



Community and Police Dialogue

Recommendations Report | City of Fremont

Participants

Emerging Racial Equity Leaders & Police Officers & Staff

Facilitators

Tyrone Botelho and Tiffany Hoang

May 2nd & 16th, 2017



Table of Contents

1. The HRC And How We Got Here	3
2. About CircleUp Education	6
3. Summary Of Report	9
4. The Community and Police Dialogue Practice	13
5. Outline Of The Process	15
6. Participant Feedback	25
7. Recommendations	34

1.

The HRC And How We Got Here



Community and Police Dialogue Participants

Top Row: Victoria Quintania, Arquimides Caldera, Lt Matt Snelson, Sgt Brian Shadle, Ofc Reginald Candler, Sgt Matt Bocage, Ofc Mandy Singh, Gregory Pierce, Charles, Liu, Zaphir Shaiq, Aisha Wahab, Tiffany Hoang.

Bottom Row: Janine Kinsey, Sargeant Julie Cochran, Ish Amitoj Kaur, Pauline Weaver, Tyrone Botelho.



Bringing Racial Equity To The Forefront

“In less than a decade, communities around the United States have experienced increased racial tensions, punctuated by large protests movements around the deaths of young black men, including Oscar Grant in Oakland, Trayvon Martin in Sanford, Florida and Michael Brown in Ferguson, Missouri. In July 2015, a New York Times / CBS News Poll showed that approximately 62% of Americans thought that race relations in the United States were generally bad, and only 20% thought that race relations in the United States were getting better. These national trends, as well as closer regional examples of racial discord, sparked the City’s Human Relations Commission (HRC) to ask whether Fremont is immune from these issues. Complicating the race issue is the fact that Fremont is incredibly diverse, which means that there may be underlying religious, ethnic, and cultural tensions as well. Some of these have manifested in our community after 9/11. After considering several ideas about how to begin to address these concerns, the Human Relations Commission decided to assemble a diverse group of emerging community leaders to begin a dialogue on these crucial topics.”

(“Racial Equity Leadership Report Fremont Emerging Racial Equity Leaders Program Summary Report,” 2016.)

The Human Relations Commission

The City of Fremont’s Human Relations Commission (HRC) promotes and helps create a community environment in which all men, women and children, regardless of race, religion, national origin, gender, disability or sexual orientation, may live, learn, work and play in harmony.

The Emerging Racial Equity Leaders

In 2015, the HRC began the Emerging Racial Equity Leaders Group. The intention of this group was to begin a series of discussions to better understand the local climate of equity through the perspectives of diverse emerging leaders in Fremont. The Human Relations Commission and the Human Services Department recruited an ethnically and racially diverse group of individuals to be a part of the City’s first cohort of Racial Equity Leaders. Out of 14 applicants, 11 were selected based on their passion for serving the community, their demonstrated commitment to promoting equity in Fremont, and their influence among diverse groups living and/or working in Fremont.



The Emergence of the Community and Police Dialogue

In January 2016, the Emerging Racial Equity Leaders were asked to participate in a 2-day Leadership Retreat in order to: 1) Develop a sense of connection and lines of communication amongst a multiracial group of emerging leaders in Fremont, 2) increase knowledge of what it takes to build a diverse and equitable community, and 3) generate momentum toward equity-based leadership in Fremont.

In the process of getting to know one another and understanding different perspectives impacting racial inequity in Fremont, one topic that arose was the perception of law enforcement amongst the community. The Emerging Racial Equity Leaders expressed a desire to learn more about law enforcement in Fremont, and felt that it would be beneficial to engage in a more intimate dialogue with the City's police force.

In September 2016, The Human Relations Commission and the Human Services Department approached CircleUp Education requesting its services to design and facilitate a Community and Police Dialogue between the Emerging Racial Equity Leaders and Police Officers and Staff. CircleUp Education was chosen for their expertise facilitating dialogues on topics related to diversity, equity, race, gender, implicit bias, and discrimination, as well as their experience training law enforcement organizations in cities such as the City of Oakland and the City and County of San Francisco.

Concurrently, the City began discussions with East Bay Community Foundation (EBCF) staff about the purpose and desired outcomes of the planned dialogue. In December 2016, EBCF generously agreed to provide financial support for the dialogue. We would like to express our sincerest gratitude to the East Bay Community Foundation for their support of this project. Without this support, the dialogue would not have been possible.

The Community and Police Dialogue Participants

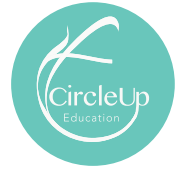
Emerging Racial Equity Leaders: Janine Kinsey, Gregory Pierce, Aisha Wahab, Pauline Weaver, Ish Amitoj Kaur, Zaphir Shaiq, Charles Liu, Quimi Caldera, Victoria Quintana

Fremont Police Department Participants: Lt. Matt Snelson, Sgt. Julie Cochran, Sgt. Matt Bocage, Ofc. Mandy Singh, Ofc. Reggie Chandler

2.

About CircleUp Education





Changing The Way Communities Thrive

CircleUp Education is a social enterprise whose mission is to cultivate thriving, equitable, and stress-free cities, schools and organizations. This is done through designing engaging client-tailored trainings, workshops, and coaching sessions that combine innovative learning techniques, industry-specific data and eye-opening simulations that invoke deep learning and memorable outcomes.

Our Areas of Expertise

- Restorative Practices Implementation, Strategies and Approaches
- Diversity, Equity and Implicit Bias
- Conflict Resolution
- Police and Community Dialogues
- Staff Retreats
- Management Training and Development

Learn More at www.circleped.org

A Handful Of Our Very Satisfied Clients



City of Oakland



City of Fremont



City & County of San Francisco Adult Probation Department



City of Union City



Municipal Management Association of Northern California



City of Hayward



San Mateo County Office of Education



University of California, Berkeley



University of Arizona



Our Family Coalition



Meet CircleUp Education's Facilitators



Tyrone Botelho | Co-Founder

Tyrone Botelho is a Conflict Resolution, Restorative Practices, Equity, and Workplace Culture trainer with over 8 years of experience. Tyrone has developed and delivered tailored solutions to support cities, schools, and organizations with employee relationship building, equity, implicit bias, discrimination awareness, and restorative alternatives to harm and conflict. Prior to founding CircleUp Education, Tyrone served as program manager and program design and facilitation consultant for several nonprofit and educational institutions in need of curriculum, facilitation, and community engagement support.



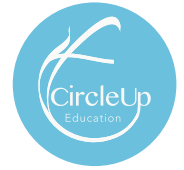
Tiffany Hoang | Co-Founder

Tiffany Hoang is a Restorative Practices, Equity, and Conflict Resolution trainer with a strong background in developing curriculum, coaching personnel, and facilitating hybrid practices that embrace equity and inclusion. Tiffany brings quality experience building programs and delivering consulting services that create positive culture and climate with clients in industries ranging from schools and universities to cities and social service agencies. She has served in project manager roles in schools, cities, and nonprofit organizations and has successfully implement programs that cultivate workplace harmony and prevent conflict.

2.

Summary Of Report





Emerging Racial Equity Leaders and Police Officers Dialogue Relationship Building, Implicit Bias Awareness, & Structured Panel Discussions

Facilitated by Tyrone Botelho and Tiffany Hoang

The Needs

The Emerging Racial Equity Leaders

The Emerging Racial Equity Leaders (EREL), who are a microcosm of the diverse communities in the City of Fremont, wanted the opportunity to ask questions and learn more about police visibility in neighborhoods, police and community engagement, immigration policies and practices, police responses to crime, racial diversity within the police force, and police training programs. The EREL also wanted an opportunity to build deeper personal relationships with police officers and collaborate on ways to work together to enhance communication between the Fremont's communities and police officers.

The Fremont Police Department

The Fremont Police Department (FPD) wanted the opportunity to share with the EREL their community outreach programs and local policies and practices that the department has implemented to deepen community relationships and address concerns around equity and safety in the community. The FPD also wanted the opportunity to educate the EREL on measures and propositions that directly impact community safety and have the opportunity to invite subject matter experts from the police department to answer questions that the EREL and their communities have about specific topics related to policing in Fremont.

The Results

As a group, both the police officers and Emerging Racial Equity Leaders were overwhelmingly pleased with the insightful and informative dialogue sessions. Participants enjoyed the respectful engagement and felt more connected with one another afterwards. Participants were very satisfied with the overall experience:



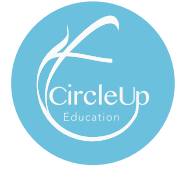
100% of participants **AGREED** that they felt safe sharing during the dialogue rounds.

100% of participants **AGREED** that the relationship building activities were a great way to get to know one another.

100% of participants were **SATISFIED** with the facilitators AND the dialogue experience.

100% of participants **AGREED** that they would like to participate in more community police dialogue sessions.

94% of participants **AGREE** that they feel a stronger sense of community with the other participants.



The Approach

STRATEGY ONE

Build Relationships First, Then Engage In Dialogue.

CircleUp Education's facilitators allocated a total of 2.5 hours for relationship building during the dialogue process. Both police officers and community members saw the value in taking the time to develop trust and safety by establishing dialogue agreements and participating in well thought out relationship building activities before the main dialogue sections occurred.

STRATEGY TWO

Rethink Panel & Small Group Discussions With Safety In Mind.

Participant safety was paramount to the success of this Police and Community Dialogue experience. CircleUp Education's facilitators created a two-part structured panel that allowed police officers and specialists within the Police Department to answer questions that the Emerging Racial Equity Leaders prepared ahead of time. During both days, everyone engaged in structured small group discussion panels where they had the chance to dive deeper into the discussion topics using a more informal and organic conversational approach.

STRATEGY THREE

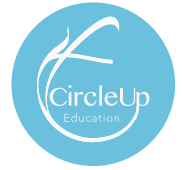
Address The "Elephants In The Room" Beforehand.

CircleUp Education's facilitators knew that there could be several "Elephants" in the room, or uncomfortable feelings or reservations that could present themselves during the dialogue session if not addressed beforehand. The facilitators made sure to create opportunities prior to the dialogue sessions for participants to voice their concerns and brainstorm solutions to problems that could arise during the process. This was one of several factors that created a safe space for participants to share openly and participate fully during the dialogue.

STRATEGY FOUR

Modify The Dialogue Structure As We Go.

CircleUp Education's facilitators used a flexible and adaptable dialogue design model that enabled their experienced trainers to rapidly modify and improve the experience in real-time. CircleUp made 20 modifications to the dialogue structure during the sessions, including substantial adjustments between Day 1 and 2 based on the participants' feedback.



Facilitator Recommendations

RECOMMENDATION ONE

Develop Common Language To Discuss Diversity & Equity Issues

We highly recommend that both police officers and the Emerging Racial Equity Leaders explore opportunities to learn more about the intersectionality of privilege, internalized discrimination, institutionalized prejudices, conscious and unconscious discrimination, and implicit bias.

RECOMMENDATION TWO

Enhance Communication Skills Before Engaging in Dialogue

We recommend that participants in future sessions have the opportunity to develop specific communication and interpersonal skills that will assist them during the dialogue process. These include learning the art of asking both close and open-ended questions, developing conversation skills to address stereotypes and prejudice, and listening skills to ensure that participants fully absorb the content and stories being shared.

Participant Recommendations

RECOMMENDATION ONE

Allocate More Time For The Dialogue

CircleUp Education's facilitators, the EREL, and police officers all strongly recommend that future sessions be much longer, especially both the moderated and panel discussions. This will help provide more time to deepen trust, build relationships, and develop the necessary diversity or communication skills that are essential for an effective dialogue.

RECOMMENDATION FOUR

Expand and Continue the Conversation

Participants recommend that conversations between current dialogue members continue both formally and informally. They also recommend that another dialogue be scheduled and expanded to include representatives from the Fremont Unified School District and the District Attorney's Office. Participants would like to include additional stakeholders in the conversation in order to develop a deeper understanding of racial equity issues, and possible solutions that could have a positive impact on Fremont.

3.

The Community and Police Dialogue Practice





What are Police and Community Dialogues?

Police and Community Dialogues are structured conversations between community leaders, citizens, and police officers with the intention of clarifying misunderstandings, deepening relationships, and exploring solutions to issues impacting policing, community trust, and safety in a city.

Is This Process Safe and Inclusive?

These dialogues begin by establishing norms and agreements based on the needs of each participant. The process of creating norms and agreements allows trust and safety to be built among participants, which becomes the foundation of a productive and respectful dialogue experience. Throughout the dialogue, participants support one another in upholding these agreements with the skilled support of CircleUp Education's facilitators. The discussions, reflections, and activities in the dialogue are tailored specifically to the needs of the participants using approaches that allow everyone to feel valued and appreciated. Our facilitators ensure that both police officers and community members have the chance to express themselves, be heard, and feel respected throughout the process. Our facilitators also undergo rigorous specialized training on bias and discrimination to ensure that they do not harbor prejudice toward police or community members that may impact the degree of impartiality that is required to facilitate an effective dialogue.

How Are Participants Prepared For The Dialogue?

There are often strong feelings percolating between police officers and community members as well as bias, prejudice and perceptions that can make the dialogue process an awkward and uncomfortable experience. All participants go through dialogue preparation meetings with CircleUp Education's facilitators in order to process these feelings, identify needs, and establish trust with the facilitators. Participants also express any concerns or reservations as the facilitators review the outline of the dialogue process in its entirety. These preparation meetings typically take about 1.5 to 2 hours and occur in two separate groups, one with the police, and one with the community members.

What Is The Structure Of The Police And Community Dialogue?

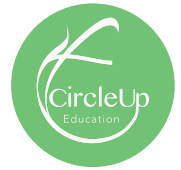
Every Police and Community Dialogue is slightly different, however the basic structure for the process is outlined below:

1. Needs assessments
2. Participant preparation meetings
3. Customization of the dialogue sessions
4. Facilitation of dialogue sessions which can include the following:
 - Relationship and trust building activities
 - Diversity, equity, bias, and discrimination awareness trainings
 - A combination of partner, small group and large group discussions
 - Small and large group panel discussions
5. Evaluation and reporting of the dialogue

4.

Outline Of The Process





1. We Created A Planning Team To Co-Create The Dialogue Outline

CircleUp Education's facilitators Tyrone Botelho and Tiffany Hoang met with a planning team made up of representatives from the Human Services Department, Human Relations Commission and the Fremont Police Department. The planning team included Lieutenant Matt Snelson of the Fremont Police Department, as well as Suzanne Shenfil, Director of the Human Services Department, and Arquimides Caldera, Deputy Director of the Human Services Department, both of whom are staff to the Human Relations Commission. The planning team played a vital role in partnering with CircleUp Education to organize logistics and provide critical feedback related to the Community and Police Dialogue process.

2. We Assessed Needs From The Emerging Racial Equity Leaders

CircleUp Education's facilitators planned a preparation meeting with the Emerging Racial Equity Leaders. The purpose of the meeting was to clarify what the EREL wanted to get out of the dialogue. The EREL were asked to identify specific topics they wanted to explore with police officers, as well as express any fears, reservations or concerns that they had going into the dialogue. During this meeting, Tiffany Hoang and Tyrone Botelho introduced themselves, described the proposed outline and answered questions about the process. Gathering the EREL's input was critical to both designing a needs-based process, and building trust between facilitators and the EREL.

The EREL also expressed a deep desire to accomplish the following objectives with Fremont Police Officers:

1. Build authentic relationships with 4-5 police officers who would participate in the entire dialogue.
2. Have the opportunity to have questions answered by subject matter experts within the Police Department.
3. Explore ways that the EREL and police officers could work together in the future to address issues impacting Fremont's diverse communities.

During the meeting, the EREL also identified five topics they wanted to discuss with Fremont Police Officers in a panel and discussion format: 1) Police Visibility and Community Engagement, 2) Immigration, 3) Police Responses to Crime, 4) Racial Diversity within the Police Force and 5) Police Trainings.



The EREL's Panel and Discussion Topics

1. Police Visibility and Community Engagement

- Levels of police presence and engagement in the community
- Community outreach and involvement efforts
- Police relationships with citizens

2. Immigration

- Policies about immigration and deportation
- Impact of federal policies on city policies on undocumented groups
- Policies and protections for unaccompanied minors

3. Police Responses to Crime

- Procedure for solving home robberies and protocols for following-up with victims
- Police stance on responding to hate crimes
- Police communications with the public regarding status of investigations

4. Racial Diversity within the Police Force

- Racial, ethnic, gender and cultural make-up of Fremont Police Force
- Outreach and recruitment process
- Number of police officers native to Fremont or living in Fremont
- Police awareness of Fremont's diverse community groups

5. Police Trainings

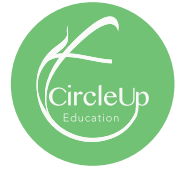
- Types of mandated trainings for new and veteran police officers
- Trainings on the topic of cultural sensitivity and diversity awareness
- Sensitivity training for dealing with people of different backgrounds (mental health, culture, gender, race, etc)



3. We Assessed Needs From The Fremont Police Officers

The facilitators also held a preparation meeting with the police officers participating in the entire dialogue process. The intention of the meeting was to review the purpose of the dialogue, explain the dialogue process, clarify expectations, answer questions, and address any fears, concerns, or reservations going into the process. This meeting also allowed police officers to share their feedback on what makes effective dialogues based on their past experiences. This feedback played a big role in the final outline and structure of the process. During this meeting, police officers expressed their desire to accomplish the following in the dialogue sessions:

1. Build relationships with the EREL.
2. Share their diverse experiences serving in the Fremont Police Department.
3. Educate and inform the EREL about policies, practices, and propositions that may be impacting the community in ways they may not be aware of.
4. Provide their expertise in answering any questions or concerns from the EREL so they can share this knowledge with their communities.

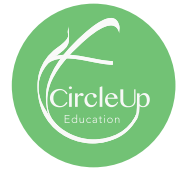


4. We Finalized The Process And Facilitated Session 1

After assessing the needs of all participants, CircleUp Education designed and facilitated the first four-hour Community and Police Dialogue session. Below is the final schedule of what participants experienced. Modifications were made throughout the dialogue to adapt to the evolving needs of the participants.

Session 1 | May 2, 2017 | 5pm - 9pm

Welcome and Dinner	Participants enjoyed dinner provided by the City of Fremont. The EREL submitted their questions for the moderated panel.
Chief of Police Address	Chief of Police Richard Lucero welcomed the EREL to the Fremont Police Department, and discussed challenges and opportunities for collaboration with Fremont's diverse communities around policing.
Introductions	Facilitators Tiffany and Tyrone introduced themselves, explained their role in guiding the dialogue, reviewed the agenda for the evening, and reviewed the roles and expectations of the participants. Participants then introduced themselves and the shared about the communities they serve or represent in Fremont.
Creating Dialogue Agreements	Participants were asked what they needed from themselves and one another in order to engage in a safe, open and respectful dialogue about policing in Fremont. Participants came up with agreements such as "Mutual Respect", "Trust", "Curiosity", and "Faith In The Process". All participants shared and articulated their needs and engaged in a verbal consensus building process that solidified their commitment to support one another in upholding everyone's agreements.



Relationship Building, Stereotypes, and Bias Awareness

The police officers and EREL participated in a team building simulation called “Spoke in the Wheel” that recreated situations where unconscious bias and stereotypes led to discriminatory actions, policies and behaviors in the workplace. Participants then shared examples of discrimination that they experienced in their work or personal lives based on aspects of their visible and hidden identities.

Break

Participants received a break to submit panel questions and to allow the facilitators to setup the space for the moderated panel and welcome the subject matter experts who would join the group for both panel sections.

Moderated Panel

The facilitators welcomed the five subject matter experts by doing a brief introduction with the whole group. The topics covered in the moderated panel were police visibility and community engagement, immigration, and police responses to crime. Questions were randomly drawn by the facilitators. The subject matter experts were given approximately 3 minutes to respond to each question. The EREL received notepads to write down any questions that they wanted to explore deeper during the small group panel discussions.

Small Group Panel Discussions

The subject matter experts and police officers who had knowledge about the topics being discussed, were assigned to stations based on the main topics discussed during the panel. The EREL and the rest of the police officers were separated into small groups that rotated between each station. During these small group panel discussions, the participants had the opportunity to ask follow-up questions, respond to comments, and share perspectives.

Closing Reflections

Each participant shared one thought, reflection or takeaway from their experience in the Community and Police Dialogue then completed the evaluation for day 1.



5. We Addressed A Minor Level Conflict That Occurred During Session 1

Background Of Conflict

A few days after the first session, the planning team was informed of a conflict that occurred between participants in one of the small group panel discussions. A challenging conversation had emerged during the discussion and had ended without a resolution, partially due to limited time available during the small group discussion. This left some participants feeling frustrated, disrespected, and concerned that the dialogue agreements that the participants created at the very beginning of the Day 1 session may not have been adhered to everyone's satisfaction.

Using Solution Circles To Address The Conflict

CircleUp Education facilitators used a modified form of a Restorative Justice Practice known as a Solution Circle to address the needs from the participants that arose from the situation. The goal of the modified Solution Circle, also known as a Mindful Meeting, was to identify needs, make sure that everyone had the opportunity to share what happened, assess what everyone needed in order to make things right, and repair any harm that was caused.

Preparing For The Solution Circle

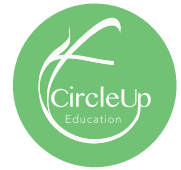
CircleUp Education's facilitator Tiffany Hoang spoke with each individual involved to gather information about what happened and assess how to best design the modified Solution Circle practice. During the one-on-one conversations, participants expressed a desire to clarify any misunderstandings and address any concerns about the conflict that took place during the small group discussion. All of the participants wanted to continue the Community and Police Dialogue and were willing to work together to address any concerns that came up.

The Modified Solution Circle

The Solution Circle took place two hours before the day 2 dialogue session. During the circle, participants had the opportunity to talk about what happened, the impact that the situation had on them, and express what they needed in order to return to Session 2 and continue to have deep and meaningful dialogues with one another.

The Outcome

Participants shared their concerns and clarified misunderstandings that came up during the small group panel discussion. They made a commitment to uphold the dialogue agreements and returned to the day 2 dialogue feeling like the conflict was resolved. All participants returned with a renewed enthusiasm to continue the Community and Police Dialogue with the rest of the participants.



6. We Reviewed Participant Feedback & Modified Session 2

Based on participant feedback from Session 1 and the minor level conflict that arose, CircleUp Education's facilitators incorporated the following modifications to Session 2. The purpose of making these modifications was to ensure that the process remained safe and respectful, and that the experience continued to meet the participants' needs.

(A summary of participant feedback as well as raw data from the evaluations can be found in on pages 26-34.)

1. Provide More Time For Panel Discussions

- CircleUp Education made adjustments to the first half of the agenda of day 2 in order to leave more time for participants to engage in deeper discussions during the moderated panel and small group panel discussions.
- Instead of engaging in the planned Relationship Building activities on equity and bias for session 2, CircleUp Education's facilitators designed a new activity that would allow participants to deepen personal relationships and build more trust by sharing stories about their cultural and personal identities.

2. Establish Agreements For Small Group Panel Discussions

- In order to prevent another conflict or misunderstanding from occurring during the small group panel discussions, CircleUp Education's facilitators would ask all participants to write down specific agreements that they would need in order to engage in the small group dialogue. After each group rotation, all participants would have the opportunity to introduce themselves and communicate their dialogue needs to their small group. Everyone would take a moment to build consensus on their small group dialogue agreements before beginning discussions.

4. Monitoring Of The Small Group Panel Discussions

- CircleUp Education's facilitators would move around the space and listen attentively to participants' conversations to ensure that everyone followed the agreements and would treat each other respectfully during the small group panel discussions.



6. We Facilitated Session 2

We incorporated the above modifications, which resulted in the following agenda for Session 2:

Session 2 | May 16, 2017 | 5pm - 9pm

Welcome and Dinner	Participants enjoyed dinner provided by the City of Fremont. The EREL submitted their questions for the moderated panel.
Introduction and Icebreaker Activity	CircleUp Education's facilitators, Tiffany Hoang and Tyrone Botelho, reviewed the agenda, explained the purpose of the dialogue, and re-articulated the expectations of participants and facilitators during the process. Participants then engaged in a relationship building activity that allowed each person to get to know one another on a deeper level and build more trust between participants.
Police Chief Presentation	Chief of Police Richard Lucero returned to discuss propositions, laws and regulations that impact both police officers and community members in Fremont. Participants had the opportunity to ask follow-up questions and make comments to build onto the conversation.
Reviewing Dialogue Agreements	The participants reviewed the dialogue agreements that were made during session 1 and had the opportunity to add any additional needs based on the panel topics that were being covered during session 2.
Creating Small Group Panel Discussion Agreements	All participants wrote on an index card a need that they felt would be necessary in order to have a productive and respectful conversation with one another during the small group panels. This card would be used at the beginning of each small group panel to build consensus on agreements between participants.
Break	The EREL submitted Panel Questions for the moderated panel.
Moderated Panel Discussion	The group was joined by two subject matter experts on the topics of Racial Diversity in the Police Force and Police Training. Questions were randomly drawn by the facilitators. The subject matter experts were given approximately 4 minutes to respond to each question. The EREL received notepads to write down any questions that they wanted to explore deeper during the small group panel discussions.



Small Group Panel Discussions

The subject matter experts and officers who had knowledge about the topics being discussed, were assigned to stations based on the two topics discussed during the panel. The EREL and the rest of the police officers were separated into small groups that rotated between each station. During these small group panel discussions, the participants had the opportunity to ask follow-up questions, respond to comments and share perspectives. The facilitators set up a third station for the EREL to ask police officers questions related to any topic of their choice.

Brainstorming Of Ideas To Continue And Expand Community and Police Dialogue

After the final rotation in small groups, the participants brainstormed ideas for continuing the conversation between police and community members. Examples of proposed ideas included expanding the group to include more participants, organizing a similar dialogue with other public entities such as the District Attorney's Office or Fremont Unified School District, or scheduling informal follow-up meetings between the already established group.

(More follow-up ideas can be found on page 38).

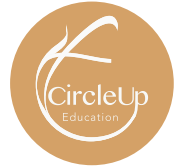
Closing Reflections

Each participant had the opportunity to share their closing thoughts, reflections, and takeaways from their experience participating in the Community and Police Dialogue. Facilitators shared closing remarks and the group gathered for a group photo to end the evening.

5.

Participant Feedback





1. Participant Feedback From Day 1 Session

Below is a summary of the general feedback we received from participants after facilitating the Day 1 session. Raw Data collected from participant evaluations can be found in the following pages.

1. ***“More Time for Discussion!”***

- Although some participants shared that they enjoyed getting so many of their questions answered by the police department, there was also a general desire to have more time in the moderated panel and the small group panel discussions.
- Many participants found value in being able to engage with police officers and subject matter experts in the more intimate small group panel discussions and asked for more time to explore some of the topics using this structure.
- Due to the packed schedule as well as activities running over time, participants did not receive as much time in panel conversations as originally planned. This was adjusted in session 2.

2. ***“Reduce the Number of Topics.”***

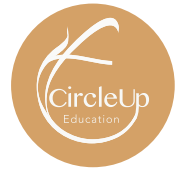
- Participants suggested selecting just one to two topics per session instead of the 2-3 that were covered each day. Given the limited amount of time and the magnitude of each topic, participants expressed a desire to focus on fewer topics at a time in greater depth.

3. ***“Best Interaction I’ve had with Police/Community Members!”***

- Subject matter experts shared that the Community and Police Dialogue had been one of the most pleasant interactions they have ever had with the public, especially given the challenging topics that were being discussed.
- The EREL also shared their satisfaction with the process, especially highlighting their satisfaction in being able to build personal relationships with multiple police officers. Several of them stated that the relationship building was what made the discussions run so smoothly.

4. ***“You Could Feel the Tension Decrease”***

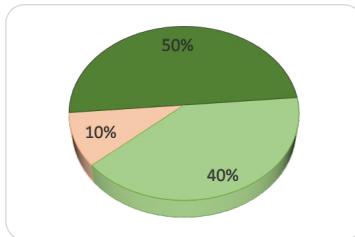
- Although many participants felt that relationship building activities could be condensed, many also agreed that it was an important part of the process to help build trust and allow everybody to “let down their guard.”
- The EREL really enjoyed the subject matter expert’s participation in the dialogue and felt like having them present during the relationship building sections of each day would have had profound impacts on the dialogue process.



2. Summary of Evaluations From Day 1 Session

The graphs and comments below represents the data gathered from participant's evaluations at the end of session 1.

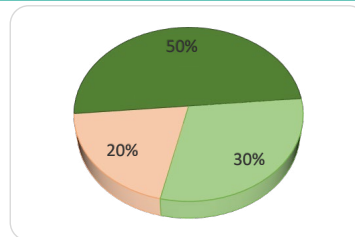
1. I feel a stronger sense of community with the participants.



Strongly Agree	5
Agree	4
Disagree	1
Strongly Disagree	0
No Answer	0

Total Responses 10

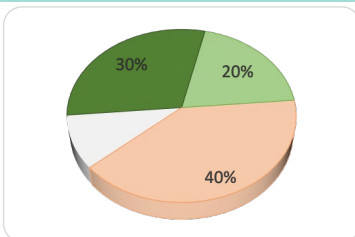
2. The Relationship Building activities were a great way to get to know one another.



Strongly Agree	5
Agree	3
Disagree	2
Strongly Disagree	0
No Answer	0

Total Responses 10

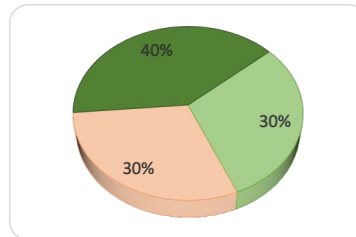
3. I learned more about myself from this experience.



Strongly Agree	3
Agree	2
Disagree	4
Strongly Disagree	0
No Answer	1

Total Responses 10

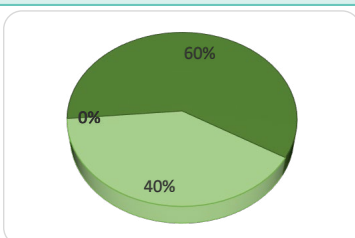
4. Part 1 was a valuable use of our time together.



Strongly Agree	4
Agree	3
Disagree	3
Strongly Disagree	0
No Answer	0

Total Responses 10

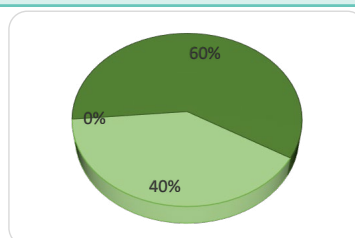
5. I felt safe sharing with people during this discussion round.



Strongly Agree	6
Agree	4
Disagree	0
Strongly Disagree	0
No Answer	0

Total Responses 10

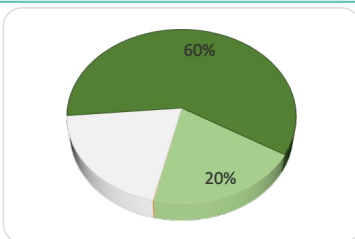
6. Tiffany and Tyrone created a positive and inclusive environment.



Strongly Agree	6
Agree	4
Disagree	0
Strongly Disagree	0
No Answer	0

Total Responses 10

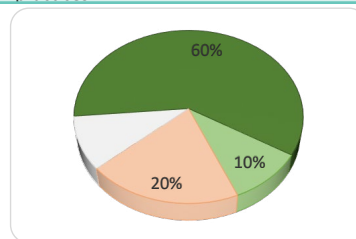
7. The panel discussions were very informative.



Strongly Agree	6
Agree	2
Disagree	0
Strongly Disagree	0
No Answer	2

Total Responses 10

8. I learned helpful information about Fremont Police policies and practices.

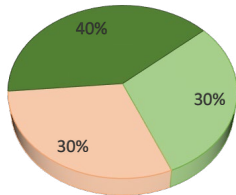


Strongly Agree	6
Agree	1
Disagree	2
Strongly Disagree	0
No Answer	1

Total Responses 10

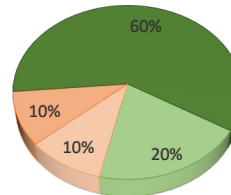


9. I learned new things about different communities in Fremont.



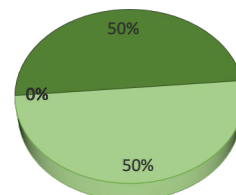
Strongly Agree	4
Agree	3
Disagree	3
Strongly Disagree	0
No Answer	0
Total Responses	10

10. The structuring of the panel into two parts was helpful.



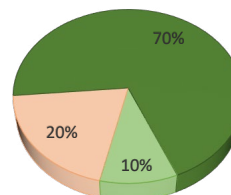
Strongly Agree	6
Agree	2
Disagree	1
Strongly Disagree	1
No Answer	0
Total Responses	10

11. I would like to participate in future panels like this.



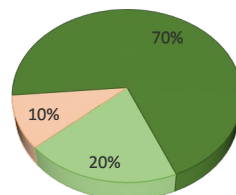
Strongly Agree	5
Agree	5
Disagree	0
Strongly Disagree	0
No Answer	0
Total Responses	10

12. I felt comfortable sharing information on the panel.



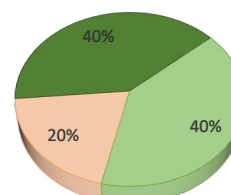
Strongly Agree	7
Agree	1
Disagree	2
Strongly Disagree	0
No Answer	0
Total Responses	10

13. I felt comfortable asking questions on the panel.



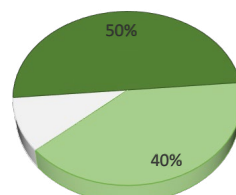
Strongly Agree	7
Agree	2
Disagree	1
Strongly Disagree	0
No Answer	0
Total Responses	10

14. OVERALL SATISFACTION WITH THE EXPERIENCE



Very Satisfied	4
Satisfied	4
Unsatisfied	2
Very Unsatisfied	0
No Answer	0
Total Responses	10

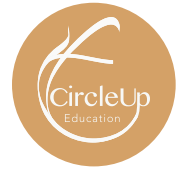
15. OVERALL SATISFACTION WITH THE FACILITATOR



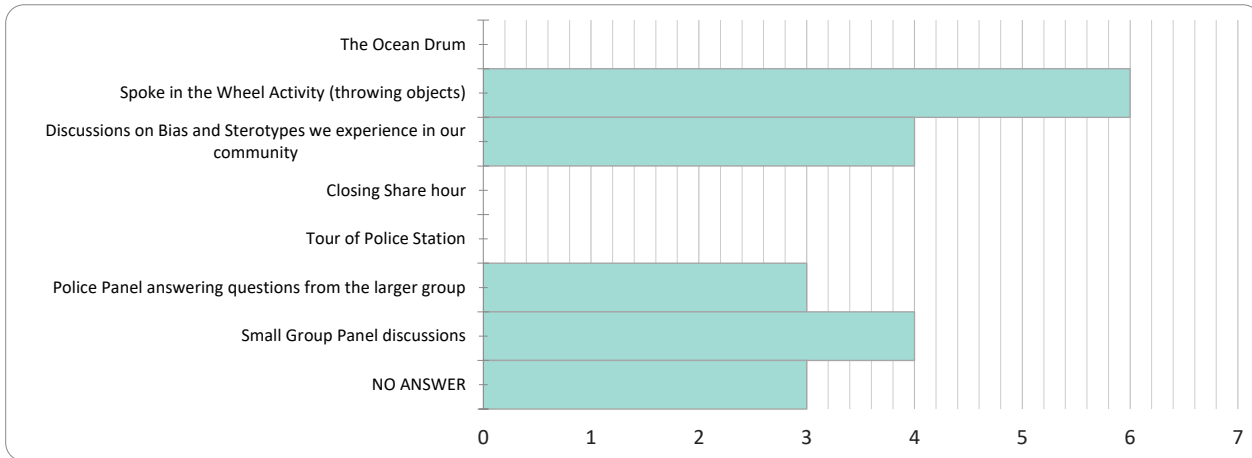
Very Satisfied	5
Satisfied	4
Unsatisfied	0
Very Unsatisfied	0
No Answer	1
Total Responses	10

Police and Community Dialogue Report

City of Fremont
June 28th, 2017



16. What practices or activities did you find relevant and impactful to the experience?





3. Participant Feedback From Day 2 Session

The list below highlights ideas, comments and suggestions CircleUp Education received from participants after facilitating session 2. Raw Data from the participant evaluations can be found in the following pages.

1. **“Enjoyed the Flow of Session 2”**

- Participants shared their enjoyment of the structure and flow of session 2. Some stated that it felt less rushed, that there seemed to be a more organic back and forth interaction between police and the EREL, and that they enjoyed the space to have more free flowing dialogue with one another.

2. **“Time To Share Out Panel Discussion Takeaways At the End”**

- The EREL appreciated that the moderated and small group discussion panels allowed them to both have their questions answered by the subject matter experts, and have more intimate conversations related to important topics. This 2-panel dialogue approach was new to everyone and was viewed as being highly effective.
- Both police officers and the EREL participants observed rich discussion happening in other small groups and suggested that there be time to reflect as a large group on what was being discussed.
- Participants suggested that in future dialogue sessions, there should be time at the end for each small group to have a chance to share highlights, memorable moments and takeaways.

3. **“Even More Time for Panel Discussions!”**

- During session 2, participants spent 20 minutes in their small group panel discussions as opposed to 10 minutes during session 1. This was still not considered enough time by both police officers and EREL participants. Participants recommended 40-50 minutes per small group discussion topic.

4. **“Invite Subject Matter Experts To Participate in the First Half”**

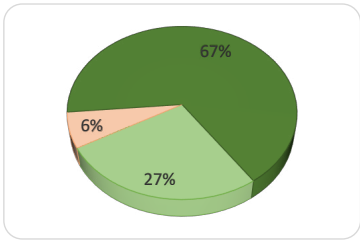
- Many participants expressed their appreciation for the opportunity to engage with so many different police officers. Many found value in hearing their perspectives and learning about their roles and responsibilities in the Fremont Police Department.
- Given the strong connections that were built between EREL and the four police participants, the EREL also expressed a desire to invite the subject matter experts to participate in the relationship building sections of future dialogues.



4. Day 2 Session Evaluations

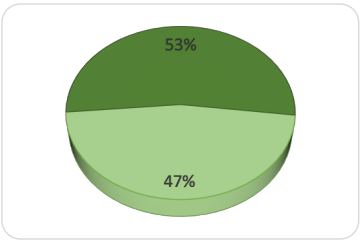
The graphs and comments below represents the data gathered from Participant's Evaluations at the end of session 2.

1. I feel a stronger sense of community with the participants.



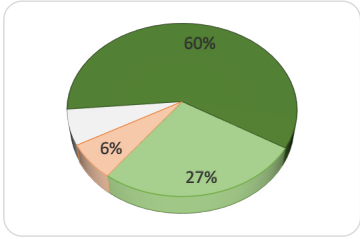
Strongly Agree	10
Agree	4
Disagree	1
Strongly Disagree	0
No Answer	0
Total Responses	15

2. The Relationship Building activities were a great way to get to know one another.



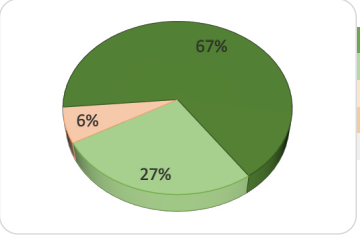
Strongly Agree	8
Agree	7
Disagree	0
Strongly Disagree	0
No Answer	0
Total Responses	15

3. The Introduction activities help the group to develop trust.



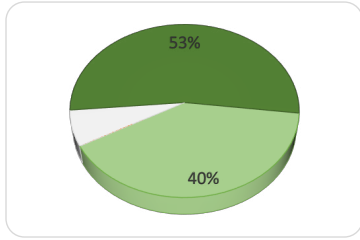
Strongly Agree	9
Agree	4
Disagree	1
Strongly Disagree	0
No Answer	1
Total Responses	15

4. I felt safe sharing with people during this discussion rounds.



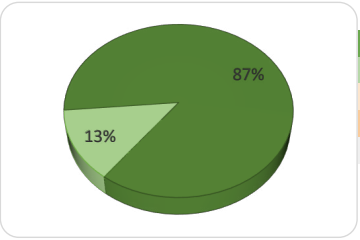
Strongly Agree	10
Agree	4
Disagree	1
Strongly Disagree	0
No Answer	0
Total Responses	15

5. I would like to participate in more relationship building with police an community in the future.



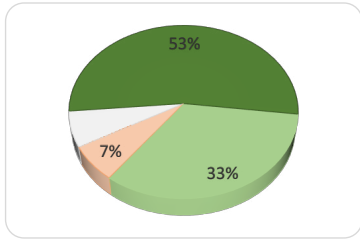
Strongly Agree	8
Agree	6
Disagree	0
Strongly Disagree	0
No Answer	1
Total Responses	15

6. Tiffany and Tyrone created a positive and inclusive environment.



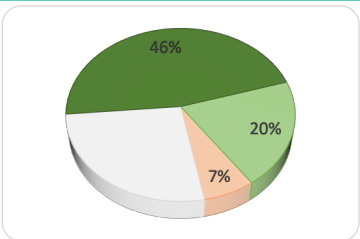
Strongly Agree	13
Agree	2
Disagree	0
Strongly Disagree	0
No Answer	0
Total Responses	15

7. The panel discussions were very informative.



Strongly Agree	8
Agree	5
Disagree	1
Strongly Disagree	0
No Answer	1
Total Responses	15

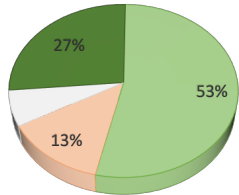
8. I learned helpful information about Fremont Police policies and practices.



Strongly Agree	7
Agree	3
Disagree	1
Strongly Disagree	0
No Answer	4
Total Responses	15

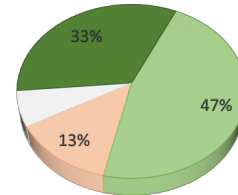


9. I learned new things about different communities in Fremont.



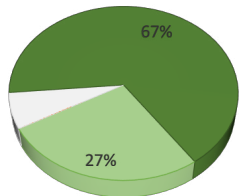
Strongly Agree	4
Agree	8
Disagree	2
Strongly Disagree	0
No Answer	1
Total Responses	15

10. The structuring of the panel was effective to the learning process.



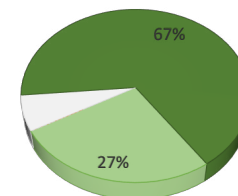
Strongly Agree	5
Agree	7
Disagree	2
Strongly Disagree	0
No Answer	1
Total Responses	15

11. I would like to participate in future panels like this.



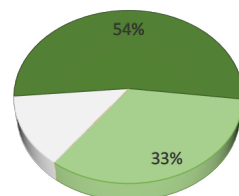
Strongly Agree	10
Agree	4
Disagree	0
Strongly Disagree	0
No Answer	1
Total Responses	15

12. I felt comfortable sharing information on the panel.



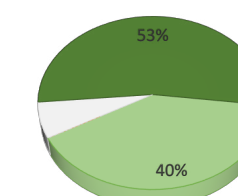
Strongly Agree	10
Agree	4
Disagree	0
Strongly Disagree	0
No Answer	1
Total Responses	15

13. I felt comfortable asking questions on the panel.



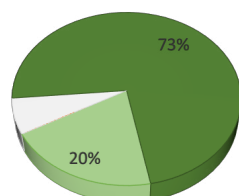
Strongly Agree	8
Agree	5
Disagree	0
Strongly Disagree	0
No Answer	2
Total Responses	15

14. OVERALL SATISFACTION WITH THE COURSE



Very Satisfied	8
Satisfied	6
Unsatisfied	0
Very Unsatisfied	0
No Answer	1
Total Responses	15

15. OVERALL SATISFACTION WITH THE FACILITATORS



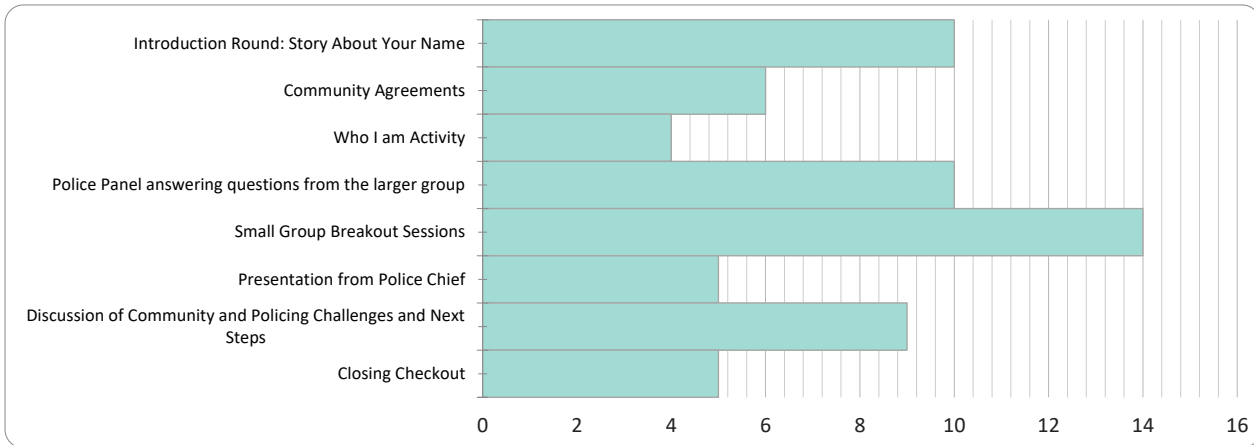
Very Satisfied	11
Satisfied	3
Unsatisfied	0
Very Unsatisfied	0
No Answer	1
Total Responses	15

Police and Community Dialogue Report

City of Fremont
June 28th, 2017



16. What practices or activities did you find relevant and impactful to the experience?



6.

Recommendations





1. Recommendations For Future Police and Community Dialogues In Fremont

A. Develop Common Language To Discuss Diversity & Equity Issues

- We highly recommend that police officers and the Emerging Racial Equity Leaders experience more in-depth training together on topics related to diversity, equity, and inclusion. Throughout the dialogue process, we found that participants often lacked the language to articulate the complexities of inequities within their communities. Both police officers and the EREL faced language, empathy and communication barriers while attempting to explain their experiences related to the intersectionality of privilege, internalized racism and discrimination, institutionalized prejudice, conscious and unconscious discrimination, and implicit bias. Having the opportunity to take a more comprehensive training together would allow both the police and the EREL to deepen their understanding of these important topics and develop language to assist them with expressing their experiences, needs, and challenges with one another. We have found that doing so reduces misunderstandings and tension during police and community dialogues, and ensures that participants can express themselves using language and examples that everyone can comprehend.

B. Enhance Communication Skills Before Engaging in Dialogue

- We recommend that participants in future sessions have the opportunity to further develop specific communication and interpersonal skills that will assist them during the dialogue process. We have identified two skills that would greatly enhance the dialogue process:

Open-Ended Questions

- Asking open-ended questions during small group panel discussion are perceived as being less punitive or accusatory while at the same time creates space for the responding party to provide more robust and well rounded answers. This benefits the participants who are sharing and listening during the dialogue and reduces tension for everyone. Developing this tool will help participants find a better balance between asking both open and close-ended questions throughout the dialogue process.

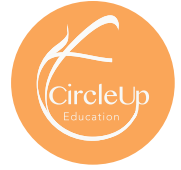
Developing Conscious Conversations conversation skills

- There were moments during the dialogue process where both police officers and EREL participants made comments or shared experiences that could have been misinterpreted as offensive, biased, or accusatory. During these moments, some participants used their communication skills to get more clarity about what the other person meant while others remained silent and did not know how to respond or ask for clarity. We recommend that participants have the opportunity to learn Conscious Conversation tools that develop participants' ability to identify statements that require more explanation, ask for clarification in a respectful way, and check for understanding when something seems biased or discriminatory. These conversation tools deepen empathy and create opportunities for participants to clarify misunderstandings in the moment, which prevent conflicts and tension from occurring.



C. Allocate More Time For The Dialogue

- CircleUp Education’s facilitators strongly believe that the two 4-hour sessions were not enough time for the Police and Community Dialogue to take place. We strongly recommend that future sessions be longer and separated into two sessions. This would allow participants to have time for skill development and relationship building, time for the moderated panel and another segment for the small group panel discussions during each day.
- The participant preparation sessions that take place before the dialogue sessions occur, require approximately 1.5-2 hours to facilitate. There are typically two preparation sessions, one with community members and the other with police officers. We recommend increasing the amount of time for participant preparation sessions if tensions are high between participants, when police and community relationships have been severely damaged, or if the participant group is large.



2. Recommendations From Police and Community Members

At the end of Day 2, participants worked within their small panel groups to brainstorm ways for City of Fremont police officers and citizens to continue future dialogue and relationship building. The following are recommendations from the small groups:

- A. Involve more police and community members.** Participants would like to expand the number of people attending the dialogue process by inviting more police officers and community members from diverse cultures. Some participants also requested that young adults be included in future dialogue as well.
- B. Organize Community and Police Dialogues with people from other local institutions.** Many of the EREL and police officers noted that important questions or concerns that they were discussing require conversations with people from Fremont Unified School District and the district attorney's office. The participants recommended inviting subject matter experts from the city, county, and school districts to the dialogue, which would add additional perspectives to the dialogue and ensure that more questions from the community can be answered.
- C. Coffee with a Cop.** The "Coffee With A Cop" event has been a great opportunity for police officers and community members to have conversations about topics that are relevant and important to the community. It was recommended that the EREL and police officers continue to inform Fremont citizens that this opportunity exists to encourage greater attendance.
- D. Informal meet-up at Sweet Tomatoes or another local restaurant.** Participants recommended planning follow-up conversations and informal relationship building opportunities at the local Sweet Tomatoes restaurant or other local venues in Fremont.
- E. Create an email and "WhatsApp" Group for Participants.** Participants recommended creating a text messaging group using a popular phone application called "WhatsApp" as a tool to answer questions and concerns that may arise within the ERELs communities.
- F. Create a Theater Piece from the Experience.** Inspired by the connections and conversations developed during the 8-hour dialogue, one participant shared the idea of creating a theater piece for youth based on the City of Fremont's first Community and Police Dialogue group.

