

Third 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 Third District neighborhoods/cultures to improve community engagement and collaborative problem-solving.

REFERENCES

Asiatown Cleveland: <https://www.asiatowncleveland.org/about/>

Asian Services in Action: [ASIA – Asian Services in Action \(asiaohio.org\)](http://asiaohio.org)

The Encyclopedia of Cleveland History, Asiatown, <https://case.edu/ech/articles/a/asiatown>

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>

ST. CLAIR-SUPERIOR NEIGHBORHOOD, <https://case.edu/ech/articles/s/st-clair-superior-neighborhood>

The Phillis Wheatley Association, <https://philliswheatley.squarespace.com/ourhistory>
Hane Edna Hunter, <https://case.edu/ech/articles/h/hunter-jane-edna-harris>

Goodrich-Kirtland, <https://case.edu/ech/articles/g/goodrich-kirtland>

Central (Neighborhood), <https://case.edu/ech/articles/c/central-neighborhood>

Malt Performing Arts Center, About the Center, <https://case.edu/maltzcenter/about-center>

United Black Fund of Greater Cleveland Inc., <https://www.unitedblackfund.org/about>

Latoya Logan, CCPC, Bureau of Community Relations, Third District Community Engagement Officers and Training Coordinator

The Cleveland African American Museum, https://aamccleveland.wixsite.com/aamc/about_us

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.
6. observing or conducting the training.

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 topics relevant to the African American community.
7. Learn topics relevant to Asian American communities.
8. Learn topics relevant to the Homeless community.
9. Learn topics relevant to the LGBTQ community.
10. Learn topics relevant to Third District Neighborhoods.
11. Learn topics relevant to situational awareness.
12. 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. In addition to procedural justice and bias awareness, it is vital to increase our knowledge of the communities that we serve. 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 converse 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 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.

D. Ethnicity

SPO # 4 PPT #9

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. 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

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, 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

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

PPT #12

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

4. Many refugees live in the First District area.
5. Things that are true for one community may differ drastically from another.
6. This training cannot provide in-depth education on each community.
7. 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.
8. The information contained in this training should be used to enhance your approach to CPOP.
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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 challenge 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

SPO # 6

PPT #15

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

SPO # 7 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. 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.

5. At the Mayor's request, the National Guard moved into Hough on the morning of the 20th to restore order, and he also orders the closing of all bars and taverns.
6. During the riots, four people were killed, about 30 were injured, close to 300 were arrested, and approx. Two hundred forty fires were reported.
7. 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.
8. Urban League of Greater Cleveland (2930 Prospect)
 - a. The Urban League of Greater Cleveland (ULGC), a community-based nonprofit organization, was established in 1917 in response to the needs of families migrating from the South to urban cities in the North.
 - b. Leveraging its assets as an advocate and service provider, the ULGC helped mitigate housing discrimination issues, limited access to employment, quality education, and poor landlord-tenant relations.
9. 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.
 - 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

PPT #17

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

SPO # 8

10. 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:

11. 2014 the DOJ investigated the CDP at the request of Mayor Frank Jackson due to events involving CDP's alleged use of excessive force
12. 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.
13. 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.
14. Our responsibility is to engage in practices geared towards understanding civilian's concerns about police and race without feeling personally attacked.
15. In recent years, the CDP has made significant strides towards

PPT #18

SPO # 10

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. Asian American Community

PPT #19

1. According to the 2010 Census, about half of the documented Asian-American Population in Cleveland has limited English proficiency.
2. There are more than a dozen different immigrant groups. The largest are Chinese, Filipino, Korean, and Vietnamese Americans.
3. Members of the Asian-American community do not trust police often due to bad law enforcement experiences in their own countries.
4. Due to bad experiences, children are often taught to fear the police.
5. Threats of calling the police can be used to control misbehaving children to force submission.
6. Issues with Police
 - a. Distrust
 - b. Racial bias
 - c. Slow response times
 - d. "Catch-All" to problems
 - e. No compassion
 - f. Disrespectful
 - g. News events past and present
7. A large portion of the Asian community lives and migrates to the "Asia Town" area (E. 30th and Payne to E. 40th and Hamilton).
 - a. A business and residential community.
 - b. As early as 1860, Chinese Americans were some of the first in

PPT #20

- this community to migrate to Cleveland amid anti-immigrant hostility from the West Coast.
- c. Throughout the 20th century, instability from their home countries and seeking economic opportunities sparked Korean and Vietnamese Americans' influx to Asiatown.
 - d. The Asian community is comprised of many different languages, dialects, and religions.
8. The following organizations are available in the city.
- a. Asian Services in Action, Inc.
3631 Perkins Avenue, Cleveland, OH 44114
216-881-0330
<https://www.asiaohio.org>
 - b. ASIA-ICHHC
International Community Health Center
2999 Payne Avenue, Cleveland, OH 44114
(216) 361-1223
<https://www.asiaohio.org/ichc>
 - c. Organization of Chinese Americans (OCA)
2999 Payne Avenue,
Cleveland, OH 44114
<https://ocagc.org>

H. Homeless Community

PPT #21

- 1. Lutheran Metropolitan Ministry, a men's shelter at 2100 Lakeside, is the largest in Ohio.
 - a. Provide services to increase resident's self-sufficiency.
 - b. Assist by finding appropriate housing as soon as possible to help residents obtain job training.
 - c. Assist returning citizens with housing.
- 2. Norma Herr Women's Center is at 2227 Payne Ave.
 - a. It is a haven for women and children.
 - b. Norma Herr was a piano prodigy; she was a wife and mother before schizophrenia left her homeless.

- c. Longest term resident of the shelter, the center later named after her.
- d. The shelter strives to empower women to receive services to overcome homelessness, trauma, physical abuse, and substance abuse.
- e. Re-establish self-sufficiency and independence in our community.

I. LGBTQ Community

PPT #22

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. To build better relationships

- a. Being an Ally
- b. Be open-minded; approach new situations as an opportunity to learn
- c. Listen to the individual
- d. Do not assume a person's sexual orientation and or gender identity.
- e. With courtesy and professionalism, respectfully treat individuals in a manner appropriate to the individual's gender identity/expression.
- f. 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.

- g. When the individual requests, address the person by their preferred/chosen name rather than the name on their government-issued identification.
- h. 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.
- i. A GPO establishing Division guidelines for interaction with transgender, intersex, and gender non-conforming individuals is forthcoming.

J. Third District Neighborhoods

PPT #23

1. Hough

- a. The Cleveland African American Museum (1765 Crawford)
 - i. The African American Museum of Cleveland, founded in 1953 by Icabod Flewellen, is the first independent African American museum in the Americas.
 - ii. Its mission is to store, share, and educate the public on contributions made to the world by people of African descent.
 - iii. The African American Museum has served as an institution that has provided cultural awareness, education about Black history, and community events, in addition to a collection of artifacts that represent a holistic view of the African diasporic experience.

b. League Park: (66th and Lexington)

SPO # 11

- i. League Park opened on May 1, 1891.
- ii. The park remained the home of Cleveland's professional baseball and football teams until 1946.
- iii. With the park as home field, the Cleveland Buckeyes won the Negro World Series in 1945.

2. Fairfax

PPT #24

a. Karamu House (2355 E. 89th)

- i. Karamu House Inc. was established in 1915 as the Playhouse Settlement, one of Cleveland's many settlement houses for migrant and immigrant communities. Originally located at 2239 East 38th Street, the Playhouse Settlement offered children's theater and other social, recreational, and educational activities.
- ii. In 1924, educator and Gilpin Player Hazel Mountain Walker named the theater "Karamu," a Kiswahili term for "place of joyful gathering." After a fire in 1939, the new theater and institution opened a new facility at East 89th and Quincy Avenue.

b. In 2010, nearly 5,000 people lived in this area. Since then, the population has grown.

c. This area is primarily comprised of African American Residents.

SPO # 12

d. The neighborhood is named after Florence Bundy Fairfax, a graduate of CWRU and became the first African American Female Superintendent of the Division of Parks and Recreation.

3. St. Clair/Superior

PPT #25

a. At the turn of the 19th century, Lithuanians, Italians, Germans, and Croatians moved to the St. Clair-Superior area. Slovenes, however, were the dominant ethnic group. As a result, by the early 1900s, Cleveland had the largest Slovene settlement in the U.S., retaining that status into the 1990s.

b. St. Vitus Church opened its doors on Dana St. (now E. 61st St.) and soon was hosting more congregants than almost any Slovenian church in the U.S.

c. The Slovenian National Home opened in 1924, providing a hub for fraternal, political, social, cultural, and sports activities. It is among the largest and most important social and cultural centers for Slovenian Americans.

d. On Friday, October 20, 1944, a natural gas leak at the East

Ohio Gas Co. caused an explosion and subsequent fire that killed 130 people, mostly company employees. More than one square mile between E. 55th St. and E. 67th St. was virtually leveled.

- e. Until the 1990s, most residents in the St. Clair-Superior neighborhood were still Eastern European Caucasians. However, by 2014, 79 percent of neighborhood residents were African American, 13 percent were white, and 5 percent were Hispanic.

4. Goodrich/Kirkland Park

PPT #26

- a. Encompasses “Asian Town” and Kirkland Park
- b. Goodrich-Gannett Neighborhood Center
 - i. Since 1914, Goodrich-Kirtland has been home to the Goodrich-Gannett Neighborhood Center.
 - ii. It was a settlement house that Goodrich organized street associations and clubs while also offering classes and workshops for arts and crafts, cooking, sewing, gymnastics, and other activities.
 - iii. First served Germans and Irish, then East Europeans, and finally Appalachian whites and African Americans. As of 2010, the center continued to offer social services for the community.
- c. Jane Edna Hunter
 - i. A prominent African-American social worker who founded the Phillis Wheatly Association
 - ii. She graduated in 1905 as a trained nurse from Hampton Institute, VA, and came to Cleveland, serving in various nursing jobs.
 - iii. Organized the Working Girls Association in 1911 to provide safe living quarters for unmarried African-American women and girls who needed a place of residence. Later that year, the name changed to the Phillis Wheatley Association. Nine similar institutions modeled the association throughout the United States.
 - iv. Today, the Department of Children and Family Services is housed in the building named after her at 3955 Euclid Ave.

5. Central

PPT #27

- a. Central is a Cleveland neighborhood located roughly between Euclid Avenue to the North, Woodland Avenue to the South, and East 71th to the east, and East 22th to the west.
- b. The neighborhood is named after Central Avenue (once Garden) that runs through its center.
- c. Although Central's population in 2000 was over 90 percent African American, the neighborhood once housed the city's largest population of Jewish Americans. In addition, it was home to an ethnic cluster of Hungarians, Germans, and Czechs.
- d. Phillis Wheatley Association (4450 Cedar)
 - i. During the 1930s, it was referred to as the Black YWCA” and was a meeting place for leaders in the African American community.
 - ii. Offered a gathering place for social events, provided music and dance lessons, and provided daycare for working families.
 - iii. In 1967, it became a neighborhood center in response to community needs.

6. University

PPT #28

- a. The formal and informal boundaries are quite different. For example, as a Statistical Planning Area (SPA) identified by the Cleveland Planning Commission, “Wade Park and Ashbury Aves bound university” (not University Circle). Thus, on the North, E. 105th St. on the west, Overlook Rd. and E. 123rd St. on the east, and Quincy and Mt. Overlook Aves. on the South. By contrast, the area known as University Circle is a subset of the University neighborhood.
- b. It is one of the densest concentrations of cultural, educational, religious, and social service institutions worldwide.
- c. The Milton and Maltz-Performing Arts Center
 - i. For 90 years, The Temple – Tifereth Israel has been the home of one of the nation’s most significant and most dynamic Reform Jewish congregations.
 - ii. One of only a few projects of its kind in the country, the

Maltz Performing Arts Center was created through a historic partnership between Case Western Reserve University and The Temple – Tifereth Israel.

- iii. The Milton and Tamar Maltz Performing Arts Center at The Temple – Tifereth Israel has become a place for a diverse selection of music, lectures, and various cultural enrichment opportunities.

K. Situational Awareness

PPT #29

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. Recently, there has been an uptick in violence directed towards members of the Asian/Pacific Island community.
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 specific communities (Returning Citizens, Limited English, Immigrants, Refugees, seniors, Shelters, Youth, etc.).

L. Building Relationships

PPT #30

1. Remember, this training's overall goal 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?
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
11. Provide information about community resources such as Community Development Corporations (CDC), Resettlement Agencies, and the Hope Center.
12. Be an Ally

PPT #31

PPT #32

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

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

Birthing Beautiful Communities

1921 East 66th

Cleveland, Ohio 44103

(216) 307-1538, www.birthingbeautiful.org

Services: 24 Hour Support Hotline, Labor Support Groups, Life and Goal Planning, Childbirth and Parenting Education, Other Support Groups

Hours: Monday, Tuesday, Wednesday, Friday: 10 am to 5 pm

Thursday: 12 pm to 8 pm

Friendly Inn

2386 Unwin Rd, Cleveland, OH 44104

(216) 431-7656, www.Friendlyinn.org

Services: Crisis Intervention, Food Bank, Computer Lab, Shoes and Clothes, Foster/Adoptive Parent Support Group, FAST (Families and Schools Together), Ohio Benefit Bank, GAD, Community Dinner, Hunger Center

CHN Housing Partners

2999 Payne Ave

(216) 574-7100, www.chnhousingpartners.org

Services: Taxes, Financial and Home Buying Classes, Weatherization, Foreclosure, and Eviction Prevention, Utility Payments

Hours: Mon - Fri: 8:30 AM - 5 PM

Boys and Girls Club, Kennedy

2561 East 59th St

(216) 881-4636

Hours: Monday-Friday: 2:30-6:30 p.m.

Saturday: 12:00-4:00 p.m.

Care Alliance

1530 St Clair Ave

(216) 781-6228

Services: Permanent Supportive Housing; Medical case management; referrals to specialty services; public housing; homelessness

Hours: 7:30am-4pm

Masjidul Warith Deen & Community Outreach Center

7301 Superior Ave

(216) 431-1992

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

Cleveland UMADAOP

1215 E 79th

(216) 362-3040

Services: Boys Club; Girls Club; Minority Youth Leadership Council

Centers for Families & Children - Euclid

4400 Euclid Ave

(216) 431-5800

Fairfax Neighborhood Family Service Center

8111 Quincy Ave

(216) 391-5027

Hours: Monday-Friday 8-4:30

PNC Fairfax Connection

8220 Carnegie Ave

(216) 391-4677

Hours: Monday 10-4, Tuesday 12-7, Wednesday 12-7, Thursday 10-5, Friday 10-4, Saturday
10-2

SCHOOLS

East Technical High School

2439 E 55th St

(216) 571-0513

Citizens Academy

9711 Lamont Ave

(216) 229-8185

Martin Luther King Jr High School

1651 East 71st

(216) 838-9350

Invictus High School

3122 Euclid Ave

(216) 539-7200

Jane Addams Business Careers High School

2373 E 30th St

(216) 623-8900

Stepstone Academy

2121 E 32nd St

(877) 644-6338

Marion Sterling

3033 Central Ave

(216) 621-0612

Alfred A. Benesch

5393 Quincy Ave

(216) 431-4410

Dike School of the Arts

2501 East 61st St

(216) 838-9150

George Washington Carver

5393 Quincy Ave
(216) 838-1450

Law Municipal Careers @ MLK
1651 E 71st
(216) 431-6858

Health Careers Center High School
1651 E 71st
(216) 838-9350

Arts Academy Cleveland
1881 E 71st
(216) 344-9191

Campus International School
2160 Payne Ave
(216) 838-8000

George Washington Carver
2200 E 55th St
(216) 838-1450

Case Elementary School
4050 Superior Ave
(216) 838-1350

Fairfax Elementary
4042, 3150 Fairfax Rd, Cleveland Heights, OH 44118
(216) 371-7480

Bolton Elementary School
9803 Quebec Ave
(216) 838-1200

St Adalbert Catholic School
2345 E 83rd St
(216) 881-6238

John Hay Campus High School
2075 Stokes Blvd
(216) 838-8250

Cleveland Arts & Social Sciences Academy
3752, 10701 Shaker Blvd
(216) 229-3000

LIBRARIES

CPL- Sterling

2200 East 30th Street
(216) 623-7074

CPL- Woodland

5806 Woodland Avenue
(216) 623-7109

CPL- Rice Branch

11535 Shaker Blvd
(216) 623-7046

CPL - Hough

1566 Crawford Road
(216) 623-6997

FAITH-BASED

Cleveland Victory Church of Nazarene

1632 E 55th St
(216) 881-3115

University Circle United Methodist Church

1919 E 107th ST
(216) 421-1200

Mt. Hermon Baptist Church

2516 E 40th St
(216) 361-7272

St. Philip's Christian Church

2303 E 30th St
(216) 771-6886

Friendship Baptist Church

5600 Central Ave
(216) 361-0907

Masjid Bilal of Cleveland

7401 Euclid

Pilgrim Baptist Church

2352 E 40th St
(216) 881-7513

Pentecostal Tabernacle United Holy Church

6411 Quincy Ave
(216) 431-0474

Shiloh Baptist Church

5500 Scovill Ave
(216) 881-7337

Triedstone Baptist Church

3782 Community College Ave
(216) 881-1087

Uqbah Mosque Foundation

2222 Stokes Blvd
(216) 791-8411

Faith Baptist Community Church and Center

2355 East 55th Street
(216) 881-8816

Saint Timothy Missionary Baptist Church

7101 Carnegie Ave
(216) 391-0064

Salaam Cleveland

1925 St. Clair
(216) 309-0304

Immaculate Conception Roman Catholic Church

4129 Superior Ave
(216) 431-5942

North Presbyterian Church

4001 Superior Ave

St. Paul Croatian Church

1369 E. 40th
(216) 431-1895

Mount Gillion Baptist Church

7025 Cedar Ave
(216) 431-4130

St. Agnes-Our Lady of Fatima

6800 Lexington Ave
(216) 391-1655

Bethel Seventh-day Adventist

1443 Addison Rd
(216) 432-0478

Second Ebenezer Missionary Baptist Church

1881 E 71st St
(216) 391-2100

Olivet Institutional Baptist Church

8712 Quincy Ave
(216) 721-3585

Emmanuel Baptist Church

7901 Quincy Ave
(216) 432-2212

First Bethel Missionary Baptist Church

6518 Quincy Ave
(216) 361-3433

Allen Temple AME Church

7701 Quincy Ave
(216) 881-0267

Green Grove Baptist Church

7415 Quincy Ave

Deliverance Overcoming Church

7201 Quincy Ave
(216) 391-7289

Antioch Baptist Church

8869 Cedar Ave
(216) 421-1516

St Adalbert Church

2347 E 83rd St
(216) 881-6250

Calvary Hill Baptist Church

2171 E. 103rd Street

(216) 791-1769

Calvary Presbyterian Church

2020 E. 79th St.

(216) 391-8448

Christ-Centered Missionary Baptist

2198 E. 105th St.

(216) 791-8869

Lily Baptist Church

10714 Cedar Ave

(216) 795-0669

Live Ministries Church of Recovery

8106 Cedar Ave.

St. Johns Baptist Church

2300 E. 100th Street

(216) 421-1034

United House of Prayer

8700 Cedar Ave.

(216) 229-6971

FOOD/PANTRIES

Faith Baptist Community Center

2355 E 55th St

(216) 881-8816

Wednesdays 11:30 am-1 pm

Cleveland Victory Church of Nazarene

1632 E 55th St

Thursdays 5:30-6:30 pm

Woodland Hunger Center

6001 Woodland Ave

Fridays 10-1

North Presbyterian Church

4001 Superior Ave

(216) 431-3726

Hours: 5:00-6:00 pm last two Thursdays of month

Catholic Charities at Fatima Family Center

6600 Lexington Ave
(216) 391-0505

Food Pantry: Tues. & Thurs. 10:00 am-1:00 pm; must set up through 211 and bring photo ID.
Hot Meal: breakfast 8:00am-9:00am; lunch 12:00pm-1:00p

Catholic Charities at Bishop William M. Cosgrove Center

1736 Superior Ave
(216) 781-8262

Food Pantry: M-F 2:30 pm-3:30 pm; must set up through 211 and bring photo ID.
Hot Meal: breakfast 8:00am-9:00am; lunch 12:00pm-1:00pm

Saint Timothy Missionary Baptist Church

7101 Carnegie Ave
(216) 391-0064

Last Friday and Thursday of the month 10:00 am-2:00 pm

Second Ebenezer Missionary Baptist Church

1881 E 71st St
(216) 391-2100

2nd and 4th Saturday of each month, 10:00 am-12:00

Trinity Cathedral

2230 Euclid Ave
Lunch Sundays 12-1 pm

St James AME Church

8401 Cedar Ave
(216) 231-3562

Hours: 3rd Friday of the month 12 pm-2:30 pm

East Mount Zion Baptist Church

9990 Euclid Ave
(216) 231-0284

Must register in advance.

Olivet Institutional Baptist Church

8712 Quincy Ave
(216) 721-3585

Distribution on the 2nd and 4th Thursday of the month from 10 am-12 pm

Second Ebenezer Missionary Baptist Church

1881 E. 71st St
(216) 391-2100

Hours: 2nd and 4th Saturday of the month from 10 am-12 pm

CLOTHING/FURNITURE

Dress for Success Cleveland

2239 East 55th St

(216) 391-2301, www.cleveland.dressforsuccess.org

Monday-Friday 8:00am-4:00pm

Salvation Army

2507 E 22nd St

(216) 861-8185

Faith Baptist Community Center

2355 E 55th St

(216) 881-8816

Services: Clothing for children and adults

Bishop Cosgrove Center

1736 Superior Ave.

(216) 781-8262

The City Mission

5310 Carnegie Ave

(216) 431-3501

The Salvation Army

4005 Euclid Avenue

(216) 881-2625

HEALTH

Care Alliance- Central Neighborhood Clinic

2916 Central Avenue

(216) 535-9100

Services: Primary care, prevention, OB/GYN and women's health, pediatrics services,
dental, behavioral services

Hours: 8:00am- 4:30pm, Monday-Friday

Care Alliance- St. Clair Clinic

1530 Saint Clair Ave NE

(216) 781-6228

Extended hours for Dental services

Hours: 8:00am- 4:30pm, Monday-Friday

Faith Baptist Community Center

2355 E 55th St
(216) 881-8816, appointments encouraged
<http://freehope.org/>
Clinic: Thurs all day, Sat morning

Faith Baptist Wellness Center
2355 E 55th
(216) 881-8816

Circle Health Services
12201 Euclid Ave
(216) 721-4010

Cleveland Clinic - Langston Hughes Community Health & Education Center
2390 E 79th St
(216) 361-1773 or (216) 445-2009
Hours: Monday-Friday 10am-5pm
Services: CCCHEC offers physicals, health screenings, and education and prevention services to area residents.

UH, Otis Moss Jr. Health Center
8819 Quincy Avenue
Facility: (216) 721-2177 Make an Appointment: 1-866-UH4-CARE (216-844-2273)
Walk-in clinic 7 am – 7 pm

Cleveland Clinic Main Campus
1901-1989 E 90th St
(216) 444-2200

Planned Parenthood/Cleveland Health Center
7997 Euclid Ave
(216) 851-1880

MENTAL HEALTH

St. Vincent Charity Psychiatric ER
2351 East 22nd St
(261) 363-2538
Services: Crisis center for mental health emergencies
Open 24 hours

Ohio Guidestone
3500 Carnegie Ave
(440) 260-8300
Services: Counseling, Early childhood, and Family services

Murtis Taylor, Multi-Service Center

3010 Project Ave

(216) 283-4400

Services: Youth Development, Family Support, Counseling

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

Moore Counseling & Mediation Services

3622 Prospect Ave

(216) 344-4080

Services: Drug-free safety programming, behavioral health, women's center, substance abuse
Hours: M-F 9:00am-5:00pm

Fatima Family Center

6600 Lexington Avenue

(216) 391-0505

Services: Afterschool programming, senior programming, adoption & foster care, child care & education, DV/Child abuse & neglect, employment & training, marriage & family ministry, substance abuse, Disability services, behavioral health.

The Centers for Families & Children

4500 Euclid Ave

(216) 241-3273

Services: Primary care, dental care, behavioral health, pharmacy services, and medication management, addiction, and substance abuse treatment, HIV/AIDs prevention and support services, trauma recovery services, nutrition education, and access to healthy food.

Hours: Mon-Fri 9am-5pm

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

Catholic Charities

3135 Euclid Avenue

(216) 391-2030

Services: Provides behavioral health and addictions services, and integrated health and nutrition

Hours: Mon-Fri 9am-5pm

Cleveland Clinic Psychiatry
9500 Euclid Ave P57
(216) 363-5860

Magnolia Clubhouse
11101 Magnolia Dr
(216) 721-3030

Services: Resource that supports men and women with mental illness to increase social skills, find employment or continue their education

AOD/SUBSTANCE ABUSE

Act on Addiction
Central Neighborhood Clinic
2916 Central Ave
(216) 535-9100

Community Action Against Addiction
5209 Euclid Ave
(216) 881-0765

St. Vincent Charity Medical Center, Rosary Hall
2351 East 22nd St
(216) 363-2580

University Hospitals - AOD
10524 Euclid Ave
(216) 983-3066

Hitchcock Center for Women
1227 Ansel Rd
(216) 421-0662

Free Clinic of Greater Cleveland
12201 Euclid Ave
(216) 721-4010

EMPLOYMENT/TRAINING

Faith Baptist Community Center
2355 E 55th St
(216) 881-8816

Services: Employment Readiness Training, Literacy Classes

Housing Center

2728 Euclid Ave, Ste 200

(216) 361-9240

Services: Assistance to victims of housing discrimination

All About People

3740 Euclid Ave

(216) 239-1424

Hours: 9am-5pm

Ohio Means Jobs

1910 Carnegie Ave

(216) 777-8200

Hours: 8am-5pm

Cuyahoga Employment & Training

1641 Payne Ave

(216) 987-7000

Fairfax Renaissance Development Corporation

8111 Quincy Ave. Suite 100

(216) 361-8400

Open Monday-Friday 8:30am-5pm

Cuyahoga County Workforce Development

8111 Quincy Ave # 262

(216) 391-5848

Open Monday-Friday 8:30am-5pm