



COMMUNITY AND POLICE FORUM FOCUS QUESTIONS AND RESPONSES

**March 15, 2010
Hawthorne Suites**

1. What does good police-community relations look like?

TABLE 2

- Relationship not very good
- Children taught to fear police
- Kids should feel comfortable with police
- Everyone should be able to live and function without fear
- Acknowledge historical background where fear comes from
- May be fear of authority
- Need to know why there is fear
- Lack of respect on both sides
- Respect needs to be taught in home
- Respect is an important part of the relationship
- Need to respect in all situations
- Looks like trust
- Believe that other person has interest at heart
- Integrate – police stay in same areas--Police know neighbors/community—like part of neighborhood
- Respect for authority an issue for kids
- Police can't do everything
- Neighborhoods are responsible too
- Visible/genuine effort needed
- Police not serious about positive relations and youth are fearful
- Police should be a part of community (e.g., c-u day)
- Aren't many opportunities for police, community, youth, to talk to each other—needs to be on-going
- Build relationships that are real
- Community should see police as a resource/ally

TABLE 3

- Come together to heal – community
- Citizens can reach out to others to get other involved
- Get to know your neighbors
- Allow more time during Forums
- Residency – police/hiring process for officers – more rigorous evaluation – SRO's need to live in the City & their children need to attend Champaign schools.
- Better customer service
- Make special effort to connect, but still remain firm.
- Police officers visiting elementary schools – let them visit the station.
- More parenting organizations – police officers should have a presences at these meetings
- Find a way to build trust
- Would like the students attending tonight to document what they learned & present the info at school
- ROTC for Cops
- More Community & church groups, more face to face interaction & more relationship building

TABLE 4

- Regular interaction with community
 - Consistency
 - Between city, neighborhoods & police
 - Have phone trees to pass the information
 - Would need a respected member of community to take a leadership role & has a passion for the community to continue contact for the meetings
- Respect: from police at the start of interactions
 - From both sides during interactions
- Acting less on stereotypes
- Be mindful of cultural differences
- It's a 2-way street. It takes the police and the community

TABLE 5

- Transparency
- Open communications
- Level of trust & professionalism
- Problem solvers
- Police more approachable to youth
- Don't stereotype & label youth based on where they live or homes they come from
- Police involved in community other than enforcing the law
- Police should be a part of the community where they work
- Develop relationships within the community
- Encourage good behavior
- Meaningful dialogue between police & citizens
- Community needs to be respectful of officers time
- Police participate in community meetings
- Community to see police in different venues off duty
- Know culture of community serving

TABLE 6

- Team effort – neighborhood groups individuals – access/open door
- Honesty Transparency
- Patrol Officer – knows the street
- Regular constructive pro-active interactions
- Respect each other conflicting parties
- Relationship building activities build comfort with each other (see each other on regular basis)
- No sense of over-policing – not based on just negative relations
- Don't just drive through neighborhood get out and interact
- Cooperation/relationship at the neighborhood level (old community policing approach- just a few people – we all need to be involved.
- Pro-active – not reactive
- Idea – stop an officer and introduce yourself
- Perception – “the police are coming to get me’ (They may be patrolling)
- Pursue positive relationships with kids (everyone's job) create opportunities to make it happen

- More interaction – off duty (humanizing activities) both ways

TABLE 8

- Communication without hostility
- Trust and respect – both ways
- Minimize violence & maximize service
- OK to ask for explanation
- People need to believe police will admit when they are wrong
- Be accountable
- Trust factor
- Police are a large group. Can't treat them all the same when a mistake is made.
- When a mistake is made by police it gets blown up because of belief they won't admit it.
- Because police are entity of "state" authority becomes part of question in admitting mistake.
- Individuals make mistakes and it should only reflect on them.
- Police are under extreme scrutiny & maybe expected to make a mistake
- Feel that pattern of big mistakes creates sense of scrutiny over time.
- Small mistakes get brushed off and that does not create an atmosphere of accountability.
- Every officer is different
- Citizen police review
- Police treating citizens as individuals & not assuming based on who they are with
- Police getting involved with youth before they get in trouble.
- Police show up when there is trouble & not when there could positive interaction

TABLE 9

- Should reflect/mirror community's socio-economic makeup (hire police to reflect it) – from community
- Have direct communication with police dept. address issues more quickly; people need to know how to address the right person
- We all need to work together; we need to understand people as they are & get to know them
- Officers need an attitude to help people understand them
- Hard to have a relationship with people you don't know & stressful/difficult situations make it harder
- Community involvement is important
- Need to get to know each other

TABLE 10

- Wouldn't need them
- Respectful
- Open dialogue continual
- Diverse
- Work together 2 ways
- Police live in communities – get to know families
- Mutual trust
- High visibility in neighborhoods
- Positive life

- Gestures/Movements can be viewed as threatening – adjust radio
- Introduce themselves to residents – City of Urbana
- Build relationship
- Educate children – how to interact/respond
 - Police & all adults
 - Respect to all adults
- Program in schools-
 - No more DARE?
 - Risk watch
- Live in Community – become vested in community
 - These are your neighbors
 - Bring neighborhoods together

TABLE 11

- Regular interaction by the police officers & community; non-crisis situations
- Police officers involved with youth
- Youth better view of police; not as “someone who takes you to jail”; more involvement than that is there
 - Positive & non-positive contacts
- Police speak at schools
 - See them but currently no interaction
 - Come together as a community
 - Pen –to-pen relations
- Currently looks like racial profiling in system; work to eliminate; institutional changes
 - Look at data
- Come together as a whole; too much negativity in comm..
- General perception diff. b/t fire dept. & police – positive
 - =change image
- Image of pol. Changes as kids grow up
- = better pol./comm.. relations
- Need friendly police
- People fear police retaliation
 - Need to be more receptive
- Police may not seem friendly b/c responding to emergency
- Youth members don’t always feel safe
 - There is stereotyping based on dress/look
 - Police should put themselves in the others’ skin – teenagers
- Realize we are all different
- Some police take power for granted (over teens)
 - When they were teens they went through the same stuff – remember how it felt!
- We all have different jobs to do
 - Time we all have responsibility
 - We all need to do our best to be equal & fair
- Need more comm..
 - Not just using sirens to go through red light; have job

TABLE 12

- Trust
- Issues of being a community. Imp. To have familiarity with community – close to neighborhoods
- Be part of the community – not just for ‘wrongs’
- Should volunteer /positive relations
- Mutual respect
- Collectively agree on what both sides want
 - What do we want/not want – collectively agree
 - Common goals
- Want to replicate officers who have good relationships with community; good interaction; interactions b/n age groups appropriate; come into the community & do events with youth, but those are not a “way of life”
- Questioning whether or not police officers are well-fit
 - Recruitment of officers
 - There are aspects of the job as officer like/don’t
 - Similar to teaching – want officers to be there because want to be
 - Police officers have personal engagement with neighborhoods instead of based on ideas and assumptions
 - Areas officers cover can be wide – spacing & can be impossible to meet everyone; officers choose shifts and days

TABLE 13

- Establish relationships, know people on a personal level. It’s different today than before-less respect for police
- There may be a lack of respect across all segments of society. Something has caused a fear of police by youth
- Police do things with younger kids to prevent a sense of fear
- Mutual – two way street recognition of beneficial actions – coming together to solve problems
- Regular meetings between police street or beat level to discuss issues or conflict areas
- Key community leaders working with police leaders

TABLE 14

- It is like the comm., some has progressed more than others
- Certain characteristics; accountability, trust transparency, “go the extra mile.”
- Important to look at where you are. Shouldn’t matter who you are. Top of food chain = good, bottom = bad
- Setting expectations such as education
 - Setting them within certain situation
 - Police feel a person might act a certain way and the person expects police to act a certain way.
- Aligning perspectives is biggest challenge
- Comm. Meeting prior to crisis
- Have had many positive interactions, but that is never addressed
- Comm. Action team is example of good p-c relations
 - This is a positive

- Important for them to know each other
- Good thing in any city is neighborhood watch program – comm. Rep for law enforcement
- Used to be a closer knit city – not the case today
- Used to be able to stop at a stop sign and talk with an officer.
- In our neighborhood & police know people it becomes a two-way road and each can help the other.
- There is always encouragement to start watch programs.

TABLE 21

- More of a common ground youth & adults
- Better communications
- Remove barriers – generational
- Guidance at home for young people
- Walking beats made a difference in the neighborhood
- Officers more approachable
- Proactive in developing relationships
- Respect each other and find something we have in common
- Police interact with parents
- Officer aware of family issues
- Interaction on all levels of the community
- Implied trust
- Respect each other
- Find what we have in common
- Officer is more personal so community can embrace them
- We concept to improve relationships
- Officers assigned to specific areas
- School resource officers working on these issues in school in a small scale
- Recognize police have a job to do
- Officers face challenges with implementation
- What does accountability look like
- Officers approach can be too hard
- Sometimes circumstances don't allow for an approach that is soft
- There are officers all across the spectrum of behavior
- Officer discretion is important
- Are there guidelines that officers should follow starting guidelines
- Give respect to get respect
- Some officers make it bad for others

TABLE 22

- Open, honest & constructive communication
- 2-way communication, community & police both have roles & responsibilities
- Communication – dialog establish relationships that create foundation for future communications
- SRO's help provide venue for communication & bldg relationships
- Diversity on Force
- When we know each other it's easier to communicate
- Trust & understanding builds good relationships

- Media influences
- Stereotypes – can be (-) or (+)
- Used to be more structure for youth from neighborhood, family, community, church
- Younger generation doesn't respect anyone, authority
- Lack of respect
- Kids having kids

TABLE 25

- Personal connections w/ Community in Non Enforcement situations
- Recruitment from the community
- Service oriented
- Police live community
- Partnership – Mutual Respect
- Recognizing each other's roles
- Accountability from both sides
- SRO's – mixed reaction
- Mentors

TABLE 27

- No negativity animosity with community
- Environment of mutual/respect & understanding with both parties
- Police knowing their community
- Residency requirements
- Both parties can communicate (not just in crisis)
- Trust
- Respecting other culture (culture sensitivity)

TABLE 30

- Good police relations
 - Need for better communication amongst groups
 - Regular interaction outside work
 - Seeing more presence in the various community areas – out saying hello – interacting
 - Need to stop stereotyping (e.g)
 - Educating youth about what to do – e.g. don't run when encountering police officers
 - Positive interacting. Don't just get out & stare
 - Educate community on what zero tolerance means
- Be open & honest & make people aware re: zero tolerance (court system - % of minorities incarcerated child welfare, statistics on what is real in community) things going on in the community
- Need for mutual accountability – above
- Be able to address officers – feeling uneasy
- Don't treat adults like children
- Treat with respect – talk & find out what's going on
- Don't go overboard with authority
- Need to teach kids to be respectful

- Small community – Don't blame present residents for past family discretions – can be misunderstood when police do this to relate to the person
- Teach respect for authority
- Allow citizens familiar with those in the area to help diffuse a situation
- Don't harrass youth for just being together
- Need to keep open mind & look at things both ways – citizens/officers (new officers/older, more experienced)
- Look at police/funding that will help the above to have a fix of officers on different shifts & areas

OVERFLOW TABLE

- In town not very good
- Needs some attention
- Seen improvement in response time
- Seen multiple officers responding to menial stops
- Police in community dialogue & relating with community & needs
- Police & community trust visible both ways
- Police officers live within city limits & have more buy-in, more vested
- Diverse – mirror community
- Department needs to look like and have an affinity for the community they are policing
- Police dept. need to understand the culture of the comm..
- An established mechanism to address concerns about policing – need citizens review board
- Policies should be in place & process for dealing with issues should be explicit

UNLABELED TABLE

- Regular interaction
- Ownership/Mutual responsibility
- Involvement – everyone – all ages/segments of society
- Respectful
- Empathy/officers trained (?) to understand
- Regular interaction means – “Clean up community family days”
- (+) interactions/not just negative interactions
- IE – Officer Cunningham – get to know who you are protecting
- Discussion on Interaction
 - Westgate – cookout w/apt occupant
 - Saw PD in friendlier light ie – fingerprint the kids vs. protection
- Education – people don't know why PD do what they do
 - Citizen Police Academy – could PD get info into the school?
 - School Resource Officers/DARE/at HS – traffic
 - ACLU does good job helping PD know rights
- www.naacpcc.org=good resource for interaction w/P.D.
- PD & citizens don't see eye to eye when PD come to do their job
- Most PD do their job well
- Maybe dropping people off/ride
- PD & Comm have respect for each other “We are an excitable people, get loud.”
 - Take second/give us space

- Respect
- Use to be wonderful
- We need to learn who everybody is

UNLABELED TABLE

- Communication, understanding officers, parents & youth, diversity, trust and respect!
- Community policing & interact with citizens
- Take care of our own
- Police ourselves better
- Speak in “same language”
- Agree w/issues that are important to community
- Communicate respect from parents to kids
- Teach youth to interact with police

UNLABELED TABLE

- The black community doesn't know what they have – compared to New Jersey, much worse
- Knowledgeable
- Communication is challenging – lack of internet, communication should be in a number of ways – mail, internet, etc,
- Last forum – police appear to shoot first/ask questions later
- Black community not part of power structure
- Representation in Power structure by blacks
- Black folks vs. power structure
- Police protect property first – then people otherwise gun wouldn't get pulled
- Police have to protect themselves
- Police are from rural communities - % of minorities in town should be reflected on force
- Police and citizens working together to identify problems and implement solutions.

UNLABELED TABLE

- Contact with citizen that's not related to enforcement
- An opportunity to learn what people cared about
- Having open-minded conversation
- # officer who parked their cars & walked through the community & talked to people. (Local community contact)
- Talking with kids
- No trust & no respect
- Churches need to help
- More contact with kids, better contact when it's not an emergency
- All of us need to work harder at teaching kids that police are there for a respectful reason: Has to begin with parents
- Maybe have to introduce something in school system about role of police officers
- Police need to come across in a more friendly demeanor/smile, waves, says hello) Stop, look & listen
- Have police be a help like Officer Cobb who helped me with tutoring
- Police respond to youth in a gruff way, as if they are doing something wrong.

- Police should not respond as if there's something wrong when teens are gathered
- Police judge people by their last names – Idea: student staff basketball game i. e. police/youth activities

UNLABELED TABLE

- When you come with your gun on – you already put up a barrier!
- Black & White but it has to be more due to different groups
- Police are there to serve and protect the community not pay attention address or how you look (comfort level)
- Have had a good experience –officer was accommodating
- Training is important – had good relationship but asked why – had family members as policeman.
- Very influential is the family experience with police – someone has to break the cycle
- It may mean that there has to be some family who had a good experience
- Regular interaction in non-crisis situations
- Interactions with community
- Get to know people
- Relationship can happen with longevity to area
- Have to change perceptions at local, state levels
- Racial profiling!
- Look at problems already cited
- Not just what people are saying, they are facts – ie. Being stopped while driving!
- Transparent communication numbers can get scewed by different stops.
- When a ticket is written it would be good for people to ask questions
- Tabulation stops – looking at race – and # of stops.
- Ratio of calls for service!
- You have two different calls – calls to house v. vehicle stops
- Our community is multi-racial
- Black youth don't trust officers!
- Need more racial diversity on force

UNLABELED TABLE

- Communicate actively regularly
- Trusting relationship
- Parent advocates/show support
- Develop good relationships
- Fair & honest
- Recognize problems within (racial profiling, policy, assignments, leadership)
- Reciprocating knowledge of problems
- Knowing limitations (law)
- Disseminating law (youth)
- Able to mediate
- Fair practice
- Reduce hostile environments

ELECTRONIC SURVEY

- Officers working with the community to address problems based on mutual respect. This cooperation must be based on trust the police have for the

community and vice versa. Police must respond to incidence with the citizen's best interest in mind. All reports should be taken seriously no matter how seemingly trivial or unimportant they are. The citizen would not have called the police if they did not feel there was a reason for concern. To often a negative experience with the police will result in the citizen not reporting future problems because the citizen feels the police will be unable or less than willing to help in the new situation. This might even lead to dangerous actions by the citizen in their own pursuit to solve the problem. This break in information has great potential for inhibiting the pursuit against crime and should be avoided by having the officer display general concern for the victims and their issues. A citizen should feel safer after interacting with the police; not confused, disrespected, or as if their issue does not matter. In response citizens should be forthcoming with pertinent information and encouraged to take a more proactive role in aiding officers. Citizens often feel that it's not their responsibility to report something if it isn't happening to them or they feel that someone else will report it so they don't have to. Citizens should be informed through various media that it is important they take an active role in helping to fight crime. This media should appropriately inform the citizens of safe ways they can help officers. The driving factor in good police-community relations is communication coming from both the citizens and officers. This could be seen in many forms, whether it be an officer returning the call of a concerned citizen about a report, more readily available media about crimes in the area etc. In whichever form the communication comes it must be performed in a respectful manner so as to maintain a good relationship.

- Lack of fear of the community police and the police department; high level of trust between community and police because truth is always told and transparency exists rather than the system of circling the police wagons when the police are questioned. It would be refreshing to witness a Champaign police officer smile and wave at any time whether sitting/driving a police car or mingling with the citizens. They come across as WWII German police. What are police barriers to good police-community relations, and what steps can be taken to eliminate those barriers? Attitude of the police department personnel from top to bottom, especially leadership at the top. The intent to build better community relations simply does not exist within the department nor the city leadership or this would have happened decades ago. This problem of barriers has been in place for decades and has not improved with the new leadership. So one ought to analyze who has been in place the longest in leading this community and then trace forward why this situation has not changed.
- Good police community relations would entail A comprehensive, ongoing community relations program. This program would help improve the quality of life in their community, including crime prevention, employment, environmental programs, clean-up and beautification, recycling, and restoration. Good police community relations starts with a liaison between the police department and community. There should be a representative from the Police department from each district as well as a community volunteer from each district. They should hold meetings at least quarterly, if not monthly to discuss issues affecting the quality of life within their respective districts. We, build a bridge that enables

residents and law enforcement to communicate, collaborate, and work together to build safer, more caring communities

- Good police community relations involves a. multi-functional liaison for the community's residents, local business owners and the Champaign police department. b. each district holding monthly or quarterly meetings to discuss issues affecting the quality of life within their respective district with community members. c. programs build a bridge that enable residents and law enforcement to communicate, collaborate, and work together to build safer, more caring communities d. accountability to the public Public accountability involves: 1. the conduct of police officers and how they treat citizens – this affects public perceptions of trust, fairness and legitimacy 2. police performance and the quality of the service they give – this has an impact on public perceptions of confidence and effectiveness

2. What are police barriers to good police-community relations, and what steps can be taken to eliminate those barriers?

TABLE 2

- Racial profiling – right rate – statistics
- Majority of violent crime in 1 area
- Loitering laws enforced differently
- Issue with inequity, not authority
- Police may fear groups
- Stereotyping – e.g., vehicle, clothes, etc.
- Problems happens when children are not supervised

TABLE 4

- Misperceived images within community
- Guilt by association
- Lack of respect based on an image
- Customer service
- Officers being able to adjust to the situation
- Need educating the youth & community on practices because real life & T.V. are different.
- Community needs to do ride-along's to see what the police do.

TABLE 5

- Police barriers are time & work schedules
- A negative experience with one officer causes negative perception of all officers
- Preconceived notions
- Lack of trust
- More interaction in community
- Ride with a police office for further understanding
- Better understanding of what officer's job is
- Understanding of police procedures
- More respectful of officers

TABLE 6

- Negative perception on both sides

- Pre conceived notions – both sides
- Overcome history
- Fear on both sides
- Respect position of officer – what is he/she walking into? They are human beings
- Funding – officers don't have time to volunteer – need \$ resources
- Police officers are part of community (bring the family out)
- Mentoring program? (time is the challenge)
- Joint projects – service club such as D.M.B & G. C.
- Lack of flexibility in Police Department – time & interests don't fit paradigm
- Writing grants for community policing
- Incentive program to volunteer (in community)

TABLE 8

- People are afraid to talk to police because there might be repercussions
- Helpful if police lived in Champaign
- Resources/time to interact for police officer
- Use of racial profiling as a policing tool. Being black makes someone a suspect in eyes of police.
- Community requests for more protection result in perception of racial profiling
- Getting stopped for having same clothes unfair – only so many places to buy clothes.
- Complaints in Garden Hills about walking in street, but there are no sidewalks. They are not trying to cause problems.
- Inadequate complaint process is a barrier. People don't know what happens to complaint. Plus, no copy is given to them.

TABLE 9

- Internship program in comm. For police to get to know people.
- More police involved in youth activities (DARE)
- When people know officers, police can call on community to help
- Minority youth don't always have a good relationship with police so they grow up with that mindset – youth believe police are there in negative way
- Children can be unfairly judged for the past of their parents
- Minimize intimidation image- the vibe they give off
- Hard to have a good relationship when it starts that way; hard to trust people who treat you like that (disrespected)
- We need to learn from police too, to better understand their jobs
- Parents teach children to not trust police because of their negative experiences
- Officers need to be more friendly; less air of superiority
- Stereotyping (where you live, car you drive, profiling)
- Stop double standards – treat people the same way for same action/behavior even-handed
- Police judging youth & treating them based on things like clothes, who they are with, etc.
- Racial profiling; documented disparity in treatment (stops, etc) by race – this is well-documented, but how is now different? Lack of accountability
- Lack of transparency

- Officers are human – people need to accord them some leeway for mistakes & “messaging up” (long shifts, bad days, etc.)
- Police really need to make a connection to youth
- Police are not always right; they can be wrong too

TABLE 10

- Police don’t realize how they are perceived
- Adult/peer influences against police
- Have to walk a fine line –
 - Make quick decisions
 - Uncertain how interaction will go
- Profiling – fear that will be profiling the wrong way
- Police fear – any situation can turn dangerous
 - Takes time from building relationships
 - Police can be wrong
- Teach people to respect the authority of the officers
- Everyone treat people as individuals – both Police & Citizens
- History is a barrier – local & national – have to learn from it.
- Respond in overwhelming force – Do they have to come in a pack?
- Change perception – why are certain police policies & procedures in place?
- Process the whole situation – may be more to situation than you know
- Lack of communication
- Police acknowledge when they make mistakes

TABLE 11

- Communication
 - Need more open-explanations of incidents
 - Can’t always give details to bystanders to protect privacy
- Don’t know everyone in comm.
 - Will be direct for people’s safety & comfort (officer – member comm.)
- Police officers should live in the comm. (Champaign)
 - Encourage them
 - Encourage minority hire
- “Community barriers/perceptions come from institutional problems” = bad image
 - If not listened to, why talk?
 - Perception still there even if does a great job
 - City council limitations
 - Decisions made by city officials

TABLE 12

- Only certain # of officers covering large area; as officer, go from call-to-call, then type up reports so make it difficult to meet & greet; min. # of officers to cover; often can’t give as much time as like to – fear scarce resources
- Officer should come to community & allow to ask questions, etc; Country Brook – drugs, loitering, no-residents stealing, taking over community; feel extremely unsafe – shouldn’t have to live like that 0 need to know who’s coming in & out of housing – security risks
- To overcome, talk to people (w/in community – know neighbors)

- Country Brook large space, imp to have security guards; we have resp. as best we can to educate one another so we're not a prob for police; need to be diligent about being accountable for ourselves; only so much police can do – need realistic expectations
- At certain complexes, have security stations to eliminate concerns of safety.
- Country brook privately – owned – up to owners to do security
 - Being privately-owned, certain level of resp. owners have to take on; need to govern w/in community not good relationships.
- Scare resources – fear – social issues – restricted service areas: how do you eliminate these barriers?
- Too small police dept – gets harder to address crimes
- Build relationships with community – out of uniform; issue when police don't live in the community & don't spend enough time there.
- Stereotypes/marginalizing neighborhoods & individuals based on perceptions
 - Same for police – indiv.'s will say don't like police

TABLE 13

- Lack of diversity training
- Poor understanding of different communities, cultures
- Parents may not provide appropriate guidance to youth about relating to Police
- Lack of positive reinforcement when faced with bad behavior
- Lack of resources means things get prioritized
- Area of responsibility is too big – can't spend as much time to deal with things
- Really good at getting things done but poor customer service
- Not enough police officers

TABLE 14

- Police need to speak up
- One big one = on-going investigation not always at liberty to discuss and comm. doesn't always understand
- Some officers don't always present a friendly face or they may not feel their complaints heard.
- Lack of transparent process of police actions In a transparent process:
 - Shouldn't behaving to face police if making a complaint
 - Need to look @ from govt. perspective-checks and balances. There is a certain mechanism.
 - No comm.. review board
 - Citizen review board = little power
- Better way to look @ process?
- Fear of comm.
- 2 prong: fear-officer, fear-comm.
- Start @ the beginning. Introduce in elementary ed.
- Build relationship from a younger age
 - Get to work with the police
- If there is an area where you know you have a problem. Officers should concentrate on that are to help resolve the area.
- (P) that's where we try to focus efforts, but turn into complaints

- Maybe send to church every once in a while
- Don't really hear much about the bad officers
- Public should oversee what police do
- Need to have police-com
- Demographics have really been twisted
- May need to work beats to know specific area
- Joint efforts between police and neighborhoods
- Most Champaign police don't live here and it might help if a lot of the police live here.
- Response:
 - Huge applicant pool
 - Ppl become deterred from applying limit
- Same situation here is happening all around the country

TABLE 21

- Police have a brotherhood
- Defending themselves becomes Priority #1
- Are they open?
- Tradition – it breeds presumption
- Training police & children
- Retraining all around
- Children challenge
- How to interact with officers
- Being open to the communities opinion
- Officers have presented in schools
- Not much academic importance
- Education on how to interact with police
- Unfortunately, edu often comes after a misstep, either ofcr or citizen
- Integrating police-community rel throughout the school day to help reinforce
- Train students to get the message out

TABLE 22

- Recognize police may have info that public doesn't that may influence how they respond to calls, issues.
- Not enough officers – hard for officers to establish relationships when running call to call; not enough time
- Lack of trust, hard to build relationships & communicate openly
- Some communication viewed as “snitching” so kids won't talk
- Police have emotional barriers – always in crisis mode.
- Diversity on force –need more

TABLE 25

- Police need to be seen policing self
- Lack of Accountability especially on small things
- Lack of accountability from family/parents
- Negative history
- Education on both sides
- Equal treatment all kids from all neighborhoods

- Explain why we do what we do
- Limit number of squads on stops
- Peers hold each other accountable

TABLE 27

- Police don't trust community/community don't trust police
- Educating community on police procedures
- Use organizations & churches to help connect barriers
- Education youth on conducting with police
- Mingling with community
- Society interact with community picnics, baseball, basketball
- Integrate more into police
- Don't wear uniform all the time. i. e. Champaign/Urbana Day
- Race & Gender
- Residency – go to work and to live. Unit 4 district
- Being more active in community activity
- Police have to protect their families – reason to stay in other communities

TABLE 31

- P & D
- Discuss/educate kids on practices
- More community focus dress down
- Be more open-talk
- Adjust to the situation
- Let people know you are aware of issues
- Let people know how you plan to implement & make commitment to change

OVERFLOW TABLE

- Lack of trust
- History
- Not residing within dist.
- Lack of genuine concern
- Poor climate & soft issues (National awareness=state of war, values of dept., local issues) that plague the department
- Police culture
- Lack of training or exposure to citizens with different needs
- Relationship perceptions (communicating how you are policing diff)
- Great tolerance for the same group
- Affinity group (from same community, econ, ethnicity) vs. no tolerance for those who don't
- Latitude

UNLABELED TABLE

- Seeing eye to eye – police- when we see/we think bad
- 60/40 excessive use of force
- Not enough communication
- Negative communication
- Poor judgement
- Lose stereotypes – look at a person as an equal, lose attitude
- Look at each others as =equals

- Just be nice
 - Listen
 - Be respectful
 - Don't cut each other off
- Be nice is a 2-way street
- PD don't know whose right/wrong
 - "Pigs" name calling they must contend with name calling
 - Let PD do their job if it doesn't involve you step back
 - Do not interfere unless it involves you
- To control other you have to be in control of yourself – everyone's responsibility
- Need to train citizens ie Respectful community training
- Schools use to reinforce this
 - Respect
 - Share
- Lack of cultural diversity/sensitivity training
 - Go through the guide step by step; NAACP Resource Guide – download hard copy
- Youth note they would ready but not do
 - Feelings have nothing to do with obeying law

UNLABELED TABLE

- Stereotyping based on appearance
- Stereotyping based on speech/language
- Stereotyping based on generations (family members)
- Kids aren't taught to be respectful
- Getting past historical issues
- Increase patience and tolerance by police
- Understanding the culture better & lingo
- Overcoming biases
- Improved communication by police – ex. Explain policies, procedures & process
- Honesty from police re: purpose of stop
- Treat people with dignity & respect

UNLABELED TABLE

- # of people coming into community and leaving make community policing challenging.
- Police are considered the problem
- Anyone, including police, who shoot someone unarmed should be considered committing crime
- Police driving into community to work and then leaving to go home – problem
- Police v. community struggle hard to undue
- Knowledge and diversity of police – if you don't know people – it is challenging
- Improved communication – let folks know what is going on.
- Tone of voice that is used –
- Knowledge of how community wants to be policed.
- Better priority of laws – some laws are over-policed especially with non-violent offenses

- Diversity training for police and community – not understanding causes a lot of problems
- Blacks want to be outside celebrating – not a crime

UNLABELED TABLE

- Parents learning respect of cops – begins with early life experience of youth
- Look at relationship between police and adults
- Lack of respect begins in the home: Respect btw parents & kids, parents & police, parents have to earn respect: Problem of kids having kids
- Mental health issues of youth. Kids are relationally oriented. Kids do well when they are connected to people

UNLABELED TABLE

- Plays ball but when you are responding to a call no time for interaction that citizens want
- Are there confidentiality issues if you see handcuffs that is not the sum total of the situation. There are laws to be followed
- Police chief prior would talk to people
- If there is a firearm present you are going to get scared!
- You have to think logically before acting.
- It all goes back to positive interactions!
- Out of an 8 hour shift are there hours dedicated to community interaction that is positive
- 4 ten hour days can produce added stress
- Some people be dedicated to just being there to interact with community
- There are opportunities but maybe we need to increase – never hear the good
- Marketing yourself need more so families know
- Some are afraid to go to all black areas – is there training
- Hiring more minorities to bridge gap because military experience can help
- There is a method used to learn your patrol area
- You have officers who are doing things to kids – shakedowns.
- Illegal searches –not he needs his job!

UNLABELED TABLE

- Barriers
 - Educated public about law
 - Stereotypes/biased prejudices
 - Policy
 - Perceptions influence interpretation
 - Willingness to entertain there can be a problem
 - Fear/unknown situation
 - Stress/pressure
 - Call to service
 - Categorizing
 - Police calls
- Steps
 - Educate
 - More forums
 - Policy available to public

- Investigate concerns with policy/staff
- Training
- Honesty from people in power
- Education

ELECTRONIC SURVEY

- Poor communication-Discuss with citizens what actions are going to be done to address an issue. Officers should leave a situation making sure the citizen feels the police will actually make an effort to solve the problem. Return calls of concerned citizens. Why give out a report # for the citizen to inquire about when all that happens is they leave a message that never gets answered? This leaves the citizen feeling like the police don't care. Why would the citizen want to help the police in the future? Answer every question. Even if a question seems unimportant or attacking it is better to answer it then ignore it or snub it. If the question is attacking, the citizen probably already has some negative feelings towards the police that will just be increased with a disrespectful response. At worst a thoughtful answer will not change the person opinion, or at best it will erase some of their negative opinions. Disrespect for citizens- The citizen should not feel that the officer thinks they are better than the citizen. Do not talk down to citizens or make negative comments about appearance, living arrangements, etc. Do not patronize citizens. Attitude and appearance- Officers should appear professional and positive when helping or dealing (positively or negatively) with citizens. Positive or neutral facial expressions and mannerisms. They should never be negative or rude unless dealing with an uncooperative criminal. When dealing with children and teens this is especially important because these young encounters will create the opinion they will hold of the police into adulthood.
- Change the lack of intent to improve relations; change leadership throughout the city administrative staff, including police; listen and act upon in a positive direction suggestions and comments put forth by those most impinged upon by the present policing environment; stop just talking and walk the walk.
- The Community expects accountability. Barriers to good police-community relations include: a: the conduct of police officers and how they treat citizens – this affects public perceptions of trust, fairness and legitimacy b: police performance and the quality of the service they give – this has an impact on public. c: lack of accountability for actions taken especially when perceived by the community as the "police department is hiding something to protect their own."
- The Community expects accountability. Barriers to good police-community relations include: a) the conduct of police officers and how they treat citizens – this affects public perceptions of trust, fairness and legitimacy b) police performance and the quality of the service they give – this has an impact on public. c) lack of accountability for actions taken especially when perceived by the community as the "police department is hiding something to protect their own." Steps that can be taken: (a) Have strong accountability measures that enforce proper and professional police conduct. Doing so will prevent police behaviors that provoke problems with the community (b) promptly identify

conduct issues and/or problems and address them if they do occur. (c) Create and share with the public policies on racial profiling and car stops (d) Keep accurate and Systemic records to determine what is actually happening on the streets. Make if available to the public if it is not. If not already in place, put a strong civilian board in place so that appointed or elected citizens can help investigate and resolve such problems that develop.

3. What are community barriers to good police-community relations, and what steps can be taken to eliminate those barriers?

TABLE 2

- Need adult involvement with kids
- Neighborhood attitude – everyone looks out for each other
- More surveillance in some areas produces >stops
- Doesn't have a good understanding of how police work
- Fear of police
- Police make mistakes
- Police attitude
- Be sensitive to words they use
- People communicate differently
- Police barriers-people don't know what they do & how they do it, why
- People can use citizen's police academy & ride alongs
- Michigan – police academy for kids, 12-17 year old's – builds relationships.

TABLE 3

- Community barriers
 - Racial profiling
 - Get beyond issues of the past (healing)
 - Negative media attention
 - Squad cars/ PD resources
 - No true neighborhood
 - Follow-up from NSD & PD on neighborhood issues
 - Unions
 - Information sharing
 - Better customer services PD
 - Understanding
- Steps
 - Foot patrols (relationship building with police)
 - Neighborhood relations with Police
 - System that promotes constant interaction with police – positive, not just in crisis.
 - Sensitivity training for police
 - Peace officer concept (open community dialogue)
 - Acknowledge role of officials to handle situations
 - Proactive/Preventative Policing
 - Bike patrol
 - Healing of community – citizens & police

TABLE 4

- Community isn't communicating with one another once they are educated
- Disrespectful girls
- Church needs to play a more proactive role in going out into the community to educate
- Churches, volunteers, pastors, etc. need to get into the street and work the streets to pull the community together
- Teach people how to act in a space, what is safe
- Lack of leadership in the community
- Communicating with the youth to educate them
- There is a disconnect in the community
- Intimidation within the community by criminals of other community members
- Need more community policing. Policing our own neighborhoods.

TABLE 5

- Lack of understanding of police policies
- Trust officer is working on your behalf
- Stereotyping both ways
- Lack of communications
- Ride with an officer
- Parents teach kids how to respect officers
- Better marketing by P.D.
- Letting people know what positive things doing in community
- Two way communications at times when there is not a crisis

TABLE 6

- 25 years ago...history of heavy-handed policing
- Culture of mistrust
- Facts don't come out timely and completely – not transparent
- Rumor, mistrust results
- Ask questions – educate ourselves or police role
- “Walk in my shoes” (like touch a truck)
- Get rid of stereotypes
- Both sides elevate each other
- Hidden agenda – “come around when the camera is not on”
- Officers respond “as trained” can't let guard down [need regular non-confrontational interactions]
- Robo-cop image
- Race and racism needs to be part of police training and community forum
- Blue eyed-brown eyed training (Jane Elliott)

TABLE 8

- More African Americans need to file complaints when they have an issue.
- There are people that have no respect for authority
- Lack of knowledge of the law. Need to educate – especially young people-about their rights. (what you do & don't have to do)
- Result of profiling is to resist – not going to take it anymore
- Officers need to go into schools to educate not enforce – how to interact with police class

- All issues center around race – how do we break down barriers
- From 14-17 years old there tends to be more frustration and anger
- Lack of trust in Police to allow a conversation
- Parents teach their kids not to talk to police
- Have to communicate with people on their own turf
- People need to understand police better

TABLE 9

- We can talk a lot but we have to do, just do
- Community does not trust; relationships build trust
- Our experiences are part of our history. We need to balance today with the past
- More social skill training to understand people who are different from you
- Shift from role of parent to police & other gov't agencies
- Help children to learn there are consequences for their actions
- Parenting assistance & mentoring
- Help youth learn how to interact with police (be respectful)
- We need to change attitude (youth mirror what they see)
- We need to report probs w/police
- Schools to implement extra-curricular police classes – how to interact
- Community respect
- Reaching out to build a relationship
- Defensiveness you feel – feel like you've done something wrong
- Don't know enough
- Understanding process: law enforcement/criminal justice
- Misperceived in TV/movies
- Willing to trust/train our children
- Learn from history & move on
- How do you teach children to trust someone you don't know?
- Community of one
- Having more events in your neighborhood – get to know your neighbors
- Neighborhood watch-official or unofficial
- Set expectations for neighborhood residents
- Come to meetings positive – say thank you to police for positive things
- Citizen nominated Officer of the Month
- Comfortable to have police working w/ similar communities they're from
 - Ex.: Armstrong – Champaign
- Stereotypes:
 - Immediately occur from comm. & police both
 - Don't know what to believe
- Shouldn't have to change who you are
 - Don't expect this
- Pay most attention to most important needs
 - Prioritize
 - Ex. – attention to fight over a ticket
 - Misuse of police
 - Ex: - not a taxi service
- Not feeling safe

- Not listened to
- Also no saying sorry; accountability
- Barriers on both ends
 - Ex: even if the majority of time “is us,” don’t stereotype
 - Ie. w/bystanders
- Cautious of what will happen next during an incident (ex: shooting)
- Sad that the avoidable happened – ex: the shooting – police didn’t need to take it so far
- How could just have a gun slip with so much training?
 - Hard to grasp these actions
 - Take feelings to consideration
- We ALL want a safe place to live
 - Act for your own safety too
 - Ex: walk home alone at night
 - We all want the same thing; often forgotten
 - Diff. perceptions of what is important
- Too many tragedies
 - We need to safe
- Difference b/t treatment of Af. Amer. Youth vs. white by officers
- Say exactly how you feel, don’t be afraid
- Police want more openness from the community
 - = can take important steps with this
 - People are afraid of police ex: retaliation
- You can always call with info anonymously to help the police help you
- Need cooperation; an officer is one person
- More comm. members involved in orgs. Needed
 - “more step up to the podium”
 - Hold all officials accountable ex: even elected officials
- Individuals need to work together

TABLE 12

- Trust, fear; youth become uneasy when learned would be sitting with police at forum – uneasy at thought of coming here – opened up discussion about past interactions
- Youth view police negatively; give youth info of what the police role is – here to help & protect you
- Community needs to come together to solve issues
- Are we lacking resources?
 - Education; is there a position for community relations within schools?
 - Much history between police & black community’ children naturally fearful because of media/history
 - Incident that happened this year made neg. view of Police more pervasive
 - Brought it home for people – “I Hate Champaign Police Facebook Page” is a result
- When young, easy to attach emotion to anger – easy to do at young age – need more education & dialogue; understand police provide a service & not fear

- Need to see across nation that there's equal treatment towards black youth; retribution needs to be demanded when "accidents" occur, such as shootings, beatings, etc.
- Youth experiences – may not know law, but know when being mistreated; all kids recognize is the assoc. emotion, the experience.
- At DMV, pulled over (in car) by office, notified there was robbery on Springfield – someone on foot; officer wanted to search vehicle
- Racial profiling (stopped with no real explanation – misc/petty reasons for being pulled over – tag hanging off car/windows claim to be too dark, etc. – too many neg. experiences

TABLE 13

- Churches, parents & community should teach respect for authority even when people felt they are in the right.
- Not enough opportunity to have a positive exposure or relationship with police.
- A step to remove barriers have interactive role playing exposures (not lectures) for youth
- Stereotyping of police
- Lack of punishment due to reality of police officers

TABLE 14

- Can take what we say the police do wrong, we need to recognize we do wrong too.
- Need to be more involved for things to be done differently
- Trying to get ppl involved for 200 years
- No one looks at the big picture
 - Basics to draw conclusion from
 - Need to build more rapport and integrate into schools zone.
- In business if you have a good experience no one tells anyone, if negative experience usually tell others.
- Need to create praise programs rather than criticism programs
- Keep having meetings like this
- Issues are there w/ or w/o tragedies
- Police need/are helpful beyond the call of duty.
- Police advisory group is good but may be more beneficial to have a student advisory board.
- Needs to be a youth version of today – get their ideas together and get a dialogue going.
- Needs to have more info about agencies and resources for comm.
- Has to be an on-going process and need to talk about what's going on.
- Ppl of the comm. @ bottom of food chain may not feel a state in P-C relations. Barrier on comm. side
 - Fear retaliation after a complaint, keeps people quiet

TABLE 21

- Exactly the same – education
- We have to co-exist
- Animosity

- Hard to take emotion out
- Officers may have issues community is not aware of
- It's not one sided
- We need each other
- A basic relationship
- Sincere effort
- Explaining why conflicts are still there or having a regular conversation
- People have been offended repeatedly
- Can't have society without law enforcement
- Society needs to adjust to what to do
- Must give respect to authority
- There are channels if there is a problem
- Irresponsible media coverage
- Sets a negative precedent
- Police don't do a good job of public relations
- Other community agencies have a role
- Youth face much more difficult challenges than before
- Much more exposure
- More effort in relationship issues by officers
- Youth perspective

TABLE 22

- Stigma assoc'd w/ snitching
- Kids, others need to get to know the officers
- Continue/grow Garden Hills initiative – Community Matters & NAT – bring in more partners
- Television & media portrayal of law enforcement isn't real

TABLE 25

- Babies having babies
- Parents & community need to be mentors
- Accountability of community
- Recognize Police resources
- Unrealistic expectations on police
- Negative history rehashed
- New track record
- More parental & community action mentors

TABLE 27

- Parenting
- Negative communication from community
- Affiliation with negative company
- How do we deal with anger
- No respect of any adults or authority figures
- Trust on both sides
- Fear – Intimidation
- Do right! Teach youth, better examples

TABLE 30

- Community responsibility to educate (zero & /what not to do) e.g. – know the laws
- Parents work with kids/head of officers work with officers
- Good cops/bad cops – how you handle the situation

OVERFLOW TABLE

- Model beat cop – community policing
- Problem solving model
- Police as mentors
- Community engagement
- For younger cops – learn more about history of police/comm.
- Policy – residency – home rule
- Training of officers about the relevant

UNLABELED TABLE

- Discussion on NAACP “list” Resource Guide”
 - Why not want to take the wisdom?
 - May not use the info – wisdom is a barrier
 - We may need to adapt resource – learning ST
- If you’ve had a bad experience w/ PD you may not want to participate
- Understand the Limits on what PD can do, “Take Him to Jail”
- Try to offer resource but only want child remove
- Other agencies reinforce problem
 - DCFS – “Parent grab child – end up in jail”
 - Touch/Kid Say: If you touch me/ can you(PD) do something with my child?
- To Eliminate Barrier
 - Let kid go to (Give parent down time)
 - In high school – took us to prison –field trip. They did not glorify being locked up
- Education right on Citizen
 - Limits of PD – ignorance of law is no excuse
 - If we don’t know
- Show police officer respect – no lip. PD offer respect back

UNLABELED TABLE

- Teen pregnancy = young parents passed down through generations
- Stereotyping the police
- Increased “+” contact with youth
- Increased interaction with youth through sports activities
- Educate community about the role of police
- Lack of education about policing! – how, what & when
- Better understanding of how neighborhood wants to be policed!
- Interactions by police should be behavior-based
- Mutual agreements between police & community on the rights of citizens, ex. Calling parents, asking for attorneys, etc.
- Be more cognizant of special needs citizens

UNLABELED TABLE

- Community should handle issues among themselves – example – loud music, direct communication, don't call police
- Hard to define community –
- We should be able to “call out” kids without thinking they have guns
- Community = black people in north end – this group defined community
- Community should be defined as citywide
- See 2 or 3 kids together – assume up to no good
- Feel like you can't ask police questions because they are authority figures
- Kids run because they are afraid not because they are doing something wrong
- Kids should be taught to go to police
- Data shows people should not cooperate with police
- We teach our kids to be afraid of police – part of problem
- Enough data – we should be wary of police
- Parents need to get past their discrimination of police to teach their kids the right way
- Parents need to teach kids police have a job to do.
- Police be respected – kids be respected
- Police should talk to kids in a nice way – way they want to be spoken to. – same
- Kids should feel that police are their friend

UNLABELED TABLE

- Approach youth differently
- Cops have to balance demand from citizen for order with demand to be more community responsive
- Police to be cognizant of and incorporate understanding of teen issues (i.e. development, school hours, lack of activities) Participate in developing more activities for youth funding
- Police agency becoming a catch all for schools, families
- People disobeying the law
- Get cops engaged with kids
- Churches can have their community get out & work with kids
- Get out & work with kids
- Schools mishandle situation
- People have to understand what info police may have been given
- More citizen ride along
- Media is a barrier
- Human Resources training for police
- Past histories/memories of events/incident

UNLABELED TABLE

- Take responsibility for your own community
- We should be responsible for our neighborhood
- In the housing – we held a lunch time – officers come and ate lunch
- Have lived in areas and had a way to report illegal activity
- How do we as community come to a point where we can tell w/o repercussions
- Set up neighborhood watches its taking back control
- Had an officer come to explain law – so parents have to take responsibility

- How do we help the police with children or youth out after curfew
- State has taken authority from parents to discipline their children
- It is the presence but there are more things going on in families today
- Bring all parties together – schools, parents, police, others

Breaking the cycle

- Most of the kids in trouble had parents in trouble – address the cycle so it can change
- Figure out a way to teach those who have parents in trouble that there is a better way
- # of prisons being built – you have a lot going on
- Catch them early – mentors
- If you look at students who are being retained at grade level – large % of African Americans
- TV has distorted the view of police work
- Try not to harp on past injustices – try to focus on what I can control – it is hard to not remember
- With this new incident it took the community a long time to learn what happened
- When you are not directly involved in investigation you didn't have any information
- So how do we get change!
- Is it possible to get to know officers who are responsible for an area. Same officer in area
- I used to have a phone and I handed out my card – but I don't have the phone

UNLABELED TABLE

- Barriers
 - Automatic conflict w/ being black and a police officer
 - Inexperienced parents
 - Responsible for self-policing
 - Community center
 - Intimidation
 - Poor communication
 - Disrespect
 - Community not holding self responsible
 - Village is not what it was
 - Neglected areas
- Steps
 - Community liaisons
 - Partnership w/ grass roots (churches, schools)
 - More emphasis on parenting skills
 - Increase programming & centers
 - More money into youth activities
 - “Good neighbor” program
 - Live in community

ELECTRONIC SURVEY

- Poor awareness and education- The community is often unaware of what they are able to do to help the police. Better media is needed to inform the community how

they can help. Many people are unaware of how to communicate with the police and fire department other than 911. For those that don't have an emergency they may not call because they don't have the # or they do not realize the police will help with non-emergencies. Giving out refrigerator magnets each year with non-emergency and other numbers would help. What is an emergency? The definition can vary depending upon the person. By making the public aware of what is classified as an emergency may reduce the amount of emergency calls that are not real emergencies and allow police to respond more appropriately.

- Community members may observe what goes on in their neighborhood but afraid to serve as the eyes and ears to the police. Lack of time to participate in meetings. Lack of resources Nonverbal Communication Facial Expression Tone of voice Eye contact Touch Personal Space Territoriality Time Building Trust through effective communication: learn to listen and understand, not to challenge or persuade Take turns and listen to facts and feelings, for both are important.
- The community sees these items as barriers: a. misconduct and corruption b. usage of physical force, tasers, etc. when unwarranted. b. racial profiling stop and search c. lack of effective communication d. lack of knowledge or being informed. On police service delivery, police authorities and their community engagement role public reassurance lack of effective communication. Police need to learn about their constituents and their needs and community needs to learn more about the Police Officers

4. What issues are youth facing, and what suggestions do you have for overcoming those issues?

TABLE 2

- Jobs, jobs, jobs
- Job Training programs
- Criminal record impact on ability to get job – shouldn't have to pay rest of life
- Work with employers
- Drugs
- Education
- Lack of parenting & discipline
- Parents are afraid to discipline
- Children are not prepared to be parents
- Kids with involved parents are more successful
- Getting parents/kids services they need
- Mentoring
- Talking is progress – this would not happen somewhere else
- Find ways to keep the conversation going
- Forums at schools – mandatory for kids/parents
- People carry things from history
- Kids know what disrespect is, but not respect
- Need to build on strengths in the community – a positive approach.

TABLE 3

Issues

- Isolation
- Lack of access to services (awareness)
- Peer pressure
- Low expectations of youth from white institutions – youth now have low expectations
- Lack of parental involvement
- Lack of supervision
- Stereotyping of youth
- Lack of resources
 - Law enforcement – refer youth to needed services

Suggestions

- Goal setting
- Mentors
- Youth leaders, Role models
- Job growth
- Celebrate positive cultural heritage (more than 1 month) Everything
- Acknowledge contributions of blacks on whites
- Parents are key
- Exposing kids to different environments

TABLE 4

- How the youth dresses
- Do the kids know they're suspect?
- Do they care?
- Their overall appearance
- Where are the parents?
- Children are having children
- Single parent homes
- Parents who have dropped out have had trouble with the police, parents who are incarcerated
- How do we provide kids with a safe place to go? They have nowhere to go.
- Know that every call you go on may be the 1st police interaction they're having
- Need more positive interactions
- Door to door interactions with police
- Educational interactions between youth & police
- Police referrals to pastors or Boys & Girls Club, etc.
- Non-intimidating initial contact
- Youth feel police don't like them, they're not here to serve them...
- Community members need to reach out to the children who don't have guidance at home and lead them.
- Can't rely on parents who aren't parenting to fix the problems
- Adults need to teach
- All adults in the community need to take a parental role
- We need to KNOW who our law enforcement are. To see them as human
- Media is a problem

TABLE 5

- Way the police approach youth and handle situations preconceived ideas of youth and the way they dress perceptions of youth
- Lack of knowledge of officer's function & duties
- Teaching youth the law
- School sponsored training of laws & law enforcement
- Need caring & concern at home
- Local community forums with parents & youth.

TABLE 6

- What a police office really does – kids do not understand
- It takes a village to raise a child – speak up, all adults need to get involved
- Community is more protective – mind your own business
- Segregated schools
- Kids raising themselves – we do not understand their background
- Children in adult roles – not ready/able
- Media effect – connects and isolates
- Kids know “real life” – not affected by media
- Support projects that show kids/families in positive roles (Patterson – WILL)
- Reality – we cant' be the role model for the kids
- Champaign has “nothing” for these kids
- Service work eg. Build parks together (find grants) build self esteem.
- Manual labor jobs
- What caliber of kids?
- How do we reach the ones that need it? (same kids can't find jobs)
- Give kids jobs even if they have been in trouble – second chance opportunity (find low-risk jobs to give them a chance)
- Help kids break down barriers to getting jobs (role models, letters, training)
- Find kids jobs that “get them away from the problem” – outside community
- Stop looking for “black kids” – help the ones that need it.

TABLE 8

- Being generalized by police because of school, neighborhood, etc. Making assumptions about them
- Lack of activities for youth. Need variety of teen centers & activities
- Need more opportunities to participate in sports – variety of free activities
 - BB clubs
 - Step clubs
 - Dance clubs
- Kids get involved in gangs because there family/friends have done them wrong, but a gang show them love.
- Have more community based gangs that are about protecting turf & each other. National gangs that come in are about making money from illegal activity
- Have little kids being paid money to deliver drugs
- If you go to a local H.S. & don't belong to the right gang you will get messed with. The administrators tolerate this as long as it doesn't become to bad. Need to not ignore the issue

- African-American culture center is sponsoring a media trailer with DJ's etc. to meet people where they live, engage in conversations across community and help people be part of solution.

TABLE 9

- Video games affects education at an early age
- Young youth playing mature games w/ a lot of violence, blood, etc (ratings)
- White youth face these same issues, so why are Latino & black youth so over represented in criminal justice system?
- Treat youth of all races fairly, give them a break
- Felonies, lack of opportunity
- Lack of role models
- Stereotypes
- Lack of voice
- Unemployment
- Gangs
- Youth as parents – don't have skills they need, lots of single moms (fatherlessness)
- Latino community – people working 2 jobs not much communication at home
- Lack of supervision
- Intergenerational disconnect
- Out of wedlock sex & teen pregnancy
- Babies been passed around to other youth for babysitting supervision
- Economics – need better jobs & better wages
- Mass incarceration (living wage) – needed to transform lives real change
- Sex, drugs, alcohol – promoted on TV/media telling youth to do these thing
- Negative images: Youth aren't influenced to do good and avoid these things that sucks kids in “into a black hole” – kids don't know real world is not like a game
- Lack of spiritual attention & influence – being pushed out of society
- Lack of parenting & supervision
- Age appropriate programming
- Economic pressure on parents

TABLE 10

- Method of communication has changed for youth – less personal = less trusting
 - Can create additional problems – instigate fights via texting
- Inundated with negativity
- Poor Role Models/Behavior =attention in media
- Lack of engaging positive programs/activities for younger kids.
- Officers' hands are tied when faced with disrespectful behavior by young children
- \$/Access limited for sponsored & supervised programs – instead of baseball team, do pick up game in the street
- Programs available in the neighborhoods
- Children responsible for watching children – lack of adult supervision/role models –children raising themselves
- Adults in neighborhood don't care enough to help out others – ex. Mom works at night – can anyone help watch her children?

- Break down of neighborhoods/sense of community in neighborhood – “It’s none of my business.” Don’t want to get involved.
- Neighborhood grandmamas needed
- Population of kids that are over-programmed/overscheduled
 - Have never made a decision for themselves/said what they wanted to do/are interested in.
- Teach children critical thinking skills – how to evaluate all sides of a situation
 - Not always one right answer
- Officials need to get understanding of youth what issues they’re facing
- Lack of open comm..
- Organization involvement with youth
 - After-school activities – increase!
 - Need positive involvement
 - =w/o, what going to do? (youth problems)
- Most problems not during school hours
- Summer programs needed
- Parents: know where kids are at & what they’re doing
- Need age-appropriate activities (in schools) ex: older youth don’t want to do the same as kids
- More edu. Programs for parents to help their kids
 - Parents’ strictness on kids lacking
 - More transparency in families

TABLE 12

- Peer pressure; family structure lacking; kids not going to school – keep engaged in something
- Truancy out -of –control; relationships with teachers bad often gone for so long
- Kids don’t have support at home, can’t read – act out
- Lack of education
- Teen pregnancy, poverty, underemployed or not employed
- Not enough positive options in Champaign when kids go astray –neg perceptions//energy from school resources; kids get pushed out in criminal system (juvi, Lincoln’s Challenge, etc)
- School resource ctr – unclear to job roles for school officers & how to provide services to kids
- Need mentoring programs directly from police community – need to change youth perceptions; they’ll see police role in new perspective
- (officer) – got involved/interested in field by taking part in mentoring program
- Took part in events annually where police came to community (showed aspects of force – sketching)
- Need to set pos. examples for kids; too much negativity in media
- Need to create programs for kids; build within community; supplemental educational programs; invite police to learn & be around youth
- Kids need to be drawn to more pos. experiences; also need to look in household what is going on at home, neighborhood?
- Most valuable resource is TIME. Just 20 min. can make a difference; many kids not getting enough attention

- Need confident adults to step in place of parents who're lacking
- Everyone take accountability/responsibility to take on/address issues related to community
- Even if one person – we need to help/reach out to youth
- When students see me without my suit & tie, I'm human to them- police need to do same
- Police must understand culture & what's not normal for youth groups
- Community efforts need increased but Police still need to understand & respect their role of power
- Public schools charged with much responsibility when much of issues are internal – the social ills are rooted outside of school & police
- Take more time to find out what's going in schools

TABLE 13

- Stereotyping from police to youth
- A perception they police view black youth different than white youth
- Racial profiling
- Assumption by society that groups of black youth are up to no good
- Youth are getting negative information about police from the media
- Need more opportunity for youth to gather in wholesome activities
- More structured activity
- Drugs, homeless, abuse, teen pregnancy are bigger problems today – more anger
- Not enough love
- Need more job opportunities for youth (15 years old & up)
- Youth need to be prepared to be the adults in the future it's today adults job to prepare them. It's hard work

TABLE 14

- Not enough available schooling
- Violence
- Peer pressure, bullying
 - Seem to see more problems with single parent homes
- Can't say it's the police's fault for the actions of kids
- School programs,
 - Need to happen in order to be successful
- Not enough activities, they have no where to go – CAT team would help with that.
- Police need to find out why so many kids hang out on a particular corner
- Kids today not as motivated as used to be.
- School activities on back burner
- Haven't been given the idea to do those other things.
 - There are no facilities.
- Haven't had new Park District facilities in over 30 years
- These are societal issue – police aren't supposed to raise the children for us.
- We're on the same side
- There has to be trust

- We go after bad teachers but not bad police
- Kids don't know how to act around police and need to learn from home
- How does the Carrington situation happen and not have some sort of punishment
- When there's a conflict with police you want them to be neutral
 - Have to work from Carrington incident – need to learn before another child dies
- Local libertarian group showed film about knowing rights with the law enforcement
- More exposure you have to anything the more comfortable you become.
- Have much respect for Champ. Police over lifetime and wonder how this can have
- With a bad situation you need to learn on a higher level

TABLE 21

- Can't leave out the role of social agencies
- Let's move initiative by M. Obama
- Teaching families how to shop nutritiously
- Spend \$ wisely
- Whole approach to how
- Teamwork
- Nutrition for children
- Parental resp for nutrition
- Diet has impact on behavior
- Children get labeled as “problem children”
- Labels follow the students
- Get labeled for being in trouble
- Prejudgement of individuals
- Office on a traffic stop represents every officer in the world
- Labels happen everywhere
- Mentoring
- Easy to ID problems
- The whole is equal to the sum of its parts
- Churches must get involved
- Healing process
- Say Pledge of Allegiance & a prayer
- Be sure mentors have the right message
- Some kids don't have a foundation
- Juvenile courts project
 - Police
 - School
 - Judges
 - Parole officers
- Dispell the myths
- The wheel gets reinvented to do the same thing
- Trust issues don't trust anyone
- Boys and Girls Club – kids don't have a voice
- Trust issues and sharpness of communication skill

Additional Notes from Table 21

- Trust issues importancy
- Technology use old days new days
- Technology in past and present
- Effort in interacting in what we have in common towards getting along
- We're resolving conflicts from having conversation sharpness of communication skills more programs less backstabbling operation hope for community like Garden Hills area and aggressiveness against sensitivity responsibility

TABLE 22

- Communication, understanding, trust factor
- Poll students to see which officers they feel most comfortable talking w/ & make them more available to them.
- Lack of youth activities that are positive & organized
- Single parent families
- Access to strong role models
- Unrealistic expectations related to employment – hard work necessary & expected by employer work ethic is lacking by employee/student/youth
- Bad parents
- 45 yoa/30/15 newborn – parents/kids bring friends rather than “ or role model – 15 year old has huge responsibilities
- Need family assistance, buy-in when addressing issues w/ child
- Race isn't always a/the problem but rather behavior
- Employment opportunities
- They've forgotten their common bonds – kids went to elementary school together & played together but today don't even speak to ea. Other

TABLE 25

- Cultural challenges – violent entertainment
- Directing kids toward positive role models
- Rewarding kids for positive actions
- Publicize positive actions
- Positive push for education
- Accountability – from community, recognize kids did wrong
- Lack of opportunities – jobs
- Lack motivation
- Hold our kids accountable
- Mentors
- Provide positive activities
- More involvement from local churches
- Community resources?

TABLE 27

- Value education
- Don't fall for peer pressures
- Relationship building with community & police
- More community forum setting – like this
- Education for good parenting
- Village to raise children – missing – more mentoring

- More after school programs
- Community and youth have to be individually more accountable
- Youth partake in ride-alongs, seeing judicial facilities without being in trouble
- Youth- police-community sitting talking in informal settings
- Volunteers – membership-job shadowing
- No safe place for kids in crisis
- Crisis center for teens – educational –
- Teach young people how to use time more wisely
- Be more respectful in encountering police – have pamphlets-flier, brochures
- Follow instruction & handle complaint later
- Keep proper I.D., insurance,
- Youth respecting each other
- Summer jobs
- Re-entry program for incarcerated youth

TABLE 30

- Need for youth centers/teen centers e.g. – like Douglass Ctr. (15 and up) yrs. Ago
- Non-traditional gathering area – safe place together
- Activities (videogames, sports, open talks (sex))
- Need to have someone to relate to! (under 30)
- Peer pressure – gang issues especially self-made
- Need for a place to obtain help when having problems
- Need for referrals outside law enforcement services to address delinquency, etc.
- Territory, drugs, etc.
- Becoming more organized
- In the school – fight to protect yourself
- Need to feel safe
- Teachers better able to relate
- More afterschool activities (positive)
- Need for mentors that have relational experiences to youth
- Give above mentors an opportunity to interact
- Revamp community action teams (attitude of authority)
- Use of mace/use of force unnecessarily
- Access initiative funds/staff to work with officers
 - Talk with officers on the street
- Community involvement of interviewing police

OVERFLOW TABLE

- Harassment
- Laws that youth can't ride more than 3 - ?fairly enforced
- Enforcement for minor infractions
- Equitable enforcement
- History
- Quick to charge felonies when other options are available
- Social/Emotional/mental health issues
- Unemployment & education preparation
- Disrespect for authority
- Training to deal with police perception & approach understanding culture

- Ongoing monthly training btw police & community role playing
 - How would you handle teen, police officer, & parent
- Increase resources to address under employment & education
- Educate students on responding appropriately to authority
- Youth development plan
- Police & youth mentoring
- Police youth dialogue – regular during non-crisis

UNLABELED TABLE

- Stereotyping
 - Cultural Training (we gather in groups)
 - Respectful Interaction
 - 1st interaction is the Best one because it sets the tone
 - Common courtesy
 - Just because people are congregating is NOT nec. A bad thing
 - Some gang/some cool/some peer pressure
 - All the above – some fitting in/hanging out
- Peer Pressure
 - Be your own person
 - Talk with your parents
 - Parents listen with kids
 - Resources in Community
- Mentoring
 - National Council – African Am. Mea.
- Big Bro/Big Sister
- NAACP
- Snitching
 - Talk to Police/Report a crime
 - Report a Crime is not snitching
 - Miscommunication
 - How are you going to tell me (citation – young bl. Male exposed to Police Brutality) I’m not going to hear you
 - So once you build the positive relationship
- You are helping community vs. you are helping police
- When powers that be took away the rights to parent a child we went down the tubes
- Parent discipline
- Do we trust police?
- Lack of trust
 - Hold up to model, serve and protect us
 - “Policing”
 - Stop & Listen
 - Think before act
- Hard time understanding youth
- Whole community vs. criminal community
- Police – we are horrible ambassador – fear of getting shot
- Escalation of female violence

- 12-13 yr. old
- Society - Get rid of FB, twitter, my space. Technology has added to the problem
- TV, gangster rap
- It all boils down to communication and education.
- Let parents be parents
- It takes a Village to raise
- People watching out. We don't have that today

UNLABELED TABLE

- Mental health issues
- Substance abuse
- Gang activity
- Lack of respect for authority
- Poor parenting
- Need for more “social” interactions with police
- Need for more teen parenting classes
- Acknowledge mental health issues, substance abuse, gang activity, lack of respect for authority and poor parenting
- Increase church involvement
- Increase community involvement
- Increase parent to parent mentoring

UNLABELED TABLE

- They fear police
- Truancy
- Must ask youth this question
- Afraid of police after curfew – not doing anything wrong – run because afraid
- Teach kids to do what police tell them.
- The kids want police to show them respect
- Sit/ask questions of police – time to interact with police
- Kids aren't being treated the same in all parts of the City of Champaign
- DARE program was good – why get rid of
- Need family and love – why they join gangs
- Parents need to show respect to kids
- Young people raising babies
- Show kids/reward them when they are doing good.
- More kids are doing good than doing bad
- Exposed to arts, etc. to change their focus
- Parents play a big part
- Volunteer police officers to engage youth to build relationships
- What does it mean to be a good citizen we must teach
- Parents must take responsibility
- Must ask kids what they need

UNLABELED TABLE

- Kids not being educated at home about roles
- People should help people!
- Big issues poverty, mental illness
- Social problems, schools-schools need to prepare students for life

- Schools are lacking technical training
- At school's students are allowed to be disrespectful
- School need to give a better selection of class for better career preparation
- Peer pressure
- Police respond to kids based on their names

UNLABELED TABLE

- Job opportunities – need to start teaching who youth are – self esteem – your history
- Youth need to see and experience success
- African Am. Males to mentor or any male
- Attitude adjustment
- I know there is a lot of anger out there – but you have to take responsibility for your actions have just a little bit of respect
- Train youth proper procedures when stopped
- There are those in the community who are working on those issues
- As a man or male – I'm not going to lay down- but then you create another situation
- Will it help if youth know their rights before interaction
- Those conversation happen in white homes also – do as officer asks- live to see another day!
- So we have to be polite more diversity training
- How do you select police officers
- How much training does a person need?
- Maybe there could be a period of time for the officer to learn their areas & communities
- That's fine but if they are stand-offish?
- This happens on both sides
- Maybe the officers can attend different functions.
- Need to bridge the gap btwn generations
- Remember what happened in the park – time issue after an event
- We (officers) need to do a better job youth perceptions have to be addressed
- Maybe the police can be invited into community in different venues to just talk to youth. Have rules for meeting due to fear issues on part of youth
- Come in uniforms w/o guns
- When you are trying to build relationships with somebody can't have barriers

UNLABELED TABLE

Issues

- Adolescent development issues
- Peer pressure
- Technology
- Exposed to too much too soon
- Music, clothes
- Media influence
- Real life (what they see)
- More felonies
- Inexperienced parents

Suggestions

- Mediations
- More non-law enforcement referrals
- Expunged felonies
- Peer to come up with solutions (rather than charges)
- Legislature impose tighter restriction
- Don't criminalize our youth
- Money into education/programs
- University connections

ELECTRONIC SURVEY

- The issues I'm facing are reflected in the previous questions. I have asked other members of the community their issues with the police department and those too are reflected in the previous questions. I feel the only way these issues will be resolved is if the police and community redevelop respect for each other. For what ever reason police no longer have the image of helpers and protectors of the community, but instead they are viewed as members of a larger capitalist program that is more concerned with making money and feeling powerful than aiding citizens. When dealing with the police citizens are frequently left with the feeling that the police feel like their time is being wasted and the citizens are below them. It will take time, but as long as respect is shown by the officers I feel that respect of the community towards police will be regained. Thanks for reading.
- Youth in this community for decades have faced the same situation between the ages of 12-18--lack of positive activities, especially during the summer months, to help the youth be active and have purpose whether this is work, sports, schooling whether formal or informal. The discussion of a 4-day school week sends the worse message to everyone let along provide one more free day for the youth to have little direction. There are so few programs/efforts to offer the youth means through which that they may have experiences that will help them move forward in life, add to a resume for the future, and possibly give them the opportunity to earn monies so they can spend back in the community and learn how this helps make them feel good about themselves by giving them purposes. This community, simply put, as a whole has let the youth down, including the park district, school district, city government, police department, civic groups, etc. No entity shines by making it easier, especially for the youth in the north part of the community, by lowering barriers to learn how to become good public citizens. The lack of modeling by adults in this community for youth, including the police, teaches distrust, dislike of authority, enhances the viewing of inequality, and does not develop bonding or loyalty toward the community.
- I think this is a question best asked of our youth. Open ended questions and feedback
- I surmise, that our youth have not been told what to do if approached by the police. Therefore they need to be educated I also think this is a question that our youth should answer.