more understanding when it comes to why we do what we do.
3) Decrease detention of youth.
4) Encourage listening and talking before acting.
5) For youth and police to get along.
6) That youth can change the mindsets of police.
7) That police can change the way they treat youth.
8) That future youth and police interaction will be positive.
9) That youth and police will be on common ground.
10) Both parties being responsible for their actions.

The police goals for youth are:

1) For youth to hear the police out.
2) For youth to fight peer pressure.
3) More cooperation from youth.
4) Understand that police are human beings.
5) Understand that police are not always bad guys.
6) That better relationships are built.
7) Clarity on, "why police do what they do."
8) For youth not to spit at police.

Results Summary

Our survey results, focus group outcomes, and interview outcomes all point to very positive results from Phase One of the Youth-Police Dialogues. There were evident shifts in some measures on the surveys showing that participants gained empathy, understanding, and respect for one another. Focus groups revealed some tangible changes in behavior among both officers and youth as evidence that they gained new perspectives as well as new skills for how to work together effectively. While there were many challenges faced throughout the process, particularly in how participants interpreted each other's statements and intentions, every participant reported learning something valuable from participating in these dialogues. They expressed strong willingness to encourage peers to participate in the program and were also very interested in following up with one another after the dialogues were completed.

Our findings show that youth-police dialogues can be a powerful factor in healing the relationships between youth and police in Rochester. These short-term dialogues appear to be beneficial to all participants in building communication in a constructive and collaborative manner, despite the large amounts of tension between the two groups.

Evaluation Plan

As part of this project, Teen Empowerment has been working with researchers at the Rochester Institute of Technology's Center for Public Safety Initiatives (CPSI) to evaluate the program throughout its implementation. To conduct the evaluation of this project, CPSI assigned two researchers to evaluate the effectiveness of the program as well as its implementation and organizational processes. Components of the evaluation included regular meetings between researchers and Teen Empowerment staff, surveys completed by all participants and facilitators, focus groups held after the dialogue series, one-on-one interviews conducted after the dialogues, observations of all youth-police dialogue activities, and session evaluation forms. The methodology behind each component is discussed below.

Staff and Researcher Meetings: Integrating Feedback

As with most program evaluations undertaken by the Center for Public Safety Initiatives, a feedback-oriented evaluation model was used in this Teen Empowerment Youth-Police Dialogue program. Researchers from CPSI regularly met with the staff at Teen Empowerment. Prior to conducting any evaluations, we met to discuss the program's setup and what Teen Empowerment staff would like to learn from the evaluation, as well as to determine the schedule and scope of the project. Then, researchers and staff worked together to develop evaluation instruments such as surveys, session evaluation forms, and focus group questions. We also agreed to have the primary researchers from CPSI attend all applicable Youth-Police Dialogue Project activities in order to conduct field observations. The reason for this is discussed below.

Importantly, throughout this project, qualitative and quantitative data was collected and analyzed by the researchers and was relayed back to Teen Empowerment staff so that the program could be improved. While this is not a traditional evaluation set-up, CPSI's philosophy has been that programs deserve to receive updates and feedback on how their program is doing *while* they are still doing it so they can take steps to address concerns or improve the program. Researchers also get feedback from program staff about evaluating in the best possible ways. Thus, our evaluation process incorporates regular conversations with Teen Empowerment staff.

Pre- and Post-Dialogue Surveys

There were four surveys developed to measure changes in attitude among program participants: the Youth Pre-Survey (Appendix A), Officer Pre-Survey (Appendix B), Youth Post-Survey (Appendix C), and Officer Post-Survey (Appendix D). We employed a pre/post-test model, meaning that participants took a survey before beginning the dialogues and a very similar one after going through the dialogues. With this method, we are able to see how participant's responded differently to the same questions before and after the dialogues. The surveys for the youth and for the police officers were slightly different in wording but asked generally the same questions. Thus, we could also compare youth's and officers' responses. We discuss the design and results later in this report.

Session Evaluation Forms

Teen Empowerment has always used session evaluation forms at the end of each meeting they have with their youth organizers and/or community members to receive participants' feedback. These are primarily open-ended questions focused on what worked and did not work at that day's session. Researchers and staff modified these session evaluations slightly for this project to be more focused on youth-police. All participants (youth and police) completed the same evaluation form at the end of each session, and researchers also added a session evaluation form for facilitators to complete after each session. These are included in Appendices E (participants' form) and F (facilitators' form).

Session Observations

The primary CPSI researcher for this project also observed each session in Phase One of the youth-police dialogues. This researcher attended every youth preparatory session, the police preparatory session, and all four youth-police dialogues to take notes and write separate reports on each session. These consistent, thorough observations were beneficial in that it gave first-hand information regarding what occurs during the sessions.

Due to the nature of Teen Empowerment's work being heavily participatory, the researcher was required to be an active participant in every session whenever possible. The researcher only participated in the warm-up question during the actual youth-police dialogue sessions in order to provide more opportunity for the youth and police to converse. The facilitator explained this to

the group at the first dialogue session, and the decision seemed to be accepted by both the youth and officers. The dialogues proceeded with the researcher observing the interactives.

The researcher was able to observe the participants' demeanors, responses (verbal, non-verbal), and interactions with other participants and facilitators. The researcher also had the opportunity to observe how participants responded (negatively or positively) to her presence. The researcher felt that she was positively accepted by the participants. The participants seemed to be open and forthcoming about their feelings, so the researcher felt confident that her presence was accepted. The researcher felt that the youth in particular trusted her enough to disclose some intimate and personal experiences and issues in her presence. The youth also requested her opinion at times during certain discussions. This made her feel like the youth wanted her included in the discussion. When the researcher was asked to participate in the interactives, the participants were welcoming. The researcher also had the opportunity to participate in the warm-up question and some interactives with the officers. During the preparatory session, the researcher did not engage in all four interactives with the officers. At the end of the session when the officers were giving their verbal rating, one officer stated that she wished the researcher had talked a little more during the session.

While observing the youth, the researcher felt that she had gained a close familiarity with them through involvement in the warm-up questions and participation in the interactives. In addition, she gained a better insight into many of them through the feedback exercise.

Focus Groups

Another researcher from CPSI conducted three focus groups after the dialogue series was completed: one with the youth organizers, one with the police officers, and one with the facilitators. These focus groups provided a platform through with qualitative information could be collected from each group involved in a "confidential" way (i.e. officers could speak to an objective person without youth or Teen Empowerment staff there, youth could speak without the officers or staff there, and facilitators could speak without the participants there).

One-on-One Interviews

In addition to holding the focus groups, one-on-one interviews were conducted with one youth and one officer who could not attend their respective focus groups. This provided an opportunity to speak with some participants without anyone else there who could potentially influence their responses.

Recruiting Participants

Youth Organizers

The process for recruiting youth organizers normally includes a hiring process for youth, which consists of filling out an application then participating in a three-hour session similar to the youth organizer's preparatory session. During the session, each applicant is required to answer a warm-up question and engage in whatever interactive activities (known as interactives) are planned for the evening. The last interactive of the evening is an exercise where the applicants are divided up into groups and given a choice of scenarios they are required to act out. Each applicant was judged based on their individual performance. Prior to performing their scenarios, each group is photographed to help facilitators during the selection process. At the end of the session, the applicants are asked to verbally rate the session and complete a written evaluation. Then, each applicant is interviewed by one of three Teen Empowerment facilitators.

Last year, Teen Empowerment had 250 applicants. When starting the hiring process in November 2013, there were 125 applicants. The facilitators decided to decrease the number of applicants this year because the more applicants there are, the more difficult it makes the selection. Out of the 125 youth that applied for a position for 2014, only ten will be hired.

As the hiring process did not begin until after Phase One of the dialogues was completed, the facilitators hired some of the youth organizers from the previous year due to time constraints and other youth they knew. Of the seven youths that participated in Phase One, four had participated in youth-police dialogues the previous year. Phase One started with eight youth, but one quit the project after the first week to secure other employment.

Police Officers

In regards to the recruitment of police officers for the project, ongoing discussions had been occurring between Teen Empowerment staff and a sergeant and lieutenant at the Rochester Police Department, to inform west-side officers of the upcoming dialogues and solicit their participation if interested. Teen Empowerment was notified in October of the five officers who expressed an interest in participating. During the officers' preparatory session, some of the officers suggested that e-mail might not be the best tool for recruitment because many officers might not read their e-mail. They suspected that may have been the reason the officers' turnout was so low. Teen Empowerment staff said they would address that concern with the sergeant prior to the next phase.

Schedule and Location of Dialogues

On September 17, 2013, the first phase of the neighborhood-based youth-police dialogue series began in Teen Empowerment's Genesee Street office with eight preparatory pre-sessions for youth organizers only. The eight youth organizers engaged in a number of activities, called **interactives**, where they learned skills to resolve issues and promote respectful conversation. This was done through role plays, small group conversations, and warm-ups.

These five officers also participated in one preparatory pre-session where they engaged in similar interactives as the youth organizers. This preparatory session took place at the Gandhi Institute, whereas the youth organizers' prep sessions took place in the Teen Empowerment office.

Following the preparatory orientation sessions for each group, the youth and police met for dialogues at the Gandhi Institute on October 3, October 8, October 10, and October 15, 2013. During this time, youth organizers continued to meet by themselves at Teen Empowerment on the weekdays they were not in dialogues with the police. These sessions served as debriefings for the youth in which their discussions could supplement the work done at the dialogues with police.

Choosing Neutral Ground

Sessions with the officers were held at the Gandhi Institute – a local non-profit agency in the same neighborhood as Teen Empowerment which promotes nonviolence – because Teen Empowerment serves as a sort of drop-in center for youth who want to speak with staff, and staff felt Teen Empowerment would, due to the tensions between youth and police, lose some of its credibility among the neighborhood's youth if the youth saw officers coming to the Teen Empowerment office. Additionally, they felt that the Gandhi Institute could serve as "neutral ground," since the youth primarily work at the Teen Empowerment office.

Description of Interactives

As previously stated, Teen Empowerment's facilitation model is built around using thought-provoking interactives, which are used in all of their sessions. In this section, we will describe the mechanisms and purposes of these activities as well as how the groups reacted to them at the preparatory sessions. Some of these were used at youth-police dialogue sessions as well and are discussed later in this report.

At their preparatory session, the youth participants engaged in an interactive called "**pair tag**." During this activity, the participants are paired, and required to stand across from each other. They then walk up to their partner, and tap them on the shoulder three times while saying their

name. They switch partners until each participant has partnered with everyone in the group. This interactive is meant to simply help people remember each other's names.

Another interactive was called "**heads & tails**," which encouraged participants to put themselves in another person's shoes (i.e. that of police officers) with the goal of eliciting empathy.

The group also participated in an interactive called "**mirroring**." During this interactive, the participants were paired and asked to mirror each other's actions without being given a word prompt. After this activity, the group was asked to mirror each other from words given by the facilitator. The group collectively agreed that it was harder to mirror someone without being given a word to act out. Later, this interactive was used in a youth-police dialogue session. Words that were given were love, forgive, hurt, angry, respect, and trust. The majority of participants again expressed difficulty in acting out some of the words.

Another interactive was called "**scenarios**," in which each youth organizer was paired with another and given a scenario that had to be talked out. The scenario was of a veteran police officer and a rookie officer responding to a domestic violence call. The reason for this scenario was to show the youth how some officers can be influenced by other officers. The veteran officer was giving advice to the rookie on how to handle the situation. The participants really got into their roles, and some wanted to play the police role more than others. One participant did not want to pretend to be the police at all, as she had numerous negative experiences with police. Most of the participants wanted to be the veteran officer. This activity was well-received by the participants because it gave them an opportunity, however staged, to be an officer. They laughed and joked a lot after the interactive. The importance of role plays was stressed because such exercises will help to put both the youths and officers in each other's shoes and hopefully inspire some empathy and understanding between the two groups.

Another interactive youth organizers participated in was called "**Switch/Swatch**," where participants were given a statement then argued both in agreement or disagreement with the statement. This helped participants come to understand an issue beyond their own viewpoints and helped them relate to people who held different view from them. Statements given were, "Marijuana should not be legalized" and, "Police are good." One participant argued for the statement, and another argued against it. This process went on until each participant had a turn arguing each side. The participants seemed to enjoy this activity. There was a lot of laughing and conversation. It was evident the group was getting comfortable being around each other and participating in activities together.

The interactive called "**negative versus positive**" required every youth organizer to sit in a chair facing each other. Each youth was assigned to take a positive or negative stance. Then, he/she was given a statement to argue that positive or negative view point. Some youth pointed out that this was similar to switch/swatch, and they liked the activity. They all confirmed that these types

of activities were fun because it allowed them an opportunity to argue and to give their opinions on issues. One youth stated, "It was like being a lawyer."

The interactive "**telephone all over**" started with a facilitator giving a participant a message (such as, "Violence in the southwest community is bad and will always be bad if people do not change it."). Then, that person has to whisper the statement to another participant, and that person would whisper it to another person. This process would go on until every participant had heard the message from someone. By the time the message was relayed to the last person, it was distorted. The reason for the activity was to show participants how easily information can get misinterpreted when going from one person to another.

The youth organizers also participated in an interactive called "**long distance bag toss**." The participants were required to stand in a circle and throw a bean bag to anyone they wanted while saying the person's name. Initially, they were standing close to each other, but as the interactive continued, participants were asked to move further away, which caused more difficulty in throwing and catching the bean bag. As the activity progressed, the facilitator added more bean bags, which meant that each participant would have to catch them quicker. Before long, participants were dropping the bean bags or not catching them before they were thrown another one. A discussion was held afterwards revealing that the reason for this activity is to show that both youth and officers incur issues in their lives. Instead of dealing with them head on, they pass them on to other people to solve or deal with ("passing the buck"). The officers also participated in this activity at their preparatory session.

Another interactive the group participated in was called "**blind knot**." During this activity, each participant was required to stand in a circle. The facilitator told each participant to hold a certain person's hand. When this process was done, everyone was entangled with each other, and the circle was a mess. The goal of this interactive is for everyone to figure out how to untangle the mess, and end up with a complete circle again. This activity is done to show youth and police that sometimes information and issues get distorted, and it takes everyone working together to figure things out.

The participants also engaged in an interactive called "**word storming**," in which they discussed what they thought of when they heard a certain word. The word used was "criticism." Many of the participants believed that this word is used in a bad way. As a matter of fact, one male youth thought this word could not be used positively, and he argued that point vigorously. A couple of participants tried to explain that criticism can be used to help someone, instead of hurt them. In the end, the group seemed to agree that criticism can be both negative and positive. The participants spent a lot of time on this discussion and seemed satisfied with the outcome.

During one session, the participants engaged in "**feedback**," where, each youth organizer was given a sheet of paper to write out feedback to give each other about themselves, as well as the facilitators. The participants could give feedback to one or more people. The participants really

liked this activity, because it gave them an opportunity to tell each other how they feel about him/her. They were all excited and volunteered to express their views. The youth were very respectful with what they said and how they presented it. The person who gave the feedback expressed sensitivity to the receiver, and the receiver showed appreciation. Some even agreed with what was said and promised to work on what was mentioned.

The youths also participated in an interactive called "**Brainstorm**" where they were asked to name issues youth face in Rochester. The participants were happy to volunteer responses, which included the following issues they felt youth face:

- Many youth interpret kindness as weakness.
- Many youth are followers, instigators, or "lost souls."
- They face peer pressure.
- They struggle to find and maintain safe and affordable housing.
- They live in single-parent households.
- They lack educational and employment opportunities.
- Youth have "no steady head." Someone defined this as when youth act or react to things without thinking; in other words, when they do things on an impulse.
- Youth are like "crabs in a bucket." This was described as when you are trying to accomplish positive things, you have negative people trying to pull you down, just like crabs in a bucket that are trying to get out while other crabs keep pulling them back in. If this keeps happening, no one gets out of negative lifestyles because they keep getting pulled back into it.
- Youth often lack pride, faith, and hope.

The officers participated in an activity called "**concentric conversations**" at their preparatory session. Officers sat across from each other, and were encouraged to indulge in meaningful, deep conversation regarding where they grew up and negative life experiences they've had. During one of the youth-police dialogue sessions, this interactive was used again with the same topics, pairing youth with officers. Additionally, the participants were asked to tell about an authority figure that he/she respected, and also one that he/she does not respect. The majority of the youth named the police as an authority figure they do not respect. The observer noted that, everyone seemed to take this exercise more seriously than in the preparatory sessions. Each participant was paying close attention to the person across from him or her as they spoke. Many of the participants later reflected that conversations like these, where they shared deeply about their personal experiences, were the most important part of building relationships with other participants.

The officers also participated in an activity call "**fishbowl**." During this interactive, the officers were asked by the facilitator to name issues they have with youth. Each officer took turns naming issues/problems they face when dealing with youth, while the facilitator wrote them

down on a sketch board. After the officers were finished with their list of issues/problems, the facilitator and officers selected the ones they felt were most important and discussed them. During this process, the facilitator would select a word, and ask the officer who said it why he/she felt that was an issue/problem.

Youth Preparatory Session Discussions

During another session, the facilitator assembled the youth organizers into groups of two, so they could discuss among themselves the most important issues between youth and police in Rochester. There were three groups of two youth organizers. Group 1 believed that officers' pride, lack or inaccuracy of communication with citizens, abuse of authority, and racism were the biggest issues youth face with police. Group 2 reported communication issues, location (explained as the feeling that if a white person was walking down the street in the city, the police would not bother him/her), and racial profiling as the biggest issues. Finally, Group 3 reported officers' rudeness, tough-guy attitudes, and discrimination as the biggest issues.

The youth organizers were given the opportunity to discuss the goals of their dialogues with the police. They were asked to describe things the police do that are unfair. One youth organizer said "profiling," and that led to a discussion. Participants were asked to describe how they feel when they suspect they're being profiled. One female youth organizer stated she "felt like an animal, and the encounter created hate." Another youth organizer said he felt "degraded." Another youth organizer said profiling "invokes anger."

The group watched the movie July '64, which described the riots in Rochester in 1964. After the movie, the facilitator asked participants for a word to describe themselves in the past and another word to describe themselves now. They were also asked to provide a word to describe Rochester in the past and Rochester now. Some ways in which the youth described themselves in the past were: violent, gang member, angry, etc. One youth described himself now as more calm, less angry, and less violent. He is currently in school preparing to graduate. Another male youth organizer stated that he was a former gang member but has left that life behind. He is now a father and focusing on taking care of his girlfriend and children. One youth organizer described being angry all of the time in the past and being angry all of the time now. Responses to describe Rochester in the past were: inadequate housing for blacks, limited educational opportunities for blacks, limited employment opportunities for blacks, white flight, white superiority, etc. The youth felt these things also described Rochester now, except violence was stressed more.

The group was then led into an activity called "film storming," in which they were asked to describe issues/problems in the movie that are issues/problems today. This led to extended conversations about what is going on in Rochester today, especially in the Southwest neighborhood. The group even talked about the racial make-up of the population in this area and

how the University of Rochester is replacing long-term black residents with white college students and pushing those long-term residents to other areas in the city. They discussed the fact that in Rochester in 1964, white people were the dominant race in the Southwest area. One female participant stated, "White people want their city back." The participants all acknowledged that this relocation of black Southwest residents could lead to increased violence in the city because the residents in those areas are not going to want a lot of newcomers.

During one session, the youth organizers were asked, "What formulated your perception of the police? What do you think formulates police perceptions about youth?" The majority of the youth responded that family, friends, the media, music, and personal experience formulated their perception of the police. Most of the participants responded that the media and fellow officers' opinions formulated police officers' perception of youth. They specified that they meant "black" youth. It was stated that police treat black and white youth differently.

Officer Preparatory Session Discussions

The Teen Empowerment facilitators held a preparatory session with the five police officers on October 1, 2013 in order to orient them to the dialogues they would be having with the youth.

During the officers' prep session, they were welcomed and thanked for their participation by the facilitators, then given an overview of Teen Empowerment. After the welcome, each participant was asked to state their name, where they work, how long they have been on the job, to rate the state of youth/police relations, and explain their rating. There were five officers in attendance, and each answered the question. One officer reported working with the RPD for 25 years. He rated the state of youth/police relations as 2-3 because of disrespect from youth, which he believes results from the lack of adult/parent supervision. He further mentioned growing up in the area he currently patrols and enjoys working in the area but has seen major changes. He talked about how youth have lost respect for adults and authority. The officers' mostly agreed that youth/police relations were quite poor. Since this is similar to how youth felt, this shows that both groups at least recognize the problems between the two groups.

The session ended with a verbal rating of the session and an explanation. Then, the officers were asked to fill out an evaluation form. On observance, it seemed as though the officers enjoyed being at the session and participating in the activities. They talked, laughed, and joked with one another. When giving their verbal evaluation and rating of the session, each said they enjoyed the activities and looked forward to meeting and working with the youth.

Youth-Police Dialogue Sessions Discussions

During Phase One, there were four dialogue sessions held with the youth organizers and police officers at the Gandhi Institute from roughly 4-6 p.m. on October 3, 8, 10, and 15, 2013. The first youth-police dialogue session had seven youth in attendance and all five police officers who participated in the preparatory session. Some of the youth spoke of skepticism about whether or not the dialogues would make a difference and change officers' attitudes towards black youths in the city. They also voiced doubts about whether the officers really cared.

The majority of the participants (youth and officers) verbally gave the dialogue sessions high ratings when asked. The observer felt it was obvious that everyone enjoyed the sessions. There were many jokes, smiles, handshakes, and head nods in agreement to what was being said.

In one dialogue, the group was asked the question, "What were you thinking about this process before it began, and what do you think about it now?" Each youth organizer answered the question, along with facilitators. A couple of youth responded with, "They didn't think it would make a difference to the officers." A couple of officers expressed optimism that relations between youth and officers could improve. One officer was undecided, and two others did not have an opinion but were open to the possibility.

Facilitation and Organization

The facilitators did an excellent job facilitating the eight preparatory pre-sessions for youth organizers, the preparatory session for the police officers, and the youth-police dialogues. For the most part, they kept the sessions running smoothly and on time.

The Teen Empowerment staff is experienced in facilitating youth-police dialogues, as well as working with youth, and it showed. It was impressive to see how well they worked together. The facilitators were always in attendance and on time. If one facilitator could not attend a session, the others would fill in perfectly. They worked in harmony with each other, and it is a great blend of personalities and skills.

The facilitators sometimes struggled to get youth to get to the sessions on time, and thus some were delayed. The facilitators stressed the importance of being on time to every session, as it is important to be punctual to a real job. The youth are not just in the project to talk to the police; they are also learning skills for life, including the work world.

The facilitators also did a great job when working with the youth individually. They treated the youth like family, and each facilitator seemed to serve a special role. For example, some of the male youth would seek advice from one facilitator on a father-like or brother-like level, possibly because they thought he could relate better to their issues as a black male. This facilitator is a

straight shooter and always "kept it real" with them. The other primary facilitator was more like a brother or best friend. The youth would confide in him, but on a different level than the other facilitator. The female facilitator was like the mother/sister figure of the facilitators. She gave advice on hairstyles, schools, relationships, etc. Effectively, when the youth came to Teen Empowerment, they were among family. For some, it was their home away from home and a safe haven. It is a place where they can go to get peace, safety, and advice while also getting a paycheck and valuable experience contributing to their community.

Survey Development

Overview and Methodology

Prior to the start of each of their respective preparatory sessions, the youth and officers were asked to complete the pre-survey developed by the Center for Public Safety Initiatives (CPSI). After going through the entire dialogue series, a post-survey was also conducted, which had similar questions to the pre-survey to assess changes in attitudes and beliefs. The youth completed their post-survey at one of their debriefing sessions at Teen Empowerment, while the officer post-survey was completed at the beginning of their focus group. (One post-survey was completed via e-mail by the officer who was not able to attend the focus group.)

Survey Design and Goals

Youth and officers completed slightly different surveys. The language was slightly changed to be relevant to each group, and some questions were asked only of youth or only of officers if it was only relevant to them. These surveys are included in Appendices A-D. They included three types of questions:

- Ordinal Scale Response to Statements: The surveys mostly consisted of a list of statements, and the youth and police were asked to respond to each statement on an ordinal rating system with five options. Two sets of responses were used:
    - They rated how strongly they agreed with each prompting (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).
    - After a question about an event, they chose how frequently that event happened (5 = Always, 4 = Most of the Time, 3 = Sometimes, 2 = Rarely, 1 = Never).
- Open-Ended Questions: youth and officers were asked several open-ended questions to obtain more qualitative information about how they felt.
- Adjective Checklists: Youth and police were asked to circle words in a pre-defined list which they thought described a given word or phrase. Youth were asked to circle words to describe officers, and officers were asked to circle words to describe youth in Rochester. Then, both were asked to circle words to describe "justice."

The youth pre-survey consisted of twenty-one statement prompts, two adjective checklists, and five open-ended questions. The officers' pre-survey consisted of twenty-two statement prompts, two adjective checklists, and five open-ended questions. The youth post-survey consisted of twenty-five statement prompts, two adjective checklists, and five open-ended questions. The officers' post-survey consisted of twenty-five statement prompts, two adjectives checklists, five open-ended questions, and space for additional comments.

In designing the surveys, our goals were:
- to be able to compare the youth's and officers' responses,
- to compare how their responses varied before and after going through the dialogues,
- to assess the strengths, weaknesses, and ways to improve the program, and
- to obtain both quantitative (statement prompts) and quantitative (open-ended) data.

To these ends, we designed the surveys so that the officers and youth were asked very similar questions, and both groups responded to the many of the same questions on the post-survey as they did on the pre-survey. There were additional statement prompts on the post-surveys to ask participants to reflect on their experience. The open-ended questions were different on the pre- and post-surveys, as the ones asked on the pre-survey were no longer relevant by the post-survey. For the most part, youth and officers were asked similar open-ended questions in order to compare their responses. Both groups completed the same adjective checklists on the pre-survey and the post-survey.

We aimed to ask questions that would help us assess each participants' initial feelings about the state of youth-police relations in Rochester, which served as our baseline to which to compare the post-survey responses. Theoretically, we should see shifts in how participants felt about youth-police relations after the dialogues compared to the baseline. We asked participants about their personal feelings and experiences as well as how they thought the community or police force felt as a whole about youth-police relations. In theory, this could help us determine if the participants' attitudes shifted relative to their perception of their peers' attitudes.

Statement Prompts
Our statement prompts were primarily concerned with measuring self-reported levels of trust, respect, safety (i.e. youth's willingness to approach an officer if in need), and willingness to work to improve relations between youth and police. Many questions intended to measure empathy (such as "I am aware of the challenged faced by youth/police in Rochester."), the strength of stereotypes (i.e. "Most police officers/youth want to help the community."), and the strength of peer group influences on participants (i.e. "If my friend was disrespecting a police officer/youth, I would encourage him or her to act differently.")

Also, four statement prompts assessed how frequency the participants and their peers had positive and negative interactions with youth or officers. These could allow us to see if those who had had direct bad experiences responded any differently from those who had no bad experiences or those whose peers had bad experiences. This could also help determine what influence social opinions played on their feelings towards youth or officers.

Adjective Checklists
Likewise, the adjective checklists were used to get a more nuanced view of how youth and police felt about each other and about justice. Responses to the checklist as a whole can be hard to interpret, such as if a youth circles both "uncaring" and "trustworthy" to describe an officer. They can also provide insight into the complexity of feelings participants have. We hoped to see youth and police circle more words after the dialogues that showed increases in empathy for the other group (i.e. compassionate, vulnerable, stressed, and resilient) and potentially a decrease in "negative" words such as strangers, dangerous, and stupid.

The "justice" adjective checklist aimed to see how youth and police felt about the role of justice in their community and what role, if any, things like forgiveness, accountability, peace, healing and equality had compared to punishment, jail, blame, and arrest. We theorized that this could also help us see common ground between youth and police conceptions of justice in theory, as compared to how it is practiced (elicited through the statement prompt responses). We could also see what differences the participant groups had in their definitions of justice.

Open-Ended Questions
Finally, the open-ended questions were used to give participants more freedom in their responses. We asked, for instance, for them to define respect, why they wanted to participate, what the most important and challenging moments in the dialogues, and how they could see the project applying to the larger community. On the pre-surveys, we asked both groups what gave them the strength or ability to share their opinions with the other group and why they were willing to listen to the opinions and feelings of the other group. We hoped this would give us insight into their conception of the reconciliation and forgiveness process.

Survey Results

Sample Size
All of the youth and officers who participated in the dialogues completed both pre- and post-surveys, and all participants completed all questions. The surveys were completed anonymously and responses are reported in aggregate (except open-ended responses) to further preserve confidentiality. The pre-surveys were not matched to the post-surveys, but the groups were the same (except one youth found other employment after completing the pre-survey and thus did not participate in the youth-police dialogues nor in the post-survey.).

In total, we rendered eight respondents for the youth pre-survey and seven for the youth post-survey. All five officers took both the officer pre-survey and the officer post-survey. The distribution rendered, therefore, thirteen total pre-surveys and twelve post-surveys that were appropriate for analysis.

The pre-surveys for the youth were completed at one of their preparatory session. The pre-surveys for the officers were completed on October 1, 2013 at their preparatory session. The post-surveys for the youth were completed on October 21, 2013 at one of the youth's debriefing

sessions with Teen Empowerment. The post-surveys for the officers were completed on October 17, 2013 at their focus group.

These sample sizes are very small, limiting our ability to generalize much from the data. Nonetheless, the results discussed below are promising, and our analytical capabilities will be strengthened after the completion of the second phase of dialogues due to the increase in the number of total participants.

Demographics
The officer participants consisted of three patrol officers, a Community Police Officer, and one sergeant. There were four male officers and one female. There were eight youth respondents for the pre-survey, with four males and four females. There were seven youth respondents to the post-survey, with four males and three females.

Ancillary Benefits
The analysis for these surveys provided some useful results, and yet completing surveys was found to be useful for other reasons besides evaluation. The surveys allowed the officers the opportunity to express their feelings without fear of repercussions from superiors. The youth, likewise, were given the opportunity to express their feelings and ideas about youth-police relations confidentially, without fear of retaliation and without peer influence from either youth or officers.

Adjective Checklist Results
Some interesting results that came out of the youth surveys were the responses to describe officers on the adjective checklists. No youth, neither before nor after the dialogues, circled the following words to describe the police in their community: friendly, dedicated, nice, compassionate, vulnerable, trustworthy, or neighbors. The youth circled more words on the post survey than they did on the pre-survey.

For analysis, we coded whether or not a word was circled as a 1 (yes) or 0 (no) and then calculated the "average" for each word. Then, we ran significance tests on the averages on the pre- and post-surveys. For the youth adjective checklist, there were no significant changes in how many youth circled any word. Statisticians consider a difference to be significant only at a 0.050 significance level (less-than-5% chance of being due to random variation), and with our small number of respondents, none of our changes were significant at even a 0.200 significance level. Trends may appear or strengthen once we have more data from more participants after the next phase of the project.

Two youth (30% of the group) circled the words intelligent, helpful, and understanding to describe police officers on the post survey after the dialogues, but none had circled those words on the pre survey before the dialogues. Also, two less youth circled "unfriendly" and "protecting" on the post-survey than they did on the pre-survey.

The officers' words chosen to describe youth in Rochester were more homogenous than the youth's and revealed some significant differences between the pre- and post-surveys. In other words, the officers circled fewer words to describe youth than youth circled to describe officers. The chart below shows the number of police officer participants who circled each word.
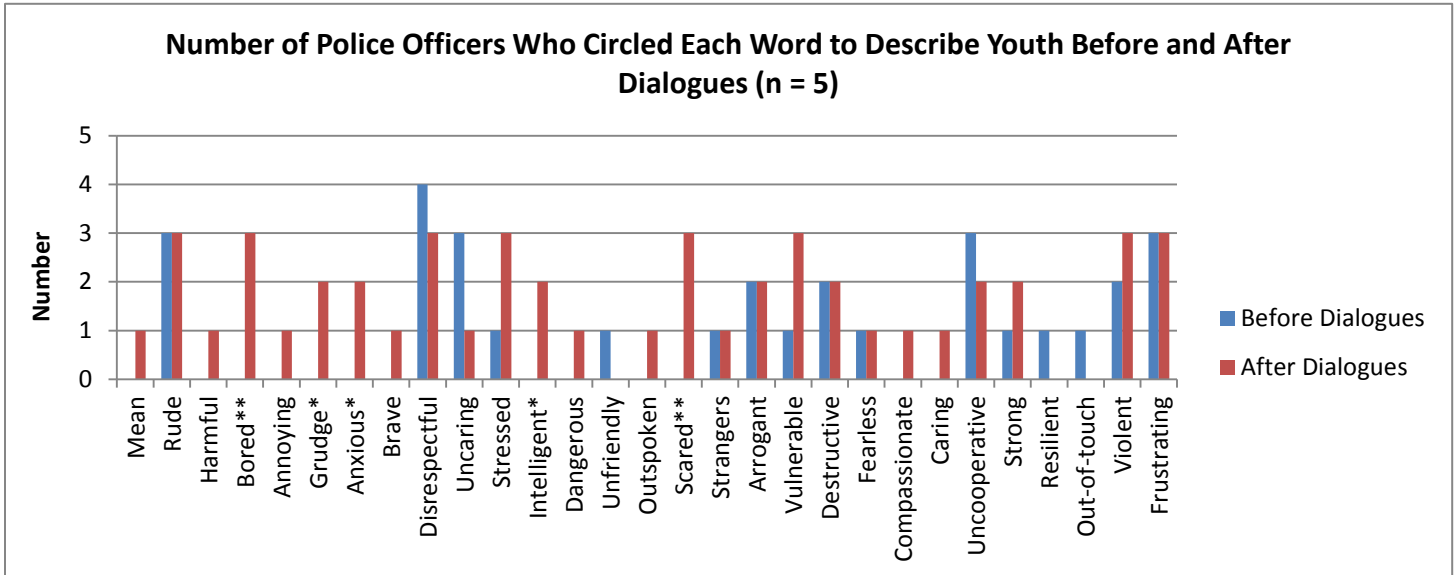
Number of Police Officers Who Circled Each Word to Describe Youth Before and After Dialogues (n = 5)

* = statistically significant below 0.200 level (less than 20% chance of being due to random variation)

** = statistically significant below 0.100 level (less than 10% chance of being due to random variation)

No police officers circled the following words to describe youth, before or after the dialogues: courteous, friendly, respectable, intimidating, cooperative, respectful, weak, engaged, helpful, forgiving, dumb, neighbors, understanding.

There was, however, a much greater variety of words circled by the officers after the dialogues than before. This in and of itself may indicate that the officers gained a more nuanced perspective of youth by participating in these dialogues. The most significant changes were that three out of the five officers circled the words "bored" and "scared" to describe youth after participating in the dialogues, while none had circled those words before the dialogues. This change was significant at a 0.100 significance level (so it has a less-than-10% chance of being due to random variation).

Also, at a 0.200 significance level, two out of five officers circled the words grudge, anxious, and intelligent to describe youth after participating in the dialogues, while none had circled those words before. Two additional officers circled "stressed" and "vulnerable" after the dialogues than before, and two less circled "uncaring" after the dialogues than before. These changes were not found to be significant at all, but with more participants might emerge as such.

Overall, it seems likes officers empathized more with youth after the dialogues, though they still felt that youth were disrespectful, rude, violent, and frustrating, just as they did prior to the dialogues. It seems like they described more of the emotions and predicaments that youth face after the dialogues, rather than simply focusing on youth's actions with police.

When asked to circle words to describe justice, all words were chosen by at least one youth on either the pre- or post-survey. The chart below shows the percentages of youth who circled each word before and after the dialogues. (We use percentages because the amount of youth taking the survey before the dialogues was different from the number after the dialogues.)
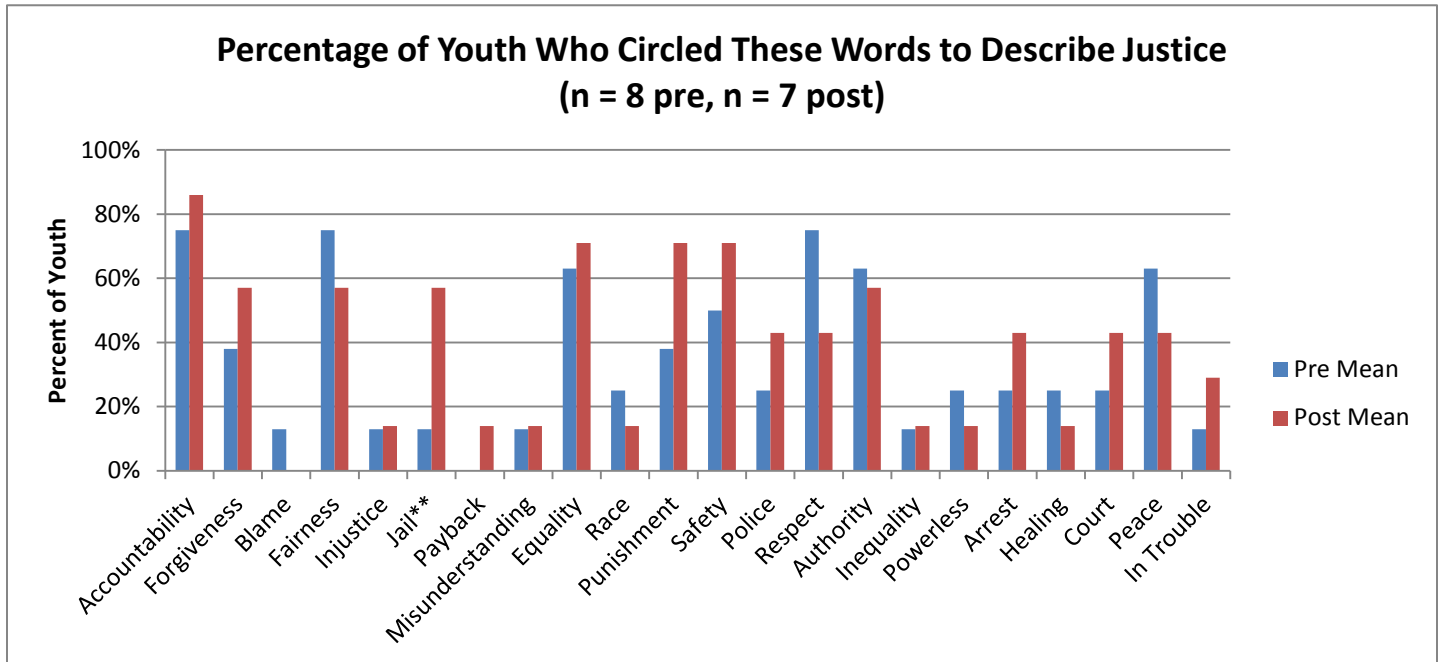
Percentage of Youth Who Circled These Words to Describe Justice
(n = 8 pre, n = 7 post)

** = statistically significant below 0.100 level (less than 10% chance of being due to random variation)

The most-commonly chosen words were accountability, fairness, equality, respect, authority, punishment, safety, and peace. Four out of seven youths circled the word jail after the dialogues compared to only one youth who circled the word on the pre-survey before the dialogues. This means that 57% of youth circled the word jail to describe justice on the post-survey, while only 13% circled it on the pre-survey. This change in amount of youth who circled "jail" is almost statistically significant (0.100 significance level) despite our small sample size. It is the only change that approaches significance in how the youth described justice.

Some other changes are of interest and could emerge as significant with a larger sample:
- Before the dialogues, 38% of the youth circled "forgiveness" to describe justice, but after the dialogues, 57% circled this word.
- 38% of the youth circled "punishment" before the dialogues, and 71% circled it after.
- Three-quarters of youth circled "respect" before the dialogues, while less than half circled it afterwards.
- For both "arrest" and "court," 25% of youth circled these before the dialogues compared to 43% afterwards.
- Finally, 63% of the youth circled "peace" on the pre-survey, while 43% circled it on the post-survey.

These results hint that the youth saw justice in more of a traditional criminal justice lens after the dialogues, but it is possible that the dialogues simply primed them to think about the role of officers in their community, which generally takes the form of punishment, arrest, and court procedures. It is important to note, though, that more youth circled "forgiveness" to describe justice after the dialogues than before.

As for officers, their responses when describing justice were again much more homogenous than the youth's. No police officers circled the following words to describe justice, before nor after the dialogues: blame, injustice, payback, misunderstanding, race, inequality, powerless, or in trouble. Some of these were also the least-commonly-circled words among the youth participants.

The most common words chosen by officers were accountability, fairness, equality, police, and respect. All of these, except "police," were also the most common words circled by the youth. The only change in response among officers that approached statistical significance was that two out of five officers circled the word "healing" to describe justice after the dialogues, while this word was not circled before the dialogues by any officer. There were no other noticeable changes.
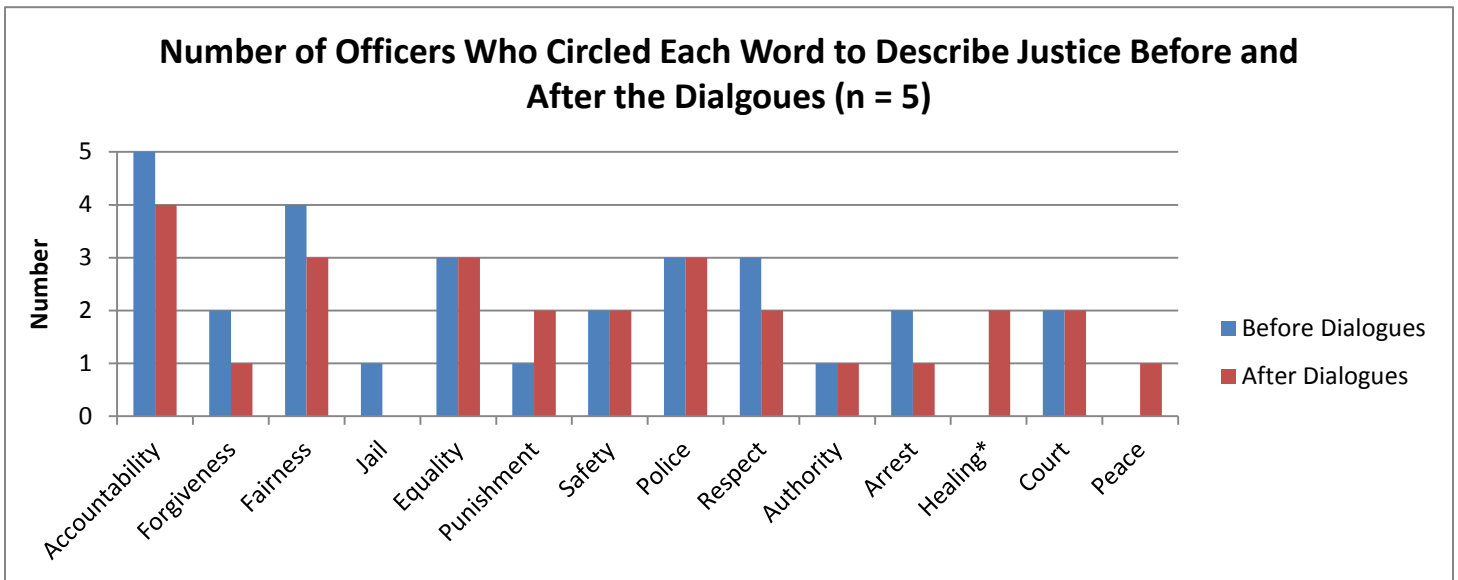
Number of Officers Who Circled Each Word to Describe Justice Before and After the Dialgoues (n = 5)

* = statistically significant below 0.200 level (less than 20% chance of being due to random variation)

Statement Prompt Responses

First, we look at the participant's responses as to how often their personal interactions with police or youth have been positive or negative and how often their family/friends/colleagues had positive and negative interactions with police. The youth reported both positive and negative experiences occurring "most of the time" for both them and their family members, possibly indicating that it must depend heavily on the situation. Strangely enough, they reported that both they themselves and their family and friends had more positive *and* more negative experiences with police after the dialogues than before. This is very difficult to interpret, but it is possible

that the youth reported less frequent experiences with police overall before the dialogue than after because going through the dialogues brought these experiences into the forefront of their memory. Thus, they could be expected to report a mix of positive and negative experiences with police after the dialogues.

The officers, in comparison, responded very neutral as to how often their professional interactions or their colleagues' interactions with youth were positive or negative. Again, this probably shows that this probably depends heavily on the situation they are in. Sometimes they have positive experiences, sometimes negative.

Because there are no clear trends in how participants responded to these questions, we will not use this information to try to interpret further results. Perhaps with future data collection, trends will emerge that could inform us better.

Next, we look at how participants responded to the other statement prompts. We will focus only on changes in average responses that approached statistical significance. In general, there were some significant changes among officers but very few significant changes seen among the youth's responses.

Officer Statement Prompt Responses
As the table on the next page shows, the average responses of the officers shifted in the hypothesized direction for almost all of the statements. Only a few of these were significant, but these results are very promising.

For analysis, we coded the responses according to the 1 through 5 scale that participants used to choose their response. Thus, the higher the mean, the more the participants agreed with the prompting statement. Also, the higher the Standard Deviation (Std. Dev.), the more widely dispersed the group's answers were. The closer it is to 0, the more they agreed with each other.

The table on the next page shows the means and standard deviations for the pre-survey and the post-survey officer responses as well as the direction of the shift in mean. If there is a plus sign in the direction column, the participants agreed more with the statement on average. If it is negative, the participants agreed less with the statement. Note that the last four questions were only asked on the post-survey and thus cannot be compared to pre-dialogue responses.

The asterisks show the varying significance levels for the differences between the pre- and post-means. Single asterisks (*) indicate significance at a 0.200 significance level; double asterisks (**) indicate a 0.100 significance level; and triple asterisks (***) indicate a 0.050 significance level.

OFFICERS' RESPONSES TO STATEMENT PROMPTS

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Prompting Statement	Pre-Mean	Post-Mean	Direction	Pre-Std. Deviation	Post-Std. Deviation
I want to work with Rochester youth to improve youth-police relations.	4.20	4.60	+	0.447	0.548
I want to work with other Officers to improve relations with youth.	4.40	4.60	+	0.548	0.548
I trust youth in Rochester.	2.75	3.00	+	0.500	0.707
In general, Rochester police officers trust youth.	2.20	2.20		0.447	0.447
As a police officer, I try to understand what youth are going through.	3.80	3.80		0.447	0.447
In general, I feel safe and comfortable dealing with youth.*	**3.60**	**4.00**	**+**	**0.548**	**0**
Youth in Rochester respect the police.	2.00	2.20	+	000	0.447
Youth in Rochester trust the police.	2.00	2.20	+	.000	0.447
I respect youth in Rochester.	3.60	3.60		.894	.894
Police officers respect the youth in Rochester.	2.60	2.80	+	1.140	.837
Relations between youth and police can be improved.**	**4.80**	**4.20**	**-**	**.447**	**0.447**
I go out of my way to help youth with their problems, even if it's not technically part of my job.	3.80	3.80		.447	0.447
Youth and police can work together effectively to help the community.*	**4.00**	**4.60**	**+**	**.707**	**.548**
Most police officers want to help the community.	4.00	4.40	+	.707	0.548
Youth in Rochester want to make their community better.*	**2.40**	**3.00**	**+**	**.548**	**.707**
When responding to a call or scene, police officers handle the situation to the best of their ability.**	**3.80**	**2.00**	**-**	**.447**	**1.871**
If one of my fellow police officers were disrespecting a youth, I would encourage him/her to cat differently.	3.80	4.00	+	.447	0
The way I treat youth influences how my fellow officers treat youth.**	**3.80**	**4.60**	**+**	**.447**	**.548**
I am aware of the challenges faced by youth in Rochester	N/A	4.20		NA	.447
I will try harder to establish better communication between myself and youth.	N/A	4.40		NA	.548
After participating in the youth/police dialogues, I have a better understanding of how youth feel.	N/A	4.60		NA	.548
I will encourage other officers to participate in youth/police dialogues.	N/A	5.00		NA	000

Analysis:
The strongest increases in agreement were to statements having to do with how police officers handle situations with youth. It seems that the officers learned more than anything else that they can work with youth to make youth-police relations better and that their personal acts as an officer can encourage their fellow officers to treat youth better. The only truly significant change was, indeed, that officers agreed more strongly that the way they treat youth affects how their

fellow officers treat youth. Their agreement levels shifted from somewhere between neutral and agree before the dialogues to firmly between agree and strongly agree afterwards. This is encouraging; it shows that the officers potentially feel more empowered to set an example for other officers in the way that they work with youth.

An interesting and almost-significant shift occurred in response to the statement, "When responding to a call or scene, police officers handle the situation to the best of their ability." The officers nearly agreed, on average, with this statement before the dialogues, but after the dialogues, they firmly disagreed (on average). The standard deviation also shows that the responses to this question were much more varied after the dialogues than before. This may be worth future exploration. It could indicate that the officers learned from the youth ways in which they could work better in the community. They may have also become more critical – or more openly critical – of common policing practice.

Interestingly, the officers agreed less after the dialogues that relations between youth and police could be improved. Perhaps they sensed the enormity of the problem after going through the dialogues, which the youth and officers discussed in the focus groups. This issue may require more attention in future dialogue sessions to try to leave participants with a stronger sense of hope that their work has impact.

There were somewhat significant shifts in agreement for a few other statements. Officers agreed more that youth in Rochester want to make their community better, that youth and police can work together to help their community, and that the officers felt safe and comfortable dealing with youth. Though only significant at a 0.200 significance level, this shows that officers may have started to see youth as positive forces and indeed partners in their community and that their sense of respect and trust for youth increased (though responses to direct questions about trusting and respecting youth did not change significantly).

Finally, all of the officers reported a desire to work with youth to improve youth-police relations from the beginning. This is expected, since these officers volunteered for this project. They also agreed that they would work with other officers to improve relations with youth. In fact, on the post-survey, all "strongly agreed" that they would encourage other officers to participate in youth/police dialogues.

For the questions only asked on the post-survey, responses showed that the officers felt more aware of the challenges faced by youth and agreed quite strongly that the dialogues gave them a better understanding of how youth feel. They also agreed that they would work to establish better communication between themselves and youth in their work.

Youth Responses to Statement Prompts

The table below shows the pre-survey and post-survey levels of agreement youth reported for the statement prompts.

YOUTH'S RESPONSES TO STATEMENT PROMPTS

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Statement Prompt	Pre-Mean	Post-Mean	Direction	Pre-Std. Deviation	Post-Std. Deviation
I want to work with other youth to improve youth-police relations.	4.00	4.29	+	.926	.756
Youth and police can work together effectively to help the community.	4.00	4.43	+	.756	.787
I am excited about working with police officers to improve youth-police relations	3.38	N/A	N/A	1.302	NA
I enjoyed working with police officers to improve youth-police relations.	N/A	4.43	N/A	NA	.787
Most police officers try to understand what youth are going through.	2.25	2.57	+	1.165	1.618
I trust the police.	2.38	2.14	-	1.188	1.069
When they respond to a scene or area, police officers handle the situation well.	2.13	2.00	-	.991	.816
In general, young people trust the police.	1.63	1.29	-	1.061	.488
In general, I feel safe around police officers.	3.13	2.71	-	1.356	1.254
Youth in Rochester respect the police.	1.63	1.29	-	.744	.488
Most police officers want to help the community.	2.38	2.50	+	1.188	.837
Most police officers trust young people.	2.00	1.86	-	1.291	.900
The way I treat police influences how my peers act towards police officers.	2.75	3.00	+	1.389	1.291
I respect the police.	3.13	3.29	+	1.553	.756
If I or someone I knew was in immediate danger of being hurt, I would approach a police officer for help.	3.75	4.14	+	1.165	.690
Police officers respect youth in Rochester.	2.13	1.71	-	.835	.756
Relations between youth and police can be improved.	4.13	4.29	+	.991	.951
If my friend was disrespecting a police officer, I would encourage him or her to act differently.	4.00	4.00		.926	.816
I am aware of the challenges faced by police in Rochester.	N/A	2.71	N/A	N/A	.756
I will try harder to establish better communication between myself and the police.	N/A	4.14	N/A	N/A	.690
After participating in these dialogues, I have a better understanding of how police feel.	N/A	2.71	N/A	N/A	1.380
I will encourage other youth to participate in youth/police dialogues.	N/A	4.00	N/A	N/A	.816

The first important thing to notice is that none of the changes in average response for the youth were statistically significant, even at a 0.200 significance level. Thus, any differences between pre- and post-means below are quite likely to be due to random variation. The youth's responses were also much more widely dispersed than the officers'. For almost all statements, though, the youth agreed more with each other after the dialogues than before. We will need to complete surveys with more youth participants to start making sense of the effects the dialogues might have on their responses.

Still, the shifts we see are interesting. The youth, like the officers, agreed that they wanted to work on the improving youth-police relations, even agreeing somewhat more strongly after the dialogues than before. They very much agreed that they enjoyed working with the officers in these sessions. The youth were, however, seemingly more pessimistic about the very role of a police officer. They reported low levels of trust and respect and did not believe that officers handle situations well.

When a questions did not ask about trust directly (such as "If I or someone I knew was in immediate danger of being hurt, I would approach a police officer for help"), the youth did seem to agree slightly more after the dialogues than before, which may indicate an increased level of trust that the officer would help. The youth were hopeful (average "agreed") that relations between youth and police could be improved. They also agreed that they would encourage youth not to disrespect officers, but this was true both before and after the dialogues. They agreed they would work to establish better communication with police themselves and would encourage other youth to participate in the dialogues.

The youth participants disagreed, though, that they understood what police go through or how officers feel, so perhaps future dialogue sessions can try to focus on encouraging more expressive stories from the officers. When we discuss the focus group results later in this report, some light is shed on this issue by the youth.

Comparing Youth and Officers' Responses to Statement Prompts

Next, we compare how youth and officers responded to similar statement prompts to get a sense of the commonalities and differences they face during the dialogues. The table on the next page shows data for only the prompting statements that were similar for the youth and officers. The more asterisks, the more statistically significant the difference was between the youth mean and the officer mean for the given statement. We discuss each significant difference below the table.

Comparing Pre-Means for Youth and Officers and Post-Means for Youth and Officers
* = 0.050 significance level
** = 0.010 significance level

Prompting Statement	Youth Pre-Dialogue Mean	Officer Pre-Dialogue Mean	Youth Post-Dialogue Mean	Officer Post-Dialogue Mean
Youth: I want to work with other youth to improve youth-police relations. **Officers**: I want to work with youth to improve youth-police relations.	4.00	4.20	4.29	4.60
Youth and police can work together effectively to help the community.	4.00	4.00	4.43	4.60
Youth: I trust the police. **Officers**: I trust youth in Rochester.	2.38	2.75	2.14	3.00
When they respond to a scene, call, or area, police officers handle the situation well.	2.13**	3.80**	2.00	2.00
Youth: Young people trust the police. **Officers**: In general, Rochester police officers trust youth.	1.63	2.20	1.29**	2.20**
Youth: In general, I feel safe around police officers. **Officers**: In general, I feel safe and comfortable dealing with youth.	3.13	3.60	2.71*	4.00*
Youth in Rochester respect the police.	1.63	2.00	1.29**	2.20**
Most officers want to help the community.	2.38**	4.00**	2.50**	4.40**
Youth: Most police officers trust young people. **Officers**: In general, Rochester police officers trust youth.	2.00	2.20	1.86	2.20
Youth: The way I treat police influences how my peers act towards police officers. **Officers**: The way I treat youth influences how my fellow officers treat youth.	2.75	3.80	3.00*	4.60*
Youth: I respect the police. **Officers**: I respect youth in Rochester.	3.13	3.60	3.29	3.60
Police Officers respect the youth in Rochester.	2.13	2.60	1.71*	2.80*
Relations between youth and police can be improved.	4.13	4.80	4.29	4.20
Youth: If my friend was disrespecting a police officer, I would encourage him or her to act differently. **Officers**: If one of my fellow officers were disrespecting a youth, I would encourage him or her to act differently.	4.00	3.80	4.00	4.00

Prompting Statement	Youth Pre-Dialogue Mean	Officer Pre-Dialogue Mean	Youth Post-Dialogue Mean	Officer Post-Dialogue Mean
Youth: I am aware of the challenges faced by officers in Rochester. **Officers**: I am aware of the challenges faced by youth in Rochester.	N/A	N/A	2.71**	4.20**
I will try harder to establish better communication between myself and youth/officers.	N/A	N/A	4.14	4.40
After participating in the youth-police dialogues, I have a better understanding of how youth/officers feel.	N/A	N/A	2.71*	4.60*
I will encourage other youth/officers to participate in the youth-police dialogues.	N/A	N/A	4.00*	5.00*

Results:
Before the dialogues, officers felt that officers as a whole handle responding to calls significantly better than youth thought they did. After the dialogues, this difference disappeared, and both groups thought that officers did not handle their calls well.

The youth felt that young people trust police much less than officers felt most officers trust youth. This was seen both before and after the dialogues, though the difference was stronger after the dialogues.

Both before and after the dialogues, the youth felt less safe around officers than the officers did around youth. This difference was stronger after the dialogues, with officers agreeing more that they felt safe with youth and youth reporting feeling less safe around officers.

Both before and after the dialogues, the officers felt significantly more strongly than youth did that most police officers wanted to help the community.

Both groups agreed more after the dialogues that the way they treat the other group influenced how their peers would treat the other group. However, the officers agreed significantly more strongly with this statement after the dialogues than the youth did, while there was no significant difference between the youth's and officers' responses prior to the dialogues.

The youth felt less respected by most police officers after the dialogues, while the officers agreed more that most police respect youth. Thus, the difference in how much they felt police as a whole respected youth were significantly different after the dialogues but not before.

The last four questions were only asked on the post-survey, taken after the dialogues. The officers felt significantly more strongly that they were aware of the youth's issues than the youth felt they were aware of the officers' issues. Similarly, the officers agreed more strongly that they

understood how youth felt than the youth agreed they understood how officers felt. Finally, the officers reported being significantly more willing to encourage their peers to participate in these dialogues than the youth did, though both agreed they would encourage peers to participate.

Despite these differences, there are some commonalities between the groups that are worth noting. Both groups wanted to work to improve youth-police relations, and both felt that youth and police could work together to help their community. Yet interestingly, there were statistically equivalent levels of distrust between the youth and police. (In other words, the youth reported distrusting the police just as much as the police reported distrusting the youth.) Likewise, both groups were neutral about respecting the other group as a whole when overtly asked, both before and after the dialogues. They both, however, agreed that youth-police relations could be improved, and they both agreed to work harder to establish better communication between the groups.

Trust and Respect

Many of our questions focused on the ideas of trust and respect among police and youth. When looking at whether or not the participating officers personally trusted youth, the reported level of trust increased from the pre- to the post-survey. When asked whether police officers in general trust youth, the response did not change from pre- to post-survey. Thus, this shows that while participating officers' attitudes towards youth had shifted as a result of these dialogues, they did not feel that the attitudes of their fellow non-participant officers changed at all.

Open-Ended Questions

The open-ended questions asked on the pre-surveys were different from those asked on the post-surveys. Whenever it made sense, youth and police were asked the same questions.

Pre-Survey Question: Defining Respect
When analyzing responses to the open-ended questions, it was found that both the police officers and youth had similar responses to describe the word respect. For example, the majority of participants in both groups answered that respect is treating someone the way you would like to be treated. One youth and one officer felt that respect is earned, not just given. An officer wrote that, "Respect varies, depending on age/gender, but always with kindness and dignity."

Pre-Survey Question: Why Participants Wanted to Participate
When asked why they wanted to participate in the program, both officers and youth shared a desire to get to know each other and to work together to improve the community. Some officers wanted to "dispel myths" and teach the youth why officers do what they do, and one youth mentioned specifically being interested in learning about officers' actions. The youth wanted to teach the officers about themselves and why they feel the way they do about police, and the police independently reported being interested in learning this as well. They all wanted to improve communication and the working relationship between the youth and police, citing the dialogues as an opportunity to communicate in ways that are not normally available to them. One youth specifically said that they want to "have a different perspective of police."

Pre-Survey Question: Willingness to Share
When asked why they were willing or able to share their own opinions and feelings in this process, both groups expressed a desire to improve or change youth-police relations and to understand each other. Many participants, whether youth or officers, simply stated that their experiences and their awareness of the tension between youth and police made them willing and able to participate. Some of the youth recognized that they were willing to participate because they "don't get along well with police" and wanted to see that change. They stressed the importance of all participants being open-minded and honest if any progress was to be made.

Several expressed a righteous or moral stance, saying they were able to participate by "being bold, and standing up for what's right" (a youth). In contrast, another youth said they were willing to participate because it was "my job." The officers often expressed duty, stating that, "Police play [an] important role in shaping the relationship of police/youth. I feel it is important to improve it." Another said, "I believe it will help youth understand that all police are not just a badge."

Why Participants Were Willing to Listen
When asked why they are willing to listen to the opinions of police officers, the youth had varying responses. Most said they wanted a better relationship with officers or thought they could learn from the officers and in turn help others work with officers better. Some youth said that they were not willing to listen to the officers, while others said they were willing to listen simply "because it matters in my eye."

When asked why they were willing to listen to the opinions and feelings of youth, the officer respondents expressed wanting to achieve better understanding and to have a better relationship with youth, in addition to increasing youth cooperation with police. They felt that they could learn from the youth and could in turn do their jobs better. One put it quite well: "If you can't understand where others are coming from, you can't help them."

On the post-survey, only the youth were asked this question again. When asked why they had been willing to listen to officers' opinions in the dialogues, three youth cited a desire to get a better understanding of the police or for the officers to understand the youth better. One youth wanted to give the officers a chance to speak their minds, just like the youth want to do; they emphasized that it is only fair for them to get a chance to argue their side as well. Another youth commented, "[Because] we all are similar in one way or another. Our feelings about officers can be changed [because] of the conversations, interactions, dialogues. Relationships are built, respect is gained, and solutions/problems in your life or community can be decreased." Another youth was willing to listen, "To get them to see how I work, and what I do around the community, and let it be known to improve." It seems that the youth had a lot more to say in response to this question after the dialogues than before.

Prior Youth-Police Activities
When asked to describe prior participation in youth-police activities, five out of the eight youth informed of prior participation in some type of youth-police activity, while the other three reported no prior participation. Two had participated in Teen Empowerment's Youth-Police

Dialogues in prior years, and another one had been involved in Teen Empowerment's youth-police symposium.

Four out of the five officers had done some type of activities with youth before. They included: scuba-demonstration events, Police Activity League events, speaking at city schools, mentoring or coaching students, criminal justice camp, and police explorers. Overall, it seems like the officers had primarily participated in activities with younger youth or with youth who were interested in criminal justice as a career. Those who had been involved with coaching or mentoring students did not specify how old those students were.

Post-Survey Question: Most Important Result
When asked on the post-survey about the most important thing the participants got out of participating in the dialogues, the youth replied that they have a better understanding of police, they had a chance to voice their opinions, and they realize that police are human just like them. In other words, they saw a different side of the police. One was simply glad to see "that we met with police and got along with them with no problems." One youth stated that the most important thing was that "there is a possibility and an opportunity that we as a community can improve in police relationships." Finally, one wrote, "The most important thing I got out of the police dialogue was that police are always under peer pressure, and that they have somewhat hard lives, like us youth do. And, they respect us more than we thought police did."

The police officers felt the most important thing was that it gave them the opportunity to learn from youth and have a better understanding of youth. They were able to understand better what they go through and "why youth see police the way they do." Another officer felt it was most useful to learn how much the youth wanted "officers to be more understanding and explanative with them."

Post-Survey Question: Challenges
When asked what was difficult or challenging about the dialogues and how they could be improved, two youth responded that there was nothing difficult. Another commented that their dislike for officers made it difficult to fully participate. One youth suggested having more events with both youth and officers such as neighborhood block parties.

The officers responded to this question with suggestions to stay on topic and allocate more time for certain discussions. The need for more time was important to the officers, and one youth mentioned it specifically as well. In addition, one officer commented on the need to stay on task, as well as questioning the effect the dialogues could have on youth and officers outside of the group. The same officer suggested having longer sessions with more straightforward questions rather than multiple questions for each task. The officers further suggested possibly walking in the neighborhood with the youth organizers, so that their efforts to heal relations could be seen by other youth, "which would hopefully help transfer the effects of their improved relationship to youth and police outside the group." They acknowledged, though, that this might put the youth in difficult situations with their peers. Finally, one officer expressed frustration and powerlessness in their ability to help the youth: "It's difficult to hear how some of them have had it and/or have it, and it's challenging because most of it is not something I CAN DIRECTLY IMPACT."

Post-Survey Question: What They Learned
When asked to describe something new youth learned from the officers, two youth learned that officers have some of the same struggles and issues as they do. Two youth acknowledged that officers have policies and rules to follow and face getting in trouble too. They learned how police get their calls and information and how that makes their job difficult. Another youth acknowledged that not every officer is "out to get you, and that some do care about the community and loves to be involved with programs like Teen Empowerment to… get opinions from youth like us." Another youth was happy to hear about the officers' volunteer work and that the officers listened to what the youth had to say about their community.

The officers reported learning that the youth really care about improving youth-police relations, their personal situations, and their community. One described this well: "Prior to the project, I have only come across mostly youth that convey an attitude that they do not care about life, and do not care about the community. It was nice to meet with youth that I could tell cared about their lives, and cared about the community they live in. I also learned a lot about the frustrations they have faced as they grew up and that they face on a day to day basis." Another officer acknowledged that, "There are a lot of good kids in the community who get swept up in the negative behaviors of a few." Another officer commented that, "These kids are articulate, smart, and have to deal with lots of shit to just get through the day."

Officer Post-Survey: Expanding the Project in Law Enforcement
When the officers were asked if they thought the project could have a broader impact on law enforcement agencies, one officer responded, "Yes, it needs to be done on a bigger scale to reach out to more officers/youth. Maybe create a volunteer based program in juvenile facilities where a focus group can be drawn from." Another officer wrote, "Yes, I think officers should be required to meet with the community, including youth, on a more regular basis, possibly setting up a few hours a week for officers to respond to community events, in addition to rotating officers, youth, and other community members to improve relations. I wish more youth had a similar attitude that the youth involved in this project had." One officer stated, "The more people on each side get involved, the bigger the impact. That said, both sides have to really want it." Another acknowledged that more knowledge and understanding will be gained with more dialogues, which will lead to greater compassion. Some suggested making the groups bigger and then following-up after the project ends. Another officer believed that more police departments besides the City of Rochester should be involved with these groups, since many city kids are moving or traveling into suburbs, and cops there "don't have a clue" what they go through.

Additional Comments
When asked for additional comments, one officer stated, "Overall it was helpful in understanding some of youth's issues and letting them see us as people, not cops." Another officer commented, "As we work with teens, we should also work with younger groups to have an impact before prejudices and bad feelings develop." One officer commented, "I enjoyed this, and wish to do more of it."

Focus Group and Interview Results

After the completion of the youth-police dialogues, separate focus groups were held for the officers, the youth, and the facilitators. These were run by a researcher and note-taker from the Center for Public Safety Initiatives, neither of whom knew any of the participants prior to these focus groups. The intention was to provide a space in which each group of participants could discuss the dialogues without any of the other groups there. Later, one-on-one interviews were conducted with a youth participant and an officer participant who were not able to attend the original focus groups. This section summarizes themes discussed in all groups and interviews.

Overview

The first focus group was for the officers and was held at the Gandhi Institute two days after their final dialogue session with the youth. Four out of the five officers attended. The consensus was that the officers were very pleased with the dialogues and were very glad to have participated. They offered some suggestions and were confident that these dialogues could help heal youth-police relations if expanded to include more youth and police over time.

The next focus group was with six out of the seven youth participants. The youth felt the dialogues were, overall, a positive experience. However, there was a noticeable difference between the youth and the officers. The youth seemed much more hopeless about the dialogues being beneficial for themselves and for their community. A few of them strongly questioned whether the officers were sincere, open, and honest. The youth seemed to see the goal of the dialogues as an unachievable ideal, since they would go back to their everyday lives and still face the same issues with other police officers. Nonetheless, both youth and officers seemed to learn a great deal from each other and were able to apply some lessons to their lives.

Interviews were held with one youth and with one officer who could not attend the focus groups. These interviews were useful for researchers to hear from participants away from the group context, avoiding potential peer pressure or other social effects. The officer who was interviewed largely shared the same opinions as his colleagues. The youth who was interviewed tended to have a much more positive outlook on the dialogues than some of the other youth did, but she was confident that she was able to express these positive opinions during the sessions with the other youth.

Finally, a focus group was held with the Teen Empowerment facilitators. They were able to provide us insight into some of the finer workings and historical aspects of the youth-police dialogues, as well as a larger perspective on how the program fit into the community and how it was organized. They also had unique insight into the participants, having worked with them over time.

Getting Involved

We first asked how the officers had gotten involved and what they expected. All officers had volunteered via e-mail. One officer was interested because he wanted to be more involved in the community; he was new to working in the area and to working days, so he encounters youth much more and wants to work to improve things. The officers were surprised to learn that many

of their fellow officers had participated in prior youth-police dialogues with Teen Empowerment, but they had never heard them mention it. The officers reported not having many expectations, though they somewhat expected to be working with younger "youth."

The youth got involved with Teen Empowerment through family members, fliers they were given, school counselors, and verbal outreach by staff. The length of time for which the youth were involved in Teen Empowerment ranged from a couple of months to about three years, with two or three youth having participated in past youth-police dialogues.

Because Teen Empowerment has been facilitating and coordinating youth-police dialogues for several years now, we asked what their sense was as to why youth and police are willing to reach out to each other and participate in these sessions. They initially said, "Because things are so bad" between youth and police, but quickly offered more detail. They felt that from the youth's perspective, there is always a bit of curiosity because they don't know any police officers personally and probably have never talked to one in a neutral setting. They may be curious because it is "out of the norm." Both the youth and officers just want things to get better.

Also, the facilitators recognized the importance of monetarily compensating the participants. They felt that if this was taken out of the equation, they would not have been able to get the kind of youth in the room as they did (i.e. youth that have lived and been on the streets). For officers, being compensated and supported by the department led to increased commitment.

The facilitators thought the idea of logging community service hours might encourage some officers to participate because it might help them when they're up for promotion. Also, the officers were glad to participate because talking at the Gandhi Institute was much safer and less stressful than being on the street. It also gave them time to reflect and work in a different way from normal.

That said, once the dialogues start, the facilitators notice a sense of caring develops among the individuals in the room. They develop human connections, evidenced most acutely by how much the officers wanted to keep in touch with the youth after the dialogues were over.

Environment of the Dialogues
All participants, including those who were interviewed one-on-one, stated they felt comfortable speaking their mind in the group and felt that others did as well. Youth and facilitators were concerned because one of the officers was a sergeant, but the officers expressed no hesitation about fully and honestly participating. Some youth, as discussed below, occasionally felt guarded, but for the most part still spoke their minds.

Ratings of the Dialogue Series
We asked the officers to rate the sessions overall. All officers gave it at least an eight out of ten. They seemed to learn much from the dialogues and were very glad to have participated.

The youth, on the other hand, gave very neutral ratings. Most were slightly positive, while some were negative. The youth were satisfied with the dialogues themselves and thought they were essential in order for officers who do not live in the city to understand youth and improve relationships, but they felt pessimistic about the possibility of any true change in the community. One youth felt that no matter how good the dialogues were, "crime rates are still going to go up and police brutality is still going to exist."

The one youth who gave the highest rating – a seven – said "it was cool" but expressed a concern regarding how honest conversation could be among the officers if their sergeant is also in the room. Another youth expressed concern that the officers who were present were not the ones they see on the streets. Some youth felt that if they needed to get out of a situation, the officers probably would not or could not do anything for them. For those reasons, the one who gave it the lowest rating – a one – felt it was a waste of time, though hoped it was not.

Memorable Experiences
The participants and facilitators were all asked what their most powerful or memorable experience was from these dialogues. The youth largely agreed that it was powerful to see everyone be honest and share their feelings. Several youth thought it was powerful just to have civil conversations with police and to see "how things were on the other side of the fence."

One youth, who had participated in the dialogues last year, thought the most powerful moment was when one of the officers from last year's group came back to visit during one of the sessions simply because he wanted to drop by. The youth was glad to "see a change in him," compared to how she used to see him on the streets. She said that moment "makes you think that maybe the dialogue between police and youth can change things." The facilitators acknowledged this as a particularly powerful moment as well and confirmed that it was not planned in any way.

One youth's most powerful experience was watching officers come out of their shells. She felt they stopped justifying and defending themselves in the dialogues and were more themselves, recognizing and acknowledging some of the wrong that had been done by other officers to the youth in the past.

Some of the officers felt that the most valuable thing was to just hang out with the youth and have everyone treat each other as humans. A discussion about role models "hit home" for another officer. He was pained to hear that the youth have very few or no role models, while having a role model has always been a given for him. He was also struck by a youth's insight into the city's social systems. The youth explained the phrase, "You get what you put in." The youth felt that because very little is invested into issues like youth-police relations or failing schools, one should only expect to get very little out.

For the facilitators observing this process as a whole, they were pleased to see that in their own time, "everyone found their place" in the dialogues and were able to open up and participate fully. They also sensed reaching a "middle point" in the dialogues where they realized that everyone was on board and excited about the sessions. The facilitators also enjoyed witnessing

the first session because there was, as with past dialogue series, a lot of tension in the room, and they get to watch it slowly break down.

Changing Contexts
The officers felt a major benefit to participating in the dialogues was to let the youth see them differently from normal, since the nature of the officers' job is to run into people only when they are in bad situations. They felt this change in setting was very important for the youth and officers to find common ground and develop relationships outside the context of a conflict. They felt it was a unique opportunity to get to know the individuals in the community. One officer hoped that the dialogues would help the youth feel comfortable about going to him if they needed something.

The facilitators felt that these dialogues provided a rare and beneficial opportunity for officers to express themselves. They felt that the sessions were almost like a support group, in which the officers could acknowledge what they go through. They also guessed that it was helpful for the officers to meet and relate to the youth in a situation that was not charged by role expectations, law, and/or an already-tense situations. This gave them a true chance to see the youths' perspectives and listen to their issues without chaos or danger.

The youth also benefited from the change in context by being able to truly express themselves to officers, with whom they normally must be on the defensive.

The facilitators recognized that most officers know things are bad, but it was important for them to really see the impact and recognize that they are part of the impact – in either good or bad ways depending on their choices. They felt that for deep change to occur, we need to reach a tipping point where most officers and youth recognize that they can choose to make things better.

Worlds Apart
The officers acknowledged that they obviously come from different backgrounds than the youth, and these dialogues helped them to understand, to a degree, why people get involved with police. They learned what youth go through every day and the responsibilities that youth have. While they tried to relate, they found it sad and shocking to hear the degree of the youth's struggles.

The youth could not see how the officers could maintain their commitment to try to improve things if they did not live in the city. They expressed continued frustration because there are different rules on the streets than there are in the dialogues. "If you try to get your point across [on the street], you just got yourself a charge – disorderly conduct."

Another youth recognized that officers deal with many issues, such as the potential for being injured or killed, but the youth felt the officers can never relate to the youth because they can go home and get away from it, while the youth cannot. "We have to live and breathe it and go through it every day." In their focus group, the officers expressed empathy for the youth and acknowledged how important it is for officers to be able to go home at the end of their work shifts. They recognized that the youth did not have this option and saw how much that must

affect the youth. This seemed to help them better understand the youth and their pessimism about the dialogues and community change.

The youth clearly felt disconnected from the officers based on residency and race. The youth felt a large benefit to the officers was just hearing about youth's lives, lifestyles, and situations, though they felt the officers could never truly understand unless they lived in the city and had the same skin color. They hoped that hearing it would at least make them better officers.

The youth further pointed out that the officers grew up with father figures and possibilities for jobs, while the youth have to sell drugs to pay for food and never had anyone tell them to do the right thing. All participants recognized that many youth need better structure in their families and that too often they start off early with nothing and cannot depend on anyone to help them.

The youth also disagreed with the officers when they described their job as more verbal than physical; the youth see police as more physical than verbal.

Healing Relationships and Trying to Relate
The officers discussed how in the first session or two, they felt guarded, fully aware of the negativity with which police are received in the community. One officer said, "As much as they're guarded from us, we're guarded from them," referencing that police have to look out for their safety when in the community. They felt they should, at first, wear their uniforms and maintain distance and caution in the conversations. The officers did not quite know what to expect at first, and they are also trained to be on guard. They were not sure if they should be ready to defend themselves against verbal attacks. The officers said that by the second or third session, this dividing line was gone. It was quickly obvious that group members were there to come to an understanding with one another. They felt comfortable coming to the sessions without their uniforms, and all members of the group were greeting each other upon arrival.   By the last session, officers were giving out business cards and asking how they could follow up with the youth to know how they were doing. One youth described Teen Empowerment as a "comfortable place – don't have to watch your back, just come here and relax." This shows that youth and officers felt similarly about the atmosphere of the dialogue being conducive to building relationships.

The youth reported that the dialogues did not really change their attitudes or perceptions towards police. They admitted they had not before considered what kind of issues the officers went through; they knew their job was stressful, but never really thought about how it affected them. In the end, though, they felt that everyone has issues, and that it is not an excuse for handling people badly or going for a gun. When they deal with police, the youth are expected to "check our attitude," be polite and calm to avoid going to jail; they wondered why officers are not expected to do the same thing. That said, there was some discussion among the group about whether youth really do check their attitudes or just "run their mouths" when about to go to jail.

The officers also felt it was useful for the youth to hear that the officers have problems in their lives, too, though they are often different from those of the youth. The youth thought the officers "lived lives of luxury" and that while they do live more comfortably than many of the youth, it is

not as good as they think. Officers often work nights, lose sleep, have kids and bills to worry about, and struggle with alcoholism, high rates of divorce, and proneness to suicide among their colleagues. They said, "It seemed like they thought we have everything… and they have nothing." The dialogues helped the youth realize that this was not entirely true. It made the officers more relatable to the youth, even if they did not see it as an excuse for poor behavior.

The officers were able to develop relationships with the youth by learning about issues they did not know were so critical in youth's lives. Some were shocked to hear that some of the youth's biggest frustrations are not having enough food, how frustrated they are with their poor educational options if they go to school, and how truly difficult it is for them to find a job. The officers were able to empathize and were glad to see the youth cared about their own futures and about their community, just as the officers do.

The facilitators felt that asking one particular discussion in the second session really helped the youth and participants relate to one another. They were asked to share an issue that they were currently dealing with. Participants really spoke about their personal lives, allowing for feelings of relatedness. They felt this somewhat indirect but personal question worked far better than very direct, topic-focused questions, such as "How do youth and police treat each other in Rochester?" for developing relatedness.

Ability to Generalize Outside the Group
Officers felt the youth participating in this group were the "exception" and not like the majority of youth they deal with every day. Youth also felt like the officers were the exception among officers. Both groups felt the "norm" of each group would not participate in a dialogue session like this. The officers truly respected and admired the youth for participating and stepping out of the norm to work for change. Though the officers did see themselves as a bit outside the norm among officers, the youth thought that with their past criminal justice involvements, they were decidedly the "norm" for who the police deal with.

Many of the youth were concerned that the cops who were in the room were not the ones that needed to be in the room; these were the cops who volunteered and who "don't do wrong." They felt that, "There's nothing really to accomplish here" except making them aware of what is going on when encountering police. Officers agreed that police with more punitive policing styles would probably benefit more from these dialogues.

Changes in Behavior
When asked how the dialogues benefitted them or their work, the officers discussed small changes they have made in how they approach their jobs. They emphasized that there is little room for substantial changes in their work, as they have protocol and must handle situations with safety as the priority. They all agreed that they have always approached people first with respect and courtesy. Their behavior after that depends on the circumstances and on the actions of the individuals involved. They also acknowledged that they get a large number of calls, such that officers do not have much time to really talk with the people they encounter.

That said, the dialogues have helped them to approach situations "with a bit more understanding." The officers felt that they now give the people they encounter more benefit of the doubt and react less quickly. Even if the results were the same, one officer learned that the youth really just wanted the officers to listen and try to understand the situation more fully. The dialogues strengthened their understanding that the individuals they approach are not at their best and that disrespectful actions can sometimes at least explained by the circumstances.

Also, some officers identified specific changes in behavior or mentality that they think are the result of these dialogues and what they learned from the youth. One stated that his way of working with youth has shifted so much that his partner asked him, "What's with you?" and he replied, "Teen Empowerment." Another officer said that he has seen some of the youth outside of the dialogues, and they have waved to each other.

The officers also learned from the youth how important it is for them as officers to seize opportunities to make bad situations better for the people involved. One officer revealed a powerful story. The officer had stopped a car and had to arrest both the driver and passenger because they had active warrants. They were the mother and father of three children sitting in the back of the car. He remembered the youth in the dialogues saying how they had childhood memories of police taking their parents away. He stated that once the parents were secured, he made a particular effort to go back to the car and talk with the kids to try to make the situation a little better for them. He reflected that officers "wear two hats," one that is primarily concerned with safety and securing a situation, and the other which deals compassionately with people.

The officers realized that they should be more aware of the potential traumatic effects of their actions on everyone witnessing them. They mentioned that if they come to a house where there are children and they have to deal with the adults, they can ask the children to go in a different room so they do not see or hear what goes on.

Some of the youth also felt limited in how much they could change their behaviors towards police. They felt that police have a position of authority and use it to treat them unequally, so they must deal with police as if the police are lying. They felt that even if you give a police officer respect, you do not receive it back. Some felt that "you're fucked either way – if you respect him, you go to jail, if you don't respect him, you still go to jail," and they saw little point in being nice to officers in such powerless situations. Nonetheless, one youth felt he would give an officer respect because it would help get out of the situation or be treated less harshly.

One youth described a situation where he used what he learned from the officers. He was approached by police on two separate occasions. Rather than getting defensive, he just walked away calmly and spoke nicely to them, de-escalating the situation. He noted that, "If I acted with an attitude, I would have gotten a charge for a negative reaction to a negative comment. I've got too much to live for. It's all about your mentality."

Peer and Other Social Pressure
The facilitators had many insights into the points of view of both youth and police, as they often have had the opportunity to speak with them individually. One particular insight was how much

peer pressure affects both groups. It is not simply a teenage phenomenon; it is entrenched in other systems, like police departments, as well.

Facilitators tried to discuss this topic with the group, but it "seemed to get to a stalemate." Both groups did learn that their loyalty to their respective group means a lot, which often supersedes a lot of rational thinking. The facilitators felt this might even be stronger among officers than it is among the youth. As an officer, if you're considered a "rat," you have to wonder whether your fellow officers will come quite as quickly to save you when it is literally a matter of life and death. Thus, many accept the status quo. This is very in-tune with the paramilitary-like training officers receive, as opposed to communicative and community-based training they may need. The facilitators learned that officers deal with this by trying to find people within their ranks who are like-minded and then to work with them. The officers also acknowledged this fact in their focus group and interview.

The facilitators remarked how much this sounds like what youth do, especially because it is quite literally about surviving and having your back watched for both groups. They found it difficult to see where change can occur when going up against these kinds of odds, occasionally with their very safety at risk. There are codes of conduct within both social groups that are very entrenched in their identities and which outsiders do not understand.

The youth also expressed strong concern that with the peer pressure these five officers face, nothing can be expected to change. They felt the officer participants would be unlikely to "enforce what they heard from us." The youth were surprised to find how strong an influence peer pressure is for officers and could relate on those terms.

The facilitators felt that there needs to be a paradigm shift in the social mentality of both groups and within the community for change to really take place. Among officers, there is a sense that they are overwhelmed with the group protection mentality, which prevents them from calling each other out for wrongdoing, even if that means occasionally compromising on ideals. The same is true among youth, and this thwarts much of the beginnings of true change.

The youth did not really discuss peer pressure in their focus group, but the officers did touch on the thin line they skate among colleagues. The officers felt it was good to hear that there were other officers who respected youth, wanted things to be better, and were actively working to make them so. One officer in particular hoped that the officers who went through these dialogues would lead by example when interacting with youth by "not coming of so hard," helping other officers realize that they can treat youth with respect and understanding, too.

The officers noted that participating in these dialogues can often been seen by other officers as "weak" or "uncool." One officer expressed that the dialogues would help him speak more freely with other officers about having a community-oriented policing style. He felt he could speak from his experience at the dialogues to reinforce that it is not acceptable to treat people with disrespect. He hoped to speak up more against police wrongdoing.

The officers agreed that if they saw another officer being disrespectful to a youth, they would definitely talk to them later about how they could do things differently; they probably would not

usurp the person's authority in the situation itself, unless it was necessary. They thought a good way to get through to that officer would be to tell him or her that talking nicely to someone can help them get information useful for figuring out the situation.

Caring for the Community
Some of the officers knew some of the youth and had even arrested some and were very pleased to see that the youth care about improving their community and the relationship between youth and police. They respected them for getting involved and trying to do their part in their community.

One officer was happy to participate because he saw community members as his customers, and he wanted them to be happy. He felt it was good to have familiarity with the people you work with every day and hoped that officers could do a rotation of dialogues with community members. He acknowledged that this would be difficult to operationalize.

Benefits for the Youth
Some youth reported benefits from participating, while others reported a very strong sense of hopelessness and little to no benefit besides the paycheck. One said that they participated because "one day the police may know me and leave me alone." Several youth felt it was beneficial to learn what an officer's job is really like and what precautions they have to take to do their job safely. They benefited from just feeling comfortable talking with police. Some felt that these insights could help them get out of bad situations with police because they know how to talk to them better now that they understand what they are thinking.

Another youth felt the dialogues taught her how to de-escalate situations by not judging right away and "taking it down a notch." It taught her patience to listen to the officers in the group when it was their turn to speak and helped to clarify differences in how police and youth saw certain issues. She felt that participating in these dialogues was beneficial to her role in her community. She felt like it gave her an opportunity to be a stronger advocate for her household and those who live on her street. She also would use what she learned to go back and talk to friends and family when they felt negatively about the police. She thought these dialogues could help officers see ways to truly help the community, fix the root causes of issues, and give people the opportunity to contribute positively to their communities.

Another youth felt it was beneficial just to be aware of what is going on in the community if they want to be involved in it. The youth thought each participant learned a little more than they knew before. They felt that everyone came away with a different type of perception than they had previously.

We asked officers how they thought the dialogues may have benefited the youth. The officers guessed it was probably useful for the youth to understand why officers do certain things. They were glad to be able to explain, for example, a situation in which one youth felt he was targeted. They explained the nature of how they receive and act on information when called, often approaching innocent people because they fit the description they were given. The youth often

interpret this as targeting, so the officers felt it was good for them to see that it was more complicated than that.

The officers hoped that this message got through to the youth: not all police are the same. Each one will treat you differently, because they are different people. Treat officers with respect, and many will do the same by trying to understand what you're going through in tough situations.

Some of the youth still felt very disconnected from the officers, saying that the officers "don't have to worry about poverty, rent getting paid, where their next meal comes from. Their kids aren't going to city schools." They felt that they "had a mutual respect, but not a mutual understanding." As such, one youth felt "This didn't benefit me worth a damn. At the end of the day we're still starving… They'll never understand that." They felt that the police as a whole would continue behaving the way they do regardless of how many people participate. This youth had been harassed and almost hit by an officer a few nights prior to the focus group, and this interaction seemed to reiterate to her that the same things would still happen to her in her everyday life. It seems that the negative actions of a few officers could very easily destroy the small bits of hope that the dialogues kindled among the youth.

The facilitators recognized how hard it is for the youth when the inevitable reality of youth-police relations in Rochester comes back. If they had a great interaction at the session and then they saw an officer on the street who did not stand up for them, it can just rekindle hopeless feelings about the reality of their relationship. In a neutral place like at Teen Empowerment, they can have commonality with officers, but back in the normal community setting, they each still have their jobs and roles that each person stands by.

Having worked with many of the youth for a long time, the facilitators felt that, for some of the youth, the simple fact that they successfully participated in the dialogues benefitted them. Some were very resistant to even being in the same room as police officers at the beginning. They got to see a different perspective and challenge themselves.

Challenges Faced
The officers did not find it difficult to discuss youth-police relations with youth. They did, however, find some of the interactives challenging because they had to let their guards down and be out of their element. They referred to the bag toss game, in which they threw around a bag or ball to each other and then were asked what they got out of it. They were impressed that the youth could interpolate metaphors from the game (i.e. tossing the bag represented passing your issues onto other people), and laughed that the officers are very straightforward people who simply thought, "I caught a ball…" They respected the youth for their insight and for learning from it, but they felt a bit out of their league. They described feeling uncomfortable in some of the "corny" or "silly" interactives, but they felt their honest participation was important and so pushed themselves to set the tone for the group. They thought the youth could see them as more than just a uniform if they were willing to play games with them.

One youth felt the hardest part was explaining himself and opening up to total strangers, particularly ones he did not like to begin with. However, the biggest challenge for the youth

seemed to be the enormity of the youth-police relationship issue. They acknowledged that everyone in the group was trying to benefit their community, but they ultimately felt that in order to really accomplish anything, they had to heal generations of racism "dating back to slavery and up to modern police brutality." It would take time and a lot of work. The officers recognized this challenge as well.

The youth often felt hopeless about really affecting youth-police relations. They knew that despite what they did, they would go back into the streets and "the same shit is gonna happen." Some felt that they would give it their all anyway because that is how they want to live; others felt like it was a waste of their energy to give it their all with no results. Some had participated in the dialogues in years past and were frustrated to see little to no change.

The way the youth interpreted the officers' words and actions seemed to pose a strong challenge to success of the dialogues as a whole. For instance, the officers expressed how they would like to do more of these dialogues. They also noted that they enjoyed coming because it was safer and, in a way, easier than patrolling. The youth interpreted this as implying that the dialogues were meaningless to the officers and were just a way for them to get out of doing their job.

The youth were also upset that some of the officers did not offer unique insights and instead "piggybacked" off another officer. They felt the officers should have gone into more depth with their answers and that they took the easy way out sometimes. From the researcher's perspective, this was probably because the officers were a much more homogenous group and actually just agreed with each other more than the youth did. The officers also acknowledged that they think very concisely about things, since they are often matter-of-fact than the youth. The youth, however, interpreted this as a sign of dishonesty and therefore stopped being as open as they might otherwise have been in the dialogues.

Another youth felt the hardest part was believing what the officers said. They felt that in the end, even if they reached an understanding within the dialogue group, both "sides" would still "stick with their team." They "knew" when the officers were "telling them bull, but you let them get away with it." In contrast, the officers felt they did a good job curbing their need to defend themselves. They felt they were able to explain officers' actions without being confrontational or defensive and were able to allow the youth to speak. They respected the youth for listening to what the officers had to say about sensitive topics. Both groups seemed to interpret these officers' explanations – particularly about perceived discrimination – very differently but did not address it during the dialogues.

Of particular concern, one youth was very happy to see the officers be so open and honest in the first session, until they had their youth-only debriefing session the following day at Teen Empowerment. The youth was convinced by others that the officers had "played" them and "spoon-fed" them. The youth felt the officers had been physically present but remained guarded and did not go deep enough in their discussions. They felt the officers intended to get the youth to just accept what they said and move on without questioning. The youth had "really believed everything [the officers] were saying... Knowing that I really got played [was the hardest part]."

Many of the youth seemed to believe that the officers were trying to purposefully "be slick" and dishonest to try to get the youth to believe whatever they said. From the evaluator's point of view, it seems like some youth had begun to have tentative positive feelings but that those were easily influenced by negativity among their peers. Once more negative points of view were discussed, it confirmed the youth's fears of deceit, dishonesty, and manipulation from the officers. This resulted in the youth being more guarded, not trusting that the officers were being sincere.

That said, some youth did think the officers were genuine, citing their attendance, punctuality, and interest in the youth's futures as evidence that they were truly dedicated to working towards change, listening to the community, and improving youth-police relations. Perhaps when preparing officers for these sessions, it is important to inform them how important their actions, depth of responses, and uniqueness of responses are in helping the youth to trust them.

Race and Profiling
The officers thought that discussing certain topics would be more challenging than it was, such as profiling, racism, and stereotyping. They said when such topics were brought up, they felt that it could potentially not go so well, "So we were a bit guarded until we knew how the group would react." They were pleased at how the conversations went, that the tension and anger were not so high as to prevent useful conversation. Overall, though, the officers said racial issues were brought up less than they had expected. They felt the youth "see blue more than they see black or white," and felt the feelings of disrespect came more from the officers' uniforms and position of authority than from perceived or real racism. They felt that racial tensions were discussed and therefore diminished after the first or second session.

The youth, in stark contrast, felt that more conversation needed to happen around discrimination. They felt that every time they went in depth about it, it would either be time for another interactive or that the group would shy away from it. They also felt that they needed to discuss with the officers how youth feel in situations with authority – specifically, how they feel they do not have the right to say anything and how officers abuse their badge. The youth did not seem nearly as satisfied with the topics of race, discrimination, profiling, and authority as the officers thought they were. Perhaps the youth did not think it was worth their energy to challenge the officers' thoughts on these issues due to time constraints and the enormity of the history and emotions involved.

Larger Community Effects
The consensus among all participants was that if anything was going to change, the program needed to expand to more youth and more officers. They felt it was imperative for the officers – and youth – to "give it their all," since neither group was going anywhere, and they had to figure out how to deal with each other. "It's gonna be an easier day for both of us if we communicate." One felt that getting more people involved was crucial for a topic that is so important to the community.

In order to work with the larger community, the officers suggested working with slightly younger youth so that they have these discussions "before a mindset has been created." They felt kids should have more positive exposures to police by seeing them at school, activities, etc. They also thought that more had to be done about the perceptions of police in the community. They lamented the common threat that parents tell their children: that if they misbehave, the policeman is going to take them to jail. They felt that things like this – which are decidedly untrue – label the officers as "the bad guy" and scar the child, making them think the officers have power and intentions they really do not have.

The officers felt it would be much harder to do these dialogues with adults, as adults' mentalities towards police are much more entrenched. They felt any adults involved would have to have the same mentality and openness to participate as the youth did.

One youth felt the sessions went well overall but had a bad experience with police just a few nights prior to the focus groups that made them "feel a while different way" and created feelings of hurt and confusion. Despite having a good dialogue, it did not feel like much was really going to change in the actual community, if "at the end of the day we keep doing what we're doing and they keep doing what they're doing."

The youth said that they could only do so much to reach out to their peers; in the end, individual youth are going to feel differently based on their experiences. The youth hoped that things would change as a result of the dialogues but did not expect it to. All participants and facilitators felt that more organizations besides Teen Empowerment need to work on these issues in order for change to really happen. They were all confident that if the program could be expanded, it would have an effect on the larger community; they were just wary to think it could be expanded.

Forgiveness and Reconciliation
The researchers and Teen Empowerment staff conjectured that these dialogues would serve, for some participants, as a forgiveness or reconciliation process. The researchers found it problematic to ask directly about these themes, so we tried to interpret participants' responses to other questions through this lens.

The participants did not explicitly experience any particular feelings of reconciliation, as they had not had any negative experiences with any of the other participants in the dialogues. Also, the officers felt that it is senseless for them to hold grudges, as the nature of their jobs is for people to lie to them, be mad at them, and essentially "play their role in the game." They respected the youth who took responsibility for their actions. They speculated that maybe the youth had a desire to forgive the police more than the officers had a need to forgive the youth. The officers guessed that most of the participants in the group had already dealt with their pasts and so forgiveness was not the priority; it was more about discussing things and trying to move on from them. Essentially, officers feel little need to reconcile, as they expect to have conflicts with people every day and do not take it personally.

Some youth might have found reconciliation in knowing why officers had stopped or "targeted" them in the past or otherwise behaved as they do, though they did not frame this as

reconciliation. They only stated that they found it to be useful knowledge, but we might conjecture that it helped them heal some past wounds.

The consensus among facilitators was that in order to achieve any sense of long-term reconciliation or forgiveness among youth and police, participants need to see actual change in their everyday lives. They said that it would help to do more dialogues, but it is not within Teen Empowerment's organizational mission or capacity to focus all of their energy on this one issue. That is precisely why they are hoping to "institutionalize" the process by getting youth-oriented training into the police department. The facilitators felt that with a limited number of sessions and time, it was difficult for individuals to bring up particular histories from which they needed to heal. There are select moments when people have better feelings about youth-police relations, but the sum over time often leaves a lot of hurt remaining.

Respect and Trust
The officers felt it was part of their job to treat everyone they encountered with respect. They definitely respected the youth in the room more after the dialogues than before, but they did not necessarily generalize this feeling to the community as a whole. They emphasized that each person they encounter has to be treated as an individual, including when it comes to respect.

The youth, as discussed above, had mixed feelings about whether or not they trusted the officers. They seemed to respect them, recognizing that these particular officers were good people who wanted to help the community. As discussed above, they did not entirely believe what they said, though, probably due to long histories of distrusting police as a safety mechanism and social teaching.

The officers, to be fair, never really mentioned the word trust. They did report feeling safe around the youth, letting their guard down, and respecting them – as the youth did with the officers – but to say that they "trusted" the youth seemed difficult. They definitely believed what the youth shared in the dialogues, but when officers think of trust, they often think of on-the-street trust. They seemed reluctant to extend their respect that far, as the nature of their job is to have people lie to them. The youth, though, seemed to think of trust more in terms of whether or not the officers were trying to manipulate them or were speaking sincerely. Perhaps in future dialogues, this idea of trusting and believing what the other people in the group are saying should be addressed, as it seemed to affect the efficacy of the dialogues, at least for the youth.

When is Best for Officers to Participate?
There was much discussion as to when in an officers' career was best to go through these dialogues. The consensus among the officers was that it would be ideal for officers to do something like this throughout their careers, but they knew this probably was not feasible. Some felt that officers need to have some on-the-ground experience before these dialogues would be truly beneficial. They felt new officers in the academy or post-academy would not have enough experience with youth yet to put their discussions into context. In contrast, after a year or two on patrol, they said that many officers develop "a machismo act," and they felt the dialogues would really help combat this from entrenching into the young officers' policing styles. They felt it

would be useful for the officers to experience the community and then be able to see what's behind the behaviors they are confronted with every day. They also felt that young officers must learn firsthand "who they are going to be in their role as an officer" before youth come and tell them about how it affects them.

The opinions were somewhat mixed, because everyone agreed that it is good to have officers discussing and being aware of youth's issues early in their careers. Some said the academy was a good time to hold the dialogues because the young officers "have hopes and dreams of being a hero, then at the 3-4 year mark they get a bit crabby/salty," at which point they can do the sessions again, with the hope that the lessons carry through the rest of their career. They, however, acknowledged that "people in the academy want nothing more than to get out and not listen to another thing" and felt that academy classes might not be the most receptive or active audiences.

Another officer suggested that the youth-police dialogues get integrated into the end of each officer's probation term, such that they complete an in-service at 18 or 24 months into their career. This in-service would take the form of 4-8 dialogues led by Teen Empowerment. They suggested that it be part of the plan from the beginning when officers sign up for service so people expect it as normal. This seems like a good compromise between teaching officers early and letting them have experience to compare it to.

What Do New Officers Need to Know?
The officers in the group recognized that unless one grows up in an urban area, one cannot possibly full understand what the youth in the city are going through. They felt young officers would benefit from hearing what the kids go through and from sharing with the youth what they go through in their personal lives. They also felt that some of the interactives used could be helpful, just to break down barriers and tensions between the two groups. One officer also thought it would be helpful for the youth to get across how much it helps when officers explain what is going on. He wanted the youth to explain how much they just wanted to be heard by officers and just to know that they are listened to. In the end, the most positive thing is for people to get to know each other.

Facilitation
The youth and the officers all felt comfortable with how the groups were facilitated and that things were kept moving. The youth and facilitators specifically felt the consistency of the sessions (i.e. having dialogues twice per week for two weeks) helped to build relationships and foster better dialogue. The facilitators noted that having more frequent sessions helped participants remember what was discussed, get to the point quicker at each session, and thus make more progress overall. For consistency, facilitators also found it helpful to have all four dialogue sessions fully planned out as a cohesive unit prior to beginning any of them.

Some of the youth facilitated parts of the dialogues, and they thought they did quite well (as did the officers). The officers were pleasantly surprised that the youth facilitated some sessions and applauded both the youth and Teen Empowerment for having the youth practice speaking in

public. Those who facilitated suggested that if you are going to facilitate, you need to know how each interactive is going to ultimately help relations between youth and police. They felt that facilitators need to have an open mind to anyone's point of view and to also have their own thoughts well organized.

The facilitators thought that some activities (role play, concentric conversations, brainstorms) were particularly helpful for fostering dialogue and added a lot to the discussions. Facilitators also recognized a definite need for more time to cover topics at end of these interactives. They noticed that conversations often veer unexpectedly and then end up getting cut short.

Recruiting More Officers
The Officers strongly felt it was imperative to let Officers volunteer to sign up for future dialogues. "Cops are stubborn people to begin with," they said, and if you let people volunteer, they will be more invested and more interested.

The officers recommended using a department-wide e-mail again to recruit new Officers. In addition, they recommended that Teen Empowerment also come in to roll calls to explain the program because many officers do not read their e-mails. They said that they would all be willing to "talk it up," explain it to other officers, and encourage their colleagues to volunteer their time. Some had already talked to fellow officers and were willing to do more.

Some of the youth felt that despite the officers stating that they will encourage other officers to participate, they did not feel like they actually did, otherwise "they would have gone into detail about what [youth] went through and what's going on the community." Perhaps the youth expected to see more immediate change and were frustrated by not seeing the effect of the dialogues spread quickly, or they overestimated the depth of conversations the officers would have with their colleagues.

Some officers felt that the dialogues would be more beneficial to officers who were a bit more "rough around the edges," as they felt the policing styles of the officers in the room were already largely in line with what the youth would like to see from officers. This was echoed by the youth when they said that they did not have quite the right officers in the room.

Expanding the Program in Size and Context
The officer group definitely agreed that the amount of officers and the amount of youth that go through the program should be increased, but they were mixed as to how big a group would be manageable at any one time. No matter the decision, they were very clear that you "need to have people feel like they're being heard." They felt that breaking into the smaller groups was some of the most valuable conversations they had but that it was crucial to switch the groups up and be sure that people mix.

Officers and youth both expressed an interest in participating in more dialogue sessions with different participants. They felt this would allow them to personally get to know more of the officers and/or youth in their community.

Some officers feared that some youth might be "too far gone" to be receptive to dialogues, but that there must be ways to help them have these conversations. He recognized that the issues between the community and police will take time and constant effort to heal, as the feelings formed and were passed down over generations.

One officer felt it would definitely be helpful to do such dialogues with adults, possibly holding events or forums at community agencies so that people could come and just talk with police and get to know them. He suggested that maybe the patrol officers could be required to go to a certain number of events in a given time frame.

One youth thought that if someone had a bad experience with an officer, they could really benefit from going through a dialogue like this to heal the wounds. The parties involved could discuss what went wrong, what could have gone differently, and how to handle future situations better. She felt it was more about being heard – for both the youth and the officer – than it was about seeking any type of penalty or revenge.

We asked the Teen Empowerment staff how they could envision similar dialogues occurring between youth and other groups with which they have tension. They felt that youth could meet with business owners in the community, working on youth employment issues. They have also done some activities with sentries at local schools. However, they felt there are very few relationships youth have that are as adversarial as with police. They find schools difficult to work with, since they are expected to work within the school system instead of challenging it. They still felt it would be valuable, since teachers are often similar to police in that they do not live in the neighborhoods and do not necessarily know what their students are going through every day, nor do the students know what the teachers are dealing with.

The facilitators strongly felt that a lot more youth-police initiatives need to occur, especially with teenagers, beyond what Teen Empowerment has tried to do. They felt that youth-police activities are usually run from a police perspective and that more needs to occur from the youth's perspective. There needs to be more activities that get officers to think critically, challenge their conceptions, and get out of their comfort zones (by having the young people lead the groups, for instance). Many of the programs in which youth interact with police are also for youth who are considering being a police officer; they are not looking to change how police act in the community as much as they want to do what police already do.

Suggestions for Improvement
One overarching suggestion from both youth and officers was that the questions be a bit more focused and that participants be given more time for everyone to fully speak their minds and explore a topic. They reported that the participants certainly were not lacking words and that conversation flowed freely, so allowing time to fully dive into an issue should take priority. In particular, they felt that brainstorming interactives and multi-part small-group questions often ended somewhat unsatisfactorily. Sometimes a person would not get a chance to speak, or they just would not touch on certain parts of the question at all. The youth also want to have more

discussions around race, profiling, and authority. That said, participants felt that everyone in the group got to say what they wanted to say.

Participants felt they simply needed more time overall to develop stronger relationships. One officer voiced disappointment in starting a relationship with the youth and having it end so soon. There was much debate as to whether the need for more time should be addressed by having more sessions, longer sessions, smaller groups, larger groups, or all of the above. There was no clear consensus, but it may be important to analyze multi-part questions more critically so be sure to provide enough time for full discussion, or to structure the dialogue sessions more flexibly if a topic did not feel resolved.

The officers liked the room in which the sessions were held but found it got loud when everyone was talking in small groups. They felt the small groups worked best when they went into separate rooms in the building because they could hear better and had less distraction.

Also, many of the officers were very interested in following up with the youth in a few months. They suggested having a check-in, pizza party, or some event so everyone could see what was new in each other's lives. The officers discussed a desire to greet and acknowledge youth when they see them on the street, but they recognized the need to use caution when doing so to avoid causing problems for some youth from others in the neighborhood.

The youth made several suggestions to get deeper at the issues as well. A youth suggested that "to solve any problem, you have to go to the source" – the police academy. They said that the police have to be trained in different ways, perhaps by having dialogues like these. They recognized that officers' training is largely physical and has very little to do with communication skills, despite the job being mostly communication and service. The youth thought training should incorporate explaining to people why they were being arrested. The youth agreed that discussing what youth and community members are going through at the academy would be beneficial so that officers know how to handle situations better right away when they start on the job. The youth suggested recruiting more minority officers to participate to hear from officers with more diverse perspectives. While facilitators recognized their point, they wondered if it would even be possible to specifically recruit minority officers.

Some youth suggested posing deeper questions that really got into their personal lives or more controversial questions such as, "How do you feel about African-Americans?" They felt this would foster better connections between youth and police by forcing them to share deep emotions and strong opinions. The youth felt these issues could not be solved without asking these tough questions.

The facilitators recognized a need to be clearer with the interested officers about the expectations and time commitment for the series. The officers seemed not to be aware that there would be first an orientation session, then 4 sessions with the youth, and then a follow-up focus group. They seemed to have been told simply that there would be four sessions at which they would dialogue with youth. One officer did suggest that the scheduling information get better communicated in the future so they could plan accordingly.

Facilitators also felt that they needed to strike a better balance between breaking into small groups and having people do multiple activities around the room. They thought that they might need more facilitation and guidance for the small groups so that people do not get off-track or stuck with nothing to say. They felt varying the activities (small vs. large group) and organizing them better would help.

One thing the facilitators thought they should try to prevent in the future was having a sergeant in the group. They felt that of all sergeants, the one that participated was probably the most easily adaptable and allowed people to feel comfortable (even his subordinate officers in the group), but they still felt it was not ideal. It could have limited some of the officers from speaking their minds, which is an issue that the youth perceived (even if it wasn't actually true).

The facilitators recognized how important it was to help participants learn how to use the skills and insights they gained in the dialogues in their everyday lives. In the last couple of sessions, they had some discussions as to how to implement what they learned. Facilitators felt that both officers and youth need to have constant training, reminders, or practice because we all forget things so easily and are so heavily influenced by other circumstances. The youth and police go back to places after the dialogues where people are not communicating and working out issues in civil ways, so they don't get to constantly practice that mentality. Teen Empowerment hoped to work with future participants more on everyday applications of their discussions.

Organizational Achievements and Things to Keep Doing
The facilitators felt that programmatically, having the preparation sessions with the officers was a very good idea. They also felt the youth preparation sessions got very strong and were useful. These helped participants know what to expect before engaging in full dialogue.

The facilitators also noted the importance of the police department administration giving officers the time to participate in these dialogues. They felt it made the officers more committed compared to prior dialogues. They also feel that support for the program is growing within the police department, so they should have an easier time recruiting new officers in the future.

The facilitators strongly felt that having the researcher present at every session was beneficial to the organizational structure. The researcher was able to witness what usually goes on "behind the scenes" at Teen Empowerment. She was also able to watch people's perspectives change. Finally, she was able to remind the facilitators and coordinators of the program about the evaluative aspects of the program to improve follow-through with data collection. It provided the researchers thorough insight into the dialogues and the process as a whole, which will, in the future, greatly assist in any potential replications of the program.

Facilitators felt that the researcher worked well with the group because she was open and could relate to both youth and police easily. They appreciated her honesty and ability to share her own experiences (which often were similar to those of the youth). The facilitators recognized that there is often a racial dynamic to research such that the "young black kids feel studied" and it harms the group process. They felt that this researcher did not make people feel that way.

Facilitators felt it was a major benefit for them to have the four dialogue sessions fully planned out before any of the sessions happened. When doing these before, they had some time in between sessions and so would plan them separately before each session. With this high-frequency format, they had to organize it as a cohesive unit. The higher-frequency and shorter-duration setup also helped participants to remember what had been discussed at prior sessions and build off each one.

The facilitators were happy to see that everyone showed up and happily participated for this phase of the dialogue series. They were also pleased that the officers were so interested in recruiting other officers. The facilitators are very interested in getting the group back together in several months to ask them what skills they have put into practice or what they have done differently. They could also see if the youth and officers have interacted outside of the group.

We asked what was different about this group that made it work better than in years past. For one, the youth were older. Almost all of them had been locked up at some point in their lives, and all had issues with police. This gave them plenty to talk about. For the officers, they were more consistent and reliable than prior groups. They were more responsive to scheduling demands and changes.

Ways to Improve Organizationally

The facilitators felt this round of dialogues was a little shaky because the youth involved were not fully involved in Teen Empowerment; some had been youth organizers in years past but now have other commitments. They felt that having new youth hired for the next round in February would help because all of the youth would be fully on-board and working with them every day.

Facilitators felt they needed to coordinate a bit better with the Gandhi Institute for Nonviolence for meetings. Some sessions were scheduled at the last minute, resulting in conflicts. Finally, they recognized a need to use other ways to recruit officers besides just sending a department-wide e-mail because many officers do not read their e-mails.

Special Considerations When Working On Such Tense Conflicts

The facilitators felt that it was important for both parties to be truly willing to participate. They have to have buy-in, investment, and compensation for participants. They felt having all the preparation sessions with youth really helped because the discussions there translated exactly into how the sessions went with officers and gave them time to process it all. They felt doing preparation sessions with both groups was necessary for success. Also, youth need to see consistency and action from officers, probably more so than officers need to see that from youth.

What Sustains You to Keep Doing This Work?

The Teen Empowerment staff said that, in a way, the hopelessness about these issues keeps them going. They feel they need to do something and that something is bound to happen as a result, even if it is slow or small. They feel their work was akin to harm reduction. If they could help

conditions exist such that less damage occurs, they can also meanwhile make more systemic and substantial changes over time.

Witnessing the moments in the dialogues when they knew that people were focused, sharing, and stepping up made the facilitators realize it was all worth it. They specifically referenced the warm up and processing interactives. They felt they helped to provide one of the only places where youth can have an honest conversation with officers about what has happened to them.

Participant Session Evaluations

As previously stated, every participant in the youth-police dialogue sessions were expected to complete written evaluations at the end of each session. This evaluation form is included in Appendix E and consisted of several open-ended questions and an overall rating scale. These session evaluations were completed after each youth preparatory session, officer preparatory session, actual youth-police dialogue sessions, and youth debriefing sessions (held with just the youth between the days they met with the officers).

For the most part, the consensus of the youth organizers was that the facilitators did a great job in facilitating the sessions. They enjoyed the interactives as well, and the majority of youth and officers rating every session as "great."

There were no distinguishable trends over time as to how participants felt at the dialogues, except that the last youth-police dialogue session felt rushed because many participants could not attend or had to leave early. Since most responses were quite short, we list what was said throughout the sessions below.

Participants listed the following interactives as working well:
- Feedback (at a youth preparatory session)
- Role play (at a youth preparatory session and at dialogue sessions)
- Long-distance bean bag toss (at a youth preparatory session)
- Concentric conversations (youth preparatory session)
- Human knot (at dialogue session)
- Imitation (at a dialogue session)
- The "wind blows" at the last dialogue session (officer response)

Participants felt some other aspects of the sessions went well, such as:
- Establishing goals at the officer preparatory session
- How the facilitators engaged the group of officers at their preparatory session
- The group discussion at the officer preparatory session
- Open dialogues allowed everyone to feel comfortable talking
- Openness and that facilitators "kept it moving"
- The open conversations and one-on-one conversations with the youth (dialogue session)

- A discussion among youth about discrimination in response to a comment made by an officer at the first dialogue session (at a youth debriefing session)
- Watching the movie "July '64" (at a youth preparatory session)
- The discussion following the movie
- Small group conversations (at dialogue session)
- The youth facilitating parts of the dialogue (at dialogue session)
- The Teen Empowerment video (at a dialogue session)
- "The discussion on what was accomplished" at the final dialogue session

Participants listed the following as things that they felt did not work well:
- Telephone all over (at a youth preparatory session)
- An officer named his/her own ability to do the interactives (at a dialogue session)
- Small groups did not have enough time (at a dialogue session)
- Groups got off topic or unfocused (at a dialogue session)
- Difficult to "hear others in small group, too many voices"/background chatter (at a dialogue session)
- "Time constraint" (at last dialogue session)
- "Talking/distraction from everyone" (at last dialogue session)

Participants felt that the following were the most challenging parts of the dialogue sessions:
- Role plays – particularly for youth who were assigned to "act like a police officer" at a youth preparatory session
- An officer found it difficult to listen to negative comments about the police, "even if it's true."
- "Lack of flexibility" in the sessions (officer response)
- "Keeping on task" (officer response)
- "Listening to criticism" (officer response)

Participants felt the following things would have made the sessions better:
- Having more time in the session, "or less interactives"
- "More interaction" (at last dialogue session)
- "Longer on question sheets" (at last dialogue session)
- Preventing participant absences (at a youth prep session)

Participants felt facilitators could make the sessions better by:
- Doing better with making everyone attend (youth response)
- Allowing more time for small group conversations and for discussion (at dialogue sessions)
- "Allow individuals to speak freely" (officer response)
- "Provide water at dialogues" (officer response)
- "Let some interactives go longer" (officer response)
- "Keep us on point—write down questions for group to answer" (officer response)
- Time usage/management (officer response)
- "Get group to focus" (officer response)

Participants reported learning or being surprised by a few things during the sessions:
- An officer commented that "the youth often feel the same way as us"
- An officer learned about "all the problems youth face"
- An officer learned about "how bad the youth have it (or feel they have it)"
- A youth learned "the pros and cons of officers' duties."

When asked about a question or concern the participants were left with, responses included:
- Officer at prep session: How will the youth want the meetings to go?
- Youth at a prep session: anxiety about meeting the police officers at the first dialogue session
- Officer: How can we improve the relationship?
- Officer: How do we change it?
- Officer: How are we going to change cycle?
- Officer: I hope the youth better understand the police.
- Youth: Whether things are going to change after the dialogues
- Officer: "thinking about approaching youth after TE ends."

For the most part, the officers gave the youth-police dialogue sessions high ratings. By their responses, it was evident they were committed to the dialogues, and trying to improve youth-police relations. They seemed interested in hearing what the youth had to say, and expressed empathy for their situations. They also wanted the youth to understand them, and their position as police officers. They also acknowledged that youth and police officers face some of the same issues and problems on a daily basis. The officers complimented the facilitators for their part in the dialogues with some comments such as: "kept us focused," "tried to stay on task," "created discussion", "let us just talk," "check in as we were in small groups," "kept things moving," shared work load, and "kept to program/kept everybody involved."

Next Steps

Youth organizers for the year of 2014 are currently being hired at Teen Empowerment as of November 2013. They are expected to participate in the second round of dialogues in February with a new set of officers. This will provide additional data to add to that discussed in this report. Also, we hope to reconnect with the Phase One officers and youth in the future to allow them time to check in and to see how the dialogues might have affected their lives.

Also, Teen Empowerment staff and youth organizers were invited to participate in the Rochester Police Department Academy trainings in August 2014. Teen Empowerment is currently working with a member of the Rochester Police Department to implement youth-oriented training into the RPD's general trainings, including the academy and post-academy. Teen Empowerment staffs are also working with the RPD's youth outreach coordinator to assist them in creating more effective youth programming

There are some political changes in Rochester that could affect the program. A new mayor has been elected, and the Chief of Police will resign as of the end of 2013. We are confident that the relationships Teen Empowerment has formed with the Rochester Police Department will be unaffected and that the program will proceed as planned, though it is worth noting the change in administration, as it may slow some of the progress as it was originally planned.

Conclusion

Our survey results, focus group outcomes, and interview outcomes all point to very positive results from Phase One of the Youth-Police Dialogues. There were evident shifts in some measures on the surveys showing that participants gained empathy, understanding, and respect. Focus groups revealed some tangible changes in behavior among both officers and youth that show they gained new perspectives as well as new skills for how to work together effectively. Participants seemed to learn much from each other. The officers benefited from hearing about youth's challenges, and youth benefited by learning about what police really do and think in their jobs. While their reported levels of trust and respect did not change, we see evidence of healing in other ways. Participants certainly came to respect the other participants more, though they found it difficult to generalize those feelings to youth or officers as a whole. They also empathized more with each other, and this feeling was more easily applied to non-participant youth and officers, since they share many of the same issues. All participants seemed to be sustained by a true desire to improve the state of youth-police relations in Rochester, as it would make their lives, jobs, and community healthier and happier.

Reconciliation between youth and police will take time and energy from everyone in the community. As evidenced by this report, youth-police dialogues can be a powerful factor in healing the broken relationship between these two groups. The dialogues seem to be beneficial to all participants in building communication in a constructive and collaborative manner, even between groups who experience much tension between them.

Appendix A: Youth Pre-Survey

Script to Use When Handing Out Youth Pre-Survey

Part of us doing the Youth-Police Unity Project involves research questions that can help us see what participants learned and if the project was successful overall. Throughout your participation in this project, we will ask that you complete surveys to help with this goal. The surveys are voluntary, and you can choose to skip questions if you wish. However we strongly encourage you to complete the survey fully and thoughtfully. This will help us show our community how you feel, what you've learned, and how to do projects like this in other communities. The results of the survey will also be fed back to us so that we can make improvements based on your thoughts and suggestions.

We're giving you some time now to answer this first survey. The surveys are anonymous, so please never write your name on the surveys. Your name or identity will never be attached to your answers. Please complete both sides of this page, and return it to me.

Teen Empowerment/RPD Youth-Police Dialogues
YOUTH Pre-Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I want to work with other youth to improve youth-police relations.	5	4	3	2	1
Youth and police can work together effectively to help the community.	5	4	3	2	1
I am excited about working with police officers to improve youth-police relations.	5	4	3	2	1
Most police officers try to understand what youth are going through.	5	4	3	2	1
I trust the police.	5	4	3	2	1
When they respond to a scene or area, police officers handle the situation well.	5	4	3	2	1
In general, young people trust the police.	5	4	3	2	1
In general, I feel safe around police officers.	5	4	3	2	1
Youth in Rochester respect the police.	5	4	3	2	1
Most police officers want to help the community.	5	4	3	2	1
Most police officers trust young people.	5	4	3	2	1
The way I treat police officers influences how my peers act towards police officers.	5	4	3	2	1
I respect the police.	5	4	3	2	1
If I or someone I knew was in immediate danger of being hurt, I would approach a police officer for help if I saw one in the area.	5	4	3	2	1
Police officers respect the youth in Rochester.	5	4	3	2	1
Relations between youth and police can be improved.	5	4	3	2	1
If my friend was disrespecting a police officer, I would encourage him or her to act differently.	5	4	3	2	1

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. **Describe "respect" and what it means to you.**

2. **Why do you want to participate in the TE's Youth-Police Dialogues? This could be what you want to share, learn, or accomplish, what you find interesting about it, etc.**

CIRCLE A NUMBER TO ANSWER THE FOLLOWING QUESTIONS.

	Always	Most of the time	Sometimes	Rarely	Never
How often have your personal interactions with police officers been positive?	5	4	3	2	1
How often have your personal interactions with police officers been negative?	5	4	3	2	1
How often have your friends or family members had positive interactions with police?	5	4	3	2	1
How often have your friends or family members had negative interactions with police?	5	4	3	2	1

Circle the words that you think describe police officers in your community.

Fair   Authority   Mean   Friendly   Dedicated   Harmful   Protecting   Respectable   Nice

Intimidating   Anxious   Bored   Brave   Disrespectful   Uncaring   Stressed   Intelligent

Respectful   Fear-provoking   Unfriendly   Rude   Compassionate   Controlling   Arrogant

Helpful   Vulnerable   Destructive   Overworked   Trustworthy   Power   Strangers   Caring

Weak   Strong   Resilient   Stupid   Neighbors   Out-of-touch   Violent   Understanding

Circle the words below that you think describe "justice."

Accountability   Forgiveness   Blame   Fairness   Injustice   Jail   Payback   Misunderstanding

Equality   Race   Punishment   Safety   Police   Respect   Authority   Inequality

Powerless   Arrest   Healing   Court   Peace   In trouble

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. What makes you willing or able to share your opinions and feelings in this process?

2. Why are you willing to listen to the opinions and feelings of police officers?

3. Please describe any youth-police activity you have participated in before (including if you've participated in TE's youth-police dialogues before):

Appendix B: Officer Pre-Survey

Script to Use When Handing Out Officer Pre-Survey

Part of us doing the Youth-Police Unity Project involves research questions that can help us see what participants learned and if the project was successful overall. Throughout your participation in this project, we will ask that you complete surveys to help with this goal. The surveys are voluntary, and you can choose to skip questions if you wish. However we strongly encourage you to complete the survey fully and thoughtfully. This will help us make this program better, show, what you've learned, and how to do projects like this in other communities.

We're giving you some time now to answer this first survey. The surveys are anonymous, so please never write your name on the surveys. Your name or identity will never be attached to your answers. Please complete both sides of this page, and return it to me.

Teen Empowerment Youth-Police Dialogues
OFFICER Pre-Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I want to work with Rochester youth to improve youth-police relations.	5	4	3	2	1
I want to work with other Officers to improve relations with youth.	5	4	3	2	1
I trust youth in Rochester.	5	4	3	2	1
In general, Rochester police officers trust youth.	5	4	3	2	1
As a police officer, I try to understand what youth are going through.	5	4	3	2	1
In general, I feel safe and comfortable dealing with youth.	5	4	3	2	1
Youth in Rochester respect the police.	5	4	3	2	1
Youth in Rochester trust the police.	5	4	3	2	1
I respect youth in Rochester.	5	4	3	2	1
Police officers respect the youth in Rochester.	5	4	3	2	1
Relations between youth and police can be improved.	5	4	3	2	1
I go out of my way to help youth with their problems, even if it's not technically part of my job.	5	4	3	2	1
Youth and police can work together effectively to help the community.	5	4	3	2	1
Most police officers want to help the community.	5	4	3	2	1
Youth in Rochester want to make their community better.	5	4	3	2	1
When responding to a call or scene, police officers handle the situation to the best of their ability.	5	4	3	2	1
If one of my fellow officers were disrespecting a youth, I would encourage him/her to act differently.	5	4	3	2	1
The way I treat youth influences how my fellow officers treat youth.	5	4	3	2	1

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. **Describe "respect" and what it means to you.**

2. **Why do you want to participate in the TE's Youth-Police Dialogues? This could be what you want to share, learn, or accomplish, what you find interesting about it, etc.**

Teen Empowerment Youth-Police Dialogues
OFFICER Pre-Survey

	Always	Most of the time	Sometimes	Rarely	Never
How often have your own professional interactions with youth in Rochester been positive?	5	4	3	2	1
How often have your own professional interactions with youth in Rochester been negative?	5	4	3	2	1
To your knowledge, how often have your fellow officers had positive interactions with youth in Rochester?	5	4	3	2	1
To your knowledge, how often have your fellow officers had negative interactions with youth in Rochester?	5	4	3	2	1

Circle the words that you think describe youth in Rochester.

Courteous   Mean   Friendly   Rude   Harmful   Bored   Respectable   Annoying   Grudge

Intimidating   Anxious   Cooperative   Brave   Disrespectful   Uncaring   Stressed   Intelligent

Respectful   Dangerous   Unfriendly   Outspoken   Scared   Strangers   Arrogant   Weak   Engaged

Helpful   Vulnerable   Destructive   Fearless   Compassionate   Caring   Uncooperative   Forgiving

Strong   Resilient   Dumb   Neighbors   Out-of-touch   Violent   Understanding   Frustrating

Circle the words below that you think describe "justice."

Accountability   Forgiveness   Blame   Fairness   Injustice   Jail   Payback   Misunderstanding

Equality   Race   Punishment   Safety   Police   Respect   Authority   Inequality

Powerless   Arrest   Healing   Court   Peace   In trouble

1. What makes you willing or able to share your opinions and feelings in this process?

2. Why are you willing to listen to the opinions and feelings of youth and other police officers about youth-police relations?

3. Please describe any youth-police activity you have participated in before (including if you've participated in TE's youth-police dialogues before):

Appendix C:
Teen Empowerment/RPD Youth-Police Dialogues
YOUTH Post-Survey

RATE HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (CIRCLE A NUMBER)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I want to work with other youth to improve youth-police relations.	5	4	3	2	1
Youth and police can work together effectively to help the community.	5	4	3	2	1
I enjoyed working with police officers to improve youth-police relations.	5	4	3	2	1
Most police officers try to understand what youth are going through.	5	4	3	2	1
I trust the police.	5	4	3	2	1
When they respond to a scene or area, police officers handle the situation well.	5	4	3	2	1
In general, young people trust the police.	5	4	3	2	1
In general, I feel safe around police officers.	5	4	3	2	1
Youth in Rochester respect the police.	5	4	3	2	1
Most police officers want to help the community.	5	4	3	2	1
Most police officers trust young people.	5	4	3	2	1
The way I treat police officers influences how my peers act towards police officers.	5	4	3	2	1
I respect the police.	5	4	3	2	1
If I or someone I knew was in immediate danger of being hurt, I would approach a police officer for help, if I saw one in the area.	5	4	3	2	1
Police officers respect the youth in Rochester.	5	4	3	2	1
Relations between youth and police can be improved.	5	4	3	2	1
If my friend was disrespecting a police officer, I would encourage him or her to act differently.	5	4	3	2	1
I am aware of the challenges faced by police in Rochester.	5	4	3	2	1
I will try harder to establish better communication between myself and the police.	5	4	3	2	1
After participating in the youth/police dialogues, I have a better understanding of how police feel.	5	4	3	2	1
I will encourage other youth to participate in youth/police dialogues.	5	4	3	2	1

PLEASE ANSWER THE FOLLOWING QUESTION:

1. What was the most important thing that you got out of your participation in youth/police dialogues?

CIRCLE A NUMBER TO ANSWER THE FOLLOWING QUESTIONS.

	Always	Most of the time	Sometimes	Rarely	Never
How often have your personal interactions with police officers been positive?	5	4	3	2	1
How often have your personal interactions with police officers been negative?	5	4	3	2	1
How often have your friends or family members had positive interactions with police?	5	4	3	2	1
How often have your friends or family members had negative interactions with police?	5	4	3	2	1

Circle the words that you think describe police officers in your community.

Fair   Authority   Mean   Friendly   Dedicated   Harmful   Protecting   Respectable   Nice

Intimidating   Anxious   Bored   Brave   Disrespectful   Uncaring   Stressed   Intelligent

Respectful   Fear-provoking   Unfriendly   Rude   Compassionate   Controlling   Arrogant

Helpful   Vulnerable   Destructive   Overworked   Trustworthy   Power   Strangers   Caring

Weak   Strong   Resilient   Stupid   Neighbors   Out-of-touch   Violent   Understanding

Circle the words below that you think describe "justice."

Accountability   Forgiveness   Blame   Fairness   Injustice   Jail   Payback   Misunderstanding

Equality   Race   Punishment   Safety   Police   Respect   Authority   Inequality

Powerless   Arrest   Healing   Court   Peace   In trouble

PLEASE ANSWER THE FOLLOWING QUESTION:

1. Describe something new you learned from the police officers participating in the project:

2. Why were you willing to listen to the opinions and feelings of police officers?

3. What was difficult or challenging about the project, and how do you think it can be improved?

4. Please describe any youth-police activity you have participated in before (*including if you've ever participated in TE's youth-police dialogues*).

Appendix D: Teen Empowerment Youth-Police Dialogues
OFFICER Post-Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I want to work with youth to improve youth-police relations.	5	4	3	2	1
I want to work with other officers to improve relations with youth.	5	4	3	2	1
I trust youth in Rochester.	5	4	3	2	1
In general, Rochester police officers trust youth.	5	4	3	2	1
As a police officer, I try to understand what youth are going through.	5	4	3	2	1
In general, I feel safe and comfortable dealing with youth.	5	4	3	2	1
I believe youth in Rochester respect the police.	5	4	3	2	1
I believe youth in Rochester trust the police.	5	4	3	2	1
I respect youth in Rochester.	5	4	3	2	1
Police officers respect the youth in Rochester.	5	4	3	2	1
I believe relations between youth and police can be improved.	5	4	3	2	1
I go out of my way to help youth with their problems, even if it's not technically part of my job.	5	4	3	2	1
Youth and police can work together effectively to help the community.	5	4	3	2	1
Most police officers want to help the community.	5	4	3	2	1
Youth in Rochester want to make their community better.	5	4	3	2	1
If one of my fellow officers were disrespecting a youth, I would encourage him/her to act differently.	5	4	3	2	1
The way I treat youth influences how my fellow officers treat youth	5	4	3	2	1
I am aware of the challenges faced by youth in Rochester.	5	4	3	2	1
I will try harder to establish better communication between myself and youth.	5	4	3	2	1
After participating in the youth/police dialogues, I have a better understanding of how youth feel.	5	4	3	2	1
I will encourage other officers to participate in youth/police dialogues.	5	4	3	2	1

PLEASE ANSWER THE FOLLOWING QUESTION:

1. What was the most important thing that you got out of your participation in the youth/police dialogues?

2. What was difficult or challenging about the dialogues, and how do you think it can be improved?

Teen Empowerment Youth-Police Dialogues
OFFICER Post-Survey

	Always	Most of the time	Sometimes	Rarely	Never
How often have your own professional interactions with youth in Rochester been positive?	5	4	3	2	1
How often have your own professional interactions with youth in Rochester been negative?	5	4	3	2	1
To your knowledge, how often have your fellow officers had positive interactions with youth in Rochester?	5	4	3	2	1
To your knowledge, how often have your fellow officers had negative interactions with youth in Rochester?	5	4	3	2	1

Circle the words that you think describe youth in Rochester.

Courteous   Mean   Friendly   Rude   Harmful   Bored   Respectable   Annoying   Grudge

Intimidating   Anxious   Cooperative   Brave   Disrespectful   Uncaring   Stressed   Intelligent

Respectful   Dangerous   Unfriendly   Outspoken   Scared   Strangers   Arrogant   Weak   Engaged

Helpful   Vulnerable   Destructive   Fearless   Compassionate   Caring   Uncooperative   Forgiving

Strong   Resilient   Dumb   Neighbors   Out-of-touch   Violent   Understanding   Frustrating

Circle the words below that you think describe "justice."

Accountability   Forgiveness   Blame   Fairness   Injustice   Jail   Payback   Misunderstanding

Equality   Race   Punishment   Safety   Police   Respect   Authority   Inequality

Powerless   Arrest   Healing   Court   Peace   In trouble

1. Describe something new you learned from the youth participating in the project:

2. Do you think this project could have a broader impact on law enforcement agencies? If so, how?
   (*Please include any specific ideas you have for how this project can be expanded*)

3. Please describe any youth-police activity you have participated in before (including if you've participated in TE's youth-police dialogues before):

4. Additional Comments:

Appendix E:

Youth-Police Dialogue Sessions Evaluation

Date: _____

Something that worked well:

Something that did not work so well:

Something the facilitator(s) did well:

Something the facilitator(s) could have done better:

Something else I think would have made the session better is:

A challenging part of today's session for me was:

Something that I learned or that surprised me was:

A question or concern I am left with is:

On a scale of 1-10, how would you rate this session? *(Circle a number)*

10	9	8	7	6	5	4	3	2	1
Great			Good			Fair			Poor

Thank you!!

Appendix F:

TE YP Dialogues Facilitators Session Evaluation

Date of session: _____

Something that worked well and/or the facilitator(s) did well at today's session:

Something that did not work so well and what could have made it better:

Did anything occur in today's session that reminded you of why you do this work?

What was difficult about today's session for you (including any internal obstacles you faced)

Where did you think you were successful in your facilitation of today's session? How do you think you could improve your facilitation of today's session?

If you could change one thing about your facilitation of today's session, what would it be?

Something that I learned or that surprised me was:

A question or concern I am left with is:

On a scale of 1-10, how would you rate this session? *(Circle a number)*

10	9	8	7	6	5	4	3	2	1
Great			Good			Fair			Poor

Thank you!!

Appendix G:
Youth Focus Group Questions

<u>**Questions for youth, 10/21/13 at 4pm, Teen Empowerment:**</u>
Hi everyone, as Doug said, I'm Jamie Dougherty, a researcher from CPSI. Michelle Comeau is here to take notes, and you all know Pam who has been at the groups, who also works with us. We are here to discuss how you felt about the youth-police dialogues you just went through, to see if this process was useful for you, and how it could be improved. We recently held a focus group with the officers, and we will also have one with the TE staff.

We encourage you to be candid and honest about your feelings so that we can continue to improve these sessions. We will focus on the dialogues themselves. Everything is confidential, and names will not be written down or tied to anything you say, even in our notes. I will share the report on this focus group with Doug, who can then share it with you if you're interested. If there's anything you want to edit or remove from the report, you will be able to do so.

First, please complete this survey regarding the sessions you just went through. You do not have to answer anything you don't want to, but we encourage you to complete it. With such a small group, we'd really like to be able to get everyone's opinions on this process.

[Hand out survey and give them 15 minutes or so to complete.]

1. Let's go around the group and say how long have you been involved in TE, why did you get involved in these dialogues, and your most powerful experience from these (good or bad)?
2. On a scale from 1-10, how would you rate the dialogues series you just went through, with 1 being the worst and 10 being the best?
3. Can anyone describe why you chose the number you did?
4. Did going through these dialogues benefit you or your work with TE? How? Skills?
5. Do you think these dialogues benefitted the officers? Why or why not?
6. Did your attitude toward police officers change as a result of being involved in these sessions? How?
7. Has or will your behavior toward officers change as a result of being in these sessions? If they did, how?
8. Did you learn anything new about the issues that officers face? That youth face?
9. Was there anything that you did not like about the dialogues? If so, what?
10. (if conversation lags, ask if there were logistical issues, emotional barriers, etc.)
11. What was the most challenging part of participating in these dialogues?
12. How do you think these dialogues could be improved?
13. Do you believe this process can truly help improve youth-police relations in Rochester, if more youth and officers participate over time?
14. Do you see ways this work could be expanded to others in the community, to other contexts (especially within judicial system)? (groups with older/younger, newer officers)
15. If you or someone you knew had a bad experience with a police officer, what do you think it takes to reconcile issues with or forgive the officer?
16. Do you feel like you can challenge stereotypes among your peers about police? How?

17. Overall, how well do you think these dialogues were organized and facilitated? Anything that went really well or suggestions for how to make it better?
18. Were there any topics that were not discussed in the dialogues that should have been?

Extra questions to pull from if the conversation lags:
1. Do you feel like you respect officers more after these dialogues?
2. Just the ones in this group, or overall?
3. Do you feel more respected by officers as a result of these dialogues?
4. Just the ones in this group, or overall?
5. Do you feel like you've developed a better relationship with the officers in this group? Will it translate into how you treat each other on the street? How you treat other officers?
6. Did you feel safe to share your thoughts in these dialogues? What helped you feel safe, or what could have helped you share more?
7. What else could be done to improve youth-police relations?
8. Do these dialogues fit into the role you feel you play in the community? How?
9. What youth-related topics do you think are most important to train new RPD officers on?
10. What do you think makes someone an effective police officer? How does this process help officers be more effective? (Possibly trust, communication, relationships with youth, etc.)

Appendix H:
Officer Focus Group Questions

Questions for police, 10/17/13 at 4pm, Gandhi Institute:
Hi everyone, as Doug said, I'm Jamie Dougherty, a researcher from CPSI. Michelle Comeau is here to take notes on our conversation, and you all know Pam who has been at the groups, who also works with us. We are here to discuss what you felt about the youth-police dialogues you just went through, to see if this process was useful for you, how it could be improved, and to get your opinions on youth-police relations. We are also going to hold a focus group with the youth on Monday, and a separate one with the facilitators from Teen Empowerment.

We encourage you to be candid and honest about your feelings so that we can continue to improve these sessions. Our conversation will focus on the dialogues themselves. Everything is confidential, and names will not be written down or tied to anything you say, even in our notes. I will share the report on this focus group with Doug, who will then e-mail it to you all. At that point, if there's anything you want to edit or remove, you will have full opportunity to do so.

First, please complete this survey regarding the sessions you just went through. Please don't put your name on the survey. You do not have to answer anything you don't want to, but we encourage you to complete it, especially because the group of officers is so small that we want to get a wide a variety of opinions as possible.

[Hand out survey and give them 20 minutes or so to complete.]

1. Can we go around the group and say what your job role is in the community? SRO, CPO, etc.? More than one?
2. To get started, on a scale from 1-10, how would you rate the state of police/youth relations in Rochester, with 1 being the worst and 10 being the best?
3. Can anyone describe why you chose the number you did?
4. On the same scale, how would you rate the dialogue series you just went through?
5. Did going through these dialogues benefit you or your work? If so, in what ways?
6. Do you think these dialogues benefitted the youth? Why or why not?
7. Was there anything that you did not like about the dialogues? If so, what? (if conversation lags, ask if there were logistical issues, emotional barriers, etc.)
8. What was the most challenging part of participating in these dialogues?
9. Did your attitude toward youths (or the community) change as a result of being involved in these sessions? Why or why not?
10. Did your behavior (actions) toward youths (or the community) change as a result of being in these sessions? Why or why not?
11. Do you believe this process can truly help improve youth-police relations in Rochester, if more youth and officers participate over time?
12. How do you think these dialogues could be improved?
13. Were there any topics that were not discussed in the dialogues that should have been?
14. Would you recommend other officers participate in this process?

Extra questions to pull from if the conversation lags:
1. Do you think these dialogues benefitted the community overall?
2. Do you feel like you respect youth more after these dialogues?
3. Do you feel more respected by youth as a result of these dialogues?
4. Describe the most powerful experience you had in these dialogues – whether it's positive or negative.
5. Were you reluctant to participate in this process? Excited? Why?
6. Did you feel safe to share your thoughts in these dialogues? What helped you feel safe, or what could have helped you share more?
7. Do you feel like you've developed a better relationship with the youth in these groups? Will it translate into how you treat each other on the street? How you treat other youth?
8. Did you learn anything new about the issues that youth face? That officers face?
9. How do you see this format applying to other settings, especially within judicial systems?
10. What conditions or experiences enable you to forgive youth who might have done something wrong?
11. Do these dialogues fit into the role you feel you play in the community? How?
12. What makes you effective as an officer? Did this process help you be more effective?
13. Possibly trust, communication, relationships with youth, etc.
14. What youth-related topics do you think are most important to train new RPD officers on?
15. What do you think are the root causes of the tension between youth and police in Rochester?
16. Have you done other youth engagement activities? What were they like, and how did they compare?