

FINAL REPORT

Kids, Cops, and Community:

A Qualitative Assessment of Police, Youth, and Parent Perceptions of Each Other in Aurora, Colorado to Inform Police-Community Relations Programming

Report prepared by Colorado School of Public Health.

Lead Author: Nicole Harty, MPH

Additional Authors: Brett Friedman, MPH(c); Gregory Tung, PhD, MPH

Recommended Citation: Harty, N., Friedman, B., Tung, G. (2017). *Kids, Cops, and Community: A Qualitative Assessment of Police, Youth, and Parent Perceptions of Each Other in Aurora, Colorado to Inform Police-Community Relations Programming*.

ACKNOWLEDGEMENTS

This project was supported by federal award number 2016-MU-BX-0115 awarded by the Department of Justice issued by the Colorado Division of Criminal Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice or the Colorado Division of Criminal Justice.

We thank Dawn Barrett for assistance with spearheading all of the logistics with Aurora Police Department as well as connections to a variety of community organizations that took part in this project. Furthermore, we are grateful for all of the members of the Kids, Cops, and Community (KC&C) Working Group for their guidance in development, implementation, and reflection of the entire project and members of the A-GRIP and ViP Project Teams for their assistance in recruitment and project guidance.

CONTENTS

Executive Summary.....	1
Background.....	3
Methods and Approach	5
Findings	8
Literature Review	
Qualitative Data	
Synthesis and Recommendations.....	15
Appendices.....	18
Appendix 1a, 1b, 1c: Police, Youth, and Parent Interview Guides.....	18
Appendix 2: Youth Focus Group Script	21
Appendix 3: Literature Review Summary.....	23
Appendix 4: Example Coding Scheme and Results, Youth	26
Appendix 5: A-GRIP Target Area	29
Appendix 6: Final Qualitative Coding Themes and Associated Codes	30

EXECUTIVE SUMMARY

Background

The Kids, Cops, and Community (KC&C) project is a planning and evaluation project conducted by Aurora's Gang Reduction Impact Program (A-GRIP) with two goals:

- 1) Conduct a quality improvement evaluation of the Violence Prevention (ViP) project to better understand any perceived tensions between kids, cops, and communities of color and to determine what can be done to mitigate any existing tensions
- 2) Perform an impact assessment of A-GRIP's services to identify the most promising aspects of intervention programming that reduces the likelihood of gang-involved youth re-offending

This report focuses on the first goal. A-GRIP wanted to be strategic and deliberate about creating a constructive environment and systematic process in which to enhance positive police relationships within the community, specifically with youth of color. This quality improvement project was conducted in consultation and partnership between the Colorado School of Public Health and the KC&C Working Group, a subgroup of the A-GRIP Steering Committee, to better understand the Aurora community's views and enhance community-police relations.

Methods

A literature review was conducted at the beginning of the project to inform interview question development and frame the findings of this project within the broader context of what is known nationally. This literature review had two objectives: 1) identify best practices in community-policing programming and policy and 2) identify research or quality improvement work available to describe tensions between police and communities of color. Salient details from relevant articles were plotted on an Excel spreadsheet. Main points and limitations were examined in the context of how they may inform the KC&C Working Group as well as inform interview question development.

Interview guides were developed in consultation with

the KC&C Working Group and had two main objectives: 1) gain an understanding of police and community members' experiences with each other and perceptions of each other, and 2) gain an understanding of how the existing Aurora for Youth programming is perceived by police and community members. The interview questions were similar for each group (Aurora Police Department officers, youth, and parents), but tailored towards each group's unique perspectives. Analysis of the interviews and focus group transcripts was conducted by inductively identifying themes in the interview transcripts. Similarities and differences in the salient themes of each participant group were then identified: comparisons were made between the youth, parent, and police interviews as well as between the youth interviews and focus groups.



Findings

The literature review yielded minimal evidence of work to understand youth, parent, and police perceptions within one community, highlighting the uniqueness and importance of this project. Additionally, articles from the Police Executive Research Forum illustrated that police leadership across the nation have positive attitudes towards youth and understand the challenges posed by recent traumatic events involving police and youth of color^{1, 2, 3}. Police departments found success with interventions in academy training, community engagement activities, and top-down leadership tone changes^{2, 3, 4, 5, 6}. Articles focusing on the youth perspective show that interactions with police were generally guided by the perceived legitimacy of the officer, fairness of the interaction, and sense of respect in communication^{2, 3, 5, 7, 8}. Two studies compared interactions between youth and teachers with those between youth and police in accordance with a theory about general respect for authority^{9, 10}.

Upon reviewing the interview and focus group data collected for youth, parents, and police, five primary

EXECUTIVE SUMMARY

themes were identified: (1) Pros/Cons of Police Interaction Types, (2) Aurora for Youth (AFY) & A-GRIP Program Awareness, (3) Respectful Communication, (4) Overestimating Uniqueness of One's Views, and (5) Parenting & Police as Parents. These themes were present in at least two of the data sources, and are described in **Figure 1**.

Synthesis

It is evident that the Aurora Police Department (APD) is already enacting many best practices. Programs such as Aurora's Police Activity Club and policies such as integration of Police Area Representative Officers demonstrate APD's commitment to serving the community in accordance with national standards and models^{2, 3, 5, 11}. The consensus recommendations from the KC&C Working Group focus on sustaining and increasing opportunities for police officers and youth to engage in a variety of contexts as well as increasing community awareness of AFY and A-GRIP programming. These focus areas were identified for their feasibility and practicality: concentrating efforts in these areas will help address community perceptions of the police department, encourage more parental involvement, and reiterate respectful communication strategies.

Recommendations

Some options for adding to the existing programs and initiatives operated through AFY and A-GRIP include implementing the Empowering Youth Curriculum with Aurora's youth, providing sports balls and similar "handouts" for patrol to distribute in their daily activities, and organizing additional "community barbecues" with youth, parents, and police officers. Priority areas for increasing community awareness include partnering with Aurora and Cherry Creek Schools to reach the broader community, updating the A-GRIP and AFY websites, and completing the Community Relations Plan and/or hiring a Prevention Coordinator. Additional considerations include integrating trauma-informed approaches in programming and identifying opportunities to provide family-based services that emphasize the role of parenting.

Figure 1. Main Themes from Interviews and Focus Groups



Pros/Cons of Types of Police Interactions

Definition: Describing and reflecting on formal (planned events, programs) vs informal interactions (spontaneous, individualized).

Example Quote: "Formal interactions are easy because you can structure it and work with it if you have a plan ... Informal is more difficult because unless an officer has free time to join a football game or just to chat with some kids, it's hard to bridge that gap and leave a lasting impression." -Police Interviewee



Aurora for Youth (AFY) & A-GRIP Program Awareness

Definition: Need for increased awareness around the existence and common definition of AFY & A-GRIP programs for youth.

Example Quote: "I think those programs all sound good but I just don't know about any of them and the publicity needs to be better...It's a shame more people don't know about those." -Parent Interviewee



Respectful Communication

Definition: Listening, attitude, and word choice in conversations between police and youth.

Example Quote: "It still felt disrespectful since the first thing [the officer] said was 'Get your A over here' to me ... They just need to tone it down a little. They'll be interrupting, talking over kids." -Youth Interviewee



Overestimating Uniqueness of One's Views

Definition: General belief that the majority of cops are not bad, but that they perceive most of their peers do not share this view.

Example Quote: "I think my view on cops is the minority view. I wouldn't say it to my friends because they don't think cops are good." -Youth Interviewee



Parents & Police as Parents

Definition: Parent uses police for parent-oriented discipline and the officer is seen as punishment-oriented role rather than a service-oriented role.

Example Quote: "It just frustrates me that Mom will say something like 'If you keep acting poorly, I'm gonna get that officer to take you'... like they can use our authority for parenting. It's important for youth to feel safe like I'm their friend." -Police Interviewee

BACKGROUND

The Kids, Cops, and Community (KC&C) project is a planning and evaluation project conducted by Aurora's Gang Reduction Impact Program (A-GRIP) with two goals:

- 1) Conduct a quality improvement evaluation of the Violence Prevention (ViP) project to better understand any perceived tensions between kids, cops, and communities of color and to determine what can be done to mitigate any existing tensions
- 2) Perform an impact assessment of A-GRIP's services to identify the most promising aspects of intervention programming that reduces the likelihood of gang-involved youth re-offending

A-GRIP is a program housed within the Aurora Police

Department's Aurora for Youth that serves youth ages 4 through 24, focusing on gang violence intervention, prevention, and community awareness efforts. The prevention services are currently provided under ViP through a Department of Criminal Justice-funded project. One of the original objectives of ViP's programs was to integrate Aurora police officers into the positive youth development activities of two community-based organizations in order to provide opportunities for youth (specifically targeting youth of color) to engage with police in positive structured activities. However, nationally-televised events depicting violence and tension between police and Black individuals raised tensions nationally and locally and caused some apprehension amongst ViP program staff. In response to this hesitation, the project team sought additional funding

Figure 2. Aurora for Youth and A-GRIP Current Police-Focused and Youth-Focused Programming

Police-Focused Programming	Youth-Focused Programming
Aurora Police Activities Club (APAC) <p>Officers participate in sports with youth or engage with youth at community organizations; officers are compensated for their volunteer time participating in these activities.</p>	HOODMONSTERS <p>Program offering youth sports in a positive environment that is designed to help keep kids out of trouble and teach them how to be good citizens and athletes; acronym stands for Holding Our Own Destiny, Making Our Neighborhood Stronger Through Education, Respect, and Self-Efficacy.</p>
Police Explorers <p>Program for kids who are interested in the police profession that provides an opportunity to go through some police training; youth and officer participants remain consistent over time.</p>	GRASP (Gang Rescue And Support Program) <p>A street outreach program that helps youth gang members get out of the gang lifestyle.</p>
Teen Citizens Police Academy <p>Program for kids who are interested in the police profession that provides an opportunity to go through some police training; youth and officer participants remain consistent over time.</p>	Friends for Youth <p>School-based group mentoring program in select Aurora middle and high schools.</p>
GREAT (Gang Resistance Education and Training) <p>13-week, evidence-based curriculum taught by an officer in some Aurora schools during 4th or 6th grade classes; youth and officer participants remain consistent over time.</p>	

BACKGROUND

to take a systematic approach to understanding the nature of any tensions between police and communities of color in Aurora so as to not aggravate any underlying tensions by integrating officers into these youth-focused programs. This KC&C project is the culmination of these efforts to understand police and community member perspectives of each other in an effort to inform ongoing Aurora for Youth and A-GRIP programming.

Aurora for Youth and A-GRIP's current programming covers a broad spectrum of police- and youth- focused activities. Police-focused activities include programming organized and planned by APD and include Aurora Police Activities Club (APAC), Police Explorers, Teen Citizens Police Academy, and Gang Resistance Education and Training (GREAT). Youth-focused activities include programming organized and planned by A-GRIP partner organizations and include programs such as HOOD MONSTERS, Gang Rescue and Support Project (GRASP), and Friends for Youth (FFY). Descriptions of these activities are provided in **Figure 2**.

Youth participating in the Friends for Youth program mostly spent time in school mentorship programs but also had opportunities to interact with Aurora Police since both organizations collaborate on the A-GRIP Steering Committee. These pictures were from a Summer program where youth learned more about the police officers' role in their community.



METHODS AND APPROACH

Literature Reviews

Data Collection. A literature review was conducted at the beginning of the project to inform interview question development and frame the findings of this project within the broader context of what is known nationally. This literature review had two objectives: 1) identify best practices in community-policing programming and policy? and 2) identify research or quality improvement work is available to describe tensions between police and communities of color? Scholarly articles served as the primary sources for the review in addition to several articles from the Washington DC think tank, Police Executive Research Forum (PERF). The majority of articles were collected with dates of publication no earlier than 2010 in order to assess recent trends and research, especially considering the rapidly changing climate in the US over the last seven years. Online searches were conducted with University of Colorado Anschutz Medical Campus' Health Sciences Library and Google Scholar. Keywords for searches included a variety of combinations of the following words: "police," "community," "relations," "youth," "kids," "juvenile," "teens," "parents," "policy," "programming," "perception," "opinion," "attitudes," "USA," and "interactions."

Analysis. After selecting articles based on apparent relevance from the abstract, salient details were plotted on an Excel spreadsheet under the following categories: Title, Theme (Police Training, Youth and Police, Public Policy, Use of Force), Source, Publication Year, Bottom Line, and Article Limitations. A total of 20 articles were reviewed and are described in Appendix 3.

Interviews and Focus Groups

Data Collection. Interview guides were developed in consultation with the KC&C Working Group and had two main objectives: 1) gain an understanding of police and community members' experiences with each other and perceptions of each other, and 2) gain an understanding of how the existing Aurora for Youth programming is perceived by police and community members.

Separate interview guides were developed for each of the three interview groups: APD officers, youth, and parents. The questions were similar for each group, but tailored towards the unique perspectives each provides. The final police and youth interview guides are available in Appendix 1a and 1b. The questions are grouped into three categories: understanding an individual's background, experiences with police or youth, and reflecting upon the meaning of an individual's experiences with police or youth. The parent interview guide is available in Appendix 1c, and is grouped into similar categories.

All interviews were conducted by a single trained interviewer over the course of four months. These interviews were conducted in-person for all youth, parents, and police at a neutral location such as a coffee shop or school. Interview conversations lasted 45 to 60 minutes, on average using an adapted phenomenological-style interviewing. The interviewer took detailed notes during these conversations and typed detailed memos of the content discussed, relevant quotes, and general impressions within 24 hours of each interview.

The general findings from the police and youth interviews were used to inform the focus group scripts for youth. This script was reviewed and finalized in consultation with the KC&C Working Group and focus group facilitators over the course of six weeks and four separate meetings. The final youth focus group script is available in Appendix 1b. The questions in the focus group guide were also grouped into three categories: introductory background, perceptions of existing APD programming, and proposed actions for improving relationships between youth and police.

For each focus group, one trained facilitator guided the discussion while one trained note-taker took detailed notes. Each focus group was audio recorded so that the note-taker could review the notes and add in any comments and discussion that was not captured in real-time. These notes were also typed to facilitate the

METHODS AND APPROACH

coding and analysis process.

Selection. Purposeful selection was used in order to select valuable and varied experiences from each of the three groups. In addition, the KC&C Working Group was consulted for ongoing guidance in selecting the most information-rich opportunities.

Police. Requests were sent to APD leadership for police interviewees based on the department's organizational chart and demographic breakdown. Specific candidates sought out were from a range of experience/ranking (new patrol on the streets to seasoned veterans in supervisory roles), race (Hispanic, African American, Asian, and White), and unit or involvement with youth (from school resource officers to SWAT-type agents).

Youth. Participation criteria included currently living in the A-GRIP target area (**see Appendix 5**), aged 10-17 years old, and represent a variety of perspectives and experiences. The minimum age was agreed upon by the KC&C Working Group in order to balance the literature findings that perceptions of youth on authority change at ages 12-13.

Parents. Parents demographics ranged in age (younger couples to grandparents taking care of the child), race (Hispanic, African American, Asian, and White), and origin (locals from Colorado, immigrants from other countries, and refugees). Parents, just like the youth, only needed to be living in the A-GRIP Target Area and have a parent/guardian role for a youth that is currently 10-17 years old.

Recruitment Strategies. Youth were primarily recruited through partner organizations in the KC&C Working Group and A-GRIP Steering Committee. Such organizations target different types of youth in their own efforts at either prevention or intervention of gang activity in Aurora. In addition, a few youth interviewees were recruited via networking with other community

organizations not part of the A-GRIP Steering Committee. Youth and parent participants for interviews and focus groups were recruited through A-GRIP partner organizations (i.e. Aurora for Youth, Friends for Youth, GRASP, Hood Monsters, JAC, and probation) and community partners (i.e. the Boys and Girls Club).

Recruitment of police participants for interviews was conducted in partnership with APD staff. APD staff identified 20 individuals representing the demographics of the department and these individuals were asked to participate and all 20 police officers identified agreed to participate. Using this approach, the police participants are more representative of APD as a whole. However, because of the purposeful sampling method, the youth and parent views described here are not necessarily representative of all youth and parents in Aurora. Rather, these participants provide a broad sampling, perhaps incomplete, of the thoughts and perspectives of the Aurora community.

Parent recruitment presented a challenge because of multiple jobs, activities with children, and wariness to discuss anything related to police. Therefore, the logistics of scheduling multiple parents for a focus group proved difficult and the KC&C Working Group decided it would be best to hybridize the parent focus group script with the parent interview questions for the remaining parent interviews. A total of 37 interviews and three focus groups were conducted. See Table 1 for more details on the number of participants.

Respondent Characteristics. Of the three youth focus groups, two were older groups of youth (13-17 years old) and one was a younger group of youth (10-13 years old). Each group had 8 to 11 participants living in the A-GRIP Target Area with representation of gender (mix of boys and girls), race (Hispanic, African American, Asian, and White), and police contacts (from multiple interactions with police to zero contacts with police). Two focus groups were conducted with youth from a Boys and Girls Club located within the A-GRIP

METHODS AND APPROACH

target area: one with youth 10-13 years old and another with youth 14-17 years old. Participants in these discussions had a range of experiences with police and Aurora for Youth programming and represented a mix of race/ethnicity. Both of these groups had 11 participants aged 13-17 years. The third focus group was conducted at an A-GRIP partner location and was comprised of 9 males, recruited through GRASP, Friends for Youth, and HoodMonsters. This third group was more challenging to engage due to the group dynamics, but still provided rich discussions of these youths' experiences with police and perceptions of police programming. A total of 29 youth participated in focus groups; there was no overlap in participants between one-on-one interviews and focus groups.

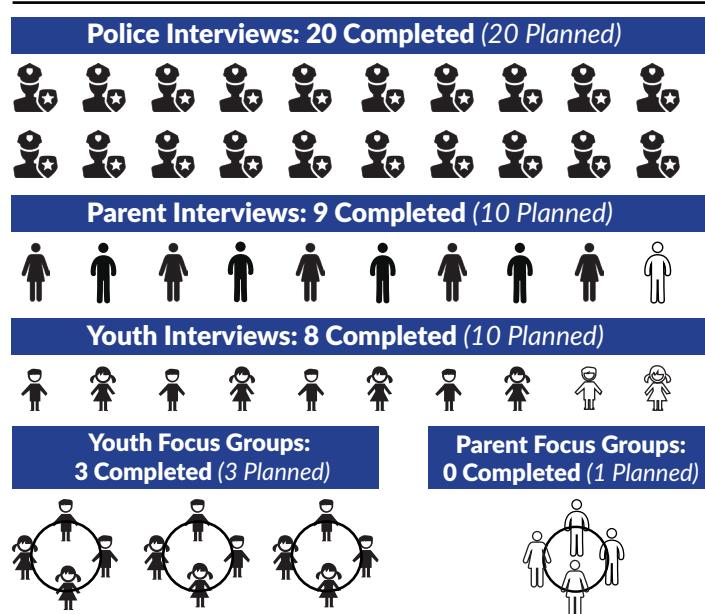
Context and Perspective of the Aurora Police Department. The final piece of qualitative data collected in this project was a group interview between the Project Coordinator, A-GRIP Project Director, and seven members of APD leadership (including Sergeant, Captain, and Commander representatives). The Project Coordinator used this interview as an opportunity to understand the perspectives of the Aurora Police Department with regard to community policing and have a fuller context of the work APD is engaged in, all in an effort to frame the results and recommendations of this report. This discussion lasted about 90 minutes and included a discussion of community-engagement efforts, public communication, and youth-oriented programming. Detailed notes were taken during this discussion and typed for later integration into this report.

Analysis. Analysis of the interviews and focus group transcripts were conducted by reviewing the notes for common themes and coding phrases throughout the transcript data. A preliminary round of coding and synthesis of the initial interviews was conducted prior to writing the focus group scripts. A final round of review and coding of all interviews was conducted after all data collection (interviews and focus groups) was complete. The analysis of the focus group transcripts

was conducted after all focus groups were completed. The coding scheme used for the focus groups was the same as the final code list from the youth interviews, with additional emerging themes coded as needed based upon novel content brought up during the focus groups. A second coder reviewed all the codes and themes for clarity, consistency, and accuracy. The two coders then discussed any codes that were confusing, potentially duplicitous, or too broad.

With all of the interviews and focus groups coded and reviewed, the analysis team organized the codes into broad themes and code categories to explain the themes that emerged. Similarities and differences in the salient themes of each participant group were identified: comparisons were made between the youth, parent, and police interviews as well as between the youth interviews and focus groups. The analysis team used an iterative process to develop a conceptual mapping of the themes in order to present a comprehensive picture of the data in this report. Finally, these themes were compared to the main findings in the literature review in order to identify how current APD practices and perceptions of community and police compare to what is documented in the literature.

Figure 3. Count of Interviews and Focus Groups for Police, Youth, and Parents



FINDINGS

Literature Review

Best Practices in Community Policing (Programming and Policies) and Youth-Community Specific Evidence. The literature review yielded minimal evidence of work to understand both youth and police perceptions within one community which highlights the uniqueness and importance of this work.. There are a handful of reports of investigations into youth's perceptions of police and a few others that investigate police perceptions of youth^{2, 3, 5, 6, 7, 8, 9, 10}. The initial review emphasized the importance of community policing and community problem-oriented policing (CPOP) which involved positive police interactions with community outside of emergency safety situations and collaboration with unlikely partners such as community activists and landlords for high crime neighborhoods. Furthermore, the characteristics of modern youth that most affected perception of police appeared to be race (African American as more negative than Hispanic or White), age (13+ years old as more negative than <12 years old), class (lower socioeconomic status as more negative), neighborhood (deteriorating conditions as more negative), and parent relationship (weak parent-child relationships as more negative).

The second literature review focused on police programming and revealed many projects that were already in existence or very similar to ones in existence for the Aurora Police Department. At a national level, "The President's Task Force on 21st Century Policing" outlines hundreds of recommendations from successful departments across the United States through its six main pillars: (1) Building Trust and Legitimacy, (2) Policy and Oversight, (3) Technology and Social Media, (4) Community Policing and Crime Reduction, (5) Officer Training and Education, and (6) Officer Safety and Wellness. APD currently conducts some of these recommended activities already such as Action Item 4.5.2 regarding law enforcement engaging youth through citizen academies, ride-alongs, and "Junior Police" type programs. Other notable best practices from this report

that may be beneficial for APD to consider are non-enforcement activities with communities that typically have disproportionately high police contact, technology-based community engagement for increased trust and access, and family interventions for youth at risk of engaging in criminal behavior.

At a local level, APD is implementing the evidence-based GREAT program in selected Aurora elementary and middle schools. A recent evaluation of GREAT from the University of Missouri demonstrated that one year post-program, there was a 39% reduction in odds of gang joining compared to kids not involved in the program. Evaluators noted that these results applied to participants who engaged in all four components of the program (Elementary School, Middle School, Summer, and Family). Additionally, the City of Denver's Office of the Independent Monitor (OIM) started new programming for youth and police through the "Bridging the Gap: Kids and Cops" initiative in 2015. Specifically, this program provides half-day forums for experience sharing between youth and police, education on adolescent development and emotional intelligence for police, community partnerships, and ongoing process evaluations. Another part of the DPD program derives from the evidence-based Connecticut Police Department curriculum "Effective Police Interactions with Youth." In this program, officers train other officers about youth behavior and positive ways to engage in order to change perceptions and attitudes of cops towards youth.

Qualitative Results

The major themes presented across the various data collection methods are summarized in Figure 4 on the following page, and a more detailed table that includes the codes that fit within each theme is available in **Appendix 6**.

FINDINGS

Figure 4. Major themes from Interviews and Focus Groups

 Pros/Cons of Types of Police Interactions	 Aurora for Youth (AFY) & A-GRIP Program Awareness	 Respectful Communication	 Overestimating Uniqueness of One's Views	 Parents & Police as Parents
<p>FORMAL INTERACTIONS</p> <p>Formal Interactions (GREAT classes, safety lessons, teaching-type environment) are less natural and less able to build relationship with youth but easier to control and more realistic.</p>			<p>INFORMAL INTERACTIONS</p> <p>Informal Interactions (stopping to have a regular conversation with kids, hanging out during school day or lunch, playing sports with kids at the park) are more meaningful and natural but also more time consuming and challenging to organize intentionally.</p>	
	<p>Aurora for Youth (AFY) & A-GRIP Program Awareness</p> <p>Community has misconceptions about the definition of programming and APD-sponsored community-engagement; difficulty finding information or just never heard of these programs.</p>			
		<p>The tone, attitude, and words can be some of the most powerful tools to creating a positive vs negative relationship among police, youth, and parents. Some groups feel justified after being provoked by another group but the way everyone talks to each other generally dictates the outcome and lasting impact of an interaction. Each side thinks the other is jumping to conclusions without actually listening to them.</p>		
			<p>Overestimating Uniqueness of One's Views</p> <p>This theme covers the idea that the individual underestimates the extent to which others share the same opinion as them (kids thinking they're the only ones that don't view police totally negatively, parents thinking all other parents view police negatively).</p>	
				<p>Parents & Police as Parents</p> <p>Both youth and police believe that police are being put into a parental, disciplinary role. Some belief around how parents can get in trouble more easily for discipline. Overall, leads to police being seen as a punishment-role more than a service-role. Parents did not comment or allude to this dynamic. Police also attributing negative relationship with youth to parenting.</p>

Pros/Cons of Police Interaction Types. The concept of "Pros/Cons of Police Interaction Types" permeated conversations with youth, police, and parents through describing and reflecting on formal (e.g., youth-targeted programming/classes) as compared to informal (e.g., having lunch at an elementary school with kids) interactions. Throughout conversations with police, youth, and parents, there is an understanding that both formal and informal interactions are necessary, and there

are pros and cons to each type of interaction. Formal interactions are structured, which has value to program staff and for scheduling, but it can be difficult to recruit participants and can be viewed as less "authentic" by community members. Informal interactions are personal and lead to lasting impressions, but can be more fleeting and difficult to orchestrate based upon police availability.

FINDINGS

Formal Interactions Between Youth and Police. More officers cite negative experiences with youth than officers who cite positive experiences. This result could be due to officers' role as law enforcers, but it hints at a possible need for more structured community involvement. Although police have had separate, negative formal interactions with youth when the youth was both the victim and the cause of the negative situation, police cite more interactions in which the youth was a cause of the situation. Again, this could be due to the role officers play in enforcing the law. Youth did not cite many formal interactions with police during interviews, but individual experiences were described in the focus groups. Many of the formal, positive interactions cited by youth include interactions they have had with School Resource Officers (SROs), although some youth expressed frustration with the way specific SROs have treated them or their friends in the past, suggesting that youth's perceptions of SROs in formal settings is shaped by the specific officer.

"Formal interactions are easy because you can structure it and work with it if you have a plan. If timing allows and financial stuff, you can bring other groups where the meeting is fun. Informal is more difficult because unless an officer has free time to join a football game or just to chat with some kids, it's hard to bridge that gap and leave a lasting impression. How much time does that take? Minutes, hours?"

-Police Interviewee

"Cop came to Boys and Girls Club (comes every 3 months or so) saying important things like wearing a seatbelt and things about people not knowing how to drive, and like don't put your music on or if you're dancing it's like a distraction."

-Youth Focus Group Participant

Informal Interactions Between Youth and Police. Both police and youth cite more positive experiences with each other in informal settings as compared to formal settings. It could be that police and youth have had a greater quantity of positive experiences in informal settings or that these experiences are more impactful, leading to a greater likelihood of being remembered and shared in the interview and focus group setting. The majority of informal interactions described by both police and youth were positive, possibly because police are often volunteering or choosing to participate in informal interactions with youth, often for the explicit purpose of building relationships.

"Instead of trying to recruit kids into programs, go to those elementary schools and just make [the officers] known at their particular neighborhood's schools. Just so they hear their names and shake their hands. Year to year so they see the same officers in middle school and recognize them." -Parent Interviewee

"It would be good for us to sponsor or hold more informal events, like some football game we put together or just have a couple cops at. So they can see cops showing up to something where they're not in trouble. They can learn that you can approach a cop even if something is not wrong. Cops being around unexpectedly does not have to be bad, just them being at a game together." -Police Interviewee

"There was a nice lady cop who was the family member of a girl in school. This cop didn't have to, but was always stopping by class to say hi to everyone. She actually listened to what we had to say and we were lucky to have her. She's retired now but if she was in that event with my friend she wouldn't have choked him out, she would have actually listened to us." -Youth Interviewee

FINDINGS

Aurora for Youth (AFY) and A-GRIP Program Awareness. Several interviews with youth and parents revealed a need for increased “ADP Program Awareness” around the existence and correct description of APD programs for youth, specifically those included in Aurora for Youth and A-GRIP. Nearly all interviewees and focus group participants commented on their willingness to attend some or all of these activities if they knew about them. Program familiarity depended largely upon where participants were recruited from. For example, youth attending the Boys and Girls Club were familiar with APAC because APAC officers regularly participate in activities at that Boys and Girls Club location. However, these same youth were unfamiliar with programs such as GRASP and HoodMonsters, even misunderstanding the program’s purpose after a brief description from the interviewer or facilitator.

These findings suggest that APD’s community policing efforts, specifically ongoing programs and initiatives, could be communicated and explained to community members in a more engaging and impactful way. Additionally, police officers often cited only the police-oriented programs and did not comment on the more youth-oriented programs associated with the ViP project. Police cited programs such as Shop with a Cop and the HOOPS camps as positive, police-oriented programming to engage youth. Finally, a few police officers expressed concern about the loss of the DARE program and an associated negative impact on police-youth relations*.

“I think those programs all sound good but I just don’t know about any of them and the publicity needs to be better. I work in community too as a counselor in this drug/alcohol program and at community events so I would know if it was out there for others to know too. It’s a shame more people don’t know about those.” -Parent Interviewee

“A lot of the programs that could be for youth in Aurora with police cost money and parents around here can’t afford to do those kind of activities.”
-Parent Interviewee

“Interesting because I know a lot of kids that are in gangs and want to get out and I want to help them but don’t know how, I think doing that will help me help them in that situation.” -Youth Interviewee (on an incorrect perception of how the GRASP program works)

*Literature reviews of current research and review of evidence-based programming clearinghouses indicate DARE is not an effective program. In some cases, it has been shown to have inverse results. For these reasons, APD stopped offering the DARE program in Aurora Public Schools and switched to facilitating the GREAT program in elementary and middle schools.

Respectful Communication. “Respectful Communication” also presented significant importance throughout all groups in terms of listening, attitude, and word choice. Some groups feel justified after being provoked by another group but the way everyone talks to each other generally dictates the outcome and lasting impact of an interaction. Each side thinks the other is jumping to conclusions without actually listening to them.

About half of youth participants mentioned that an officer spoke disrespectfully to them or a friend or believe that they/a family member/friend were treated disrespectfully in an interaction with an officer. Similarly, almost half of officers cited experiences with youth speaking disrespectfully to them. A few parents also cited experiences in which they believed they were not treated respectfully by an officer. An important piece of context to add to this theme is that a major theme of one focus group and a salient theme in youth and parent interviews is the idea that officers are perceived to believe the word of other adults over the word of youth in a variety of situations. For example, youth are stopped by police because of a call they received from a neighbor. The youth and/or the youth’s parents try to

FINDINGS

explain their side and innocence, but they perceive the officer to disregard the youth's perspective. A few officers have cited the importance of treating youth with dignity and speaking their "language" in order to have productive, positive interactions.

"It still felt disrespectful since the first thing [the officer] said was 'Get your A over here' to me...They can't talk to kids the way they talk to adults, using curse words. They just need to tone it down a little. They'll be interrupting, talking over kids."

-Youth Interviewee

"When my friend was in the cop car, he recorded cops on his phone saying stuff to him like 'Stupid A-S-S dumb kids doing all this stuff.'"

-Youth Interviewee

"You gotta give them respect and speak to them that way until they give you a reason not to. They're no less deserving of your respect than anyone else. By doing that, you can actually get through to them... You have to sometimes match these kids with their humor or mess talking, have fun with them and not take it personal...That builds rapport and respect and you can have a conversation. How you talk to them will get you a certain result, that's what they respect." -Police Interviewee

"We just can't talk to 10 yr olds the same as a 17 yr olds. Their minds work differently and I see a lot of cops talking to kids like their criminals, like adult criminals. Kids jump around in their story, which looks like deception with adults, but it's just how they communicate and process things."

-Police Interviewee

"In McDonalds, they need officers because of all the yelling, cussing, and general lack of respect for any social norms. [Youth] have this "Gimme" ordering in just the way they were raised. I tell them, if you're not a customer, you can't sit here. I think it's newer because back when I was an SRO, we didn't have as much of a 'Why do I need to do what you say?'" -Police Interviewee

"My son called me and when I got there I heard everything from the kids about what happened and asked the cops to get a statement from my son. They just kinda said "yeah yeah we need to get some more from the adults" and by the time they talked to us they got all the statements from those adults and said they didn't need any statements from the kids. They got half the story and that was good enough. The cop was being a straight d[***] - he was threatening to take these kids to jail, they were just already sure these kids were at fault."

-Parent Interviewee

Overestimating Uniqueness of One's Views. This concept came up primarily in youth and parents as a general belief that the majority of cops are not bad, but that they perceive most of their peers do not share this view. This theme is resonant of the concept of social norming in which it is common for youth, and adults, to believe their peers are behaving in a manner that is contrary to their true behavior. This concept did not come up in discussions with police—there were no mentions of a belief that their perceptions of youth in Aurora are the minority in comparison to the department.

"I could feel either good or bad when seeing a cop... Sometimes they could do bad things but mostly they're just doing their jobs. Most of the kids here don't like cops though because they just see how they give out punishments. They don't really have good experiences with cops." -Youth Interviewee

FINDINGS

"I would say a majority of my friends who are parents have a negative view on police and also the same for majority of all parents in Aurora ... I actually wear a uniform that looks like an officer's so I'll have young African American kids coming up to me with their hands up yelling 'Don't Shoot, Don't Shoot' and their parents warning them to stay away from me because I look like an officer." -Parent Interviewee

"I think my view on cops is the minority view. I wouldn't say it to my friends because they don't think cops are good." -Youth Interviewee

Parenting & Police as Parents. The "Parenting & Police as Parents" theme showed up in interviews with youth and police, but not in those with parents. Participants described this as a parent utilizing police for traditionally parent-driven discipline, and thus, the officer becomes more engrained as a punishment-oriented role rather than a service-oriented role. This theme also encompassed the widely held belief in officers that parenting plays a major role in negative perceptions of youth towards police.

"It just frustrates me that Mom will say something like 'If you keep acting poorly, I'm gonna get that officer to take you' and 'Come make my kid go to school' like they can use our authority for parenting. It's important for youth to feel safe like I'm their friend." -Police Interviewee

"In 3rd grade when Mom said I was doing bad in class and would call the cops on me if I continued. One day, I was hanging out at the pool when Mom came over to say she called to cops finally. I started running around the corner but a cop eventually stopped me and said 'Never run away from home cuz Mom's always there.'" -Youth Interviewee

"I saw a little kid get a lollipop one time from another officer and the parent took the candy out of kid's mouth and threw it away." -Police Interviewee

One additional perspective was shared by a parent:

"I have always loved Aurora Police...After the theater shooting, a lot of people were pro police. They did a phenomenal job in controlling the chaos... Now a lot of people have forgotten that and view police negatively." -Parent Interviewee

This quote highlights a perspective that a major event impacting the entire community served as a catalyst for police appreciation and respect, but this is no longer the view held by a majority of the community. The project team did not hear this perspective from any other participants, but it is worthwhile to consider the impact of such major events on the relationship between police and community members.

Perspectives of Community Policing Efforts from APD Leadership

APD partners with a variety of programs and organizations, both formally and informally, to build community awareness and respect for the work APD officers do and have a positive impact on the community they serve. For example, members of APD Command Staff sit on a variety of local organization's boards and officers are encouraged to participate in community-oriented events such as Shop With a Cop or HOOPS camp. In addition to these APD-sanctioned, planned partnerships with community organizations, officers are seen as representing APD whenever they are involved in community activities. Even when officers are engaged in off-duty work such as serving as security for a parade, they are interacting with community members on a personal level that is a genuine, non-enforcement interaction. These types of interactions are not formally tracked in any way unless they are requesting pay for

FINDINGS

that time. It is known that many more informal activities happen between officers and community members, especially youth, but because they happen as a part of everyday work, they are not tracked.

Some communities are more likely to have distrust of officers because of their past experiences, which APD acknowledged could come from completely different cities and/or countries. APD recognizes that they have a role to play in addressing these tensions because Aurora is a welcoming community. Specifically, APD stated they have a responsibility in reassuring the immigrant community about uncertainty in police interactions.

While APD leadership saw a benefit in informal interactions between officers and youth, they also reflected on the difficulty in improving parents' perception of police and how that complicates the officer-youth relationship. APD representatives explained that it is difficult to combat constant negative messaging of a youth's parent with just one positive interaction with an officer. APD leadership also believed it would be difficult for youth to tell their parents about their positive experiences with police if the youth knows their parents do not like police. Officers cited examples of youth's demeanor changing from engaged and congenial to standoffish when the youth's parents come by the officer.

Some APD leadership suggested the need for community members to share their positive experiences and stories with APD, via social media or traditional communication methods, so that APD can share these quotes and examples as community-driven. This idea was echoed in a suggestion about integrating a social media strategy into an overall communication and public information plan with the intent to communicate and market the positive interactions and programming that APD offers. Proposed elements of this strategy include having one person dedicated to social

media, outreach to encourage community members to submit stories and pictures, and dual-language (Spanish and English) postings or separate accounts to reach different communities in Aurora.

There was an overarching perspective that APD is a great police department that is engaged in a variety of community-policing efforts. APD officers feel that their department "does things differently" in comparison to other departments across the country: they have friends or family who work at other departments who have said so, and representatives from other departments have been known to visit APD to see how they implement community-policing efforts. In thinking about Aurora and the events that have happened, and the community's response, APD officers reflect that there are signs that they are being successful in the areas that are not being tracked: informal discussions with community members, taking the time to stop and chat with people on the street.

SYNTHESIS AND RECOMMENDATIONS

Comparing the best practices in community policing and evidence-based programming to policies, procedures, and programs in place in Aurora, it is evident that the Aurora Police Department is already enacting many best practices. Programs such as APAC and policies such as integration of PAR Officers demonstrate APD's commitment to serving the community in accordance with national standards and models. Given that this is the first known evaluation of community and police perceptions of each other to be conducted since 2010, the data presented here provide a unique opportunity to gain an understanding of the nuanced perspectives of police and community members in Aurora, Colorado.

It is beyond the scope of this project to prescribe specific required actions for the A-GRIP Steering Committee and Aurora Police Department. Rather, the recommendations described here are suggestions as to next steps that various stakeholders will need to review in order to determine the specifically how to roll-out steps to address these recommendations. These recommendations were crafted in consultation with the KC&C Working Group and represent the consensus of this stakeholder group.

The consensus recommendations from the KC&C Working Group focus on sustaining and increasing opportunities for police officers and youth to engage in a variety of contexts as well as increasing community awareness of Aurora for Youth and A-GRIP programming. These focus areas were identified for their feasibility and practicality: concentrating efforts in these areas will help address community perceptions of the police department, encourage more parental involvement, and reiterate respectful communication strategies.

Sustaining and Increasing Opportunities for Police Officer and Youth Engagement. It is crucially important for APD to continue supporting both formal and informal

opportunities for police officers to engage with youth and community members in a variety of settings. For both officers and youth alike, not all opportunities will resonate with all participants. Therefore, continued emphasis on providing both structured, planned recurring and one time activities (i.e. GREAT classes, Camp POSTCARD, Peace March, Readers are Leaders) and impromptu activities (i.e. Slurpee giveaways, pick-up basketball and football games) is necessary. Together, these activities provide genuine engagement between officers and youth that allow youth to get to know officers as people, build relationships, and understand the role of police and community members in community building.

Some options for adding to the existing programs and initiatives operated through Aurora for Youth and A-GRIP include implementing the Empowering Youth Curriculum with Aurora's youth, providing sports balls and similar "handouts" for patrol to distribute in their daily activities, and organizing additional "community barbeques" with youth, parents, and police officers. Implementing the Empowering Youth Curriculum will provide opportunities for structured engagement between youth and police officers as well as educating youth on their rights, appropriate communication and behavior strategies, and roles of police officers in a variety of settings. Providing tangible items for patrol officers to distribute to youth throughout their day is an idea that is an expansion of the Slurpee giveaways APD implemented in the summer. Finally, organizing additional "community barbecues" is a suggestion that came from many youth when presented with the question "what is one small thing Aurora can do to improve the relationship between police officers and youth?" Youth highlighted these events as an opportunity to build community among youth, parents, police, and neighbors.

Increasing Community Awareness of Aurora for Youth and A-GRIP Programming. Aurora for Youth (AFY) and

SYNTHESIS AND RECOMMENDATIONS

A-GRIP's existing programming is well-received by the community once they know about it, but many community members are unfamiliar with these activities. Increasing awareness of these activities will help ensure more youth are engaging with police officers in meaningful ways, serving to simultaneously address the first recommendation. It is important that community outreach and education about these programs reach multiple audiences including refugees, English and non-English language speakers, and social media and traditional media users. Discussions with community members suggest that having consistent, brief, accurate descriptions of each of AFY and A-GRIP's programs will help youth and parents alike understand the programs and consider participation.

Priority areas for increasing community awareness include partnering with Aurora and Cherry Creek Schools to reach the broader community (via resource fairs and coffee with parents), updating the A-GRIP and AFY websites, and completing the Community Relations Plan and/or filling the Prevention Coordinator position. Partnering with schools is critical because school employees often serve as a first point of contact for youth and families in seeking resources. Updating the websites will ensure complete, accurate, up-to-date information about existing programs and activities are visible and searchable for the general public. Additionally, these pages can be linked to by social media and other outreach and community awareness efforts. The Community Relations Plan was developed by A-GRIP in 2016 in an effort to engage with various community partners. Continuing progress on this plan will ensure partners from multiple sectors are aware of the breadth and scope of AFY and A-GRIP's programming. The Prevention Coordinator role is a position developed to advance community awareness of A-GRIP's prevention efforts.

General Recommendations. The KC&C Working Group and project team reflected upon the theme of Re-

spectful Communication and discussed some of the possible underlying drivers of challenging, tense interactions between youth and APD officers. Specifically, the group considered how APD officers responding to traumatic, emotionally-charged incidents throughout their careers and perhaps immediately prior to an encounter with youth impacts the way officers approach a variety of situations. Similarly, youth living in this community are known to have experienced trauma in their lives due to family disruptions, violence, homelessness, and poverty. There is increasing evidence of the importance of understanding how trauma impacts a person's ability to respond to challenging situations in a calm, logical manner. The KC&C Working Group noted the importance of considering trauma in the programming A-GRIP implements, citing the value of providing trauma-informed care trainings to program staff and APD officers as well as approaching all programming efforts with a trauma-informed lens.

Finally, in discussing the overall findings of this project, the KC&C Working Group struggled with how to address the concerns about parents' influence in youth's views of police as well as parents' use of police as a parental disciplinary force. These are important dynamics, but addressing these challenges may be beyond the scope of the A-GRIP Steering Committee. The KC&C Working Group identified possible options to address these concerns—integrating parenting classes (i.e. Strengthening Families) and parental involvement in existing programs—but understands that implementing these recommendations may be less realistic or practical given the resource and scope constraints of APD, Aurora for Youth, and A-GRIP. Implementing these strategies would likely have positive impact on police-youth relationships, but these strategies are complex and require significant thought and consideration.

Limitations & Challenges

There are a few important limitations of these find-

SYNTHESIS AND RECOMMENDATIONS

ings, most of which relate to the intent of this project being quality improvement of ongoing efforts within the Aurora Police Department and Aurora for Youth. These results are not generalizable outside of Aurora, Colorado, and should not be viewed as representative of all Aurora resident's perspectives. Rather, these findings provide valuable insight into the perspectives of police, youth, and parents in Aurora. Because this project was designed to inform Aurora for Youth efforts, participants, particularly youth and parents, were selected purposefully. Community member participants were purposefully selected in order to gather a wide variety of perspectives based upon age, race/ethnicity, length of time living in Aurora, experience with Aurora for Youth activities, and involvement with the police.

Recruitment of parents for both interviews and focus groups presented a significant challenge. Changes in methodology and approach to troubleshoot these challenges were described in the Methods section. In short, community partners led the recruiting process, but were unable to identify parents who could commit to attending the focus groups. One possible reason for this challenge is the lack of incentive available for participants—the project team was unable to provide child care or monetary incentive for adults to participate.

Finally, facilitation of the focus groups was not executed as planned. One of the first focus groups was to be facilitated by a trusted community member, but last-minute scheduling challenges meant this individual was unavailable. Instead, one of the project team members facilitated this discussion. General impressions from the project team suggest that this change did not impact the type of responses or level of engagement from youth in this discussion. The third and final youth focus group was facilitated by a white female (someone with experience working in this community and with one of the programs that participates

in Aurora for Youth), while 8 of the 9 participants were Black and all were male. The project team recognized the potential challenge of this dynamic as participants were arriving and decided to continue as planned. There were some challenges in engaging youth in the discussions and quelling side conversations. After about 20 minutes, one of the note-takers stepped out of the room and had one of the male program staff personnel who work with a few of the participants enter the room and sit at the table with the youth, which seemed to quell the side conversations and led to more engaged participation.

Appendix 1a Police Interview Guide



colorado school of
public health

UNIVERSITY OF COLORADO
COLORADO STATE UNIVERSITY
UNIVERSITY OF NORTHERN COLORADO

Kids, Cops, and Community (KCC) Project Interview Questions for Aurora Police Department

Overview: The Kids, Cops, and Community (KCC) project is conducted in partnership between the Colorado School of Public Health (ColoradoSPH) and the Aurora Police Department's A-GRIP. We are reaching out to better understand the perspectives of police and communities of color about each other. Specifically, our questions for police focus on personal experiences and opinions as an officer with youth in Aurora.

Anonymity: All interviews are confidential and reporting notes go through a process of de-identification (removing names, events, any elements relating back to specific individual). Aurora Police Chief Flynn and Captain Stef strongly support honest and open sharing to provide the best possible results for APD and the Aurora Community.

Time: 30-45 minutes

Outcomes: After interviews are de-identified, patterns of experiences as well as general information will be used to inform A-GRIP programming. Where police, youth, and parents share the same positive perspectives, it will be beneficial to strengthen those programs. Where there is disagreement or shared negative perspectives, it will be beneficial to discuss possible changes. Findings from this project will result in recommendations for future programming.

Interview Questions

Personal History

1. Where did you grow up?
2. What kind of activities did you do as a kid in middle school? in high school?
3. What kind of experiences or mentors led you to a career as a police officer?
4. What other jobs did you have before this?

Details of Experience

1. What are your interactions with youth (10-17 yrs old) in an average week?
2. Can you describe a memorable positive experience as a police officer with a youth?
A negative experience?
3. What kind of training have you had around interactions with youth?

Reflection on Meaning

1. Do you believe the current trainings and programs for police regarding youth are a good use of your time?
2. How do you feel that Aurora police officers are currently making more positive or negative impact on youth?
3. Do you feel that Aurora's youth are generally an asset to the community?
4. What do you think is the current attitude of an average Aurora youth towards police?
5. Is there anything else you would like to share?

Appendix 1b Youth Interview Guide



colorado school of
public health

UNIVERSITY OF COLORADO
COLORADO STATE UNIVERSITY
UNIVERSITY OF NORTHERN COLORADO

Kids, Cops, and Community (KCC) Project Interview Questions for Aurora Youth

Overview: The Kids, Cops, and Community (KCC) project is conducted in partnership between the Colorado School of Public Health (ColoradoSPH) and the Aurora Police Department's A-GRIP (Aurora Gang Reduction Impact Programming). We are reaching out to better understand the perspectives of police and communities of color about each other. Specifically, our questions for police focus on personal experiences and opinions as an officer with youth in Aurora.

Anonymity: All interviews are confidential and reporting notes go through a process of de-identification (removing names, events, any elements relating back to specific individual).

Time: 30-45 minutes

Outcomes: After interviews are de-identified, patterns of experiences as well as general information will be used to inform A-GRIP programming. Where police, youth, and parents share the same positive perspectives, it will be beneficial to strengthen those programs. Where there is disagreement or shared negative perspectives, it will be beneficial to discuss possible changes. Findings from this project will result in recommendations for future programming.

Interview Questions

Personal History

1. Did you grow up in Aurora?
2. What kind of activities do you like to do in your free time?
3. What's your favorite activity to do with your parents?
4. What do you want to be when you grow up and why?

Details of Experience

1. Have you ever met a police officer in Aurora? What was that like? Any other experiences?
2. If you imagine an Aurora police officer, what does the officer look like and act like?
3. What kind of media have you seen about police in the US? And about police in Aurora?

Reflection on Meaning

1. How do you think friends feel about Aurora police? How do you think your parents feel about Aurora police? How do you feel about Aurora police?
2. In what ways do you feel that Aurora police officers make positive or negative impact on youth?
3. Do you feel that Aurora's police are generally an asset to the community?
4. What do you think is the current attitude of an average Aurora police towards youth?
5. Is there anything else you would like to share?

Appendix 1c Parent Interview Guide



colorado school of
public health

UNIVERSITY OF COLORADO
COLORADO STATE UNIVERSITY
UNIVERSITY OF NORTHERN COLORADO

Kids, Cops, and Community (KCC) Project Interview Questions for Aurora Adults

Overview: The Kids, Cops, and Community (KCC) project is conducted in partnership between the Colorado School of Public Health (ColoradoSPH) and the City of Aurora. We are reaching out to better understand the perspectives of police and communities of color about each other. Specifically, our questions for adults focus on personal experiences and opinions as a parent.

Anonymity: All interviews are confidential and reporting notes go through a process of de-identification (removing names, events, any elements relating back to specific individual).

Time: 30-45 minutes

Outcomes: After interviews are de-identified, patterns of experiences as well as general information will be used to inform programming for Aurora Police Department. Where police, youth, and parents share the same positive perspectives, it will be beneficial to strengthen those programs. Where there is disagreement or shared negative perspectives, it will be beneficial to discuss possible changes. Findings from this project will result in recommendations for future programming.

Interview Questions

Personal History

1. Where did you grow up?
2. What kind of activities did you do as a kid in school?
3. What kind of activities do you like to do now with your family?
4. How would you describe your relationship with your child(ren)?

Details of Experience

1. Have you had any experiences with police? Has your child(ren) had any experiences with police? What were those like?
2. How did your parents talk to you about police and how do you talk to your children about police?
3. What kind of social media or news stories have you seen about police in general and police in Aurora?

Reflection on Meaning

1. Do you believe the police in Aurora are currently making more positive or negative impact on youth? Why?
2. The Aurora for Youth program includes the Explorers, Teen Citizens Police Academy, GREAT classes, and the Aurora Police Activities Club (APAC). Tell me what you think about the Aurora for Youth program.
 - a. Why would or wouldn't you want to participate?
 - b. Why would or wouldn't your kids want to participate?

PROMPT/ANSWER: Explorers is a program for kids who think they want to be a police officer get to go through some police training.

PROMPT/ANSWER: GREAT is "Gang Resistance Education and Training" that is taught by an officer in some Aurora schools during one of their classes for a few weeks in 4th or 6th grade.

PROMPT/ANSWER: Teen Citizens Police Academy is a two week summer program for high schoolers to get to know more about Aurora Police officers and learn how and why they make the decisions they do while performing their duty.

PROMPT/ANSWER: APAC is a program in which officers participate in sports with youth or hang out with kids at community organizations like the Boys and Girls Club

3. How do you think Aurora police feel about the average Aurora youth and Aurora youth of color?
4. Is there anything else you would like to share?

Appendix 2 Youth Focus Group Script

KC&C Focus Group Script - YOUTH

WELCOME

Brett & Nicole will welcome everyone, direct them to grab a snack, make a name tag, and grab a seat.

INTRODUCTIONS

Brett & Nicole will introduce themselves and their role, then hand things over to the facilitator/s to introduce themselves.

BACKGROUND INFO & PURPOSE

The Kids, Cops, and Community (KC&C) project is a part of the Aurora Police Department's AGRIP (Aurora's Gang Reduction Impact Program). AGRIP is a group of organizations that work with youth to help prevent and stop youth violence and gang activity. It includes organizations like GRASP, HOODMONSTERS, Friends for Youth, the JAC, Mile High Behavioral Healthcare, and the Aurora Police Department. The team is working with the Colorado School of Public Health to better understand what police and communities of color think about each other. This information will help AGRIP decide what they do in the future. The ColoradoSPH team has already interviewed 17 police officers, 16 youth, and 3 parents in Aurora. The questions we ask today will help us understand your personal experiences and opinions about police in Aurora. Everything that comes out of these discussions is anonymous so nobody will know what you say or even if you were here. After the ColoradoSPH team looks at what has been said in these discussions and the interviews, the main ideas will be presented to the community organizations and police at AGRIP. If police, youth, and parents share the same ideas about good things that are happening, it will be helpful for Aurora to keep doing them. If everybody disagrees about something or all agree that something is bad, it will be helpful to talk about changes. What you have to say will help us a lot and we want you to share your honest and open thoughts with us.

GROUND RULES

1. We want YOU to do the talking. We would like everyone to participate. I may call on you if I haven't heard from you in awhile.
2. There are no right or wrong answers. Every person's experiences and opinions are important. We especially want to hear from you if you disagree with someone. We want to hear a wide range of opinions. It is important to us to know if you think differently than others.
3. What is said in this room stays here. We want everyone to feel comfortable when sensitive issues come up.
4. Brett and Nicole will be taking notes during our conversation. They are also recording our conversation to be sure they don't miss anything in their notes. We want to capture everything you have to say. But, we won't identify anyone by name in our report. And no one else will hear the recording.

FOCUS GROUP QUESTIONS

Engagement Questions

1. What do you like best about living in Aurora?
2. Describe a positive experience you have had with an Aurora police officer.
PROMPT for the full story (context)
3. Describe a negative experience you have had with an Aurora police officer.
PROMPT for the full story (context)

Exploration Questions

1. The Aurora for Youth program includes the Explorers, Teen Citizens Police Academy, GREAT classes, and the Aurora Police Activities Club (APAC). They work with other AGRIP programs such as Friends for Youth, HOOD-

Appendix 2 Youth Focus Group Script (cntd)

MONSTERS, and GRASP. Tell me what you think about the Aurora for Youth program.

PROMPT/ANSWER: Explorers is a program for kids who think they want to be a police officer get to go through some police training.

PROMPT/ANSWER: GREAT is "Gang Resistance Education and Training" that is taught by an officer in some Aurora schools during one of their classes for a few weeks in 4th or 6th grade.

PROMPT/ANSWER: Teen Citizens Police Academy is a two week summer program for high schoolers to get to know more about Aurora Police officers and learn how and why they make the decisions they do while performing their duty.

PROMPT/ANSWER: APAC is a program in which officers participate in sports with youth or hang out with kids at community organizations like the Boys and Girls Club.

PROMPT/ANSWER: Friends for Youth is a group mentoring program in a few of the middle and high schools in Aurora. (Currently, Aurora West for Middle and Central and Hinkley High Schools)

PROMPT/ANSWER: HOODMONSTERS is a program that offers youth sports in a positive environment. They help keep kids out of trouble and teach them how to be good citizens and athletes.

PROMPT/ANSWER: GRASP is a street outreach program that helps youth gang members get out of the gang lifestyle.

- a. Why would you want to participate?
- b. Why would you not want to participate?
- c. Why would your friends want to go?
- d. Why would your friends not want to go?

2. If you could talk and hang out with police somewhere that was not part of a class, would you or your friends? Why or why not?

PROMPT/ANSWER: An example is officers sit in a park on their own time and chat with you and your friends, come by your school to eat lunch with you and your friends, or joining a pick-up game of basketball with your friends around the neighborhood.

PROMPT/ANSWER: Police would be around just to talk with you about whatever you want. They would not be there to arrest someone or anything bad.

PROMPT/ANSWER: These might not be the School Resource Officers (SROs -- currently every Aurora High School has 2 Aurora Police Dept SROs, elementary and middle schools do not have any SROs). It could be any police officer.

Exit Question

1. What is one small thing Aurora could do to improve relationships between Aurora police officers and youth?

Appendix 3 Literature Review Summary

Kids, Cops, and Community (KC&C): Literature Review						Limitations
Article Title	Theme	Source	Year	Bottom Line		
Guiding Principles On Use of Force	Use of Force	PERF	2016	Critical Decision-Making Model: 5-steps surrounding ethics & sanctity of human life. Collect info > Assess situation, risks > Consider policy and police powers > Identify options > Act and review		PERF - primary source of information from police departments and law enforcement bodies, not as much input from community organizations or community members
Advice from Police Chiefs and Community Leaders on Building Trust: "Ask for Help, Work Together, and Show Respect"	Public Policy	PERF	2016	Building trust with community - focus on young people as the future. Avoiding negative impact from "adverse childhood experiences" - if arresting parents, having parent even explain to the kid about coming back. Helping older high school kids with jobs and opportunities. Be a reference for the kids you know. Ability to apologize on the spot to a person when something goes wrong. Have to not be afraid to meet with parents of kids on the street selling drugs..		PERF - primary source of information from police departments and law enforcement bodies, not as much input from community organizations or community members
Get off me Perceptions of disrespectful police behaviour among ethnic minority youth gang members	Youth and Police	Drugs: Education, Prevention and Policy	2016	Qualitative interviews with young gang members reveals that they experience regular disrespectful contact with police which leads to distrust and fear. Analyzed based on four themes: Voice, Fairness, Respect, and Trust.		Interviews conducted 2007-2009. Only focusing on Youth in gangs perspectives.
Constitutional Policing as a Cornerstone of Community Policing	Police Training	PERF	2015	Train and understand constitutionality of policing "Before the fact"; Similar terms/ideas - fair and impartial policing, rightful policing, neighborhood policing, procedural justice, and implicit bias training. Importance of crisis intervention strategies especially for calls with concerns of mental health illness. Hold community meetings to inform about new technologies such as body cameras.		PERF - primary source of information from police departments and law enforcement bodies, not as much input from community organizations or community members
Defining Moments for Police Chiefs	Police Training	PERF	2015	Limited time to communicate with community on media and get information out there - one news cycle. Not just how police act but also how they look (militarization, armor, etc) while still balancing safety of officers. It's about getting cops out of cars and making connections with people when there is NOT a crisis.		PERF - primary source of information from police departments and law enforcement bodies, not as much input from community organizations or community members
Gun Violence: Regional Problems, Partnerships, and Solutions	Public Policy	PERF	2015	Youth Violence Prevention & the "Snitch Code" - important to reach out to Youth before they enter that lifestyle, not cool to go to prison, cool to play sports, go to college, be successful. Making more "foot beats and bicycle patrols" gets officers in same neighborhood day after day, with people who are nice to them which is positive for them and community before crisis happens. Community members don't live in special units, they live in neighborhoods.		PERF - primary source of information from police departments and law enforcement bodies, not as much input from community organizations or community members
Re-Engineering Training On Police Use of Force	Police Training	PERF	2015	Tone starts in police academy as job of "taking out bad guy" or "serving public." Doesn't work for officers to feel need to establish dominance over kids in a McDonalds. Police feeling that they are being held accountable for things they are not in control of. Saying we need to re-establish trust, but some communities ever had trust, like AA community		PERF - primary source of information from police departments and law enforcement bodies, not as much input from community organizations or community members
Encounters with police:	Youth and Leadership	Leadership	2015	Teachers teaming up with police to give students positive experiences with		Only from teacher perspective;

Appendix 3 Literature Review Summary (cntd)

Keeping youth safe	Police		police; research activities for students to better understand police responsibility and resources	suggested activities are not evidence based
The President's Task Force on 21st Century Policing	Public Policy	Office of Community Oriented Policing Services	Recommendations and Action Items regarding Six Pillars – (1) Building Trust & Legitimacy; (2) Policy & Oversight; (3) Technology & Social Media; (4) Community Policing & Crime Reduction (MOST RELEVANT); (5) Training & Education; (6) Officer Wellness & Safety	Could be regarded as political as source is a group convened by President Obama
New Challenges for Police: A Heroin Epidemic and Changing Attitudes Toward Marijuana	Public Policy	PERF	2014 On Heroin & Youth - seeing more kids die in suburban streets with syringe in their arm than inner-city youths dying from gang violence. Many youth arrested for heroin talk about starting with pills. Seems like youth don't think drug use is harmful, especially prescription drug use	PERF - primary source of information from police departments and law enforcement bodies, not as much input from community organizations or community members
Policing the Teen Brain	Youth and Police	Child & Adolescent Psychiatry	2014 Mostly a review of "Strategies for Youth" effectiveness in training. "Police academies contacted devote less than 1% of training to interactions with adolescents, 1 yet 20% to 40% of juvenile arrests are for "contempt of cop" offenses, such as questioning or "disrespecting" an officer."	Clinical perspectives, secondary data from community review.
Civil Rights Investigations of Local Police: Lessons Learned	Public Policy	PERF	2013 DOJ Investigations - how to prevent them and what happens afterwards if they do happen. Police not having credibility in community have learned that their community wanted transparent complaint process, where they don't have to confront police personnel. Embracing reform process gets it done faster.	PERF - primary source of information from police departments and law enforcement bodies, not as much input from community organizations or community members
Reforming Police Use-of-Force Practices: A Case Study of the Cincinnati Police Department	Use of Force	Columbia Journal of Law and Social Problems	2013 (1) CPD dramatically lowered use of force incidents w/DOJ intervention using community problem-oriented policing (CPOP) which requires them to build relationships with unlikely partners (building owners of high crime neighborhoods, local community activist groups) (2) Police did not believe they had any problems and 85% figured this was micromanagement and waste of time (3) CPD first pulled out of variety of high crime neighborhoods to avoid conflict but crime shot up	Only looking at a struggling PD that was part of DOJ investigation for "pattern or practice" of violating citizens' rights
A Juvenile Perspective: What Affects Attitudes Of African American, Hispanic, And White Youth Toward The Police	Youth and Police	Wayne State University Dissertation	2013 (1) Juveniles have generally positive perception of police (2) RACE - Blacks have more negative perception than whites and Hispanics; Hispanics' not statistically different than Whites or Blacks (3) AGE - 12 and under had more positive perception than 13 and older for Whites + Hispanics, no difference for Blacks (4) CLASS - lower SES have more negative perception (5) NEIGHBORHOOD - deteriorating conditions and safety lead to more negative perception (6) PARENTS - respect and strong relationship with parents leads to more positive perception	Study in public school (leaving out other types of schools and skewed perspective of public school type students); also no dropouts or juvenile delinquents assessed; geographic location and samples not representative of all US teens; all secondary data; only shows citizen side, no police side.
The Effects of Self-Control, Gang Membership, and Parental Attachment/Identification on Police Contacts Among	Youth and Police	International Journal of Offender Therapy and Comparative	2012 Studying correlates of self-control and delinquency in group of students in Chicago Public Schools through 131 item open-/closed-ended questions. Weak parental attachment, living in a single-parent household, and gang affiliation predicted low self-control among all students. Specifically weak maternal attachment correlated for Latino and AA youth, but gender was more of a	Measured delinquency by "police stops" whereas this could be influenced by police behavior too. Only measured in Chicago. Did not control for SES.

Appendix 3 Literature Review Summary (cntd)

Latino and African American Youths	Criminology	predictor for AA than Latino.	
Trust and legitimacy: Policing in the USA and Europe	Youth and Police	European Journal of Criminology 2011	Perceived legitimacy of police important to community relationship with police. Punishment or threat of punishment traditionally used to deter law-breaking but more proactive methods shown to be better. Outcomes of an interaction with police most dependent upon how the civilian perceived the "fairness" of the whole situation. Changing police culture best executed from top down. Also reward structure helps officers feel respected and empowered.
Gang Violence: The Police Role in Developing Community-Wide Solutions	Police Training	PERF 2010	Overcoming gang violence is about prevention and "rescuing" of youth, but also a collective "ownership" by other members of community for the problem. Police view school-related programs/activities, community initiatives, and parental notifications of at-risk youth as least effective in reducing gang activity. More young gangs that have no affiliation to other organized gangs, renegades (less hierarchy/organization = more challenging to break down). "Healthy Community Pyramid" for responding to gang violence - most impact focusing on community infrastructure (family, housing, mental health) > gen prevention (after school programs, recreation and sports) > targeted prevention (safe havens, diversion efforts) > intervention (crisis intervention, peace initiatives) > suppression (comm. policing, probation) > re-entry (job training, tattoo removal)
Guns and Crime: Breaking New Ground By Focusing on the Local Impact	Police Training	PERF 2010	More gang activity by younger and younger kids, 13 to 14 years old now. Aiming more at prevention than intervention - reducing shootings by distributing letters notifying family that their youth has been identified as at-risk for becoming gang member (tattoos, clothing, affiliation, stop and checks by officers)
Effective Police Interactions With Youth: A Program Evaluation	Youth and Police	Police Quarterly 2010	Police given training around disproportionate minority contact and positive youth encounters - came out more conscious of DMC and aware of necessity to work with youth regularly
Kids, Cops, Parents and Teachers: Exploring Juvenile Attitudes Toward Authority Figures	Western Criminology Review	2005	Survey administered to middle and high school students. Kids attitudes towards police significantly and positively correlated with their feelings toward parents and teachers - consistent with "subculture theory" where delinquent youths form subculture, reject and resent symbols of social control, authority figures. Also delinquent subculture less likely to believe police will catch them if skipping school, stealing something, hitting someone, viewing police as powerless and incompetent. More positive youth opinion of police with fewer police contacts, greater feelings of neighborhood safety, higher grades, younger, Caucasian

Appendix 4 Example Coding Scheme and Results, Youth

Unique Interview Occurrences	Total Interview Occurrences	Focus Group Occurrences	Total	Tag	Description
YOUTH BACKGROUND					
4	4	0	4	Y-IntSpo	Youth interest or involvement in playing sports
3	3	0	3	Y-IntCol	Youth interest in college after high school
3	3	0	3	Y-PhyFig	Youth involved in physical fight
2	2	0	2	Y-2Par	Youth living in household with two parents
2	2	0	2	Y-1Par	Youth living in household with only one parent
2	2	0	2	Y-0Par	Youth living in household with other family member like older sibling or grandparent
1	2	0	2	Y-DomDis	Youth observed domestic disputes or feeling unsafe at home (parent-parent violence, verbal abuse, etc.)
1	1	0	1	Y-NegAur	Youth has negative perception of Aurora as a city
1	1	0	1	Y-BadFri	Youth identifies one or more friends as bad or getting into trouble
1	1	0	1	Y-ParDis	Youth believes parents are dysfunctional or not in good shape
0	0	0	0	Y-IntWor	Youth interest in working after high school
0	0	0	0	Y-InvRel	Youth currently involved in religious community/activities
0	0	0	0	Y-PosAur	Youth has positive perception of Aurora as a city
YOUTH POLICE EXPERIENCES					
3	4	15	19	Y-PolPosInf	Youth had positive experience with police in informal setting
1	1	9	10	Y-PolPosFor	Youth had positive experience with police in formal setting (presentation, camps, etc)
4	7	2	9	Y-PolUnf	Youth believes they were treated unfairly or disrespectfully by police, or observed family member/cose friend they feel was treated unfairly
2	2	6	8	Y-PolNeg	Youth had negative experience with Officer
3	4	4	8	Y-PolDis	Youth observed police talking to him/her, friend, or other youth disrespectfully (tone, curse words, etc).
4	4	1	5	Y-PolGNSM	Youth saw video portraying police in general in negative way on Social Media or News
2	2	3	5	Y-PolPos	Youth had positive experience with Officer

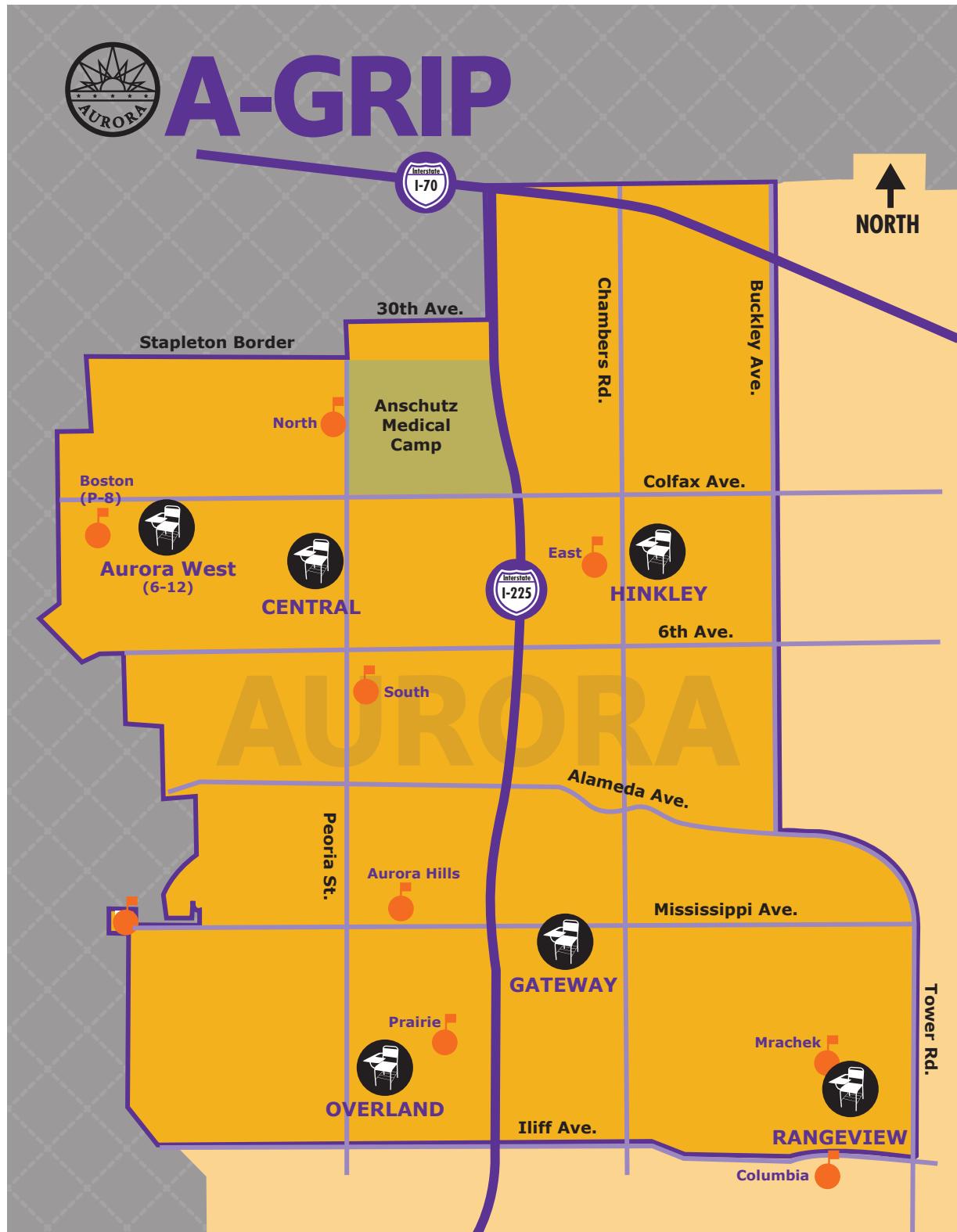
Appendix 4 Example Coding Scheme and Results, Youth (cntd)

					MEANING
4	4	0	4	Y-PolBruFam	Youth has family member of friend that police physically beat up, especially without reason from youth's perspective
3	3	0	3	Y-PoIStr	Youth perceives average Aurora police as strict
2	2	1	3	Y-NoPoIXP	Youth doesn't recall having personal experiences with police
2	2	0	2	Y-PoIHel	Youth reached out to Aurora police for help in a situation
2	2	0	2	Y-FamInC	Youth has/had sibling or parent incarcerated
2	2	0	2	Y-ParPos	Youth's parents or guardians have positive view of cops
2	2	0	2	Y-PoIFai	Youth believes cops took fair and right action against family member or friends
1	1	1	2	Y-PoIPar	Youth's parents called police or threatened to use police as form of punishment
1	1	0	1	Y-PoIAPSM	Youth saw video portraying police in Aurora in positive way on Social Media or News
0	0	0	0	Y-PoIANSM	Youth saw video portraying police in Aurora in negative way on Social Media or News
0	0	0	0	Y-PoIGPSM	Youth saw video portraying police in general in positive way on Social Media or News
					MEANING
4	5	2	7	Y-FriPoNeg	Youth believes majority of friends view police negatively
2	4	3	7	Y-PoILis	Youth feels police did not listen to him/her in a situation or care about what they have to say
3	4	2	6	Y-PoRac	Youth believes some police can be racist towards minorities
4	4	0	4	Y-A5050	Youth believes some Aurora Police are good, some bad, not a majority either way
3	3	0	3	Y-MinPoPos	Youth believes his/her positive perspective of police is the minority compared to school and friends
0	0	3	3	Y-PoINInv	Youth believes cops are not involved enough in community
2	2	0	2	Y-PoINeg2Y	Youth believes Aurora police view of youth is mostly negative
2	2	0	2	Y-PoISaf	Youth feels safer because of police
1	2	0	2	Y-PoIUns	Youth feels unsafe because of police
2	2	0	2	Y-PoIInf	Youth believes cops need to be more involved with informal activities
1	1	1	2	Y-AMajNeg	Youth believes majority of Aurora Police are negative part of community
1	1	2	2	Y-PoIUni	Youth believes it would be helpful for youth to interact with police without their uniforms

Appendix 4 Example Coding Scheme and Results, Youth (cntd)

1	1	1	2	Y-PolJob	Youth states that cop is just doing his/her job
1	1	0	1	Y-AMajPos	Youth believes majority of Aurora Police are positive part of community
1	1	0	1	Y-PolInv	Youth believes cops are already very involved in community
1	1	0	1	Y-PoITro	Youth associates cops with him/her getting in trouble
0	0	0	0	Y-PolFor	Youth believes cops need to be more involved with formal activities
PROGRAM FEEDBACK					
1	15	15	15	YFG-YesFam	Existing programs, Familiar with program
1	11	11	11	YFG-MorPro	Existing programs, Desire for the program to be expanded (offer larger variety of activities, for more ages, etc)
3	9	9	9	YFG-PolPer	Reaction to Police "Hanging Out," Good to know them personally
1	6	6	6	YFG-NotFam	Existing programs, Not familiar with/haven't heard of
2	5	5	5	YFG-MisPro	Existing programs, Misunderstanding the program
2	5	5	5	YFG-PosFor	Existing programs, formal interaction between officers and youth viewed as a good thing
2	4	4	4	YFG-MorSpo	Recommendations, Play sports/games with youth
1	3	3	3	YFG-CalQue	Experiences with Police, Someone called cops on youth in questionable circumstance
1	3	3	3	YFG-MorPol	Existing programs, Desire for more than just what police do and gang-oriented
2	3	3	3	YFG-NegSRO	Experiences with SROs, negative. SROs are rough, violent, not approachable
2	3	3	3	YFG-NoPol	Existing programs, Not wanting to be associated with police
2	2	2	2	YFG-Frilaz	Existing programs, Friends lazy and not want to participate
2	2	2	2	YFG-MorSca	Existing programs, Desire for something "more" than Scared Straight
2	2	2	2	YFG-Spo	Existing programs, Express interest in sports-related programs
1	1	1	1	YFG-MorFan	Recommendations, Engage families (youth and their parents)
1	1	1	1	YFG-MorOpp	Recommendations, More opportunities
1	1	1	1	YFG-MorPer	Fewer programs, more personal interaction
2	1	1	1	YFG-PolInv	Experiences with Police, Informal interactions are more "genuine"
1	1	1	1	YFG-PossRO	Experiences with SROs, positive. SROs are approachable

Appendix 5 A-GRIP Target Area



Appendix 6 Final Qualitative Coding Themes and Associated Codes

Theme	Description	Tags Included
Pros and Cons of Different Types of Interactions Between Youth and Police	Formal Interactions Informal Interactions	Y-PolFor, Y-PolPosFor, Y-PolFor, P-YForImp, P-YPosFor, A-PolPosFor, A-PolFor Y-PolInf, Y-PolPosInf, P-YInfImp, P, YPosInf, A-PolPosInf, A-PolInf, YFG-PolInf, YFG-PolPer, YFG-MorePer
Aurora for Youth and A-GRIP Program Awareness	Community has misconceptions about the definition of APD youth programming and units like PAR or descriptions of difficulty finding information or just never having heard of these programs.	YFG-NotFam, YFG-MisPro, P-MISSDARE, A-UnkPro
Respectful Communication	The tone, attitude, and words can be some of the most powerful tools to creating a positive vs negative relationship among police, youth, and parents. Some groups feel justified after being provoked by another group but the way everyone talks to each other generally dictates the outcome and lasting impact of an interaction. Each side thinks the other is jumping to conclusions without actually listening to them.	Y-Pollis, Y-PolUnf, Y-PolDis, P-YComm, P-YDis, A-Pollis, A-PolDis
False Uniqueness Effect	Social psychology concept that individual underestimates the extent to which others share the same opinion as them (kids thinking they're the only ones that don't view police totally negative, parents thinking all other parents view police negatively)	Y-FriPolNeg, Y-A5050, Y-MinPolPos, A-FriPolNeg
Parenting & Police as Parents	Both youth and police believe that police are being put into a parental, disciplinary role. Some belief around how parents can get in trouble more easily for discipline. Overall, leads to police being seen as a punishment-role more than a service-role. Parents did not comment or allude to this kind of thing happening. Police also	Y-PolPar, P-PolPar, P-NegPar, P-NegParExp

REFERENCES

1. Police Executive Research Forum. (2015). Defining Moments for Police Chiefs. Washington, D.C. Retrieved from www.policeforum.org/assets/defining-moments.pdf
2. Police Executive Research Forum. (2016). Advice from Police Chiefs and Community Leaders on Building Trust: "Ask for Help, Work Together, and Show Respect". Washington, D.C. Retrieved from www.policeforum.org/assets/policecommunitytrust.pdf
3. Police Executive Research Forum & U.S. Department of Justice Community Oriented Policing Services. (2015). Constitutional Policing as a Cornerstone of Community Policing. Washington, D.C. Retrieved from <https://ric-zai-inc.com/Publications/cops-p324-pub.pdf>
4. Police Executive Research Forum. (2015). Re-Engineering Training On Police Use of Force. Washington, D.C. Retrieved from www.policeforum.org/assets/re-engineeringtraining1.pdf
5. Final Report of The President's Task Force on 21st Century Policing. (2015). Washington, DC: Office of Community Oriented Policing Services. Retrieved from https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf
6. Tyler, T.R. (2011). Trust and legitimacy: Policing in the USA and Europe. *European Journal of Criminology* 8(4), pp 254-66. doi: 10.1177/1477370811411462
7. Novich, M. & Hunt, G. (2016). "Get off me": Perceptions of disrespectful police behaviour among ethnic minority youth gang members. *Drugs: Education, Prevention and Policy*, 24(3), pp. 248-55. doi: 10.1080/09687637.2016.1239697
8. Bostic, J.Q., Thurau, L., Potter, M., Drury, S.S. (2014). Policing the Teen Brain. *J Am Acad Child Adolesc Psychiatry*, 53(2), pp 127-9. doi: 10.1016/j.jaac.2013.09.021
9. Nihart, T., Michelle Lersch, K., Sellers, C.S., & Mieczkowski, T. (2005). Kids, Cops, Parents and Teachers: Exploring Juvenile Attitudes Toward Authority Figures. *Western Criminology Review*, 6(1), pp 79-88.
10. Flexon, J.L., Greenleaf, R.G., & Lurigio, A.J. (2012). The Effects of Self-Control, Gang Member-ship, and Parental Attachment/Identification on Police Contacts Among Latino and African American Youths. *International Journal of Offender Therapy and Comparative Criminology*, 56(2), pp218-38. doi: 10.1177/0306624X10394116
11. LaMotte, V., Ouellette, K., Sanderson, J., Anderson, S.A., Kosutic, I., Griggs, J., & Garcia, M. (2010). Effective Police Interactions With Youth: A Program Evaluation. *Police Quarterly*, 13(2), pp 161-79. doi: 10.1177/109861110365689
12. Schatmeier, E. H. (2012). Reforming police use-of-force practices: A case study of the Cincinnati police department. *Colum. JL & Soc. Probs.*, 46, 539.
13. Lake, R.L. (2013). A Juvenile Perspective: What Affects Attitudes Of African American, Hispanic, And White Youth Toward The Police. (doctoral dissertation). Wayne State University, Detroit, MI.

