THE POLICING PROJECT'S

Youth Engagement Guidebook:

Bringing Youth and Police Together to Better Their Community

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Executive Summary

Public safety leaders have long recognized robust youth engagement can lead to overall stronger police-community relations, yet few programs prioritize youth voice and experience, or engage them in collaborative problem-solving. The Police-Youth Engagement Program is designed to engage young people and police in respectful two-way conversation on policing issues that affect youth every day.

The police cannot do their work without community support. Yet, as many have noted in recent years, there is a lack of trust and legitimacy around policing in some communities—often in the communities that need effective policing the most. This lack of trust is particularly acute among teenage youth. Police—particularly police chiefs—report to us regularly on their difficulties in connecting with youth.

The Policing Project at New York University School of Law is a nonprofit organization dedicated to strengthening policing by bringing the ordinary processes of democratic accountability to bear. In particular, we work to ensure that the community's voice, and sound decision-making techniques, are part of policing. Beginning in 2016, the Policing Project launched the Police-Youth Engagement Program in high schools in Camden, New Jersey and Tampa, Florida designed to empower youth voice around policing.

This program grew out of repeated requests from our law enforcement partners for more opportunities to interact and communicate with youth, as well as our belief in the need to engage youth around policing issues that affect their daily lives. Leaders in public safety have recognized for a long time that building a foundation of robust engagement with youth in their communities can lead to overall stronger police-community relations, as well as help youth resist peer pressure toward problematic behavior. For these reasons, policing agencies have invested in a range of programs designed to foster stronger ties with youth in their communities.

As we surveyed the landscape of police-youth programming, we discovered impressive initiatives that ran the gamut from police-athletic leagues to know-your-rights seminars to junior police academies. Yet, what is often lacking in existing youth-police programs is the opportunity for youth to have a voice, and for a real dialog to occur between police and youth that can lead to tangible action on policing issues. We saw an opportunity for a new type of police-youth programming—one that prioritized youth voices and experiences

and engaged youth in collaborative problem-solving around the policing issues that impact them every day. In short, we noticed a need for platforms that promote youth voice around policing issues—that engage with youth on public safety concerns and solicit input from them on policing practices.

To address this need, we developed a novel police-youth engagement program, designed with the help of academic partners.

Our program aims to develop connections between young people and police so that they may productively engage with one another around the policies and practices that shape how youth are policed both in and out of school.

The program is designed to foster respectful two-way conversation that in turn enables both groups to work together toward our ultimate goal of identifying steps to improve relationships and policing in these communities. Done well, the program models democratic governance in action.

This guidebook reports on what we have learned—both what worked and what did not—and provides a map for any policing agencies, nonprofits, or schools looking to bring this powerful work to their communities. We begin with an overview of the program's design, objectives, and theoretical basis. After describing the myriad benefits the program can provide to all parties, we provide a nuts-and-bolts startup guide to launching this type of program in any interested jurisdiction. We then discuss the substance of the lessons and provide facilitation tips for successfully running this course.

We have included:

✓ *Sample lesson plans* (Appendix A);

✓ *A model scope and sequence* with Common Core overlap to demonstrate how the program may be incorporated into a high school classroom (Appendix B);

✓ *A sample assessment survey* to evaluate the effectiveness of the program (Appendix C).

The guidebook can be used holistically or piecemeal depending on the needs and resources of your jurisdiction. However you decide to use it, we intend for it to be tailored to the particular community served—both the micro-classroom community of youth and officer participants, and the larger community where the participants live and work. We hope you find these materials useful, and we are excited for the powerful conversations you are about to have.

Background on the Policing Project

The Policing Project's work fostering democratic governance and open community dialogue provides the framework on which we've designed the Police-Youth Engagement Program.

The Mission of the Policing Project

The Policing Project is a nonprofit organization dedicated to improving communities and strengthening policing by bringing the ordinary processes of democratic government to bear.

At the Policing Project, we distinguish between two forms of government accountability: front-end and back-end. Much of the focus on police accountability today is on the back end—after things have gone wrong. Considerable attention is given to identifying and punishing police misconduct. Familiar forms of back-end accountability include civilian review boards, inspectors general, criminal prosecutions of officers, judicial suppression of evidence, and even body cameras. Although the Policing Project believes that back-end accountability is critical to any functioning aspect of government, our work focuses on promoting front-end accountability in policing.[1]

Front-end accountability is familiar throughout government. Its basic premise is that public officials should be governed by clear rules and policies that are known ahead of time and are based on public input. And yet, front-end accountability is often absent around policing. The mission of the Policing Project is to empower the public voice in policing on the front end—for policing agencies and communities to work collaboratively to identify public safety priorities and to decide, together, how the community should be policed.

In a well-functioning system, front-end and back-end accountability work together. Front-end accountability enables the public to participate in decisions about policing—from stop-and-frisk to body cameras to location tracking devices—and sets out the policies that police departments will use. Back-end accountability helps to ensure that those policies are followed, and ideally, also indicates where revisions on the front end are necessary.

FRONT-END ACCOUNTABILITY	BACK-END ACCOUNTABILITY
Rules	Judicial Review
Transparency	Inspectors General
Public Input	Civilian Review Boards
Benefits > Costs	Court-appointed Monitors
	Body Cameras

The importance of front-end engagement animates our Police-Youth Engagement Program. As youth are the future of the community, their perspectives and experiences should play a role in decisions on policing policy.

Principles of Effective Front-End Police-Community Engagement

The Policing Project works with police departments and communities across the country to promote sound and effective public safety and community wellbeing. We have run city-wide engagement processes around police policy through forums, surveys, and interviews with key stakeholders; established local community advisory boards and other bodies; and trained citizens and police in the methods of front-end accountability.

There are five key ingredients that make police-community engagement efforts successful. These principles apply equally to efforts to engage both adults and youth in a community:

1. Transparency

Police departments should commit to making their policies and practices open and available to the public. In limited instances, concerns about secrecy and confidentiality may prevail, but for the vast majority of police policymaking, the public can and should have access to manuals, data, and other relevant material.

2. Regular Solicitation of Community Input

Engaging the public in policymaking should not be sporadic. Through regular solicitation of community input, departments indicate their genuine desire to hear the community's voice. It is better to build listening muscles on the front end rather than on the back end, after a critical incident.

3. Respectful Two-way Dialogue

Law enforcement and community members must respectfully engage with one another. Police departments must actively listen to the community, rather than talk at them. Similarly, citizens should understand the immense challenges facing police departments, and not assume the worst.

4. Concrete Action in Response to Community Input

The community should be able to see change happen in response to their concerns. Whenever possible, police departments must take concrete action in revising policies or practices to meet the needs of their community. Sometimes this may mean nothing other than responding respectfully to

community concerns and ideas, even if they cannot be implemented.

5. Reaching Historically Marginalized Community Members

Departments must specifically reach out to communities and individuals from historically-marginalized groups to make sure their voices are heard.

The balance of this guidebook focuses on our Police-Youth Engagement Program. To learn more about the Policing Project's current work, please visit our website: *www.policingproject.org.*

Policing Project – Tampa Police Department Partnership

The Policing Project began its partnership with the Tampa Police Department (TPD) in early 2016, when the TPD invited the Policing Project to propose a set of projects to promote police-community engagement around department policies and priorities. After a series of conversations and meetings with TPD officials and city leaders, the TPD and the Policing Project jointly applied for a grant from the Department of Justice Office of Community Oriented Policing Services to support the youth engagement portion of the proposed partnership, which is described in detail in this guidebook.

With the support of the TPD, the Policing Project has also worked with the recently formed Citizens Review Board (CRB) on strategies for soliciting community input. For more information about the Policing Project's work in Tampa, please visit our website at *www.PolicingProject.org/tampa.*

Introduction: Engaging Youth Around Policy

Some communities experience a trust-gap with police, and this is especially true for youth. While some existing programs work to strengthen youth-police relations, what's missing is a focus on front-end accountability and giving youth a voice, which is essential to trust-building.

Public safety is the first job of government. We rely on the police to keep our communities safe, but as leading law enforcement agencies across the country have come to realize, police cannot effectively do their work without community support.[2]

Unfortunately, as events in recent years have shown, there is a lack of trust around policing in many communities.

Oftentimes, the communities most affected by this trust gap are those most in need of effective policing.

This tension between community and law enforcement especially impacts youth. Compared to other age groups, young people are both more likely to commit crimes and more likely to have force used against them in their encounters with police.[3] For these reasons, it is an all-too-common refrain from police departments across the country that

they desire new and innovative ways to engage youth in their communities.[4]

Our program addresses this divide between police and youth by bringing the two groups together to "co-produce" public safety.

Efforts to address the trust gap with youth are not new. Organizations and police departments across the country are introducing many new programs to build stronger relationships with youth.[5] In discussions with law enforcement leaders, and in a review of national literature, the Policing Project has found several common features in these programs. Some aim to deter youth from gang membership or other criminal activity by educating about the dangers of such behavior. Other programming involves one-off events with youth like a barbecue or a visit to an elementary school classroom where officers read to kids. Much police programming for youth centers on athletics. All of these are important. But missing from existing programs

are the principles of front-end accountability and police-community voice which we believe are essential to building healthy and trusting relationships and a sound society.

Our Police-Youth Engagement Program brings together high-school age youth and patrol officers to engage in a series of conversations that guide the participants to develop a concrete and viable policy solution to a local policing problem. In the process, youth and police get to know each other, increase mutual trust and respect, and develop critical academic and professional skills. This guidebook provides a roadmap for how to implement a program in your community that goes beyond these common initiatives and prioritizes youth voices in discussions around policing. This program can be customized to fit the needs and resources of your community.

Program
Overview

The Police-Youth Engagement Program responds to evidence from across the country that police are having trouble reaching youth and that there are tensions between youth and police. The program's unique approach engages youth and patrol officers around police policymaking, showing youth that their voice can matter.

Summary of Program Design

The program brings together a "committee" of high school youth and patrol officers over a series of sessions to: (1) get to know each other through in-depth interviewing techniques, (2) identify a problem or set of problems facing police and youth in the community, (3) refine their understanding of the local policing problem and potential solutions, and (4) ultimately make a policy recommendation to the chief of police and other civic leaders that addresses the problem.

As part of this process, youth and officers will solicit feedback on their work from the broader youth community (*e.g.*, an entire grade level in a high school), creating an opportunity for yet more students to share their experiences and input. The youth and officers also may decide to seek input from additional officers (such as command staff), or other professionals in the community.

This program is designed to run for approximately the entire school year, but can be tailored to the needs and time constraints of your particular community. If possible, we believe the program works best if offered during the regular school day. Many high schools offer electives. Likewise, the program can easily be tailored to meet Common Core standards in English Language Arts and Literacy and state standards in Social Studies, so that it can be offered as part of a regular course. We have even had valuable experiences running the program during the lunch period as an informal elective and as an after-school program.

Program Goals

There are four key goals for participants in the Police-Youth Engagement Program:

STRENGTHENING POLICE-COMMUNITY RELATIONSHIPS	GIVING YOUTH AND PATROL OFFICERS TOOLS TO BE ENGAGING
TACKLING COMPLEX POLICING ISSUES	CREATING WORKABLE SOLUTIONS TO LOCAL POLICING ISSUES
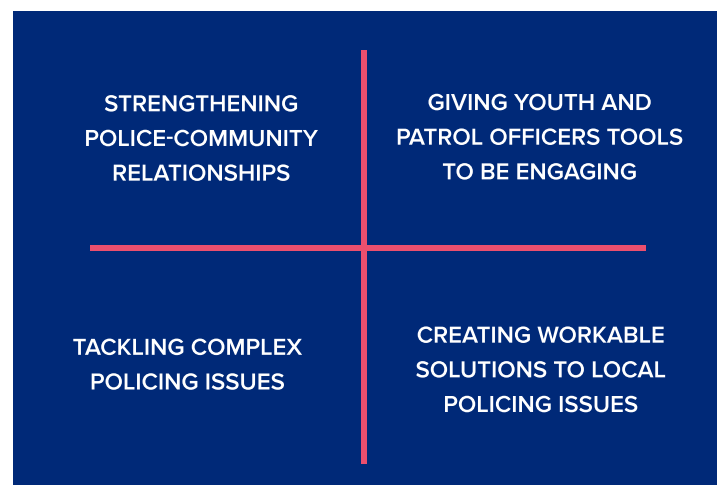
1. Strengthening Police-Community Relationships

The Police-Youth Engagement Program is designed to strengthen police-community relationships on both an institutional and personal level. In planning the program, police leadership, community organizations, and local academic institutions must work together closely. Through the classroom sessions, youth learn that the police department is actively seeking their input and values their opinion. Through their work as a committee, youth and patrol officers are able to overcome misconceptions of one another, share the complexities of their respective worlds, and collaborate to develop a policy or practice proposal. In working toward constructive outcomes, both local institutions and program participants form new, stronger bonds.

2. Giving Youth and Patrol Officers Tools to be Engaged Citizens, and Engaged with One Another

This program is a lesson and experience in civics. It teaches all participants that if you use your voice, those in power will listen, and change can follow. This lesson is critical for both youth and patrol officers. Within the hierarchical structure of a police department, patrol officers often are not empowered to think critically about policing and identify opportunities for the department to improve. By providing participants with skills such as active and empathetic listening, deciphering primary sources, investigating and debating solutions, and presenting before an audience, we are training a new generation of both young people and patrol officers in responsible citizenship.

3. Tackling Complex Policing Issues in a Supportive Environment

A root of unrest around present-day policing is the divide between the way law enforcement views its efforts, and the way the community experiences policing. In classroom sessions, students get space to think through and reflect on their own personal opinions and experiences with policing. By having the youth and officers interview each other and discuss hot-button issues such as use of force incidents and bias-free policing, in a calm and constructive environment, participants begin to understand more deeply the complex issue of policing from a variety of perspectives.

4. Creating Workable Solutions to Local Policing Issues

Policing looks different in every community. Through this program, participants identify a problem specific to where they live, and are given the tools to propose an actual solution.

Educational Underpinnings

In developing this program's design and goals, the Policing Project partnered with two social scientists: Niobe Way and Joseph Nelson. Niobe Way (Ed.D.) is a Professor of Applied Psychology at New York University, the co-Director of the Center for Research on Culture, Development, and Education at NYU, and the past President for the Society for Research on Adolescence. Joseph Derrick Nelson (Ph.D.) is an Assistant Professor of Educational Studies at Swarthmore College, and a Senior Research Fellow with the Center for the Study of Boys'

and Girls' Lives (CSBGL) at the University of Pennsylvania.

Based on their research to date, this program draws on two approaches to educational and social-psychological research: (1) Youth Participatory Action Research (Cammarota & Fine, 2000); and (2) Transformative Interviewing (Way & Nelson, in press).

1. Youth Participatory Action Research (YPAR)

Youth Participatory Action Research (YPAR), a process used with adults and young people alike, influenced our program design.

YPAR projects empower participants to select a social problem affecting their lives, research the root causes of the problem, and recommend changes to policy and practice within schools and communities to help address the problem.[6] In youth programming, YPAR is viewed as a highly democratic method to tackle complex problems, as it respects and emphasizes youth's perspectives and experiences. In the past, YPAR projects have successfully addressed intractable and difficult issues in school environments, such as bullying and diversity.[7]

This program design incorporates YPAR's key principles of democracy, research informed policymaking, and empowerment. However, different than many other YPAR programs, the project goes beyond addressing a school-based issue and tackles a community-wide issue. This process helps students understand that their voice is key to a safe and healthy community.

2. Transformative Interviewing

Within the YPAR-influenced process, we needed a tool to help youth and police get to know one another and commit to working together to solve a policing issue. For this, we turned to the Way and Nelson method of Transformative Interviewing.

Used in the preliminary sessions of the program, Transformative Interviewing is premised on the human capacity to listen to one other, which enables us to better understand and see each other, and care and cooperate in our everyday lives.

Using this approach, youth and police explore shared human experiences through asking open-ended or "Real Questions," and listen to each other in such a way that allows for deep personal exchanges and recognition of similarities and differences.

In short, Real Questions are questions derived from a genuine curiosity that an interviewer has about the social and/or professional life of the interviewee. They ask about the meaning of the interviewee's experience rather than a mere description of the experience. For example, a more superficial question might be, "Where did you grow up?" while a Real Question is, "How do you feel about where you grew up?" The former seeks basic biographical information, while the latter shows a genuine interest in the interviewee by getting at the interviewee's unique lived experiences.

Posing Real Questions allows the interviewer to learn something he or she did not know before, and makes the interviewee feel valued and more connected to the interviewer. This method of interviewing has been used to overcome biases with individuals on opposing sides of cultural or political conflicts.[8] Here, we trained both youth and officers in this approach and had them interview one another, laying the foundation for the entire program.

Specific Benefits of the Program

This program is designed to bring police and youth together to identify and tackle a policing problem in their community. In addition to solving a concrete problem, participating parties—youth, the host school, officers, and the police department—gain substantial benefits from the engagement process alone.

Benefits to Participating Youth

Given the breakdown in trust between many youth and law enforcement, a positive youth experience in this program is critical. Some of the many benefits youth committee members see from their participation include:

1. Develop Positive Relationships with Officers

In working together over a series of sessions, youth committee members have the opportunity—many for the first time—to get to know a police officer personally. The Policing Project observed many encouraging examples of informal mentorship in our pilots, including: youth and officers exchanging phone numbers at the end of the program; youth and officers arranging a game of basketball after a session; and an officer opening up about his difficult family history. Through the sessions, youth forged real connections with the officers and we saw the trust gap between the two groups begin to close.

2. Improve Attitudes Toward Police and Authority Figures

The above observations were supported by the formal assessment of the program. In the Tampa pilot, the Policing Project conducted pre- and post-surveys of youth committee members. Although the sample size was small,[9] youth attitudes towards police officers— even authority figures in general—improved in the following ways:

✓ *Increased respect for police:* In the pre-survey, no student agreed with the statement that s/he respects the police. In post-surveying, every single student agreed that s/he respects the police, with the majority indicating that they strongly agreed.

✓ *Increased trust in the police:* In the pre-survey, no student agreed with the statement that s/he always tells the police when a crime or incident of violence happens in his/her neighborhood. In post-surveying, half of the students slightly agreed with this statement.

✓ *Increased trust in authority figures, including parents and teachers:* Students were asked what they would do if they knew a crime or something violent had happened. In the pre-survey, no student indicated they would tell their teacher, and half of participants indicated they would tell a parent. In the post-survey, almost half of respondents indicated they would tell their teacher, and

three-quarters of respondents indicated they would tell a parent.

3. Sharpen Critical Academic and Professional Skills

Through their work in the program, youth also develop skills necessary for successful academic and professional careers. These include:

✓ *Writing and critical thinking;*

✓ *Working collaboratively with others,* including with adults and those who come from different backgrounds;

✓ *Interviewing and empathetic listening;*

✓ *Presenting in public*

4. Provide a Space to Discuss Policing Issues Constructively and Learn that Youth Can Help Develop Implementable Solutions

Policing is an issue that impacts many youth—especially those in communities challenged with crime or poverty. Our experience shows that in addition to reading about national policing stories in the news or their social media feeds, many youth have personal experiences interacting with law enforcement. This program provides space for constructive and complex discussions about policing.

For example, in a lesson performed with each ninth-grade English classroom at Chamberlain High School, we asked youth to describe a personal encounter with the police. The youth shared personal experiences about times where they felt misunderstood or mischaracterized by a police officer or had force used on them or a family member by an officer for reasons they did not think were justified.[10]

This lesson resonated strongly with students. One student initially refused to participate. But when the class started discussing high-profile narratives of police-violence, he decided to share his personal opinions and experiences. In another instance, a student who had never finished a written assignment in English class, wrote a long description of her experience with policing.

Benefits to the Host School

In addition to the benefits seen by the individual students, the program also has positive benefits for the greater school community[11]:

1. Provide the Entire School with an Opportunity to Engage Around a Common Civic Issue

Because this program involves a core group of students seeking the input and experiences of as many of their peers as possible, many students will have the opportunity to share their stories and get involved with the project. In the pilot program, this was achieved through a classroom lesson taught by Policing Project facilitators to over 400 ninth graders.

In these lessons, facilitators explained the project and asked youth to share their personal experiences with policing. These narratives

In our classroom lessons with ninth graders at Chamberlain High School, we asked youth to frame their encounters with police in terms of "glows" and "grows." A "glow" is a positive element of the interaction, while a "grow" is a way in which the interaction could be improved.

During this lesson, students reflected (with guidance) on their personal policing experiences in a nuanced way. For example, one narrative written by a Tampa youth recounted a fight with a family member that turned physical. When police intervened, the youth ended up with a warning. This student found this was both a "glow" and a "grow." It worked out well for the youth, but s/he wished that all officers would approach adolescents "calmly and work with them."

In another narrative, a youth described a time when s/he was riding a new bicycle. A police officer pulled the youth over, asked some questions, including questions about drugs and weapons, and checked the bike's serial number. The police officer told the youth s/he was stopped because s/he ran a stop sign on the bicycle. The youth felt the encounter was a "grow." S/he felt targeted because of the new bike and was confused as to why none of the questions involved the stop sign, even though that was the reason given for the bicycle stop.

We found this thoughtful type of reflection in over a hundred narratives, showing students responded well to being given the opportunity to discuss and think critically about complex policing issues.

then informed the committee's work. In your jurisdiction, you may solicit broader participation through tabling at lunch, pushing into an advisory period, or conducting small focus groups or surveys of the broader student body. This part of the program gives the entire school community a chance to engage in a real-world civics project, and models responsible and engaged citizenship.

2. Forge a Stronger Relationship with your Local Police Department

Now, more than ever, schools need to have strong relationships with their police departments. Some schools already have

School Resource Officers or are debating whether to add officers to campus; while others may only interact with officers during an emergency. Relationships between schools and law enforcement can come under scrutiny by the public if parents feel their kids are unsafe at school, or conversely, that youth are being over-policed in school.

This program is a positive way for the school and department to come together and get to know one another outside of an emergency or enforcement situation. In working together through this program, schools and police departments are laying the foundation for

more effective problem solving in all future interactions.

3. Forge Stronger Relationships with a Local Academic Institution

In much the same way, this program provides an opportunity for the school to form a closer relationship with the faculty and students at a local university who serve as facilitators. By introducing college or graduate students to the host school, additional opportunities for mentorship or partnerships may arise.

Benefits to Participating Officers

Officers also see significant professional benefits through participation:

1. Form Strong Relationships with Youth in a Non-Confrontational, Non-Athletic Setting

Across the country we hear there is not enough police-youth programming that involves multiple sessions and allows officers to engage with youth beyond athletics to dive deeply into questions surrounding policing and criminal justice. This program fills that much-needed gap and is an opportunity for deeper engagement.

2. Interact with Police Department Leadership

As with any hierarchical organization, the employees on the ground level of the police department—patrol officers—rarely have the chance to interact with department leadership. This program provides patrol officers with an opportunity to substantively interact with senior leadership, and to showcase their

talents and commitment to strong police-community relationships.

The officers in our pilots took the opportunity for professional development to heart. For example, it was important to the officers that the final presentation be substantive and polished, as they wanted to impress their bosses. They took pains to work on their presentation skills and spent their own free time practicing their role in the final presentation. In turn, police leadership provided individualized attention to the participating officers—having one-on-one debriefs with them and recognizing their contributions to the department through professional commendations.

3. Reflect on the Profession Through Identifying & Formulating Solutions to a Policing Issue

Like any professional job, the daily demands of a rigorous patrol schedule do not always leave officers with space or time to reflect on systemic challenges within policing.

In this program, we ask officers to think creatively to identify local policing issues and propose solutions for how both police and the community can overcome misconceptions and biases.

Benefits to the Police Department

In addition to the benefits the department will see for its officers, there are department-wide benefits to program participation:

1. Demonstrate Proactive Steps Towards Involving the Community in Police Policymaking

While there are many national organizations calling for community members to be involved in police policymaking, there are few prescriptions for how to do so, and even fewer with youth.[12] The Police-Youth Engagement Program provides a concrete option for departments to begin frequent, ongoing conversation with youth about policing tactics and practices. By participating in this program and sharing the experience on social media and other channels, police departments can create a local narrative that showcases law enforcement as deeply invested in building and maintaining positive police-community relationships.

2. Strengthen Ties with Both Youth & Community Organizations, Leading to Safer Communities

Communities cannot become safer if community members do not trust their police. This program requires the department to commit officer time to building stronger relationships with individual youth and community organizations (schools, academic institutions), thereby increasing goodwill, trust, and legitimacy.

3. Offer a Unique Leadership Opportunity for Patrol Officers

This program provides an opportunity for patrol officers to take the lead in the effort to proactively strengthen police-community relationships. Participation in the program offers patrol officers a diversity of experience that the department can promote to potential recruits.

A CLOSER LOOK

During our Tampa pilot, officer participants shared that they were thrilled to have a substantial amount of time to interact with youth in a non-confrontational setting off the street. As one officer wrote:

"This was a fulfilling experience and I truly enjoyed the time with the students at Chamberlain High School. If we positively impact one child's view on police officers and/or vice versa, this has been successful."

Bringing the Police-Youth Engagement Program to Your Community

In order for The Police-Youth Engagement Program to be successful, all participants must understand their unique roles and be prepared to meet the program's expectations on a consistent basis. This requires prior planning and commitment to address possible complications related to responsibilities, participant selection, scheduling, and the difficult nature of the conversations the program requires.

Participating Partners and Their Key Responsibilities

There are three institutional partners who play a key role in bringing this program to life: (1) a public safety agency; (2) a high school, or other youth organization; and (3) a local university, or other facilitating partner.

1. Role and Responsibilities of the Law Enforcement Agency

This program requires a public safety agency that is committed to the project. This agency should cover a geographic area where patrol officers interact with the same communities on a consistent basis. Thus, a city police department or county sheriff's agency may be a good fit for the program, while a state police force would not be.

The command staff, including the chief or sheriff, must be on board. In the planning stages, this program requires approximately 15 hours of time from a designated captain, lieutenant, or sergeant who will oversee the program. In Tampa, the Policing Project worked with a sergeant who had overseen school resource officers (SROs) and was very familiar with Tampa schools and community engagement programs.

Most important, the participating law enforcement agency must take any proposals made by the committee seriously, including responding substantively to the committee's conclusions and/or committing to exploring implementation of the committee's ideas. Without this key ingredient, the program won't achieve its goal of incorporating youth voices in police policymaking.

2. Role and Responsibilities of the High School or Other Youth Organization

A high school is the best host partner for the program—although we can envision it working with a youth organization or middle school as well. This program is designed to give disenfranchised youth a voice in policing. Ideally, the participating high school should serve challenged neighborhoods where youth may not have positive impressions of police. In Tampa, the participating school had a diverse population and drew from a community in the city that has been highly impacted by police enforcement practices.

Similar to the policing agency partner, school administration, including the principal, must be committed to the program, as it requires class time and school resources. The principal should assign a senior school official who is enthusiastic about this opportunity, such as an assistant principal or dean, to be the main point of contact. Coordinating this program will take approximately 10 hours of time per semester. The school official will assist in selecting youth for the program, ensuring students are notified of committee meetings, and helping to coordinate the space and technology needed.

In our Tampa pilot, the assistant principal who coordinated this program was in charge of discipline and had experience running extra-curricular school programs that focused on community issues, including the criminal justice system. This proved extremely helpful, as he had a working idea of which students would be the best fit for the committee.

KEY TO SUCCESS

Finding a willing and able school partner is key! We have been lucky to work with extremely helpful and eager school administrations, and it is hard to imagine operating this program without meaningful buy-in from the school.

For this program to work best, the core committee work should occur during the school day. The committee should include 10–15 youth. Due to natural attrition, this likely will result in eight to 10 youth who attend sessions consistently. Approximately two times per month, committee members will be pulled out of class to attend committee meetings. Try to stagger these periods so students are not consistently missing the same class. Meeting during the school day ensures the most consistent participation from the group, as youth in school are essentially a captive audience.

Additionally, the committee will be amplifying their input by seeking the perspectives and experiences of as many of their classmates as possible. This process of reaching additional students can take different forms, from tabling or conducting mini focus groups during the lunch period, to pushing into advisory classes. If possible, however, we recommend securing classroom time to teach a series of one to three lessons on policing and governance across an entire grade level in a subject area like English or Social Studies. In Tampa, the school designated ninth-grade English classrooms for this purpose. The classroom lessons, led by the academic partner, teach about policing, provide space for discussion on this critical national issue, and serve as opportunities for information gathering for the committee. There might be other, less formal opportunities for broader engagement—but structured classroom time is ideal for facilitating substantive discussion.

This program also could be implemented at a community center or another youth-oriented

social service center. For that model to be successful, there would need to be a core group of eight to 10 teenage youth (preferably high school aged) who would commit to participating in the project, as well as a larger group of youth who could discuss policing in the community and provide input into the committee's ideas and work.

3. Role and Responsibilities of the Local University or Other Facilitating Partner

Faculty and students from a *local* university or other local institution should serve as the lead organizer and facilitator of the program. A university is the ideal coordinator for this program because they are well-respected and independent from the police department.

A faculty member in law, criminology, sociology, education, or other related discipline whose work covers youth, education, criminal justice, or other relevant areas should lead the implementation of the program. This faculty member also will be responsible for developing the program assessment tools and will help select facilitators for the program. The most successful facilitators are likely individuals who are not seen as too close to, or too critical of, the police department or policing.

Although the faculty member can facilitate, the program provides an opportunity for graduate students to take a leadership role. For example, the university could establish a year- or semester-long clinic or internship program within the relevant academic department.

Based on our experience, the time commitment for a graduate student facilitator is between 10-20 hours a week, depending on how many graduate students are involved in the project. Prior to the program launch at the school, the university will be responsible for coordinating the timing and capacity of the high school and police agency partners. Preliminary lesson plans for the first weeks of the sessions should be finalized. Keep in mind that any assessment tools need to be developed and approved by the relevant Institutional Review Boards. (IRB review is unnecessary if there is no assessment.) In other words, substantial time should be allocated up front for this organizational work.

During the committee and classroom sessions, it is helpful to have at least two facilitators to encourage participation and provide individualized assistance to students. For committee sessions in Tampa, we had a lead facilitator, a full-time employee of the Policing Project, who was present at every committee session. Other academic specialists and graduate students cycled in as co-facilitators. For the 19 classroom sessions for ninth-grade English students, we had a pool of four facilitators, which included one employee of the Policing Project, and three law students, all of whom were teachers prior to commencing their legal education.

For future versions of the program, all facilitators could be graduate students. For consistency and buy-in purposes, make sure there is a lead facilitator present at every committee session. While this guidebook

provides sample lessons for classrooms and the committee, as the committee identifies issues in their community, new lessons will need to be designed that help the committee explore those issues. Having one facilitator present at every session helps the program develop in a logical fashion.

Based on our experiences, a university is most likely to have the resources to lead and organize the Police-Youth Engagement Program. However, a nonprofit or other organization also may have the capacity to successfully implement the program in your community.

Selection of Program Participants

Although all youth and patrol officers could benefit from this program, we conceived of this approach as a way to bring together students and patrol officers from high-crime, challenged neighborhoods, where mistrust of law enforcement is the most entrenched. With this mission in mind, we have detailed a range of considerations for selecting student committee members, the larger group of students to be involved in the project (i.e. all ninth graders at the participating high school), patrol officers, and graduate student facilitators.

1. Student Committee Members

The committee ultimately should include eight to 10 student members. In the pilot program, with the help of school leadership, we selected 14 student committee members who were all from the same neighborhood. By the end, 10

students consistently attended each session, an attrition we anticipated on the front end.

We selected students from the same neighborhood because we wanted students to interact with patrol officers who cover their neighborhood to increase the likelihood that the program would translate into positive on-the-street interactions. This approach can be altered depending on the size of the city and the viability of such a selection. In a smaller city without multiple patrol districts, such selection considerations are unnecessary.

Additionally, in the pilot, we sought students who, based on what their teachers or administrators knew, may not have positive opinions of the police. School officials felt these students would take this process seriously, and most importantly, would show up. In forming the committee group, we wanted students whose experiences with police were representative of youth in their community and who were open to discussing their feelings towards and experiences with law enforcement in a group setting that included officers.

KEY TO SUCCESS

Create additional buy-in for youth participants by including special guest speakers to address relevant topics and incorporating field trips to the department and other local institutions.

Although in the pilot we decided that it would be best to have school administrators who knew the student body pick the participants that met these criteria, future versions of the program could call for volunteers for the committee through an introductory information session, assembly, cafeteria tabling session, or by having teachers assist with recruiting. If there is significant student interest at the school, facilitators could use a short essay application process to select participants.

2. The Larger Group of Students

A key feature of this program is that it has a core group of students collecting perspectives and input from a larger group of their peers. In the pilot, we used the entire ninth-grade class of approximately 450 students as the pool of larger students. We chose a ninth-grade class on the advice of educators that ninth graders were young enough that they would still be forming their opinions about their community and the police but mature enough to have experienced or witnessed some of the key problems we address in the program.

Additionally, because drop-out rates for high schoolers increase through each year of high school,[13] ninth grade is the year with the broadest cross sections of students still enrolled in school. The larger group of students from which to gather opinions and narratives also could be pulled from a sports league, or from youth who attend programming at a community center.

3. Patrol Officer Committee Members

The committee ultimately should include three to five patrol officers. As with student participants, there is likely to be some attrition in patrol officer participation.

The most important selection criteria for officers is that they are patrol officers, and that they come to the program with an open mind.

Patrol officers are most likely to interact with youth on the street and can benefit from having a non-confrontational space to deeply explore policing issues with youth.

Additionally, in many communities, there are a few officers who already are extremely involved in community programming. These officers are valuable to departments, but they already understand the importance of community outreach. This program can help officers with less exposure to community programming see the benefits of deep engagement with community members. We strongly recommend using patrol officers.

On the flip side, the program is not a space for the department to place its most antagonistic or hard-headed officers. Differences of opinion are welcome, but officers selected must be genuinely committed to listening to and forming relationships with youth.

For our pilot, we sought patrol officers who patrolled the neighborhoods where the student participants lived. Neighborhoods can have different policing needs—i.e. a community

in high-rise public housing will experience policing differently than a community of single-family homes. For the program to be successful in identifying potential issues and solutions, we felt the committee would need to be comprised of a group of youth and adults who all experienced policing in the same context.

4. Graduate Student Facilitators

The faculty member at the university who is leading this project will likely want to pick at least four graduate student facilitators to lead the classroom sessions and teach the classroom breakouts. If the faculty member does not wish to be the lead facilitator, one graduate student should be selected as the lead facilitator and should be present at every committee session. The lead facilitator ideally would have some teaching or youth group experience in their background.

Additionally, facilitators have to be able to lead sessions in a neutral and respectful fashion. To do this, facilitators cannot bring into the committee or classrooms biases towards community or police perspectives. In our experience, both youth and police will readily acknowledge the tension between police and communities, especially in challenged neighborhoods. Facilitators must be able to check their own pre-conceptions of this issue at the door—their role is to guide discussion, not lead it. Both youth and officers will shut down if they sense a bias on the part of the facilitators.

Finally, this program is likely to bring up sensitive issues. Facilitators should be able to respond empathetically to these issues, acknowledging the feelings they raise, and the need to process and deal with them honestly. *(We discuss ways to prepare and strategies for facilitating difficult conversations on page 35.)*

KEY TO SUCCESS

If it's not possible to select facilitators who have had teaching experience, prepare facilitators for classroom instruction by having them observe classes at the host school and meet with lead educators there.

Program Scheduling

We recommend running this program over the course of an academic year. This timeframe allows the committee ample time to identify the issue they want to address, and then seek a substantial amount of input from the broader youth community, from the entire community through surveys, or from community experts prior to developing and implementing a solution.

However, the program structure is flexible and can be adapted to the needs or time constraints of any community. For example, a half-year (single semester) program may work better for your community, and it is certainly possible to condense the program goals into this timeframe.

Perhaps the police department is considering implementing a new, specific policy relating

Below is the timeline for a program that would span a full year. This timeline assumes that the committee, in developing their ideas, will draw on perspectives from one entire grade-level class—ninth graders, in this example.

Sample Academic School Year

August–October	• Facilitator develops preliminary lesson plans, coordinates schedules with law enforcement agency partner and high school, and designs assessment tools. • High school selects student participants. • LEA selects officer participants for committee.
November	• University conducts pre-survey of all ninth graders and all committee members, trains police officers, and runs introductory session for students. • Committee Session 1
December	• Committee Sessions 2 & 3
January	• Committee Sessions 4 & 5 • Ninth-Grade Class Session 1
February	• Committee Sessions 6 & 7 • Ninth-Grade Class Session 2
March	• Committee Sessions 8 & 9
April	• Committee Session 10 • Final presentation to police leadership
May	• Post-survey of all committee members and all students in the selected academic year (i.e. all ninth graders).
June-August	• Post-program debriefing including any report writing, planning for the following academic year.

to issues such as SROs, truancy, Use of Force, or a youth diversion program.

In this case, the department may prefer a shorter version of the program in order to engage youth around the specific policy area. If the police department has a specific policy or program for the engagement, the university will have to take a leadership role in crafting a curriculum for this program that explores that issue.

No matter the format of the program—elective, lunch period, after-school—it is possible to condense this timeline into a half-year/semester-long program with a few adjustments. First, to the extent possible, the facilitating partner should handle lesson development and schedule coordination before the start of the school year or over the winter break for a January start. This way, the program can hit the ground running and host its first committee sessions as soon as the semester starts. Second, with a shortened schedule, facilitators should scaffold the participants toward selecting a narrow issue to focus on. Additionally, it may be necessary to limit the number of guest speakers to ensure that the committee can complete the collaborative problem-solving process. Once you know how many sessions the program will span, backwards planning will allow for mindful curriculum adjustment.

Regardless of the timeline of your program, for the committee's work to be valuable, the program should be organized to ensure as many committee members are present at every meeting as possible. Students and officers have unique constraints on their time. Thus, in creating a timeline that works for your community, there are various scheduling issues to consider:

1. High School and Student Participant Schedules
This program must be scheduled with key school events in mind, such as standardized testing dates and homecoming or field trip days. Obtain a copy of the school calendar in the program planning stage to avoid conflicts with these events.

Furthermore, facilitators should ask at the beginning if student-participants are involved in extracurricular activities. Will they have to leave school early on certain days for sports meets? Miss a week of school for a class trip to Washington D.C.? While not every student's schedule can be accommodated, it is best to try to strive for consistent attendance.

2. Law Enforcement Agency and Officer Schedules
It is complicated, but doable, to select patrol officers for this program who can participate consistently over the course of an academic year or semester. Through working closely with the law enforcement agency and understanding its unique staffing model, the program can be scheduled to accommodate patrol officers. Ask if the department offers overtime pay to officer-participants, or work with the academic partner to seek funding for overtime pay to build in some scheduling flexibility. However the program is structured, there has to be a core group of officers available

throughout the life of the program. Without this commitment from the department, the program will not be successful.

3. University and Graduate Student Schedules

Just like the high school, university graduate students also contend with papers, final exams, and holidays and term breaks. The university must consider if key program targets can be met in December and January, when exams, holidays and vacations might impact student capacity. As consistent participation from facilitators is key, the faculty member might choose graduate students who stay in the area during the university's winter term break or see if a student-facilitator can take a lighter course load one semester to accommodate the demands of this program.

Preparing for Difficult Conversations

When functioning properly, this program is almost certain to raise sensitive issues around race and policing, or the incarceration of friends and family members. To ensure meaningful, substantive engagement on the part of both youth and police, facilitators cannot shy away from these tough topics, but must address them head-on. Below are some strategies for how to prepare to have these difficult conversations.

1. Separate Orientation Sessions

Hold separate orientation sessions for youth and officers prior to bringing them together in a single group. These sessions let facilitators establish a rapport with each group, set the

tone for the program, and field any concerns or reservations that youth or officers might not feel comfortable sharing initially as a whole group.

In the youth orientation session, clearly explain the goals of the program. Assure youth that this is not an exercise in brainwashing, but rather a real opportunity for their voices to be heard and their opinions to matter. Emphasize that the officers are attending to listen to and engage in real dialogue with them about difficult issues. Because this program is largely about empowering youth voice, you must start to hear youth participants' ideas and opinions from the very first session. This goal may be achieved simply by asking youth to describe their most recent interaction with a police officer. If a recent police incident is making local or national news, facilitators should address it and use it as an entry point to meaningful discussion rather than avoid it.

KEY TO SUCCESS

If youth are reluctant to share their personal stories about interactions with police, ask them to describe an encounter they've witnessed or heard about from friends or family. Widening the focus can help them open up.

In the officer orientation session, explain officers' roles in the program as co-equal participants and prepare them for potential student negativity. Facilitators should make clear that the officers are students in the

program as well, and that they are there to listen and engage in conversation with youth, not to lecture them. Emphasize that while the officers need not agree with everything students say, they must validate the students' feelings and truly listen to their concerns.

Officers also should be encouraged to share about themselves personally. If they grew up with a similar background or if they have ever had a negative encounter with the police, sharing these stories will help the youth bond with the officers.

Finally, facilitators must highlight the benefits that the officers can gain from participating in the program: better relationships with youth in areas they patrol can lead to fewer antagonistic encounters on their daily beat, as well as create community contacts who can help them do their job.

2. Setting Ground Rules

The first joint session should include time to set the ground rules for classroom discussions. A successful ground rules exercise can take many forms, but we like classroom contracts. They are a great way to involve all participants in the process and to instill an air of formality and seriousness around the exercise.

For the most part, facilitators should allow the youth and officers to create the terms of the contract. Letting the youth and officers establish the rules creates buy-in and serves as an important early exercise in democratic governance, helping to set the tone for

participatory action that is essential to the rest of the program.

Still, facilitators should determine any nonnegotiable rules beforehand and be prepared to add these rules if the class does not suggest them on their own. For example, we cannot conceive of youth feeling comfortable to participate openly and honestly without a confidentiality requirement. Of course, the bounds of this confidentiality must be worked out with the police agency to ensure that everyone is on the same page and in compliance with mandatory reporting requirements. But, in general, students must feel that what they share in the classroom will not get them into trouble. *(See Spotlight on "Snitching," page 37, for more on confidentiality.)*

KEYS TO SUCCESS

In general, we find that the more effective classroom contracts "do less." Focus on broad rules that capture the spirit of the desired classroom environment, rather than an exhaustive list. For example, one of the governing rules for our class discussions was simply, "Be honest. But respectful."

3. The Importance of Plainclothes

If there is any concern that the youth participants will be hostile to interacting with the officers, arrange for the officers to attend early sessions in plainclothes. For many students, the police uniform creates a barrier

Depending on the community and youth population you are working with, fear of being labeled a "snitch" as a result of participating in the program can be a real concern. There is no easy answer to this issue, and it may prevent certain students from joining the program.

We have found, however, that establishing a couple of key ground rules at the start can help ease youth concern about this issue. The first is a robust confidentiality requirement that applies to officers and youth alike. If the fear of being labeled a snitch is a major concern among the youth population you are working with, then ensuring confidentiality regarding both what is said in the classroom and even who is in the classroom is essential to making them feel comfortable and safe. Facilitators must

explain how seriously this rule is being taken and should also have the officers speak about their commitment to following it.

The second key ground rule requires establishing youth control over their interactions with the officers outside of the classroom. If there is significant gang activity in the community, perhaps even active gang membership among the youth participants, it may not be safe for youth to be identified as friendly with officers outside the classroom walls. Youth may need time to explain their participation to family and friends, and they must be allowed to do so at their own speed, and in their own way. While one of the goals of the program is ultimately to foster positive relationships between youth and officers beyond the classroom, youth must feel in control of the situation and be allowed to let these relationships develop in a way that is safe for them in their community.

between them and the officers, representing all of the negative police interactions they have either experienced, witnessed, or followed on their social media feeds. Having the officers show up in plainclothes helps youth feel at ease and goes a long way towards allowing them to see the officers as people beyond the badge. We consistently have heard from youth about the value of officers in plainclothes.

Patrol officers will likely have to receive permission from command to attend in plainclothes, so facilitators should work with the department to ensure this possibility ahead of time. It likewise is vital for facilitators to find out exactly what officers will be bringing to the session—command may allow the officers to wear plainclothes, but regulations may still require them to wear their utility belts,

including their guns, while they are on duty. If officers must attend armed, then facilitators should prepare youth for that fact by informing them and allowing them to raise and discuss any concerns beforehand. It can even make for a good discussion topic in the first joint session.

Eventually, it may make sense for the officers to attend sessions in their uniforms so that students grow accustomed to seeing the officers as they would appear outside the classroom. If there is time in your program, incorporating a lesson on the role of police uniforms and their history could be a beneficial addition to the curriculum.

Sample Program Sessions

The Tampa pilot of our Police-Youth Engagement Program occurred over one semester and consisted of 10 sessions in total—one officer training session, two youth training sessions, one classroom session, and six committee sessions. Our committee sessions occurred in double periods, which lasted one hour and forty minutes. We propose a longer schedule in the project timeline—15 sessions—to give the committee more time to seek broader youth input and have richer discussions around policy issues and solutions.[14]

Here, we outline the sessions used in the pilot program. First, police and youth were introduced to the program separately. They were trained in Transformative Interviewing, and brainstormed questions they wished to ask one another. Then they came together for interviews, in which they explored one another's personal background and views on policing.

The facilitators then worked with the committee to define three key police-community issues for their community. These issues were based on the committee's experiences, gathered through the interviewing exercise, and by reading a sample of narratives gathered from over 400 ninth graders about policing. The issues identified in the pilot were:

✓ *We need more opportunities where police and youth can interact in a non-confrontational setting.*

✓ *We need more opportunities for police and youth to interact positively out in the community.*

✓ *We need to help police and youth overcome negative biases they might have about one another.*

Next, the Policing Project taught committee members about potential solutions to these challenges by exploring how other cities have tackled the same problems. These potential solutions fell into three categories: (1) innovative police-youth programming; (2) community policing strategies which prioritize non-enforcement police-community interactions on the street; and (3) bias-free policing trainings and policies. Through discussion of these national approaches, the committee jointly reflected on what would or would not work in Tampa.

Ultimately, the committee proposed a novel police-youth program called "meet-along, ride-along," where youth and police would get to know the same neighborhoods from each other's perspectives, and meet each other's families, before coming together in groups to discuss police-community relationships. In the final presentation to police, school, and student leadership, the committee detailed the progression of the program, including their final proposal.

The chart on the next page outlines the sessions implemented in the pilot program. However, as further detailed, there are many ways these sessions could be supplemented or adapted to fit your community.

Sample Program

SESSION	KEY OBJECTIVES & ACTIVITIES
Officer Training Session	• Officers are introduced to the Police-Youth Engagement Program, through which students will work with police officers to identify a policing issue, learn more about the issue from their community, and propose a solution. • Officers learn the method of Transformative Interviewing, which will allow them to get to know youth and create a foundation from which they can work together to solve a policing problem. Officers will draft interview questions for youth.
Student Training Session	• Students are introduced to the Police-Youth Engagement Program, through which students will work with police officers to identify a policing issue, learn more about the issue from their community, and propose a solution to the issue. • Students learn the method of Transformative Interviewing, which will allow them to get to know the police officers and create a foundation from which they can work together to solve a policing problem. Students will draft interview questions for officers.
Committee Session 1	• Students and officers introduce themselves and interview one another. They should take notes on what they learn.
Committee Session 2	• Students and officers complete interviews and give a presentation to the group about their interviewee. • The committee uses their interviews as a launching point to brainstorm key policing issues facing youth and officers, including questions they have for the larger ninth-grade class about policing.
Ninth-Grade Classroom Session	• Ninth-grade students differentiate their experiences with policing in the community from national media narratives about policing. • Ninth-grade students describe personal policing interactions, and reflect on what were positive "glows," and what were negative "grows" from those interactions. • Ninth-grade students understand that their voice is important and valued, as they answer questions posed to them by the committee seeking to improve police-community relationships.

Sample Program *Continued*

SESSION	KEY OBJECTIVES & ACTIVITIES
Committee Session 3	• The committee further defines a policing issue, or set of issues, they want to tackle based on: the committee's own brainstormed list of issues from Session 2; themes that emerge from a sample of ninth-grade narratives; and reading answers to questions posed by the committee in ninth-grade class sessions.
Committee Session 4	• The committee researches solutions around the country to their defined issue or set of issues and prepares a presentation about potential solutions.
Committee Session 5	• Committee members present to each other on their issue and solutions, and the committee votes on which solution they think is most viable and helpful for their city. • Members will complete worksheets about the resources and information they would need to make their idea a reality.
Committee Session 6	• Committee members polish and practice the final program presentation, which outlines the work of the committee and their final proposal. • Members will learn key presentation skills and get feedback on their personal presentation style.
Final Presentation	• The committee presents final work to police command staff, school administrators, and other community leaders. • Students will understand that decision-makers in the community are taking their ideas and proposals seriously, and their voice has an impact on police policymaking. • Police command staff plan for any follow-ups to discuss the ideas proposed.

Steps For Continued Success

Beyond facilitating the program itself, participating partners should consider issues of program evaluation, expansion and/or modification, and funding in order to implement or repeat successful youth engagement.

Program Evaluation

When implementing this program, all parties may want to know, more concretely, how participation has (or has not) impacted the perspectives of the participants. In the pilot, we did pre- and post-surveys of student committee members. In future versions of the project, the university partner may wish to also conduct an evaluation of participating officers or the larger pool of students who provide their input and experiences. Furthermore, it may also be valuable to obtain more qualitative or narrative feedback on the program through a focus group or interviews of students, officers, school leadership, or police command staff.

The surveys designed for the pilot were brief, keeping in mind our limited time with the committee.[15] We focused not just on trust and respect of police, but also on attitudes about civic engagement and responsibility. As detailed in the "Benefits" section, (see *supra pp. 19-23*,) we saw positive improvement in trust and respect of police and authority figures. We did not find shifts in attitudes of civic engagement, which may be attributable to the limits of this assessment tool but should be explored by future evaluators.

There are several other important considerations for assessment.

1. Institutional Review Boards
If applicable, before conducting any survey-based research, the university partner must ensure compliance with the processes set up by its Institutional Review Board (the body at research institutions responsible for approving research protocols).

2. Anonymization
As part of the research design, the evaluators should assign each participant a random identifying number to keep track of their surveys without using their names.

3. Parental Consent
Parental consent may be required for youth surveying and/or focus group participation. In the pilot program, the Policing Project's Institutional Review Board exempted the youth committee survey from the parental consent requirement because it was deemed low-risk to the minors. Instead, only youth assent was required. For a longer, or more involved evaluation, including a focus group, this may not be the case.

Options for Expanding or Modifying the Program

There are numerous options for expanding or modifying the program depending on the needs and resources of the various partners involved. We discuss just a few of those options below:

1. Structuring the Program as a Semester-Long Elective

If the high-school partner cannot build the program into its English or Social Studies curriculum, see if the program can be offered as a semester-long course elective in local governance and criminal justice.

2. Incorporating Excursions and Feld Trips Into Committee Sessions for Additional Learning or Bonding

If the high-school partner cannot build the program into its English or Social Studies curriculum, see if the program can be offered as a semester consisted of only classroom sessions. With adequate funding, there could be field trips for the committee as well. These might consist of mission-related field trips—a ride along with an officer, attending an officer training session—or more casual opportunities for bonding such as bowling or a trip to a local restaurant.

3. Focus the Committee on Research

In the pilot program, we focused information gathering on personal experiences about policing. These personal narratives were collected through police and youth interviewing one another and ninth graders writing reflections on policing. In keeping with YPAR principles, the committee's work could be more focused on learning about and executing various research methodologies. For example, the committee could write scripts and then interview police leaders. Another option is for members of the committee to conduct research surveys themselves in ninth-grade classrooms to collect data from youth.

4. Meet with the Chief or Command Staff at the Beginning of the Program

This program is conceived of as a way for senior police leadership to convey that the agency is listening to community concerns and keeps its promises to the community. In order to amplify this message and get youth and officer committee members more invested from day one of the program, the chief or a command staff member may wish to meet with the committee during the first session to thank the group for its participation and indicate department support for hearing and potentially implementing its proposals at the end of the program.

5. Reach More Officers

This program draws on many youth perspectives in defining problems and solutions. This program also can be amplified on the police officer side as well. Officers could be trained in leading focus groups and could circle back to larger groups of law enforcement to gather perspectives and vet ideas.

6. Interface with Other Police-Community Policymaking Initiatives

If a community has other police-community policymaking initiatives, such as a community advisory board, this body can be apprised of the committee's work. The board may wish to hear any proposals generated by the committee or offer mentorship or networking with the youth participants on the committee.

These ideas reflect just some of the many ways that the program's structure can be adapted to meet the needs of your particular students and officers while still strengthening youth-police relationships and promoting civic engagement. Ultimately, facilitators must decide how to make the program most effective given their particular community, resources, and willingness of their law enforcement and school partners.

Program Funding Considerations

The particular funding needs of your program will depend on the model you choose to pursue and the resources of your particular partner organizations.

In a model where the university partner is the lead organizer and facilitator for the program, support may be available within the institution. If the program is structured as a clinic or internship, graduate student facilitators may be able to receive course credit for their participation. In addition, the university may have discretionary funds for program support such as field trips or food.

If university funding streams are not available, or if a nonprofit organization wants to take the lead on organizing this program, then it will be necessary to look outward for funding avenues. In our experience, social justice minded philanthropic organizations or even local governments may have grant opportunities.

For our pilots, we were fortunate to work with police departments that were deeply committed to the program and thus arranged for officers to participate while on-duty. The officers did not receive any monetary incentive beyond their normal salaries. Likewise, because we ran our program during the school day, the high school staff and administration incorporated program support into the course of their normal work duties. The school day timing also helped ensure student participation—again, captive audience.

While our pilots did not make use of stipends for either the student or officer participants, they could be an appropriate incentive, especially if the program is run after-school or if the public safety agency cannot commit on-duty officer time. In these situations, a small stipend or scholarship could encourage participation and consistent attendance.

The Policing Project believes that police departments and communities should "co-produce" public safety by engaging in ongoing, substantive dialogue about policing policies and practices. The Police-Youth Engagement Program detailed in this guidebook seeks to expand community involvement in police policymaking by including youth—a critical voice often left out of the conversation. This program is a launching point for a broader discussion around how local law enforcement can work cooperatively with all citizens to ensure that policing policies and tactics not only keep the city safe, but also respond to the priorities and values of the community.

The Policing Project is continuing its groundbreaking work in the police-youth programming space and will be implementing expanded versions of the Police-Youth Engagement Program in the 2018 and 2019 academic years in other high schools.

To learn more about our evolving youth programming, **visit www.PolicingProject.org.**

Appendix A
Sample Lesson Plans

This appendix contains five sample lessons plans to get you started. We have included lesson plans for the separate officer and student training sessions; the first two joint committee sessions during which the participants conduct interviews of each other; and the first full grade-level lesson.

Both the training sessions and committee sessions are designed for 90-minute blocks. The lesson with the larger class (all ninth graders) is designed for a 50-minute classroom session. These materials are intended merely as outlines that can and should be adapted to the particular needs and design of your program.

01.
Officer Training Session

LESSON OBJECTIVE	OVERVIEW
Officers will (1) be introduced to the Police-Youth Engagement Program, through which they will work with students to identify a policing issue, learn more about the issue from their community, and propose a solution to the issue; (2) learn the method of Transformative Interviewing, which will allow them to get to know youth, and create a foundation from which they can work together to solve a policing problem; and (3) draft interview questions for students.	🕐 20 min. – Opening 🕐 20 min. – Introduction of new material 🕐 40 min. – Independent practice 🕐 10 min. – Closing

MATERIALS	FACILITATOR TASKS POST-LESSON
Brainstorming Real Questions Handout	Collect officers' brainstormed questions and compile into single document.
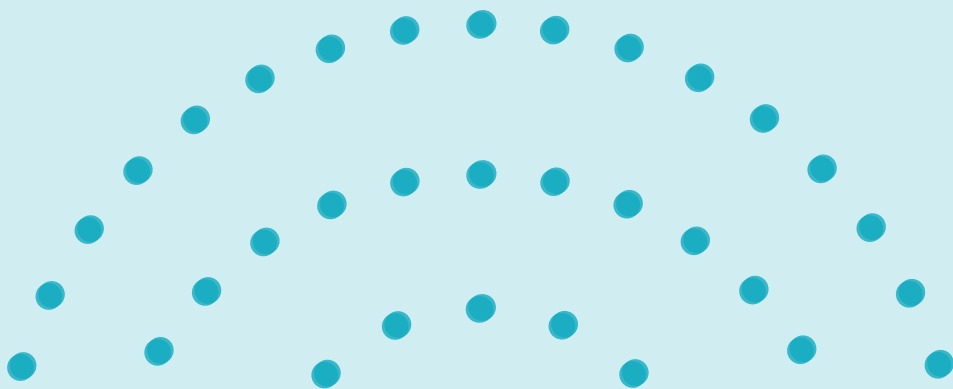
01. Officer Training Session

OPENING

General Introductions

1. Facilitators will introduce themselves and the Policing Project and/or their organization and explain that officers have been selected to participate in a youth engagement program.

2. Describe how the program is designed to empower youth voice and promote community engagement around public safety issues based on the belief that communities and officers are better off when they work together to co-produce public safety.

3. Officers will introduce themselves, share their names, length of time on the force, and why they decided to become a police officer.

Background on Program

1. Facilitators will outline general structure of program. Explain that youth and officers will:
→ *Get to know each other through a method of interviewing called Transformative Interviewing*
→ *Work together to identify a policing problem in their community*
→ *Solicit broader feedback from the community to learn about the issue*
→ *Propose a solution to the issue*
  • Facilitators should explain the program is grounded in the belief that better relationships and engagement with community on the front end, leads to increased community trust, which in turn helps produce better policing results on the back end.
  • Stress importance of reaching youth before attitudes of distrust form and harden.

Address Doubts Upfront

1. Facilitators should use this time to address any initial doubts the officers may have about participating in the youth program by asking about their experiences with youth on the job and any experiences they've had with youth programming in the past.

2. Acknowledge how difficult and dangerous policing jobs can be—and that this program is

actually designed to make parts of the job easier by creating allies among some youth in the community and by giving officers skills to interact with youth in non-confrontational ways.

3. Some questions that may guide this discussion:
    → *What do you think of when you think of youth?*
    → *Describe the last time you interacted with a young person in this community. What did he/she do? What did you do? Who initiated the interaction?*
    → *How would you describe the relationship between officers and youth in your community currently?*
    → *What would it take to improve this relationship?*
    → *What are some challenges officers face with youth?*
    → *What is one common misconception that youth have about officers?*

INTRODUCTION OF NEW MATERIAL & GUIDED PRACTICE

Describe Role of Officers in Program

1. Facilitators should explain officers' dual roles in the program as (1) adults in the room (quasi-facilitators who help keep lessons moving along and on track) and (2) participants like the students (expected to model "A" student behavior, such as active listening and volunteering to share and engage).

2. Stress the officers' roles in the program as co-equal partners with students. They are not there to lecture or condescend to them.

3. Emphasize importance of candor and self-reflection for effective classroom discussions.

4. Make clear that there is an imbalanced power dynamic between officers and students. Officers are authority figures—both by virtue of being adults and by being the police. For students to feel comfortable, and for there to be a real, meaningful exchange, officers must be mindful of that power dynamic and work to overcome it in their discussions with students.

Introduce Transformative Interviewing

1. Faciliatators should explain that in the first joint sessions, students will interview the officers and the officers will have a chance to ask students questions as well.

2. Introduce Transformative Interviewing by explaining that it involves asking the interviewee

Real Questions. This means open-ended questions that are derived from a genuine curiosity that the interviewer has about the social and/or professional life of the interviewee.

3. Provide example: A superficial question might be, "Where did you grow up?" whereas a Real Question is, "How do you feel about where you grew up?"
    → *The former seeks biographical information, while the latter inquires after the interviewee's unique lived experiences.*

4. Stress that we insist on Real Questions because they allow the interviewer to learn something he/she did not know before, and they make the interviewee feel more valued and immediately connected to the interviewer. This type of interviewing has been used to help overcome implicit bias.

INDEPENDENT PRACTICE

Interview Brainstorm and Question Drafting

1. Using handouts, have officers brainstorm Real Questions to ask the students in order to build a better understanding of their lives.

2. Review questions officers draft and facilitate discussion around whether questions qualify as Real Questions.

3. For questions that do not meet the Real Question criteria, edit them into Real Questions as a group.

Role Play Mock Student Officer Interview

1. Prepare officers for potential student negativity and sensitive questions students may ask by having officers role play an interview between a student and officer.

2. Divide officers into pairs and have one officer play a student who has had many negative encounters with police (frequent stop-and-frisks without reasonable suspicion; a mistaken identity arrest, etc.) or asks difficult, sensitive questions (such as, "Why are all cops racist towards African-Americans?"). The second officer will attempt to engage the student in conversation.

3. Officers should then rotate roles.

4. Have a reflection discussion on what did/did not work in trying to get the reluctant student to interact and create a list of some helpful strategies to handle difficult questions.

5. As part of this exercise, encourage officers not to become defensive if students raise sensitive issues.

CLOSING

Facilitators will explain the plan for the next session: Students will have the opportunity to interview officers first and then officers will have a chance to ask students Real Questions about themselves. The ultimate goal is for each group to gain a better understanding of where the other is coming from.

Brainstorm

"REAL" INTERVIEW QUESTIONS

NAME:

DIRECTIONS

Brainstorm five Real Questions to ask students. Remember—a "real" interview question demonstrates a genuine curiosity on the part of the interviewer and is a question that only the interviewee can answer.

EXAMPLE

How do you feel about where you grew up?

1. _____

   _____

   _____

2. _____

   _____

   _____

3. _____

   _____

   _____

4. _____

   _____

   _____

5. _____

   _____

02.
Student Training Session

LESSON OBJECTIVE	OVERVIEW
Students will: (1) be introduced to the Police-Youth Engagement Program, through which students will work with police officers to identify a policing issue, learn more about the issue from their community, and propose a solution to the issue; (2) learn the method of Transformative Interviewing, which will allow them to get to know the officers, and create a foundation from which they can work together to solve a policing problem; and (3) draft interview questions for officers.	⏲ 10 min. – Opening ⏲ 25 min. – Introduction of new material and guided practice ⏲ 10 min. – Break to get food and stretch ⏲ 25 min. – Independent practice ⏲ 20 min. – Preparation for next session and closing

MATERIALS	FACILITATOR TASKS POST-LESSON
White board White board markers Question handout Pens/pencils for students	1. Bring handouts with the questions students and officers created to redistribute to the committee. Bring a few completed handouts with sample questions in case any committee members did not complete their own during the last session. 2. Pair students and officers together for interviews. 3. Check with school that committee classroom has ability to play video.
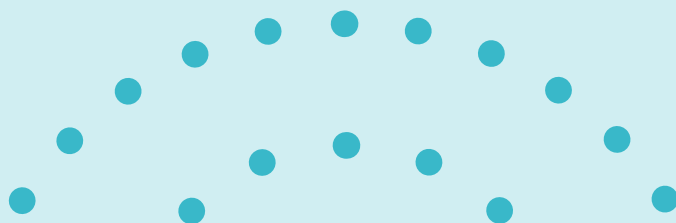
02. Student Training Session

OPENING

Chairs and/or desks in the meeting space should be configured in a circle. Facilitators will:

1. Welcome students and thank them for their commitment to participate in the project.

2. Introduce the goal of the project—working collaboratively with police officers and peers towards a solution related to a policing issue in the community.

3. Describe the role of facilitators as trainers on social science research methods, which the students will use to develop an effective solution.

4. Stress the importance of regular attendance in the program and take attendance.

5. Outline the five-step plan for what the program includes:
   → *Interview training (today)*
   → *Getting to know officers and establishing trust*
   → *Picking issues to focus on for policy*
   → *Researching, gathering information*
   → *Developing and planning a solution*

Facilitators will explain that the first step toward the programs' goals is to practice interviewing skills. Emphasize that interviews allow students to get to know officers in a personal capacity and empower them to collect data and make informed decisions on behalf of their peers.

During this segment, students will be introduced to the idea that through research methods, youth can make democratic decisions to improve their community and police relations. The committee will use this theory during the program to identify a policing issue and/or topic, develop a set of research questions, collect and analyze multiple data sources, and develop recommendations to address the community policing issue selected by the core group of students and police officers.

INTRODUCTION OF NEW MATERIAL AND GUIDED PRACTICE

Students will be introduced to a distinct method of interviewing, called Transformative Interviewing, which is based on building connections by learning about human experiences through asking Real Questions. Explain that Real Questions are derived from a genuine curiosity the interviewer has about the social and/or professional life of the interviewee. Students will define Real Questions and follow-up questions. Facilitators will give some examples of "real" versus "not real" questions and organize a discussion to compare and contrast the differences between the two types of questions.

Facilitators will then hand out the worksheet and ask students to brainstorm two Real Questions to ask facilitators.

Students will interview a facilitator in a "fish bowl." Each student will be allowed to ask their two questions from their worksheet. The "fish bowl" interview will conclude with the whole group of students having a discussion to reflect on what they learned.

Facilitators will review that asking Real Questions allows students to learn something that they didn't know before, which is an approach to mitigating implicit bias as interviewers and interviewees get to know each other more personally, finding connections and similarities.

INDEPENDENT PRACTICE

Students will be paired with another student to conduct a mini-interview. Facilitators will instruct students to ask Real Questions, both about the classmate's life and relating to the classmate's opinions on policing. Interviewees should respond to each question candidly and ask the interviewer to share his/her response to the question presented.

Students will take two minutes to brainstorm Real Questions they have for their classmates. Students will each have five minutes to interview their partner. Facilitators will announce when it is time for the pairs to switch.

Once this interview exchange is complete, students will introduce their partner to the whole group, recalling commonalities and differences with respect to opinions about policing.

Facilitators will discuss with students their worries or excitement about interviewing the officers who will be working with them in the six future sessions. Facilitators should guide students to think about perceptions students could possibly have about officers from their prior interactions and what perceptions officers may have about youth in their community. Facilitators will explain that one of the objectives of these sessions is for the students and officers to get to know each other as individual people—and break through any preconceived ideas the two groups have about each other. Students will come to see how interviewing officers with Real Questions can break down some of these misperceptions, demonstrating the similarities between the two groups.

Students will work independently to come up with four questions they want to ask the officers. Facilitators should encourage students to think of questions that both have to do with policing and some that don't. Some examples include:

→ *What is the most difficult part of your job?*
→ *What are you most afraid of?*
→ *What is your greatest accomplishment?*
→ *What is your day to day job like?*
→ *What do you like to do when you're not at work?*
→ *How would you describe your family?*

The whole group will come back together and if there is time, share their questions. Facilitators will collect students' questions to re-distribute in the next session. Students will be reminded that the next session is with police officers and they will be getting to know them personally through Real Question interviewing.

Brainstorm

"REAL" INTERVIEW QUESTIONS

NAME:

REAL QUESTIONS DEFINITION:
Real Questions are questions only the interviewee can answer, based on his/her unique lived experience.

EXAMPLES:
a. What is your greatest accomplishment?
b. What is the most difficult part of school/your job?

QUESTIONS FOR FACILITATOR:

1. _____

_____

2. _____

_____

3. _____

_____

QUESTIONS FOR CLASSMATE:

1. _____

_____

2. _____

_____

3. _____

_____

1. _____

_____

2. _____

_____

3. _____

_____

03.
Joint Committee Session 1

LESSON OBJECTIVE	OVERVIEW
Students and officers will: (1) set ground rules for having open, honest, and respectful discussions in this program, (2) review interviewing methods, (3) introduce themselves through interviewing one another, and (4) record notes on what each learns about the other.	🕐 10 min.— Opening 🕐 25 min.— Introduction of new material 🕐 10 min.— Break for food and stretch 🕐 35 min.— Independent practice 🕐 10 min.— Preparation for next session and closing
MATERIALS	**FACILITATOR TASKS POST-LESSON**
Computer/projector to show video Interview question handouts White board markers/chalk Pens/pencils for committee members Five steps of program written on board Definition of rapport written on board	Bring Session 1 handout to next session.
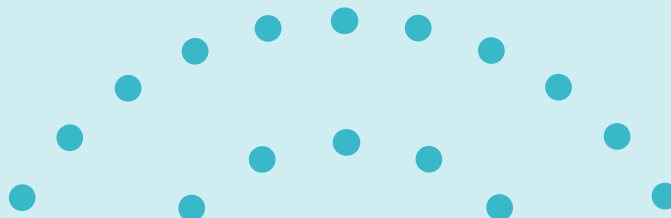
03. Joint Committee Session 1

Facilitators will take attendance and then introduce students and officers to each other through a whip around (name/grade/how long they have been an officer). Facilitators review where the committee is within the five steps of the program:

1. Interview training

2. Getting to know officers and establishing trust (today)

3. Picking issues to focus on for policy

4. Researching, gathering information

5. Developing and planning a solution

Facilitators will set objectives for the day: learn and practice building rapport with someone in order to discuss sensitive topics honestly in an interview.

Facilitators will emphasize that before the class can achieve these objectives, they must determine the ground rules that will guide all the discussions in this program. Pose a framing question, such as, "What are some requirements for having open, honest, and respectful discussions in a classroom?"

Go around the room and ask each participant to share a rule or requirement. Chart all answers on chart paper/board for everyone to see. Spend some time having a group discussion about the rules suggested, eventually narrowing down the list to a few nonnegotiable rules. Once the list is finalized explain that these rules will govern all classroom discussions for the length of the program.

Transition to interviewing activity by reviewing the definition of Real Questions. Ask students and officers to recall anything they remember about the method of Transformative Interviewing that was discussed in their previous sessions. Explain that students and officers will interview each other today using this method to get to know each other and build rapport.

INTRODUCTION OF NEW MATERIAL & GUIDED PRACTICE

1. Define "rapport"–*a relationship in which people understand each other's feelings or ideas and communicate well.*

2. Discuss why this skill is important (to build trust in order to talk more honestly about more sensitive topics).

3. Show video example of an interviewer building rapport before asking questions on a sensitive topic.
   → *Ask committee members what they noticed about how the questions earlier on in the interview differed from the later questions after rapport was built*
   → *Differentiate between the interviewer's use of surface level questions and deeper questions*
   → *Highlight the interviewer's use of follow-up questions*
   → *Facilitators will conduct a mini-interview of each other using follow-up questions to model for students*

INDEPENDENT PRACTICE

Before starting the interviews, facilitators will preview the structure for the rest of this session and the start of the next session:

1. Interviews will start today and go through the next session.

2. Today's interviews will focus on questions about the interviewee's personal life. Next time, we will focus questions on the interviewee's professional life.

3. Students and officers will refine the questions they brainstormed last time based on what we just learned about rapport building (starting with more basic questions, and making sure to include follow-up questions).

4. Encourage students to take notes on what they learn about their interviewees today and in the next class.
   → *At the end of the next session, students will present their officers to the class, sharing the information they learned from their interview.*

5. Committee members will receive their handout sheet with their questions from their training sessions as well as today's handout. Facilitators will ask committee members to review the questions they drafted last session to see if they ask about the interviewee's personal or professional life. Using the new handout, committee members will have five minutes to copy any personal questions they previously drafted to the new handout, draft any additional personal questions needed to fill out the worksheet, and add follow-up questions, making sure that all questions are Real Questions.

→ *Personal question examples for facilitator to provide: "How is your day going?" "What do you like to do for fun?"*

6. Facilitators will divide students and officers into pairs or small groups to start the interviews. Students should interview officers first. Encourage committee members to take notes on their interviewee's answers at the close of their interview for a future presentation.

7. Committee members are shown the handout they will fill out after the interview in the next session and facilitators will briefly review what their presentation will require in the next session.

CLOSING

Committee members will have three minutes to jot down any additional notes on their interviewee in order to help them answer the reflection questions in the next session. Facilitators will remind committee that they will present on their interviewee using one of the reflection questions and answer any committee member questions.

Personal Questions

REAL QUESTIONS DEFINITION:
Real Questions are questions derived from a genuine curiosity that the interviewer has about the social and/or professional life of the interviewee.

EXAMPLES:
a. What is your greatest accomplishment?
b. What is the most difficult part of school/your job?

1.

Follow up:

2.

Follow up:

3.

Follow up:

4.

Follow up:

5.

Follow up:

Joint Committee Session 2

LESSON OBJECTIVE	OVERVIEW
Students and officers will: (1) complete interviews and give a presentation to the group about their interviewee and (2) use interviews as a launching point to brain-storm key policing issues facing youth and officers, including questions they have for the ninth-grade youth about policing.	⏱ 10 min. – Opening ⏱ 15 min. – Introduction of new material ⏱ 10 min. – Food break ⏱ 40 min. – Independent Practice ⏱ 15 min. – Closing

MATERIALS	FACILITATOR TASKS POST-LESSON
Training Session handout Session 1 handout Session 2 handout White board markers/chalk Pens/pencils for committee members Five steps of program written on board Definition of surface level question and "Real Question" written on board Ground rules	Compile questions into free-write for ninth-grade Session.

04. Joint Committee Session 2

OPENING

Facilitators will take attendance, remind committee members that they will finish interviewing each other by asking questions about committee members' professional lives, and review where the committee is within the five steps of the program:

1. Interview training
2. Getting to know officers and establishing trust (today)
3. Picking issues to focus on for policy
4. Researching, gathering information
5. Developing and planning a solution

Review the joint ground rules the committee came up with in the training sessions by having committee members answer what they expect from each other when sharing vulnerable information.

INTRODUCTION OF NEW MATERIAL & GUIDED PRACTICE

1. Revisit the idea of Real Questions by going over the definition and explaining it is "something you genuinely want to know about the other person that you didn't know before, something you are genuinely curious about."

2. Remind committee members that today's session will parallel the previous session where students and officers interviewed each other about their personal lives. Today, they will interview each other about their professional lives.

3. Committee members will receive their interviewing sheets from their training sessions, last week's questions, as well as today's handout, which asks them to list questions about the interviewees' professional lives. Facilitators will review how to ask substantive follow-up questions.
   → *Facilitators will provide a few examples of professional-life questions as well as follow-up questions: "Why did you decide to become a police officer?" "What's the best part about being a student in your community?"*

4. Facilitators will ask committee members to review the questions they drafted in their training sessions to see if any of them concern the interviewee's professional life. Using the new handout, committee members will have five minutes to copy any professional life questions they previously drafted to the new handout, draft any additional professional life questions needed to fill out the worksheet, and add follow-up questions, making sure that all questions are Real Questions.

INDEPENDENT PRACTICE

1. Officers and students come together in groups from last session to interview each other with Real Questions about their professional lives. Students should interview officers first. Remind everyone to take some notes on their interviewees' responses.

2. After the interviews have concluded, facilitators will bring the group back together to discuss presentation guidelines, explaining that each committee member will have three minutes to present on their interviewee using their notes from their interview. Facilitators will chart the basic, minimum information the committee member is expected to share about their interviewee:
  → *Interviewer and interviewee's name*
  → *Grade/time with police department*
  → *Answer to at least one personal question*
  → *Answer to at least one professional question*

3. Emphasize the importance of using a clear and loud presentation voice.

4. When presentations conclude, committee members will receive the reflections questions handout and have five minutes to respond.

CLOSING

1. Introduce the next session where the facilitators and committee members will be going into ninth-grade classes to find out about students' perspective on policing issues.

2. Discuss how asking ninth-grade students Real Questions about policing can help the committee identify a common policing issue for the committee to tackle.

3. Have students and officers brainstorm three to five Real Questions for ninth-grade students to elicit their views on policing, police experiences, and how policing can improve.

Professional Life Questions

REAL QUESTIONS DEFINITION:
Real Questions are questions derived from a genuine curiosity that the interviewer has about the social and/or professional life of the interviewee.

EXAMPLES:
a. What is your greatest accomplishment?
b. What is the most difficult part of school/your job?

1.

Follow up:

2.

Follow up:

3.

Follow up:

4.

Follow up:

5.

Follow up:

Interview Reflection

NAME:

TAKE A MOMENT TO REFLECT ON THE INTERVIEWS YOU CONDUCTED TODAY.
CONSIDER THE FOLLOWING QUESTIONS:

What did learn from your interviews?

What surprised you?

What interested you?

Was your interviewee different than you expected in any way? If so, how?

Question Brainstorm

NAME:

REAL QUESTIONS DEFINITION:
Real Questions are questions derived from a genuine curiosity that the interviewer has about the social and/or professional life of the interviewee.

EXAMPLES:
a. What do you think is the biggest area of improvement for police in your community?

QUESTIONS FOR NINTH-GRADE STUDENTS:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

05.
Full Ninth-Grade Classroom Session

LESSON OBJECTIVE	OVERVIEW
Students will (1) differentiate their experiences with policing in the community from national media and social media narratives about policing; (2) describe personal policing interactions, and reflect on what were positive "glows," and what were negative "grows" from those interactions; and (3) understand that their voice is important and valued.	🕐 5 min. – Opening, introductions, objective setting 🕐 15 min. – Glow or grow exercise 🕐 15 min. – Individual experience 🕐 10 min. – Finding similarities in groups 🕐 5 min. – Closing
MATERIALS	**FACILITATOR TASKS POST-LESSON**
White board/blackboard White board markers/chalk Guided notes handout Sticky chart paper Markers Pencils/pens for students Candy/food for participation incentive	Facilitators will collect the short essay responses and the group posters generated during the class for the next committee session. Facilitators should remove any identifying information in the narratives and posters.

05. Full Ninth-Grade Classroom Session

OPENING

Suggested Introduction of the Program

"Good morning/afternoon. My name is *Facilitator 1* and this is *Facilitator 2*. We are not police officers, but rather here to help your voices be heard by the police department. The department chose your school specifically, so you have a great responsibility today and in the next few months of this project. The police department wants to know from you what they are doing well and what they can improve upon, which we will call glows and grows today.

We expect that conversations about policing can bring up some sensitive issues and strong opinions. Some students in this room may have a family member who is a police officer whom they greatly admire and some students may never have had a positive interaction with an officer. So, before we dive into hearing your thoughts, let's set three expectations for our conversation. The first one we like to use is 'shine, not shade.' *[Write this on the board.]*

This expectation reminds us we want to build each other up, let others talk, and never put someone down or disrespect them for sharing their opinion. Can I have a volunteer for another expectation we should set? *[Record and repeat.]*

Any questions before we begin?"

INTRODUCTION OF NEW MATERIAL

Suggested Introduction of Objectives

[Hand out guided note sheet.]

"Now, please direct your attention to the guided notes sheet on your desk, on the side with a name space on the top. First, we are going to set our objectives, or goals, for the day. As I say the first goal, you will write it in the first box under Lesson Objectives.

[For FUSE/IEP classes, have these objectives pre-written on the board for support.]

1. Our first goal for the day is to identify and articulate policing experiences in the community.

2. Our second goal, which goes in the second box under Lesson Objectives, is to understand how your participation today can make your voice be heard in community-police relations."

Suggested Introduction of Agenda

"Next, we are going to set out how we will meet these goals today. Under Lesson Agenda on your sheet, you will find a box with numbered steps. This is like our schedule for the day. Write the missing word as I say the steps." *[For FUSE/IEP classes, write each missing word on the board for added support.]*

- Reflect on my own experiences

- Glow = positive, something police are doing well

- Grow = negative, something police can work on

- Explain why our experiences are glows or grows

- Share with, and listen to my classmates

GUIDED PRACTICE & INDEPENDENT PRACTICE

Suggested Approach to the Glow or Grow Exercise

"We're going to start off with some examples of news stories involving the police. These are extreme examples of policing, and this is why they have made the national news. The reality is that policing in our everyday lives is normally less extreme. We are starting with these familiar stories to help us think about what kinds of experiences with the police are positive 'glows' or negative 'grows,' and to practice explaining why we feel that way.

Find the two narratives below under the heading 'Glow or Grow.' Read the two narratives to yourself as I read them out loud. As we read through the two narratives ask yourself which of

these is a glow, meaning the police actions most likely made the community feel safer, and which is an example of a grow, meaning the police actions most likely made the community mistrustful or uncomfortable with police. Let's read together." *[For the second one, ask for a volunteer.]*

Alternative 1:

"Now that we have read the narratives and thought about them along the way, let's fill out the blank boxes. Follow along and write what I write as I fill them in.

Is this a glow or grow? For example, for the first narrative, we could say, 'Well, something really bad happened, but I should focus on the role of the police in the situation. If I do that, then this is a positive police story because the officers put themselves in danger in order to protect the people of New York City.' *[Write "Glow" in the chart.]*

Now, let's decide whether the second narrative is a glow or grow for the officers and why. Write down what you think and then I will ask for two people to share."

Alternative 2:

"Now that we have read the narratives and thought about them along the way, let's vote to see which one we think is a glow and which one we think is a grow. On the count of three, give a thumbs up if you think the first narrative is a glow and a thumbs down if you think it is a grow—one, two, three.

Most of you indicated with a thumbs up the first narrative is a [glow/grow]. Let's see what we think of the second narrative. *[Repeat poll.]*

Looks like you all think the second narrative is a [glow/grow]. Let's take a moment to write what we decided in the blank boxes as follows. *[Model on board.]* Can I get a volunteer to share why they think the first narrative is a [glow/grow]?"

[Discuss the answer and have students write their own answers in the blank boxes where it says "because..." Write on the board for support if necessary, and repeat for the second narrative.]

"As I emphasized before, these two news examples are extreme. They do not represent the usual policing that happens every day, and this is why they are in the news. These were relatively simple to decide whether they were a glow or grow for the police, but it is not always so easy. There isn't always one right answer.

We now will think about our personal experiences with policing. If you return to the objectives portion of your notes, you will remember that our focus is on identifying policing experiences that are specific to this community from your point of view."

[Two or more facilitators should begin this exercise by providing examples of their own individual experience with police officers. An example of a share is provided below.]

Example

(*Facilitator 1*): "When I was teaching in Baltimore, we hosted a back-to-school night. I was greeting my students and their families at the door when a team of officers came around the corner and pushed a student's father to the ground, handcuffed him, and took him away in a police car. My student and his family were scared because they didn't understand why his father was being arrested, and they were also embarrassed. The next morning the father was released. He told me there was a robbery of a convenience store down the street and the police thought he was the suspect.

Now, under the 'Our Experiences' section on your page, let's write '*Facilitator 1's* story,' and I will explain the glows and grows I saw in my experience.

While I was angry and upset for my student and his family, the Policing Project has pushed me to consider the officers' perspective. A glow from this experience was that the police thought they were capturing a robbery suspect before he entered a school full of families and children. Under 'Glows,' I would write, 'Arresting robbery suspect.' The grows for the officers were easier for me to see. For my example, under 'Grows,' I would write, 'Ask questions and use less force when arresting.'

These are grows for me because these are areas I think the police could improve upon so this experience doesn't happen again. Some of you in the room may not agree on what I've chosen as grows and glows, and that is fine. How we view glows and grows in this exercise should be based on our individual perspectives."

[In order to complete the next part of the exercise, Finding Similarities In Groups, Facilitator 2 should also model through sharing a personal experience with police officers. To follow our scripted examples, Facilitator 2's experience should also touch on the 'glow' of responsiveness and the 'grow' of wanting officers to ask more questions before arresting.]

Note:
For this segment of the lesson to be effective and efficient it should include a diverse set of possible experiences and incorporate a way for facilitators to think aloud, while remaining genuine to the individual experiences. Thus, facilitators should work together to personalize this segment prior to executing it. This is important for two reasons: first, the facilitators must model the reflection process for the students and allow students to see that we define the term "experiences" broadly to include even the most neutral events like seeing a police officer at a crosswalk; second, if we expect the students to be honest with us, it is helpful for us to be honest and vulnerable in front of them.

Suggested Approach to Student's Individual Experience Exercise

"Now you will have five minutes to share your experience with police. Please do not put your name on this paper. These will be completely anonymous. The police will not read your responses, but rather hear from us after we read them and find common grows and glows you identified. You may use the brainstorm box to plan your writing, but do not have to.

You may say to yourself, 'I have no experiences with police! I have nothing to write about!' For these students, I ask them, have you ever seen an officer? What were they doing? What were you doing? What do you think they should have been doing? What should they continue doing in the future? These experiences are just as important for the police to hear about as well.

There will be no talking during these seven minutes. If you have a question, silently raise your hand and someone will come over to you. We will give you warnings as time decreases and expect you to fill up at least half of the lines on your page since we know you are capable of this. Your seven minutes starts now."

[Facilitators circle the room, providing support and checking in with students who have trouble getting started. Facilitators will provide five minute, three minute, one minute, and 30 second warnings.]

"Your time is up. Flip your paper over. Write the word 'glow' on the top line. You have one minute to write something positive about the experience. Like I explained, this may be difficult for some people, but think from the officers' perspective in your situation what they thought they were doing well. Your minute starts now."

[Facilitators should repeat this same process for grows.]

"Your peers and officers additionally came up with some specific questions they have for you about your policing experience. Please answer at least three of the five questions listed on the bottom of your sheet. These answers will help guide their research to improve a specific policing issue in [City Name]."

Suggested Approaches to Finding Similarities in Groups

Alternative 1:

[Facilitators should divide students into groups of four. Hand out chart paper and a marker to each group.]

"Now that we have finished the individual component of the lesson, we're going to work in groups to identify commonalities between your grows and glows to help communicate to officers what they are doing well and what needs to be improved.

The person with the marker, hold it up high. You have 45 seconds to make your chart look like the model on the board:

Glows	
Grows	

Let's come back together. Return your memory to the facilitator's stories. A similarity between our glows was that the police were being responsive to crime. We would write 'responsiveness' next to glows because that is a common theme in our stories. A similarity between our grows was we wish the police asked more questions. 'Ask more questions' would be written in the box next to grows. You will have five minutes to share your glows and grows and come up with two similarities between your glows and grows."

[If time allows, groups share and analyze similarities between groups and the effect these glows and grows have on their communities and personal feelings about police.]

Alternative 2:

[Use this approach if you are short on time. Draw the model chart above on the board before beginning this portion of the exercise.]

[After facilitators model the process of finding similar glows and grows between their own experiences, as scripted above, have two or three student volunteers share their individual experiences. Ask students if they can identify similar glows and/or grows from what the students have shared. A facilitator should diagram these similarities on the board as the students share their thoughts with the class. Repeat process.]

Note:

This alternative allows the class to complete the group component of the lesson collectively, rather than in smaller groups. Accordingly, it can be a helpful modification for a class where dividing students into groups appears inadequate either because it is an inefficient use of the remaining time, or because a substantial number of students have indicated that they would like more time to work on their individual narratives.

Suggested Approach for Concluding this Session

"As we said, we're going to review all of the material you produced today and find similarities in experiences across the entire ninth grade. We are also leaving paper for you to continue to write to us about your experiences with police. We would love to hear more from you. You can either send it on your own in one of these pre-addressed envelopes, or give it to your teacher to mail. These also can be anonymous and will all be kept confidential.

For our remaining time, do you have any questions or comments for us?"

Lesson Objectives

NAME:

BY THE END OF THE CLASS TODAY I WILL IDENTIFY AND ARTICULATE:

AND, I WILL UNDERSTAND:

Lesson Agenda

In order to identify and articulate policing issues in our community, we must reflect on our experiences with the police to figure out what we think they are doing well, and what we think they could improve.

1. REFLECT ON MY OWN

2. FIGURE OUT WHICH ASPECTS OF MY EXPERIENCE ARE GLOWS OR GROWS

Glows	
Grows	

3. EXPLAIN

4. SHARE WITH, AND LISTEN TO

Individual Reflection

GLOW OR GROW?

---

1. NEWS NARRATIVE: CHELSEA BOMBING

One evening a few months ago, a bomb went off in Manhattan's Chelsea neighborhood injuring several people. That evening police officers identified a suspect, and a manhunt for the suspect began. The next day the police found the suspect. As they approached to arrest him, the suspect opened fire on the officers. Nevertheless, the police succeeded in arresting the suspect. Although many officers were hit by the gunshots, none were killed thanks to their bulletproof vests.

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2. NEWS NARRATIVE: ERIC GARNER

In the summer of 2014, police officers approached Eric Garner on the street because they suspected that he was selling cigarettes illegally. Mr. Garner denied the allegation, but the officers did not believe him and continued to ask questions. When an officer moved to arrest Mr. Garner, Mr. Garner did not submit. The police officer put Mr. Garner in a chokehold and pinned him to the sidewalk. While in the chokehold, Mr. Garner cried out that he could not breathe many times, but the officer did not listen, and Mr. Garner died.

NEWS NARRATIVE	THIS ILLUSTRATES A...	BECAUSE...
1. Chelsea Bombing		
2. Eric Garner		

EXPERIENCES EXAMPLES	GLOW? GROW? WHY?
	Glow? Grow?
	Glow? Grow?

Written Reflection

PROMPT

Narrate an experience you have had involving the police in your community that has shaped how you feel about your community police force. Describe how the experience made you feel and why it had an impact on your perception of the police in your community. What, if anything, did the police officer(s) do well, and what, if anything, do you wish the officer(s) had done differently? Explain why.

BRAINSTORM

MY EXPERIENCE WITH POLICING:

Appendix B
Model Scope and Plans

Appendix B: Model Scope and Sequence

SESSION	OVERVIEW & OBJECTIVES	COMMON CORE STANDARDS[16]
Officer Training Session	• Officers are introduced to the Police-Youth Engagement Program, through which students will work with police officers to identify a policing issue, learn more about the issue from their community, and propose a solution to the issue. • Officers learn the method of Transformative Interviewing, which will allow them to get to know youth, and create a foundation from which they can work together to solve a policing problem. • Officers will draft Real Questions for youth.	N/A
Student Training Session	• Students are introduced to the Police-Youth Engagement Program, through which students will work with police officers to identify a policing issue, learn more about the issue from their community, and propose a solution to the issue. • Students learn the method of Transformative Interviewing, which will allow them to get to know the police officers, and create a foundation from which they can work together to solve a policing problem. • Students will draft Real Questions for officers and conduct mock interviews of each other.	SL.9-10.1 W.9-10.4 W.9-10.7
Committee Session 1	• Students and officers introduce themselves to one another through interviewing and take notes on what they learn. • Based on what the group learns through the interviews, the committee sets its ground rules.	SL.9-10.1 SL.9-10.3
Committee Session 2	• Students and officers complete interviews and give a presentation to the group about their interviewee. They also respond to written reflection questions about the interview process. • Committee uses their interviews as a launching point to brainstorm key policing issues facing youth and officers, including questions they have for the ninth-grade youth about policing.	SL.9-10.1 SL.9-10.3 - .4 W.9-10.10

Appendix B: Model Scope and Sequence *Continued*

SESSION	OVERVIEW & OBJECTIVES	COMMON CORE STANDARDS[14]
Ninth-Grade Classroom Session	• Ninth-grade students differentiate their experiences with policing in the community from national media narratives about policing by reading informational texts about recent major policing incidents. • Ninth-grade students describe personal policing interactions, and reflect on what were positive "glows," and what were negative "grows" from those interactions in written narratives. • Ninth-grade students understand that their voice is important and valued, as they answer questions posed to them by the committee seeking to improve police-community relationships.	RI.9-10.2 - .3 RI.9-10.7 - .8 SL.9-10.1 W.9-10.3 - .4 W.9-10.7 W.9-10.10
Committee Session 3	• Committee further defines a policing issue, or set of issues they want to tackle based on: the committee's own brainstormed list of issues from session 2; themes that emerge from a sample of ninth-grade narratives; and reading answers to questions posed by the committee in ninth-grade class sessions. • Committee receives instruction on a basic framework of research to understand how research can help advocate for change.	SRI.9-10.1 - .2 RI.9-10.7 SL.9-10.1 - .3 W.9-10.7 - .8
Committee Session 4	• Committee members research solutions around the country to their defined issue or set of issues by reading informational texts (newspaper and magazine articles, research reports, ethnographies). • Members prepare a presentation about potential solutions.	RI.9-10.1 - .2 RI.9-10.7 SL.9-10.1 - .3 W.9-10.7 - .8

SESSION	OVERVIEW & OBJECTIVES	COMMON CORE STANDARDS[14]
Ninth-Grade Classroom Session	• Committee introduces the full class to the problem and the solutions that the committee has been considering to this point. • Committee solicits feedback from the class through informal polling and written responses to reflection questions regarding the viability of the solutions proposed.	RI.9-10.1 SL.9-10.2 - .3 W.9-10.3 W.9-10.10
Committee Session 5	• Committee discusses and analyzes the information gathered during the previous session and uses the feedback to refine their proposals. • Committee members present to each other on their issue and solutions, and the committee votes on which solution they think is most viable and helpful for their city. • Committee members reflect on and record the resources and information they would need to make their idea a reality.	RI.9-10.1 RI.9-10.2 SL.9-10.1.C-D SL.9-10.2 - .6 W.9-10.10
Committee Session 6	• Committee members polish and practice the final program presentation, which outlines the work of the committee and the final proposal. • Members will learn key presentation skills, and get feedback on their personal presentation style.	SL.9-10.4 - .6
Final Presentation	• The committee presents final work to police command staff, school administrators, and other community leaders. • Students will understand that decision-makers in the community are taking their ideas and proposals seriously, and their voice has an impact on police policymaking. • Police command staff plan for any follow-ups to discuss the ideas proposed.	L.9-10.3 SL.9-10.4 - .6

Appendix C
Sample Assessment Survey

Sample Assent Form

Over the next couple months, you will be asked to participate in a program at school that will help improve your school and community. You will be working on a project with the [City Name] Police Department where you will be able to discuss policing, and then help to make some of your views and your classmates' views a reality. As part of that program, you will be asked to take two 15 minutes surveys about your views on the police and your community. This program and surveys are run by Barry Friedman, at New York University, and an organization called the Policing Project.

You might have some questions about the surveys:

What do I get out of participating in these surveys? You might not benefit directly from taking the surveys, but this research may help Professor Friedman better understand police-youth relationships in Tampa, FL.

Are there any risks of participating in the surveys? There are no known risks associated with taking these surveys beyond those of everyday life.

Will the information I provide be confidential? Yes. We're going to give each student a code number, so your survey responses are never directly linked to your name. There is one exception. Professor Friedman is required by law to report to authorities if based on your answers he suspects you may do harm to yourself, or anyone else.

Do I have to participate in these surveys? No. You do not have to take the survey at all or answer any questions you don't want to. There is no penalty of any kind for not taking the survey, and it won't affect your ability to participate in the rest of the program, or your grades in class.

What if I have other questions? If you would like to talk to someone at school about this survey or form, you can speak to [School Program Coordinator] (XXX) XXX-XXXX. If you have any questions about the surveys, or wish to report a problem with the surveys, you may contact Barry Friedman at (212) 998-6293, barry.friedman@nyu.edu, 40 Washington Square South, New York, NY 10012. If you have questions about your rights as a research participant, you may contact the University Committee on Activities Involving Human Subjects, New York University, 665 Broadway, Suite 804, New York, NY, 10012, or at humansubjects@nyu.edu or (212) 998-4808.

Do I get a copy of this document? Yes.

I AGREE TO PARTICPATE:

_____

STUDENT'S SIGNATURE & DATE

Survey Instructions

Thank you for taking the time to fill out this survey.

Before we begin, please remove the cover sheet from the survey. Look at the number on cover page.

Is the number in the top left hand corner the same on all pages?

☐ **YES**
☐ **NO**

If the answer is no, please raise your hand.

You will now begin the survey. Please think carefully about each question and answer as truthfully as you can. There are no right or wrong answers, except for what you believe is true. The survey is two pages.

Survey

	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1. When I know about a crime or incident of violence in my neighborhood, I always tell the police.	1	2	3	4	5	6
2. In general, I respect the police.	1	2	3	4	5	6
3. I participate in activities that help to improve the community.	1	2	3	4	5	6
4. In general, other kids in the neighborhood respect the police.	1	2	3	4	5	6
5. I am aware of what can be done to meet the important needs in the community.	1	2	3	4	5	6
6. In general, police respect youth.	1	2	3	4	5	6
7. I feel I have the power to make a difference in the community.	1	2	3	4	5	6
8. I can trust the police to help me when I need them.	1	2	3	4	5	6

9. WOULD YOU CONSIDER BECOMING A POLICE OFFICER? (CHECK ONE)

- ☐ YES
- ☐ NO
- ☐ MAYBE
- ☐ NOT SURE

10. HAVE YOU BEEN STOPPED BY THE POLICE IN THE LAST YEAR? (CHECK ONE)

- ☐ YES
- ☐ NO
- ☐ NOT SURE

11. IF YOU KNEW A CRIME OR SOMETHING VIOLENT HAD HAPPENED, WHAT WOULD YOU DO? (CHECK ALL THAT APPLY)

- ☐ TELL A PARENT
- ☐ TELL A FRIEND
- ☐ KEEP TO YOURSELF
- ☐ CALL THE POLICE
- ☐ TELL YOUR TEACHER
- ☐ TELL SOMEONE ELSE (WHO?_____)

12. WHAT DO YOU CONSIDER YOUR RACIAL/ETHNIC BACKGROUND? (CHECK ALL THAT APPLY)

- ☐ AMERICAN INDIAN AND NATIVE ALASKAN
- ☐ ASIAN
- ☐ HISPANIC
- ☐ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
- ☐ BLACK OR AFRICAN AMERICAN
- ☐ WHITE
- ☐ OTHER

SURVEY COMPLETE. THANK YOU!

RESOURCES

1. For more information about our work and projects, visit: *www.policingproject.org/our-work*.

2. President's Task Force on 21st Century Policing., U.S. Department of Justice, Community Oriented Policing Services (May 2015). *Final Report of the President's Task Force on 21st Century Policing.*

3. Durose, M., Smith, E.L., & Langan, P.A., Bureau of Justice Statistics. (2007, April). *Contacts between police and the public*, 2005, (Publication No. NCJ 215243); Perkins, C.A., Bureau of Justice Statistics Special Report. (2007, July). *Age patterns of victims of serious violent crime* (Publication No. NCJ 162031).

4. Childress, S. (2016, June 10). Why some officers are policing kids differently, *Frontline*. https://www.pbs.org/wgbh/frontline/article/why-some-officers-are-policing-kids-differently; Anderson, J. (2017, November 6). Juvenile Crime in Baltimore "Out of Control;" Leaders Want Action, *The Baltimore Sun*. http://www.baltimoresun.com/news/maryland/crime/bs-md-ci-juvenile-crime-20171106-story.html.

5. OJJDP Sponsors Institute for Police-Youth Engagement, https://www.ojjdp.gov/newsletter/250455/sf_1.html.

6. Cammarota, J., & Fine, M. (Eds.). (2008). Revolutionizing education: Youth participatory action research in motion (pp. 1-10). New York, NY: Routledge Taylor & Francis Group; Mirra, N., Garcia, A., Morrell, E. (2015). Doing youth participatory action research: Transforming inquiry with researchers, educators, and students (p. 2). New York: Routledge.

7. Nelson, J.D., Maloney, T., & Hodges, Z. (2017). Engaging diversity and marginalization through participatory action research: A model for independent school reform. *Berkeley Review Education*. 6(2). pp. 155-172.

8. Way, N., & Nelson, J., (2018). The Listening Project: Fostering Connection and Curiosity in Middle School Classrooms (Chapter 10). In Way, N., Ali, A., Gilligan, C., Noguera, P. (Eds.). *The crisis of connection: causes, consequences, and solutions*. New York, NY: New York University Press.

9. Of the 14 students initially selected for the program, 10 students consistently attended the pilot program in Tampa. Eight students were in attendance for both the pre- and post-surveys and constitute the small sample for this section.

10. For more examples, see the "Closer Look" box below.

11. While we detail the benefits of the program in the context of a school, the Police-Youth Engagement Program could also be successfully implemented as an after-school program or at a community center. We discuss these considerations more fully in Section III—Bringing the Police-Youth Engagement Program to Your Community.

12. Lum, C., Koper, C.S., Gill, C., Hibdon, J., Telep, C. & Robinson, L. (2016). *An evidence-assessment of the recommendations of the president's task force on 21st century policing—implementation and research priorities*. Fairfax, VA: Center for Evidence-Based Crime Policy, George Mason University. Alexandria, VA: International Association of Chiefs of Police. http://cebcp.org/wp-content/evidence-based-policing/IACP-GMU-Evidence-Assessment-Task-Force-FINAL.pdf.

13. McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., Hinz, S. (2017). *The condition of education 2017* (Publication No. NCES 2017- 144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144.

14. Indeed, we are currently operating an extended version of our Program in Camden, New Jersey.

15. Our assessment survey, attached in the appendix, was designed based on two models. You can find these resources at: http://www.unitedwaymatsu.org/docs/AssessingOutcomesChildYouthPrograms.pdf (pgs 143–44); http://www.actrochester.org/Data/Documents/Youth-Police%20REPORT%2011-7-11.pdf (pgs 51–52).