

# EXHIBIT A



# Ideas in Focus

Cleveland Police Monitoring Team  
Community Focus Groups

May 2017

Insightful Strategies. Impactful Ideas.



## Contents

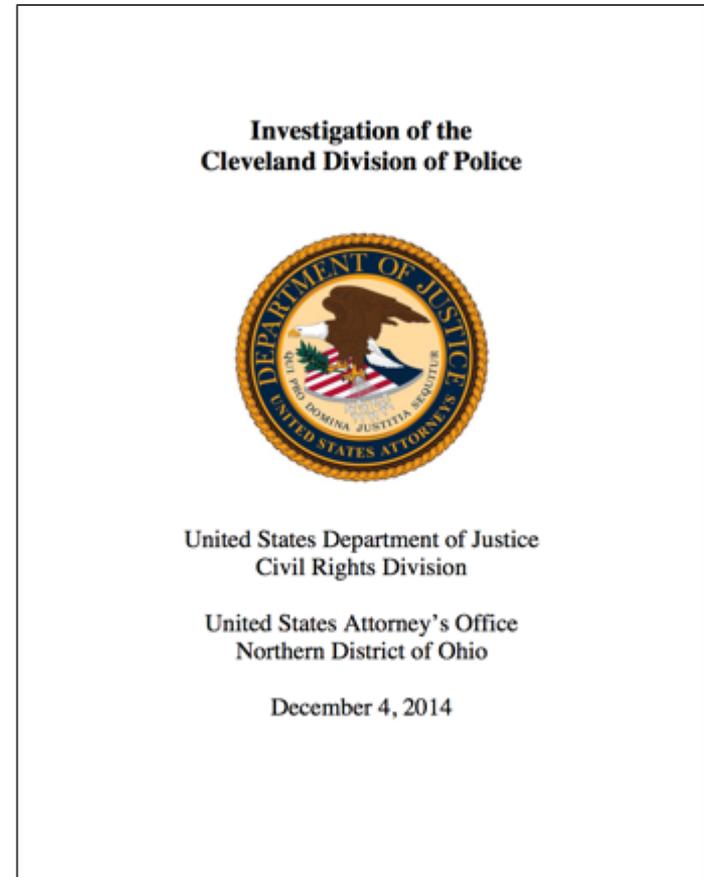
|                                |    |
|--------------------------------|----|
| Background                     | 3  |
| Forming Groups                 | 8  |
| Topics & Introduction          | 19 |
| Key Learnings                  | 21 |
| Police Presence                | 22 |
| Interactions                   | 38 |
| Community Policing & Knowledge | 48 |
| Relationships                  | 54 |
| Misconduct & Accountability    | 58 |
| Conclusions                    | 64 |
| Appendix                       | 73 |



## Background

Following an investigation in 2014, the U.S. Department of Justice found that there was reasonable cause to believe that there was a pattern and practice of excessive force in Cleveland that violated the U.S. Constitution and federal law. The City of Cleveland and DOJ entered into an agreement that requires the Cleveland Division of Police to make a number of fundamental changes to its policies, practices, procedures, training, use of data, and more.

Chief Judge of the Northern District of Ohio Solomon Oliver, Jr. oversees and enforces the Cleveland Consent Decree to ensure that the City of Cleveland and CPD do what they must under the Decree. On October 1, 2015, Matthew Barge was appointed to serve as Judge Oliver's agent and the Monitor to oversee the implementation of the Decree. Mr. Barge's team includes experts with backgrounds in law enforcement, psychology, social science, law, organizational change, technology, data, and measurement.





## Objective

Assist the Court appointed Monitor in Cleveland in assessing the perceptions of the Cleveland community with particular focus around the emphasis areas of the United States Department of Justice Settlement Agreement (use of force and bias free policing)

**Cleveland  
Police  
Monitoring  
Team**

Lutheran Metropolitan Ministry  
4515 Superior Avenue, First Floor  
Division of Police  
1300 Ontario St., Fourth Floor  
info@clevelandpolicemonitor.com

**Call for Proposals for Survey Firm for  
Cleveland Ohio Community Focus Groups**

Seeking a polling/survey/research firm that can assist the Court appointed Monitor in Cleveland in assessing the perceptions of the Cleveland community and in particular around the emphasis areas of the [United States Department of Justice Settlement Agreement](#) (use of force and bias free policing). The firm will: 1) assist in the design of a method for sampling members of Cleveland's diverse community using a number of focus groups, 2) design the focus groups, 3) recruit participants, 4) conduct four to six focus groups and 5) provide detailed analysis in a report.

We need to reach a diverse group of residents, possibly oversampling certain demographic and age groups. You will be asked to describe the methods you would employ to reach diverse demographic groups based on publicly accessible information about those who live in Cleveland. The results of the focus groups will supplement an already completed community survey of about 1600 residents.

The firm should be able to demonstrate an ability to conduct the following assessments using focus groups and possess the capacity referenced:

1. Community perceptions of the police overall
2. Responders' experiences with the police
3. Community perceptions of police with respect to use of force:
  - a. Is the experience personal, based on direct experience or reputation?
  - b. What knowledge does the community have about how the Division of Police follows up after a use a force incident?
  - c. What is the follow up experience of community members?
4. Community perceptions of:
  - a. The CPD with regard to bias-free policing
  - b. The CPD with regard to community policing
  - c. Policing generally speaking with regard to neighborhood service, responsiveness, and effectiveness
  - d. Public safety citywide and in their specific neighborhoods
5. Specific measurements of police/community interactions—in particular the quality of police interactions based on personal interactions or based on what they have heard from a third party
6. Understanding the quality and experience of those interactions; overall approval/disapproval of how the police handled their situations; as well as measuring incidence of a variety of other possible outcomes of the stop (use of excessive force, experience with respectful language or behavior, clear understanding of the reason for encounter, use of inappropriate language such as racial slurs or foul language)

1



## Scope and methodology

- Assist in the design of a method for sampling members of Cleveland’s diverse community using a number of focus groups
- Design the focus groups
- Develop group participant profiles
- Write the recruiting screening guide
- Develop topical discussion guide(s)
- Develop and activate a focus group participant recruiting strategy
- Conduct six focus groups
- Provide detailed insights via a project report

## Qualitative research caveat

Focus group research is inherently qualitative in nature. Focus groups are an excellent tool for identifying underlying themes and assessing the “why” behind people’s feelings, beliefs and perceptions.

The responses of participants represent their **perceptions** which may or may not represent the actual facts. Because they are qualitative, these findings are not statistical (quantitative) or predictive. These findings are being reported accurately and honestly, but should be considered directional in nature.



## Clarifications

- Discussions centered on the Cleveland Division of Police and relevant neighborhood(s)
- CDP, CMHA police, RTA police and Highway Patrol were all part of the conversation
- Participants were asked to specify whom they were talking about, dealing with and where
- Commentary and comparisons to police in other areas have been excluded from this report
- Focus group findings and report insights are only relevant to CDP
- Quotes and verbatims used in this report are in the original language. In order to present an accurate portrayal, corrections have not been made to the wording or sentence structure





## Immersion & discovery

- Study the DOJ Findings (published Dec. 4, 2014)
- Conduct detailed review of the Settlement Agreement
- Analyze the 2016 Cleveland Community Survey
  - “Public Perceptions of Safety and Policing,” June, 2014
- Conduct detailed review of Cleveland Police Monitoring Team
  - “First Semiannual Report, June 2016”
- Conduct secondary research to explore/understand
  - Dynamics of Cleveland’s neighborhoods
  - Cleveland high crime neighborhoods (*basic* understanding)
  - Neighborhood demographic profiles
  - Reports on police incidents (publically available articles, reports)
  - CDP personnel, equipment and technology needs (publically available articles, reports)
  - Police use of force
- Participate in calls and meetings with Monitoring Team
- Attend Community Policing Planning Meeting (April 19, 2017)



## Forming the groups: Step 1

Focus group conversations work best when participants within a group share something in common. Having something in common makes it so every person can contribute to the conversation, but we must also achieve a reasonable mix of demographic, attitudinal, and behavioral attributes within groups. The common linkage for focus group participants could be almost anything from a personal belief or attitude, use of a product or service, age, gender, occupation, or a demographic attribute (as a few examples) depending on the topic being discussed and explored.

We needed to design focus groups with a mix of participants who were residents of the city of Cleveland, and lived within the Cleveland Division of Police coverage area. In this case, we recommended that the common linkage between focus group participants be the **neighborhood** where they live/stay.

Again, our goal was to objectively assess the perceptions of the Cleveland community with particular focus around the emphasis areas of the Consent Decree. Ideally, we would have conducted a focus group with residents from every precinct, but that was not feasible in terms of time or budget. The final scope included 6 focus groups.

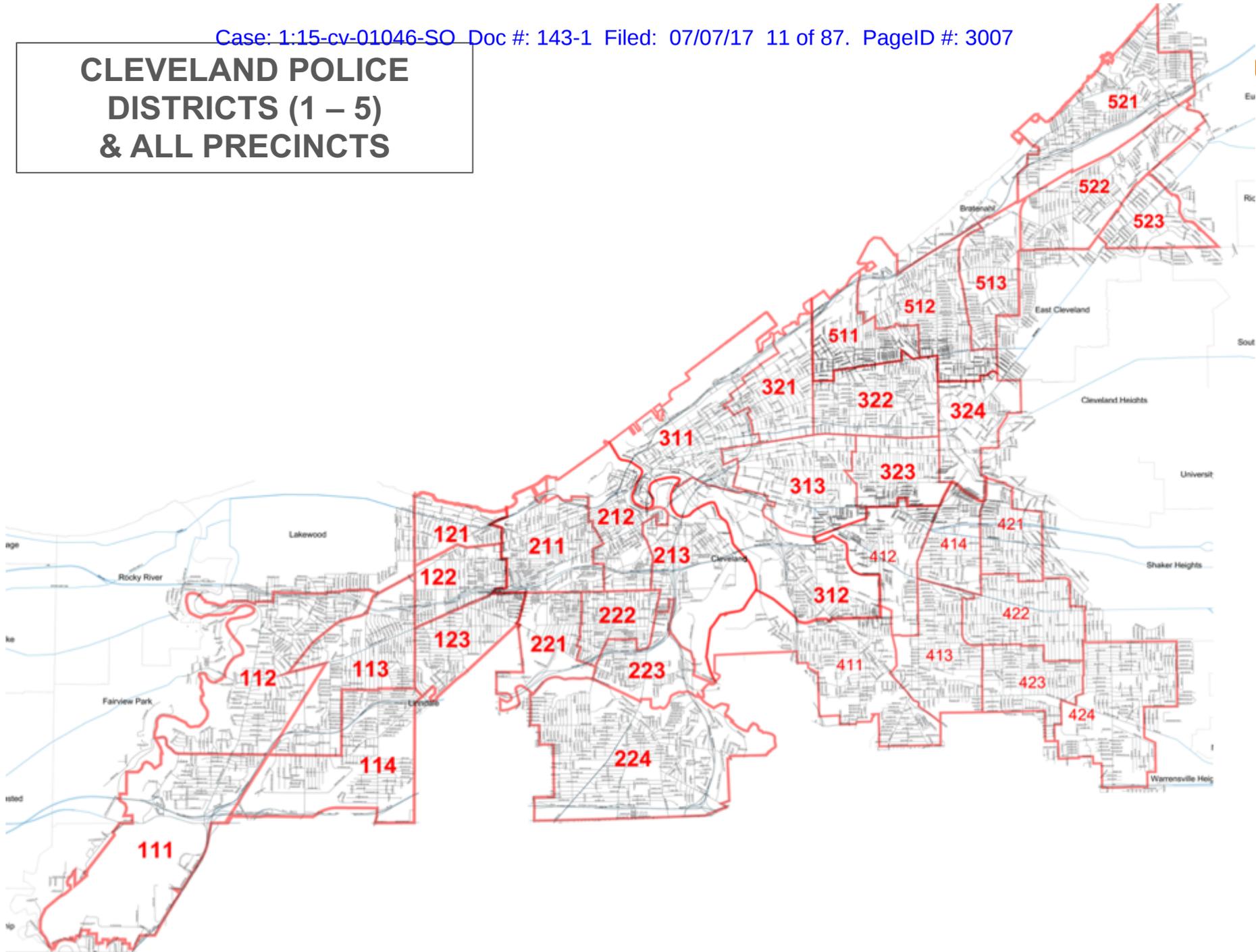


## Choosing 6 neighborhoods

- Review CDP District and Precinct maps
- Apply understanding of neighborhood resident demographics
- Apply understanding of high crime areas
- Overlay locations of past high profile use of force incidents
- Apply basic understanding of police “high contact” neighborhoods (based on public data and anecdotal)
- Identify a mix of neighborhoods that are generally representative of Cleveland
- Consider East – West balance
- Include at least 1 neighborhood from each CDP District
- One focus group to be comprised of people from Cleveland’s Hispanic community (conducted in Spanish)
- One focus group to be comprised of young adults (age 18 – 30)



# CLEVELAND POLICE DISTRICTS (1 – 5) & ALL PRECINCTS

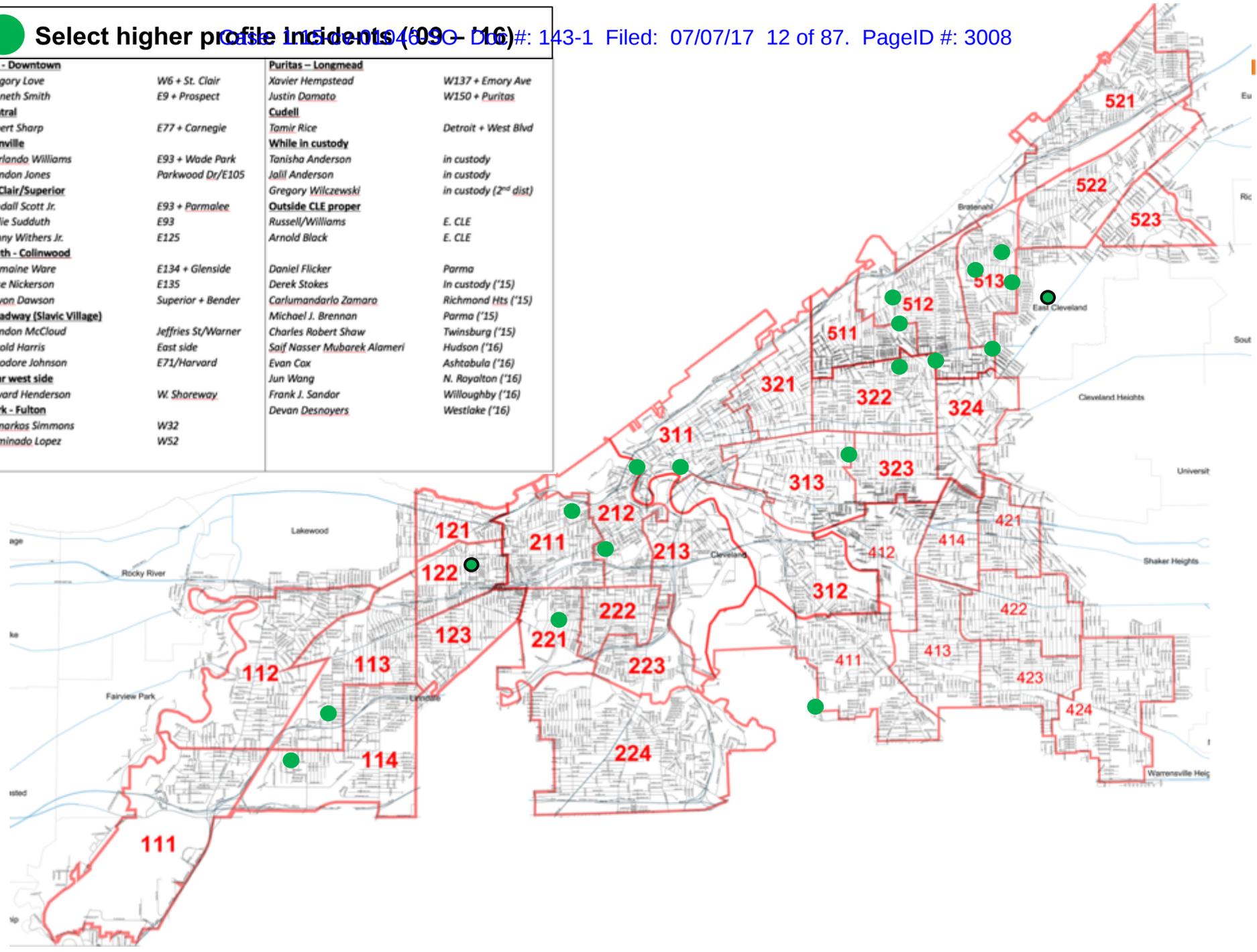




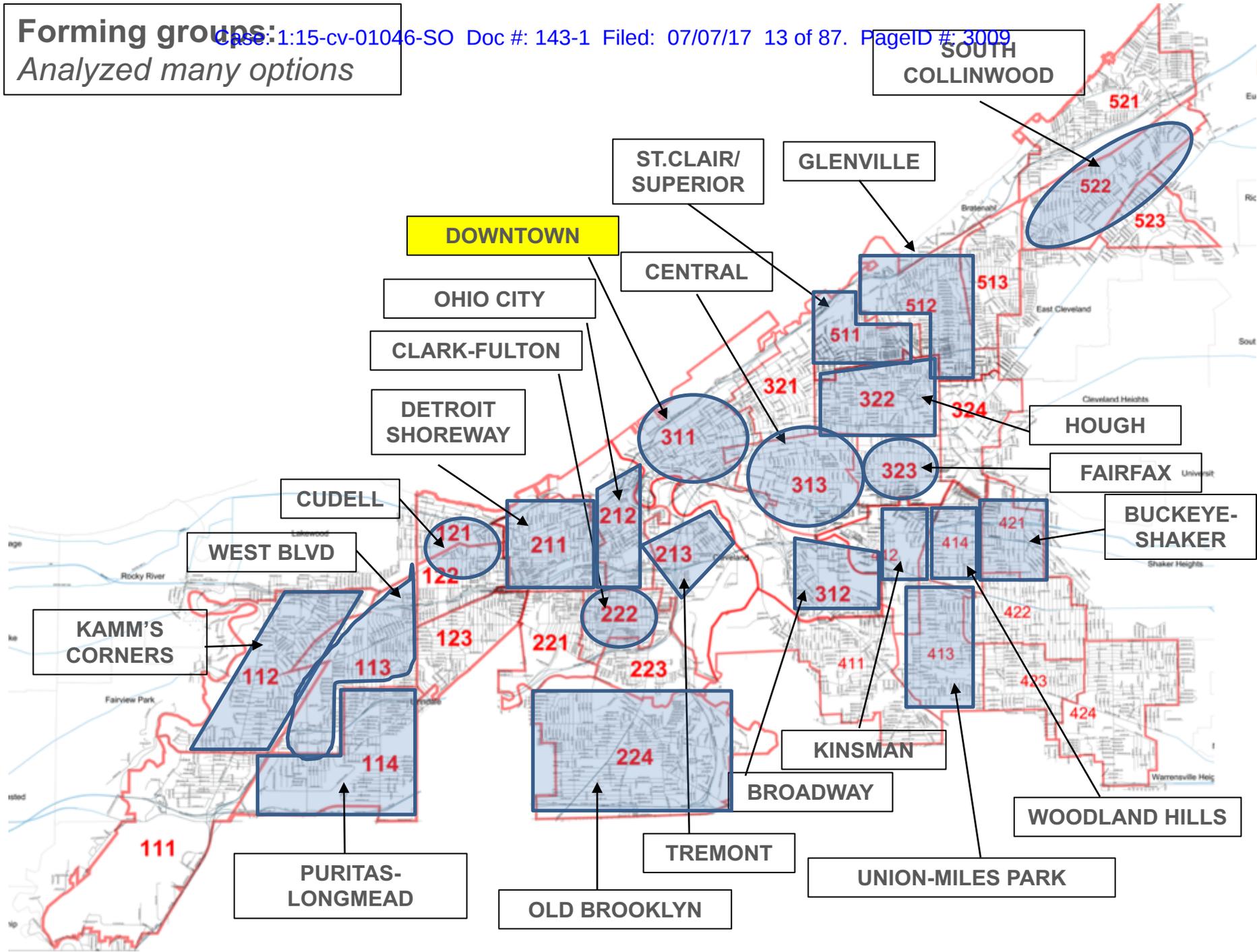
# Select higher profile incidents (09-16)

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|                                  |                    |                             |                                   |
|----------------------------------|--------------------|-----------------------------|-----------------------------------|
| <b>CLE - Downtown</b>            |                    | <b>Puritas - Longmead</b>   |                                   |
| Gregory Love                     | W6 + St. Clair     | Xavier Hempstead            | W137 + Emory Ave                  |
| Kenneth Smith                    | E9 + Prospect      | Justin Damato               | W150 + Puritas                    |
| <b>Central</b>                   |                    | <b>Cudell</b>               |                                   |
| Robert Sharp                     | E77 + Carnegie     | Tamir Rice                  | Detroit + West Blvd               |
| <b>Glenville</b>                 |                    | <b>While in custody</b>     |                                   |
| Marlando Williams                | E93 + Wade Park    | Tanisha Anderson            | in custody                        |
| Brandon Jones                    | Parkwood Dr/E105   | Jalil Anderson              | in custody                        |
| <b>St. Clair/Superior</b>        |                    | Gregory Wilczewski          | in custody (2 <sup>nd</sup> dist) |
| Randall Scott Jr.                | E93 + Parmalee     | <b>Outside CLE proper</b>   |                                   |
| Willie Sudduth                   | E93                | Russell/Williams            | E. CLE                            |
| Danny Withers Jr.                | E125               | Arnold Black                | E. CLE                            |
| <b>South - Collinwood</b>        |                    |                             |                                   |
| Germaine Ware                    | E134 + Glenside    | Daniel Flicker              | Parma                             |
| Jesse Nickerson                  | E135               | Derek Stokes                | In custody ('15)                  |
| Joelon Dawson                    | Superior + Bender  | Carlumandarlo Zamara        | Richmond Hts ('15)                |
| <b>Broadway (Slavic Village)</b> |                    | Michael J. Brennan          | Parma ('15)                       |
| Brandon McCloud                  | Jeffries St/Warner | Charles Robert Shaw         | Twinsburg ('15)                   |
| Harold Harris                    | East side          | Saif Nasser Mubarek Alameri | Hudson ('16)                      |
| Theodore Johnson                 | E71/Harvard        | Evan Cox                    | Ashtabula ('16)                   |
| <b>Near west side</b>            |                    | Jun Wang                    | N. Royalton ('16)                 |
| Edward Henderson                 | W. Shoreway        | Frank J. Sandor             | Willoughby ('16)                  |
| <b>Clark - Fulton</b>            |                    | Devan Desnoyers             | Westlake ('16)                    |
| Demarkos Simmons                 | W32                |                             |                                   |
| Illuminado Lopez                 | WS2                |                             |                                   |



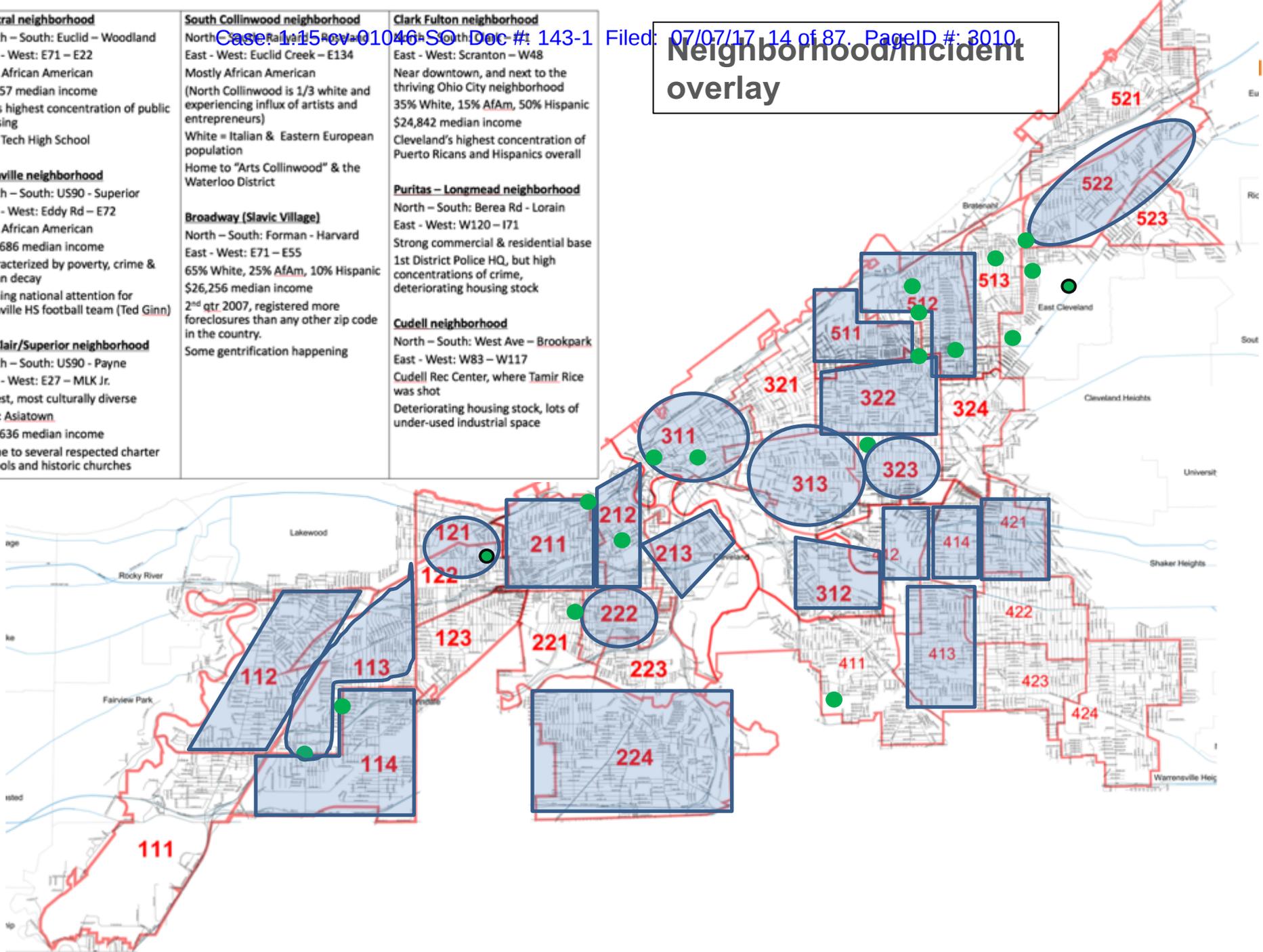
**Forming groups:**  
*Analyzed many options*



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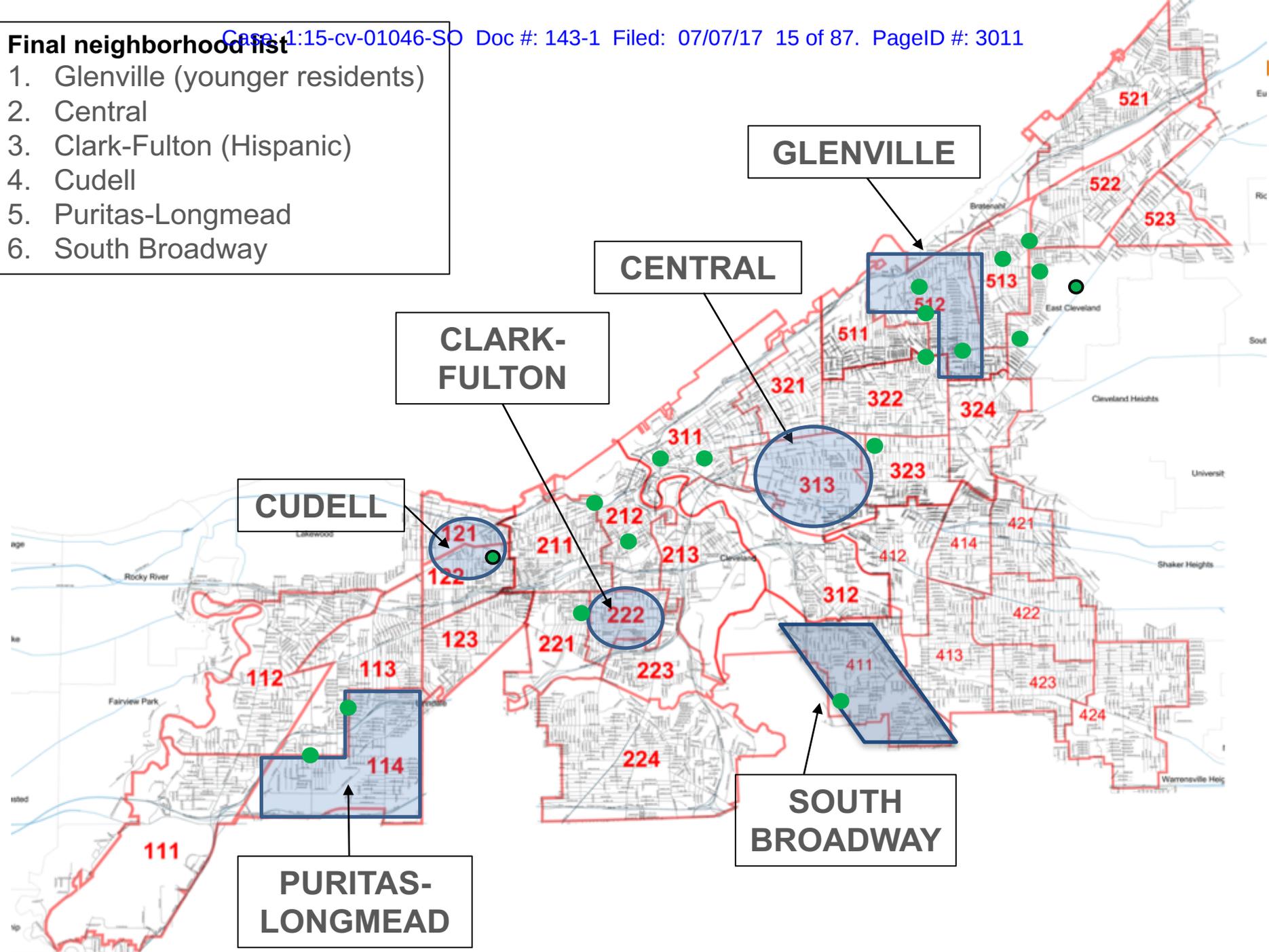
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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Central neighborhood</b><br/>         North – South: Euclid – Woodland<br/>         East - West: E71 – E22<br/>         93% African American<br/>         \$8,657 median income<br/>         CLE's highest concentration of public housing<br/>         East Tech High School</p>                                                         | <p><b>South Collinwood neighborhood</b><br/>         North – South: Raleigh - Rowland<br/>         East - West: Euclid Creek – E134<br/>         Mostly African American<br/>         (North Collinwood is 1/3 white and experiencing influx of artists and entrepreneurs)<br/>         White = Italian &amp; Eastern European population<br/>         Home to "Arts Collinwood" &amp; the Waterloo District</p> | <p><b>Clark Fulton neighborhood</b><br/>         North – South: Broadway - Broadway<br/>         East - West: Scranton – W48<br/>         Near downtown, and next to the thriving Ohio City neighborhood<br/>         35% White, 15% AfAm, 50% Hispanic<br/>         \$24,842 median income<br/>         Cleveland's highest concentration of Puerto Ricans and Hispanics overall</p> |
| <p><b>Glenville neighborhood</b><br/>         North – South: US90 - Superior<br/>         East - West: Eddy Rd – E72<br/>         98% African American<br/>         \$21,686 median income<br/>         Characterized by poverty, crime &amp; urban decay<br/>         Gaining national attention for Glenville HS football team (Ted Ginn)</p> | <p><b>Broadway (Slavic Village)</b><br/>         North – South: Forman - Harvard<br/>         East - West: E71 – E55<br/>         65% White, 25% AfAm, 10% Hispanic<br/>         \$26,256 median income<br/>         2<sup>nd</sup> qtr 2007, registered more foreclosures than any other zip code in the country.<br/>         Some gentrification happening</p>                                                | <p><b>Puritas – Longmead neighborhood</b><br/>         North – South: Berea Rd - Lorain<br/>         East - West: W120 – I71<br/>         Strong commercial &amp; residential base<br/>         1st District Police HQ, but high concentrations of crime, deteriorating housing stock</p>                                                                                             |
| <p><b>St. Clair/Superior neighborhood</b><br/>         North – South: US90 - Payne<br/>         East - West: E27 – MLK Jr.<br/>         Oldest, most culturally diverse<br/>         AKA: Asiatown<br/>         \$18,636 median income<br/>         Home to several respected charter schools and historic churches</p>                         |                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Cudell neighborhood</b><br/>         North – South: West Ave – Brookpark<br/>         East - West: W83 – W117<br/>         Cudell Rec Center, where Tamir Rice was shot<br/>         Deteriorating housing stock, lots of under-used industrial space</p>                                                                                                                       |

# Neighborhood/incident overlay



**Final neighborhood list**

1. Glenville (younger residents)
2. Central
3. Clark-Fulton (Hispanic)
4. Cudell
5. Puritas-Longmead
6. South Broadway





## Forming the groups: Step 2

Once we had identified the neighborhoods to recruit from, then we needed to define the focus group participant mix by neighborhood. We also needed to develop and activate a participant recruiting strategy.

We were looking for people with varying knowledge, attitudes and beliefs about the Cleveland Division of Police. We were seeking people with a range of experiences involving the CDP. To achieve this mix, we used formal participant screening criteria and a recruiting questionnaire, following a structured process.

|                         | Age 18-25 | Age 25-40 | Age 40-65 | Male | Female | Police Contact (last 2 years) | Aware DOJ Settlement | Children in house | No Children in house | Attitude to Police | Ethnicity | Native language | Work status |
|-------------------------|-----------|-----------|-----------|------|--------|-------------------------------|----------------------|-------------------|----------------------|--------------------|-----------|-----------------|-------------|
| <b>Glenville</b>        | 10        | 0         | 0         | 3-7  | 3-7    | 3-7 yes<br>3-7 no             | 3-7 yes<br>3-7 no    | Mix               | Mix                  | Mix                |           | English         | Mix         |
| <b>Central</b>          | 0         | 5         | 5         | 3-7  | 3-7    | 3-7 yes<br>3-7 no             | 3-7 yes<br>3-7 no    | Mix               | Mix                  | Mix                |           | English         | Mix         |
| <b>South Broadway</b>   | 3         | 4         | 3         | 3-7  | 3-7    | 3-7 yes<br>3-7 no             | 3-7 yes<br>3-7 no    | Mix               | Mix                  | Mix                | Mix       | English         | Mix         |
| <b>Clark-Fulton</b>     | 3         | 4         | 3         | 3-7  | 3-7    | 3-7 yes<br>3-7 no             | 3-7 yes<br>3-7 no    | Mix               | Mix                  | Mix                | Hispanic  | Spanish         | Mix         |
| <b>Cudell</b>           | 3         | 4         | 3         | 3-7  | 3-7    | 3-7 yes<br>3-7 no             | 3-7 yes<br>3-7 no    | Mix               | Mix                  | Mix                |           | English         | Mix         |
| <b>Puritas-Longmead</b> | 5         | 5         | 0         | 3-7  | 3-7    | 3-7 yes<br>3-7 no             | 3-7 yes<br>3-7 no    | Mix               | Mix                  | Mix                | Mix       | English         | Mix         |

| CPMT Focus Groups                                                                                                                       | Participant Screening Criteria                             |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Name:                                                                                                                                   | Phone:                                                     |
| Email:                                                                                                                                  |                                                            |
| Neighborhood:                                                                                                                           | How many years have you stayed/lived in this neighborhood? |
| Age:                                                                                                                                    |                                                            |
| Gender:                                                                                                                                 |                                                            |
| Ethnicity:                                                                                                                              |                                                            |
| Native language (English, Spanish, Other):                                                                                              |                                                            |
| Married/Significant other/partner: (Yes, No)                                                                                            |                                                            |
| Children under 18 years of age in Household: (Yes, No)                                                                                  |                                                            |
| Familiarity with consent decree:                                                                                                        |                                                            |
| Very familiar      Familiar      Unfamiliar      Never Heard of It                                                                      |                                                            |
| Opinions about police: (1 to 10 scale)                                                                                                  |                                                            |
| 1   2   3   4   5   6   7   8   9   10<br>Negative                      Neutral                      Positive                           |                                                            |
| <b><u>In the past 2 years..</u></b>                                                                                                     |                                                            |
| Has personally <u>experienced</u> a <b>positive</b> encounter with police:                                                              | Yes   No                                                   |
| Has personally <u>experienced</u> a <b>negative</b> encounter with police:                                                              | Yes   No                                                   |
| Has personally <u>witnessed</u> a <b>positive</b> encounter (involving someone else) with police:                                       | Yes   No                                                   |
| Has personally <u>witnessed</u> a <b>negative</b> encounter (involving someone else) with police:                                       | Yes   No                                                   |
| <b>Transportation</b>                                                                                                                   |                                                            |
| If you are invited to participate in the focus group, will you need transportation to and from the group? (Located at E36th & Superior) |                                                            |
|                                                                                                                                         | Yes   No                                                   |



## Recruiting and credibility

We expected to follow focus group recruiting best practices and working with our “field service” partner to identify, screen and recruit potential participants. But as we further defined what we needed to achieve and who we needed to participate in order to be successful, we realized that our “normal” recruiting methods were likely to be insufficient. We tapped into our personal networks for connections in the community.

Through a trusted referral and brief vetting process, we partnered with Fred B. Ward of the Khnemu Foundation Lighthouse Center (966 East 105<sup>th</sup> Street, Glenville) to work as our community partner and recruiting agent for the six focus groups. Not only did Fred Ward bring our team a deeper understanding of the neighborhoods and a network of neighborhood connections, he also brought a credibility to our team that gave the focus group participants the confidence and permission to have an honest and candid conversation with us.

- Recruited 62+ people to participate in the 6 focus groups
- Each group included 8 – 11 people who live/stay the same neighborhood





## Participant profiles

Participant recruiting criteria included:

- Neighborhood
- Ethnicity
- Age
- Gender
- Marital status
- Children under 18 in home
- Work status
- Familiarity with consent decree
- Attitudes towards police
- Encounters/experience with police

| Name   | Neighborhood | Age | Gender | Ethnicity | Native Language | Marital Status | Children Under 18 | Familiarity with Consent Decree | Opinions About Police | Had a Positive/Negative Encounter with Police | Witnessed a Positive/Negative Encounter with Police |
|--------|--------------|-----|--------|-----------|-----------------|----------------|-------------------|---------------------------------|-----------------------|-----------------------------------------------|-----------------------------------------------------|
| Dwight | Cudell       | 64  | Male   | African A | Eng             | Y              | N                 | N                               | Neutral               | No/No                                         | No/No                                               |
|        | Cudell       | 28  | Female | Caucasian | Eng             | Y              | Y                 | N                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|        | Cudell       | 39  | Female | African A | Eng             | N              | Y                 | N                               | Positive              | Positive/Negative                             | Positive/Negative                                   |
|        | Cudell       | 48  | Female | Bi-Racial | Eng             | N              | N                 | N                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|        | Cudell       | 60  | Male   | African A | Eng             | N              | N                 | N                               | Neutral               | No/No                                         | No/No                                               |
|        | Cudell       | 42  | Female | African A |                 | N              | N                 | N                               | Neutral               | Positive/No                                   | Positive/No                                         |
|        | Cudell       | 24  | Female | African A | Eng             | N              | N                 | N                               | Negative              | Positive/Negative                             | Positive/Negative                                   |
|        | Cudell       | 25  | Female | Caucasian | Eng             | Y              | Y                 | N                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|        | Cudell       | 73  | Female | Bi-Racial | Eng             | N              | N                 | Y                               | Positive              | Positive/Negative                             | Positive/Negative                                   |
|        | Cudell       | 30  | Male   | African A | Eng             | Y              | N                 | N                               | Neutral               | No/Negative                                   | Positive/Negative                                   |
|        | Cudell       | 24  | Male   | African A | Eng             | N              | N                 | N                               | Positive              | Positive/No                                   | Positive/No                                         |



## Community focus groups

- Focus groups took place May 2<sup>nd</sup>, May 3<sup>rd</sup>, May 4<sup>th</sup>
- Conducted within the Ideas in Focus offices in Tyler Village (East 36<sup>th</sup> & Superior Ave)
- Six – 2 hour focus group conversations
- Response confidentiality ensured
- Participation incentives paid

**CPMT Community Focus Groups  
Overview and Schedule  
April 14, 2017  
v.01**

**What are we doing?**

- Conducting focus groups with residents from different neighborhoods within the city of Cleveland

**Why are we doing it?**

- We are conducting focus groups to:
  - Explore and understand people's perceptions of the Cleveland Police
  - To understand if and how people in Cleveland neighborhoods perceive the Police have changed/evolved in the past 2 years
- The Consent decree between the City of Cleveland and the federal Department of Justice requires regular check-ins to see if the reform happening in the Cleveland Police department is noticeable to residents of Cleveland's neighborhoods and communities (is the behavior changing?)
  - When possible and on point, we will focus conversations around reform areas of the DOJ Settlement Agreement

**Location of the Focus Groups:**  
Building at corner of E36th & Superior  
3615 Superior Ave  
Suite 4402B (2<sup>nd</sup> floor, Building #44)  
Cleveland, OH 44114  
(We will have signs out, directing people where to go.)

**Guidelines:**

- Focus groups will last 1.5 - 2 hours
- Drinks and light snacks will be provided
- Arrive at least 10 minutes prior to the start of your focus group
- Arriving 10 minutes late (or more) disqualifies you, and will not be paid
- Focus group participants will be paid \$75 (cash)

**Focus Group Schedule:**

**Group 1:**  
3:00pm – 5:00pm  
Tuesday, May 2<sup>nd</sup>  
Neighborhood: CENTRAL

**Group 2:**  
6:00pm – 8:00pm  
Tuesday, May 2<sup>nd</sup>  
Neighborhood: SOUTH BROADWAY

**Group 3:**  
3:00pm – 5:00pm  
Wednesday, May 3<sup>rd</sup>  
Neighborhood: PURITAS – LONGMEAD

**Group 4:**  
6:00pm – 8:00pm  
Wednesday, May 3<sup>rd</sup>  
Neighborhood: GLENVILLE

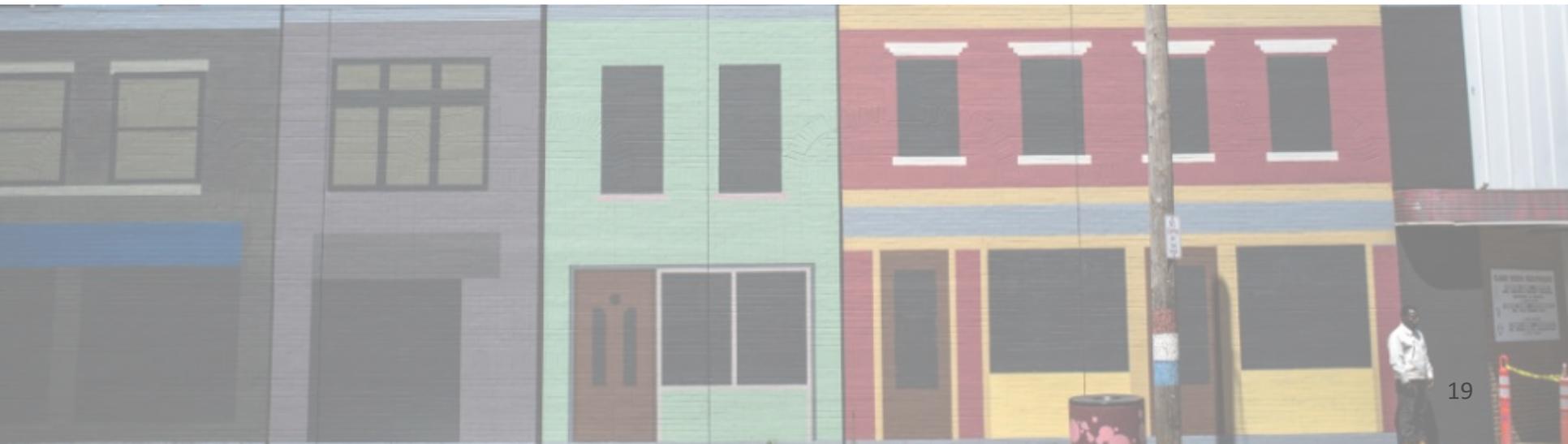
**Group 5:**  
3:00pm – 5:00pm  
Thursday, May 4<sup>th</sup>  
Neighborhood: CUDELL

**Group 6:**  
6:00pm – 8:00pm  
Thursday, May 4<sup>th</sup>  
Neighborhood: CLARK – FULTON (This group WILL be conducted in Spanish, and participants should be Hispanic, native Spanish speakers)



## Discussion Topic Flow

1. Housekeeping, ground rules
2. Introduction to the topic and warm-up
3. Topic 1: Police presence in neighborhood
4. Topic 2: Interactions with Cleveland Police
5. Topic 3: Community Policing & Knowledge
6. Topic 4: Relationship(s) with Police
7. Topic 5: Misconduct & Accountability
8. Input & Suggestions
9. Wrap up





## Intro to the topic, warm-up

*“We’re conducting focus groups with residents from different neighborhoods within the city of Cleveland. We are conducting focus groups to:*

- *Explore and understand people’s perceptions of the Cleveland Police*
- *To understand if and how people in Cleveland neighborhoods perceive the Police have changed/evolved in the past 2 years*

*A little later, we’ll talk more about the Consent decree between the City of Cleveland and the federal Department of Justice, but the Consent Decree requires regular check-ins to see if the reform happening in the Cleveland Division of Police is noticeable to residents of Cleveland’s neighborhoods and communities (is the behavior changing?).*

*Helping a big department like the Cleveland Division of Police to change is really complex. It takes a lot of people working on it, and a lot of different conversations and activities and negotiations and work. My part is small, but important. We are not in charge of the budget or hiring and firing of officers or even how the new policies are written or the officers trained. **Our job is to hear from you what you are seeing and experiencing in your neighborhood, to know what is working or not working.** Maybe how the CDP can improve some things. But your voices will be heard by the people working on all those other things. I’m the pipeline for your feedback and input. A good conversation here can make a difference. Let’s start with some introductions.”*



Cleveland Police Monitoring Team Focus Groups

# **KEY LEARNINGS**



Topic One

# **POLICE PRESENCE**



## Topic 1: Police presence

The topic of **police presence** in the neighborhood was explored to understand people's perceptions of what that means, and their perceptions of the actual CDP presence in their area.

- Police presence refers to different things
    - Situational visibility
      - Responding to a specific, high priority call
      - Aggressively patrolling (may involve profiling)
    - Passive general police visibility
      - Uninvolved, not helpful
  
    - Patrolling the neighborhood/community
      - Driving, walking, etc.
    - Active general police visibility
      - Engaged, a crime deterrent
- } Common
- } Uncommon



## Topic 1: Police presence

When asked about presence, participants responded in a variety of ways. Responses fell into three basic categories

- A. Police are NOT present/not available, even when you need them**
- B. Police are present but doing the wrong things or making things worse (including harassment/profiling)**
- C. Police are present and seem reasonable in language, behavior and actions**





## Topic 1: Police presence

### A. Police are NOT present, even when you want/need them

- Most participants from **South Broadway, Cudell, and Clark-Fulton** suggested that **police are rarely present**
- Two exceptions are when police are responding to an emergency or have stopped a vehicle

*"We do not see them walking in the neighborhood."*

*"Sometimes I see them in cars, parked, but not in the community. At the police station (2nd District). Texting."*

*"For us to see them, the police have to be giving a ticket."*

*"Around actual Broadway area I don't see them unless they're in the act of chasing or arresting someone. As far as seeing a police car you really don't see them."*

*"I do not see them. The presence is too little."*



## Topic 1: Police presence

### A. Police are NOT present, even when you want/need them

- People speculated as to **why there is minimal police presence** in their neighborhood(s)
  - Police officers do not have **time** to patrol
  - There are **not enough police** officers
  - The police from one district are pulled to respond to **higher priority emergencies** in other districts

*“The first district suffers because we have less man power than other districts. The police are deployed by calls for service and related to the other districts for calls to service. The first district is much fewer. The police personnel are a lot fewer.”*

*“The only time you see them is Tuesdays and Thursdays. Drug bust days.”*

*“I see more RTA police than I do Cleveland.”*

*“When you have a problem and you go down to west 130<sup>th</sup> office, they won’t let you do the report. They don’t have time. I went there they said no and four hours later they still didn’t come out. They wouldn’t take my report. Filing a police report. They don’t take reports. They used to. They used to come out and there would be 3 of them. They don’t do that anymore, they don’t have the time.”*



## Topic 1: Police presence

### A. Police are NOT present, even when you want/need them

- Multiple **people in each group** recounted experiences when they called the police for help but their emergency was **not serious enough for an officer to respond** to
  - When asked what the officers DO respond to, participants stated:
    - Shootings/stabbings
    - Armed robberies
    - Women’s calls on domestic situations/disturbances
    - Kidnappings/hostage-type situations

*“I waited two days for the police to investigate a case of robbery in my house. I felt that **the police mocked me** and my situation. They took two days to come. After two days, what they can do? I did not feel the support of the police. **I do not feel safe in my house.**”*

*“I’ve seen people stop the police and say, ‘hey I need you to help him.’ And because it’s not a life or death situation, I’ve seen them say, **‘I have another assignment.’ And another person never shows up.** Until the next day. Everything’s going on—shootings, robberies, kidnappings, those are the bigger things going on.”*

*“When I was the victim of a home robbery, the police took a long time to arrive, and when they did, they did not take the investigation seriously. **I expected the police to protect me, but they did not make me feel safe.**”*



## Topic 1: Police presence

### A. Police are NOT present, even when you want/need them

- Unprompted, participants from 3 different groups admitted that in order to try to get a faster police response when they call police, they either exaggerate the situation or outright lie about it, making it out to be more serious or dire

*“Sometimes you have to lie to get them to respond. You have to say, ‘they’re shooting right now!’ That doesn’t even work anymore.”*





## Topic 1: Police presence

### B. Police are present but doing the wrong things or making things worse (including harassment/profiling)

- Most participants from **Central, Puritas-Longmead, and Glenville** suggested that police officers in cars are everywhere, all the time, but they are **not patrolling in a way that has a positive impact** or outcome

*“We see them all day, every day. It’s like an institution. When you wake up, you see them on the corner.”*

*“You can’t go to the store and back and not see 2 or 3 police.”*

*“You see more police than you see buses. Busses run every 30 minutes. You can see probably 10 cars before you see buses.”*



## Topic 1: Police presence

### B. Police are present but doing the wrong things or making things worse (including harassment/profiling)

- Participants described their perceptions of what police officers are doing when present
  - Parked or riding around looking for people to arrest
    - At bus stops, on sidewalks, on private property, in store parking lots, on corners
    - Looking for groups of young people (male, African American)
    - Singling out and harassing people they know have previously been in trouble with the law
    - Watching and waiting for someone to do something wrong

*“Tremendous. They ride around all the time looking for somebody to catch. **Normally they catch the kids for nothing.** They pull them over, they did nothing wrong. They’re doing time for something they didn’t do.”*

*“They’re just sitting there. They’re watching. **They’re waiting for you to do something just so they can mess with you.**”*



## Topic 1: Police presence

### B. Police are present but doing the wrong things or making things worse (including harassment/profiling)

- Even with a heavy police presence, response appears to be selective
  - Police officers are often not responding to some emergencies (robberies, assault, stolen vehicles), and do not come if/when you call them

*“They not responding to emergencies. If there were emergencies, they wouldn’t respond.”*

*“They respond to the emergencies they want to respond to. They’re mostly there [in the neighborhood] to **arrest black males in a group.**”*

*“Somebody can call about a robbery-it takes them 45 minutes to get there. They call about a noise complaint they pull up in 5, 10 minutes. They do that on purpose.”*

*“Come outside the house and you’ll see them across the street but when you call them and there’s an emergency they don’t come.”*



## Topic 1: Police presence

### B. Police are present but doing the wrong things or making things worse (including harassment/profiling)

- Several people expressed a belief that police officers have quotas for arrests and receive bonus pay for bringing in people with warrants, so they spend their time on these activities

*"They irritate you on purpose to make you do something to them. They egg you on. They want their money. They want to take you to jail so they get paid."*

*"It's a quota they have to meet. If nobody gets pulled over, 'okay we'll pull 10 people over.' If 10 people don't go to jail, 'okay we're going to take 10 in.' And hope they have guns, drugs."*

*"I think sometimes they pull people over because they have a quota. They haven't done anything all day."*



## Topic 1: Police presence

### B. Police are present but doing the wrong things or making things worse (including harassment/profiling)

- Most often, people expressed their perceptions that CDP officers harass and provoke people based on profiling and stereotypes

*“They’re singling out who’s been there [in jail/prison], whether that person learned a lesson or not. They’re looking for that person.”*

*“[They pull you over for] what you look like, your skin color. How many people you’re with, who you’re with. Looking for a group of people, kids. They want to know what you’re doing.”*

*“They’re very judgmental. You can be walking down the street and they’ll pull up on you, harass you.*

*“They were bored or looking for someone with warrants just to pick them up. It’s not even directed towards me specifically, it’s directed towards the younger generation.”*



## Topic 1: Police presence

### C. Police are present and seem reasonable in language, behavior and actions

- Only one member of CDP was called out as an example of a good policeman doing a good job in a tough neighborhood. This person had a long-term, consistent presence in the neighborhood, and is said to treat people fairly and reasonably.

*“He’s not jumping out of his car at all. We all know how he is. He’s never gotten out of his car. We respect him so much. He said, ‘come over and walk over to the window’ and he said, ‘what are you guys up to? I heard about such and such, you keep it calm around here.’”*

*“You can tell he gets it. He is going to give you a fair warning.”*

*“He has a better understanding. He’ll listen. He’ll sit there and listen. He shows respect and we give it back. He’ll give you a little warning, if you don’t listen, that’s on you.”*

*“One time he pulled up and he said, ‘if I had to guess which one of you has the drugs or the gun...’ And I said ‘you know we don’t have them.’ And he said, ‘I know, but you better split up. I got a noise complaint.’ He wants us to disperse away from the house that called.”*



## Topic 1: Police presence

### Perceived changes in police presence (within last year or 2)

- Participants from **Central and Glenville** perceive that **police presence** has **increased**
  - More officers/cars on patrol
  - More ticketing and arrests
  - More profiling and stereotyping
  - Less responsiveness to emergencies
  - People do NOT feel protected or safer
  - People do NOT perceive that crime is declining
  - Among participants, distrust of police has increased





## Topic 1: Police presence

### Perceived changes in police presence (within last year or 2)

- Most participants from **South Broadway, Puritas-Longmead, Cudell, and Clark-Fulton** perceive **no change in police presence**
- Clark – Fulton residents noted that the historically “tough demeanor” of the police in the community has gotten better in recent months
  - This was evident in officers’ language, tone, patience, etc.
  - People noted the police presence increases temporarily when there is a high-profile incident that hits the media, then things quickly return to “normal”
- People also noted that big events downtown (RNC, Cavs championship parade, VIPs, etc.) mean reduced police presence in their neighborhoods





## Topic 1: Police presence

### Desired police presence

- Participants from all neighborhoods open to more presence, IF:
  - “Doing the right things”
  - Working to protect and serve
  - Following the law
  - Protecting children
  - Helping with their presence
- People would like to:
  - Be able to say “Hello” or “How you doing?” to an officer without the threat of retribution
  - See the officers searching for the most dangerous people (pedophiles, rapists, murderers, etc.)
  - See more police officers walking around the neighborhood, talking with people
  - Know they will receive help if/when they need it



Topic Two

# **INTERACTIONS**



## Topic 2: Interactions

The topic of police **interactions with people** in the neighborhood(s) was explored to understand people's perceptions of what that means, and their perceptions of the actual CDP interactions. Interactions were loosely defined as any contacts.

- Descriptions of interactions varied widely
- Most interactions were portrayed as **negative experiences**
- Most participants anticipate or **expect a bad outcome**
- Underpinnings of people's perceptions and expectations
  - **Distrust**
  - **Fear**
  - **Misunderstanding**
  - **Victimization (due to perceived harassment)**
  - **Disrespect**

*"If a police roll up on you, you're already frustrated and angry. If they come up aggressive, your anger is going to come up. If you're bringing me negativity, my mind already negative. I'm going to be negative with you. It's a respect thing whether you're a minor or not. You can't come to me not like a human being. Don't profile me. They don't have respect. They're so disrespectful."*



## Topic 2: Interactions

### Avoid interactions

**Interactions with police are to be avoided** whenever possible. People avoid interactions because they generally perceive police to be:

- **Unresponsive or dismissive** of people's needs
- Actively **profiling** people
- Overly **aggressive**
- **Corrupt, dishonest**
- **Uncaring, self-interested**

*“They pull people over for no reason, for suspicious reasons. They pull you over just because you look like you’re doing something wrong.”*

*“They don’t care about our community. They don’t care about the Latinos or the black community. It used to be really nice. The neighborhood changed. It’s the kids and the actions that they’re doing that are causing the police to do what they’re doing. They’re doing their job they’re just not doing it right.”*



## Topic 2: Interactions

### Avoid interactions

Some participants **have stopped taking their children to the park to avoid problems associated with police interaction**

*“If I’m at the park with my son and I see the police coming I say, ‘okay time to go, something’s going to happen.’”*

*“Most kids don’t want to go outside and play on the playground. Nobody wants to play on the basketball court. They want to avoid the police. Nobody wants to be shot.”*

*“Nowadays when you see a cop car riding past, whole bunch of kids at the park, they didn’t do anything wrong but they don’t know why [the police are] around. They run because they don’t want altercations but the cop chases because they think the kids did something.”*



## Topic 2: Interactions

### Examples of negative interactions

Examples of stories of negative police **interactions with people** in the neighborhood(s) included:

- Traffic stops
- Pedestrian/sidewalk stops
- Responding to serious emergencies
- Breaking up (or watching) fights/altercations
- Misidentification
- ID checks
- Pat-downs
- Confiscation of personal property
- Entrapment
- Provocation

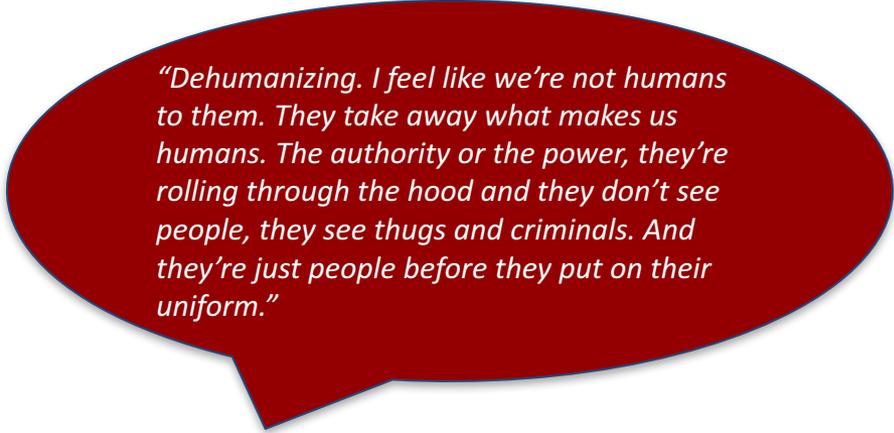


## Topic 2: Interactions

### Descriptors

Words and phrases used by focus group participants to describe police interactions

- Dehumanizing
- Negativity
- Sneaky
- Intimidating
- Ridiculous
- Sarcastic
- Bad
- Illegal
- Harassment
- Corrupt
- Power-trip
- Over-aggressive
- Belligerent



*“Dehumanizing. I feel like we’re not humans to them. They take away what makes us humans. The authority or the power, they’re rolling through the hood and they don’t see people, they see thugs and criminals. And they’re just people before they put on their uniform.”*



## Topic 2: Interactions

### Examples of positive interactions

Examples of stories of positive police **interactions with people** in the neighborhood(s) included:

- Home visits
  - Check-ins, donations, support
- Surprise gifting
  - Holidays
- Walk-aways
  - Being let off instead of ticketed or arrested

*“They gave my sister a gift card to Save a Lot. A lot of times when you see the cops it seems like they’re stirring up some trouble. That was a good gesture to be a positive influence in the neighborhood. The cop was walking through the store and walked up to her at the register and said, ‘Happy Holidays.’ She needed it. People do positive things.”*

*“I got excused from a ticket I was on my way to church and I was speeding. I was over the speed limit and he said, ‘where you going?’ and I say, ‘to church.’ And he just gave me a verbal warning. A good experience. It’s not all bad.”*



## Topic 2: Interactions

### Examples of positive interactions

Examples of stories of positive police **interactions with people** in the neighborhood(s) included:

*“My granddaughter was burned by the babysitter, I called the police officer. He went back to the police office and brought back little brown police Christmas bears.”*

*“I was about to get in a fight with my sister’s girlfriend one day-I was trying to shovel my car out of her driveway and she was in my ear. And the police came-to stop that, the police gave me a ride to work.”*





## Topic 2: Interactions

### Self-reliance

People often feel that they cannot rely on the police for help or protection. So, people often attempt to take matters into their own hands, which can make things worse.

#### People suggested:

- The officers are already irritated and agitated before the interaction begins, which leads to bad outcome
- A particular example illustrates the situation: A young man was badly injured in an assault. His family called the police, who responded. When they discovered that the man who was assaulted had a warrant for traffic violations, they arrested him and said they would not deal with the assault until the other issues were taken care of

*“Then they wonder why everybody is getting guns and doing what they have to do to survive. To protect yourself. I don’t condone having guns or just going out killing people for no reason but if it comes down to your life and you’re protecting yourself and your family I’d do it too.”*



## Topic 2: Interactions

### Glenville

The Glenville focus group participants were all 19 – 29 years of age, African American and 7 of 10 were males.

As a result of the perceived profiling and constant harassing, young adults in Glenville have adjusted their strategies for moving around their neighborhood and community.

- Check social media for police check point locations, presumably looking for guns, drugs and people with warrants
- Avoid traveling through that area
- Memorize the times of officer shift changes

*“We have the shifts down pat. If you see 10 cars go down St. Clair, you know the shift changes. You might see 6 shoot down with their lights on, they’re not pulling anyone over. They’re switching their shift. That’s sad that we know their shift like the back of our hand. It’s sad. We were 16, 17, 18 we knew the shifts in high school.”*



Topic Three

# **COMMUNITY POLICING & KNOWLEDGE**



### Topic 3: Community policing and knowledge

Participants were asked to share their thoughts on “**community policing**” and what it means to them.

People generally understood community policing to mean:

- People in the neighborhood and police officers work together to improve the safety and security of the neighborhood, collaboratively
- Police officers actively patrol and are engaged in their work in the community

*“Heavily patrolling it. Working as a community...so working together to patrol the area.”*

*“Knowing the people in the area where they’re policing.”*





## Topic 3: Community policing and knowledge

### Knowledge of the neighborhood

- Officers know the neighborhood
  - Have a sense of the people, the culture, the schools, the hot spots, and area
- Officers should know some people in the community
- Officers should be engaging with the young children so the kids are not afraid

*“If you’re a cop and this is your daily route, there should be at least 10 people who know your name or you know them.”*

*“They [need to] have a friendly relationship with children.”*

*“To know the community would be something as simple as if you know this school gets out at this time. You don’t have to know everyone by name, but you know that 7 of these girls get on this bus. You need to know if they’re at school, little things like that. People that walk around the community with mental health issues, you need to know not to arrest this woman but get her the help she needs. We need to know if these kids are going home to parents or if their parents abandoned them. And they don’t want to say anything because there’s 9 of them. Especially households that are kept hush, I’m not saying it in a negative sense but if we’re going to get help, the police need to know. Knowing those things would be helpful.”*



## Topic 3: Community policing and knowledge

### Getting more familiar

Participants suggested ways that officers can get more familiar with the neighborhood where they patrol

- Most common suggestion was for the officers to get out of their car(s) and talk with people
- Officers could go beyond the high traffic areas and into the residential areas

*“Get out of your car and talk to people in the neighborhoods. Everybody’s not a criminal. Ain’t nobody going to hurt them.”*

*“If they don’t have a call, get out [of the police car] and get to know your community.”*

*“A few years ago, officers were seen in the community walking or on horseback. Now we only see them in cars.”*

*“The more you know something, the less you fear it.”*



## Topic 3: Community policing and knowledge

### Needed officer training

To improve police knowledge of a community, participants proposed training in the following areas:

- Psychology
- Cultural awareness
- Verbal communication
- Compassion

*"They need emotional training, like learning to interact with people, understanding the community's culture. They need psychological training, manners/morality training - especially empathy."*





## Topic 3: Community policing and knowledge

### Reality of community policing

**Community policing** sounds good but the reality is that **people fear the police** and **fear retribution** in the neighborhood if they are **viewed as cooperative or a snitch**

- Except Glenville, all of the participants were open to community policing and increased police presence
- Young adults from Glenville did NOT buy into the concept of community policing
- Glenville participants DO want the police officers to be present and go after the people doing really bad things; the rapists and random killers
- Glenville participants did NOT think the police should waste time on the hustlers and petty criminals

*“The person killing people, why are you talking to us when a little girl got killed? She was deaf she couldn’t hear. Like the rapists and the random killers, that’s what [the police] need to find. Not the petty stuff. Not the people corner hustling, trying to feed their kids.”*



Topic Four

# RELATIONSHIPS



## Topic 4: Relationships with police officers

Participant perceptions of relationships with police officers was discussed to explore and understand baseline sentiments and opportunities. Many issues central to relationships were discussed and explored in various other parts of the conversation.

People feel that they:

- Are viewed with contempt by police officers
- Are the victims of rampant racism among police officers
- Do not have relationships with police officers
- Do not want relationships with police officers





## Topic 4: Relationships with police officers

### Racism

Many people expressed their belief that there is a **deep-seeded culture of racism** and long-established **patterns of racist treatment** of the Hispanic and African American communities by the police officers.

Many groups experienced **the racism, profiling and harassment**:

- Hispanics
- African Americans
- Young white males

*“They need more experience with the streets. A lot of officers come from predominantly white neighborhoods and they come to black neighborhoods and they don’t know how to interact with the people.”*

*“None of my run ins with the police have been positive. I’ve never seen the police do anything positive in my neighborhood. I’ve **gotten profiled and I’m white**. Usually they go after other races. Just because they’re people I hang with and I have a lot of tattoos they come after me because I look like another white guy. I don’t have a positive view of the police.”*



## Topic 4: Relationships with police officers

### Just do your job

The feelings discussed in Presence and Interactions apply here. Most of the people perceive that they are disrespected, unvalued, profiled, harassed, or outright ignored.

- Some individuals do not feel the same way
- These individuals stated that they have no desire or need to have a relationship with the police
- The people who do not have bad relations with the police just want the police officers to do their jobs

*“I don’t care to get to know the police. I just want them to do their job and keep it simple. If I need you I’ll call you. Don’t call me. Just talk to them. I don’t care to talk to them. Just do your job. There’s social media now, they have Facebook pages. I don’t want to have coffee with a cop, I just want them to do their job. If I need them, I’ll call.”*



Topic Five

# **MISCONDUCT & ACCOUNTABILITY**



## Topic 5: Misconduct and accountability

### Misconduct and accountability

Participants were asked to share their thoughts on “**misconduct and accountability**” and what it means to them. There were three underlying themes to the conversation.

- Police misconduct is perceived to be rampant among officers
  - It comes in many different forms and occurs to varying degrees
- Police do not hold themselves or each other accountable
- The legal system does not hold police officers accountable
  - High profile incidents mentioned:
    - Tamir Rice
    - Kenny Smith
    - Tanisha Anderson
    - Russell/Williams

*“Lying is misconduct.”*



## Topic 5: Misconduct and accountability

### Examples of perceived misconduct

Participants shared stories of their experiences with perceived police **“misconduct.”**

- Profiling
- Lying about ticket or arrest charges
- Excessive force, physical abuse
- Verbal & non-verbal intimidation
- Harassing
  - Repetitive ID checks and pat downs on same people
- Drug confiscation, no charges or arrests
- Unfounded traffic stops
- Searches with no probable cause (glovebox, trunk, pockets, shoes)
- Theft of personal property (phones, cash, cigarettes, jewelry)
- Cuff and hold for hours in police car, no charges
  - Drive arounds, drop-offs
- Speeding through city streets (lights on)
- Talking/texting on mobile phones while driving
- Driving without seatbelts
- Taking shoes or shoe laces



## Topic 5: Misconduct and accountability

### Serve and protect

People do not believe that police officers serve and protect the people of the community. They believe that the police just “serve” people tickets or “serve” arrest warrants. People feel unsafe, especially around the police officers, so accordingly they do not feel the police are there to “protect.”

Participants:

- From Puritas-Longmead, Clark-Fulton feel that most police officers enforce laws the wrong way, others do not enforce laws at all
- From Central perceive that police presence helps to reduce overall crime
- From Glenville, South Broadway, Cudell perceive that police presence does not reduce crime

*“They service and protect themselves.”*

*“They serve negative vibes and negativity. They protect their own-colors and uniforms. They don’t protect who they are supposed to protect.”*



## Topic 5: Misconduct and accountability

### Corruption, dishonesty

- Several people expressed a belief that dishonesty and corruption among police officers are common, and contributes to people's distrust in police overall

*"It's corruption in all of them at some point. Whether they catch a person and they see some money and an opportunity to gain from it, put money in their pocket. They're getting some kind of kick back from the person they're arresting. I have witnessed that happen before where they had the opportunity to get money and instead of turning it in they kept it."*

*"It's like their word against yours. There's corruption. Some of their behaviors they may have been learned- you've been around for a while and you see the opportunity and you can't resist. You may be fed up with your job-I could see that happening, after so long you just don't care anymore. With government-as a government employee you have a union, you can get away with certain things. I work in the government sector, I can do anything except kill somebody and still get my paycheck and raises. You developed the system that's created no consequences."*



## Topic 5: Misconduct and accountability

### Corruption, dishonesty

- People attribute the corruption and dishonesty to power hungry individuals getting a badge and a gun and gaining authority that becomes an abuse of power
- People speculate that new officers learn bad ways from the old officers that train them

*“Most people who become police officers do it so they have an upper power. They feel like once they become police officers they don’t have to abide by no rules.”*





Cleveland Police Monitoring Team Focus Groups

# **CONCLUSIONS**



## Conclusions

### Too soon to see substantial changes

Based on the input of the participants, there is still much work to be done to change public perceptions of the Cleveland Division of Police and to address the negative divide that separates the public from the officers

- **Some changes noticed, but not improvements**
- Actions of the police officers in these neighborhoods have **perpetuated the feelings of division**
- People believe that the **police officers are biased, prejudiced, and in many cases racist**
- **Distrust and fear** of the police officers and their motivations remain **top of mind for residents**
- **Profiling, harassment, misconduct, and corruption is viewed as the norm**





## Conclusions

### Police presence

- **Police presence** is one of the few things that **varies significantly** from neighborhood to neighborhood
  - “High crime” neighborhoods are thought to have an **increased police presence** over the past year or two (Central, Glenville, Puritas-Longmead)
  - People from Clark-Fulton, Cudell, and South Broadway perceive that police presence is lower than it used to be
- People view police presence various ways:
  - Not present even when people need the police
  - Not present unless responding to certain emergencies or conducting traffic stops
  - Present but doing the wrong things to improve safety and security of an area
  - Present and doing the right things



## Conclusions

### Police interactions

- People generally **expect police interactions to be bad**
- Many people **avoid police interactions** and **take drastic steps to avoid the police**
- Young men, especially Hispanic and African American, are most likely to experience negative interactions
- **Harassment** in many forms continues to **contribute to suspicion of police**
- People DO have some **good experiences** with police
  - But these good interactions lead them to feel more **neutral** about police officers rather than generating good feelings towards them





## Conclusions

### Relationships with police

- Very few of the focus group participants felt they have a relationship with any police officers
- The Glenville young adults described an officer who they respect and appreciate his way of patrolling and interacting with them, but they do not view it as a relationship
- Many people do not desire to have a relationship with the officers that patrol their neighborhood
- People want the officers to do their job the right way and be available to help when they are needed
  - This is a strong point of contention because most people do not think that police officers do their job the right way and are usually not available to help when needed/called



## Conclusions

### Complex dynamics

- **People recognize that police officers have a very difficult job to do**
- People understand that police officers feel as though they are entering compromising situations in these neighborhoods on a daily basis
- The conflicts between the residents and police have not been addressed in productive ways
- People do not feel empowered to address issues through the channels that exist (District Policing Committee, etc.)
- Many city residents:
  - Perceive the police do not have time to address their needs and issues
  - Feel the police do not care about them
  - Do not know how or where to file complaints
  - Do not believe the complaints would be read or considered
  - Believe they need to take on their issues themselves, without involving the police



## Conclusions

## Opportunities

- People are **open to greater police presence** in their neighborhood, if the officers are doing the right things
- People want to feel **safe and secure** and feel **respected and cared for** by the police
- People believe that officers need to have a **deeper knowledge of their neighborhood**, understanding the **people, culture, hot spots, unique dynamics, schools**, etc.
- Participants suggested that **training in cultural awareness and empathy** might help police officers relate
- The media gives people a **high awareness of incidents of excessive force and controversial events**
- There is **less awareness** of the good, helpful, humanizing instances involving police officers
- Awareness is low for events and activities that support community policing development
- Awareness is also low for the Consent Decree and CDP reform process



## Conclusions

### The future

- Many participants acknowledge that the current “us and them” mentality took many decades to get to its current state, and will take a long time to change
- But most people also expressed a hopefulness that it can change and they see the benefits of growing and evolving to a better place
- The people that see the possibility of a brighter future for relations with the Cleveland Division of Police talk about “the children” when envisioning that future





Cleveland Police Monitoring Team Focus Groups

# QUESTIONS



Cleveland Police Monitoring Team Focus Groups

# **APPENDIX**



## Discussion Guide Questions

### PRESENCE

We're talking about the Cleveland Division of Police and your neighborhood. To help me understand the situation, tell me about the police presence in your neighborhood.

- When do you see them?
- What are they doing when you see officers in your neighborhood?
- Are they meeting people in a proactive way? Are they speaking with young people? How do you characterize(describe) the appearance of that interaction?
- [If not answered already] How often do you see the police in your neighborhood?
  - In addition to responding to emergencies, what would you want them to be doing while in your neighborhood? What would you expect from them?
- Has the police presence in your neighborhood changed over the past year or 2?
  - Is there more presence? The same presence? Or less presence today than 1 – 2 years ago?
  - Do you notice any differences in how they are patrolling your neighborhood today versus in the past? [If yes...probe on the differences noticed.]



## Discussion Guide Questions

### INTERACTIONS

- Tell me about some interactions that you have had with the police when they were in your neighborhood? Think of an interaction as any point of contact.
- Think in terms of all kinds of interactions from traffic stops or community policing or picking up their dinner at the carry-out, etc.
- Whether you think of an example as a positive or negative interaction, I'd like to hear about it.
  - And if you have had contact(s) with the officers or detectives from the Cleveland Division of Police but it wasn't in your neighborhood, let me know that too.
- Let's talk about these for a few minutes...
  - Have people share multiple example of interactions (record on flip chart)
- In your own experience, what's the vibe like when you have interacted with the police in your neighborhood?
- How are they talking? Acting? Behaving?
- Has the nature of the police interactions or contacts in your neighborhood changed over the past year or 2? I'm not asking about the incidents they respond to but rather the way the police interact with you.
  - What is different about your interactions with the police? Can you give me some specific examples of what is different today?
- Is the conversation with the police on patrol in your neighborhood any different today than it was 1 or 2 years ago? How? [listen for/explore...Language? Aggression? Friendliness? Etc.]



## Discussion Guide Questions

### COMMUNITY POLICING & KNOWLEDGE

- I want to take a few minutes and talk about “community policing”. First, what does that term “community policing” mean to you? [Probe for details] (record on flip chart)
- Do the officers know the people who live and work in your neighborhood?
- To what degree are officers knowledgeable about your neighborhood?
- I want to make sure that I understand something. For an officer or detective to be knowledgeable about your neighborhood, what are some examples of things that she or he would be familiar with? It’s fine to give specific examples. (record on flip chart)
  - [Where the drug dealers or prostitutes hang out. Where the old people live. Where the best restaurants are and what they serve. What gang owns the streets. Etc.]
- Do you feel like the police that patrol your neighborhood are knowledgeable about your neighborhood? Why/why not?
- If you interact with the police that patrol your neighborhood, do you think they have become more knowledgeable about your neighborhood or it is the same as it has been for the last few years?
- Has the “community policing” in your neighborhood changed at all over the past 1 – 2 years? What differences, if any, have you noticed?



## Discussion Guide Questions

### RELATIONSHIPS

- I want to take a few minutes and ask you about relationships with the police. First, do any of you feel like you have a relationship with a specific officer or officers ...whether good or bad?
  
- Tell me about the relationships you have with officers in your neighborhoods?
  - Do the officers take time to talk and get to know you at all? Do you know their names and vice versa?
  - [If yes] How do they do it? How does it happen? When? Where?
  - What kind of relationship do you want to have with them? I know some people that have the cell number of the officers on their neighborhood patrol and like know the officers. Other people have a different relationship with officers in their neighborhood. How do you feel about it?



## Discussion Guide Questions

### MISCONDUCT & ACCOUNTABILITY

- Let's talk for a few minutes about police misconduct and accountability. If you want, on the sheet of paper in front of you, write down a bunch of words or phrases that describe what you have seen or experienced in terms of police misconduct. I'll give you a few minutes to write then we'll go around the table and share some thoughts.
  - Why did you choose this word/these words?
- The saying is that the police are there "to serve and protect". What's that mean to you? How do you feel about it? Is it accurate in terms of what they do? [explore "always", "sometimes", "never" type answers]
  - Do you feel any differently today about "serve and protect" than you might have a year or 2 ago?
- In some ways, police are in our neighborhoods to help enforce laws. Do you feel that they enforce the laws? What are they doing or not doing?
- Do the officers in Cleveland's Division of Police follow the laws while doing their job? Why do you feel that way? If/when they ARE following the law, are they doing it the legitimate and right way? What is that based on? Give me some examples.
- In a case of police misconduct, do you feel that the police are held accountable for their actions? Who are they accountable to? The department? The public? The person who filed a complaint? Etc. Tell me more about that. Why do you feel that way?
- In your view, are the police more accountable, the same, or less accountable today than a few years ago? Why do you feel that way? Can you give me any examples that might help me understand?
- Do you think that is just the officers that you have experience with, or do you think that is reflective of the whole Division of Police? Why?



## Discussion Guide Questions

### INPUT & SUGGESTIONS

- Let's talk for a few minutes about sharing your input and suggestions. Have any of you shared your input, ideas, or suggestions with the police?
  - Examples? [record on flip chart]
- For those that have, how did you do it? Phone call? If so, to who? Conversation on the street? Through a neighborhood organization? To your Ward councilman? Office of Professional Standards (OPS)? Etc.
  - What kind of response did you get?
  - What kind of response did you expect?
- Are you aware of the "District Policing Committee" (sometimes called "DPC") in your area?
- In the future, if you wanted to give feedback or input on a community policing issue, where would you think to go to give that input?



## Discussion Guide Questions

### WRAP-UP

- As we wrap things up...
  - I want to ask you first, how hopeful are you feeling that the Cleveland Division of Police can change?
  - Can you please share some of your thoughts or individual hopes for the Cleveland Division of Police, as you think about reform?



## Focus Group Summary

### Central Neighborhood

| Name | Neighborhood | Age | Gender | Ethnicity  | Native Language | Marital Status | Children Under 18 | Familiarity with Consent Decree | Opinions About Police | Had a Positive/Negative Encounter with Police | Witnessed a Positive/Negative Encounter with Police |
|------|--------------|-----|--------|------------|-----------------|----------------|-------------------|---------------------------------|-----------------------|-----------------------------------------------|-----------------------------------------------------|
|      | Central      | 26  | Female | African Am | Eng             | Y              | N                 | N                               | Neutral               | No/No                                         | Positive/No                                         |
|      | Central      | 25  | Female | Hispanic   | Eng             | N              | Y                 | N                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|      | Central      | 38  | Male   | African Am | Eng             | Y              | N                 | N                               | Negative              | Positive/Negative                             | Positive/Negative                                   |
|      | Central      | 24  | Female | African Am | Eng             | N              | N                 | Y                               | Neutral               | Positive/Negative                             | No/Negative                                         |
|      | Central      | 52  | Male   | Hispanic   | Spanish         | N              | N                 | N                               | Positive              | No/No                                         | Positive/Negative                                   |
|      | Central      | 61  | Male   | African Am | Eng             | N              | N                 | N                               | Neutral               | Positive/No                                   | Positive/No                                         |
|      | Central      | 60  | Female | African Am |                 |                |                   |                                 | Positive              | No/No                                         | No/No                                               |
|      | Fairfax      | 52  | Female | African Am | Eng             | N              | N                 |                                 | Positive              | No/No                                         | Positive/No                                         |
|      |              | 40  | Male   | African Am | Eng             | N              | N                 | Y                               | Negative              | No/No                                         | No/Negative                                         |



## Focus Group Summary

### South Broadway Neighborhood

| Name | Neighborhood | Age | Gender | Ethnicity | Native Language | Marital Status | Children Under 18 | Familiarity with Consent Decree | Opinions About Police | Had a Positive/Negative Encounter with Police | Witnessed a Positive/Negative Encounter with Police |
|------|--------------|-----|--------|-----------|-----------------|----------------|-------------------|---------------------------------|-----------------------|-----------------------------------------------|-----------------------------------------------------|
|      | Broadway     | 42  | Male   | African A | Eng             | Y              | Y                 | N                               | Neutral               | Positive/No                                   | Positive/No                                         |
|      | Broadway     | 25  | Female | African A | Eng             | N              | Y                 | Y                               | Negative              | Positive/Negative                             | No/Negative                                         |
|      | Broadway     | 25  | Female | African A | Eng             | N              | Y                 | Y                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|      | Broadway     | 37  | Female | African A | Eng             | Y              | Y                 | Y                               | Neutral               | Positive/Negative                             | Positive/No                                         |
|      | Broadway     | 23  | Male   | African A | Eng             | N              | N                 |                                 | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|      | Broadway     | 25  | Male   | African A | Eng             | Y              | Y                 | N                               | Negative              | No/Negative                                   | No/Negative                                         |
|      | Broadway     | 43  | Female | African A | Eng             | Y              | Y                 | Y                               | Positive              | Positive/Negative                             | Positive/Negative                                   |
|      | Broadway     | 30  | Female | African A | Eng             | N              | Y                 | Y                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|      | Broadway     | 24  | Male   | African A | Eng             | N              | N                 | N                               | Negative              | No/Negative                                   | Positive/Negative                                   |
|      | Broadway     | 23  | Male   | White     | Eng             | Y              | Y                 | Y                               | Neutral               | No/No                                         | Positive/Negative                                   |



## Focus Group Summary

### Puritas-Longmead Neighborhood

| Name | Neighborhood | Age | Gender | Ethnicity | Native Language | Marital Status | Children Under 18 | Familiarity with Consent Decree | Opinions About Police | Had a Positive/Negative Encounter with Police | Witnessed a Positive/Negative Encounter with Police |
|------|--------------|-----|--------|-----------|-----------------|----------------|-------------------|---------------------------------|-----------------------|-----------------------------------------------|-----------------------------------------------------|
|      | Puritas      | 52  | Female | African A | Eng             | N              | N                 | N                               | Positive              | Positive/Negative                             | Positive/Negative                                   |
|      | Puritas      | 56  | Female | Hispanic  | Bilingual       | N              | Y                 | Y                               | Negative              | No/Negative                                   | No/Negative                                         |
|      | Denison      | 20  | Female | Hispanic  | Eng             | N              | Y                 | N                               | Negative              | No/No                                         | No/No                                               |
|      | Puritas      | 20  | Male   | Bi-Racial | Eng             | N              | N                 | N                               | Negative              | Positive/Negative                             | Positive/Negative                                   |
|      | Puritas      | 26  | Female | Mix       | Eng             | N              | N                 | N                               | Positive              | Positive/No                                   | Positive/No                                         |
|      | Puritas      | 26  | Female | Mix       | Eng             | Y              | Y                 | N                               | Positive              | Positive/No                                   | Positive/Negative                                   |
|      | Puritas      | 21  | Female | African A | Eng             | N              | Y                 | N                               | Positive              | Positive/Negative                             | No/No                                               |
|      | Puritas      | 20  | Male   | African A | Eng             | N              | N                 | N                               | Negative              | Positive/Negative                             | Positive/Negative                                   |
|      | Puritas      | 53  | Female | African A | Eng             | N              | N                 | N                               | Negative              | No/No                                         | No/No                                               |
|      | Puritas      | 51  | Female | African A | Eng             | Y              | N                 |                                 | Positive              | Positive/Negative                             | Positive/Negative                                   |
|      | Puritas      | 39  | Female | Hispanic  | Eng             | Y              | N                 | N                               | Neutral               | Positive/No                                   | No/No                                               |



## Focus Group Summary

### Clark-Fulton Neighborhood

| Name  | Neighborhood | Age | Gender | Ethnicity | Native Language     | Marital Status | Children Under 18 | Familiarity with Consent Decree | Opinions About Police | Had a Positive/Negative Encounter with Police | Witnessed a Positive/Negative Encounter with Police |
|-------|--------------|-----|--------|-----------|---------------------|----------------|-------------------|---------------------------------|-----------------------|-----------------------------------------------|-----------------------------------------------------|
| Clark |              | 60  | Female | Hispanic  | Spanish             | N              | N                 | Y                               | Positive              | Positive/Negative                             | Positive/Negative                                   |
| Clark |              | 62  | Female | Latina    | Spanish             | N              | N                 | Y                               | Neutral               |                                               |                                                     |
| Clark |              | 53  | Female | Latina    | Spanish             | N              | N                 | Y                               | Positive              | Positive/Negative                             | No/Negative                                         |
| Clark |              | 59  | Female | Hispanic  | Spanish/<br>English | N              | N                 | Y                               | Positive              | Positive/No                                   | Positive/No                                         |
| Clark |              | 50  | Female | Hispanic  | Spanish/<br>English | N              | N                 | Y                               | Positive              | Positive/No                                   | Positive/Negative                                   |
| Clark |              | 62  | Female | Latina    | Spanish             | Y              | N                 | N                               | Neutral               | No/Negative                                   | Positive/Negative                                   |
| Clark |              | 36  | Female |           | Spanish             | Y              | Y                 | Y                               | Neutral               | No/No                                         | No/No                                               |
| Clark |              | 35  | Male   | Hispanic  | English/<br>Spanish | N              | N                 | Y                               | Positive              | Positive/No                                   | No/Negative                                         |
| Clark |              | 52  | Male   | Latino    | Spanish             | N              | N                 | N                               | Neutral               | No/No                                         | No/No                                               |
| Clark |              | 21  | Female | Hispanic  | English             | Y              | N                 | N                               | Neutral               | Positive/No                                   | Positive/No                                         |



## Focus Group Summary

### Cudell Neighborhood

| Name | Neighborhood | Age | Gender | Ethnicity | Native Language | Marital Status | Children Under 18 | Familiarity with Consent Decree | Opinions About Police | Had a Positive/Negative Encounter with Police | Witnessed a Positive/Negative Encounter with Police |
|------|--------------|-----|--------|-----------|-----------------|----------------|-------------------|---------------------------------|-----------------------|-----------------------------------------------|-----------------------------------------------------|
|      | Cudell       | 64  | Male   | African A | Eng             | Y              | N                 | N                               | Neutral               | No/No                                         | No/No                                               |
|      | Cudell       | 28  | Female | Caucasian | Eng             | Y              | Y                 | N                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|      | Cudell       | 39  | Female | African A | Eng             | N              | Y                 | N                               | Positive              | Positive/Negative                             | Positive/Negative                                   |
|      | Cudell       | 48  | Female | Bi-Racial | Eng             | N              | N                 | N                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|      | Cudell       | 60  | Male   | African A | Eng             | N              | N                 | N                               | Neutral               | No/No                                         | No/No                                               |
|      | Cudell       | 42  | Female | African A |                 | N              | N                 | N                               | Neutral               | Positive/No                                   | Positive/No                                         |
|      | Cudell       | 24  | Female | African A | Eng             | N              | N                 | N                               | Negative              | Positive/Negative                             | Positive/Negative                                   |
|      | Cudell       | 25  | Female | Caucasian | Eng             | Y              | Y                 | N                               | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|      | Cudell       | 73  | Female | Bi-Racial | Eng             | N              | N                 | Y                               | Positive              | Positive/Negative                             | Positive/Negative                                   |
|      | Cudell       | 30  | Male   | African A | Eng             | Y              | N                 | N                               | Neutral               | No/Negative                                   | Positive/Negative                                   |
|      | Cudell       | 24  | Male   | African A | Eng             | N              | N                 | N                               | Positive              | Positive/No                                   | Positive/No                                         |



## Focus Group Summary

### Glenville Neighborhood

| Name | Neighborhood | Age | Gender | Ethnicity | Native Language | Marital Status | Children Under 18 | Familiarity with Consent Decree | Opinions About Police | Had a Positive/Negative Encounter with Police | Witnessed a Positive/Negative Encounter with Police |
|------|--------------|-----|--------|-----------|-----------------|----------------|-------------------|---------------------------------|-----------------------|-----------------------------------------------|-----------------------------------------------------|
|      | Glenville    | 24  | Male   | African A | Eng             | N              | N                 | Y                               | Negative              | Negative                                      | Negative                                            |
|      | Glenville    | 25  | Female | African A | Eng             | N              | N                 | N                               | Negative              | No                                            | No                                                  |
|      | Glenville    | 24  | Female | African A | Eng             | Y              | N                 | N                               | Negative              | Positive                                      | Negative                                            |
|      | Glenville    | 24  | Male   | African A | Eng             | Y              | N                 | N                               | Negative              | No/Negative                                   | No/Negative                                         |
|      | Glenville    | 19  | Male   | African A | Eng             | N              | Y                 | N                               | Negative              | Positive/Negative                             | No/Negative                                         |
|      | Glenville    | 23  | Male   | African A | Eng             | N              | Y                 | N                               | Neutral               | No/Negative                                   | No/Negative                                         |
|      | Glenville    | 23  | Male   | African A | Eng             | N              | Y                 |                                 | Neutral               | Positive/Negative                             | Positive/Negative                                   |
|      | Glenville    | 20  | Female | African A | Eng             | N              | Y                 | Y                               | Negative              | No/Negative                                   | No/Negative                                         |
|      | Glenville    | 23  | Male   | African A | Eng             | N              | Y                 |                                 | Neutral               | No/Negative                                   | No/Negative                                         |
|      | Glenville    | 29  | Male   | African A | Eng             | N              | N                 | N                               | Negative              | Positive/No                                   | Positive/Negative                                   |
|      | Glenville    | 21  | Male   | African A | Eng             | N              | Y                 | N                               | Negative              | No/Negative                                   | No/No                                               |