

Second 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 Second 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>

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 culture.
 4. Define ethnicity.
 5. Learn topics relevant to the Refugee and Immigrant communities
 6. Learn topic relevant to the African American communities
 7. Learn topics relevant to the Latino communities
 8. Learn topics relevant to the LGBTQ community.
 9. Learn topics relevant to the Second District Neighborhoods.
 10. Learn topics relevant to Situational Awareness.
 11. Understand strategies for building positive community relationships.
 12. Historical and cultural events unique to the Second District

I. PREPARATION

A. Introduction

1. Instructor

2. Course Goal

a. Community-Centered and Reflective

- 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.

PPT #1

60 Minutes

PPT #2

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. 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.
3. Many of us have been working in the district for many years, and some are relatively new.
4. A lot of us do not live nearby.
5. 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.

6. This training promotes the CPOP model and builds on the Community Engagement and Problem-Solving training that we all received in 2018 and 2019.
7. 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.
8. Learning about various cultures can be a complex topic.
9. When you are familiar with the community, you converse more intelligently with residents about community issues, personalities, and geography.
10. When community members recognize that you have taken the time and effort to get to know them and their environment, you establish trust.
11. 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 status.
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 and Cultural Competency

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.

SPO # 4 PPT #9

D. Ethnicity

1. Ethnicity refers to cultural practices and attitudes that characterize a given group of people, such as:
 - a. Language
 - b. Religion
 - 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 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. Case Study

- a. Play the following video <https://youtu.be/aYeYdEOthHo>
- b. 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.
- c. 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
- d. 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
- e. In different cultures the views of policing and police officers have a much more adverse relationship.
- f. 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

- g. Fear, apprehension
 - h. Hostility
 - i. They may avoid eye contact
 - j. 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
2. 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.
 3. 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.
1. 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.
 2. Immigrants
 - a. An immigrant is a person who comes to live permanently in a country from another country.

PPT #12

- 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, particularly those from countries with racial minorities.
- 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.

3. Nepalese Community

- 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 Second District

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

PPT #13

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

5. This training cannot provide in-depth education on each community.
6. However, the intent is to help you understand that there are diverse communities within the Second 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.
7. The information contained in this training should be used to enhance your approach to CPOP.
8. Engagement
 - 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

PPT #14

SPO # 6

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. **SPO # 7**

- f. Things to consider: **PPT #15**

- 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.
- 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.

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.

- a. In 1966, the Hough Uprising started because a white bar owner refused to serve water to a black patron, but it carried all of the underlying tensions building throughout the decade.
 - b. In July of 1968, the FBI received a tip that Fred Ahmed Evans' followers, the Black Nationalists of New Libya, were stockpiling arms and planning an attack for Cleveland on July 24 (however, the integrity of the tip and the credibility of the informants have been called into question). This lead to the Glenville Shootout.
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. 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. **PPT #17**
 4. Regardless of any personal thoughts or feelings, it is essential to acknowledge that current and historical events significantly impact community trust in the Division.
 5. Additionally, our responsibility is to engage in practices geared towards understanding civilian's concerns about police and race without feeling personally attacked.
 6. 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 community. **SPO # 8**
 - 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

7. 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

SPO # 9

Question to the class,

Why do we have a consent decree today?

Answers will vary, anchor below with the following information:

8. 2014 the DOJ investigated the CDP at the request of Mayor Frank Jackson due to events involving CDP's alleged use of excessive force
9. 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.
10. 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.
11. 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.
12. Our responsibility is to engage in practices geared towards understanding civilian's concerns about police and race without feeling personally attacked.
13. 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.

G. Latino Community

PPT #18

1. Esperanza

- a. 3104 W. 25th, 4th floor
- b. The mission is to improve Hispanics' academic achievement in Greater Cleveland by supporting students to graduate high school and promoting post-secondary educational attainment.¹

2. Spanish American Committee

- a. 4407 Lorain
- b. The mission is to serve as the gateway to socioeconomic success for the Hispanic community.
- c. Offers programs such as Little Footsteps, Families First, and Mi Casa Housing Program

3. Hispanic UMADAOP

- a. 3305 W. 25th
- b. Stands for Hispanic Urban Minority Alcoholism and Drug Abuse Outreach Program, inc
- c. The purpose is to empower the Hispanic/Latino community to reduce the negative impacts of HIV/AIDS, violence, and abuse of alcohol, tobacco, and other drugs through culturally sensitive, holistic prevention, education, intervention, treatment, and re-entry programs.²

4. Latino communities celebrate the Christmas holiday longer than one day, which lasts from December 25 through January 6, called Three Kings Day.

PPT #19

- a. Typically, many will gather in large groups and celebrate, including caroling (known as “parandas”).

5. Latino community members are typically affectionate and will greet with hugs and a kiss on the cheek.

- a. Face-to-face interaction is preferred. Therefore, exiting the

¹ <https://esperanzainc.org/our-story/#mission>

² Hispanic UMADAOP, <https://hispanicumadaop.org/>

- zone car to interact can send a positive message.
6. The language barrier is one of the most intimidating factors in citizen encounters.
 - a. Greeting members of the Latino community with; “Hola mi Nombre es Officer Smith (Hi, my name is Officer Smith) can ease the tension and lead to a more positive interaction.
 7. It is not uncommon to have multiple families or family members initially sharing a home.
 - a. Larger families tend to live near each other, which provides a sense of protection and or assistance should it be needed.
 8. In Puerto Rico, it is common that family members come together to solve internal problems.
 - a. Therefore, when an officer responds to a home with multiple family members, it may not necessarily mean they are trying to interfere; it just may say they are trying to help “solve” the issue at hand.
 9. Puerto Ricans are US citizens. It is offensive to mention they are not because of the language barrier.
 10. Most Latino countries have a very similar distrust of Police as in other countries. Therefore, Latino community members may naturally feel suspicion of Police until they have built a healthy relationship over time.

H. LGBTQ Community

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

PPT #20

5. 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.

SPO # 10

I. Second District Neighborhoods

1. Old Brooklyn

- a. Roughly the size of Westlake, Ohio
- b. The only neighborhood in the city to consistently increase its youth population in 20 years

PPT #21

2. Brooklyn Centre

- a. Established 1812, included in Cleveland in 1890
- b. Approximately 7,000 Residents
 - i. 60 % White

SPO # 11

- ii. 31% Hispanic
 - c. Construction of I-71 caused criminal issues with dead-end streets
- 3. Clark Metro or Clark/Fulton
 - a. Historically Italian neighborhood
 - b. Now the largest Hispanic Enclave in Ohio
 - c. Puerto Rican Community
 - i. Mainly arrived in the 1940s & 1950s, first settling in the Hough neighborhood.
 - ii. In the 1960s, the new neighborhood was established in and around Ohio City
 - iii. Many were drawn here for the steel mills and factory employment
 - iv. 85% of the Cleveland Latin community identifies as Puerto Rican
 - d. West 25/Clark Ave Area gets more foot/vehicular traffic than Public Square even though 30% of Residents have Automobiles.
 - e. Metro Health Medical Center has 7,500 jobs between both campuses
- 4. Stockyards
 - a. Approximately 600 Industrial jobs in this neighborhood
 - b. Approximately 9,200 residents
 - c. International Village part of the Thomas Jefferson Elementary area
- 5. Detroit Shoreway
 - a. Approximately 10,300 residents
 - b. St. Augustine Towers largest employers in the neighborhood

PPT #22

PPT #23

- c. 11 Block clubs within Detroit Shoreway neighborhood
- d. May Dugan Center (Outreach)
- e. Renee Jones Empowerment Center (Human Trafficking outreach)
- f. Italian Community
 - i. The area around Mt. Carmel church, Battery Park, is also referred to as West Side Little Italy
 - ii. By the 1940s, the West Side Little Italy was approximately 95% Italian
 - iii. In 2001, Father Richard Rasch of Mt. Carmel Church continued to brand the area West Side Little Italy. He purchased the red, green, & white paint to decorate the utility poles and fire hydrants. This is still apparent today
 - iv. Although the residents have shifted from Italian heritage, the area still retains its Italian flair.

SPO # 12

6. Ohio City

PPT #24

- a. Approximately 10,000 residents
- b. Market Square
 - i. Market Square, home to the Pearl Street Market, was located on Pearl and Lorain Streets (now West 25th Street and Lorain Avenue) in what was then known as the City of Ohio.
 - ii. Market Square was a meeting place for new immigrants and long-time neighborhood residents seeking both food and community. By 1901, the Pearl Street Market was inadequate to serve Cleveland's rapidly growing population. The old market was torn down in 1915, three years after completing the West Side Market across the street.
 - iii. The West Side Market created over 20 new businesses in 2017 for approximately 200 new jobs created

7. Tremont

- a. Approximately 7,800 Residents.
- b. Initially home to Cleveland University, 1850 to 1855. Streets still carry the names

J. Situational Awareness

PPT #25

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.)
 - 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.).

K. Building Relationships

PPT #26

1. Remember, the overall goal of this training is to provide you with information to complement and enhance your current policing methods, emphasizing cultural humility and relationship building rooted in CPOP to build better relationships. Therefore, 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?

- a. Use community engagement problem-solving skills with proper communication channels.
- b. As “Guardians” of the Cleveland community, we must purposefully engage community members to know them better.
- c. Being familiar with the communities that comprise the district will assist you in engaging residents.
- d. Taking the time and effort to get to know community members and their environment helps establish trust and legitimacy.
- e. Understanding past police/community relations can create empathy and a better environment for future relationships.
- f. Utilize your community engagement and problem-solving skills.
- g. Utilize concepts introduced in “Bias-Free Policing “when interacting with all community members.
 - i. Give people a Voice (Listen)
 - ii. Neutrality (Be Fair)
 - iii. Respectful treatment (be respectful)
 - iv. Trustworthiness (comes from a fair and transparent process)
- h. Remember the importance of the Community Bank Account
- i. Provide information about community resources such as Community Development Corporations (CDC), Resettlement Agencies, and the Hope Center.
- j. Be an Ally

PPT #27

PPT #28

Class Discussion # 4:

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

- i. Be open-minded; approach new situations as an opportunity to learn
 - ii. Listen to the individual
- L. Cultural and Historical Events and Gatherings Unique to the Second District
 - 1. Annual Puerto Rican and Latino Festival
 - a. Celebrates Hispanic culture
 - b. The event begins with a parade on Clark Ave.
 - c. It also features Hispanic entertainment and food throughout the District.
 - d. This event is held toward the end of summer, late July to mid-August.
 - 2. Dia de Muertos Celebration (Day of the Dead)
 - a. It is held after Halloween every year on Detroit Ave.
 - b. The parade is followed by an exhibition of altars created by local artists.
 - c. The event celebrates lost loved ones.
 - 3. D. St. Rocco's Festival
 - a. It occurs Labor Day weekend every year
 - b. It celebrates the local culture of the Parish.
 - c. The "Greasy Pole" climbing competition attracts participants from all over the area.
 - 4. Ralphie's boyhood home from A Christmas Story

PPT #29

- a. It is located at 3159 West 11th in the Tremont Neighborhood.
- b. The Deer Hunter (1978) was filmed in various locations in Tremont, including St. Theodosius Russian Orthodox Church, 733 Starkweather, and Lemko Hall, 2355 West 11th.

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 member of the community 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

Brightside Academy - Ridge

3545 Ridge Rd

(216) 631-6860

Hours: 6:00am-6:30pm

Loving Cups Kids Academy - Old Brooklyn

4650 State Rd

(216) 351-2100

LGBT Community Center of Greater Cleveland

6600 Detroit Ave

216-651-5428

SCHOOLS

Clark Elementary School

5550 Clark Ave

(216) 838-7300

H. Barbara Booker

2121 West 67th St

(216) 838-6350

James Ford Rhodes

5100 Biddulph Ave

(216) 838-3000

William Rainey Harper

5515 Ira Ave

(216) 838-3400

Benjamin Franklin Elementary

1905 Spring Road

(216) 838-3150

Charles A. Mooney School

3213 Montclair Ave

(216) 838-3200

Denison Elementary School

3799 West 33rd

(216) 838-3250

Facing History New Tech High School

3213 Montclair Ave

(216) 838-8600

William Cullen Bryant

3121 Oak Park Ave

(216) 838-3350

Brooklyn High School

9200 Biddulph Ave

(216) 485-8162

St Thomas Moore School

4180 S Amber Dr

(216) 749-1660

Horizon Science Academy Denison School

1700 Denison Ave

(216) 739-9911

William C Bryant Elementary School
3121 Oak Park Ave
(216) 838-3350

Cleveland Preparatory Academy
4850 Pearl Rd
(216) 741-2991

International Newcomers Academy
3145 West 46th St
(216) 838-7150

Joseph M. Gallagher School
6601 Franklin Blvd
(216) 838-6400

Max S. Hayes High School
2211 West 65th St
(216) 838-9400

Waverly Elementary
1422 West 74th St
(216) 838-7550

Lincoln-West High School
3202 W. 30th St
(216) 838-7000

Old Brook High School
4877 Pearl Rd
(440) 319-3370

Frederick Douglas High School
3167 Fulton Rd
(216) 273-3033

LIBRARIES

CPL - South Brooklyn
4303 Pearl Road
(216) 623-7067

CPL - Brooklyn
3706 Pearl Road
(216) 623-6920

CPL - Fulton
3545 Fulton Road
(216) 623-6969

CPL - Carnegie West
1900 Fulton Road
(216) 623-6927

CPL- South
3096 Scranton Road
(216) 623-7060

FAITH-BASED

Grace Church-Old Brooklyn
2503 Broadview Rd
(216) 661-8210

St. Barbara Church
1505 Denison Ave
(216) 661-1191

St Colman Church
2027 W 65th St
(216) 651-0550

Nehemiah Mission of Cleveland
6515 Bridge Ave
(216) 961-6968

Calvary Reformed Church
1918 W 65th St
(216) 961-4271

St Paul's Community Church - United Church of Christ
4427 Franklin Blvd
(216) 651-6250

St Herman of Alaska Monastery/House of Hospitality
4410 Franklin Blvd
(216) 961-3806

FOOD/PANTRIES

St Herman of Alaska Monastery/House of Hospitality

4410 Franklin Blvd

(216) 961-3806

Three hot meals per day, seven days a week

Last five workdays of every month, provide grocery bags

St Paul's Community Church - United Church of Christ

4427 Franklin Blvd

(216) 651-6250

Tuesdays-Fridays 10-11 am

Ohio City Corps Community Center

4402 Clark Ave

(216) 631-1515

Mondays-Thursdays 9 am-11:45 am

May Dugan Center

4115 Bridge Ave

(216) 631-5800

4th Wednesday 9 am-1 pm

Calvary Reformed Church

1918 W 65th St

(216) 961-4271

2nd and 4th Friday of every month: 12 pm-4 pm

St. Augustine

2486 W 14th St

Breakfast and Lunch 7 days a week, 7:30 am-8, and 11:30 am-12

Dinner Monday-Thursday 4:30 pm-5

St. Malachi's Church

2459 Washington Ave

Breakfast/Lunch: Monday-Saturday 8:30am-3pm, Sunday 8-1:00pm

Dinner: Monday at 5:30 pm

West Side Catholic Center

3135 Lorain Ave

(216) 631-4741

CLOTHING/FURNITURE

Franklin Circle Christian Church - Disciple of Christ

1688 Fulton Rd

(216) 781-8232
Open every Monday from 1:00p - 2:45p for free shopping

Redeemer (Ich) Crisis Center
2970 W 30th St
(216) 631-6434

Twice Blessed Free Store
6515 Bridge Ave
(216)386-1168

HEALTH

Neighborhood Family Practice - Detroit
6412 Franklin Blvd
216-961-2090

Cleveland Clinic - Lutheran
1730 W. 25th St
216-696-4300

Metrohealth - Brooklyn
5208 Memphis Ave
(216) 398-0100

Metrohealth - Old Brooklyn
4229 Pearl Rd
(216) 957-2000

Ridge Park Urgent Care
7580 Northcliff Ave Brooklyn, OH
(440) 886-1800

Neighborhood Family Practice - Ridge
3569 Ridge Rd
(216) 281-0872

Thomas F. McCafferty Health Center
4242 Lorain Ave
216-957-4848

Care Alliance
1795 W 25th St
(216) 619-5571

MENTAL HEALTH

Applewood Centers

3518 W 25th St

(216) 741-2241

Murtis Taylor - Clark/Metro

3167 Fulton Rd

(216) 283-4400

Centers for Families and Children - Gordon Square

5209 Detroit Ave

216-651-2037

May Dugan Center

4115 Bridge Ave

(216) 631-5800

NAMI Of Greater Cleveland

2012 W 25th St

(216) 875-7776

Signature Health

1400 W 25th St

(216) 831-6466

AOD/SUBSTANCE ABUSE

Recovery Resources

4269 Pearl Rd

(216) 431-4131

ADAMHS Board of Cuyahoga County

2012 W. 25th St

(216) 241-3400

Stella Maris

1320 Washington Ave

(216) 781-0550

EMPLOYMENT/TRAINING

Cuyahoga Job and Family Services
4261 Fulton Pkwy
(216) 635-2918