

EXHIBIT A

Title: Community Engagement and Problem-Solving

Recommended Time: 8 hours

Primary Audience: All members of the Cleveland Division of Police

Goal: Give officers an overview of strategies for community engagement and collaborative problem-solving.

Required Materials: PowerPoint, video

Learning Objectives

1. Introduction

- a. Given by Academy instructor.
- b. Instructor will:
 - Welcome everyone to the Community Engagement and Problem-Solving training.
 - Give rollcall and ensure that everyone signed the sign-in sheet.
 - Ask officers to silent electronic devices and put them away.

2. Chief's Video

- a. Ask if anyone has any questions.
- b. Be prepared to reinforce the Chief's message.

3. Overview

- a. Explain the course schedule.
 - i. One day-8 hour course.
 - ii. There will be six modules.
 - iii. Read Modules.
 1. What is CPOP
 2. Community Engagement.
 3. Procedural justice.
 4. Cultural competency and sensitivity training
 5. Collaborative problem-solving
 6. Community engagement forms
- b. Training expectations
 - i. Everyone is expected to participate actively.
 - ii. Participation is mandatory.

Slides and Notes

Slide 1: Title of the course

Slide 2: Take a seat and silence devices

Slide 3: Training expectations: Read each expectation.

- State to the class that they will get the most out of the module if the eagerly participate
- Ask are there any questions

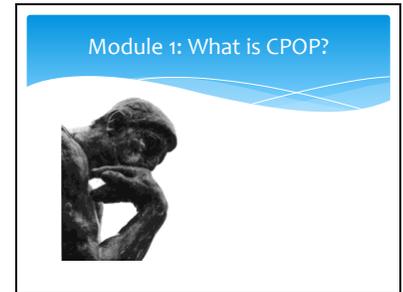
- iii. You will get the most out of training if you help.
- iv. If a student does not perform satisfactorily, then remedial training will be provided.
- v. If a student does not participate, then they will be sent back to their respective command.

4. Module 1: CPOP

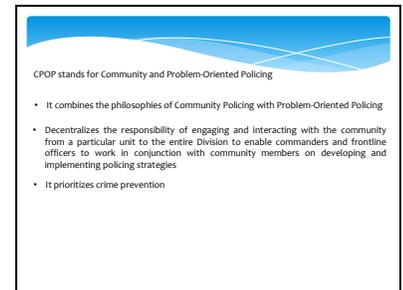
- a. This module will:
 - i. Provide an overview of CPOP and the CPOP Plan
 - ii. Define community policing
 - iii. Introduce community partnerships
 - iv. Give expectations as it relates to the being a community guardian
- b. What is CPOP
 - i. Community and Problem-Oriented Policing
 - ii. A combination of community policing and problem-oriented policing.
 - iii. Decentralizes the responsibility of engaging and interacting with the community from a particular unit to the entire Division to enable commanders and frontline officers to work in conjunction with community members on developing and implementing policing strategies
 - iv. Prioritizes crime prevention
 - v. The “CPOP Plan” is the CDP’s plan to implement CPOP throughout all of CDP’s operations—including patrol, staffing, and recruitment. The CPOP Plan is still being finalized and will go into effect January 1, 2019. Eventually, the division will train everyone on the final CPOP Plan, so that everyone understands the operational changes that are being made so that the Division can fully implement community and problem-oriented policing. The plan will highlight several concepts including:
 - vi. Today’s training is about some of the foundational skills and best practices that are needed to support CPOP (in whatever shape it takes after being finalized). The plan will highlight several concepts including:

Slides and Notes

Slide 4: What is CPOP?

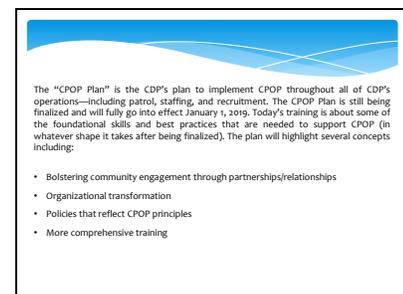


Slide 5: What is CPOP



Read each line

Slide 6: The CPOP Plan



Read each line

- Bolstering community engagement through partnerships/relationships
- Organizational transformation
- Policies that reflect CPOP principles
- More comprehensive training

vii. Community policing is:

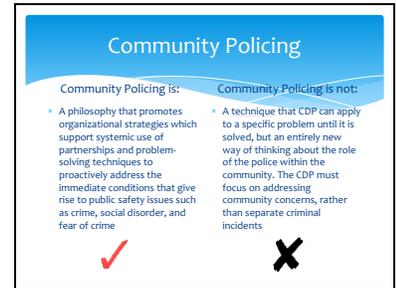
1. A philosophy that promotes organizational strategies which support the systemic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.
2. Stresses that frontline officers proactively address immediate conditions that give rise to public safety issues.
3. Addresses crime, disorder, and fear of crime.
4. The responsibility of all CDP members.

viii. Community policing is not:

1. A tactic, technique or program.
 - a. Community policing is not a technique that CDP can apply to a specific problem until it is solved, but an entirely new way of thinking about the role of the police within the community. The police must focus on addressing community concerns, rather than separate criminal incidents.
2. Soft on crime.
3. The sole responsibility of a bureau or units such as the Bureau of Community Policing, District Community Services Units, and the Neighborhood Impact Community Engagement Unit.
4. A quick fix:
 - a. Community policing can't be instituted overnight. It is a sophisticated, subtle, logical and flexible approach that focuses on

Slides and Notes

Slide 7: Community Policing is/is not



Ask class for a definition is community policing prior to unveiling what community policing is

- Listen for an answer that begins with philosophy
- If a student gives an answer similar then unveil the answer
- Read the definition of community policing then read what community policing is not

Slide 8: CP is/isn't cont.



After reading the slide, state the following:

- Community policing can't be instituted overnight. It is a sophisticated, subtle, logical and flexible approach that focuses on street level problems and concerns. That kind of approach takes time to develop and requires your commitment (stress "your commitment")

street level problems and concerns. That kind of approach takes time to develop and requires your commitment

5. Top-down:

- a. Community policing decentralizes decision making, opening up departments allowing new ideas to surface. Community policing to be implemented successful, the senior management of the police should be ready to delegate the authority to the local police commanders.

c. CDP mission statement:

- i. “The mission of the Cleveland Division of Police is to serve as guardians of the Cleveland community. Guided by the Constitution, we shall enforce the law, maintain order, and protect lives, property, and rights of all people. We shall carry out our duties with a reverence for human life and in partnership with members of the community through professionalism, respect, integrity, dedication, and excellence in policing”.
- ii. The mission statement was developed with the community to reflect the philosophy that officers are community “guardians” as opposed to “warriors.” This shift lays the foundation where officers consider themselves as a part of the community working in conjunction with other community stakeholders to address public safety concerns with mutual respect and dignity.

Slides and Notes

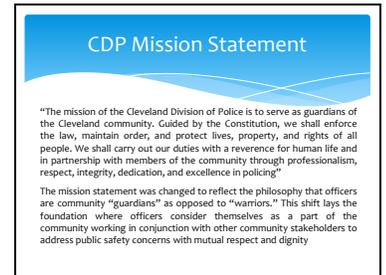
Slide 9: CP is/isn't cont.



Read each line then state the following:

- Community policing decentralizes decision making, opening up departments allowing new ideas to surface. Community policing to be implemented successful, the senior management of the police should be ready to delegate the authority to the local police commanders
- Ask the class if they understand what this mean? (Reiterate that everyone, no matter their assignment, is responsible for CPOP and community policing)

Slide 10: Mission Statement



Have the entire class read the mission statement aloud then finish reading the slide

iii. As guardians of the Cleveland community, all officers shall:

1. Be community policing officers
2. Proactively engage community members
3. Develop relationships with the community
4. Learn about the communities in their assigned area
5. Engage the community and stakeholders in solving problems

iv. Community partnerships are partnerships between law enforcement and individuals and organizations designed to build trust and work collaboratively to develop solutions to community safety issues.

1. Partners include but are not limited to:

- Social service organizations.
- Community groups/organizations.
- Individual community members.
- Non-profit/service providers.
- Media.
- Schools.
- Faith-based organizations.

- d. All officers are community policing officers.
- e. All officers will develop relationships with the community.
- f. Includes all units and bureaus.
- g. Learn community members in their assigned areas.
- h. Interact with the community.
- i. Engage the community to define and solve problems.

TAKE A BREAK

Slides and Notes

Slide 11: Guardians



Guardians

As "guardians" of the Cleveland community, all officers shall:

- Be community policing officers
- Proactively engage community members
- Develop relationships with the community
- Learn about the community members in their assigned area
- Engage the community and stakeholders to solve problems



Before progressing through the slide, ask the class what they believe is expected of them as "guardians" of the community

- Get 3-4 responses then read each line to the class

Slide 12: Community Partnerships



Community Partnerships

Community partnerships are partnerships between law enforcement and individuals and organizations designed to build trust and work collaboratively to develop solutions to community safety issues

Partners include but are not limited to:

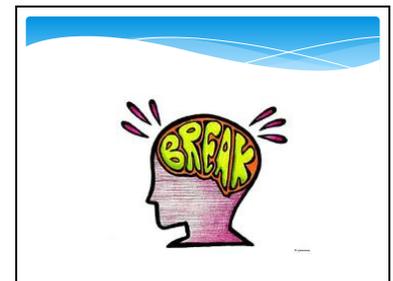
- Social service organizations
- Community groups/organizations
- Individual community members
- Non-profit/service providers
- Media
- Schools
- Faith-based organizations



First ask the class what is a community partnership and what is it intended to do?

- Only get two responses then read each line

Slide 13:



Give the class a quick break

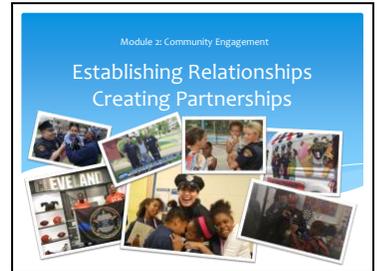
5. Module 2: (1 hour) Community engagement: establishing relationships and creating partnerships

- a. This module will:
 - i. Link the mission statement to establishing relationships
 - ii. Provide tips for effective communication
 - iii. Provide an overview to creating partnerships
- b. The reference to “guardians of the community” in the mission statement directs officers to consider themselves an integral part of the community. One of the important aspects of the “guardian” mission is to understand the communities within the city. To fulfill this mission, officers must engage the community outside of a typical law enforcement action and have a basic knowledge of the communities in their assigned area
- c. The community has expressed a desire to see the officers who patrol their district be actively engaged at events and proactively learn about their community as opposed to having the public interact only with designated “community policing officers” or even command officers.¹
- d. Under the CPOP Plan that is currently being finalized, officers will be expected to spend on average 20% of their time devoted to community engagement
- e. All CDP officers are expected to know the community that they patrol. Understanding the community and having the community know them will promote trust and mutual understanding
 - i. Understanding the community means forming relationships with ALL community members. That includes, but is not limited to, civilians and community organizations, including youth, LGTBQ, homeless, and mental health organization and communities
- f. Getting acquainted with the community requires officers to engage the community outside of enforcement or investigative activities
- g. Over time, having the community and the officers know each other will more likely lead to the community reporting

¹ See *Community Feedback*.

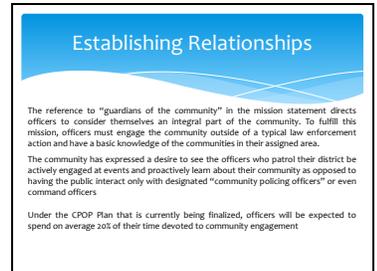
Slides and Notes

Slide 14: Intro. to module 2



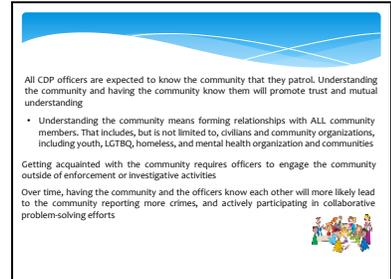
- Show this slide during the break
- When break is over, ask the class to look at the pictures.
 - After 5 seconds: ask the class to consider the impact of positive interactions with officers
 - After and 5 seconds: ask the class think about their goals are an officer
 - Do not call on anyone or take any answers, tell them to think about it

Slide 15: Establishing relationships



Read each paragraph. After the second paragraph state to the class that the community is telling us what they want, shouldn't we listen?

Slide 16: Est. re. cont.



Read each line

more crimes, and actively participating in collaborative problem-solving efforts.

- h. Positive engagement requires good communication skills
 - i. The majority of an officer’s job involves communicating with people, making it extremely important to have good communication skills
 - ii. Communication is the two-way sharing and understanding of information
 - iii. In general, officers tend to favor communication styles that are focused on facts, objectives, and consequences, which is compatible with the nature of the job, (i.e., objective, structured, and pragmatic)
 1. The public wants us to behave in a compassionate, understanding, and “feeling” way
 2. This requires us to learn and make an extra effort to communicate in a manner that is more appealing to the communities we serve
 - iv. Nonverbal communication is also critical
 1. Eye contact – conveys interest, concern, warmth, and empathy
 2. Facial expressions (i.e., smiling) – others will perceive you as more likable, friendly, and approachable; it is often contagious, and people are more apt to react favorably
 3. Gestures – capture attention and help facilitate understanding
 - a. Positive gestures
 - i. Open hands, palms up – “I’m being honest and have nothing to hide.”
 - ii. Touching your hands to your chest – “I believe in what I’m saying”
 - b. Negative gestures

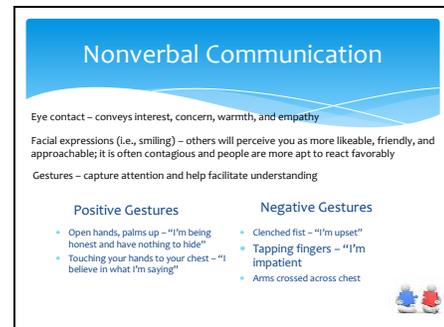
Slides and Notes

Slide 17: Communication



Read each line

Slide 18: Nonverbal Communication

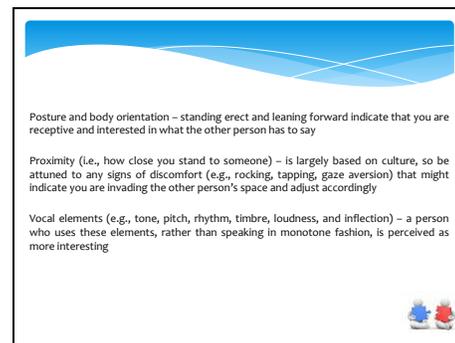


Read each line

- i. Clenched fist – “I’m upset.”
 - ii. Tapping fingers – “I’m impatient.”
 - iii. Finger wagging – the non-verbal equivalent of poking someone
 - iv. Arms crossed across chest
 - 4. Posture and body orientation – standing erect and leaning forward indicate that you are receptive and interested in what the other person has to say
 - 5. Proximity (i.e., how close you stand to someone) – is largely based on culture, so be attuned to any signs of discomfort (e.g., rocking, tapping, gaze aversion) that might indicate you are invading the other person’s space and adjust accordingly
 - 6. Vocal elements (e.g., tone, pitch, rhythm, timbre, loudness, and inflection) – a person who uses these elements, rather than speaking in a monotone fashion, is perceived as more interesting
- i. Tips for engagement:
- i. Go to places where community members are comfortable.
 - ii. Make personal, one on one contact.
 - iii. Be certain to listen and show respect for what they have to say.
 - iv. Do not rush.
 - v. Establish norms/ground rules that create a tone of collaboration.
 - vi. Be trust worthy.
 - vii. Do not ignore troubles.

Slides and Notes

Slide 19: Nonverbal cont.



Read each line

Slide 20: Tips for engagement



Read line 1: Ask where are some places that you can go?

- Answers may vary
- Lead class towards places such as parks, rec centers, streets, places of worship, places of business

Read line 2

Read line 3: Ask why is this important

- Answers may vary but tell class to make it personal, and put themselves in the other person’s shoes

Read line 4

Read line 5 and tell the class:

- Introduce yourself
- Let them know that nothing is wrong
- Tell them that you are only there to have a conversation

Read line 6

Read line 7: Tell the class if you promise to do something, make sure do it

Read line 8

viii. Avoid pitfalls.

1. Do not assume that you know what the community wants and needs. Instead, go to the community often and ask what it wants and needs from you. This is a building block of community trust and departmental transparency.
2. Behave and communicate with decency. A positive attitude is everything. Behaving this way attracts people and enables them to begin trusting you.
3. Admit when you get it wrong and apologize. Community members understand that police are human and make mistakes. If an officer makes a mistake, admit the errors and ask for help from fellow officers if needed.

Class Discussion #1: Ask the class:

- What are the benefits of engaging the community?
- What are examples of community engagement activities?
- What communities do you interact with in your area?
- What can you do to increase outreach to establish relationships with these communities outside of enforcement or investigative activities?

Slides and Notes

Slide 21: Avoiding pitfalls



Before progressing in the slide, ask the class what they believe are some pitfalls to avoid.

- Get 3-4 responses
- Answers may vary and may not be covered

Read line 1

- Ask the class, why is this important?
- Answer: Read: This is a building block of community trust and transparency

Read line 2

- Ask the class, why is this important?
- Answer: Read: Behaving this way attracts people and enables them to begin trusting you

Read line 3

- Ask the class, why is this important
- Answer: Trust

Slide 22: Class discussion #1



Class Discussion #2:

Watch: <https://youtu.be/8G8ll60LZ-Y>

Then watch: <https://youtu.be/Nhoh-CwHnh0?t=1>

After the videos ask the class:

- Does the action of this officer build trust?
- Will there be any lasting impacts because of his actions?
- What are the lasting impacts? (As the class responds, acknowledge answers that include, positive perceptions, increased trust, partnership building)
- How will Officer White's fellow officers be perceived?
- How will the caller perceive the actions?
- Understand that there are no right or wrong answers to this question
- Be careful to not allow the class to have a prolong conversation about the City of Cleveland's Ordinance pertaining to playing ball in the street

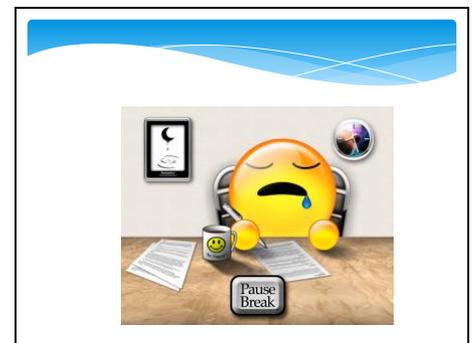
TAKE A BREAK

Slides and Notes

Slide 23: Class discussion #2



Slide 24: Quick break

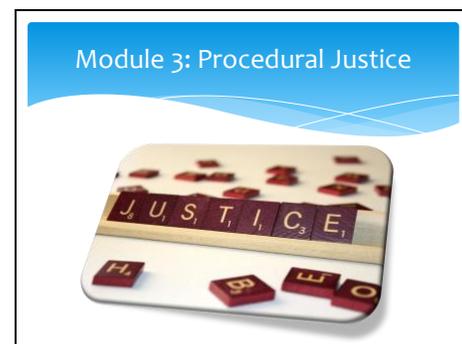


6. Module 3: (1 hour) Procedural justice¹

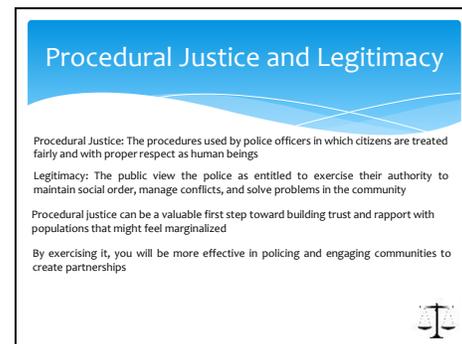
- a. We are now going to talk about procedural justice. You will learn more about this in the Bias-Free Training, but we want to also discuss procedural justice here because it is an important concept for engaging and collaborating with the community.
- b. Define procedural justice: The procedures used by police officers in which citizens are treated fairly and with proper respect as human beings.
- c. Define legitimacy: The public view the police as entitled to exercise their authority to maintain social order, manage conflicts, and solve problems in the community,
- d. Procedural justice can be a valuable first step toward building trust and rapport with populations that might feel marginalized.
- e. By exercising it, you will be more effective in policing and engaging communities in creating partnerships.
- f. There are four core principles of procedural justice:
 - i. Giving others a voice (i.e., listening)
 - ii. Neutrality in decision making
 - iii. Respectful treatment
 - iv. Trustworthiness

Slides and Notes

Slide 25: Procedural Justice

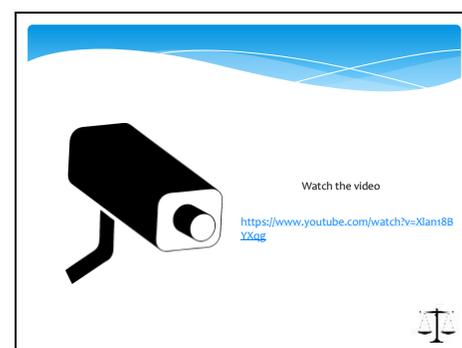


Slide 26: Procedural Justice and Legitimacy



Read each line

Slide 27: Video #1



¹ This training is taken directly from the National Initiative for Building Community Trust and Confidence, Procedural Justice and Police Legitimacy (PJ1)

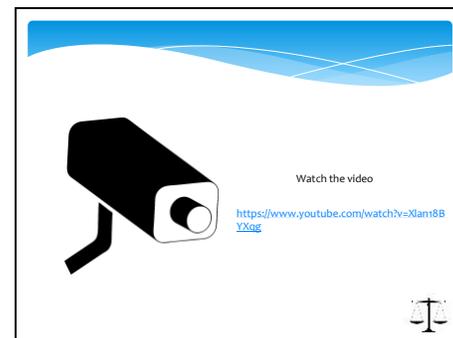
Class Discussion # 3: Spokane, WA – Taser Incident Video Show an example of procedural justice video with the Spokane Washington police officer Taser incident. Set up video and debrief. To debrief this video, ask the participants what the officers in the video did or didn't do well. Did they treat Mike with respect and dignity? Even though the officers are dealing with an active resistor (pulling arms away from the officers and stiffening arms), the officers continually treat the resistor with respect and professionalism to accomplish their objective (arresting the subject). Debrief the video using the four principles as a guide.

<https://www.youtube.com/watch?v=Xlan18BYXqg>

- First, ask if Big Mike was given a voice and ask for examples. Then discuss the results that came about from allowing Mike to vent (voice). Point out that allowing someone in a high emotional state to bring down the emotion.
- Second, ask the class, did the officers remain neutral during the encounter? Were their neutrality and demeanor beneficial? Ask for examples of neutrality shown by the officers.
- Third, ask whether the officers gave Big Mike respectful treatment.
- Lastly, ask the class if the officer's actions built trust with the offender.
- Additional points: The Taser helped control Mike on the scene, but the probes have to be removed. So, using the principles of procedural justice help maintain a calm situation. The officers will have to spend a fair amount of time processing Mike. How will that go?
- Next time the officers interact with Mike, how will Mike perceive them and behave toward them? What about others who observe this incident?
- Procedural justice helps when we have to "be the police," or use force.

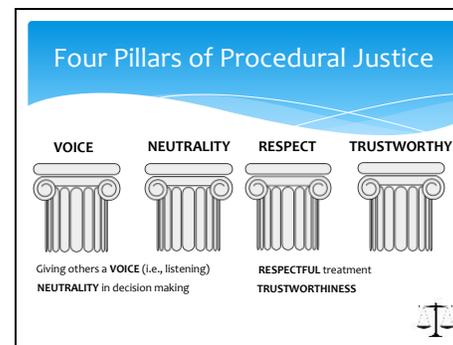
Slides and Notes

Slide 27: Video #2



Additional comments may be made about tactics. Avoid the discussion and defer to training and policy.

Slide 28: Four Pillars



Read each pillar and description

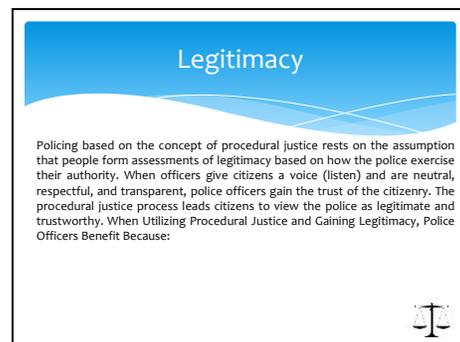
g. Legitimacy

i. Policing based on the concept of procedural justice rests on the assumption that people form assessments of legitimacy based on how the police exercise their authority. When officers give citizens a voice (listen) and are neutral, respectful, and transparent, police officers gain the trust of the citizenry. The procedural justice process leads citizens to view the police as legitimate and trustworthy. When Utilizing Procedural Justice and Gaining Legitimacy, Police Officers Benefit Because:

- Safety increases (i.e., Not having to fight as often)
- Stress levels lower (i.e., When everyone treats people with decency, we can be happier and more pleasant at work and home)
- There are fewer complainants (i.e., By talking to others professionally, we can receive fewer complaints)
- There is greater cooperation from citizens (i.e., When we build rapport with the community by utilizing procedural justice, we are more likely to gain information about a crime that is occurring in the community)
- Voluntary compliance is gained from citizens (i.e., When we treat others how we want to be treated, the police are more likely to walk offenders into a pair of handcuffs)
- Crime is reduced (i.e., When talking to others in the proper manner, there is greater likelihood that there will be fewer assaults on police officers)

Slides and Notes

Slide 30: Legitimacy

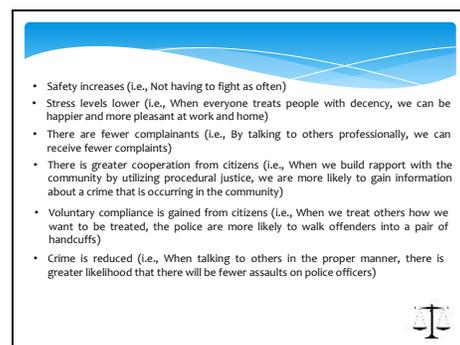


Legitimacy

Policing based on the concept of procedural justice rests on the assumption that people form assessments of legitimacy based on how the police exercise their authority. When officers give citizens a voice (listen) and are neutral, respectful, and transparent, police officers gain the trust of the citizenry. The procedural justice process leads citizens to view the police as legitimate and trustworthy. When Utilizing Procedural Justice and Gaining Legitimacy, Police Officers Benefit Because:

Read each line

Slide 31: Benefits of legitimacy



- Safety increases (i.e., Not having to fight as often)
- Stress levels lower (i.e., When everyone treats people with decency, we can be happier and more pleasant at work and home)
- There are fewer complainants (i.e., By talking to others professionally, we can receive fewer complaints)
- There is greater cooperation from citizens (i.e., When we build rapport with the community by utilizing procedural justice, we are more likely to gain information about a crime that is occurring in the community)
- Voluntary compliance is gained from citizens (i.e., When we treat others how we want to be treated, the police are more likely to walk offenders into a pair of handcuffs)
- Crime is reduced (i.e., When talking to others in the proper manner, there is greater likelihood that there will be fewer assaults on police officers)

Read each line

Class discussion #4: Play the following video:

<http://abcnews.go.com/US/viral-video-shows-side-interactingpolice-officers/story?id=30310913>

After the video ask:

- How was the interaction perceived by the motorist? (Answers should be positive)
- Why was the interaction positive? (The answers should include respect and professionalism)

What type of impact of an interaction such as this have on the public's attitude toward police? (Answers will vary. If someone answers that one bad interaction will erase the positive ones, challenge the legitimacy of the response.

State, no one can know that for certain, but isn't it better to have positive interactions as a norm in the division so when perceived negative interaction occurs, the public view them as an anomaly?)

h. Goals in Policing and CPOP

Class discussion: Ask the officers what their goals are as police officers. The instructor will write the list on the board. These goals can be a department or personal goals. Be careful not to tell them what to say or provide an example. Let them come up with the answers on their own. Many of the answers will be the following:

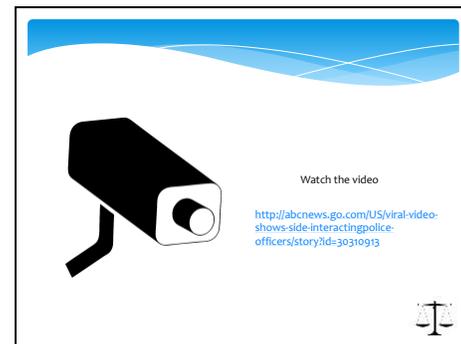
- Maintain social order
- Prevent crime, stop crime (To be fair and impartial)
- Ensure constitutional rights
- Secure safety, effectiveness, and support
- Serve and protect the public
- Generate and hold the public trust

Again, emphasize how the concepts of procedural justice and legitimacy will help to achieve their goals in policing and CPOP.

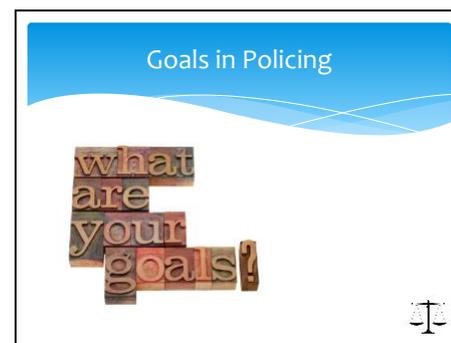
TAKE A BREAK

Slides and Notes

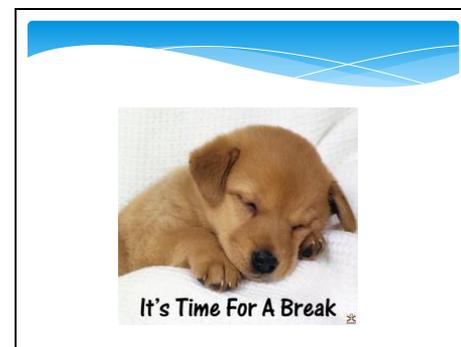
Slide 31: Video #3



Slide 32: Goals in policing



Slide 33: Break



7. Module 4 (1 hour): Cultural competency and sensitivity training

- a. Learning Objectives:
- Understanding cultural differences
 - Awareness of biases (intentional/implicit)
 - Strategies for engagement
- b. Definitions:
- Sensitivity – the ability to consider the feelings of others and address people in a respectful and non-offensive manner.
 - Sex – refers to biological characteristics of being male, female, and intersex (i.e., there is a discrepancy between the external genitals and internal genitals – the testes and ovaries)
 - Gender – assigned at birth based on sex
 - Gender identity – is the inner sense of one’s gender, including a sense of self, self-image presented to the world, and self-identification
 - LGBTQ – respectful umbrella term that stands for Lesbian, Gay, Bisexual, Transgender, and Queer
- c. Culture – refers to the system of shared ideas, rules, and meanings that inform us how to view the world and tell us how to act:
- It is a complex group of behaviors and standardized social characteristics unique to a specific group
 - It is learned; it is not biologically inherent
 - It is transmitted from one generation to another
 - It states to us what is good, bad, right, or wrong
 - It has definite rules that guide us on how to behave

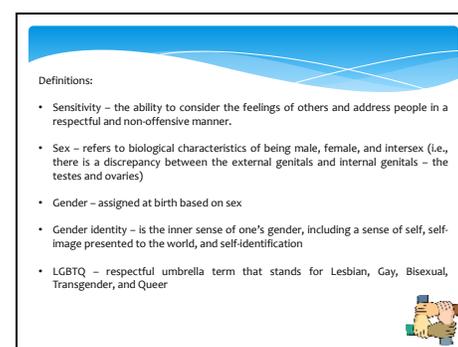
Slides and Notes

Slide 34: Cultural Comp. and Sensitivity



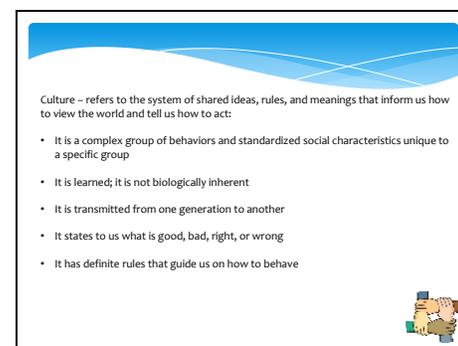
Read the learning objectives:

Slide 35: Definitions



Read each line

Slide 36: Culture



Read each line

- d. Ethnicity – refers to cultural practices and attitudes that characterize a given group of people and distinguish it from other groups
 - Include characteristics such as language, religion, ancestry, and other shared cultural practices which provide them with a distinctive identity
- e. Biases (intentional/implicit)
 - Define bias: a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned
 - Biases can be intentional or implicit

Class discussion #5: Play video #4:

<https://youtu.be/XUO59Emi3eo>

After the video, ask the following:

- Did the man intend to offend the woman?
- Did he perceive that the woman was offended?
- How could he have handled the situation differently?
- Any other observations?
- How could unintentional biases affect officer safety?
- How could interactions such as these hurt legitimacy and trust?

f. Engagement

Class Discussion # 6: Play video # 5:

<https://youtu.be/gfGPx4xJHvM>

After the video, ask the following:

- Do you agree that engagement is an officer safety issue?
- How does this training apply when engaging other groups?
 - Did the female officer act properly to de-escalate the encounter?
 - Does the actions of the officers in each scenario increase trust and legitimacy?
 - It is important to build relationships and partnerships?

LUNCH BREAK

Slides and Notes

Slide 37: Ethnicity

Ethnicity – refers to cultural practices and attitudes that characterize a given group of people and distinguish it from other groups

- Include characteristics such as language, religion, ancestry, and other shared cultural practices which provide them with a distinctive identity

Biases - a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned

- Biases can be intentional or implicit

Read each line

Slide 38: Video # 4

Watch the video
<https://youtu.be/XUO59Emi3eo>

Slide 39: Video # 5

Engagement

Watch video # 5
<https://youtu.be/gfGPx4xJHvM>

Slide 40: Lunch Break

8. Module 5 (2 ½ hours): Collaborative Problem Solving

Class discussion# 7: read the following:

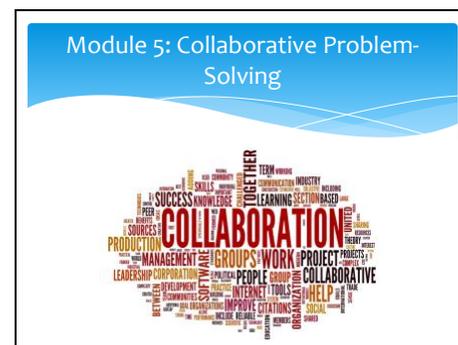
Lord Stevens, a previous commissioner of the London Metropolitan Police Service, once explained the fundamental challenge of policing with an analogy. He asked his audience to imagine a fast-flowing river, sweeping hundreds of people away in its current. He argued that the traditional police response is to jump into the river and try to help as many people as possible, rather than to head upstream to determine why and how people are falling into the river in the first place. He went on to say, “And so begins a reactive cycle of uncontrolled demand and equally uncoordinated response. The police become like lifeguards frantically swimming against the tide from one incident to another, employing different tactics in a disjointed and unfocussed manner with little or nothing to show for it at the end of the day.”¹

Ask Class: How does this analogy help you think differently about the way that you could do your work?

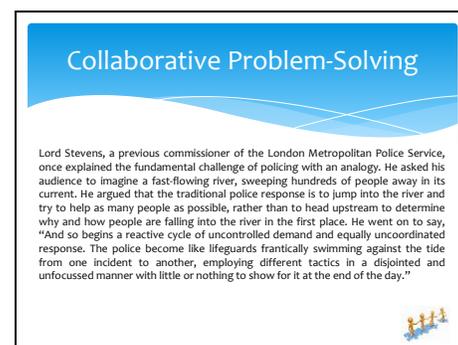
- a. Define collaborative problem-solving.
 - i. An organizational strategy and philosophy that shifts the focus of police work from reacting to calls for service to prevention. Through this approach, police work with the community to look at patterns of crimes, identify underlying problems, and craft solutions that the community desires. For collaborative problem-solving to work, police must actively collaborate with community groups and individuals, other City agencies, and other organizations.
- b. Why collaborate/engage:
 - i. Preventing crime is preferable to prosecuting crime.
 - ii. Police alone cannot prevent and solve crime.

Slides and Notes

Slide 41: Collaborative Problem-Solving



Slide 42: Lord Stevens quote



Class discussion #7

Slide 43: What is collab. Problem-solving



Ask the class what is collaborative problem-solving?

- Get 2-3 responses then read the definition.
- Emphasize the words trust and satisfaction

- iii. Police cannot arrest their way out of problems, because many pressing problems are not criminal.
 - iv. Community members/organizations may have information/intel that the police do not.
 - v. By proactively engaging the community and community-based organizations, the overall quality-of-life improves, and crime and fear of crime are reduced.
 - vi. Solving root causes of crime prevent future crime.
 - vii. Collaboration and engagement, over time, will enhance trust, which will lead to additional collaboration and engagement. CPOP can lead to more/better CPOP.
- c. What is a problem:
- i. According to the Center for Problem Oriented Policing, problems can be understood and described in a variety of ways. No one way is definitive. They should be described in whichever way is most likely to lead to an improved understanding of the problem and effective interventions. Generally, incidents that the police handle cluster in four ways:
 - ii. Behavior: Certain behavior(s) is (are) common to the incidents. For example, making excessive noise, robbing people or businesses, driving under the influence, crashing vehicles, dealing drugs, stealing cars. There are many different behaviors that might constitute problems.
 - iii. Place: Certain places can be common to incidents. Incidents involving one or more problem behaviors may occur at, for example, a street corner, a house, a business, a park, a neighborhood, or a school. Some incidents occur in abstract places such as cyberspace, on the telephone, or through other information networks.

Slides and Notes

Slide 44: Why collaborate?

Why collaborate to solve problems?

- Preventing crime is preferable to prosecuting crime
- Police alone cannot prevent and solve crime
- Police cannot arrest their way out of problems, because many pressing problems are not criminal
- Community members/organizations may have information/intel that the police do not
- By proactively engaging the community and community-based organizations, the overall quality-of-life improves, and crime and fear of crime are reduced
- Solving root causes of crime prevents future crime
- Collaboration and engagement, over time, will enhance trust, which will lead to additional collaboration and engagement. CPOP can lead to more/better CPOP

Ask the class why should they collaborate?

- Get 2-3 responses then read the responses.

Ask the class who should they collaborate with?

- Emphasize that it should be similar to those they engage with

Slide 45: What is a problem?

What is a Problem?

According to the Center for Problem Oriented Policing, problems can be understood and described in a variety of ways. No one way is definitive. They should be described in whichever way is most likely to lead to an improved understanding of the problem and effective interventions. Generally, incidents that the police handle cluster in four ways:

1. Behavior: Certain behavior(s) is (are) common to the incidents. For example, making excessive noise, robbing people or businesses, driving under the influence, crashing vehicles, dealing drugs, stealing cars. There are many different behaviors that might constitute problems.
2. Place: Certain places can be common to incidents. Incidents involving one or more problem behaviors may occur at, for example, a street corner, a house, a business, a park, a neighborhood, or a school. Some incidents occur in abstract places such as cyberspace, on the telephone, or through other information networks.

Read each line

Slide 46: What is a problem cont.

3. Persons: Certain individuals or groups of people can be common to incidents. These people could be either offenders or victims. Incidents involving one or more behaviors, occurring in one or more places may be attributed to, for example, a youth gang, a lone person, a group of prostitutes, a group of chronic inebriates, or a property owner. Or incidents may be causing harm to, for example, residents of a neighborhood, senior citizens, young children, or a lone individual.
4. Time: Certain times can be common to incidents. Incidents involving one or more behaviors, in one or more places, caused by or affecting one or more people may happen at, for example, traffic rush hour, bar closing time, the holiday shopping season, or during an annual festival.

Examples:

- Crime problem: Numerous burglaries in a particular area, occurring in the same fashion
- Quality of life problem: Clusters of vacant property that attracts juveniles and minor offenses

Read each line

- iv. **Persons:** Certain individuals or groups of people can be common to incidents. These people could be either offenders or victims. Incidents involving one or more behaviors, occurring in one or more places may be attributed to, for example, a youth gang, a lone person, a group of prostitutes, a group of chronic inebriates, or a property owner. Or incidents may be causing harm to, for example, residents of a neighborhood, senior citizens, young children, or a lone individual.
- v. **Time:** Certain times can be common to incidents. Incidents involving one or more behaviors, in one or more places, caused by or affecting one or more people may happen at, for example, traffic rush hour, bar closing time, the holiday shopping season, or during an annual festival.
- vi. **Examples:**
 1. **Crime problem:** Numerous burglaries in a particular area, occurring in the same fashion.
 2. **Quality of life problem:** Clusters of vacant property that attracts juveniles and minor offenses.

Class Discussion #8:

Ask the class what organizations they can collaborate with?

- Then, show them the list
- Emphasize that it is similar to those we engage

- d. **Who to collaborate with:**
 - i. Community members/citizens.
 - ii. Community-based organizations.
 - iii. Non-profit organizations.
 - iv. Service providers.
 - v. Schools.
- e. **How to collaborate**
 - i. Become familiar with your zone and its people. Study the area. Ride/walk around. Get

Slides and Notes

Slide 47: Who to collaborate with?



Prior to reading the slide, ask the class what organizations they can collaborate with?

- Then, show them the list
- Emphasize that it is similar to those we engage

to know geography and landmarks. Note the locations of mosques, businesses, agencies, schools, complexes and visible problem areas.

- ii. Identify the problems of the community with the community.
- iii. Make contact and develop a good rapport with community leaders, the business owners, local agency heads, School officials, and public officials responsible for service in the area, any other person of influence or importance in the area.
- iv. Make random contacts with people in the area. Walk the area, meeting people at random. Introduce and write down contact information. Explain how people can get in touch. Inquire about community problems and concerns. Become interested in the concerns of the community members. Explain how CDP officers are interested in learning more about the community and working with them to identify and solve problems.

f. SARA

- i. What is SARA
 - 1. This is acronym formulated by John Eck and Bill Spelman to refer to the four problem-solving stages of Scanning, Analysis, Response and Assessment. By dividing the overall project into separate stages, SARA helps to ensure that the necessary steps are undertaken in proper sequence – for example, that solutions are not adopted before an analysis of the problem has been undertaken. This is a useful check on the natural tendency to jump straight into a final response while skimming on the definition of the

Slides and Notes

Slide 48: How to collaborate

How to Collaborate

- Become familiar with your zone and its people. Study the area. Ride/walk around. Get to know geography and landmarks. Note the locations of mosques, businesses, agencies, schools, complexes and visible problem areas.
- Identify the problems of the community with the community.
- Make contact and develop a good rapport with community leaders, the business owners, local agency heads, School officials, and public officials responsible for service in the area, any other person of influence or importance in the area.
- Make random contacts with people in the area. Walk the area, meeting people at random. Introduce and write down contact information. Explain how people can get in touch. Inquire about community problems and concerns. Become interested in the concerns of the community members.



Read each paragraph

- Point out the it is similar to the tips to engage
- Also point out that officers already interested in learning more about the community and working with them to identify and solve problems.

Slide 49: SARA

Scanning Analysis Response Assessment (SARA)

What is SARA:

- It refers to the four problem-solving stages of Scanning, Analysis, Response and Assessment. By dividing the overall project into separate stages, SARA helps to ensure that the necessary steps are undertaken in proper sequence – for example, that solutions are not adopted before an analysis of the problem has been undertaken. This is a useful check on the natural tendency to jump straight into a final response, while skimming on definition of the problem and analysis for forgetting to assess their impact on the problem



Read each line

Slide 50: Scanning

Scanning

- Identifying recurring problems
- Prioritizing the problems
- Developing broad goals
- Confirming that the problems exist
- Determining how often the problem occurs and how long it has been a concern
- Selecting problems for closer examination




Read each line

problem and analysis for forgetting to assess their impact on the problem.¹

2. Scanning
 - a. Identifying recurring problems
 - b. Prioritizing the problems
 - c. Developing broad goals
 - d. Confirming that the problems exist
 - e. Determining how often the problem occurs and how long it has been a concern
 - f. Selecting problems for closer examination
3. Analysis
 - a. Identifying and understanding events and conditions that precede and accompany the problem
 - b. Identifying relevant data to collect
 - c. Researching what is known about the problem type
 - d. Taking inventory of how the problem is being addressed and any strengths/limitations of the current response
 - e. Narrowing the scope of the problem
 - f. Identifying resources that may be of assistance in developing a deeper understanding of the problem
 - g. Developing a working hypothesis about why the problem is occurring; is it really occurring?
4. Response

Slides and Notes

Slide 51: Analysis

Analysis

- Identifying and understanding events and conditions that precede and accompany the problem
- Identifying relevant data to collect
- Researching what is known about the problem type
- Taking inventory of how the problem is being addressed and any strengths/limitations of the current response
- Narrowing the scope of the problem
- Identifying resources that may be of assistance in developing a deeper understanding of the problem
- Developing a working hypothesis about why the problem is occurring; is it really occurring?

Read each line

¹ Clarke, Ronald V. and Eck, John E (2005). *Crime Analysis for Problem-Solvers: In 60 Small Steps*, U.S. Department of Justice, Office of Community Oriented Policing Services, Washington, DC. <http://www.popcenter.org/Library/RecommendedReadings/60Steps.pdf>

- a. Brainstorming for new interventions
 - b. Searching for what other communities with similar problems have done
 - c. Choosing among the alternative interventions
 - d. Outlining a response plan and identifying responsible parties
 - e. Stating the specific objectives of the response plan
 - f. Carrying out the planned activities
5. Assessment
- a. Collecting pre- and post-response qualitative and quantitative data
 - b. Process Evaluation
 - c. Determining whether the plan was implemented
 - d. Determining whether broad goals and objectives were attained
 - e. Identifying any new strategies needed to augment the original plan
 - f. Better handling of incidents and improved response to the problem
 - g. Conducting an ongoing assessment to ensure continued effectiveness

Slides and Notes

Slide 52: Response

Response

- Brainstorming for new interventions
- Searching for what other communities with similar problems have done
- Choosing among the alternative interventions
- Outlining a response plan and identifying responsible parties
- Stating the specific objectives of the response plan
- Carrying out the planned activities



Read each line

Slide 53: Assessment

Assessment

- Collecting pre- and post-response qualitative and quantitative data
- Process Evaluation
- Determining whether the plan was implemented
- Determining whether broad goals and objectives were attained
- Identifying any new strategies needed to augment the original plan
- Better handling of incidents and improved response to the problem
- Conducting an ongoing assessment to ensure continued effectiveness




Read each line

Slide 54: Problem analysis triangle

Problem Analysis Triangle




Slide 55: Problem triangle




Read each collaborative problem-solving example.

Example #1: 6.

7.
8.
Officers respond to a call for a car break-in. The officers confer with the victim and soon learn that several vehicles on the street had also been broken into and all around during the night. The officers observe that several street lights had been broken and not replaced, and, the break-ins occurred in that area. The officers believed that the break-ins occurred in that area because of the broken lights. The officers advised the citizens that the Division of Public Works (DPW) is responsible for replacing the lights and how to call them in the future. The officers contacted the DPW, and worked with them to replace the lights on the street.

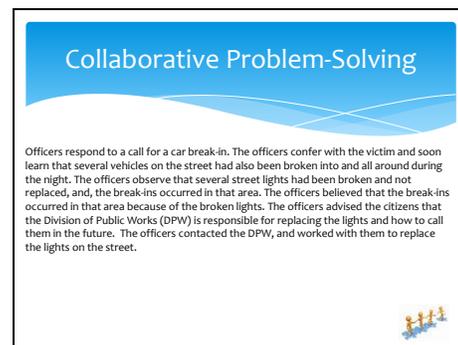
Example #2:

A lieutenant assigned to a district responded to multiple infant fatalities and believed there was an increase in the number of these fatalities. He researched the frequency and causes of the incidents, and then consulted with the Homicide Unit. He also established a relationship with a Special Needs Child Care Registered Nurse for the Board of Health. Upon consulting with the nurse about the fatalities, they recommended creating a partnership between the police department and board of health to institute the "Cops and Cribs" program. The program consists of training frontline officers on how to assess a safe sleeping environment and make recommendations for improvement. The officers could also make a referral for parents in need of financial assistance through the board of health. The lieutenant also contacted the liaison to the Police Foundation who requested that the foundation provide financial assistance. Ultimately, the Police Foundation purchased cribs for the project.

SHORT BREAK

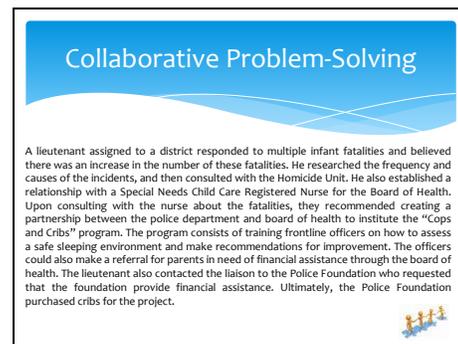
Slides and Notes

Slide 56: Problem solving example #1



Read each line

Slide 57: Problem solving example # 2



Read each line. Emphasize that both examples are true, and happened here in CDP.

Slide 58: Break



Problem Solving Scenario Directions:

1. Break the class into 5 groups (number each group)
2. Give them the scenario, SARA Worksheet, and Problem Solving guide
3. Instruct them to appoint a scribe and spokesperson
4. Give them 30 minutes to read and prepare their response to the problem.
5. The scribe will complete the SARA Worksheet
6. Each group will have 5 minutes to present their solution to the class
7. The spokesperson will give the presentation
8. Use the remaining time to discuss the problem and solutions
9. Ensure that the groups properly identified the problem and responded appropriately using the guide

Problem Solving Scenario:

Erie Park is located in the northwest section of the First District covering about 30 acres and known for its thick woods, brushy ravine, and for being an "out of the way" park. Legal activities associated with the park are walking, picnics, and the children's play area. During the summertime the park closes at 11 PM, the rest of the year it closes at dusk and opens at 6 AM. Neighbors around the park and park users have been complaining about illegal sex and drug activity taking place in the park. These activities occur throughout the day with higher level activity occurring during the night. The activity takes place in the brushy areas and the two bathrooms. The surrounding community is very frustrated with the problem. Community members find used condoms and drug paraphernalia around the park, and occasionally they come across people involved in some sexual activity. Community representatives believe that the police unfairly target the LGBTQ community and they do not trust the police to enforce laws equally and without prejudice in the park. Also, several business owners have stated that they are losing customers as a result of the activity, and are considering moving out of the area.

You are assigned to the zone where the illegal activity occurs and work on C-Platoon. While patrolling, you were provided this information by the neighbors who also stated that B-Platoon officers frequently take enforcement action. You spoke to your supervisor, who instructed you to alleviate this problem.

Slides and Notes

Slide 59: Problem solving scenario



Problem Solving Guide:

"WHERE DO I START?" This is a common question asked by employees who have never used problem-solving to deal with recurring problems. This guide and the following Problem-Solving Process Form are designed to assist you in starting and working on problem-solving projects. The items listed in this guide are meant to stimulate thinking about creative problem solving, not to limit you to a standardized process that is appropriate for every problem.

Scanning: Describe the Problem (be specific)

- Crime problem (drugs, theft, burglary, robbery, vice, liquor, etc.)
- Environmental/crime related (litter, abandoned autos, health problems, abandoned property/buildings)
- Location and time
- Persons involved
- How did the problem come to your attention?
- Who does this problem affect?
- Immediate action was taken: was an emergency response (arrests, warrants, etc.) required?

Analysis: - List the questions you have for each individual or group that is affected by this problem. What specific source would you go to for the answer?

- Interviews (complainant, victim, defendant, witnesses)
- Surveys of affected parties (formal/informal)
- Personal observations
- Information from other officers (watches, beats, sectors)
- Information from other units in CDP
- Information from other public & private agencies
- Information from community/business association meetings
- Crime analysis information (radio calls, crime data, etc.)
- Incident reports
- Information from other departments
- Information from community groups/organizations

Response: Goals of the problem-solving effort (short and long-term). What are you trying to accomplish?

- More patrols
- Conduct community meeting(s) about crime prevention
- Refer to the appropriate city agency
- Organize the community
- Obtain assistance from other public/private agencies
- Obtain assistance from other units within the division
- Obtain the assistance of the media
- Enforcement action (arrests, citations, searches, etc.)
- Educational programs about the problem
- Environmental factors (lighting, roads, vacant structures, etc.)

Assessment: What specific measures will you use to assess the effectiveness of your problem-solving effort?

- Change in the calls for service, crime reporting, etc.
- Change in perception of the problem by the people affected
- Will the problem arise again?
- Is monitoring required

Single isolated incidents do not require a problem-solving approach.

Slides and Notes

Slide 60: Break



After the worksheets are completed, give the class a break

9. Module 6 (1/2 hour): Community Engagement forms:

- g. The purpose of this instruction is to provide members of the Division of Police with a basic introduction to the community engagement data collection
- h. Community engagement forms represent a screen in the CAD system where community engagement activity data is captured
- i. Community engagement data includes but is not limited to the following:
 - Type of patrol (bike, foot, car, non-patrol)
 - Officer assignment
 - Whether the engagement was planned or unplanned
 - The type of unplanned engagement (social contact, providing a community service)
 - Type of engagement (block club, community event, presentation, or meeting)
 - Estimate number of attendees
 - School-related activity (career fair, DARE, recruitment, Explorers)
- j. Every officer who participates in community engagement activity is responsible for inputting their data

Read each line

Stress to the officers that they are already engaging the community in this manner, but it is very important to collect this data.

- It will give the division an opportunity to report out to the community the great efforts of the men and women in the division
- It will also give officers empirical data that supports the notion that they are connected to the community and are engaging them

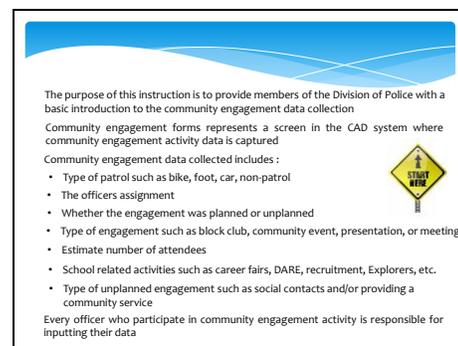
- k. Instruct the class that a more detailed course about the process of inputting the data into the CAD system is coming
- l. End of course
 - i. Remind the class that today was designed to train officers on important community

Slides and Notes

Slide 61: Community engagement forms



Slide 62: Forms cont.

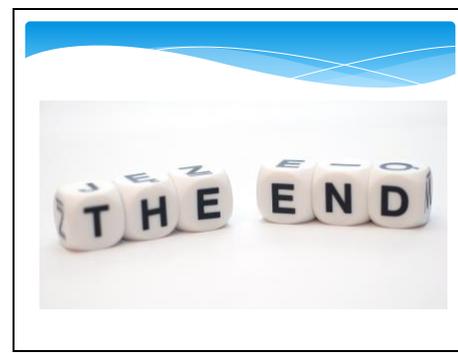


Read each line

Slide 62: Coming soon



Slide 63: End of course



engagement and problem-solving skills. These skills are helpful for all officers generally, but they will be critical when CDP eventually rolls out the final CPOP Plan.

- ii. The final Plan will lay out how the Division will embed CPOP principles across all operations of the Division. Once the CPOP Plan is finalized, there will be a separate, dedicated training on CPOP that will complement today's training.



Problem-Solving Process Sheet
Cleveland Division of Police
2018 Community Engagement and Problem-Solving Training

Problem-Solving Guide

"WHERE DO I START?"

This is a common question asked by employees who have never used problem-solving to deal with recurring problems. This guide and the following Problem Solving Process Form are designed to assist you in starting and working on problem-solving projects. The items listed in this guide are meant to stimulate thinking about creative problem solving, not to limit you to a standardized process that is appropriate for every problem.

1. Scanning - Describe the Problem (be specific)
 - Crime problem (drugs, theft, burglary, robbery, vice, liquor, car prowls)
 - Environmental/crime related (litter, abandoned autos, health problems, abandoned property/buildings)
 - Location and time
 - Persons involved
 - How did the problem come to your attention?
 - Who does this problem affect?
 - Immediate action was taken: was an emergency response (arrests, warrants, etc.) required?

2. Analysis: - List the questions you have for each or group that is affected by this problem. What specific source would you go to for the answer
 - Interviews (complainant, victim, defendant, witnesses)
 - Surveys of affected parties (formal/informal)
 - Personal observations
 - Information from other officers (watches, beats, sectors)
 - Information from other units in Police Department
 - Information from other public & private agencies
 - Information from community/business association meetings
 - Crime analysis information (radio calls, crime data, etc.)
 - Incident reports
 - Information from other departments
 - Information from community groups/organizations



Problem-Solving Process Sheet

Cleveland Division of Police

2018 Community Engagement and Problem-Solving Training

3. Response: Goals of the problem-solving effort (short and long-term). What are you trying to accomplish?
 - More patrols
 - Conduct community meeting(s) about crime prevention
 - Refer to the appropriate agency
 - Organize the community
 - Obtain assistance from other public/private agencies
 - Obtain assistance from other units within the division
 - Obtain the assistance of the media
 - Enforcement action (arrests, citations, searches, etc.)
 - Educational programs about the problem
 - Environmental factors (lighting, roads, vacant structures, etc.)

4. Assessment: What specific measures will you use to assess the effectiveness of your problem-solving effort?
 - Change in the calls for service, crime reporting, etc.
 - Change in perception of the problem by the people affected
 - Will the problem arise again
 - Is monitoring required

5. Single isolated incidents do not require a problem-solving approach.
 - A problem is a repeated event occurring in a community related to location, behavior, people and time, which concerns the community and police.





Problem-Solving Process Sheet
Cleveland Division of Police
2018 Community Engagement and Problem-Solving Training

Problem Scenario

Erie Park is located in the northwest section of the First District covering about 30 acres and known for its thick woods, brushy ravine, and for being an "out of the way" park. Legal activities associated with the park are walking, picnics, and the children's play area. During the summertime the park closes at 11 PM, the rest of the year it closes at dusk and opens at 6 AM. Neighbors around the park and park users have been complaining about illegal sex and drug activity taking place in the park. These activities occur throughout the day with higher level activity occurring during the night. The activity takes place in the brushy areas and the two bathrooms. The surrounding community is very frustrated with the problem. Community members find used condoms and drug paraphernalia around the park, and occasionally they come across people involved in some sexual activity. Community representatives believe that the police unfairly target the LGBTQ community and they do not trust the police to enforce laws equally and without prejudice in the park. Also, several business owners have stated that they are losing customers and are considering moving out of the area.

You are assigned to the zone where the illegal activity occurs and work on C-Platoon. While patrolling, you were provided this information by the neighbors who also stated that B-Platoon officers frequently take enforcement action. You spoke to your supervisor, who instructed you to alleviate this problem.



SARA PROBLEM SOLVING WORKSHEET

SCANNING

Describe the problem:

How did the problem come to your attention (check all that applies)?

Call for service: Community: Self-Initiated: Supervisor: Other:

Who is affected by the problem (list all that applies)?

Victim	Offender	Place	Handler	Manager	Guardian

ANALYSIS

List the questions that you have for each individual or group that is affected by the problem. Identify the source of the information.

Go back to the SCANNING phase. Does the problem need to be redefined? If the problem need to be redefined, list below.

RESPONSE

Goals of the problem-solving effort (what are you trying to accomplish):

List short term goals:

