

Fourth District Cultural/Neighborhood Awareness Training



Course Date:	2022
Current Revision Date:	January 3, 2022
Course Hours:	60 minutes
Student Goal:	Students will better understand the Fourth District neighborhoods/cultures to improve community engagement and collaborative problem-solving.

REFERENCES

Wikipedia Cleveland Division of Police:

https://en.wikipedia.org/wiki/Cleveland_Division_of_Police

The Center for Community Solutions Cleveland Neighborhoods fact sheets:

<https://www.communitysolutions.com/resources/community-fact-sheets/cleveland-neighborhoods-and-wards/>

United Nations Refugees and Immigrants: <https://refugeesmigrants.un.org/>

Building Hope in the City Refugee and Immigrants and Refugees Brochure

Cleveland Neighborhood Progress: <http://www.clevelandnp.org/cleveland-cdcs/#>

Immigrant vs. Refugee - Difference and Comparison | Diffen.

https://www.diffen.com/difference/Immigrant_vs_Refugee

An Overview of Diversity Awareness - Penn State Extension. <https://extension.psu.edu/an-overview-of-diversity-awareness>

Refugee Outreach and Engagement Programs for Police Agencies.

<https://www.policeforum.org/assets/refugeeoutreach.pdf>

About | Cleveland Division of Police. <https://clevelandpolice.wordpress.com/about/>

WOMEN'S BUREAU OF THE CLEVELAND POLICE DEPT....

<https://case.edu/ech/articles/w/womens-bureau-cleveland-police-dept>

Mosque Etiquette for Law Enforcement. <https://www.mpac.org/programs/anti-terrorism-campaign/mosque-etiquette-for-law-enforcement.php>

Burten, Bell, Car development Inc., Who Are We, <https://www.bbcdevelopment.org/>

Rainbow Terrace Apartments, About Us, <https://rainbow-terrace-apartments.business.site/#summary>

Union Miles Neighborhood, <https://case.edu/ech/articles/u/union-miles-neighborhood>

Union Miles Log cabin, <http://unionmiles.org/our-area>

Lee-Harvard Neighborhood, <https://case.edu/ech/articles/l/lee-harvard-neighborhood>

Mount Pleasant, <https://case.edu/ech/articles/m/mount-pleasant>

Buckeye-Woodhill, <https://case.edu/ech/articles/b/buckeye-woodhill>

Harvard Community Center, <https://www.harvardcommunitycenter.org/>

COURSE MATERIALS

TEACHING AIDS

☐ Erasable Board/Markers

☐ Easel/Notepads

☐ Lectern/Table

☒ Other:

☒ Student Handouts

INSTRUCTIONAL TECHNIQUES

☒ Lecture

☐ Group Discussion

☐ Demonstration

☐ Scenario-based Training

☐ Individual Exercise

☐ Hands-on Techniques

☐ Problem Solving

STUDENT EXPECTATIONS

A. All ranks and assignments:

1. Participation is the key to learning, students are expected to participate and actively engage in conversations, discussions, activities, and scenarios.
2. Students are expected to be open-minded and allow for other point of views, especially during interactions with other students, instructors, and guests.
3. Students will be treated professionally and respectfully. Likewise, students are expected treat other students and instructors with professionalism and respect.
4. Questions are welcomed, and instructors will attempt to explain all aspects of the lesson plan.
5. Students are expected to successfully complete all aspects of training, failing to do so will result in remedial training and/or progressive discipline.

STUDENT PERFORMANCE OBJECTIVES

- A. At the end of this training, officers will be able to:
1. Understand the importance of cultural awareness and cultural sensitivity.
 2. Define intersectionality.
 3. Understand various aspects of neighborhood culture.
 4. Define ethnicity.
 5. Learn topics relevant to the African American community.
 6. Learn topics relevant to the LGBTQ community.
 7. Learn topics relevant to the Fourth District Neighborhoods.
 8. Learn topics relevant to situational awareness.
 9. Understand strategies for building positive community relationships.

I. PREPARATION

A. Introduction

PPT #1

1. Instructor

60 Minutes

2. Course Goal

a. Community-Centered and Reflective

PPT #2

i. Community-centered is an intentional decision to place the needs of the community at the center of policing.

ii. For this training, the community includes both civilians and officers.

iii. We must see ourselves as a part of the Cleveland community for genuine and sustainable trust-building to occur. Sustaining improved relations requires a consistent process of reflection on progress, needs, limitations, and changes within communities.

b. The training is also designed to highlight critical cultural and neighborhood insights that have the potential to influence positively:

i. Our approach to policing

ii. Citizens perspectives of policing

iii. Implementation of CPOP

c. This training's overall goal is to provide you with information to complement and enhance your current policing methods, emphasizing cultural humility, trauma responsiveness, and relationship building rooted in CPOP.

II. LESSON PLAN

A. Why increase your cultural competency?

SPO # 1 PPT #3

1. As we learned in Bias-Free and Community Engagement and Problem-Solving training, effective policing requires procedural justice and awareness of our biases. However, in addition to procedural justice and bias awareness, it is vital to increase our knowledge of the communities that we serve. Therefore, we will focus on learning more about various cultures in this District so that we're all better equipped to know the residents where we work and so that none of us relies on using stereotypes or biases that hurt the Division's legitimacy.

CLASS DISCUSSION 1:

Why is it vital for us to know more about the communities we serve?

Answers:

To avoiding unnecessary misunderstandings.

To show community members that you care and are there to serve and protect no matter someone's race/ethnicity/country of origin/etc.

2. Many of us have been working in the district for many years, and some are relatively new.
3. A lot of us do not live nearby.
4. This overview is designed to try to put us all on the same playing field so that we know a bit more about the communities that we are serving, the people we are protecting, and the history of the places where we are doing our work.
5. This training promotes the CPOP model and builds on the Community Engagement and Problem-Solving training that we all received in 2018 and 2019.

6. Additionally, we are expected to spend at least 20% of our daily duties engaging the community. This training will provide general information pertaining to some communities within the District so that you can better engage and fulfill the 20% expectation.
7. Learning about various cultures can be a complex topic.
8. When you are familiar with the community, you interact more intelligently with residents about community issues, personalities, and geography.
9. When community members recognize that you have taken the time and effort to get to know them and their environment, you establish trust.
10. Critical Thinking Exercise

Class Discussion #2:

Ask the Class: “Think of the most important holiday gathering that you have with your family every year. Think about what you eat, any rituals or traditions you have, and how you talk to each other. Now imagine that someone from another country was invited to join you and your family for that holiday. Do you think they would know how to act? Would they know what to say? How do you think they would feel having that new cultural experience?”

After receiving responses, ask the audience “How do you think this relates to the topic of cultural awareness and policing?”

PPT #4

Explore answers like: people may make assumptions about what others know or don't know; when in a different cultural setting, you may be uncomfortable or not know how to act, this can play out when it comes to people from other cultures having ideas about police from their previous experiences and the officer maybe not knowing the history that they're bringing to that interaction.

B. Intersectionality

SPO # 2 PPT #5

1. Effective CPOP requires attention to intersectionality between ethnicity and social-economic circumstances.
2. Intersectionality means the complicated, cumulative way the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or [intersect](#), especially in marginalized individuals or groups' experiences.
3. A person's perception of risk or protections can be influenced by what they have experienced directly or indirectly. Therefore, to enhance the effectiveness of CPOP, officers must connect with civilians with consideration for their experiences.

C. Culture

SPO # 3 PPT #6

1. Defining Culture:

Class Discussion # 3:

Ask the class: How do you define culture?

- a. The definition of culture is ever-changing as more research is conducted on identity, practices, and beliefs of subgroups within a broader cultural group. While our goal is to be inclusive, we can unintentionally exclude non-dominant groups. It is our responsibility always to be open to new information and feedback.
- b. Culture is vital to forming social identity, shaping preferences, interests, needs, and defining distress.
- c. Culture can play an influential role in the psychological life of individuals.
- d. Psychological experience includes self-esteem, fear, and hope. People living in fear or with diminished hope may be more likely to engage in high-risk behaviors.

- e. Social identity is how a person sees themselves within their family, friends, community, and place of work.

2. Cultural Competence

PPT #7

- a. We learn cultural competence to be respectful and responsive to our diverse population's practices, cultural and linguistic needs.
- b. Additionally, developing cultural competence is also an evolving process that takes time and occurs along a continuum.
- c. Needs are not synonymous with wants, but they reflect the best approach based on someone's culture. For example, lowering your tone to reduce or prevent triggering a stress response in a person with a history of violence. You may not know he/she has experienced abuse, but his/her body language is an indicator of fear or discomfort.
- d. There is no expectation that you would or should know every iteration of every culture but that you remain open to learning.
- e. Additionally, suppose you understand that there may be a difference in culture during an interaction with a member of the public. In that case, you can work to avoid misunderstandings and unintentionally escalating a situation.

3. Cultural Humility

PPT #8

- a. While statistics and patterns can help identify demographic information about people and cultural groups to assist with policing, we mustn't rely on stigma or false narratives that hurt community members or damage the legitimacy of the Division.
- b. Stigma is the result of misinformation, fear, ignorance, or implicit and explicit bias – or a combination of them all.
 - i. The perception that youth dressed in hoodies or “urban” attire are automatically dangerous.
 - ii. The assumption that mental health consumers are violent.
 - iii. Stigma can create false narratives of the person, situation,

or level of risk.

- c. When there is an over-reliance on media representations or implicit bias about a community, a false narrative is created.
- d. When feasible:
 - i. Slow interactions down, to ask yourself:
 - Is my assessment accurate?
 - Do I understand this person?
 - What information is needed?
 - ii. Questioning your interaction and assumptions is consistent with de-escalation and CPOP.

D. Ethnicity

SPO # 4 PPT #9

1. Ethnicity refers to a group of people who identify with each other based on common attributes that distinguish them from other groups, such as:
 - a. Language
 - b. Religion and traditions
 - c. Ancestry
 - d. Practices
2. Language
 - a. Are your words understood?
 - b. Is the context of your words understood?
3. Religion
 - a. What religious beliefs or customs are impacting the responsiveness of the person?
 - b. Are we reading this as non-compliance?
4. Ancestry
 - a. What historical patterns of treatment based on ancestry are

influencing their behavior?

5. Practices

- a. How can we honor cultural traditions while simultaneously upholding the law?

E. Refugee and Immigrant Communities

SPO # 5 PPT #10

1. As police officers, policing a diverse community it is important to understand the multiple perspectives members of the Cleveland community may have of the police
2. Some individuals arrive to the U.S. from countries where the citizenry lives in constant fear from the police.

3. **Case Study**

- a. Community members from particular foreign countries may have high skepticism and mistrust for police. Experiences or the history surrounding violent and corrupt police within their country has led to this mistrust. In this video, we hear and see Shackelia Jackson speak on the circumstances surrounding her brother's death in Jamaica. Place yourself in her situation and how would you view the police following this incident? Think about her perspective before this incident. How did she view the police? What other cultures exist within our community that may have similar experiences and perspectives?
- b. Play the following video <https://youtu.be/aYeYdEOthHo>
- c. The case against the police officer who shot Nakiea was dismissed in July 2016 after one of the key witnesses refused to appear in court, too afraid of what could happen afterwards. The family is appealing the decision and remains determined to see justice delivered.
- d. In dozens of cases, [Amnesty International's] research revealed how [Jamaican] police employ illegal tactics to instill fear and prevent justice from taking its course. Police officers have raided relatives' homes to stop them from showing up at court hearings, harassed witnesses to prevent them from testifying and intimidated those who managed to be heard

inside the court room

- e. In some cases, police officers have even appeared at the victims' funerals, in a bid aimed at intimidating the surviving relatives and deterring them from pursuing justice
- f. In different cultures the views of policing and police officers have a much more adverse relationship.
- g. Officers should take care when interacting with members of the Cleveland community that may be from a foreign country, as they may have perceived notions regarding police brutality common in their home countries.

Question to the class:

As a police officer, how do you think members of the Jamaican community (living in Cleveland) might feel about the police?

Responses will vary, anchor with below information

- h. Fear, apprehension
 - i. Hostility
 - j. They may avoid eye contact
 - k. Fleeing from the police out of fear, even if a crime has not been committed or the person fleeing is not the subject of an investigation
4. This is just **one culture** of many that live in our communities that may be apprehensive or even terrified of the police based on their experiences with their home country. Therefore, it is important to be familiar with the cultures present within the District.
5. Taking time and showing compassion can decrease the stress and anxiety of members of these groups. This is why Community interaction in non-law enforcement related matters helps building trust and understanding among both the community and the police.

SPO # 6

6. Refugee

- a. A refugee is a person who has fled their home country due to fear, disaster, war, violence, necessity, or an attempt to escape persecution related to religious or political beliefs and human rights violations.
- b. Refugees often cannot return to their home country.

7. Immigrants

PPT #11

- a. An immigrant is a person who comes to live permanently in a country from another country.
- b. They may or may not be legal citizens.
- c. They can be legal permanent residents, have another status, or be undocumented.
- d. Policies can create and increase discrimination against immigrants.
- e. Backlash and fear of ICE raids can create anxiety and fear within communities, resulting in a reduced willingness to cooperate and engage with police.

8. Nepalese Community

PPT #12

- a. Being aware of the apartments with populations who are less likely to speak English, have broken English, or may not fully understand the English nuances enables officers to take various approaches to engagement with one purpose in mind, improving communication.
- b. Building Hope is a resource that may assist in resolving conflicts related to miscommunication or cultural differences.
- c. Utilizing the culture's traditions or hierarchy may promote positive interactions.
 - i. Some members of the Nepalese community are called Leaders. They are respected by the community and can be the initial point of contact for officers.
- d. Other Refugee Populations in the City of Cleveland.

SPO # 7

PPT #13

- Burmese
- Sudanese
- Burundian
- Eritrean
- Congolese
- Syrian
- Iraqi
- Afghani
- Kurdish
- Somalians

9. Many refugees live in the First District area.

10. Things that are true for one community may differ drastically from another.

11. This training cannot provide in-depth education on each community.

12. However, the intent is to help you understand that there are diverse communities within the First District's broader community. Engaging with diverse communities requires approaching interactions with calm, a desire to understand or connect, and avoiding hasty assumptions that may very well be false.

13. The information contained in this training should be used to enhance your approach to CPOP.

14. Engagement

PPT #14

- a. Many refugees have suffered physical, historical, and psychological traumas, which may be rooted explicitly in police and government forces' actions in their home countries.
 - i. This trauma can result in a profound distrust of any police agency.
 - ii. They may also be less willing to seek police assistance, making them more vulnerable to victimization.
- b. A police presence may be fear-inducing or trigger trauma, even if it is merely a traffic stop. Individuals with a history of trauma may be triggered by a tone of voice, a badge, uniform, words or phrases, or behaviors.

- c. Coping skills and defense mechanisms are often used to reduce fear and anxiety.
 - i. Displacement is a common defense mechanism where a person may take their anger or frustration with one person out on another unrelated person simply because they remind them of the experience or person involved.
 - ii. Officers may be treated based on the civilian's prior experience with law enforcement. For example, treatment might include being overly critical, defensive, or accusatory.
- d. Remember, you are the professional in every interaction with a civilian, and you have an opportunity in every exchange to influence their perceptions with a positive police representation.
- e. It is never ok to respond in kind to a civilian's inappropriate behavior. It is your responsibility to redirect, deescalate, and treat every civilian with respect and dignity.
- f. Things to consider:
 - i. Targeted Scams – Landlords may prey on refugees unfamiliar with their housing and tenancy rights; for example, they may be charged higher rents or be rented spaces with poor conditions. They may also be victimized by schemes to defraud, such as requesting they purchase iTunes gift cards, etc.
 - ii. Role of Children – It may be culturally acceptable to utilize physical discipline that would be considered abuse or result in a call to 696-KIDS. Listening to them and educating them on the law is key to de-escalation and mutual respect. Children may also learn English faster than their parents, which may shift the power dynamic. While being sensitive to children's roles and how they may be disciplined within a particular culture, be sure that we're not neglecting situations where children are being abused.
 - iii. Minor Infractions – In addition to minor offenses, cultural beliefs may impact the idea of possession. For example, several members were under the impression that bikes left outside houses were unwanted property they could claim.

PPT #15

- iv. Lack of Documentation – Explain the importance of documentation and refer them to places to assist with obtaining the documentation they are eligible for based on their status.
- v. Language – In recognizing potential language barriers, it is vital to avoid making assumptions about their language based on their country of origin. Officers have a responsibility to alleviate the obstacles preventing an understanding of constitutional rights. Refer to the Limited English Proficiency GPO for further guidance.
- vi. Remember, refugees from the same region may not speak the same language or have the same religion or cultural practices.

F. African American Community

PPT #16

- 1. During the 1960s, there were many uprisings in African American communities in the city and across the nation in response to discrimination, segregation, and police use of force.
- 2. Residents and officers may disagree with the facts that lead up to the uprisings, but engaging in disputes of the events will not build trust and does not encourage relationship building.
- 3. These historical events significantly impacted the city and future relations between community members and the Division.
- 4. There are community members, both civilian and police, who have family members or themselves alive during this period. Additionally, many may pass on their experiences to the next generation.
 - a. Regardless of any personal thoughts or feelings, it is important to acknowledge that the events significantly impacted community trust in the Division.
 - b. Additionally, our responsibility is to engage in practices geared towards understanding civilian's concerns about police and race without feeling personally attacked.
- 5. Officers can act lawfully and within the parameters of our policy and the members of the Cleveland community can still perceive there to be issues between the police and the African American

PPT #17

community.

- a. This is why it is so important to practice procedural justice when interacting with every citizen
- b. Police legitimacy is not a static process-it is fluid and perceptions may be changed overtime but not without effort on the part of the police
- c. Each officer has the power to influence other officers and the public's perception of law enforcement
- d. Every encounter can either increase or decreases the public's trust and confidence in the police
- e. Overall, research into procedural justice demonstrates that it is an effective way to build and maintain trust and legitimacy.
- f. Community members grant authorities legitimacy when the authorities demonstrate that the methods they use to make and implement decisions are fair
 - i. such as, after pulling over a speeding driver, an officer explains that surpassing the speed limit was the reason for the stop and listens to the driver's explanation

6. Recent events that contributed to distrust in the police

- a. The relationship between the police and African Americans has historically been frayed. However, recent high-profile police shooting incidents involving young Black individuals, such as George Floyd (Minneapolis, Minnesota), Breonna Taylor (Louisville, Kentucky), and Jacob Blake (Kenosha, Wisconsin) have increased the deep distrust, lack of confidence, and frustration that characterize the relationship between police and communities of color.
- b. These vicarious experiences matter because the negative accounts of police behavior shared in social networks can create a larger culture of distrust reducing citizens' trust of police.
- c. The relationship between the public and police across the United States was brought into sharp focus over the course of 2020 and 2021 following the high-profile killings of several Black Americans by police, including George Floyd and

Breonna Taylor, and the worldwide protests that followed.

d. Cleveland was no exception

Question to the class,

Why do we have a consent decree today?

Answers will vary, anchor below with the following information:

7. 2014 the DOJ investigated the CDP at the request of Mayor Frank Jackson due to events involving CDP's alleged use of excessive force
8. These events were heightened following highly critical incidents taking place. These events centered on citizens dying during their interactions with police, which increased mistrust between CDP and particularly African American community members and groups.
 - a. The first incident was the shooting and killing of two African American individuals following a lengthy and out of control vehicle pursuit, which shots were believed to be fired at officers. Additionally, a firearm was never recovered which added to the controversy of the incident.
 - b. The second incident involved the shooting and death of a 12 year-old by police near Cudell Recreation Center. Significant controversy exists over this incident, even until today. This incident has led to continued protests and is a source of mistrust between CDP and members of the African American community.
 - c. Finally, controversy increasing mistrust between CDP and members of the African American community was furthered following the in-custody death of an African American female during a mental health crisis following police using force.
9. These controversial incidents, along with the finding by the DOJ of a pattern of excessive force, amplified the historic mistrust among the African American Community and the Cleveland Division of Police.
10. Our responsibility is to engage in practices geared towards understanding civilian's concerns about police and race without feeling personally attacked.

SPO # 8

11. In recent years, the CDP has made significant strides towards improving this mistrust and it is important for all members to understand that it exists today, and that CDP members' must take an active role in closing this gap of mistrust through fair and impartial policing.
12. The majority of the Fourth District's population is African American.
13. The district has a small population of Jamaican Americans
14. Christianity makes up the majority of the African American religious belief, with some Muslim following as well.
15. There are many African American Muslims as well, with Muslim Mosques throughout the District.
 - a. When visiting a Mosque, officers must be mindful and considerate to several traditions and may be asked to practice some of the following:
 - i. There may be separate entrances for males and females
 - ii. Avoid stepping on a prayer rug/carpet with shoes
 - iii. Prayer occurs five times a day, and it is common for there to be activity at the mosque between dawn and night
 - iv. Avoid interrupting, walking in front of, or trying to talk to a person during prayer
 - v. A female officer may be asked to cover hair with a hat/scarf
16. Imperial Avenue
 - a. Between 2007 and 2009, at least 11 African American women were raped and murdered by Anthony Sowell.
 - b. Many of them had a history of drug addiction and prostitution.
 - c. Community members believed that the Division did not investigate the missing person complaints that many families filed.

SPO # 9

- d. As a result, trust in the Division was significantly impacted.
- e. To reiterate:
 - i. Regardless of any personal thoughts or feelings, it is important to acknowledge that the events significantly impacted community trust in the Division.
 - ii. Additionally, our responsibility is to engage in practices geared towards understanding civilian's concerns about police and race without feeling personally attacked.

G. LGBTQ Community

PPT #19

1. LGBT Center of Greater Cleveland
 - a. Located at 6705 Detroit
 - b. Provides program and training to support the community, including health and wellness, senior and youth programs.
2. Fear of discrimination
3. Often does not expect the police to be culturally competent
4. Worry that officers might believe or hold outdated misconceptions and stereotypes
5. Remember, we must see ourselves as a part of the Cleveland community for genuine and sustainable trust-building. Sustaining improved relations requires a consistent process of reflection on progress, needs, limitations, and changes within communities.
6. Avoiding Pitfalls
 - a. Do not assume a person's sexual orientation and or gender identity.
 - b. With courtesy and professionalism, respectfully treat individuals in a manner appropriate to the individual's gender identity/expression.
 - c. When a situation arises that involves the need to clarify gender identity, respectfully and discreetly inquire as to how the subject would like to be addressed (e.g., "sir," "Miss," "Ms.") and the preferred/chosen name by which the individual

would like to be addressed.

- d. When the individual requests, address the person by their preferred/chosen name rather than their government-issued identification.
- e. Do not use harassing, intimidating, or derogatory language verbally, in writing, or by gesture concerning an actual or perceived gender, gender identity/expression, or sexual orientation.
- f. A GPO establishing Division guidelines for interaction with transgender, intersex, and gender non-conforming individuals is forthcoming.

H. Fourth District Neighborhoods

PPT #20

1. Kinsman

- a. By the 1920s, the Kinsman area experienced a substantial influx of Jewish Americans from the central city.
- b. After WW II, many African Americans began to move into the area.
- c. Currently, Kinsman is in the midst of a wave of investment that will bring \$100 million into the neighborhood. In addition, with recent construction and housing opportunities, Kinsman is experiencing growth.
- d. Burten Bell Car (7201 Kinsman, Suite 104)
 - i. Burten, Bell, Carr Development, Inc.(BBC) is a nonprofit community development corporation named for three civic leaders Lonnie Burten, James Bell, and Charles V. Carr.
 - ii. Burten, Bell, Carr Development, Inc. has been empowering residents and revitalizing blighted and underserved communities in Cleveland's Central and Kinsman neighborhoods since 1990. BBC has now extended its service area to include the Buckeye-Shaker Square and Buckeye-Woodhill neighborhoods
- e. Rainbow Terrace (E. 73 and Carson)
 - i. A low-income housing community that offers full-service

- apartments to residents
- ii. Has an after-school program and conducts community outreach.

2. Broadway/Slavic Village

PPT #21

- a. The North and South Broadway communities, now known as Broadway Slavic Village, were originally part of Newburgh Township, organized in 1814 as one of the earliest settlements in Cuyahoga County.
- b. Settlers from New England were first attracted to this area in 1796 by the freshwater and power provided by the fast-flowing Mill Creek.
- c. Many working-class neighborhoods were formed within walking distance of the factories that provided employment.
- d. Later, in the 1870s and 1880s, Czech and Polish immigrants arrived, bringing their culture and religion to the area.
- e. Over the years, they created a neighborhood affluent in ethnic history as any in the United States.
- f. These immigrant workers also built churches and national halls, most of which still serve the community today.

3. Union-Miles

PPT #22

- a. Steel mills in the Union-Miles area buckled during the Great Depression, launching a steady metamorphosis from an ethnic enclave to a city neighborhood primarily populated by African Americans.
- b. Afflicted by redlining and blockbusting, white outmigration reached a peak in the 1960s and 1970s, with the area's ethnic populations almost entirely replaced by African Americans eager to take advantage of inexpensive housing.
- c. To deal with challenges, such as poverty, crime, housing, and job opportunities, Union-Miles Development Corporation (UMDC) was organized in 1981. UMDC has since worked to plan and facilitate neighborhood revitalization projects, attract new businesses, and create homeownership and employment opportunities for Union-Miles residents.

- d. The Union-Miles neighborhood contains roughly 30 houses of worship—quite possibly the most significant number of any Cleveland neighborhood.
- e. The Miles Garden Log Cabin & Herb Garden, located at 12210 Miles Avenue, is a designated City of Cleveland landmark built-in 1908. It was initially built by Mr. Zverina, a local grocer and chicory dealer, as a playhouse for his five children. However, it soon became a place for family gatherings.

4. Lee/Harvard

PPT #23

- a. Lee-Harvard was mostly undeveloped farmland up to the 1920s. Developers of the area north of Harvard Ave envisioned an upper-class residential area, complete with racial restrictions that would forbid home sales to African Americans.
- b. Lee-Harvard took on special significance in the context of an artificially-induced housing shortage for African Americans. Unequal access to credit, combined with the unwillingness of banks to lend to black prospective buyers seeking homes outside of established African American neighborhoods, produced overcrowding and structural conversions to multifamily occupancy in Cedar-Central
- c. In 1953, the first African Americans, Wendell and Genevieve Steward, moved to Lee-Harvard. Despite the couple's solid middle-class background, the move sparked opposition from white neighbors, precipitating a crisis that culminated in Cleveland Mayor Thomas Burke's pledge to support the Stewarts' right to live there.
- d. By 1961 many African American families were relocating, as Lee-Harvard became the destination for middle-class families, leaving older inner-city neighborhoods.
- e. By 1965 African Americans represented 75% of Lee-Harvard's population; by the early 1970s, only a handful of (mostly elderly) whites remained.
- f. As of 2020, Lee-Harvard enjoys one of the highest percentages of homeownership in the city of Cleveland. According to a 2015 citywide property inventory, only about 5% of the area's homes are vacant.

- g. Lee-Harvard currently has a population of about 10,000 people, 97% of whom are African American. The neighborhood's poverty rate is lower than any Cleveland neighborhood except Kamm's on the far west side.
- h. Harvard Community Center (18240 Harvard)
 - i. The mission of the Harvard Community Services Center is to improve the quality of life and social functioning of residents in the Lee-Harvard, Miles, and Seville areas.
 - ii. It provides a place where the community can engage in positive leisure, cultural and educational experiences that continue to uplift our community and our neighbors.

5. Mt. Pleasant/Corlett

PPT #24

- a. The name Mt. Pleasant is derived from its appearance and dramatic views. Even today, many of the homes, particularly in the neighborhood's northwest quadrant, are quite large and enjoy lengthy tree-decorated views.
- b. Unlike other areas of the city where African Americans occupied housing owned initially by whites, Mt. Pleasant counts African Americans among its earliest citizens. Reportedly, in 1893 a contractor who employed a large number of black workers was unable to pay wages in cash, so he gave them title to lots in the section north of Kinsman Rd. between E. 126th and E. 130th Sts.
- c. The titleholders soon built homes there, and by 1907 Mt. Pleasant had 100 black families and 100 black lot owners.
- d. To prevent neighborhood deterioration, the Mt. Pleasant Community Council and block clubs in the 1950s fought delinquency, crime, and housing violations. Then, with the aid of ClevelandNow! and the United Appeal, the community-services center was relocated. Eventually, the Murtis H. Taylor Multiservice Ctr. was built at 13422 Kinsman to provide recreation and centralize social services for residents.
- e. Mt. Pleasant Development Corp
 - i. A nonprofit community-based entity was formed in 1988
 - ii. Supported by Community Development Block Grant (CDBG) Funds and other sources, Mount Pleasant NOW

has spearheaded several redevelopment opportunities, including:

- Mt. Pleasant Neighborhood Family Service Center at 13815 Kinsman Rd
- Mount Pleasant NOW offices
- Cuyahoga Work & Training, Health & Nutrition,
- Children & Family Services
- Cuyahoga Support Enforcement Agency

f. Mt. Pleasant's population currently stands at around 17,000 (significantly lower than its 1940 high of 40,559). Virtually all its citizens are African American

g. Compared to Cleveland as a whole, Mt. Pleasant has an unusually high percentage of people in their teens and early 20s.

h. Mt. Pleasant is known for having the largest urban park in the state. Luke Easter Park consists of 114 acres.

6. Buckeye/Woodland Hills/Shaker

PPT #25

a. By 1880, Buckeye-Woodhill and parts of Buckeye-Shaker Square were home to one of the largest populations of Hungarians (almost 10,000) in the U.S.

b. By the mid 20th century, younger Hungarian-Americans began exiting the neighborhood, leaving behind an aging Hungarian population.

c. African Americans moved into the area, comprising almost 50% of the population by 1972 and more than 90% by 2010.

d. Undermined by blockbusting and redlining, housing stock deteriorated. In addition, conflicts between whites and African Americans sometimes erupted into violence and further threatened the neighborhood.

e. Shaker Square

i. An early suburban shopping center in Cleveland built-in 1927-29

ii. Originally laid out as a traffic circle, Shaker Blvd and Moreland Blvd was also the junction of the two branches of the Shaker Rapid Station, the Green Rd. and Van Aken lines.

- iii. In 1976, a nonprofit development group, the Friends of Shaker Square, later named Shaker Square Development Corporation, was formed to promote the preservation of the shopping center's original character
- iv. In 1976 Shaker Square, the oldest shopping district in Ohio and the second oldest in the nation was listed in the Natl. Register of Historic Places

I. Situational Awareness

PPT #26

1. Situational awareness refers to being attentive about potential threats to you or your environment.
2. Some communities have been subject to various forms of hostility or acts of violence.
3. Many community members live or travel through the District.
4. Therefore, to improve your situational awareness, it is essential to identify the communities, know where they navigate, and regularly engage them.
5. There have been several attacks on members of the Jewish Community, including the shooting in Pittsburgh.
6. In considering other groups and institutions that may pose a threat, identify and engage with members from the following institutions or places (many are contained in the handouts):
 - a. Religious institutions (Churches, Mosques, Sikh Temples, etc.)
 - i. First Cleveland Masjid
3613 E. 131
(216) 283-9027
 - ii. Masjid Al Mumin/IRM inc.
2690 MLK Jr Dr
(216) 468-4530
 - b. Outreach and community centers (Alcohol, Drug, etc.)
 - c. Places that house/serve the specific community (Returning Citizens, Limited English, Immigrants, Refugees, seniors, Shelters, Youth, etc.).

J. Building Relationships

PPT #27

1. Every officer is responsible for setting actions in motion to initiate trust, empathy, and mutual respect.
2. How can we build a better partnership and strategies?
3. Use community engagement problem-solving skills with proper communication channels.
4. As “Guardians” of the Cleveland community, we must purposefully engage community members to know them better.
5. Being familiar with the communities that comprise the district will assist you in engaging residents.
6. Taking the time and effort to get to know community members and their environment helps establish trust and legitimacy.
7. Understanding past police/community relations can create empathy and a better environment for future relationships.
8. Utilize your community engagement and problem-solving skills.
9. Utilize concepts introduced in “Bias-Free Policing “when interacting with all community members.
 - a. Give people a Voice (Listen)
 - b. Neutrality (Be Fair)
 - c. Respectful treatment (be respectful)
 - d. Trustworthiness (comes from a fair and transparent process)

10. Remember the importance of the Community Bank Account

PPT #28

11. Provide information about community resources such as Community Development Corporations (CDC), Resettlement Agencies, and the Hope Center.

12. Be an Ally

PPT #29

Class Discussion # 4:

Ask the Class: What does it mean to be an ally?

- a. Be open-minded; approach new situations as an opportunity to learn
- b. Listen to the individual

III. CONCLUSION

A. Any questions?

IV. HANDOUTS

- A. Remember, understanding the community and having the community know us will promote trust and mutual understanding.
- B. Getting acquainted with the community requires officers to engage the community outside of enforcement or investigative activities. Over time, having the community and the officers know each other will more likely lead to the community reporting more crimes and actively participating in collaborative problem-solving efforts.
- C. Getting to know community members that do not typically attend meetings and who may have little trust in officers requires officers to engage them in places where they are most comfortable.
- D. Officers must be more approachable than what a zone car can offer.
- E. Getting to know the community can be spontaneous such as playing ball with children or stopping to talk to community members in coffee shops, on the street, or in local parks.
- F. These encounters can also result from a police action such as conversing with a community member during a call for service or while conducting an investigation.
- G. Below is a list of some of the community resources/partners available in your District:

COMMUNITY SERVICES OUTREACH/FAMILY SERVICES

Beech Brook Family Drop-In Center

6001 Woodland Ave

(216) 391-4069, www.beechbrook.org

Services: Integrated Care, Parenting Classes, Victims of Crime Assistance, Drop-In Center, Anger Management, Family Stability/Homeless Prevention Program, Police Assisted Referral, STEPS, Supportive Visitation, Community Wraparound, Therapeutic Tutoring

Hours: 9 am to 4:30 pm Monday through Friday

6:30 to 8:30 pm Monday and Thursday evenings

Family Promise of Greater Cleveland

3470 East 152nd

(216) 767-4060

Services: Temporary Housing, Case Management, Employment services

Life Exchange Center

13407 Kinsman Rd

(216) 830-3997

Services: Wellness, Self-Advocacy, Peer Support, Community, and Transitional Youth Housing

Thea Bowman Center

11901 Oakfield Ave
(216) 491-0699

Services: GED Prep, Computer Training, Senior Outreach, Afterschool programs, Community garden, health awareness clinics

Harvard Community Service Center

18240 Harvard Ave
(216) 991-8585

Services: HEAL Cleveland, Community Gardening, Mom's First, Parent and Youth Advocate Programs, After School and Summer Programs

Domestic Violence & Child Advocacy Center

(216) 391-HELP (hotline), (216) 229-2420

Services: 24-hour hotline; men, women, and children; empower individuals, educate the community and advocate for justice to end DV and child abuse

Hours: M-F 9 am-5 pm

SCHOOLS

John Adams High School

3817 MLK Drive
(216) 838-4000

Bard High School (Early College)

3817 MLK Drive
(216) 838-4100

Washington Park

3875 Washington Park
(216) 838-9200

John F. Kennedy High School

17100 Harvard Ave
(216) 921-1450

Central Catholic High School

6550 Baxter Ave
(216) 441-4700

Charles Dickens Elementary

13013 Corlette Ave
(216) 838-4200

Fullerton Elementary

5920 Fullerton Ave
(216) 341-2393

Miles Elementary

11918 Miles Ave
(216) 838-5250

Miles Park Elementary

4090 E 93rd
(216) 838-4450

Mound Elementary

5935 Ackley Rd
(216) 838-1650

Nathan Hale Elementary

3588 MLK Dr
(216) 838-4250

Warner Girls' Leadership Academy

8315 Jefferies Ave
(216) 838-8950

Harvard Avenue Community School

12000 Harvard Ave
(216) 283-5100

LIBRARIES

CPL- Rice Branch

11535 Shaker Blvd
(216) 623-7046

CPL- Fleet Branch

7224 Broadway
(216) 623-6962

CPL- Union Branch

3463 E 93rd St
(216) 623-7088

CPL- Harvard Lee Branch

16918 Harvard Ave

(216)623-6990

FAITH-BASED

Missionary Baptist Church

3585 Kimmel Rd

(216) 341-5522

Holy Spirit Catholic Church

4341 E 131st St., Garfield Heights

(216) 581-0981

Holy Name Church

8328 Broadway Ave

(216) 272-4242

Faith Freewill Baptist Church

3560 Independence Rd

(216) 429-1906

Bethany Christian Church

3940 MLK Dr

(216) 341-1132

Avon Avenue Baptist Church

10902 Avon Ave

(216) 883-8550

First Cleveland Masjid

3613 E. 131

(216) 283-9027

Masjid Al Mumin/IRM inc.

2690 MLK Jr Dr

(216) 468-4530

Harvest Missionary Baptist

3649 E 93rd St.

(216) 271-5306

Greater Tabernacle Church

9417 Orleans Ave.

(216) 883-6348

Triumph Church

9200 Miles Ave
(216) 883-5254

Love Center Interdenominational Church

3296 E 93rd St
(216)271-0823

Saint Vincent De Paul Society at Holy Name

8328 Broadway Ave
(216) 441-6373

FOOD/PANTRIES

Woodland Hunger Center

6001 Woodland Ave
Fridays 10-1

Thea Bowman Center

11901 Oakfield Ave
216.491.0699

Food Pantry: SAT 11:30-1:15PM and last TUES of the month 6:00pm- 7:00pm.

Saturday Buffet Lunch: 12:00-1:00pm

Youth After School (18&under): Mon-Fri 3-4:30pm

Summer Youth Meals (18&under): 9:30a-10:30a and 11:30a-12:30p

Community Garden: Mid-April to mid-OCT

Holy Name Church

8328 Broadway Ave
216. 271. 4242

3rd Saturday of the month 9:30-12:00 pm

The Rock Community Church

9403 Garfield Blvd Garfield, OH
216.429.2636

Food Pantry: 3rd Saturday of the month 8 am-11 am

New Life Gospel Center

2856 Martin Luther King Dr.
216.791.6800

2nd, 3rd, 4th Thursday of each month

Harvard Hunger Center

18240 Harvard
(216) 991-8585

Affinity Missionary Baptist Church

4411 E 175th St

(216) 283-4365

Hours: 2nd and 4th Saturday of the month

Bridge of Hope Community Center

3949 Lee Rd- William Saunders Life Center

(216) 276-0571

First and third Friday of the month, 5-8 pm

First and 3rd Saturday of the month, 9 am-12:00 pm

Saint Vincent De Paul Society at Holy Name, Church Pantry

8328 Broadway Ave

(216) 441-6373

Saturday 9:30am-12:30pm

CLOTHING/FURNITURE

Cleveland Neighborhood Progress

11327 Shaker Blvd #500w

(216) 830-2770

Salvation Army

4139 E 93rd St

216.341.1640

New Life Gospel Center

2856 Martin Luther King Dr.

(216) 791-6800

HEALTH

NEON Miles Broadway Health Center

9127 Miles Ave

(216) 325-6544

NEON Southeast Health Center

13301 Miles Ave

(216) 751-3100

MENTAL HEALTH

Frontline Service

1744 Payne Avenue
(216) 623-6555

Services: Street outreach, emergency shelter, behavioral health care, transitional housing, and permanent supportive housing; mobile crisis, trauma-specific programming for families impacted by violence

Murtis Taylor Center

13402 Kinsman Rd
(216) 283-4400, <http://www.murtistaylor.info/>

Mary Rox Group Homes

3529 East 118th St.
216.752.3188

Services: A supervised residential setting for up to 10 adults with mental or physical disabilities. The home provides individuals with assistance in improving interpersonal skills and daily living skills, which will lead to living in a less-structured environment.

Beech Brook

11801 Buckeye Rd
(216) 831-2255

Services: Outpatient counseling, foster care and adoption, divorce education seminar, school-based services, family drop-in center, family and community-based services, trauma-informed care

AOD/SUBSTANCE ABUSE

Murtis Taylor Center

13402 Kinsman Rd
(216) 283-4400, <http://www.murtistaylor.info/>

EMPLOYMENT/TRAINING

Employment Connection

13815 Kinsman Rd
(216) 561-5649
8:00 am-5 pm