

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION
LESSON PLAN

COURSE TITLE: Community Policing (In-Service)

LESSON TITLE: Module 1 -- Community Policing: Introduction

PREPARED BY:

DATE:

REVIEWED BY:

DATE:

APPROVED BY: Gary Cordner

DATE: 4/30/2021

TIME FRAME

Total Lesson Hours: 2

Day/Time: Day 1, 0700-0900

PARAMETERS

Audience: In-Service Sworn

Number: Minimum of 20, maximum of 36
personnel of all ranks
(Specify Max/Min if applicable)

Space(s): E&T Classroom

PERFORMANCE OBJECTIVES

1. Given a facilitated discussion, students will be able to define and identify, to the satisfaction of the facilitator, the specific challenge that community policing aims to address.
2. Given a mind-mapping activity, students will be able to describe, through a teach-back, how community policing has been used in other cities.
3. Through facilitated discussions, students will be able to explain, to the satisfaction of the facilitator, how community

ASSESSMENT TECHNIQUE

1. Student responses in full-class discussion.
2. Student participation in group exercise and teach-back activity.
3. Facilitated discussions

policing builds trust between members of the public and members of the Department and facilitates collaborative problem-solving with the community.	
<p style="text-align: center;">MPCTC OBJECTIVES</p> <p style="text-align: center;"><i>(Ensure all objectives mentioned here are also added to the "Instructor Notes" column where they are addressed in the lesson)</i></p> <p style="text-align: center;">n/a</p>	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p>Lesson plan</p> <p>PowerPoint</p>	
<p style="text-align: center;">EQUIPMENT/SUPPLIES NEEDED</p> <p>Classroom with grouped tables</p> <p>Computer/projector or smartboard</p> <p>Internet access</p> <p>Chart Paper</p> <p>Markers</p>	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>None</p>	
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Lecture</p> <p>Class discussion</p> <p>Video case study</p> <p>Group exercise</p>	
<p style="text-align: center;">REFERENCES</p> <p>Covey, Stephen. 2006. <i>The Speed of Trust: The One Thing that Changes Everything</i>. New York: Free Press.</p> <p>Crime and Justice Institute. 2019. <i>Feedback from the Field: A Summary of Focus Groups With Baltimore Police Officers</i>. Boston, MA: author.</p>	

Davis, James. 2014. "Building Trust" (December 6.) Online at <https://www.youtube.com/watch?v=s9FBK4eprmA>

Digital Timer for Trust Levels Activity: <https://www.online-stopwatch.com/countdown-timer/>

Dunseith, Les. 2020. "UCLA study finds strong support for LAPD's community policing program," *UCLA Newsroom* (May 21); Online at <https://newsroom.ucla.edu/releases/strong-support-for-lapd-community-policing-effort>.

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PBS News Hour. 2017. "What happened when Camden started rethinking policing to build trust" (June 30). Online at <https://www.youtube.com/watch?v=8NjLg5ZgGD0>.

Pratt-Harris, Natasha C. 2020. *The Community's Experiences and Perceptions of the Baltimore City Police Department: Survey Report*. Baltimore: Morgan State University. Online at <https://static1.squarespace.com/static/59db8644e45a7c08738ca2f1/t/5e9b1dea56774a007cd1c6bc/1587224047167/Community+Survey+Report+April+2020.pdf>.

Skogan, Wesley G. 2006. *Police and Community in Chicago: A Tale of Three Cities*. New York: Oxford University Press.

GENERAL COMMENTS

This is Lesson 1 of a 2-day course on community policing for in-service personnel.

LESSON PLAN: Community Policing (Module 1)

TITLE: Community Policing: Introduction

PRESENTATION GUIDE	TRAINER NOTES
<p>I. ANTICIPATORY SET</p> <p>Good morning. Before we start, we have a very brief survey for you to complete. As always, it's anonymous. Please use your phone and go to PowerDMS, go to surveys, and select Community Policing Survey #1. It should take you 5 minutes or less.</p> <p>Now, let me introduce myself ...</p> <p>Throughout today's lesson, I will be asking you all to briefly introduce yourselves with your name, years of service, and position so that by the end of the day, we all know who is here. This will occur as you're answering questions and responding to discussions.</p> <p>Before we get started I want to ask the group,</p> <p>ASK: When we say the word "community," what does that mean to you?</p> <p>ASK: Not necessarily as a police officer, but just as a person, when have you felt like you were a part of a community and how did you know you belonged?</p>	<p>Time: 20 minutes</p> <p><i>The facilitators should briefly introduce themselves, including their police experience and any experience or expertise directly related to this training.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none">• An area• Specific neighborhoods such as Sandtown or Fell's Point• A sense of family and friendship• A group with shared values and interests <p>Desired Responses:</p> <ul style="list-style-type: none">• Neighborhood, school, church, work examples• Feeling connected• Feeling welcome• Feeling like you belong• It feels good to be part of a group

ASK: Are we, as officers, part of the community we serve?

Take a moment to talk with members at your table group about this question and be ready to share your collective response.

Slide 1:

I am hearing some clear themes based on your responses. Community is a feeling of fellowship with others, through sharing common attitudes, common interests, and common goals.

Community policing is both a philosophy and a strategy whereby there is collaboration between the police and residents to identify and solve community problems. It is BPD's philosophy, and it is a philosophy that you will see permeate through all parts of the department. We want all members of the community to become active allies in the effort to enhance safety. Over time, this will help restore trust between residents and police.

Today's training topic of community policing has been around for 40 years; however, it has not always been implemented effectively. But, when cities get it right, community policing has produced substantial results.

Whatever your opinion is, here are some facts:

- Community policing is a proven way to improve the public's trust in police.
- Public trust here in Baltimore is low, and that impacts all of us and our ability to protect our community.
- Improving public trust in Baltimore will make our jobs more safe, rewarding, and effective.
- Improving public trust will help prevent crime and increase public safety through greater collaboration with the community to solve problems and address crime.

Note: Officers might tend to think of themselves mainly as part of the police community. Encourage some reflection on what it would take for officers to also feel part of an area or neighborhood community.

Slide 1



This opening statement needs to be delivered in a positive, upbeat manner. Some officers may be thinking “here we go again.” The bullet points should be emphasized and you might also summarize them this way – It’s the right thing to do, so we have to do this.

The facilitator should capture student responses on the left side of a blank sheet of chart paper in

Ask: I'd like for each of you to give one word that describes what you think about yourselves as police.

Ask: Now, I'd like for each of you to give one word that describes what you think the community thinks about the police.

Looking at these two lists, you will notice a lot of differences. This course is an important step toward bridging this gap.

BPD now has an approved Community Policing Plan – something we have never had before. It is based on national best practices and also on feedback from community members and BPD officers, through surveys, focus groups, and conversations. We’ve heard from you that the Department has not previously provided clarity on what community policing is and your role in implementing community policing. Our new plan and this-two day training will change that: communicating the Department’s vision and providing you with a framework and some specific and practical ways to make community policing part of your daily activities. This training will provide continual opportunities to engage with how you can implement community policing - specifically. Your ideas and experiences will help shape how we move forward,

front of the classroom.

Expect Responses Such As:

- Hardworking
- Caring
- Empathetic
- Flexible
- Understanding

The facilitator should capture student responses on the right side of a blank sheet of chart paper in front of the classroom.

Expect Responses Such As:

- Disengaged
- Racists
- Arrogant
- Scary
- Untrustworthy

The facilitator should highlight the differences between the two columns

As soon as it's available, a BPD command video will be inserted about here reinforcing the department's commitment to community policing and that it is part of every member's job. If such a video is produced, text in the left column here may be reduced or even eliminated.

build greater public trust, and work collaboratively with our communities to better protect and serve our city.

You might be thinking that community policing is the job of NCOs. Or maybe you're thinking a little more broadly, that it's the job of patrol. Here's the thing – it's everybody's job. It's true that NCOs and patrol officers might be directly involved in community policing more than detectives, or E&T facilitators, or PIB, or other BPD members. But we all have public contact, one way or the other, which means we all have the opportunity to build relationships and public trust.

Later in this course we will talk specifically about different roles and responsibilities based on assignments. But rest assured, community policing is everybody's job.

Slide 2

Before we go any further, let's review the agenda for the next two days. There will be five modules each day. Here's what we'll be covering today, shown on the slide. We're going to talk about Baltimore, where we are and where we've been, and specifically about the BPD Community Policing Plan. We will identify the roles and responsibilities of department members in different assignments and different ranks.

Slide 3

Here's what we'll cover tomorrow, on this slide. We'll continue discussing the basic components of community policing, and we'll give a lot of attention to lesser offenses like disorderly conduct and loitering, because neighborhood residents often complain about them. We'll end tomorrow by talking about implementation – exactly what you're being asked to do, and how to document it so that you get the credit you deserve.

Slide 2

Day 1 Schedule

0700-0900 – Community Policing: Introduction
0900-1100 – Community Policing: How We Got Here
1100-1200 – Lunch
1200-1300 – Community Policing: The Plan
1300-1400 – Informal Engagement
1400-1500 – Daily Problem Solving

Slide 3

Day 2 Schedule

0700-0900 – Policing Lesser Offenses
0900-1100 – Lesser Offenses
1100-1200 – Lunch
1200-1300 – Formal Engagement
1300-1400 – In-Depth Problem Solving (POP)
1400-1500 – Implementing Community Policing

Slide 4

Today, during this first hour, we'll focus on three things:

1. The “why” – the specific challenges that demonstrate a need for community policing.
2. The “what” - several examples of community policing from other cities and what it can look like in Baltimore.
3. The “how” – how community policing can help build trust and enable collaborative problem solving.

II. INSTRUCTIONAL INPUT (CONTENT)

Before we dig a little deeper into community policing and why it makes sense for Baltimore and BPD, let's take a look at a few snapshots of community policing in other cities. Of course, every city is unique. But we want to point out that other cities use community policing, and it has worked for them.

Slide 5

Let's watch a short case study from Camden, New Jersey, right up the road. They are one of many police departments that have used community policing effectively in recent years. While viewing this case study, I want you to consider what immediate changes the Camden patrol officers began to make in order to engage the community and how those changes impacted their ability to problem-solve and reduce crime.

Slide 4

Performance Objectives

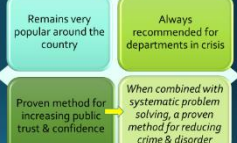


Define and Identify	Define and identify the specific challenge that community policing aims to address.
Describe	Describe how community policing has been used in other cities.
Explain	Explain how community policing builds trust between members of the public and members of the Department and facilitates collaborative problem-solving with the community.

Time: 35 minutes

Slide 5

Community Policing



The case study/video is linked in the picture on Slide 5.

The URL is

<https://www.youtube.com/watch?v=8NjLg5ZgGD0>

Important – don't play the whole video. Just play from the start to the 3:30 mark (3 minutes, 30 seconds).

Ask: What changes were made within Camden Police patrol to begin making connections and engage with the community?

Ask: How did the changes to patrol contribute to problem-solving and reducing crime?

As emphasized on the slide, there are at least 4 reasons why it makes sense for BPD to also re-emphasize community policing at this time:

1. It is considered a best practice. It is what the community expects of us.
2. It works for improving public trust. There have been many studies done in many places. The evidence is consistent.
3. It can also work for reducing crime, especially when it is combined with systematic problem solving. Studies have shown that the problem-oriented approach to policing is more effective at reducing crime and disorder than anything else.
4. It develops positive relationships with residents, and makes officers feel better about the communities they serve.

Each city tends to do community policing in a different way, and that makes sense, since each city is unique. Let's wrap up this first hour with snapshots of community policing from two other cities – Chicago and Los Angeles.

Desired Response:

- Officers had to get out of their cars
- Knock on doors to make introductions and check on people
- Do regular business checks
- Begin to build relationships

Desired Response:

Because connections with members of the community were made, murders were down 69%, burglaries were down 27%, robberies decreased 33%; rapes were up 143%, but that was due to increased reporting and broader definitions of rape, and overall, the lowest crime numbers in decades

Slide 6

Let's start with Chicago. Beginning in 1993, the Chicago Police Department committed to implementing a comprehensive community policing strategy that was designed to make residents an active partner in preventing and reducing crime. That strategy also recognized the role of other City agencies in reducing crime and problem solving. Violent crime dropped 56% and property crime went down 37%. Public confidence in police increased on every measure.

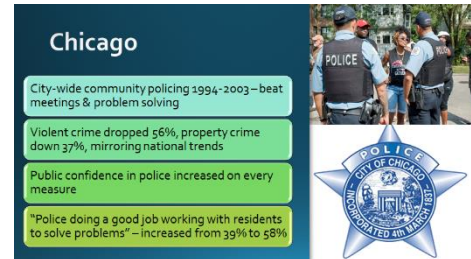
Slide 7

LA began a Community Safety Partnership program in 2011. The program, designed to be a departure from traditional policing, began in 2011 in four public housing developments that had high crime rates and gang problems. Researchers saw a reduction in violent crime over the six-year period they studied.

Here's a short case study that provides some insight into LAPD's approach in recent years.


Let's take a 10-minute break.

Slide 6

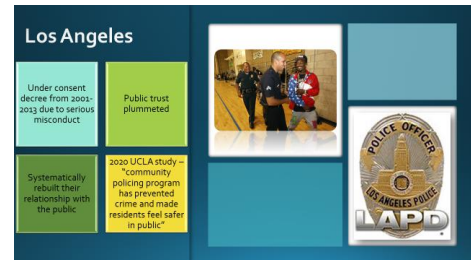


Chicago

- City-wide community policing 1994-2003—beat meetings & problem solving
- Violent crime dropped 56%, property crime down 37%, mirroring national trends
- Public confidence in police increased on every measure
- "Police doing a good job working with residents to solve problems"—increased from 39% to 58%




Slide 7



Los Angeles

- Under consent decree from 2001-2003 due to serious misconduct
- Public trust plummeted
- Systematically rebuilt their relationship with the public
- 2020 UCLA study—"community policing program has prevented crime and made residents feel safer in public"



The case study/video is linked in the picture on Slide 8.

The URL is

<https://www.youtube.com/watch?v=9MWazM-pT0>

Important – don't play the whole video. Start at the 40 second mark (0:40) and play to the end, a total of 2 minutes, 13 seconds.

Slide 8



Slide 9

Now we need to take a candid look at our situation here in Baltimore. Yes, we have a high level of violent crime, as do many large cities. But another big challenge in Baltimore, and in lots of other places, is improving public trust in the police.

Let's start by acknowledging three things:

#1 – Police have a difficult job. They are guardians of the community – their role is to protect and serve. Sometimes, in order to protect themselves or some members of the community, police use force against other members. When they do use force, it can be controversial, even when it is legal and within policy. When it is out of policy, when it is unnecessary, unreasonable, or not proportional, it causes serious harm to the community.

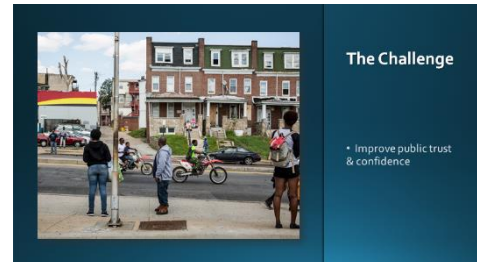
#2 – Recent tragic events involving the police have undermined public trust in the police. Some people have begun to question their support of the police in light of police actions that have been captured on video for all to see.

#3 – Traditionally, people respect and support the police. However, in the most recent Gallup poll in summer 2020, the percent of U.S. adults who said they had “quite a lot” or “a great deal” of confidence in police dropped below 50% for the first time in 27 years of polling. One consolation is that police still came in as the institution with the 4th highest level of public confidence out of 16 institutions, behind only the military, small business, and the medical system.

Ask: Why should the BPD care about building public trust?

Time: 40 minutes

Slide 9



Look for:

- Trust leads to more public support.
- Trust leads to witness cooperation.
- Trust leads to less conflict in encounters and makes encounters safer for police and

Ask: What can we say about public trust here in Baltimore?

Remember -- trust is something that is earned through daily connections and relationship building. It takes longer to build up trust than it does to lose it. It needs to be reinforced day in and day out.

Slide 10

One recent outreach effort here in Baltimore held focus groups with hundreds of residents to talk about the police department and how to make things better. Two themes came out on top:

- **Respect** – wanting police to show more respect for people in voluntary contacts, calls, stops, and arrests.

members of the public.

- Trust leads to community members being more willing to work with police to solve problems.
- Trust leads to police getting “the benefit of the doubt.”
- Trust makes policing easier to do.
- Trust matters in a free society.

Encourage open discussion relevant to public trust issues.

Look for responses such as:

- Trust is lower in Baltimore than in other places.
- Trust has been affected by local politics.
- Trust has been affected by a history of scandals and specific events such as Freddie Gray and the GTTF.
- Trust has been affected by some police practices, such as zero-tolerance.
- Trust is affected by the racial history of Baltimore and the United States.

Slide 10

Baltimore Community Concerns

- 2017 focus groups by Loyola & No Boundaries Coalition
- #1 theme – **Respect**
 - “They (police) are arrogant & have prejudged a situation.”
 - “Listen with a lot of attention. Be patient.”
- #2 theme – **Community interaction**
 - “Spend more time getting to know us.”
 - “Get out in the community. Get more involved.”



- **Community interaction** – wanting police to interact more with residents, get more involved, walk foot patrols, and get to know neighborhoods better.

Slide 11

Morgan State University also administered a survey about 2 years ago. It's important to point out that survey participants were not selected based on a random sample of city residents. Instead, researchers sought out people who often get missed in surveys, such as youth, people experiencing homelessness, and people who don't have phones or the internet. So, this wasn't a cross-section of Baltimore, but it was residents whose opinions are frequently ignored. These same people are often ones who have the most frequent contact with police, so their opinions are more likely based on actual personal experiences.

As you can see on the slide, these residents have a pretty low opinion of BPD.

ASK: Are you surprised by these survey results? Why or why not?

Slide 12

So we've identified the challenge – public trust is low and we need to improve it to become more effective. Around the country, the #1 response to this problem has been community policing.

Ask: Many of you have heard of the term Community Policing, but what does it mean to you? Take a moment to talk about this with your table groups and be prepared to share your group's definition.

Slide 11



Encourage open discussion.

Look for responses such as:

- These residents should count as much as anybody else.
- These residents are biased.
- These residents might be biased, but it's because of experiences they've had.
- It might be hard to change their opinions.

Slide 12



Ok, you've had a minute to discuss this, tell me what your group came up with.

Slide 13

The truth is that there are many definitions and descriptions of community policing. But it definitely has some common elements:

1. It is a philosophy in the sense that it's a particular way of thinking about the relationship between the police and the public.
2. It is a strategy in the sense that it's a particular set of priorities and methods for addressing crime and improving public trust.
3. In particular, it puts a priority on building, and maintaining, public trust. The belief is that, without public trust, police cannot be successful in controlling crime.
4. It emphasizes engagement as a key to building public trust – relationships, voluntary contacts, positive interactions, partnerships.
5. It also emphasizes problem solving – whenever possible, looking for those underlying conditions that drive crime and disorder, and trying to do something about those conditions. Ideally, doing problem solving in collaboration with partners.

Slide 14

Now let's talk about the specific ways by which community policing enables trust-building.


First, levels of trust are determined, in part, by assessments of outcomes, that is, the degree to which people believe that you perform your duties correctly and effectively.

Levels of trust are also determined by process-based assessments, that is, how people feel about the processes you use in the course of doing your job.

As groups are sharing their responses, the facilitator should record them on chart paper in front of the classroom

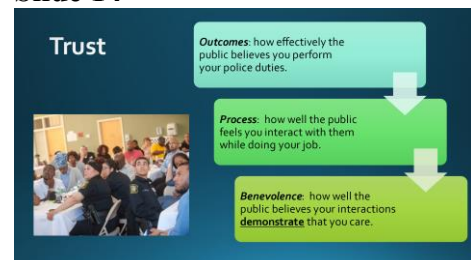
Slide 13

Community Policing



- It is a philosophy and a strategy.
- It prioritizes building and maintaining public trust.
- It emphasizes **engagement** – positive interactions, voluntary contacts, establishing relationships, forming partnerships.
- And it emphasizes **problem solving** – preventing crime and disorder by solving problems, not just handling calls.

Slide 14



Finally, trust is determined by the benevolence factor, which is just a fancy way of asking whether you show you care when interacting with residents.

So in other words, trust is established not only by what you do, but how you do it, and how you treat people while doing it.

Now that we all know how TRUST is built, we need to ask ourselves, as officers, how do we establish trust in the community? I am going to assign one of these factors to each table group and ask that you create a list of things that can be done to create trust.

Each group will have 5 minutes to discuss their factor and collaboratively create their list. Use the provided chart paper and markers at your table groups to record your group's responses. You should be ready to share your group discussion with the class afterwards.

Slide 15

Ok, let's see what groups came up with for each factor that affects levels of trust.

The facilitator should give each table group one of the 3 factors (for example: if there are 6 table groups in the classroom, two groups will have Performance, two groups will have Process, and two groups will have Benevolence). Ensure that each group has a sheet of chart paper and markers.

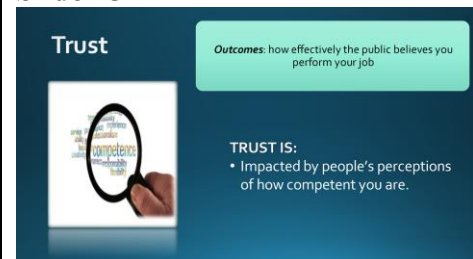
Display a visual 5-minute timer to keep groups on task.

<https://www.online-stopwatch.com/countdown-timer/>

As groups are working, the facilitator should rotate from group to group to monitor progress, answer any questions, and provide clarification (if needed).

After 5 minutes is up, click to the next slide

Slide 15



Trust

Outcomes: how effectively the public believes you perform your job

TRUST IS:

- Impacted by people's perceptions of how competent you are.

Ask: For those groups assigned outcomes, what examples did you include on your list?

Think about it. In a job where you “protect and serve” in many different ways, trust is affected by people’s perceptions of how competent and effective you are. This means that when people believe that you are doing a good job preventing crime, addressing problems, and solving crimes, they will feel more comfortable putting their faith in you.

Tomorrow we’ll be talking about options for policing lesser offenses. These present a particular challenge when residents expect you to solve the problem, but it isn’t a situation where enforcement is an option, or at least it’s not the best option. Your challenge then is to find that “least intrusive, most effective” response. But if you just tell the citizen you can’t do anything, their belief in your competence, your effectiveness, is diminished.

Slide 16

Ask: For those groups assigned process-based assessments, what examples did you include on your list?


This aspect of trust is especially important because when officers act in ways consistent with procedural justice, residents are more likely to conclude that officers have treated them in a fair and just way.

Desired Response:

- Preventing crimes
- Investigating and solving crimes
- Delivering services
- Responding to community needs
- Using discretion where appropriate

Slide 16

Trust



Process: how well the public feels you interact with them while doing your job

TRUST IS:

- Impacted by the degree to which residents feel officers treat them fairly when doing their job, a concept known as procedural justice.

Desired Response:

- Having the right attitude / positivity
- Being knowledgeable and professional
- Providing residents with information or pointing them in the right direction
- Giving “voice” to people
- Explaining our actions

Community members are more likely to accept the officers' decision as legitimate. More importantly, they are more likely to engage with officers and cooperate with them to solve problems. This is one reason we need to work hard to address residents' number one complaint about the lack of respect from BPD officers.

Slide 17

Ask: For those groups assigned benevolence, what examples did you include on your list?

The reason why trust is low in some countries is because people don't believe their leaders care about them. They think leaders only care about themselves and the wealthy people who support them. Some people feel similarly about the police.


Think back to how our Department's previous policies and training reflected our integrity as an agency. Many times, the community's trust was negatively impacted because of how we trained our officers, and what we allowed our officers to do and/or get away with. This is the main reason why BPD has established the EPIC program because integrity means doing the right thing even when no one is looking or holding you accountable.

In closing, in order to build trust, you have to show *evidence* of trust-worthiness and you do that by doing your job well, engaging with residents in a procedurally

- Being willing to admit that you don't have the answer and being willing to look for it
- Being fair
- Following up

Slide 17

Trust



Benevolence: how well the public believes your interactions **demonstrate** that you care.

TRUST IS:

- Affected by the benevolence factor, which asks whether, during the process of interacting with residents, you show you care.

Desired Response

- Listening
- Treating people with dignity and respect
- Restating what people say in order to show that you have heard them and understand their point of view
- Not being argumentative or trying to have the last word
- Doing what you say you will do

just way, acting with integrity and by showing that you care. You can still do your job and do it well while being trustworthy.

Trust-building sometimes also involves making yourself vulnerable to others, because when you make yourself vulnerable, when it is appropriate, and you take a risk on someone, they will often want to respect your leap of faith by not violating your trust. They are also likely to reciprocate vulnerability, thereby building bonds of trust in both directions.

Finally, remember that building trust takes time. Trust typically isn't broken overnight, and can't be built overnight. It can only be built with prolonged, sustained effort. Community policing is the key to building trust with the community precisely because it provides numerous opportunities for officers to demonstrate their trustworthiness. As Commissioner Harrison says, people will see us differently when they see us act differently. We have many opportunities every day to build trust and become more effective by implementing the community policing practices we'll discuss today.

III. EVALUATION/CLOSURE

Slide 18

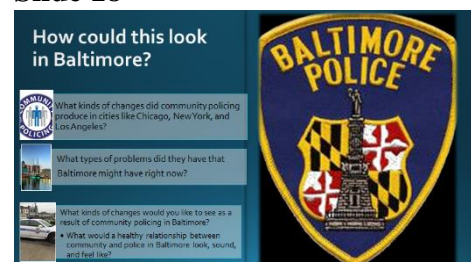
We're now going to work in our groups. Think about the outcomes that the four cities we mentioned earlier – Camden, Chicago, and Los Angeles – were able to achieve with community policing. Think about the changes they were able to make happen. Then think about where we are in Baltimore right now.

There are 2 questions I'd like for you to consider:

- 1) What kinds of changes would you like to see?
- 2) What do you think success might look like in Baltimore if we can successfully implement community policing?

Time 10 minutes

Slide 18



Give each group 5 minutes to discuss the examples, and make sure co-facilitators are roaming the room and listening to the conversations. Take notes about what's discussed so that you can

Given these two questions, each group will work together for 5 minutes to create a MindMap of ideas that will help answer the questions. Then we'll report out for 5 minutes.

This first module was an introduction. We'll dig deeper into the Baltimore situation, the Community Policing Plan, and specific new roles and responsibilities throughout the rest of the day.

highlight notable topics during the teach-back session.

Allow 5 minutes for report out, including time to ask and answer questions.

Desired Responses (Q1):

- More positive interactions with youth.
- More community involvement to solve crime quickly.
- Empowering residents to address issues within their communities that do not involve police.

Desired Responses (Q2):

- Less complaints about interactions with police.
- Willingness to have open dialogue with police unrelated to misconduct.
- Stronger bond with communities and police.
- Respect and understanding between two different perspectives.
- Reduced crime through stronger community collaboration

Break: 10 minutes