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1 2 3 4 INTERVIEW OF INDEPENDENT MONITOR FINALISTS 5 FOR THE CHICAGO POLICE DEPARTMENT 6 CONSENT DECREE 7 8 9 10 INTERVIEW OF SCHIFF HARDIN/CNA 11 12 13 14 NOVEMBER 2, 2018 15 2:10 P.M. 16 17 18 19 CITY HALL 20 121 NORTH CLARK STREET 21 ROOM 501A 22 CHICAGO, ILLINOIS 60602 23 24	1 MS. SCRUGGS: Good afternoon, everybody. 2 Welcome back to the Schiff/CNA team. 3 We're the Engaged Stakeholder Committee. 4 We're going to start by letting them introduce 5 themselves to you, although I'm sure you've seen 6 their names, but we can -- they can introduce 7 themselves. Then you guys will go into your 8 presentation, and the Q&A session will immediately 9 follow that with them. 10 I think you guys all remember us, but 11 the AG's team is over here, the city's team is 12 over there (indicating). We have a court reporter 13 here with us today. 14 We will try to alert you guys again, 15 like we have been, at 30 minutes, 15 minutes, and 16 5 minutes. It will be looking over -- come over 17 here -- looking over here (indicating). 18 MS. HICKEY: Thank you. 19 MS. SCRUGGS: Great. Thanks. 20 PASTOR BIEKMAN: My name is Robert Biekman. 21 I serve as pastor of Maple Park United Methodist 22 Church, and I'm also with Community Renewal 23 Society. 24 MR. WILKINS: My name is Eric Wilkins. I'm
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1 PRESENT: 2 ENGAGED STAKEHOLDER COMMITTEE: 3 PASTOR ROBERT BIEKMAN 4 SERGEANT CHRIS PETTIS 5 SERGEANT JAMES CALVINO 6 MS. MARIA HERNANDEZ 7 MS. KATYA NUQUES 8 MS. JEANETTE SAMUELS 9 MR. ERIC WILKINS 10 11 SCHIFF HARDIN/CNA TEAM: 12 MS. MAGGIE HICKEY 13 CHIEF RODNEY MONROE 14 DR. JAMES "CHIP" COLDREN 15 MS. SODIQA WILLIAMS 16 MS. ELENA QUINTANA 17 MR. JOE HOERETH 18 MR. STEVE RICKMAN 19 MR. DAN GIAQUINTO 20 21 ATTORNEY GENERAL'S OFFICE: 22 MS. LISA SCRUGGS 23 MS. SHAREESE PRYOR 24 MR. JONATHAN SMITH 25 MS. CARA HENDRICKSON 26 MS. LEIGH RICHIE 27 MR. GARY CAPLAN 28 29 CITY OF CHICAGO/CHICAGO POLICE DEPARTMENT: 30 CHIEF BARBARA WEST 31 MS. CHARISE VALENTE 32 MS. RACHEL SCHALLER 33 MS. TINA ANDERSON 34 MR. WALTER KATZ 35 CAPTAIN SEAN JOYCE 36 MR. MICHAEL BROMWICH 37 38 REPORTED BY RUTH EAVENSON, CSR NO. 84-4293.	1 with Communities United and Broken Winggz. 2 MS. HERNANDEZ: My name is Maria Hernandez. 3 I'm with Black Lives Matter Chicago and Campbell 4 Plaintiffs Group. 5 MS. NUQUES: My name is Katya Nuques, and I'm 6 with Enlace Chicago. 7 SERGEANT PETTIS: Chris Pettis, Chicago 8 Police Sergeants' Association. 9 SERGEANT CALVINO: Jim Calvino. I'm also 10 with the Chicago Police Sergeants' Association. 11 MS. SAMUELS: I'm Jeanette Samuels. 12 MS. HICKEY: Good afternoon, everyone. My 13 name is Maggie Hickey, and I am the team leader. 14 I want to thank each of you very much for your 15 dedication to the City of Chicago and making it a 16 better city. 17 Chicago can be used as an example of a 18 city besieged by violence. We are here today out 19 of a deep love and respect for Chicago and out of 20 dedication to do all we can to be excellent 21 monitors of the important opportunity that this 22 consent decree process presents for our city. 23 Police officers account for 24 approximately 12,000 residents of Chicago, and

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1 having a deep divide between these officers and
2 their fellow residents serves no one any good.
3 We see the damage of this divide in the
4 stress of the CPD officers, we see it in the
5 reluctance of the community members who refuse to
6 call the police for fear of improper use of force
7 against them, and we see it in the low clearance
8 rates that are often blamed on the lack of trust
9 between the community and the police force.
10 This consent decree is critical to the
11 future of Chicago. Our team understands that the
12 overreaching goal of this monitoring project is
13 truly safer communities in the City of Chicago. A
14 successful completion of the monitoring process
15 will transform the Chicago Police Department into
16 a model for constitutional policing.
17 Our team includes local experts who
18 understand the complexity and current challenges
19 and unique aspects of policing in Chicago and also
20 national experts who have successfully tackled
21 problems with constitutional policing and
22 organizational change in policing. Our team, with
23 Deputy Monitor Chief Rodney Monroe and Deputy
24 Monitor Dr. Chip Coldren, have experienced all

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1 aspects of independent police agency monitoring.
2 We offer a proven monitoring and
3 assessment approach based on successful
4 methodologies that incorporate best practices,
5 evidence-based research, and through also lessons
6 that we have learned and that can then lend
7 technical assistance to the police department.
8 We will conduct the analysis required by
9 the consent decree through collaboration with the
10 police department and, most importantly, through
11 partnerships with members of the Chicago community
12 working with our community engagement team.
13 I have four of the five members of our
14 community engagement team here with me today:
15 Sodiqa Williams, vice-president of external
16 affairs and general counsel for the Safer
17 Foundation; Elena Quintana, executive director of
18 the Institute on Public Safety and Social Justice
19 at Adler University; Joseph Hoereth, who is the
20 director of the Institute for Policy and Civic
21 Engagement at the University of Illinois at
22 Chicago -- as I knew growing up, UIC -- and Steve
23 Rickman, currently associate monitor for community
24 policing under the Albuquerque Police Department

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1 court-approved settlement.
2 Together we will actively engage
3 community stakeholders in the monitoring process
4 to ensure that monitoring benefits the community
5 directly and that CPD reforms build community
6 trust and police legitimacy.
7 Last but not least with us is also Dan
8 Giaquinto, our associate monitor for
9 accountability and transparency. He is a former
10 director of the New Jersey Office of the State
11 Police Affairs and currently the deputy monitor
12 for the Albuquerque PD court-approved settlement
13 agreement.
14 Legitimacy of the police department is
15 so important, but we are only going to be able to
16 achieve that if CPD gains the community's trust,
17 and they gain that trust through a transparent
18 monitoring process.
19 I want to turn this over now to Chief
20 Rodney Monroe, who is a national leader in urban
21 crime fighting. He's going to discuss a bit about
22 our team's experience.
23 CHIEF MONROE: Good afternoon, everyone. My
24 name is Rodney Monroe. I'm currently the retired

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1 police chief of Charlotte, North Carolina. I have
2 been in law enforcement just shy of 40 years.
3 I've been a police chief for the past 16 years at
4 three rather progressive urban cities, Macon,
5 Georgia; Richmond, Virginia; and Charlotte.
6 I have always placed a great value on
7 the development of strong, viable relationships
8 between police and community, using that as a
9 testament to being able to identify unique
10 opportunities for those engagements and
11 recognizing that strong police-community relations
12 has to serve as the foundation for many things.
13 And one of the most important things is
14 the safety of both the community and the officers,
15 the men and women that are sworn to protect those
16 communities, recognizing that each depends on each
17 other for their own safety within communities.
18 I've come to realize that a police
19 officer can be safe within their community when
20 the community is not only looking for protection
21 from the officer, but also looking for that
22 community to help protect them as well.
23 We always have to be willing to find
24 ways of developing relationships; not just

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1 partnerships, but relationships. Relationships
2 are something that last much longer, something
3 that you can always call upon, something that you
4 can always depend upon.
5 And those true relationships can really
6 help not only revitalize communities and
7 departments, but also serve as a manner of
8 reducing crime, addressing issues such as use of
9 force, being able to increase closure rates. All
10 of those are positive attributes that those
11 relationships can bring about within a community,
12 and I have seen that happen time and time again.
13 I'm proud to be a part of a team that
14 has the same passion and commitment that I do as
15 relates to building those relationships in order
16 to strengthen each other, to strengthen both the
17 community and strengthen the police department,
18 because together that strength is unbreakable and
19 unbearable.
20 We've been able to work with several
21 departments around the country, whether it be
22 focusing on consent decrees, collaborative
23 reforms, or just transformational issues in
24 general, and really being able to watch to see how

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1 people have turned the corner on a number of these
2 constitutional issues, a number of these
3 community-related issues to really see benefit to
4 both.
5 I think by listening and hearing one
6 another and working together to help address these
7 issues can help build that strong, vibrant
8 community that we're all looking for.
9 With that, I'm going to turn it over to
10 Chip Coldren, who is going to talk a little more
11 about some of the specifics that we have been
12 engaged in around the country as it relates to
13 addressing many of these issues.
14 DR. COLDREN: My name is Chip Coldren. I am
15 a sociologist. I have lived in Chicago, in the
16 Chicago area, on and off for the last 30 years and
17 been involved in several issues around police and
18 systemic reform in Chicago and the State of
19 Illinois.
20 So I was part of an organization that,
21 when CAPS first came about in the Chicago Police
22 Department, our organization recruited community
23 members and police trainers and had them training
24 in Chicago communities together about community

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1 policing, because we felt that if it was only the
2 police that were trained then the community would
3 never feel welcome in its role in community
4 policing and never fully understand the
5 opportunity that it had to participate in
6 community policing. So I'm very proud of that.
7 That led to a project called Youth in
8 Community Policing where we formed youth groups
9 that worked with police officers on community
10 policing projects. The thing that I very much
11 like about that is that we gave each of those
12 groups a budget, and the police could not spend a
13 penny of that budget if the youth didn't sign off
14 on it, so they had to agree with everything they
15 did. And amazing things happened in Chicago and
16 the surrounding suburbs in the name of youth
17 involvement in community policing.
18 Some of you may be familiar with the
19 term Redeploy Illinois. That was an initiative
20 that began about 10 or 12 years ago that
21 successfully reduced youth incarceration in the
22 State of Illinois. I was actually coauthor of
23 that legislation, and I was on that oversight
24 board for about ten years.

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1 And I served five years as the monitor
2 for the Cook County Department of Corrections
3 under the Duran v. Elrod consent decree. That
4 began with 11 issues around conditions of
5 confinement in the jail. I successfully
6 negotiated with the court to add another one,
7 which was use of force by correctional officers
8 against inmates.
9 So I have experience running a
10 monitorship and dealing with judges in federal
11 court on these matters. So I just wanted to
12 mention a little bit of my experience.
13 I also want to mention that the members
14 of our team have had direct involvement in consent
15 decrees and other formal projects and formal
16 efforts to improve and reform the justice system.
17 So I mentioned my involvement in Cook County.
18 Several members of our team are involved, as you
19 heard, in the Albuquerque consent decree. That
20 involves crisis intervention for people with
21 mental health problems and use-of-force issues,
22 community engagement.
23 Another member of our team was the
24 monitoring coordinator for the New Jersey State

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1 Police consent decree around stops and racial
2 profiling. Another member of our team is
3 currently involved in Puerto Rico around issues of
4 crisis intervention.
5 Rodney Monroe was the monitor in
6 Meridian, Mississippi, around youth engagement and
7 policing; and we are currently involved in a very
8 significant judicial order in Maricopa County
9 where we are analyzing evidence of bias,
10 organizational and individual bias in police stops
11 of civilians.
12 So thank you for my few minutes.
13 MS. HICKEY: So our team brings knowledge,
14 commitment, and experience.
15 I guess I should have spoke a little
16 more about myself. My name is Maggie Hickey. I'm
17 currently a partner at Schiff Hardin, but I've
18 spent 24 of my 27 years as a lawyer as a public
19 servant.
20 I most recently was the Inspector
21 General for the State of Illinois, and prior to
22 that I worked at the U.S. Attorney's office for
23 over 11 years. And I've most recently since been
24 in private practice, but also have a public-facing

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1 commitment to our community.
2 And I have been engaged by the Chicago
3 Public Schools to review their policies and
4 procedures regarding sexual misconduct. I did a
5 preliminary report recently this summer and am
6 continuing doing that work. I am also working on
7 an investigation in the legislature regarding
8 sexual harassment.
9 It's really my honor to be here. I was
10 born and raised in Chicago. And antiviolence was
11 one of my major focuses when I worked at the U.S.
12 Attorney's office, but not just in law
13 enforcement. I worked in the community on Project
14 Safe Neighborhood and, you know, worked with
15 grants in the community.
16 There's probably nothing that I'm more
17 passionate about than lowering the violence rate
18 in our City of Chicago and having our citizens and
19 people of our community feel safer. I did want to
20 tell you a little. I just realized I just said my
21 name, so I'm sorry.
22 So here's our team. We've all already
23 talked, so I'll bring you to the really important
24 part, which is our community engagement team.

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1 Right now I'm going to turn it over to our
2 community engagement team, who will talk to you
3 about some of the unique aspects that we bring as
4 a team because we've really thought hard about
5 this community engagement because we know that
6 without the community we will not be successful.
7 MR. HOERETH: Thank you, Maggie.
8 I want to first talk a little about how
9 we envision our role. We envision ourselves as a
10 conduit between the parties that are involved,
11 facilitating the two-way transfer of information
12 that helps to facilitate the enforcement of the
13 consent decree.
14 And in that role, we recognize that we
15 have a number of different ways that we'll be
16 engaging with the community. There will be times
17 where we are seeking input on something; there
18 will be times we're reporting out; there will be
19 times where there's an update meeting; or, as we
20 go along in the process, we may determine other
21 types of engagement are needed. So at this point
22 what we did was give ourselves -- commit ourselves
23 to a set of principles that we hold consistent
24 across our engagements.

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1 And the first one we would say is
2 clarity of purpose. It's really important for
3 people who we are engaging with to understand
4 what's happening with the information that we are
5 either sharing or asking them to share with us.
6 We also need to help people understand
7 the context. Why are we here? What is the
8 consent decree about? You have to understand that
9 people may be coming into a process who are very
10 familiar with everything, or they might be
11 concerned about a single issue and not have a
12 thorough understanding of the broad context of the
13 consent decree. So we will be consistent about
14 establishing a clarity of purpose whether it's the
15 first meeting or two years in or however long.
16 Each time we will be consistent about that.
17 The second principle is about inclusion,
18 thinking carefully and strategically and doing all
19 we can to make sure that all voices are included
20 and heard and involved in the process. And that
21 influences a lot of things that we'll be thinking
22 about -- where we have meetings, who we connect
23 with, and who is participating in those
24 meetings -- and paying attention to that along the

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1 way to make sure that all the voices that we can
2 are included.
3 The third principle is safe space, and
4 this is very important and often overlooked. We
5 recognize that this issue of police reform,
6 there's a lot of emotion and history and unequal
7 power dynamics in certain cases. So creating a
8 safe space where people feel comfortable as best
9 we can for them to honestly share with us what
10 their thoughts are is very important for the
11 effective transfer of that -- the communication of
12 that information to us.
13 And that really goes from all aspects,
14 whether we're dealing with -- sometimes you may
15 need to, if you're having a conversation with
16 police officers, establish a safe space in the
17 context of a conversation with police officers;
18 sometimes in the community establish a safe space.
19 That may not mean the same thing in those
20 contexts, so we'll be thinking about that as well.
21 The fourth principle is trust, and that
22 is probably the most difficult, most challenging
23 one to establish. But over time we'll be very
24 honest about our role and about the limitations of

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1 our role and the limitations within the decree and
2 the process.
3 We'll be accurate, and we'll make sure
4 we are demonstrably recording in some way what
5 people say so that anyone who comes to our
6 meetings or engages with us will have a sense that
7 their voice was recorded and taken away and
8 something is being done with that.
9 Then the final is consistent
10 follow-through. If we're meeting with the same
11 groups, same neighborhood, same communities,
12 issues were raised before and we're on some cycle
13 of coming back, I think it's on us to report back
14 and say last time we heard this; here's what we
15 did with that information.
16 Maybe it's gone into a report, maybe
17 it's something that's passed along to another part
18 of our monitoring team for one reason or another,
19 but it's important that we are consistent with
20 that follow-through.
21 So I think this -- at least trying to
22 establish and committing to these principles of
23 engagement at this early stage is something that
24 we can do now in terms of thinking about how we

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1 engage.
2 I'm going to turn it over to Sodiqa, who
3 is going to talk a little bit more about her
4 regional strategy.
5 MS. WILLIAMS: Sure.
6 Before I say anything, I just want to
7 say thank you. Thank you for the work that you
8 have done to get us to this point. We are very
9 appreciative of everything that has taken place,
10 and we do understand the breadth of work that has
11 been done to get us to this point.
12 And regarding the principles that Joe
13 just covered, I fully embrace those principles.
14 And I really do believe that this team will make
15 the impact that we are all looking for to come out
16 of this.
17 And in particular, I just found out --
18 this is interesting. I'm not going to tell you my
19 age, but I should have known the meaning of my
20 name a long time ago. But I just found from
21 someone that it means "the one who tells the
22 truth."
23 And anybody who knows me knows that I
24 tell the truth. I maybe hurt some feelings

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1 sometimes, but I truly care about the people, and
2 I care about this city. And, you know, I think
3 that's particularly important because I really
4 do -- I believe in my team, and I believe our
5 hearts are all in the same place.
6 In particular, my personal experience in
7 my life -- because I have lived on the South Side,
8 I have lived on the East Side, and I have had my
9 own experiences where I have been fearful when the
10 cops rolled up behind me. Or, you know, I've
11 actually almost been a victim of homicide myself
12 and attempted robbery and the frustration of
13 someone -- you know, of me not being able to find
14 the people that almost took my life.
15 But on the other side, I have other
16 experience, too, because I'm the daughter of a
17 retired police officer. I understand what it's
18 like to, you know, wait for your father to come
19 home and the concern that he might not have the
20 resources, the equipment that he may need.
21 But, also, my dad made me privy to all
22 kinds of issues that he and his colleagues faced
23 in terms of mental health and substance abuse.
24 And I feel very passionate about working with this

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1 team to ensure that not only the community needs
2 are met, but also the police department as well.
3 And so I just wanted to share that with you so you
4 can understand really who I am and my perspective,
5 where I'm coming from.
6 But in terms of the strategy itself, we
7 have ideas in terms of how we want to engage the
8 community where we're here, you know, for
9 questioning today, and I'm going to share those
10 ideas with you. But we are very open and
11 receptive to ideas as well. We have networks of
12 community-based organizations that we work with,
13 but, you know, we want to be open to any ideas
14 that you may have.
15 But some of the ideas we were thinking
16 about in terms of engaging the community and
17 expanding our community engagement team would be
18 facilitators; it could be researchers; it could be
19 community liaisons; subject-matter experts,
20 because we do acknowledge that the best experts
21 are the people that are actually experiencing
22 what's happening in the community; as well as
23 translators.
24 So just broadly, that's how we're

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1 thinking. We are open to additional ideas. But I
2 wanted to pass it over to Elena to talk about our
3 strategy as well. Thank you.
4 MS. QUINTANA: So you can see up here the
5 title of the slide is Community Dialogue. That's
6 because we really seek to have an active -- it's
7 not just like passing information at the core of
8 the meaning. I know that's what's mandated by the
9 consent decree. It's written in there. But we
10 really want to go beyond that, far beyond that, to
11 really be incredibly accessible.
12 And you can see by the integration of
13 this team, there is really -- we have the
14 competent, professional, experienced monitoring
15 team with, you know, a lot of scientific know-how
16 in figuring out how to do that. But then there's
17 also a community engagement team that is a
18 constant piecemeal integrated team. So they can't
19 do a good job if we don't do a good job, and we
20 can't do a good job if they don't.
21 So we just are really very highly
22 integrated. I want to make a point of saying that
23 because we want to show -- sometimes you have like
24 a community voice that's an appendage. It's very

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1 much an integrated part of the strategy of this
2 team.
3 And I think that the very No. 1 piece of
4 this is that our charge is to listen and to be
5 relentlessly inclusive. We want to go to people
6 who have been systematically excluded from
7 previous conversations. We're very interested in
8 hearing voices of people like court-involved
9 youth; families that have experienced
10 victimization, including harm due to police
11 misconduct; non-English speakers; voices of
12 homeless and marginalized LGBT quest people,
13 immigrants, et cetera, people who often are not --
14 whose voices are not often raised in this setting.
15 For us, we feel like that's just part of doing a
16 job for all Chicagoans.
17 We realize that this consent decree
18 represents a serious harm that has been done and
19 that exists between community and policing. I
20 think that this team takes our charge very
21 seriously, that if we do this right that we can
22 take some real steps in repairing that harm, but
23 only if we are able to move forward in a really
24 inclusive and transparent fashion.

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1 So this is how we will be available. We
2 are having many, many meetings throughout the
3 different communities. We have a local office.
4 We published office hours, an interactive website.
5 There will be phone contact information available.
6 We will be doing some surveys and that
7 sort of thing to kind of get the pulse of what's
8 going on, but basically we welcome the input and
9 we realize that it is our job to get as much
10 information from as many stakeholders as possible.
11 That is what we aim to do.
12 MS. HICKEY: So we are really grateful that
13 this process includes so many voices, and we think
14 that that's really important. At this point we're
15 happy to take any questions that you have.
16 MS. NUQUES: Thank you so much for being here
17 and for allowing us to engage in asking questions.
18 We're going to start with Pastor Ricky.
19 PASTOR BIEKMAN: Sure. So just a really
20 basic question.
21 You've talked in a general way, but can
22 you be more specific about the experience that
23 you've had in being a monitor? And then can you
24 talk about how the experiences that you've had in

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1 the past, how are those going to translate in
2 Chicago in a much bigger department?
3 MS. HICKEY: I think that I'll let Chief
4 Monroe start off with that one.
5 CHIEF MONROE: Well, you know, I think --
6 again, I've been involved in a couple of
7 transformational changes as well as consent
8 decrees, but I've never seen the level of
9 community input and insight up front. I think the
10 forums, I think the task force, even you being
11 here today bring forth a lot of information that
12 relates to what those critical issues are.
13 And if you look at, you know, how the
14 community is speaking -- whether it's use of
15 force, excessive use of force, use of deadly
16 force, citizen stops, arrests -- you know, all
17 those things transfer back to the department as it
18 relates to policies, procedures, training, and
19 equipment in order to better address those issues
20 on the street.
21 And being able to align those two
22 together to put forth the policies and the
23 training to -- and part of that is a heavy dose of
24 assessing the numbers, collecting the information.

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1 And Chicago, with its size, has a lot of
2 information.
3 We've looked at some of the information
4 systems -- they're kind of siloed in some ways --
5 in order for us to be able to bring that
6 information -- to truly assess it in a manner in
7 which we cannot only point to specific issues that
8 exist in training and policy and relations with --
9 how it relates back to the community, being able
10 to then develop strategies for addressing those
11 issues.
12 It's a long process that involves
13 communication, that involves assessing data,
14 mounds of data. But at the end, I think when you
15 start to put those things out in that policy
16 realm, in that training realm, you start to see
17 the two dynamic issues start to meld themselves
18 closer together where you can then push forward
19 with that.
20 And it's all wrapped in accountability.
21 Dan may want to speak to some of the ways that we
22 try to hold not only ourselves but the partners
23 within the consent decree accountable for delivery
24 of those outcomes.

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1 MR. GIAQUINTO: Thank you, Chief.
2 Good afternoon. My name is Dan
3 Giaquinto. I'm glad to be here. I am one
4 outsider on the team, born and raised in Trenton,
5 New Jersey, still part of the community there. I
6 love my community the way you do, so I know
7 exactly where you're coming from.
8 The reason I'm here is because I'm
9 committed to this process. I have been involved
10 in the process in New Jersey with the New Jersey
11 State Police. I also have the good fortune to be
12 the deputy monitor in Albuquerque on the
13 court-approved settlement agreement.
14 Although I'm not a monitor in Maricopa
15 County, I have been appointed by the court in the
16 litigation of Melendres v. Arpaio as an
17 independent internal affairs investigator for
18 certain internal affairs investigations that were
19 ordered by the court.
20 So I have experience in consent decrees
21 and how they're run. There are similarities
22 between all consent decrees. There are also
23 differences. They're tailored to the problems
24 that they're meant to address, and they're

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1 tailored to the communities and the organizations
2 that are involved.
3 Pastor, your question is a very good
4 question. It's a very difficult one to answer at
5 this point. All I can say is I would take what I
6 learned in New Jersey, in Maricopa County. We
7 would all take whatever we've learned through our
8 experiences and come here and start the process,
9 and not tell you what the right way is, or we're
10 going to do it this way, or we're going to do it
11 the Jersey way or the Albuquerque way or the
12 Maricopa County way. No.
13 We take those ideas -- they're in the
14 back of our head; we think we know what works and
15 what doesn't work -- and we see what's appropriate
16 for you, okay?
17 My personal area where I work mostly is
18 in internal affairs. And I have had experience
19 looking at internal affairs investigations,
20 determining if they're real investigations,
21 determining if discipline is consistent, if
22 discipline is progressive, if discipline is real.
23 I have experience in taking a look at
24 whether the systems are effective, efficient, and

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1 fair, fair to the community as well as fair to the
2 individual officer, the overarching principle
3 being is discipline commensurate with the needs of
4 the organization, and what's fair based on this
5 particular case?
6 So, like I said, I would take that
7 experience and try to translate it into this
8 experience. But to tell you at this point what
9 would actually work here that I knew worked in
10 New Jersey or I knew worked in Albuquerque, I
11 can't say that at this point. I would have to
12 learn, and it would be a learning process
13 together.
14 MS. HICKEY: I would just like to wrap up.
15 And I will be the first to say I have not been a
16 monitor before. This would be my first experience
17 as a monitor, but I have had experience running
18 large organizations.
19 I rose up to the level to be the No. 3
20 person in the U.S. Attorney's office and had 400
21 employees and learned to run an organization that
22 had, you know, one mission, but many different
23 parts of that mission.
24 I also was Inspector General for the

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1 State of Illinois, had about 88 employees, and I
2 had jurisdiction over approximately 300 boards and
3 agencies -- which tells you that maybe state
4 government is too big -- and jurisdiction over
5 175,000 employees. And I've, you know, run
6 investigations into, you know, large organizations
7 such as Chicago Public Schools.
8 So while I've not been specifically a
9 monitor, I do have a lot of experience in running
10 large organizations that have very separate
11 components, but like one overall arching mission,
12 and I think that working with CNA is a huge
13 benefit to me.
14 I'll let Chip -- or Dr. Coldren -- if I
15 had "Doctor" before my name, I'd want to be called
16 Doctor. But I'll let Chip talk a little bit more.
17 You know, we've really looked at this
18 seriously. We recognize that the Chicago Police
19 Department is a large organization. We have put
20 together a team of ten associate monitors.
21 We've also assigned analysts to each of
22 those monitors recognizing that part of it is just
23 running through data. It can be on computers or
24 it could be very paper-driven, so we've assigned

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1 people that really know how to go through data to
2 assist the associate monitors to help them do that
3 so that they're not lost in the paper chase, as I
4 call it.
5 CPD has probably over 100 different
6 information systems or more to get data from, so
7 we recognize that that's a big job. But besides
8 that, you know, working with CNA we have a deep
9 bench. I will let him talk more because he knows
10 more about the deep bench.
11 MR. COLDREN: Well, I'm just going to say
12 that we have exactly that. We have well over 30
13 people dedicated to this project, including the
14 ten monitors and analysts.
15 And we have taken a couple of questions,
16 actually, about maybe our team is too large. But
17 the issues presenting in Chicago and the amount of
18 work that needs to be done requires a large team
19 and a deep bench, and we have access to well over
20 200 subject-matter experts around the country that
21 have been involved in every aspect of policing,
22 and we can draw from that.
23 We've worked with over 250 police
24 departments around the country on transformational

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1 issues of various kinds, including Los Angeles and
2 Miami and New York and other places. So I think
3 we have the capacity and the expertise and the
4 experience, but Chicago will present a unique
5 challenge. We have no doubt about that.
6 MS. HICKEY: And I think, Chip, if you would
7 add a little bit about CNA's experience with the
8 FAA, because a lot of this is going to be
9 transformation of IT systems.
10 I mean some of you are my age. Some are
11 much younger, so you know more about technology,
12 but technology is the future. My children tell me
13 that every day when I want to take away their
14 devices. But I'm going to let him talk about the
15 experience we have had regarding the
16 transformation of technology.
17 MR. COLDREN: So we have fielded several
18 questions also about our experience migrating
19 antiquated, old, disengaged information systems
20 into modern systems. So, again, you know, the
21 work that we've done around the country with all
22 these police departments has had us involved in
23 data management and data analysis, police data of
24 various kinds and various sizes.

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1 But the thing that CNA has, also a very
2 deep bench, is that we have a group of systems
3 engineers that basically modernized the FAA. They
4 took them from old computer systems to a brand new
5 one over the course of three or four years. So we
6 have experience at CNA in systems modernization
7 that I think will be very helpful to Chicago.
8 CHIEF MONROE: If you're not able to measure
9 things, you won't be able to manage some of those
10 critical issues.
11 MS. HICKEY: We'll let you ask more
12 questions, because we will keep talking. So,
13 please, take your time and interrupt us because we
14 all like to talk.
15 MS. NUQUES: Okay. Eric?
16 MR. WILKINS: Does the CIT expert have
17 experience working in a larger city? And what
18 experience do you guys have working with people
19 with disabilities?
20 MR. COLDREN: So the answer is yes. Our CIT
21 expert was the former national director of CIT
22 International, I think, so she has worked in
23 cities of various sizes all around the country
24 implementing CIT curricula and CIT training.

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1 CNA actually was tapped by BJA when they
2 revamped their CIT curriculum this past year.
3 Both the Bureau of Justice Assistance and the
4 National Institute of Corrections updated their
5 CIT curricula this past year, and they called on
6 CNA to do that work.
7 So we actually redesigned the training
8 and we pilot-tested that training at about seven
9 or eight jurisdictions, some of them very large,
10 some of them medium-sized, but yeah.
11 MR. WILKINS: And you have experience working
12 with people with disabilities?
13 MR. COLDREN: Yes, yes.
14 MR. WILKINS: I mean what experience --
15 MR. COLDREN: Our experts do, yeah. Our
16 trainers do, yes.
17 MS. NUQUES: Jeanette?
18 MS. SAMUELS: What about in the schools?
19 Have you had any -- have you worked directly with
20 police officers in schools?
21 CHIEF MONROE: Well, the project -- the
22 monitoring project I'm currently working on and
23 have been for the past 18 months in Meridian,
24 Mississippi, it is based on juveniles and police

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1 relationships in schools, in mainly middle schools
2 and high schools where police were arresting
3 students for minor disciplinary infractions. And
4 with that, DOJ filed a lawsuit against the police
5 department, the school system, social services,
6 even juvenile court judges.
7 And one of the things that we went and
8 we assessed -- after collecting all the data,
9 after several community meetings, interviewing
10 youth and so forth -- we immediately, you know,
11 developed policies as relates to how Meridian
12 police department were able to -- should be
13 engaging youth in schools.
14 And as far as working with the schools
15 and developing a memorandum of understanding of
16 what the police department's role would be in not
17 only responding to the school, but what action
18 that they would be able to take while they were in
19 schools. So now Meridian police are in full
20 compliance. They -- over the past 14 months they
21 have had no incidents of arrests.
22 We developed policies around the
23 interview of youth, the reading of their rights,
24 understanding of their rights, the notification --

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1 timely notification of parents when police come
2 into contact with the youth. So all of that has
3 been kind of surrounding the whole school system.
4 And there was a whole other set of
5 monitors that were working with the schools, that
6 were working with juvenile court judges as relates
7 to revamping some of their policies and training.
8 We conducted training for the entire
9 department on implicit bias. We trained the
10 entire department on juvenile-related laws and
11 handling of juveniles. And I think at this point
12 they're in a self-compliance mode that I monitor
13 quarterly based on a host of statistics -- calls
14 for service, arrests, reading of warrants,
15 warnings, notification of parents -- to ensure
16 that they remain in compliance.
17 MS. NUQUES: Can you describe your
18 methodology for identifying, preventing, and
19 redressing gender bias and gender-based violence
20 in policing?
21 MS. HICKEY: Yes. I'm going to check with my
22 engagement team to see who would like to field
23 that. I see them all writing furiously.
24 MS. QUINTANA: Well, this reminds me of what

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1 Eric Wilkins just asked. There's specific
2 language that's written into the consent decree
3 around bias in race, disability, and gender. And
4 this was a conversation in terms of the kind of
5 statistical analyses that are done and people
6 score patterns in how stops are --
7 Do you want to speak to that? I mean,
8 you guys, we were just talking about it.
9 MS. HICKEY: We were, but we'll let you
10 finish.
11 MS. QUINTANA: I'll go ahead and finish then.
12 Basically that you look for patterns in
13 what's going on, and you're able to address those
14 patterns and figure out what's going on and how
15 widespread it is.
16 So that's the type of analysis that
17 needs to be done not just for race, not just
18 disability, not just for gender, but we do look at
19 those things specifically to make sure that we see
20 what the patterns are. And then, depending on
21 where and how and how deep and how widespread it
22 is, then the response to it is crafted.
23 MS. HICKEY: So I will let some other
24 people -- we were having a very robust discussion

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1 about that this morning.
2 Chip, do you want to add anything?
3 MR. COLDREN: I think as a researcher on the
4 team, I actually have a very strong feeling about
5 this in that, yes, we can collect information and
6 we can collect statistics and we can monitor what
7 happens at the police department around police
8 contact and how police deal with people with
9 disabilities and people with mental health
10 problems, people that present all kinds of
11 situations.
12 The truth is that the statistics take
13 you only so far. They identify a problem. They
14 don't identify the solution, and they don't
15 identify the depth and the complexity and the
16 serious impact that these problems have on
17 individuals and communities. So the other piece
18 to this -- and I think this is true for everything
19 that we do under a consent decree.
20 The other piece to this that's required
21 is vigorous community participation and
22 observation and engagement with the monitoring
23 team and with the police department around these
24 very issues. Because I have seen departments get

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1 to a point where they come up with no bias in
2 their statistics; and I go to -- you know, to the
3 community, and the community is screaming about
4 incidents that have happened.
5 So numbers are good; numbers are
6 important. We can't get by a consent decree
7 without looking at numbers, but there's much more
8 to it than that. Where that comes from is through
9 talking with community members and hearing their
10 stories and hearing their experiences.
11 CHIEF MONROE: I think a good example of that
12 is, you know, we can mandate that the entire
13 Chicago Police Department receive the most
14 advanced CIT training whereby we can measure that
15 and see that 13,400 officers have received the
16 training.
17 But until you match that training to
18 calls for service involving those with
19 disabilities and how they were handled, until you
20 ride and personally observe a CIT incident to
21 ensure that the training and the policy that
22 you've developed is actually being employed,
23 looking at citizen complaints to see if you're
24 receiving any citizen complaints from citizens

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1 with disabilities that relate to something that
2 should have been addressed in training.
3 So you always have to align those things
4 up with one another to not only say, hey, we've
5 trained everything and then we're done, but
6 whether or not that training actually is effective
7 back out in the community.
8 MS. NUQUES: Thank you. Jim?
9 SERGEANT CALVINO: All right. I was
10 wondering, how are you going to have boots on the
11 ground, and what's your anticipation of getting
12 Chicago people to do it or outside?
13 MS. HICKEY: Sure. Sir, I will tell you, you
14 know, five of the eight of us here are local. As
15 I described talking to somebody yesterday, I
16 anticipate that, you know, I'll work on, you know,
17 my part of the consent decree probably, if not
18 every week, every day. So we have -- a large part
19 of our team is here in Chicago, and we'll, you
20 know, deploy people as necessary.
21 We anticipate not following the
22 traditional model where if you have people from
23 out of town they come in for one week. Do you
24 know what I mean? We anticipate like rotating and

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1 having people come in monthly and making sure that
2 there's somebody here from out of town every month
3 doing more things.
4 I think everybody except Laura from our
5 community engagement team -- and Steve Rickman is
6 in Vegas, but the three people here, they're all
7 local, all within a mile of -- probably two miles
8 of where we're sitting. I guess UIC is maybe two
9 miles away. We're all local. But so we're all --
10 you know, we're all local, so we anticipate that
11 won't be a problem.
12 PASTOR BIEKMAN: So can I just -- if I might
13 follow up. So being from Chicago, you know the
14 nuances of the city.
15 MS. HICKEY: Yes.
16 PASTOR BIEKMAN: You know the North Side, you
17 know the South Side, the West Side. So when you
18 think about it from that perspective, how are you
19 going to have -- when you say boots on the ground,
20 it's different being from Chicago and then
21 engaging the citizens who are most impacted by
22 some of these issues.
23 I mean I could go out and I could say
24 I'm from Chicago, but I can't -- I'm not

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1 necessarily going to be received by everyone in
2 the same way. So that's really what we're getting
3 at is who's going to lead your community
4 engagement team?
5 MS. HICKEY: The three people right here,
6 right here. The three people right here. I'm
7 happy --
8 MS. WILLIAMS: And that's what I was
9 referring to in terms of we are open to exploring
10 how we expand our community engagement team. And
11 we really want to actually make sure that we are
12 talking to the individuals, whether it's regional
13 or otherwise, that have been impacted, have done
14 preliminary work, because we want to be successful
15 in whatever we're doing. We really want to make a
16 difference here while we have the opportunity.
17 And I've been in Chicago for a long
18 time. One thing that we stressed among our team
19 was that we didn't just want people to come to us,
20 that we need to go to the individual, you know,
21 organizations where they are. We truly want to be
22 accessible.
23 You know, it's one thing for me to give
24 you my business card or e-mail and say, hey, you

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1 know. But no, we're available to you. And if
2 there are recommendations for individuals or, you
3 know, organizations that we need to be engaging,
4 then that's information we should know.
5 PASTOR BIEKMAN: Thank you.
6 CHIEF MONROE: Recognizing, Pastor, that
7 several of you have relationships and influences
8 with many individuals and groups throughout
9 Chicago that we don't, and as we develop these
10 relationships that I spoke about earlier, we're
11 going to depend heavily on you to help lead us
12 into many of these communities in order to hear
13 what they have to say in order to be able to
14 deliver back to them.
15 Because, yeah, I'm from Charlotte, North
16 Carolina. You know, I show up in one of these
17 communities, I have zero credibility. But you and
18 others do, as well as those that are part of our
19 team do have those relationships that we're going
20 to draw upon, that we're going to have to draw
21 upon, that we're going to let you know we need.
22 Our community engagement team is going
23 to grow. We're going to be employing individuals
24 from your community and your community that's

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1 going to help us with surveys, with bringing
2 information back to us. So all of those type
3 things are going to occur.
4 Steve, you've worked with many
5 communities around. That's kind of the model you
6 have to use is using the community for that
7 engagement.
8 MR. RICKMAN: Yeah.
9 MS. WILLIAMS: And can I just add another
10 thing? We really are focused on sustainability.
11 And in order to do that, it's about building
12 relationships over time.
13 And it's the relationships, you know,
14 with us, but -- it's the relationships in the
15 community, but it's also relationships with the
16 police and strengthening that because, you know,
17 we can do all these reforms, but until that
18 relationship improves, the safety of everybody is
19 in question, right?
20 So I just want to make that point. We
21 are really focusing -- we don't want just a
22 short-term fix. We need a long-term solution
23 here. And again, we need to make use of that
24 opportunity.

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1 MS. HICKEY: Steve, would you talk a little
2 about your experience?
3 MR. RICKMAN: Yeah. I just want to go back
4 to one of your original questions, too, Pastor.
5 In Albuquerque, the underlying issues --
6 excessive use of force, a longstanding history of
7 distrust between police and community, issues with
8 mental health populations -- are pretty much
9 similar to what you face here. But Chicago is
10 large -- 22 police districts, almost 12,000 police
11 officers -- so scaling the work up that we do in
12 Albuquerque will be a challenge here.
13 One of the things in terms of engaging
14 community that we might be able to apply,
15 something that we're doing in Albuquerque, in each
16 of the police districts in Albuquerque we
17 assembled what we call community policing
18 councils. And these are I guess advisory bodies
19 that work specifically with that local commander.
20 But they also are more than the typical
21 advisory body. We actually have it set up to
22 where they actually generate recommendations.
23 Those recommendations are vetted; they are
24 forwarded to the police department.

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1 They are required to respond to those
2 recommendations, either accept them or they don't
3 accept them. They give you a reason why they
4 can't do it. But it does get a dialogue going,
5 and it's a way to sustain that engagement that I
6 think Rodney or Maggie talked about.
7 But, you know, this will be a challenge
8 for us because Chicago is -- you have all -- you
9 have 22 districts, you have communities that
10 stretch and are very varied. So we have to find
11 different ways, creative ways to connect to keep
12 that ongoing input and involvement.
13 You know, one day when this thing is
14 over with, we leave. And then the monitors --
15 MS. HICKEY: Well, I don't leave. I'm here.
16 MR. RICKMAN: The monitoring team, we stop
17 monitoring, okay?
18 MS. HICKEY: What I say is we are up to the
19 challenge. We have put together a very successful
20 and dedicated and passionate team, and we are up
21 to meet the challenge that we face here in
22 Chicago.
23 And we know -- and I know personally how
24 important it is that we change and that change is

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1 now. It's got to be now because we are in a
2 crisis in our city, and we need to change.
3 MS. NUQUES: Thank you. Another question
4 that may be around the same lines of, you know, we
5 did want to figure out whether or not you have had
6 the opportunity to think through some of the
7 issues that are, you know, affecting particular
8 groups.
9 So due to the current federal climate,
10 there has been a lot of fear among the
11 undocumented immigrant community, and
12 unfortunately, based on my own experience in our
13 community, very low participation from that
14 particular sector of the community in any
15 conversation that has "police" on the title.
16 Whether or not it's police accountability and
17 you're requiring like comments from the community,
18 you just put "police" on the flyer and nobody
19 shows up, right?
20 So have you thought about this issue?
21 And what strategies would you use to increase
22 participation of the undocumented immigrant
23 community in these conversations so that their
24 voices are heard?

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1 MS. HICKEY: So I'll start off and then I'll
2 let our community engagement team.
3 I know just from my own recent work at
4 the Chicago Public Schools because, just when we
5 were talking about background checks and
6 volunteers in the schools, one of my biggest
7 concerns was will this now prevent parents -- if
8 we tell them that they have to be background
9 checked, will they not volunteer in their kids'
10 schools? How will this be effective? What can we
11 do? And, you know, there's, you know, been talk
12 of ways to figure that out and work that out.
13 And our community engagement team is
14 committed to working with the community to figure
15 out with you -- you're going to be able to tell us
16 what is the best way to attract people to come to
17 our meetings, to be able to talk to us, so they
18 don't fear that.
19 I know that they have ideas, and I'll
20 let them talk to you about it. But I also think
21 it's important to hear from the community on
22 what -- Joe talked about a safe space. So we
23 would work with people from the undocumented
24 community representing their voice and say, how

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1 can we create a safe space? How can we have a
2 safe space for them to come in and feel
3 comfortable to express their concerns?
4 They're really the experts, so I'll let
5 them answer.
6 MS. NUQUES: Let me say something before we
7 go into the answer.
8 By the way, the way that CPS is
9 implementing the solutions to the background-check
10 policy is hurting our community in the most
11 horrible way. Parental engagement went down like
12 through the floor.
13 MS. HICKEY: Right, and it's absolutely
14 something that needs to be considered and it needs
15 to be figured out, and it's something that I've
16 discussed with them.
17 MR. HOERETH: So I have direct experience
18 with that fear, Ms. Nuques, that you reference.
19 You know, I was involved in the input sessions
20 with the attorney general's office, designing and
21 facilitating those and the reports on the website,
22 the consent decree website there.
23 But that was a series of 14 community
24 meetings in different neighborhoods in Chicago,

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1 and the sense of fear that you talk about was like
2 palpable in some communities to the point where it
3 was a challenge sometimes to get people to come in
4 those communities to sessions.
5 The other times when we were successful,
6 it was really about the two things that we have
7 talked about already: The relationships and the
8 safe space. And the relationships is something
9 that we're not going to just out of the gate, you
10 know, say we have all these relationships. We're
11 a new team here, right? Although some of us are
12 here, our role and our team is a new presence here
13 in the context of the consent decree.
14 So we will have to develop those,
15 whether it's through, you know, the roles that
16 we've talked about, community liaisons, or just
17 relationships with organizations. That's the
18 first thing, and that -- hopefully, those folks
19 will work with us in terms of outreach and
20 recruiting people, trying to help people in a safe
21 way feel comfortable toward attending.
22 Now, once they are in the session, what
23 can you do? There are a lot of things that are
24 very important. Who is in the room? How many

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1 people are standing around? Is there a sign-in
2 sheet? Are you asking people to share some
3 information about themselves that they could be
4 sensitive about?
5 In some of those sessions I did have
6 people come to me and say before it started, am I
7 going to have to give you my name? We would say
8 no. We're just here about your comments. So
9 being very uber-ultra sensitive to those issues as
10 best we can in a way that creates that safe space
11 and that comfort feeling for folks to participate
12 is really -- in all kinds of ways, actually.
13 The second thing is about language as a
14 potential barrier. We need to make sure we're
15 able to translate everything, including live
16 translations; all the materials at the tables that
17 we're dealing with are translated as well.
18 And people were allowed to participate
19 in their language. Certainly in the
20 Spanish-speaking community we had facilitators,
21 bilingual facilitators who facilitated those
22 conversations.
23 MS. QUINTANA: I think that that's why the
24 community ambassadors are so important, because we

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1 draw from the relationships that we've had and go
2 even beyond them to say -- like, for example, you
3 say people don't want to talk about police in
4 Little Village, for example.
5 We can go to the class at Urban Life
6 Skills, or go to Consuelo, talk to people that we
7 know to like recruit a group of people in a very
8 non-threatening way to talk about public safety.
9 And that could be -- that has -- in my
10 experience has worked because you use the power of
11 relationship, because it's not that people that
12 aren't talking don't have concerns. It's that
13 they feel that they can't voice them, and we need
14 to remove those barriers.
15 MR. HOERETH: Just one last point on that.
16 Going to where people are is crucial.
17 I've heard people say in our dialogues, wow, this
18 is the first time anyone is really asking me about
19 stuff like this. Okay. You know, that weighs
20 heavy when I hear that. That's really
21 unfortunate. That's sad.
22 I think that is something that we are
23 bringing to this process, an acknowledgment of
24 that two-way street, that communication. And part

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1 of creating that safe space is not just what's
2 happening in the room, but like where are people
3 most comfortable talking?
4 MS. NUQUES: Jeanette?
5 MS. SAMUELS: Yes. What part of the consent
6 decree would you like to change or improve, if
7 any?
8 MS. HICKEY: So I will tell you that -- and I
9 wrote down the paragraphs. Right now, we took in
10 and read the whole consent decree. And I know --
11 I think it's paragraphs -- and I have them written
12 down, but I think 696 and -- somewhere. I'll look
13 through my notes. There are parts of the consent
14 decree which allow for the monitors then to make
15 recommendations.
16 I think that until we would get the job
17 and start to do the job and actually start to
18 evaluate the information, it's hard for us to say
19 right now what we would recommend. But the
20 consent decree does in at least three paragraphs I
21 found -- I think I have them all tabbed. I don't
22 know if you want me to read them. But it would
23 allow us then to make recommendations and
24 suggestions then to the parties and to the court.

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1 I've got them highlighted. I know
2 they're in the sixes. 696, 656, and 657 allow for
3 us to make recommendations.
4 So I think until we would get in and
5 actually start doing the monitoring work I
6 wouldn't be able to answer that question, but we
7 would feel comfortable, and the consent decree
8 allows for us then to make recommendations.
9 MS. QUINTANA: I want to say we've already
10 started compiling information from groups that the
11 consent decree doesn't go far enough to try to
12 understand and track those concerns so that
13 they're in our font of knowledge and we're moving
14 forward cognizant and aware of those things.
15 So we have a ton to do, a ton. So it's
16 like we've been focusing a lot on what we can do
17 and what this can bring as opposed to what it
18 doesn't do. But as we get farther into it, then
19 we will be able to suggest, for example, if, you
20 know, we would, for example, recommend a review
21 every time a gun is pulled from a holster,
22 something like that, you know, as an example of
23 one of those things that would go beyond what is
24 written in it currently.

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1 MS. HERNANDEZ: So this is kind of a bit of a
2 variation on a question the pastor asked earlier
3 in terms of how this consent decree in Chicago
4 differs -- is similar to or differs from your past
5 experience.
6 But not as much worried on the size of
7 the city, but kind of wondering how you would deal
8 with the uniqueness of the level of community
9 engagement, which you expressed your appreciation
10 for.
11 But how would you work to -- let me make
12 sure I'm phrasing this question right -- ensure
13 that the coalition has access to timely
14 information when Chicago police officers use
15 force? How would you deal with transparency,
16 things like that?
17 MS. HICKEY: Go ahead, Rodney.
18 CHIEF MONROE: You know, I think part of what
19 we've been discussing is the data collection and
20 being able to not only collect that data, but how
21 do we translate that data back out to the
22 community where it becomes visible for people to
23 be able to see?
24 And if we want to just take a look at

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1 use of force, you know, there's some information
2 that's protected by Illinois city ordinances and
3 so forth, but I think there is enough opportunity
4 to be able to report on those type of cases where
5 citizens would be able to see that, the type of
6 cases.
7 But from the monitoring perspective, you
8 know, one of the things that we're very concerned
9 about is -- use of force, you know, there are
10 several elements to it that lead to the absolute
11 use of force on the streets, first starting with
12 policy, supervision, training, investigations.
13 All of those things help identify issues,
14 concerns, and opportunities to enhance and reduce
15 the incidence of force.
16 And all of those things come into play
17 not only in reporting the actual use of force, but
18 the reporting on the policy, because I think the
19 more citizens are aware of the use-of-force
20 policy, the more citizens are aware of the
21 expected supervision when it comes to uses of
22 force, as well as some of the aspects of the
23 training when it's engaged, we all are in line
24 with one another and we understand the dynamics

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1 that produce the end result of the use of force, a
2 level of accountability is created, not only
3 internally, but externally as well.
4 And we have to really try to line those
5 things up and ensure that the best policy is in
6 place when it comes to use of force, deadly force;
7 supervisors are properly trained and instructed on
8 what their roles and responsibilities are in
9 responses to uses of force and investigating uses
10 of force; that there's a valid internal affairs
11 process that's a part of that component that
12 ensures that that case is going to be properly
13 investigated; and ultimately that the officers,
14 the men and woman of the organization, know what
15 their responsibility is when it comes to the use
16 of force based on their training, based on policy,
17 based on their supervision; and that citizens, the
18 end result, citizens are seeing a decrease in the
19 uses of force and, more importantly, that those
20 incidents of uses of force have been correctly
21 applied; and being able to measure and weigh those
22 things together.
23 MS. HICKEY: Dan, do you want to add a little
24 bit?

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1 MR. RICKMAN: Yeah. Let me -- there's a
2 paragraph in the agreement that requires the
3 monitor to coordinate with the youth -- folks who
4 signed the MOU, the youth coalition members.
5 They'd have to meet with you four times a year. I
6 think the CET, the community engagement team, will
7 probably work with you to figure out how to, you
8 know, best do that.
9 There's another paragraph that requires
10 that we also identify other community
11 organizations and stakeholders and also find a way
12 to connect with them as well. That's something
13 I'm sure our CET team will need to work with you
14 to help with that.
15 To pick up on Rodney's point, in
16 Albuquerque, if there is a critical policy like
17 use-of-force policy or stop-and-frisk policy
18 that's generated, what we do there is we take the
19 draft policy, we take it to these advisory bodies.
20 We actually have folks come in and have the
21 opportunity to comment on them. We collect all
22 that, and we feed that back to the process.
23 So for those most important pieces,
24 policies or the more important training, we will

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1 create opportunities and avenues for folks to have
2 specific input on those things.
3 MR. GIAQUINTO: Also, just if I may just add
4 to our collective answer to your question,
5 starting with paragraph 551, there's very detailed
6 requirements that the CPD must meet regarding
7 transparency -- reports, things of that nature --
8 particularly as it applies to BIA, to COPA, to the
9 police board, as well as the deputy inspector
10 general for public safety.
11 Part of the monitoring process will be
12 monitoring how those entities meet those
13 requirements, so we'll be looking at that. That's
14 all part of the transparency that you're looking
15 for.
16 MS. HICKEY: Sure, you can add one more to
17 it.
18 As I told you, we like to talk.
19 MR. COLDREN: I've got to add one more thing,
20 maybe two. And this speaks to what I'm going to
21 boldly suggest is the strength of our community
22 engagement team and our community engagement
23 process, because we view them as much more than
24 going out and asking questions and taking

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1 information in.
2 They perform a vital translation
3 function. So you will find that we will go far
4 beyond the production of quarterly and semiannual
5 and annual reports on the issue in the consent
6 decree.
7 We will take an extra step to again go
8 into the communities where these people are and
9 deliver those findings and translate them in
10 words -- in languages and words that they
11 understand and that they can relate to. So it's
12 more than a two-, it's like a three-way street.
13 So part of the answer to your question
14 is that we're not just going to put stuff on the
15 website and expect people to come and read it.
16 We're going to take it out to the community and do
17 our best job of delivering it and translating it.
18 MS. WILLIAMS: And making sure that we're all
19 speaking the same language, right? Because
20 sometimes a report will come out and maybe, you
21 know, other organizations, people in the community
22 have done some research or gathered community
23 input.
24 And if something comes out in a report

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1 and it doesn't match up with what you're hearing
2 in your community, come together and figure out,
3 you know, okay, well, what's actually being
4 collected? Are you collecting it differently or
5 is there additional information that we should be
6 including? So making sure we're on the same page,
7 that we understand each other to reduce confusion,
8 but also to get the impact that we want.
9 CHIEF MONROE: And I have to mention this.
10 That whole process -- we spoke a lot
11 about the community, but another integral part
12 about that when you're talking about policy,
13 you're talking supervision, you're talking about
14 training, the men and women of the Chicago Police
15 Department have to play a viable role themselves
16 in helping develop and shape what those policies
17 look like because they're the ones that are going
18 to actually have to go out and deliver that. So
19 they must be a part of that collaboration in the
20 development, review, and in many cases the
21 execution of it as well.
22 And I don't want that to go unrecognized
23 as well because we're looking to call balls and
24 strikes. We're not, you know, out here in left

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1 field or right field, whatever. We're calling
2 balls and strikes, and it involves both the
3 community as well as the Chicago Police
4 Department.
5 MS. HICKEY: I'll just add again, please
6 speak up and feel free to interrupt us if you want
7 to move on to another subject.
8 MS. HERNANDEZ: No, it's good. That's a
9 question you have a lot to say about, and that's a
10 good thing. So my next question would be my last
11 question personally.
12 A lot has been discussed about community
13 participation and oversight and police
14 accountability. So what methods do you plan to
15 use in your monitoring so that the community is
16 respected and specifically that CPD knows they are
17 as accountable to the community as they are to
18 their employer, their union, et cetera?
19 MS. HICKEY: I got a tap. Joe is going to
20 answer this one.
21 MR. HOERETH: Well, I can start maybe.
22 I think the first thing is -- and I
23 think it's reflected by our presence and
24 involvement on this team -- is viewing information

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1 and treating information that comes in from the
2 community with the same weight and value as all of
3 the hundreds of paragraphs of stuff that's in the
4 consent decree.
5 MS. HICKEY: And the data.
6 MR. HOERETH: And the data that's in the
7 consent decree about, you know, tracking
8 statistics and numbers, you know, from the police
9 side and from the hard data side. I think, you
10 know, one of the things that I'm committed to in
11 my role at my institute is bringing rigorous
12 research to engagement.
13 So if you've worked with me and you know
14 me, it's not just me. I actually have a team of
15 people involved in my work who are super sharp and
16 experienced in analyzing qualitative data in all
17 kinds of ways. So we will be cutting and slicing
18 that data in all kinds of ways.
19 So I think as a kind of just organizing
20 principle about how we establish that value of the
21 community voice is treating it the same way,
22 right? It's information that comes along with the
23 package from what we're reporting about to all the
24 parties involved.

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1 And there may be information in there or
2 conclusions or observations that might differ from
3 other information, and that's an important thing
4 that we would need to look into, so I would start
5 with that.
6 MS. WILLIAMS: And on the respect question, I
7 would say in terms of the inclusive principle that
8 we have and the community understanding that, you
9 know, we are hearing you, we are listening to you;
10 and any information that we're receiving, we're
11 going to discuss among this team, and we're going
12 to make sure that our team knows.
13 So it's not just like you're going to be
14 giving us something and we're like, you know, no.
15 We respect your opinion, we respect your
16 expertise, and you are very much part of this
17 process. So that's my -- and I'm sure that we
18 share that on our team.
19 MS. NUQUES: I think my question is a little
20 bit more directed to methodology and structure for
21 community participation so that it has teeth,
22 right?
23 Like I think it's more directed to what
24 Steve was talking about when he talked about there

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1 are these community advisory let's say councils
2 per police district so that they can feed
3 information to I imagine the general community
4 council, and that community council is the one,
5 you know, like feeding the information to a
6 monitoring agency in a particular city. So we're
7 more like interested in what's the structure.
8 MR. COLDREN: So there are I think 40 pages
9 in the consent decree that deal directly with
10 community policing, so part of the answer to your
11 question is that it is our job to make sure that
12 the Chicago Police Department fully implements a
13 department-wide and organization-wide community
14 policing philosophy, right? Not just a practice,
15 not just training, but a philosophy.
16 And our working with them to build out
17 what those elements of community policing and
18 community engagement are will deal directly with
19 what you're asking. And then we will monitor the
20 extent to which they adhere to the community
21 policing plan that's put together. That's one
22 part.
23 I think a fair amount of what you're
24 asking is built into the consent decree and will

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1 result from a vigorous monitoring on our part of
2 the communication practices and a full-faith
3 participation by the police department in what
4 they say they're going to do.
5 The other part is the structure and the
6 outreach that we plan to do through our community
7 engagement team. So we will on a regular basis be
8 out in communities at community meetings talking
9 with people and gathering information, but
10 hearing -- again, you know, hearing from what they
11 have to say and what they're concerned about.
12 And I think, quite frankly, a number of
13 those places that we will go will be driven by the
14 community policing plan that the department
15 develops, so they will have district teams and
16 groups that they're engaging with. So that
17 will -- in some sense that will drive the way we
18 do this.
19 CHIEF MONROE: What Steve is talking about
20 wasn't a part of the consent decree. It came
21 about in the development of Albuquerque's strategy
22 for engaging community policing and developing
23 those --
24 MR. RICKMAN: Yeah. Within 180 days -- and I

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1 think I got that time frame right -- CPD has to
2 produce a plan of how they're going to integrate
3 community policing principles into -- basically
4 into their operations. Hopefully, in that plan
5 they can get -- and we'll work with them on it --
6 they can get specific about how to create these
7 ongoing input feedback vehicles that can be
8 sustained over time.
9 And I've got to tell you, they work
10 really well in Albuquerque. They're one of the
11 things we're really proud of. We've been able to
12 really change the whole paradigm and relationships
13 between the police and community to a large extent
14 through these community policing councils.
15 Hopefully, we can bring some of that to Chicago.
16 And I think -- we'll stop after this
17 because we're running out of time.
18 In Albuquerque four years ago, in
19 Las Vegas -- when we with first started the
20 engagement in Las Vegas back in 2009 they had all
21 kinds of issues, still the same issues you face
22 here, a lot of unarmed shootings, shootings of
23 unarmed suspects, mainly people of color.
24 There was a tremendous amount of

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1 mistrust, tension between police and community, a
2 lot of -- I remember interviewing police officers
3 and community members, and neither group really
4 thought we were going to make much headway. They
5 thought we were just going to generate another
6 report, generate some more recommendations that
7 would then sit on somebody's shelf.
8 But I've got to tell you, in
9 Las Vegas -- and we're making progress in
10 Albuquerque. This will work. If anyone in this
11 room fully engages, stays committed, you know,
12 we'll take two steps backwards sometimes, two
13 steps forward and one step backward. It's back
14 and forth. But with this level of commitment and
15 energy in this room, five, six years from now
16 we're looking at a total different place in
17 Chicago.
18 MS. NUQUES: Thank you. I think those are --
19 MS. HERNANDEZ: Can I ask one more follow-up
20 question? Since we were talking about community
21 policing, could you describe your understanding of
22 it and specifically what recommendations you would
23 make to ensure that community policing initiatives
24 don't result in more -- in increased surveillance

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1 in black and brown communities?
2 MR. COLDREN: I'll start with that.
3 When I talk about community policing, I
4 talk about shared responsibility and shared
5 governance. So community policing is much more
6 than having a monthly dialogue between police
7 officers and police supervisors and community
8 problems.
9 When the police department integrates
10 community members into its crime-fighting and its
11 problem-solving efforts, when they share
12 information, when they work together, when they
13 share resources, when they develop solutions
14 together, that's when you have this shared
15 responsibility and this shared governance.
16 And I think the consent decree correctly
17 points out that the department has to have a
18 department-wide philosophy and complete
19 integration of community policing into everything
20 it does.
21 Another important aspect of community
22 policing is what we call problem solving. Police
23 and community members have to work together to
24 identify problems, to build solutions to solving

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1 those problems, and to implementing those
2 solutions. There's a ton of information on the
3 web about problem-oriented policing. That's where
4 it comes from. And again, it's this honest and
5 sincere and true engagement of police and
6 community members working together to solve these
7 problems.
8 So I think -- and I'm sure you are aware
9 of this -- there are many places in this country
10 where community policing gets lip service. They
11 have advisory boards; they have community
12 meetings. But once the meeting is over the police
13 go back and say, okay, we're going to solve this
14 problem now, you know, we're the experts, we will
15 take care of this. Thank you very much, now go
16 back to doing what you're doing.
17 That's not our vision of community
18 policing. If there's a problem, identify it.
19 It's got to be identified jointly. That happens
20 through dialogue and sharing information. If
21 there's agreement on a problem, there has to be a
22 solution identified to solving the problem. That
23 should be done jointly. And then in the
24 implementation of that solution there has to be

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1 integration.
2 And guess what that means? That the
3 police department and the city have to put
4 resources behind that. If you want to truly
5 engage community residents in solving problems,
6 they have to have resources to do that work. And
7 you can't just depend on volunteers from the
8 community and professionals from the police
9 department. That's not a full implementation of
10 community policing.
11 MR. RICKMAN: Rodney mentioned
12 relationship-building early on, and this is how we
13 kind of see it develop, especially in Albuquerque,
14 to some extent in Las Vegas. You create
15 opportunities for police and community members to
16 actually work on things together, to do things
17 together.
18 With these community policing councils,
19 for instance, because they're district-based, one
20 of the things that they work on is developing
21 their own community safety plans for that
22 district. So you have community stakeholders
23 working with the commander to figure out how do we
24 want to be policed? How do we want law

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1 enforcement to operate? What tactics do we want
2 them to use? What do we want to make priorities?
3 So they do that at each district level.
4 We also require -- we actually count
5 this. We require officers to have a certain
6 number of citizen contacts. Just like we measure
7 arrests, we actually measure community contacts.
8 PASTOR BIEKMAN: Positive?
9 MR. RICKMAN: Positive contacts. So we get
10 that institutionalized.
11 Then we also bring community members
12 into the review process. It was controversial in
13 Las Vegas, but in use-of-force investigations they
14 have a panel that reviews the information. In
15 Las Vegas, four of the seven members on that panel
16 are citizens.
17 MR. COLDREN: Voting members.
18 MR. RICKMAN: Voting members, right, so they
19 really feel a part of it. And of course,
20 resistance we got. But as it turns out, the
21 citizens actually end up doing more -- side more
22 with the officers than the commanders in the room.
23 But that's how it really works. That's
24 real community policing. It's really just -- it's

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1 true integration, sharing decisions, building
2 relationships. It's really about building
3 relationships because that's what really matters.
4 CHIEF MONROE: I want to give this kind of
5 simplistic response to that, one of my personal
6 experiences dealing with homicides.
7 To me, homicide is the most horrific
8 crime that can occur within somebody's community.
9 And my initial observation in two departments is
10 that when I responded to the scene, one or two
11 detectives there, crime scene tape all around,
12 deceased person laying wherever, distraught
13 family, police officers pushing back on that
14 family. It just didn't feel right. My sister was
15 murdered in Washington, D.C., and it's something
16 that I took very, very personally.
17 And I started meeting with families of
18 victims of homicide. We developed a homicide
19 support group where we brought victims' families
20 in once a month to talk about their trauma, to
21 talk about their loved one, to meet with the
22 detectives individually to talk about their cases
23 and how to progress their case, but also to ask
24 them how we can be better stewards when it comes

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1 to investigation of homicide.
2 And at the end of the road we had a
3 dismal closure rate. But bringing citizens
4 together, bringing families together, they talked
5 about notification of families. They talked about
6 how that body was displayed on the scene. They
7 talked about family members being arrested when
8 they responded to the homicides.
9 We changed all of that. We designated a
10 place at homicide scenes for families. We
11 assigned a detective to them keep them updated,
12 keep them apprised of what was going on. We used
13 families of homicide victims to help us make
14 notifications to other families because they had
15 the empathy and understanding of what a family
16 would be going through.
17 Having that detective there with that
18 family caused that family to be willing to share
19 more information. If you ever think about it, a
20 family will respond to the scene faster than the
21 police officers. Somebody has called them,
22 somebody has made them aware of what was going on,
23 so they have information about that.
24 You treat that family with dignity and

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1 respect, they're more likely to assist you and
2 support you in closing that particular case, you
3 know -- you know. So that is a relationship.
4 We met every month. And we had people
5 there whose family member was killed ten years ago
6 and we've never closed the case, but they come
7 every month to be a part of that group, to share
8 their experiences and to look to help others. And
9 they helped us. We went from a 40-percent closure
10 rate in two years to over 80-percent closure rate
11 in two years.
12 That made a difference. And people
13 would say, well, how did that happen? Yes, did we
14 bring more resources to the scene to investigate
15 the homicide? Instead of two detectives, we
16 brought a whole squad of five detectives. We
17 brought our gang unit, we brought our drug unit.
18 Yes, those things helped.
19 But I think that the true factor of what
20 really helped us was the community even saw how we
21 treated the family. We weren't arresting them for
22 trying to get across the tape. We even allowed --
23 you know, you hear about families saying they want
24 to see their loved one before they're taken away.

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1 We made arrangements periodically that when the
2 morgue wagon came to pick up that body we went to
3 a nondescript location so that family could say
4 goodbye --
5 SERGEANT PETTIS: Time is up. I hate to
6 interrupt.
7 CHIEF MONROE: -- thank you.
8 MS. HERNANDEZ: Was that in D.C., you said?
9 CHIEF MONROE: That was in Richmond,
10 Virginia, and Charlotte, North Carolina.
11 MS. NUQUES: Thank you so much. We really
12 appreciate it.
13 MS. HICKEY: Thank you all very much for the
14 opportunity to come before you today. We really
15 appreciate it.
16 (PRESENTATION CONCLUDED AT 3:37 P.M.)
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