

City of Chicago Police Department Independent Monitoring Proposal

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ANALYSIS & SOLUTIONS

The undersigned, being duly authorized to submit this application on behalf of Schiff Hardin LLP, hereby represents and certifies that all required documents have been submitted and to the best of my knowledge, are true, are complete, and accurately describes the proposed project.


Margaret A. Hickey

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Executive Summary and Overview of Methodology

Events in recent years across our nation demonstrate that communities hold police to higher levels of accountability and transparency than ever before. In Chicago, events such as the shooting of Laquan McDonald and subsequent civil disturbances, underscore the necessity for reform and prompted the investigation of the Chicago Police Department by DOJ’s Civil Rights Division and the resulting actions taken by the Illinois Attorney General’s Office.

The Schiff Hardin-CNA Monitoring Team, led by Monitor Maggie Hickey and Deputy Monitors Chief Rodney Monroe and Dr. James “Chip” Coldren, is comprised of national experts who have successfully tackled complex problems with constitutional policing and who understand how professional policing is evolving across the country. The team has the capabilities, qualifications and experience to monitor and evaluate reforms by the Chicago Police Department and bring the department into full and sustained compliance with the consent decree. Our team will support CPD in implementing these changes by providing effective technical assistance, engaging with the Chicago community, and ensuring compliance in an environment of intense scrutiny. Over the past 15 years, our team members have conducted the most innovative and effective police agency assessment, monitoring, and reform work in the country, resulting in sustained positive and measureable change in urban police departments, as well as changes in police culture in those departments.

“The report — produced by Maggie Hickey, a partner in the Schiff Hardin law firm — describes the district’s appallingly widespread failure in cold, clinical terms: “Our review showed systemic deficiencies in training, reporting, aggregating data, tracking trends, and comprehending the extent of the sexual misconduct facing CPS children. These deficiencies occurred at all levels: in the schools, the networks, the Central Office, and the Chicago Board of Education.”

That’s about as sweeping an indictment of CPS’ protocols and performance as we can imagine.

The Hickey report is equally unstinting and demanding in its long list of recommendations for reforms.”

Chicago Tribune Editorial Board, 8/17/18,
Editorial: The Hickey Report: Fixing CPS
after a sexual abuse scandal

We are committed to a collaborative and cost effective approach to working with the Parties of the consent decree and will integrate our monitoring efforts with other related efforts that are already ongoing in the City of Chicago. Knowing Chicago’s commitment to resolving the problems described in the consent decree, and the strength and resiliency of the Chicago community and its major social institutions, our team is confident that the city’s determination and our commitment to Chicago’s success will provide the Court, the Parties to the consent decree, and the residents of Chicago the best value solution for ensuring lasting reform within the CPD and improved community-police relationships. These lasting reforms will bring peace and safety to the Chicago community, will protect the physical and mental well-being of CPD staff and officers, and will set the foundation for continued economic growth and community health in the City of Chicago for the foreseeable future.

Distinguishing Skills and Experience

Our team possesses a unique combination of characteristics and professional experiences that assures successful completion of this monitoring project:

- **Schiff Hardin is a highly respected law firm well known for its commitment to public service.** Schiff Hardin values citizenship and gives back, by sharing its experience, skills and resources to drive change in its communities. Schiff serves the community through pro bono legal service and community work.

- **CNA is an established and well-respected non-profit organization whose mission is to improve performance of our federal, state, and local government clients’ operations.** We have several hundred criminal justice and law enforcement clients throughout the United States, and are considered industry leaders in police innovation, technical assistance, organizational change, and implementation of evidence-based practices.
- **We provide highly experienced monitors.** Our Monitor, Deputy Monitors, and many other team members have prior compliance and consent decree monitoring experience. Our experienced monitors have proven abilities to work effectively with CPD and the Parties to the consent decree, to bring CPD into full and sustained compliance.
- **We provide the nation’s premier training and technical assistance experts, as evidenced by our successful TTA portfolio.** Our team includes the nation’s largest training and technical assistance provider to police agencies across the country through large federal initiatives such as Strategies for Policing Innovation, the Public Safety Partnership, and the Body Worn Camera Pilot Implementation Project, which require our team works with hundreds of police agencies covering a range of topics central to the policing mission.
- **Our team is uniquely qualified to contribute to Chicago’s growing record of achievements in police reform.** Our team recognizes the investments CPD and the City have made in recent years to improve public safety and police-community relations. Building on that foundation, our team is rooted in Chicago and includes substantial local involvement and experience in policing matters. Our team includes Chicagoans and our strong local presence will ensure that monitoring processes are relevant and transparent to the community. Our team blends stellar national expertise in police operations and police organizational transformation with local knowledge and experience in the Chicago community, the elements required for successful transformation of CPD.
- **Our Monitoring Team has strong community policing and community engagement experience.** Many members of our Monitoring Team have solid experience implementing, monitoring, training, and evaluating community-oriented policing reform initiatives. Our guiding philosophy for police agency reform is that community-police engagement and collaboration undergirds the agency’s mission to protect the public and support its own officers.

“It’s a model program for how the Justice Department can help local agencies improve their standards.”

Professor Emeritus Dr. Samuel Walker, University of Nebraska at Omaha, on CNA’s approach to reforming the Las Vegas Police Department.

Monitoring Methodology

- Our monitoring methodology comprises thorough **compliance reviews and audits**, ongoing effective **technical assistance, recommendations and training**, and **ongoing community outreach, stakeholder collaboration, and consensus building**. Our legal and research expertise will ensure comprehensive data analysis and compliance determinations.
- Our methodology will be updated annually within our **Monitoring Plans**; each Plan will be mindful of all parallel CPD oversight activities currently underway, including but not limited to those activities stemming from the ACLU Agreement, the Civilian Office of Police Accountability, the Memorandum of Agreement with the community coalition, and the office of the Deputy Inspector General for Public Safety.

Introduction

Schiff Hardin LLP, in partnership with CNA, is honored to submit the attached application in response to the Request for Proposals (RFP) for an Independent Monitor for the consent decree regarding the Chicago Police Department (CPD). Our response addresses all of the Requested Information as listed in the RFP. We provide both hard copies and electronic copies of our application.

Our team understands that the *overarching goal of this monitoring project is safer Chicago communities*. Improved public safety is driven by effective, constitutional, community-oriented policing; our team includes local experts who understand the complexity, current challenges and unique aspects of policing in Chicago and national experts who have successfully tackled problems with constitutional policing and organizational change in policing. The Schiff Hardin-CNA Monitoring Team, led by **Monitor Maggie Hickey**, **Deputy Monitor Chief Rodney Monroe (Ret.)**, and **Deputy Monitor Dr. James “Chip” Coldren**, has experience in all aspects of independent police agency monitoring. We offer a proven monitoring and assessment approach based on successful methodologies that incorporates best practices, evidence-based research, and lessons learned into technical assistance (TA). We will conduct the analysis required by the consent decree through partnerships with members of the Chicago community who comprise our Community Engagement Team, including the University of Illinois at Chicago’s (UIC) **Institute for Policy and Civic Engagement (IPCE)**. We will actively engage community stakeholders in the monitoring process to ensure that monitoring benefits the community directly and that CPD reforms build community trust and police legitimacy.

We believe Maggie Hickey is the best qualified Monitor for Chicago. She has earned a reputation as a fair-minded and unflinching seeker of truth as a prosecutor, investigator, and inspector general, as evidenced by recent comments by the Chicago Tribune Editorial Board. She is known as a consensus builder and does not shy away from public reporting in contentious environments. Upon her leaving the government, Governor Rauner said, “Inspector General Hickey has served the residents of Illinois with integrity and enhanced the accountability of agencies under her jurisdiction...her objectivity and fairness can be a model for public servants.” **Rodney Monroe** led three police agencies as a chief executive, achieving violence reductions in each along with increased trust among diverse communities of color. Chief Monroe, along with **Chip Coldren**, has shaped the evolution of community policing in our nation for decades. Dr. Coldren is well known for his contributions to community policing training and technical assistance, his research in policing, and his ability to translate evidence-based research into practice for law enforcement agencies of all kinds. He has provided TA that led to lasting, sustainable improvements in policing across the nation.

Schiff Hardin LLP is a full-service law firm established in Chicago in 1866. The firm has its roots in the Chicago community, with nearly 200 attorneys in the city, and more than 300 attorneys throughout its six offices. The firm has extensive experience with public clients, including recent high-profile engagements for the Chicago Public Schools and Board of Education and the Office of the Speaker of the House for the State of Illinois. Our team members have demonstrable experience with enforcing consent decrees, community engagement, building consensus, and public reporting in contentious environments.

CNA is a not-for-profit research and analysis organization with more than 75 years of experience providing objective analysis of high-profile, challenging, and complex issues for local, state and federal clients. CNA is the nation’s leading provider of TA to law enforcement agencies and has assisted hundreds of police departments not only advance constitutional policing practices but also reduce violent crime and enhance public safety. CNA has conducted assessments of police use of force policies and practices in large police departments and identified 50 to 90 specific reforms and improvements in each department. With CNA’s monitoring and assistance, these departments achieved up to 90% full compliance rates within two years, without the benefit of an enforceable court order. CNA has analyzed police shootings and other critical incidents for the Baltimore, Tampa, Oakland, and Las Vegas police departments, providing reasonable and actionable recommendations. CNA has helped over 70 cities nationwide improve innovations in policing and reduce violence, including

Albuquerque, Atlanta, Boston, Chicago, Detroit, Los Angeles, Louisville, Memphis, Miami, Milwaukee, Oakland, Phoenix, Portland, San Antonio, and Tucson.

Our team is fully committed to embracing diversity in its work and commits to a collaborative and cost-effective approach to working with the Parties to the consent decree. Our team will integrate our monitoring efforts with related oversight efforts that are already ongoing in the City of Chicago, such as the Civilian Office of Police Accountability and the Deputy Inspector General for Public Safety. Our **point of contact** is Ms. Maggie Hickey (mhickey@schiffhardin.com); (312) 258-5572; 233 South Wacker Drive, Suite 7100 Chicago, IL 60606. Please contact her directly with any questions or requests for additional information. We look forward to the possibility of supporting the State of Illinois and the City of Chicago to advance constitutional policing.

Personnel and Qualifications

Our Personnel

Our strong local leadership represents a diverse, multidisciplinary group of policing experts, lawyers, and researchers with robust experience in monitoring, change management, and community relationships. Our team is well positioned to drive the organizational change CPD needs to achieve better outcomes in constitutional policing, rebuild the trust of Chicago's diverse communities, and reduce violent crime. Our team's leadership and Associate Monitors will be assisted by our pool of subject matter experts (SMEs), who will contribute as necessary. All of our team members bring unique experiences and innovative ideas to this project. Please see **Attachment A** for our team members' resumes.

Monitoring Team Leadership



Ms. Maggie Hickey



Chief Rodney Monroe



Dr. James "Chip" Coldren

Maggie Hickey, JD, Partner at Schiff Hardin LLP, will serve as Monitor for this project. As Monitor, Ms. Hickey will bear ultimate responsibility for overseeing CPD's efforts to achieve full and effective compliance with the consent decree. Ms. Hickey, along with Deputy Monitors Monroe and Coldren, will act as the principal liaison to the Court and the Parties. She will also act as the primary public spokesperson for the team, lead most public meetings, and act as the final team arbiter on all compliance issues.

Ms. Hickey is a highly skilled attorney and consensus builder with a long and notable career in government. She has a wealth of experience in internal investigations, compliance programs, police operations, sexual harassment issues in the workplace, and ethics training. In 2015, she was appointed Executive Inspector General for the Agencies of the Illinois Governor, an independent executive branch state agency that ensures accountability across the state government, nine state public universities, and four Chicago-area regional transportation boards. Ms. Hickey's experience spans a range of legal issues in Springfield and Chicago, Illinois, and Washington, DC. Before becoming Executive Inspector General, she was the Executive Assistant U.S. Attorney for the Northern District of Illinois for more than five years. She spent five years as an Assistant U.S. Attorney (AUSA) in the Criminal Division, Financial Crimes, and Special Prosecution sections investigating and

prosecuting complex and sensitive matters. Ms. Hickey also served as chief of staff and chief legal counsel to U.S. Senator Peter Fitzgerald, and she began her career with the U.S. Senate as the Investigative Counsel for the Committee on Government Affairs. Ms. Hickey was also an AUSA in the Criminal Division for the Southern District of West Virginia. During her tenure as Executive Inspector General, Ms. Hickey was chair of the Illinois Health Care Fraud Elimination Task Force, a comprehensive effort to prevent and eliminate fraud, waste, and abuse in state-administered health care programs. In addition to her practice, Ms. Hickey remains active in several community service and pro bono legal initiatives. In 2018, Ms. Hickey was tapped by the Board of Education of the City of Chicago to lead an independent review of the school district's policies and procedures following the Chicago Tribune investigation that revealed cases of sexual abuse by Chicago Public School employees (a copy of her final report is included in **Attachment C**).

Chief (Ret.) Rodney Monroe, Senior Policing Advisor for CNA, will serve as Deputy Monitor and oversee several consent decree topic areas, including training; use of force; recruitment, hiring, and promotion; supervision; transparency and accountability; and officer wellness and support. Mr. Monroe brings extensive experience organizing communities and developing meaningful partnerships with residents, businesses, and faith-based organizations to increase trust, respect, and legitimacy while reducing crime, improving quality of life, and reducing the public's fear of crime. As the Independent Monitor appointed by a federal judge to oversee a settlement agreement, Mr. Monroe leads an auditing team to work with Meridian (MS) Police Department (MPD) personnel, the Meridian community (particularly the youth), and U.S. Department of Justice (DOJ) personnel over 14 months to ensure MPD's compliance with the provisions outlined in the agreement. Meridian has achieved substantial compliance with all areas of the settlement agreement. Chief Monroe also has experience with the DOJ Community Oriented Policing Services' (COPS) Collaborative Reform Initiative, working with the North Charleston Police Department following the police shooting of Walter Scott.

Chief Monroe also brings expertise in reviewing critical incidents. For example, he provided subject matter expertise and TA in the critical incident review of the November 15, 2015, shooting of Jamar Clark by Minneapolis police officers, which explored a wide range of critical policing issues. Chief Monroe is a recognized leader, innovator, and practitioner of community policing and has more than 30 years of experience in law enforcement. He was chief of the Charlotte-Mecklenburg Police Department (CMPD), nationally recognized for its excellence in community policing. Under his leadership, the department refocused its efforts on crime fighting and crime prevention through a more accountable organizational structure, new technology, and an enhanced strategy of community policing. Prior to joining CMPD, Chief Monroe served as chief in Macon, Georgia, and in Richmond, Virginia. While serving in Richmond, his efforts led to the lowest number of homicides in 25 years. Chief Monroe also worked in a variety of leadership positions within the Washington, DC, Metropolitan Police Department.

James "Chip" Coldren, PhD, Managing Director for Justice Programs at CNA, will serve as Deputy Monitor and oversee the consent decree topic areas of Community Policing; Crisis Intervention; Impartial Policing; and Data Collection, Analysis and Management. Dr. Coldren, who resides in Chicago's south suburbs, will also oversee all writing of semiannual reports, all community engagement activities (including public meetings, and community surveys), the development of the team's Monitoring Plan, and the Comprehensive Assessment three years after the Effective Date. Dr. Coldren brings his expertise as an effective change agent to this project. He has transformed police departments across the country for nearly 10 years through the Smart Policing Initiative (SPI; now known as Strategies for Policing Innovation). Dr. Coldren directed the Philadelphia Police Department's process in Collaborative Reform. He led agencies participating in SPI to think differently about how they conducted police business, encouraged them to harness the power of data and research, and taught them how to measure their results. His effect on American policing is great and it is time for him to bring his expertise to Chicago.

Dr. Coldren served for over four years as the Federal Appointed Court Monitor for the *Duran v. Elrod* consent decree for the Cook County Department of Corrections, which covered 12 different substantive areas, including use of force. As Managing Director for Justice Programs at CNA, Dr. Coldren oversees assessment,

monitoring, training, and TA projects for several large DOJ initiatives, including SPI, the Public Safety Partnership (PSP), and the Body-Worn Camera Training and Technical Assistance Initiative. Previously, Dr. Coldren served as the evaluator for CPD's community policing and nuisance abatement program. He was recently the Principal Investigator for a randomized experiment involving body-worn cameras in the Las Vegas Metropolitan Police Department. Dr. Coldren is a nationally respected leader in justice system reform and police research, crime prevention, and organizational change. He has served in leadership positions for justice reform initiatives ranging from the de-incarceration of youth to the reform of the death penalty in Illinois and has managed and directed large-scale research and justice system improvement projects for the past 30 years.

Community Engagement Team

Our Community Engagement Team (CET) embodies our collaborative approach to this monitoring project. Comprised of experienced and well respected Chicago community members, experts in police-community relations, lawyers, and academic scholars, the CET will work together to meaningfully engage Chicago's communities and ensure their participation throughout the monitoring process.



Laura McElroy



Sodiqa Williams



Stephen Rickman



Elena Quintana



Joseph Hoereth

Laura McElroy is a former reporter and agency communications director of 26 years. She has dealt with nearly every imaginable news story. Her experience allows her to guide government agencies to manage high-profile, controversial crises. She has helped leaders effectively manage worst-case scenarios, including racially tense officer-involved shootings, political protests, a sex scandal at a public agency, negligent death cases, a murder-suicide at a business, the death of a child in protective service care, and police officers involved in criminal activity. Through her work with the DOJ and CNA, McElroy engages with law enforcement agencies around the country, sharing best practices in crisis communication, media relations, social media, and community outreach. Ms. McElroy will also act as a **SME for Accountability and Transparency**.

Sodiqa Williams, JD, is a highly respected member of the Chicago community and serves as the Vice President of External Affairs and General Counsel at the Safer Foundation. With a keen understanding of governmental processes, Sodiqa has been focused on government relations, public advocacy, and constituent services for more a decade. Prior to joining the Safer Foundation, she served as speechwriter and Senior Advisor to two American Bar Association presidents. She also worked at a public relations and government affairs firm, for 8th Ward Alderwoman Michelle Harris and then-Lt. Governor Pat Quinn, using her aptitude for grasping the intricacies of city and state politics. Sodiqa is from a Chicago policing family, lending her a unique level of understanding about the challenges communities and the police face in Chicago. She lives in Chicago's south suburbs.

Stephen Rickman, MA, is a leading expert in police-community relations with over 20 years of experience in high-level positions in public safety and community support. He is currently an Associate Monitor on the Independent Monitoring Team for the Albuquerque Police Department's Court Approved Settlement Agreement and a former Director of the DOJ Weed and Seed Program. He is also a former Division Director for BJA and provided oversight for Crime Act Programs, including Violence Against Women, Truth in Sentencing, and Drug Courts. Recently, he was the Technical Advisor to President Obama's Task Force on 21st Century Policing. Steve also has experience working in Chicago, having overseen several Chicago-area Weed and Seed

sites. Finally, Steve's parents and grandparents were Chicagoans and he has spent time in the city throughout his life. Mr. Rickman will also act as ***the Associate Monitor for Community Policing***.

Elena Quintana, PhD, is a clinical psychologist, a highly respected member of the Chicago community, and the Executive Director of the Institute on Public Safety and Social Justice at Adler University. Dr. Quintana's work focuses on creating programs, research, and events that promote socially just solutions to public safety problems by partnering with community members and community-based agencies, law enforcement, detention facility staff and inmates, universities, and governments. She has expertise in violence prevention, reentry issues, and therapeutic approaches to dealing with trauma, immigration, and methods to increase public safety in ways that are socially just. Her unique background working with the Chicago Project for Violence Prevention (formerly known as Cease Fire, now known as Cure Violence) and her experience working with CPD officers will be an asset to the team. Dr. Quintana resides in Chicago and is fluent in Spanish.

Joe Hoereth, PhD, is an urban planner who regularly engages Chicago communities through his position as Director of the Institute for Policy and Civic Engagement (IPCE) at UIC. Dr. Hoereth creates opportunities for scholars, concerned community members, students, and the government to participate in public discourse and educational programs on current policy issues and social trends. Dr. Hoereth has expertise in community development research and evaluation, having previously worked for university research centers, non-profit organizations, and private consulting firms. He has conducted research projects on urban housing and comprehensive community building. He has also authored multiple reports and papers on housing, community economic development, community engagement, and urban planning. Dr. Hoereth, along with his colleagues at IPCE and the **UIC Survey Research Laboratory (SRL)**, will conduct community surveys throughout the project. He resides in Chicago's south suburbs.

Associate Monitors

Dennis Rosenbaum, PhD, is a psychologist, Professor Emeritus and former Department Head of Criminology, Law, and Justice at UIC, and one of the nation's foremost experts on improving public trust in police and metrics for police performance. He currently serves as the Compliance Officer and Community Liaison for the Settlement Agreement between the DOJ and the City of Portland, Oregon, to correct a pattern or practice of excessive force against people with mental illness. Dr. Rosenbaum is recognized as one of the leading experts on the CPD; he has evaluated some of CPD's largest and most innovative programs, such as CAPS, CLEAR, its first hot spots policing initiative, and its procedural justice training program for recruits. Most recently, Dr. Rosenbaum has participated in UIC's evaluation of CPD's body-worn camera program. Dr. Rosenbaum has a deep understanding of the daily operations, management styles, and cultural dynamics that define the CPD and has accumulated unique insights about how these factors inhibit or facilitate reform efforts within CPD. He will act as the ***Associate Monitor for Impartial Policing***.

Julie Solomon, MBA, LCSW, is a licensed clinical social worker with experience in police interactions with people with mental illness and Crisis Intervention Teams (CIT), having served on the Board and as the Chief Administrative of CIT International. She is currently the Executive Director of the Institute for Person-Centered Care at St. Ambrose University in Davenport, Iowa. Her career in health care has focused on mental health, trauma-informed care, and justice and behavioral health systems collaboration and innovation. She strives to bridge the gaps between the criminal justice and health care systems. She has been active in the IACP One Mind Campaign, which seeks to improve police responses to people with mental illness. She has also designed and implemented Crisis Intervention Team (CIT) programs within law enforcement agencies in Kansas. She will act as the ***Associate Monitor for Crisis Intervention***.

Commissioner (Ret.) Paul Evans, JD, is one of the nation's foremost experts on police use of force. He served as Commissioner of the Boston Police Department from 1993 to 2003 and is the current Executive Vice President of Security and Compliance for Suffolk Downs Racecourse. He is a U.S. Marine Corps veteran and has served on the Board of the Police Executive Research Forum (PERF). During his more than 30-year career with the Boston Police Department, he held every civil service rank and command staff position from patrol officer

to Commissioner. He addressed difficult policy issues concerning use of deadly force and protection of civil liberties, created innovative strategies that dramatically reduced crime, and engaged communities to reduce tensions and build community collaborations. Commissioner Evans consults with law enforcement agencies across the country on police operations and strategy. He will act as the ***Associate Monitor for Use of Force.***

Colonel (Ret.) Dr. Rick Fuentes, PhD, was Superintendent of the New Jersey State Police (NJSP) from 2003 to 2017. As a gubernatorial appointee confirmed by the state legislature, he served four governors and commanded an enlisted and civilian work force of more than 4,000 men and women tasked with a broad range of patrol, investigative, homeland security, administrative, forensic, and emergency management responsibilities. Dr. Fuentes shepherded the NJSP through a federal consent decree imposed by the U.S. Department of Justice in 1999. As Superintendent, working closely with DOJ and the state attorney general's office, Dr. Fuentes established new patrol and search procedures; overhauled operational, disciplinary, training, and performance protocols; and created stringent accountability for all layers of supervision and management. During his tenure as superintendent, the NJSP was nationally recognized for its management accountability and patrol practices. Dr. Fuentes will act as the ***Associate Monitor for Recruitment, Hiring, and Promotion.***

Commander (Ret.) Michael Nila is a well-respected, highly sought, and nationally known police trainer and innovator. He is currently the Managing Partner of Blue Courage, an organization committed to the design and delivery of world-class personal and organizational development. During his 29-year career with the Aurora, Illinois, Police Department, he served in many capacities and led the department's re-engineering from a traditional police agency to a community-policing department. His vast experience in the field has made him the trainer of choice for police agencies and communities nationwide. He has trained and certified thousands of police officers worldwide, including those in CPD, the Los Angeles Police Department, and the New York City Police Department. He is the 2016 recipient of the Attorney General's Award for Meritorious Public Service. He resides in the Chicagoland area. Mr. Nila will act as the ***Associate Monitor for Training.***

Commissioner (Ret.) Gil Kerlikowske, MA, has had a four-decade career in law enforcement. He was Chief of Police in Seattle (2000–2009) and Police Commissioner in Buffalo (1994–1998). He was elected twice as the President of the Major Cities Chiefs Association. He is currently a Professor of the Practice in criminal justice at Northeastern University. He was Director of the White House Office of National Drug Control Policy from 2009 to 2014. He was Commissioner of U.S. Customs and Border Protection (2014–2017), the largest law enforcement agency in the federal government, with 60,000 employees and a budget of \$13 billion. He was Deputy Director of COPS (1998–2000). He was a member of the Executive Session on Policing at the Harvard University Kennedy School of Government. He has authored numerous publications, including the National Drug Control Strategy, and co-authored President Obama's Transnational Organized Crime Strategy. He was a Resident Fellow at the Kennedy School this year and is a non-Resident Fellow at Rice University's Baker Institute. He will act as the ***Associate Monitor for Supervision.***

Chief Will Johnson, MA, is a nationally recognized police organizational change agent. He is the current Chief of the Arlington, Texas, Police Department (APD), where he began his career in 1994. Chief Johnson has over 20 years of law enforcement experience in field operations, investigations, homeland security, special events, and administration. During his tenure as Chief, he has prioritized innovative approaches to officer safety and wellness; Chief Johnson created APD's Crisis Intervention Stress Management team, in which mental health professionals and peer support members trained in crisis intervention provide resources and peer support to officers after critical incidents. He is a PERF Executive Fellow and the current Chair of the IACP Human and Civil Rights Committee. With PERF he developed a use-of-force accountability model that focused on bridging informational silos within departments to create a culture of integrity. Chief Johnson is also featured in a recent DOJ COPS video, which profiles his agency's advances in community policing and the transparency with which his agency handled an officer-involved shooting. Chief Johnson will act as the ***Associate Monitor for Officer Wellness and Support.***

Daniel Giaquinto, JD, has a distinguished record in police accountability and reform. Mr. Giaquinto has been a member of the Independent Monitoring Team (IMT) for the Court Approved Settlement Agreement (CASA) between Albuquerque, New Mexico, and the DOJ since its inception in 2015. He currently serves as the Deputy Monitor with an area of responsibility in monitoring of Internal Affairs and Civilian Police Oversight activities and of the imposition of discipline to officers and civilian employees of APD. Since August 2016, Mr. Giaquinto has served as the Independent Investigator in internal affairs matters for the Maricopa County Sheriff's Office, related to *Melendres v. Arpaio* case in the United States District Court for the District of Arizona. He has also served as the Director of State Police Affairs/Assistant Attorney General, where, on behalf of the New Jersey Attorney General, he led the state's efforts in implementing the terms and reforms of the Consent Decree of 1999 between the New Jersey State Police and the DOJ. He will serve as the ***Associate Monitor for Accountability and Transparency***.

Scott H. Decker, PhD, has worked with law enforcement agencies for 30 years. He received the Chief's award in St. Louis in 2005 for his work analyzing data for problem-solving within the department. He served for 5 years as a member of the Arizona Police Officer Standards and Training Board. He was a core member of the Project Safe Neighborhoods Training and Policy Teams, working with law enforcement to integrate data-driven solutions to their approach to dealing with gun violence. He wrote the *Guidebook for Local Law Enforcement Strategies to Address Gang Crime* for the DOJ COPS Office. Dr. Decker has led the team that analyzes traffic stop data in Missouri for 17 years. He is currently Foundation Professor of Criminology and Criminal Justice at Arizona State University and Senior Advisor at CNA and has served as the Chicago Police Department SME for the DOJ Strategies for Policing Innovation initiative. He will act as the ***Associate Monitor for Data Collection, Analysis, and Management***.

Subject Matter Experts

Brandi Burque, PhD, is a clinical psychologist with the San Antonio Police Department's (SAPD) Psychological Services Unit, where she provides psychological treatment for police officers and their families and teaches classes for the police academy, including CIT training. Dr. Burque developed an innovative stress management program for law enforcement officers that has been implemented at SAPD and recognized by IACP and DOJ. She works directly with law enforcement agencies on mental health and officer wellness initiatives, and has presented at the FBI National Academy on topics such as PTSD, Critical Incident Stress Management and CIT. Dr. Burque has spent time in the Chicago area, completing her clinical psychology internship at the Captain James A. Lovell Federal Health Care Center/North Chicago Veterans Affairs Hospital, focusing on the treatment of PTSD, substance use disorders, and neuropsychological assessment.

Deputy Chief (Ret.) Blake McClelland, PhD, is a Lecturer in the School of Criminology and Criminal Justice at Arizona State University, where his areas of academic specialization include research methods, statistics, police use of force, internal affairs, and police ethics. Before joining ASU, he served as the Training Academy Director for the Phoenix Police Department. He retired from the Phoenix Police Department (PPD) in 2016 after 34 years of service. During his tenure with PPD, he held numerous command-level positions, including Lieutenant, Commander, and Assistant Chief. His law enforcement experience included patrol operations, investigations, SWAT, internal affairs, auditing, strategic planning, training, and hiring. Dr. McClelland regularly consults with police agencies throughout the nation on topics including use of force, training, and investigative procedures.

Chief (Ret.) Bruce Johnson, MS, has served as the Chief Executive Officer of Nicasa, a not-for-profit behavioral health services organization, since 2005. Bruce is the former Chief of the Round Lake Park Police Department and a Marine Corps veteran, deploying to Afghanistan in 2010–2011 as a justice advisor. During his tenure as Chief, he founded the Mano a Mano Family Resource Center in Round Lake Park and has served as president of its Board of Directors. His varied experiences give him a unique perspective on the intersection between the mental health care system and the criminal justice system. He resides in Chicago's suburbs.

Lieutenant (Ret.) Tom Woodmansee, MS, is a Senior Advisor for Policing at CNA, where he works on a variety of training and technical assistance initiatives for law enforcement agencies across the country. His areas of

expertise include supervision, recruitment and hiring, interview and interrogation, violent crime investigations, narcotics and gangs, background investigations, body-worn cameras, focused deterrence, and community policing. He was the Director of the Madison, Wisconsin, Police Academy for two years, where he oversaw recruitment and hiring processes. The Madison Police Department is nationally recognized as being one of the most racially and ethnically diverse police agencies in the country, including having one of the highest percentages of female officers. He has robust experience in supervising his law enforcement colleagues, commanding numerous officers, detectives, and civilian staff throughout his career. Lt. Woodmansee lives in the Madison, Wisconsin, area.

Chief (Ret.) Terrance Gainer, JD, is a highly experienced law enforcement leader with deep local ties. He began his law enforcement career as a CPD Officer in 1968 and rose through the ranks as a homicide detective, sergeant, and executive assistant in the Administrative Services Bureau. An accomplished attorney, he served as the chief legal officer of the CPD in the 1980s and assisted in negotiating the city's first labor contract with the police union. Chief Gainer has also served in a variety of Illinois state government positions, including Deputy Inspector General and Deputy Director and Director of the Illinois State Police. He served as Executive Assistant Chief of the Metropolitan DC Police Department, where he served as second-in-command of the 4,200-member department. Mr. Gainer served as Chief of the United States Capitol Police, where he commanded a force of nearly 2,000 sworn and civilian personnel. Chief Gainer also served as the Sergeant at Arms of the United States Senate. Mr. Gainer was born in Chicago and resides on the city's south side.

Rod Brunson, PhD, is a highly respected and accomplished scholar, focusing his research on the complexities of the criminal justice system and policing in particular. Dr. Brunson has conducted research that examines youth experiences in neighborhood contexts, with a specific focus on the interactions of race, class, and gender, and their relationship to criminal justice practices. His career has focused on communities and violent crime, police-community relations, and qualitative research methods. Dr. Brunson, Dean of Rutgers' School of Criminal Justice, also has experience translating his research into practice by working directly with law enforcement agencies through the DOJ's Diagnostic Center.

Denise Rodriguez, MA, is a highly skilled and experienced law enforcement analyst and TA provider. She has investigated and monitored police agencies, primarily through the DOJ COPS Collaborative Reform Initiative. She has conducted research that led to recommendations to local governments on police use of force tactics, accountability, public transparency, and organizational reform. She currently manages CNA's largest training and technical assistance program, the Bureau of Justice Assistance Body-Worn Camera Training and Technical Assistance. Ms. Rodriguez also has Spanish proficiency.

Hildy Saizow, MA, has over 30 years of experience providing consulting services, research, policy analysis, and advice to government agencies and non-profit organizations throughout the United States and Australia. Her expertise includes criminal and juvenile justice, as well as violence prevention, formation and assistance with collaborative partnerships, community planning and assessment, and social marketing and communications. She has provided TA to help DOJ Weed and Seed communities across the nation form and sustain collaborative partnerships, develop collaborative strategies, and work with challenging stakeholders. She currently serves as an SME for DOJ's SPI project, focusing on community outreach and community-police collaboration.

Tom Christoff, PhD, is a criminologist and currently serves on the team for the independent compliance assessment of a Settlement Agreement between the DOJ and the City of Portland. Dr. Christoff works with the Portland Police Bureau (PPB) to develop systems of force auditing, crisis response, training, Employee Information System (EIS), accountability, and community engagement. Dr. Christoff provides detailed TA to move the PPB toward compliance. He has analyzed large data sets detailing use of force, force audits, EIS, and officer surveys to measure both processes and outcomes. Dr. Christoff has expertise in police responses to persons with mental illness and who are facing mental health crisis. He earned his master's degree at the University of Memphis, working with the authors of the Memphis Model CIT to train officers and develop CIT programs. Dr. Christoff earned his doctorate at the University of Illinois at Chicago; he lives in the Chicagoland area.

Legal Team

Derek Barella, JD, is an experienced attorney who has focused his career on the resolution of complex labor and employment disputes. His work involves day-to-day counseling on federal and state labor and employment laws and frequently includes defending claims in state and federal trial and appellate courts. Mr. Barella has worked with police departments on collective bargaining issues and on the enforcement of consent decrees.

Anthony-Ray Sepúlveda, JD, is a former Assistant Inspector General with significant investigative experience; he has created and implemented investigative plans to detect and deter fraud, misconduct, abuse of authority, and corruption.

Meredith DeCarlo, JD, has focused her practice on litigation; prior to joining Schiff Hardin, she was an Assistant United States Attorney in the Central District of Illinois, where she prosecuted a variety of cases including gun, drug, and white-collar crimes.

The chart below includes one example of the **recent experience and references** each for our Monitor and Deputy Monitors. Please see **Attachment F** for additional examples of recent experiences and references for our team.

Team Member Prior Experiences, Projects	References
<p>Maggie Hickey, Monitor</p> <p>Following the Chicago Tribune’s "Betrayed" series, which determined that CPS failed to protect students from sexual misconduct, the Chicago Board of Education retained Ms. Hickey to lead an independent review of CPS policies and procedures for preventing and responding to sexual misconduct against students. A copy of this report appears in Attachment C.</p>	<p>Board of Education of the City of Chicago Joseph T. Moriarty General Counsel Direct: 773-553-1641 jtmoriarty@cps.edu Douglas A. Henning First Deputy General Counsel 773-553-1714 dhenning@cps.edu 1 North Dearborn St, 9th Floor Chicago, IL 60602</p>
<p>Rodney Monroe, Deputy Monitor</p> <p>Chief Monroe provided subject matter expertise and technical assistance in the review of the shooting of Jamar Clark by Minneapolis police. The incident triggered a protest, demonstrations and a three-week occupation on the grounds surrounding a precinct building, with occupiers calling for reform and improved police-public relationships. The critical incident review addressed training, policies and procedures; existing police community relationships; response to civil disorder; use of force; use of equipment and technology; officer safety and wellness; community perspective and engagement; public information and media; impact of social media; and community engagement.</p>	<p>Jennifer Zeunik Director of Programs Police Foundation 1201 Connecticut Ave NW, Suite 200 Washington, DC 20036-2636 Direct: 703-362-4073 Email: jzeunik@policefoundation.org</p>
<p>James “Chip” Coldren, Deputy Monitor</p> <p>Dr. Coldren worked closely with the Las Vegas Metropolitan Police Department (LVMPD) on three federal initiatives that proved transformative to that agency: BJA’s Strategies for Policing Innovation (SPI; formerly known as the Smart Policing Initiative), the COPS Collaborative Reform Initiative, and the NIJ body-worn camera (BWC) experiment. In SPI, Dr. Coldren examined the effectiveness of the LVMPD’s saturation teams in reducing violent crime. In Collaborative Reform, Dr. Coldren conducted a thorough review of LVMPD’s policies and procedures for use of force and made recommendations for improvement. In the body-worn camera study, Dr. Coldren led a team that examined the effect of BWCs on officer-community interactions.</p>	<p>Daniel Zehnder Captain (Ret.), LVMPD President, Principis Group, Inc. 11035 Lavender Hill Dr., Suite 160 Las Vegas NV 89135 Direct: 702-233-9196 Email: dzehnder@principisgroup.com</p>

Our Qualifications

Policing and Law Enforcement Practices: Each of the law enforcement leaders on our team has monitored, audited, evaluated, or otherwise reviewed the organizational performance of law enforcement agencies. Some of our team members have worked on investigations, litigation, consent decrees, settlement agreements, or consulting engagements that required an examination of the performance of law enforcement and other municipal agencies. Our academic experts, legal team, and analysts also have robust experience working with agencies to improve policies, practices, and measurements.

Monitoring: As noted throughout this proposal, our team members have extensive experience assessing law enforcement compliance with constitutional and other legal requirements. Our team has rich experience with using data-based measures to gauge whether law enforcement agencies are engaging in constitutional policing. Some of our team's experts have served on other monitoring teams to evaluate compliance with consent decree requirements and, as consultants, have advised police departments on the adoption of best practices aimed at ensuring adherence to the law. Maggie Hickey, Rodney Monroe, Chip Coldren, Dan Giaquinto, Dennis Rosenbaum, Tom Christoff, Derek Barella, and Steve Rickman have been involved in cases involving unconstitutional police practices.

Communication: All members of our team are effective communicators and have experience communicating with a variety of stakeholders and communities. Our proposed Monitor, Maggie Hickey, is engaged by clients for her ability to build consensus and find productive middle ground between parties with diverse viewpoints. She has testified at multiple legislative hearings, tried more than 20 jury trials, and given numerous speeches and trainings. Our team members have experience preparing public reports for dissemination to diverse audiences, such as Ms. Hickey's recent Preliminary Report to CPS, and experience disseminating information via various methods, including social media. Most of our team members have experience preparing, distributing, and presenting summary information to public audiences—all of our law enforcement leaders, for example, regularly interacted with community members, local government officials, and representatives of the media to share crime statistics and programmatic information. Laura McElroy is our team's communications and media expert; she will bring her robust experience in communications to ensure the monitoring team communicates effectively.

Demonstrated ability to collaborate with government entities, the City, CPD and the State: Many of our team members—including Monitor Hickey, Deputy Monitor Coldren, Associate Monitor Rosenbaum, Associate Monitor Decker, and Special Advisor Stewart—have collaborated with the City of Chicago and the State of Illinois throughout their careers. Nearly all other members of our team have experience collaborating with government entities in other cities and states throughout the nation. SME Denise Rodriguez, for example, worked in three cities for the COPS Collaborative Reform initiative, collaborating with the police departments, the cities, the county prosecutors, and the U.S. Attorney's offices in each location. After leaving the government, Maggie Hickey has been engaged by Chicago Public Schools and the State House of Representatives on matters of major import to the city and state's citizens.

Law and Civil Rights: Our team understands federal and state laws governing police practices. Our Monitor and the other lawyers on our team have experience with civil rights issues and the law enforcement leaders on our team have developed policies and procedures in their own agencies that are consistent with the law. Many of our team members have monitoring experience—including both of our Deputy Monitors—and many have experience working on cases brought by the DOJ Civil Rights Division.

Experience working with various constituencies: Our team members have engaged with, collaborated with, and written reports for a broad variety of stakeholders and communities. The team's law enforcement experts also have spent countless hours meeting with and partnering with community members in their home jurisdictions and many of them have engaged with communities across the nation through their consulting and project-based work. Our academic experts also have experience working with and writing for various constituencies. Effectively engaging with a wide variety of constituencies is a skill all of our team members

possess; see **Attachment C** for examples of similar work products, some of which detail our community engagement work.

Knowledge of Chicago communities: Our team is uniquely qualified to serve as the monitor in the City of Chicago. Schiff Hardin has a long and distinguished record of commitment to the city. Schiff Hardin's lawyers and staff members support a number of charitable, civic, and nonprofit organizations throughout the city, and dedicate countless hours to pro bono representation of needy individuals throughout the region, including through relationships with organizations like Chicago Volunteer Legal Services. Schiff Hardin's pro bono representations have had a meaningful effect on public and private institutions in Chicago and throughout the State of Illinois.

Further, Ms. Hickey is a native of Chicago and is committed to the city's civic life. Meredith DeCarlo and Anthony-Ray Sepúlveda (members of our legal team), SME Terry Gainer, and Community Engagement Team member Elena Quintana are Chicago residents. Several of our team members live in the Chicago area or in the region or have deep ties to Chicago. Deputy Monitor Chip Coldren lives in Chicago's south suburbs and earned his PhD at the University of Chicago; he went on to teach and provide TA to Chicago police officers and communities at UIC. Legal team member Derek Barella also lives in Chicago's suburbs. Associate Monitor Michael Nila resides in Aurora, where he had a distinguished career in policing; he has worked closely with CPD on training throughout his career, recently providing training on his Blue Courage program. Associate Monitor Dennis Rosenbaum is Professor Emeritus in Criminology, Law, and Justice Studies at UIC, where he taught and conducted research for 30 years. SMEs Dr. Rod Brunson and Dr. Tom Christoff both earned their doctorate degrees at UIC. Chief Bruce Johnson spent his law enforcement career serving in suburban Chicago departments, including Round Lake Beach, Schaumburg, and Morton Grove. CET members Joe Hoereth and Sodiqa Williams also live in Chicago suburbs.

Project and Change Management: Our team includes researchers who have evaluated organizational change and program effectiveness in police departments, law enforcement leaders who have implemented and routinely evaluated change and reform within their own departments, and attorneys who have implemented change in complex government organizations. While Executive Inspector General for the State of Illinois, Maggie Hickey created the Division of Hiring and Employment Monitoring (HEM) to ensure that State agency hiring decisions are compliant with governing authority. She also Chaired and managed the Illinois Health Care Fraud Elimination Task Force, which saved the State more than \$450 million in fraudulent or wasteful spending in fiscal years 2016 and 2017. Dr. Coldren is a leading national expert in evaluation research and has conducted research in Chicago focused on change, having worked on the Project on Human Development in Chicago Neighborhoods, a multi-method research platform focused on delinquency, violence, criminal justice contacts and other measures in the 1990s and directing the Institute for Public Safety Partnerships, which routinely evaluated community policing in Chicago in the 2000s.

Budgeting: All of our team's academic experts and analysts have experience working with grants and contracts and are therefore familiar with budgeting processes. All of our team's law enforcement experts, by virtue of leading their respective agencies, are familiar with municipal budgeting, having been required to develop and stay within budgets. While at the U.S Attorney's Office, Maggie Hickey managed a budget of more than \$35M. At the Inspector General's Office, Ms. Hickey administered a budget of approximately \$9M. In addition to administrative oversight for creating and managing budgets, Maggie and other team members have experience managing project budgets, and success completing projects on time and on budget. She recently used budget technology to manage people resources and other assets leading up to the delivery of her Preliminary Report to CPS.

Data Analysis and Information Technology: Our team has experience working with data systems and information technology specialists. Drs. Decker, Brunson, Christoff, Coldren, and Rosenbaum have worked routinely with large data systems to perform statistical analyses regarding police department performance. SME Terry Gainer, for example, has recent experience working with the CPD as they developed their Strategic Decision Support Centers (SDSC), which aim to reduce localized crime through the use of a technology suite.

Mr. Gainer's knowledge of the evolution of the SDSCs will be valuable to our team's understanding of CPD's current data capabilities and the monitoring team's assessment of those capabilities.

Tables detailing each of our team members' qualifications in each of these areas appear in **Attachment G**.

Commitment to diversity and inclusion

The Schiff Hardin-CNA Monitoring Team adheres to a serious commitment to diversity and inclusion. Both organizations believe that organizations thrive or fail based on the quality of their work and that work improves when we have diverse teams doing it. Diverse teams think more deeply, generate more creative ideas, and challenge each other. And those processes lead to meaningful and sustainable results. Our team is committed to approaching this work by cultivating an inclusive culture that helps everyone succeed.

We also understand the importance of and believe strongly in diverse community voices. As detailed in our proposed activities and methodology, we believe that community engagement is an important component undergirding the successful implementation of this consent decree and achieving long-lasting change. To that end, we have engaged well-known and highly respected community leaders to develop a comprehensive community engagement strategy and implement it throughout the entirety of this project to ensure that we understand community interactions with CPD on the ground and in the moment. Our comprehensive community engagement strategy will be developed by our **Community Engagement Team (CET)**, which includes UIC's **Institute for Policy and Civic Engagement (IPCE)**, led by **Joseph Hoereth**; **Sodiqa Williams**, Vice-President for External Affairs and General Counsel at the Safer Foundation; and **Elena Quintana**, Executive Director of the Institute for Public Safety and Social Justice at Adler University. Together, these three highly respected community leaders will connect the monitoring team to the vibrant communities of Chicago, enabling meaningful conversation and exchange of ideas.

The team will not only coordinate meetings among the monitoring team and the community organizations noted in the MOA (¶646), but also facilitate community access to the monitoring team by planning and hosting community events, facilitating meetings, utilizing social media, and preparing infographics and other materials to summarize, explain, and disseminate monitoring team findings to the vibrant communities of Chicago (¶647). The Schiff Hardin-CNA team and the CET have many years of experience mediating conflicting opinions in highly charged environments. Our goal will be to earn and maintain community trust throughout the monitoring process. The CET will also assist with developing the Monitoring Plan, so that community engagement activities are well integrated into our monitoring approach.

UIC's IPCE, in partnership with UIC's **Survey Research Laboratory (SRL)**, will also execute the required community surveys (¶622-628). Both IPCE and SRL are experienced research organizations with expertise in survey methodologies; further, IPCE has recent and relevant experience in connecting with Chicago communities around the topics in this consent decree, having recently completed its report on *Consent Decree Community Engagement* in July of 2018. Please refer to **Attachment D** for a Proposed Methodology for Community Surveys and **Attachment E** for an overview of UIC's IPCE and SRL.

Monitoring Team Accessibility

Members of our monitoring team will be available on a daily basis via phone and email and available frequently for in-person meetings in addition to the regular monthly meetings among the Parties. Since Ms. Hickey and Dr. Coldren are local to Chicagoland, we will be readily accessible to the City, the CPD, the OAG, and the Chicago community. The full monitoring team (Monitor, Deputy Monitors, and Associate Monitors) will be on site in Chicago three times per year for one week to conduct monitoring activities, such as meeting to discuss drafts of CPD policy and procedures, observing training, and reviewing paper data files. SMEs will either join the monitoring team on site visit weeks or spend time in Chicago as necessary to consult with the monitors or deliver TA. The current time commitments of our team members appear in Table 1.

Our team will meet with members of the community and the CPD monthly during the first year of monitoring upon approval of the Monitoring Plan and no less than quarterly for the remainder of the monitoring project.

Community meetings will be scheduled in locations across the city, with the assistance from our CET members. The Safer Foundation, Adler University, and UIC have all volunteered to host community meetings and our CET members will assist in finding additional locations across the city to ensure the opportunity for participation for as many Chicagoans as possible. Some of our team members speak Spanish.

Table 1. Monitoring Team Current Time Commitments

Team Member	Current Employment, Projects, and Professional Undertakings
Maggie Hickey, Monitor	<ul style="list-style-type: none"> ▪ Partner, Schiff Hardin LLP ▪ Chicago Public Schools project (20% in 2018; 10% in 2019) ▪ IL House of Representatives Sexual Harassment investigation (30% in 2018) ▪ Investigation work for other clients (20%)
Rodney Monroe, Deputy Monitor	<ul style="list-style-type: none"> ▪ Public Safety Consultant ▪ Independent Monitor, Meridian Police Department (10%) ▪ SME, BJA Public Safety Partnership (10%) ▪ SME, COPS Safer Neighborhoods / Precision Policing (5%) ▪ SME, BJA Body Worn Cameras TTA (5%)
James Coldren, Deputy Monitor	<ul style="list-style-type: none"> ▪ Managing Director, CNA Justice Group ▪ Project Director, BJA Strategies for Policing Innovation (10%) ▪ Project Director, BJA Body Worn Cameras TTA (10%) ▪ Project Director, BJA Violence Reduction Network (5%)
Stephen Rickman, Associate Monitor	<ul style="list-style-type: none"> ▪ President, SER Associates ▪ OJP Diagnostic Center (25%) ▪ SME, BJA Body Worn Cameras TTA (5%) ▪ SME, COPS Safer Neighborhoods / Precision Policing Initiative (5%)
Dennis Rosenbaum, Associate Monitor	<ul style="list-style-type: none"> ▪ President, Rosenbaum and Associates ▪ Compliance Officer and Community Liaison, Portland, Oregon Settlement Agreement (35%) ▪ Advisor, National Law Enforcement Research and Data Platform (5%)
Julie Solomon, Associate Monitor	<ul style="list-style-type: none"> ▪ Executive Director, Institute for Person-Centered Care
Paul Evans, Associate Monitor	<ul style="list-style-type: none"> ▪ Executive Vice President of Security and Compliance, Sterling Suffolk Racecourse ▪ Strategic Consultant, St. Louis Police Department (5%)
Rick Fuentes, Associate Monitor	<ul style="list-style-type: none"> ▪ Independent Consultant ▪ Independent Review Board Member, Baltimore Police Department (5%) ▪ SME, Miller Center for Community Protection and Resilience, Rutgers University (20%)
Michael Nila, Associate Monitor	<ul style="list-style-type: none"> ▪ Founder and Managing Partner, Blue Courage
Gil Kerlikowske, Associate Monitor	<ul style="list-style-type: none"> ▪ Independent Contractor ▪ Professor of Practice, School of Criminal Justice and Criminology, Northeastern University (10%)
Will Johnson, Associate Monitor	<ul style="list-style-type: none"> ▪ Police Chief, Arlington (TX) Police Department ▪ Vice President (elect), International Association of Chiefs of Police (10%) ▪ Adjunct Professor, Tarleton State University (10%)
Daniel Giaquinto, Associate Monitor	<ul style="list-style-type: none"> ▪ Of Counsel, Frier Levitt ▪ Independent Investigator, Maricopa County Sheriff's Office (15%) ▪ Deputy Monitor, Albuquerque Police Department (15%)
Scott Decker, Associate Monitor	<ul style="list-style-type: none"> ▪ Professor of Criminology and Criminal Justice, Arizona State University ▪ Senior Advisor, CNA (20%) ▪ SME, BJA Strategies for Policing Innovation (20%) ▪ SME, BJA Public Safety Partnership (10%)
Hildy Saizow, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Independent Consultant ▪ SME, BJA Strategies for Policing Innovation (5%) ▪ SME, COPS Safer Neighborhoods / Precision Policing Initiative (5%) ▪ SME, Maricopa County Traffic Stop Analysis (5%)

Team Member	Current Employment, Projects, and Professional Undertakings
Bruce Johnson, Subject Matter Expert	<ul style="list-style-type: none"> ▪ CEO, Nicasa Behavioral Health Services ▪ SME, BJA Strategies for Policing Innovation (5%) ▪ Instructor, William Raney Harper College (5%)
Denise Rodriguez, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Research Scientist, CNA ▪ Program Manager, BJA Body Worn Cameras TTA (30%) ▪ Analyst, COPS Safer Neighborhoods / Precision Policing Initiative (10%)
Terry Gainer, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Independent Consultant ▪ SME, BJA Public Safety Partnership (10%) ▪ SME, BJA Strategies for Policing Innovation (10%) ▪ SME, Independent Monitoring Team, Baltimore (5%)
Tom Woodmansee, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Senior Advisor, CNA ▪ Analyst, BJA Public Safety Partnership (30%) ▪ Analyst, BJA Body Worn Camera TTA (25%) ▪ Analyst, BJA Strategies for Policing Innovation (5%)
Blake A. McClelland, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Independent Consultant ▪ Lecturer, Arizona State University (10%) ▪ Expert witness, Jones, Skelton & Hochuli (10%)
Brandi Burque, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Psychologist, San Antonio Police Department ▪ SME, COPS Safer Neighborhoods / Precision Policing Initiative (10%) ▪ Lead Psychologist and Trainer, Winner's Circle Tactical Solutions (15%)
Laura McElroy, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Principal, McElroy Media Group ▪ SME, BJA Public Safety Partnership (10%) ▪ SME, COPS Collaborative Reform Initiative TA Center (10%) ▪ SME, BJA National Training and Technical Assistance Center (5%) ▪ Instructor, Florida Department of Law Enforcement (5%)
Tom Christoff, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Partner, Rosenbaum & Associates LLP ▪ Project Director, Compliance Officer and Community Liaison, Portland Settlement Agreement (75%)
Rod Brunson, Subject Matter Expert	<ul style="list-style-type: none"> ▪ Dean, School of Criminal Justice, Rutgers University
Meredith DeCarlo, Attorney and Subject Matter Expert	<ul style="list-style-type: none"> ▪ Associate, Schiff Hardin LLP ▪ Litigation and Investigations work for other clients (50%)
Anthony-Ray Sepúlveda, Attorney and Subject Matter Expert	<ul style="list-style-type: none"> ▪ Associate, Schiff Hardin LLP ▪ Chicago Public Schools project (20% in 2018; 10% in 2019) ▪ IL House of Representatives Sexual Harassment Investigation (30% in 2018) ▪ Investigations work for other clients (20%)
Derek Barella, Attorney and Subject Matter Expert	<ul style="list-style-type: none"> ▪ Partner, Schiff Hardin LLP ▪ Labor & Employment Investigations work for other clients (60%)
Joseph Hoereth, Community Engagement Team	<ul style="list-style-type: none"> ▪ Director, Institute for Policy and Civic Engagement, UIC ▪ Senior Fellow, National Civic League (5%)
Sodiqa Williams, Community Engagement Team	<ul style="list-style-type: none"> ▪ Vice President, External Affairs & General Counsel, Safer Foundation ▪ Board Member, Faith in Place (1%) ▪ Board Member, Smart Policy Works (1%)
Elena Quintana, Community Engagement Team	<ul style="list-style-type: none"> ▪ Executive Director, Institute on Public Safety and Social Justice, Adler University ▪ Evaluator, Restorative Justice Summit (10%) ▪ Evaluator, Community Anti-violence Education, Danville Correctional Center (10%)

Monitoring Team Organization

Our team will adopt a highly cooperative and collaborative approach, with Maggie Hickey serving as the Monitor and Chief Monroe and Dr. Chip Coldren serving as Deputy Monitors. Ms. Hickey will be the principal public spokesperson for the team, lead most public meetings, be the final team arbiter on all compliance

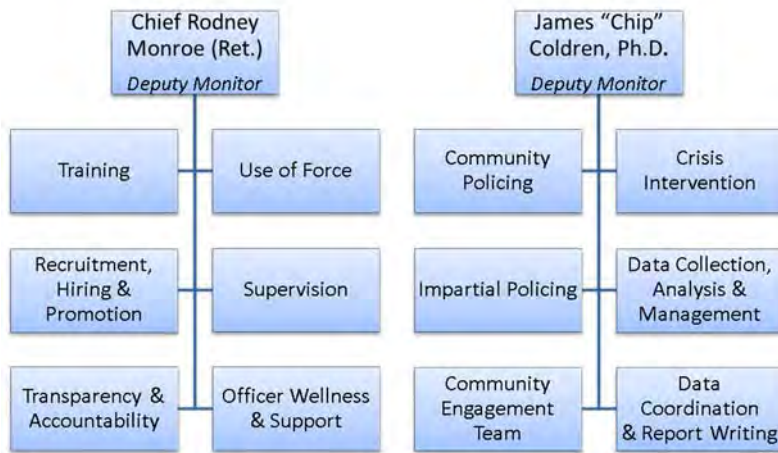
issues, and bear ultimate responsibility for overseeing CPD’s efforts to achieve full and effective compliance with the consent decree. Ms. Hickey, Chief Monroe, and Dr. Coldren will be the principal liaisons to the Court and the Parties. Day to day, Chief Monroe and Dr. Coldren will manage the team and coordinate each aspect of the team’s work, including policy and training review, technical assistance, data review and analysis, community surveys, and report writing. Chief Monroe and Dr. Coldren will also assist Ms. Hickey in her role as principal public spokesperson as needed. Our overall team organization appears in Figure 1.

Figure 1. Monitoring Team Organization

Monitoring Team Leadership	Maggie Hickey, Monitor Rodney Monroe, Deputy Monitor James "Chip" Coldren, Deputy Monitor
Associate Monitors	Stephen Rickman, Associate Monitor for Community Policing Dennis Rosenbaum, Associate Monitor for Impartial Policing Julie Solomon, Associate Monitor for Crisis Intervention Paul Evans, Associate Monitor for Use of Force Rick Fuentes, Associate Monitor for Recruitment, Hiring and Promotion Michael Nila, Associate Monitor for Training Gil Kerlikowske, Associate Monitor for Supervision Will Johnson, Associate Monitor for Officer Wellness and Support Daniel Giaquinto, Associate Monitor for Accountability and Transparency Scott Decker, Associate Monitor for Data Collection, Analysis and Management
Subject Matter Experts and Legal Team	Hildy Saizow, Community Policing Bruce Johnson, Community Policing and Crisis Intervention Michael Nila, Impartial Policing Denise Rodriguez, Use of Force Terry Gainer, Use of Force and Data Collection, Analysis and Management Tom Woodmansee, Supervision and Recruitment, Hiring and Promotion Blake McClelland, Training Brandi Burque, Officer Wellness and Support Laura McElroy, Accountability and Transparency Tom Christoff, Data Collection, Analysis and Management, Crisis Intervention Rod Brunson, Data Collection, Analysis and Management Meredith DeCarlo, Attorney Anthony-Ray Sepulveda, Attorney Derek Barella, Attorney
Community Engagement Team	Joe Hoereth Sodiqa Williams Elena Quintana Community Survey Staff from UIC's IPCE and SRL
Monitoring Team Support	Keri Richardson, Analyst Tammy Felix, Analyst Vivian Elliott, Analyst Valerie Schmitt, Analyst James "CHIPS" Stewart, Special Advisor to Monitor and Deputy Monitors

All Associate Monitors and SMEs will work closely with either Chief Monroe or Dr. Coldren; Figure 2 depicts the Deputy Monitors’ areas of responsibility for team management and overall coordination.

Figure 2. Deputy Monitor Areas of Responsibility



Each of the substantive requirements of the consent decree will be overseen by a team led by an Associate Monitor. Each Associate Monitor will lead the work in their subject area of expertise and will oversee the collection, analysis, and reporting of assessment data. Associate Monitors will collaborate and consult with other Associate Monitors or SMEs often. Associate Monitors will conduct periodic monitoring activities on site in Chicago, including compliance reviews and outcome assessments; identify TA opportunities for CPD; contribute to report writing; engage with Chicago communities; and contribute across project substantive areas, as their expertise allows. For example, SME Terry Gainer may work with Associate Monitor Paul Evans on use of force tasks and with Associate Monitor Daniel Giaquinto on Accountability and Transparency tasks.

Many team members are qualified to oversee many of the decree’s substantive requirements; our pool of SMEs has broad and deep experience, which will be helpful across the requirements of the consent decree. The breadth of our team’s experience will provide the flexibility that monitoring compliance with a consent decree over a lengthy time period requires. We envision assigning primary responsibility for each substantive requirement of the consent decree to Associate Monitors as depicted in Table 2, with the Monitor and Deputy Monitors coordinating and overseeing the team’s work on all requirements; the lead (Associate Monitor) for each requirement is indicated in **bold**.

Table 2. Areas of Responsibility by Team Members

Area of Responsibility	Team Members
Community Policing	Stephen Rickman , Hildy Saizow, Bruce Johnson
Impartial Policing	Dennis Rosenbaum , Michael Nila
Crisis Intervention	Julie Solomon , Bruce Johnson, Tom Christoff
Use of Force	Paul Evans , Denise Rodriguez, Terry Gainer
Recruitment, Hiring and Promotion	Rick Fuentes , Tom Woodmansee
Training	Michael Nila , Blake McClelland, Will Johnson
Supervision	Gil Kerlikowske , Tom Woodmansee
Officer Wellness and Support	Will Johnson , Brandi Burque, Dennis Rosenbaum
Accountability and Transparency	Daniel Giaquinto , Laura McElroy, Terry Gainer
Data Collection, Analysis and Management	Scott Decker , Rod Brunson, Tom Christoff

Our legal team and CNA analysts will support the Monitors and SMEs with data collection, data analysis, legal analysis, reporting, and general administrative support. This approach ensures the greatest efficiency and effectiveness in monitoring and delivery of technical assistance.

Collaboration and Cost Effectiveness

Our monitoring approach is collaborative and results oriented. Once the Monitoring Plan is reviewed and approved by the Parties, it becomes the key vehicle directing monitoring, communication, planning, and research activities under the consent decree. The monitoring plan will be assessed and revisited annually—and adjusted if necessary—to reflect the operational realities of meeting the demands of the consent decree.

Collaborative and cost-effective work between the Monitoring Team and the parties to the consent decree will be essential to efficiently achieving full and effective compliance with the terms of the decree within defined timeframes. Our team will achieve this goal through several different communication and collaboration strategies. The Monitor and Deputy Monitors will hold monthly, in-person meetings with the Parties to the consent decree (¶645), to ensure complete and effective communication regarding progress on the Monitoring Plan; Associate Monitors and SMEs will attend these meetings as necessary. The Monitor and Deputy Monitors will hold regular, biweekly video conference calls with the Parties to the consent decree (representatives from the City of Chicago, CPD, and the State of Illinois). These calls will address progress made on meeting the mandates of the consent decree, with the monitoring plan serving as the basis for assessing progress. When issues arise, we will address them through real time communications and will schedule calls quickly as necessary. Ensuring swift resolution of issues is paramount for efficient progress toward achieving compliance goals.

The Schiff Hardin-CNA team will implement and maintain a secure, web-based portal containing all documents and compliance data collected regarding the consent decree; thus, all Parties to the consent decree will have instant access to the data and documents that the Monitoring Team uses to assess compliance and progress. Our team will maintain an easily accessible local office in Chicago, and will post office hours online, providing ready access to the parties to the consent decree, CPD police officers, and members of the public. We will hire university students and local community outreach workers through the Safer Foundation to assist with local outreach and community survey research tasks. Web-based portals and communication options will reduce the need for face-to-face meetings and travel costs. Our team structure maximizes the use of analysts who support the Associate Monitors, resulting in lower cost labor for data analysis and maximum utilization of our Associate Monitors for on-site monitoring visits. Finally, our labor rates are lower than the norm for those who currently work on monitoring projects. The proposed hourly rates for the Schiff Hardin attorneys on our team are heavily discounted from their standard rates, recognizing the financial constraints of government agencies and the importance of the work.

Potential Conflicts of Interest or Bias

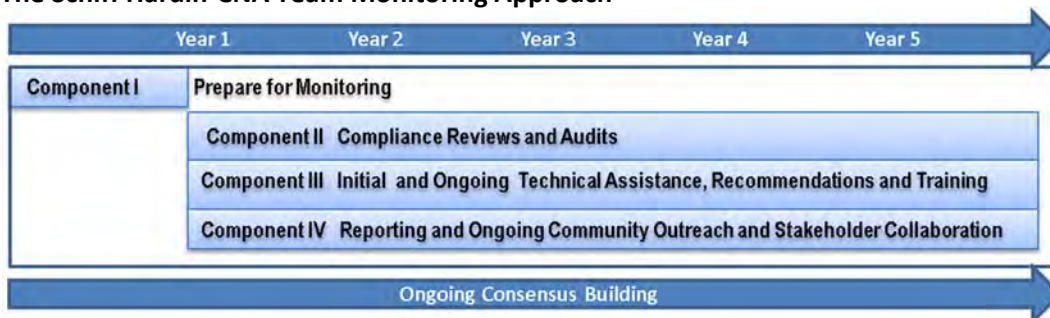
The Monitoring Team does not believe it has any potential or perceived conflicts of interest involving team members, associated firms or organizations, any employee(s) assigned to the project, or proposed subcontractor(s), including contractual or grant relationships with City or State and affiliated departments; involvement in a claim or lawsuit by or against the City, State or affiliated departments (in the last 10 years); close, familial, or business relationships with the City, State, affiliated departments, or elected or appointed officials in Chicago or Illinois; or is a proponent or subject of any complaint, claim, or lawsuit alleging professional misconduct against CPD members. As a large, full service law firm, Schiff Hardin has managed a wide variety of matters both for the City and State and related agencies, and against the same. Those matters include currently pending representations of State agencies and the City in both transactional and/or litigation matters, as well as others in claims against the City, State and related agencies. Pursuant to Rule 1.6 of the Illinois Rules of Professional Conduct, we consider all information related to a representation to be confidential, including the identity of the firm's clients. If you request, we will endeavor to obtain the consent from the firm's current clients to disclose additional information. To the best of our knowledge, no lawyers associated with Schiff Hardin have any close familial or business relationships with the Chicago Police Department. As a former employee of the State, our proposed Monitor, Maggie Hickey, has relationships with state employees, elected, and appointed officials, none of which we believe would influence Ms. Hickey's ability to act as the

Independent Monitor, as she has successfully played significant, similar roles since leaving public service for both Chicago Public Schools and the Illinois House of Representatives. Finally, with more than 200 attorneys in our Chicago offices, several of our attorneys reported relatives employed by the City or State in roles ranging from public school teacher to the Governor-appointed Cook County Public Administrator. We would be happy to provide additional information if needed.

Proposed Activities and Methodology

The Schiff Hardin-CNA Monitoring team is well positioned to effectively address each of the specific duties and responsibilities detailed in the RFP and in the draft consent decree, including developing a Monitoring Plan (¶629-632) and submitting it to Parties for their review and approval; reviewing and commenting on CPD policies, procedures, and training materials (¶603-614); reviewing and approving implementation plans (¶615-618); conducting compliance reviews and audits to determine whether the City and CPD have complied with the requirements of the consent decree (¶619-621); conducting representative and comprehensive community surveys (¶622-628); preparing and filing semiannual monitor reports; maintaining a public website for the posting of monitor reports and other public information; maintaining regular communications with the Parties and convening monthly meetings with the Parties’ representatives; conducting regular meetings with community members, members of CPD, and the CPD members’ bargaining representatives; and offering technical assistance and recommendations to the Parties regarding measures necessary to ensure timely, full, and effective compliance with the Agreement. Our unique approach to each of these duties and responsibilities is detailed in the paragraphs that follow; our four components appear in Figure 3, which summarizes our approach within a timeline.

Figure 3. The Schiff Hardin-CNA Team Monitoring Approach



We will apply the following **guiding principles** to our monitoring process: (1) objective analysis and assessments based on measures of performance; (2) community engagement and participation with complete transparency; (3) independent reviews of police policies and practices to reveal actual progress and outcomes; and (4) regular communication among the Parties to the consent decree and regular communication with labor organizations, CPD command staff, supervisors, officers, representatives of City government and members of the Chicago community.

Component I: Prepare for Monitoring

Prior to undertaking monitoring activities, we will undertake the following preparations:

- Convene the Monitoring Team (Monitor, Deputy Monitors, and Associate Monitors) to conduct an orientation and training session that addresses each aspect of the Consent Decree and outlines the research and administrative support available to the team.
- Establish a local office, website, and communications capability for the monitoring project, including a portal for community inquiries, reports, and suggestions. Our website will feature not only formal reports, but also summaries of our budgets and accounting. The website will be well-designed and

easy to navigate and will be Section 508 compliant. We will establish a yearly calendar of monitoring activities, including community meetings and events, to be posted on the website.

- Introduce the Monitoring Team to the City of Chicago, CPD leadership, and key personnel who will work with the Monitoring Team, including the members of CPD’s implementation unit (¶ 654).
- Establish a regular system of contacts and communication protocols among all entities involved in the monitoring process, including a standing teleconference call line and schedules, and a mechanism for secure, password-protected communications.
- Develop the Monitoring Plan with details for Year 1. The Monitoring Team will work with the parties to the consent decree through a series of in-person and conference call meetings and will provide opportunities for public input into the monitoring plan through our community engagement team. The Monitoring Plan will also detail our team’s methodology for making determinations levels of compliance (¶619), specifically *primary compliance*, *secondary compliance*, and *operational compliance*. The Monitoring Plan will be submitted to the parties and the Court within 90 days of the Monitoring Team’s appointment (¶629) and will be revisited annually upon acceptance.

Methods of obtaining, analyzing, and reporting information

Component II: Compliance Reviews and Audits

The RFA and the Consent Decree identify many specific tasks and responsibilities that must be met or accomplished in order to successfully complete the monitoring process. These tasks and responsibilities include reviewing and commenting on CPD policies and procedures (¶603-614), reviewing and approving CPD’s implementation plans (¶615-617) and training materials (¶618), conducting compliance reviews and audits to determine whether the City and CPD have complied with the requirements of the Agreement (¶619-621), performing a comprehensive assessment and providing semiannual written public reports (¶634-643), maintaining a public website (¶641), and maintaining regular communications with the Parties and holding monthly meetings (¶645; see Coordination sections below).

The Schiff Hardin-CNA Monitoring Team will develop performance metrics for each of the 10 substantive areas and each specific task based on the requirements of the Consent Decree, and on discussions with the Court, the City, and the State. Performance metrics under this monitoring plan will specify quantitative and qualitative measures for each requirement, and the threshold criterion for what will constitute compliance. Performance metrics and methodologies will be detailed in the annual Monitoring Plans. To support our reviews and audits, we will obtain information from various sources including, but not necessarily limited to, the following:

- Interviews with City and CPD leaders, command staff, and supervisors
- City and CPD records on staffing and fiscal resources for relevant agencies and units
- City and CPD budget and planning documents
- CPD policies and policy revision processes
- City and CPD information technology resources and plans for expansion or enhancement
- Information on existing collaborations between the police department and other agencies and organizations, both governmental and non-governmental
- Caseload volumes in various units
- Information on the complexity (e.g., number of officers and victims involved, number of different use-of-force tactics involved) of use of force incidents and citizen complaints
- Trends in use of force and citizen complaints, including a forecast of likely future caseloads to anticipate future human resource and system capacity needs
- CPD investigative and administrative records and documents, both manual and automated
- Direct observations of CPD operations and activities
- In-person or telephone interviews with members of CPD and community stakeholders
- CPD training plans, records, and evaluations

We will analyze the information obtained through the methods described above in several ways:

- We will analyze quantitative information (e.g., automated records of complaints, stops, arrests, use of force incidents) using standard descriptive and multivariate statistical techniques for summarizing and interpreting the data, such as trend analysis, time series analysis, frequency distributions, and bivariate and cross-tabular analysis.
- Analysis of bias will include comparisons of stop, search, arrest, and use of force data along such lines as comparison of race, gender, and age of the citizens and officers involved in the activities, including controls for levels of violent crime and calls for service by police district, daytime and evening population composition, and calculation of rates of police activity by race, gender, and age of involved individuals or suspects (e.g., number of stops and arrests per 1,000 population for Blacks, Whites, and Hispanics).
- We will analyze information obtained through interviews, observations, open-ended survey questions, and ride-alongs through qualitative analysis techniques such as the grounded theory method and computer software programs that search for common words or phrases in text material.
- A portion of the analysis activity will involve the comparison of monitoring findings (both quantitative and qualitative) to legislative mandates, to the mandates and requirements of the consent decree, and to existing police standards and best practices.

Component III: Initial and Ongoing Technical Assistance, Recommendations and Training

As the Monitoring team progresses with compliance reviews and audits, we will identify training and technical assistance needs. The Monitoring team, in consultation with the City, the State, and CPD, will define the specific needs, determine the appropriate courses of action, and deliver appropriate TA or offer recommendations (§1633). In addition to the breadth of expertise resident in our Monitoring Team, our team will draw from our pool of SMEs, who have experience in TA delivery. Examples of TA that we have provided for similar engagements include the following:

- On-site instructor-led training sessions, webinars, workshops, and web-based instruction
- One-on-one consultation with SMEs
- Meeting facilitation (e.g., town hall meetings, community meetings, community action forums, issues, and solutions forums)
- Assistance with crisis communications, media strategies, and public relations
- Training curriculum development and evaluation of training initiatives
- Guidance on policy development and review
- Facilitation of community-to-community mentoring and peer learning by identifying communities struggling with similar issues that have implemented unique responses and solutions
- Development of procedures and operational guides

TA is an important part of Component III of our approach. We will employ a variety of strategies to provide CPD with the assistance it needs to effectively implement the Consent Decree. As described above, TA is a critical ongoing activity. At the beginning of the monitoring period, we will conduct initial assessment activities to identify areas where TA is immediately needed. Throughout the monitoring period, ongoing TA will focus on supporting CPD in taking specific action or implementing recommendations.

Our team has experience managing a number of large, national TA programs for DOJ and has matured our TA approaches and processes over a decade of supporting programs such as Strategies for Policing Innovation, Public Safety Partnership, and Collaborative Reform Initiative. Through this work we are also familiar with the myriad existing training and TA resources to build capacity to address the issues outlined in the consent decree. Our approach is to employ and tailor these existing resources and develop new resources as needed. We will deliver TA in a variety of formats, including in-person consultations with our SMEs, written materials,

virtual meetings (e.g., webinars), and other mechanisms. The specific mechanisms we will employ will be documented in the annual Monitoring Plan.

Component IV: Reporting and Ongoing Community Outreach and Stakeholder Collaboration

We will report monitoring progress and compliance information to the public and the Court in several different ways. The anticipated audiences for our reports include, but are not necessarily limited to the following:

- The parties to the Consent Decree—the City of Chicago and the State of Illinois—and other relevant parties, such as collective bargaining units
- The Chicago community, including community-based organizations within Chicago neighborhoods
- The news media and social media

The Monitoring Team will produce semiannual written reports for the Court (¶638), as directed by OAG and Judge Robert M. Dow, which will also be made available to the public via the monitor’s website and other means (e.g., providing copies to public and school libraries).

The Monitoring Team will also produce shorter, community-oriented reports about this monitoring initiative, with the general purpose of disseminating information about the progress of the monitoring effort and the extent to which compliance is being achieved in each of the 17 substantive areas. These reports will be digestible two-page overviews available in print and electronic formats and will be widely disseminated to the audiences listed above during the quarterly in-person meetings (¶646) that will take place in neighborhoods throughout the city. They will be publicly available on the Monitoring Team’s website.

We will also engage Chicago communities through the community and CPD officer survey process (¶622-628). The Monitoring Team, partnering with UIC’s IPCE and SRL, will conduct a reliable, representative, and comprehensive survey of a broad cross-section of members of the Chicago community about CPD. A proposed survey methodology addressing the requirements appears in **Attachment D**.

Frequency of proposed activities

As noted above, monitoring team visits will occur every four months—more frequently if necessary—depending on the complexity of any specific monitoring task, on the progress CPD is making toward compliance, and on the type of monitoring activity. Ongoing compliance reviews and audits will be outlined in the annual Monitoring Plan. The Monitoring Team will host monthly meetings with the Parties to the consent decree and quarterly meetings with community organizations, community leaders, and community members. Progress reports will be provided semiannually.

Personnel responsible for activities

Our team members’ roles and responsibilities are clear and our approach is efficient. Our estimates of the number of hours anticipated to be devoted to specific aspects of this monitoring project, including the number of hours that would be spent in Chicago, appears in our proposed budget tables in **Attachment B**. Our team will spend a significant amount of time in Chicago in order to effectively assess CPD’s progress and compliance with the consent decree during each quarter of this project. For example, we estimate that our Monitor and Deputy Monitors will spend 100 hours both on-site and off-site during each quarter of this project (400 hours on-site and 400 hours off-site each year) and our Associate Monitors will spend 50 hours on-site and 37 hours off-site during each quarter of this project (200 hours on-site and 150 hours off-site each year).

Coordination with the Parties and CPD to arrange on-site visits, record reviews, and interviews

Deputy Monitor Coldren will be responsible for the overall coordination of all monitoring and outreach activities in Chicago, and specifically with the Parties to the consent decree. Dr. Coldren will work closely with the Community Engagement Team to coordinate local monitoring activities with the relevant parties, community leaders, and community organizations. Dr. Coldren will develop and disseminate a yearly calendar

of monitoring events, which will service as the basis for scheduling visits, meetings, and events. This calendar will be a discussion topic at the monthly meetings between the Monitor and the Parties to the consent decree, and it will be posted on the CPD Monitoring website for easy access.

Coordination of monitoring activities, information gathering, and communications with the Parties, CPD, and Chicago communities

Deputy Monitor Coldren, with assistance from CNA analysts, will be responsible for coordinating all monitoring and research activities in Chicago, specifically with the State, the City, and CPD. Deputy Monitor Coldren will maintain regular contact with the Parties and, along with Monitor Hickey, will conduct monthly meetings, which will include the CPD Superintendent, counsel for the City, other necessary CPD personnel, and the Office of the Attorney General, per ¶645. Dr. Coldren will work closely with the Community Engagement Team to coordinate local monitoring activities with the community Coalition noted in ¶646, meeting with them no less frequently than quarterly. Dr. Coldren and the CET will also engage with other community leaders and community organizations. Dr. Coldren will develop and disseminate a yearly calendar of monitoring events, which will serve as the basis for scheduling monitoring team site visits, meetings, and events. This calendar will be a discussion topic at the monthly meetings between the Monitor and the Parties; it will be posted on the CPD Monitoring website for easy access. Dr. Coldren and the CET will hold public meetings to explain the Monitor's reports and inform the public about implementation progress, as well as to hear community perspectives on police interactions (¶647). All public meetings will be part of the yearly calendar of monitoring activities; the monitor will notify the Parties of all public meetings. Dr. Coldren will also coordinate periodic meetings with CPD officers to provide information and to respond to questions, concerns and suggestions; periodic meetings with collective bargaining representatives of CPD officers; and with the Office of the Inspector General (¶644).

The Schiff Hardin-CNA team will use secure project management software to further enhance communications and transfer data. The Monitoring Team will create and maintain a public website (¶641), on which will reside reports and the team's yearly calendar of monitoring events. Our team has experience creating and maintaining public project websites and commits to updating the website at least monthly.

Cost Estimates

Our cost estimate adheres to the \$2.85 million annual cap mentioned in the Request for Proposals. Below in Table 3 is a Summary of the Proposed Budget; full budget details are in **Attachment B**, which includes a 5-year budget; breakdowns of hourly billing rates, travel, sub/contractor services, overhead, supplies; hourly commitments of each team member, broken down by number of hours projected for on-site and off-site work; a statement about how we will fulfill the responsibilities of the Monitor within the City's budget estimate; and a list of one-time or fixed costs expected regardless of the duration of the contract along with any annual costs expected for each year of the contract.

Table 3. Budget Summary

Below please find a summary of the proposed budget. The amounts below represent thousands of dollars.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Schiff Hardin labor	\$851	\$876.5	\$878.9	\$862.1	\$888	\$4,356.7
CNA labor	\$650.2	\$669.7	\$689.8	\$710.5	\$731.8	\$3,452
Schiff Hardin consultants labor	\$378	\$378	\$330.7	\$330.7	\$330.7	\$1,748.1
CNA consultants labor	\$440	\$440	\$385	\$385	\$385	\$2,035
Subcontractor (University of Illinois at Chicago)	\$300	\$300	\$300	\$300	\$300	\$1,500
Travel	\$145.1	\$160	\$160	\$160	\$160	\$785.1
Other Direct Costs	\$39	\$20	\$20	\$20	\$15	\$114
Total	\$2,803.3	\$2,844.2	\$2,764.4	\$2,768.3	\$2,810.5	\$13,990.9

ATTACHMENT A

Maggie Hickey

mhickey@schiffhardin.com

312.258.5572

Experience

Schiff Hardin LLP, Chicago, IL (June 2018 – Present)

Partner, Head of White Collar Defense and Investigations Group

Ms. Hickey counsels clients on internal investigations, government investigations, compliance programs, sexual harassment issues in the workplace, and ethics training.

Under Ms. Hickey's leadership, Schiff Hardin was tapped in June 2018 to conduct high-profile investigations regarding sexual misconduct in the Illinois House of Representatives and Chicago Public Schools (CPS).

- Following the *Chicago Tribune's* "Betrayed" series, which determined that CPS failed to protect students from sexual misconduct, the Chicago Board of Education retained Ms. Hickey to lead an independent review of CPS policies and procedures for preventing and responding to sexual misconduct against students. Ms. Hickey delivered a Preliminary Report to CPS on August 16, 2018, and she continues to work with CPS.
- After several sexual-harassment complaints recently emerged involving the Illinois House of Representatives, Ms. Hickey was handpicked by multiple State representatives to investigate sexual harassment within all departments of the office of the Speaker of the House. House Leadership stated that it was Ms. Hickey's reputation for integrity, and her experience in conducting investigations, including instances of workplace harassment, that made them believe she will be able to identify past failures and mistakes, and recommend reforms and new policies that will help create a better culture throughout the operations of the House of Representatives.

Office of Executive Inspector General for the Agencies of the Illinois Governor (2015 – 2018)

Executive Inspector General - Provided executive leadership and strategic direction for an independent executive branch State agency, which ensures accountability in State government, the nine State public universities, and the four Chicago-area regional transportation boards (RTA, CTA, Metra, and Pace).

- In FY16, spearheaded change: establishing a more responsive organization while improving morale and building a strong leadership team.
- In FY16, the OEIG fielded 2,574 complaints involving over 70 government agencies, vendors, and contracts, completed 131 pending investigations and delivered 43 reports finding wrongdoing to the Executive Ethics Commission.
- Provided ethics training to approximately 191,000 State employees, board members, and elected officials, and investigated and made 211 revolving door decisions.
- Created a new Hiring and Employment Monitoring (HEM) division, a compliance based unit devoted to review hiring and employment decisions and processes in State government.
- Served as chair of the Illinois Health Care Fraud Elimination Task Force, a comprehensive effort to prevent and eliminate health care fraud, waste, and abuse in State-administered health care programs using a cross-agency, data driven approach.

Office of United States Attorney, Northern District of Illinois (2004 - 2015)

Executive Assistant United States Attorney (2009 - 2015)

Served on core executive team under three U.S. Attorneys, provided operational and organizational strategies for a staff of 300 employees (170 attorneys and 130 administrative staff) and approximately \$34 million budget.

- Served as Chief Operating Officer managing the budget, AUSA and administrative hiring, and day to day operations of the office.
- Supervised Anti-Violence Program, implementing new initiatives sponsored by the Department of Justice aimed at deterring gang and gun violence through prevention, enforcement and reentry.

- Supervised Victim Witness Unit, managed staff of specials who advocate on behalf of victims and witnesses in more than 1000 active cases.
- Member of the Capital Case Review Committee. Member of Building Security Committee, Chaired by Chief Judge of the District Court.
- Chair of the Diversity Committee.

Assistant United States Attorney – Criminal Division (2004 - 2009)

Investigated and prosecuted a wide array of white collar crimes, including health care fraud, mortgage fraud, bankruptcy fraud, money laundering and tax violations, and narcotics and gun crimes.

- Managed investigative teams by providing legal, policy and strategic advice. Tried multiple cases to verdict and conducted numerous contested hearings.
- Authored briefs and presented oral arguments for many Seventh Circuit Court of Appeals matters.

Office of U.S. Senator Peter Fitzgerald (1999 - 2004)

Chief of Staff/Chief Legal Counsel

Transition Director for Washington, D.C. and Illinois offices, hired staff of 60 and set up all office operations.

- Legal counsel for impeachment hearing.
- Chair of in-house committee for judicial, U.S. Attorney and U.S. Marshal nominations.
- Supervised operations of four state offices.
- Responsible for developing legislative policy and initiative.
- Primary liaison to federal, state and local officials, and corporate executives.

U.S. Senate, Committee on Governmental Affairs (1997 - 1999)

Investigative Counsel (1998 - 1999)

Counsel, Special Investigation (1997 - 1998)

Legal counsel to the Senate majority in the Committee on Government Affairs' Special Investigation into illegal and improper fund-raising activities during the 1996 federal elections – Reported to Chairman, Senator Fred Thompson.

- Conducted depositions of senior White House officials and other key witnesses.
- Prepared briefing materials for Committee hearings and briefed Senators on principal issues related to White House activities, wrote and edited substantial portion of final report to the U.S. Senate.
- Liaison to China Task Force investigating potentially illegal technology transfers.
- Conducted classified briefings with senior members of CIA, FBI, DSIA, and NSA. Prepared
- Senator Thompson for hearings on national security concerns in export control policy.
- Directed investigation and hearings on Computer Technology Security in the federal government and 'information warfare' issues.
- Responsible for oversight of Inspectors General (24 cabinet level and 29 agency level).

Office of United States Attorney, Southern District of West Virginia (1995 - 1997)

Assistant United States Attorney

Managed federal white collar criminal investigations and prosecutions including coordinating with federal law enforcement agencies and directing federal grand jury investigations. Tried eight felony jury trials and authored ten appellate briefs and presented oral argument before the Fourth Circuit Court of Appeals.

Crosby, Heafey, Roach & May (currently Reed Smith), Los Angeles, California (1991 - 1995)

Litigation Associate and Summer Associate

Managed civil cases with moderate supervision, conducted and defended depositions, and drafted discovery for 230-lawyer firm. Responsible for court appearances, arbitration hearings and pre-trial conferences.

Education

DePaul University College of Law, J.D., 1991

Tulane School of International Studies, Rhodes, Greece 1989

Loyola University, B.S. (Political Science) 1986

University of Illinois, Champaign, Illinois 1982 - 1984

St. Ignatius College Prep 1982

Bar Admission

Illinois (1992)

West Virginia (1995)

California (1991)

Community Involvement

Constitutional Rights Foundation Chicago, Board of Directors, Chair (2017 - Present), (2006 - Present)

Oak Park Infant Welfare Society, Circle Member (2016 - Present)

Mikva Challenge Foundation, Board of Directors (2005 - 2013)

Chief Rodney David Monroe (Retired)

Phone: 704-533-0033

E-Mail: [REDACTED]

OBJECTIVE:

To provide professional visionary consultation and guidance within the Criminal Justice community. To help facilitate the building of trust and legitimacy between police and communities. Highlighting the benefits of policing within the procedural justice philosophy. Helping to establish greater transparency and accountability among criminal justice agencies and the citizens being served.

SKILLS:

Over thirty-six years of law enforcement experience.

Over fifteen years serving as Chief of Police in several major cities. Macon, Georgia; Richmond, Virginia; and Charlotte North Carolina. Served as a seasoned manager with senior executive level experience, with the Metropolitan Police Department, District of Columbia, retired as Assistant Chief after twenty-two years of service.

Several years' experience to include: budget development and financial planning, personnel logistics, major criminal investigations, planning and managing initiatives to implement Community Policing strategies and managing large scale special events within three major police agencies.

Directed the planning, organizing, and managing of major special events and criminal investigations, involving multiple federal and local law enforcement agencies to include, FBI, United States Secret Service, DEA, ATF, and United States Capitol Police. Coordinated and managed the 1995 Million-Man March, the 1997 Presidential Inauguration and the 2012 Democratic National Convention.

Extensive experience in organizing communities and developing meaningful partnerships with residents, businesses, and faith-based organizations with a goal of increasing trust, respect and legitimacy among police and citizens', while reducing crime, improving the quality of life and reducing **citizens' level of fear**.

EDUCATION:

Bachelor of Science Degree – Criminal Justice, University of Phoenix

Bachelor of Science Degree – Interdisciplinary Studies, VCU; Post Bachelor Certificate in Public Safety, Virginia Commonwealth University

Graduate – George Washington University Center for Municipal Management

Graduate – Federal Bureau of Investigation National Academy, Quantico, Virginia

Graduate – Federal Bureau of Investigation National Executive Institute

EXPERIENCE:

R. Monroe Public Safety Consultant

2015-Present

Provide public safety and law enforcement subject matter expertise, consultation, and assessment concerning safety and security, court settlement monitoring, critical incident reviews, and collaborative reforms.

Independent Monitor

2016-Present

Appointed by Federal Judge to serve as the Independent Monitor in *Civil Action No. 3:13-CV-978-HTW-LRA Settlement Agreement in the United States District Court for the Southern District of Mississippi, Northern Division*.

Lead an Auditing Team to work with Meridian Police Department (MPD) personnel, the Meridian community, particularly the youth of the community, and U.S. Department of Justice personnel, over a period of 14 months to ensure MPD compliance with the provisions outlined in the Settlement Agreement.

- Developed an array of strategies, including analysis of agency records; observations of agency operations and activities; review of policies, procedures, directives, and other pertinent documents; interviews with relevant personnel, community members and stakeholders; analysis of personnel and other resources devoted to particular units or tasks; and surveys of agency personnel

Minneapolis Critical Incident Review

2015-Present

Provided Subject Matter expertise and Technical Assistance in the review of the following incident:

On November 15th 2015, Jamar Clark was shot during an incident with police officers. This incident triggered a movement of protest, demonstrations and a three week (18 day) occupation on the grounds surrounding the 4th Precinct headquarters. Occupiers called for reform of the department along with better relationship with police. The protest shut down stores, light rail trains, and vehicular traffic during the busiest days leading up to the Christmas holidays.

Key issues explored during the critical incident review included:

- Training, policies and procedures
- Existing police community relationships
- Response to civil disorder
- Use of Force
- Use of Equipment & Technology
- Officer Safety & Wellness
- Community Perspective & Engagement
- Public Information & Media
- Impact of social media
- Community engagement

Republican and Democratic Convention

2016

Provided onsite Technical Assistance to the Cleveland Police Department in preparation and during the 2016 RNC.

Assisted in the development and revision of the current *Primer* based on lessons learned during the planning and execution of the 2016 Republican National Convention (RNC) and the 2016 Democratic National Convention (DNC). The revised *Primer* documented lessons learned and best practices to share with the law enforcement community for future LSSEs; highlight the potential assistance that state agencies (including the State Administering Agency (SAA)) can provide; highlight the changing atmosphere over the last four years and predictions for the future; and provide a revised “quick look” document for Cleveland and Philadelphia that highlight preliminary lessons learned and best practices for use in planning future LSSEs. Areas of focus included:

- Community engagements
- Handling of mass demonstrations
- Budgeting
- Logistics

North Charleston Collaborative Reform

2016-Present

On April 4, 2015, then North Charleston Police Officer Michael Slager shot and killed Walter Scott, an unarmed black man – firing his weapon 8 times after Mr. Scott attempted to flee from a traffic stop. Officer Slager was charged with murder in the case.

The review was in response to requests made by city officials and the police department asking that the COPS Office provide technical assistance on managing critical incidents, enhancing their community policing strategy and increasing their community engagement efforts.

21st Century Policing Initiative

2016-Present

Serving as a Strategic Site Coordinator (SSC), to assist the Atlanta Police Department (APD) in their efforts to implement all recommendations within the 21st Century Policing Task Force report. Providing an independent assessment of how the 21st Century Policing Task Force recommendations have been implemented so far; to provide technical assistance to APD where needed; identify technical assistance, policies, and training to further their efforts towards full implementation.

The end product will be capture the work of APD and other departments in a *21st Century Policing Field Operations Guide* to share nationally.

Charlotte-Mecklenburg Police Department

2008-2015(retired)

Served as the Chief of Police for the City and County of Charlotte Mecklenburg, North Carolina with a population of over 800,000 citizens. Provided executive supervision to over 1,800 sworn officers along with civilian support staff of 500.

Body Worn Cameras

Obtained approval and funding for the purchase and deployment of 1,500 Body Worn Cameras.

2012 Democratic National Convention

Oversaw the implementation and execution of strategic planning which involved dignitary escorts and security, special events, and protests while managing over 4,000 officers from around the country.

Enhancement of Technology.

Built and staffed a Real Time Crime Center which capitalizes on the ability to monitor over 900 surveillance cameras, both publically and privately owned.

Launched a social media network to serve as a critical resource which enables the department to broadcast important information directly affecting the safety of the community.

Created a Predictive Analytics system for all crime reporting, to include the creation of dash-boards for fingertip access to crime date, wanted persons, calls for service, and special attention request.

Implicit Bias Training

Implemented Implicit Bias training to increase officers' sensitivity to diversity by integrating practical applications into other training modules such as community policing, juvenile law, and domestic violence.

Youth Diversion Program (Age Range 6 – 17)

Qualified Offenses (Focus Acts)

Public Affray, Simple Assault, Disorderly Conduct, Communicating Threats, Trespassing, Larceny, Damage to Property, Weapon Law Violation, Alcohol/Drug Narcotics

Program Categories

Academic Awareness, Conflict Resolution, Interpersonal Skill Building and Life Skills, Prevention, Substance Abuse

Re-Structured School Resource Officer Program

Crisis Intervention Training (CIT)

Dismantling Racism (DM)

Active Shooter Training

Annual Shareholders meeting (All SROs, principals, police agencies and CMS administrators)

Crime Reductions

Achieved an average crime reduction of over 10% each year in both violent and property crimes. In 2011, achieved the largest homicide reduction in over twenty-five years with an average closure rate above 80%.

Additional Strategies Implemented

Established strong partnerships within the community which increased citizen participation in problem identification and solutions of quality of life issues. Increased participation in the Citizens Academy and community volunteers programs. Established Leadership Councils to develop community leaders that assisted in developing community based crime reduction strategies. Established 24 new Neighborhood Watch Programs and 8 new Business Watch Programs in FY 2011. Developed several educational awareness initiatives to improve the communities understanding of various aspects of law enforcement operations and increase citizen participation. These efforts have ultimately supported and driven the Department's crime reduction efforts. They were also essential in the Department achieving the highest rankings ever in the annual Citizen Survey.

Realigned critical services to correspond with the community needs and service delivery.

Successfully, solicited funding for numerous community and departmental initiatives to support crime reduction efforts.

Support and fund various technology projects to enhance the Department's ability to identify, monitor, and deploy resources to maximize our officers' time and efforts. Predictive analytics, mapping systems, in car dashboard systems that allow for immediate information on crime, wanted persons, and trends to be seen instantly.

Achieved a reduction in crime for seven straight fiscal years which included:

- 5.2% reduction in rate of Part One crimes per 100,000 population
- 97.37% of DNA evidence in priority cases analyzed in 10 days or less
- Dismantling of 730 Murder Mob Gangs.
- 92.5% of 911 calls answered in 10 seconds or less
- 74.2 reduction in recruit training accidents (reduced from 31 to 8)

Richmond Police Department

2005-2008

Served as Chief of Police for the city of Richmond, Virginia, serving a population of approximately 200,000 residents that swelled to over 400,000 during work week, with over 750 sworn and 250 civilian personnel.

Major Achievements

Created greater accountability for delivery of services by structuring the department into smaller police sectors. Created a dedicated homicide unit to focus primarily in the investigations of homicides, which led to a 72%-82% closure rate for 2005, 2006, and 2007.

Reduced violent crime by over 22%, lowest crime rate in twenty-five years. Reduced homicides in each of my three years as Chief, 2007 by 33%.

Created a "Cooperative Violence Reduction Partnership" (CVRP) involving federal, state, and local law enforcement, prosecutorial and correctional agencies, working towards reduction of violent crime within the city, CVRP initiative selected as a finalist for the prestigious IACP Webber-Seavy Award in 2007.

Conducted problem solving sessions across the entire city, bringing residents, businesses, schools, and other agencies together to identify and develop action plans for addressing neighborhood crime and quality of life problems.

Instituted a Police Cadet Program in partnership with Virginia Commonwealth University, which has reduced vacancies within the organization and fostered relationships with youth within the city.

Created strong emphasis towards violence reduction among youth and young adults.

Created a Force Investigation Team along with enhanced Use of Force Training (60% reduction in police uses of force).

- Instituted various new technology initiatives within the department.
- Law Enforcement Analytics (Received prestigious Gartner BI Excellence Award)
- Implemented a regional Records Management System (LINX)
- Implemented new Computer Aided Dispatch system.

Macon Police Department

2001-2005

Served as the Chief of Police for the City of Macon, Georgia serving a population of approximately 100,000 citizens. Managing a force of 400 members divided among six areas: Support Services Division, Management Services Division, Patrol Services Division, Youth and Intervention Services Division, Communications and Office of Internal Affairs.

Major Achievements

Re-deployed an additional 22% of personnel back into the community to enhance our ability to work in closer partnership with residents and businesses to address their neighborhood problems and concerns. Twenty-two additional Neighborhood Watch and Business Associations were established. The efforts led to a 4% and 5%

reduction in part one crimes and a 17% reduction in calls for service. Secured over five million dollars in Federal grants for youth intervention programs.

Established a Nuisance Abatement Task Force to address quality of life issues facing many neighborhoods. The efforts led to the enhancement of abating properties used for illegal drug activity, removal of abandon vehicles, increased street lighting and greater conformance with city ordinances and codes regarding nuisance properties. The efforts of the Task Force resulted in significant crime reductions and a reduction in repeat calls for service.

Enhanced our technology abilities by upgrading our Computer Aided Dispatch system, implementing a Records Management System, and creating a state of the art Tactical and Crime Analysis system.

Instituted legislation to create a False Burglar Alarm ordinance to reduce Department's calls for service.

Obtained a federal grant to institute a faith-based initiative that involved over 65 local churches and other social service providers.

Created partnerships with Probation and Parole Agencies to better manage persons on various forms of conditional release.

Metropolitan Police Department

1979-2001

Assistant Chief of Police –Office of Youth Violence

2000-2001

Assistant Chief in charge of citywide coordination for developing and implementing strategies for the reduction of violence among youth, gangs, and crews within neighborhoods and schools. Extensive experience in organizing and developing partnerships with various faith-based and community organizations and other local and federal agencies, coordinating efforts to stem the tide of youth violence.

Regional Operations Command East

1999-2000

District Commander in charge of the Sixth District Police Headquarters located within the southeast section of the city. Responsible for the management, supervision and oversight of police operations for over 87,000 residents served by 386 police personnel. In partnership with the community, we were responsible for developing and implementing strategies, programs and various initiatives to address crime and disorder to include:

- Homicides
- Major Crimes
- Community Partnership Building
- Problem Solving Training
- Sex Offenses
- Crime Scenes
- Prisoner Processing

Major Achievements

Developed police and community initiatives to obtain a 23% reduction in crime in the worst police district within the city. Established numerous youth and senior citizen programs. Maintained an optimal level of morale among officers and citizens, which achieved the highest crime reduction rate citywide during 1999.

Assistant Chief of Police- Support Services Bureau

1998-1999

Assistant Chief in charge of all major criminal investigations, special operations, Mayor's Executive Protection, and Youth and Family Services department-wide, to include:

- Homicides
- Armed Robberies
- Child Abuse
- Check and Fraud
- Explosive Ordinance Unit
- Emergency Response Team
- Protection of President and Foreign Dignitaries
- Sex Offenses
- Kidnapping
- Witness Protection
- Harbor Patrol
- Evidence Technicians

Major Achievements

Managed the implementation of a new Operating Model for the Homicide Branch, developed procedure for Mayor's Executive Security Detail.

Assistant Chief of Police-Patrol Services

1997-1998

Assistant Chief in charge of all seven Patrol Districts. Oversaw day-to-day operations of 2,600 officers and detectives in providing superior police service to the community. Additionally, established and implemented policies and directions governing Vice Operations, Community Outreach efforts, affecting at-risk youth, senior citizens and business.

Major Achievements

Lead the development and implementation of a new Operating Model for Patrol Districts. A model that totally revolutionized the way patrol officers interacted with the community, as well as addressed crime problems and citizens' concerns. Developed a department-wide evaluation system to measure the effectiveness of police operations. Worked extensively with community leaders in drafting and implementing initiatives in response to community concerns.

As Bureau Head, while administering and managing the new model, the department achieved an unprecedented 24% reduction in overall crime, as well as 24% reduction in homicides.

Responsible for developing and administering an operating budget of \$200 million dollars.

Commanding Officer – Special Operations Division (Inspector)

1995-1997

Captain – Branch Commander Special Tactics Branch

1992-1995

Executive Assistant to the Chief of Police

1989-1992

Administrative Lieutenant for the Patrol Services Assistant Chief of Police

1986-1989

Sergeant-Special Events and Helicopter Branch

1984-1986

Detective-Second Patrol District

1982-1984

Officer-Plain Clothes Unit-Second Patrol District

1980-1982

Patrol Officer-Uniformed Patrol-Second Patrol District

1979-1980

MEMBERSHIPS:

Board Member – Juvenile Justice Coordinating Committee

Board Member – Catholic Youth Organization

Board Member – YMCA

Member – Juvenile Drug Court Team

Member – National Organization of Black Law

Member – Enforcement Executives

Member – N. C. Association of Chiefs of Police

Member – International Association of Chiefs of Police

Member – N.C. Governor's Crime Commission

AWARDS:

Recognition from several community and faith-based organizations:

2015 Hornet's Community Hero Award

2015 North Carolina Long Leaf Pine Award

2014 Man of the Year Award - National Association of Negro Business and Professional Women's Club

2014 President's Award – Johnson C. Smith University

2008 Richmonder of Year

2007 Gartner Business Intelligence Excellence Award

Recipient of IACP Webber-Seavy Award for outstanding crime reduction efforts for 2006 and 2007

James R. “Chip” Coldren, Jr., Ph.D.

CNA

Qualification Summary

Dr. Coldren is the Managing Director for Justice Programs at CNA. In this capacity he oversees all Program research activities. He is the Principal Investigator for a national study of the impact of equipment modalities on correctional officer safety, and recently completed a randomized experiment with body worn cameras in the Las Vegas Metropolitan Police Department. He is also the national technical assistance Project Director for the Bureau of Justice Assistance’s Strategies for Policing Innovation Initiative (formerly the Smart Policing Initiative), Public Safety Partnership (formerly the Violence Reduction Network), and Body-Worn Camera Training and Technical Assistance Program.

Prior to joining CNA, Dr. Coldren was a Professor of Criminal Justice and Leadership at Governors State University in Illinois, where he created a new MA program in Criminal Justice and a new online doctorate program in Interdisciplinary Leadership. He also served as the Interim Assistant Provost for Academic Affairs and as the Director of the University’s Office of Sponsored Programs and Research. In addition, Dr. Coldren served for over four years as President of the John Howard Association for Prison Reform, a century-old nonprofit organization dedicated to monitoring and improving the conditions of confinement in prisons, jails, and juvenile detention centers, as well as to creating fair, humane, and effective sentencing and correctional policies.

Dr. Coldren has also served in several capacities at the University of Illinois at Chicago (UIC). He was the Director of the Center for Research in Law and Justice, where he led several state- and national-level research projects focusing on both corrections and community policing. He also was Director of the Institute for Public Safety Partnerships, a community-policing institute that fosters the development and evaluation of local community public-safety partnerships.

Prior to joining UIC, Dr. Coldren served as Deputy Director with the Project on Human Development in Chicago Neighborhoods, a large-scale longitudinal community-based research project of Harvard University’s School of Public Health. He also served for seven years as Director of Research for the Justice Research and Statistics Association in Washington, DC. In addition, he worked for seven years with the Illinois Criminal Justice Information Authority before becoming Director of Research and Computer System Development at Patuxent Institution (a maximum-security prison, and the topic of his first book).

Education

Ph.D., Sociology, University of Chicago, Chicago, IL, 1992

M.A., Sociology, University of Chicago, Chicago, IL, 1983

B.A., Sociology (Spanish), Rutgers University, Newark, NJ, 1976

Nature of Involvement

Dr. Coldren will serve as a Deputy Monitor.

Work Experience

CNA	2006 – Present
Managing Director	2014 – Present
Principal Research Scientist	2009 – 2013
Project Director/Principal Research Scientist	2006 – 2009
Professor of Criminal Justice, Governors State University	2005 – 2014
President, John Howard Association	2002 – 2005
Visiting Research Associate Professor, University of Illinois at Chicago	1998 – 2002
Deputy Site Director, Harvard School of Public Health	1993 – 1997
Director of Research, Justice Research and Statistics Association	1987 – 1992
Director of Research and Computer System Development, Maryland Department of Public Safety and Correctional Services, Patuxent Institution	1984 – 1986
Senior Research Analyst, Illinois Criminal Justice Information Authority	1977 – 1983

Relevant Project Experience

Title: Research and Evaluation on Policing: Body-Worn Cameras (BWCs) in the Las Vegas Metropolitan Police Department

Client: National Institute of Justice

Period of Performance: 01/2014 – Present

Role: Principal Investigator

Description: Dr. Coldren serves as a principal investigator on this project, which implemented a randomized experimental design in a large police agency to evaluate the impact of BWCs on police officer misconduct. Dr. Coldren secured Institutional Review Board approval of research protocol; negotiated the research protocol with police leadership; and directed the multi-method analysis, including surveys, focus groups, and analysis of administrative data such as civilian complaints, use of force, police stops and arrests, and a cost-benefit analysis. He also monitored project progress and fidelity to the experimental design, and directed preparation and dissemination of final project reports.

Title: The Impact of Safety Equipment Modalities on Reducing Correctional Officer Injuries

Client: National Institute of Justice

Period of Performance: 11/2013 – Present

Role: Principal Investigator

Description: Dr. Coldren developed a case study methodology to study correctional officer safety in U.S. state adult correctional facilities. He also secured IRB approval of the research protocol and currently directs a multi-method analysis of injury incidents (time series analysis and injury case reviews), interviews, correctional facility observations, and correctional policies. He also directs preparation and dissemination of final project reports.

Title: Body-Worn Camera Pilot Implementation Program for Technical Assistance

Client: U.S. Department of Justice (DOJ), Bureau of Justice Assistance (BJA)

Role: Project Director

Description: Dr. Coldren developed, helped implement, and supervised the delivery of national training and technical assistance (TTA) resources to more than 170 police agencies implementing BWC programs. Dr. Coldren reviews police agency BWC policies, makes suggestions for revision, and makes recommendations to BJA regarding approval of the policies. He also oversees the planning and execution of national meetings on BWC technical assistance, webinars pertaining to BWC issues, and the development of other technical assistance resources.

Title: Collaborative Reform Initiative for Technical Assistance

Client: DOJ, Office of Community Oriented Policing Services

Role: Director

Description: Dr. Coldren manages and directs staff activities pertaining to the assessment and monitoring of police agency reforms in the areas of police shootings, use of force, citizen complaints, and community collaboration. Dr. Coldren manages project budget and allocation of resources; provides quality control for project publications and deliverables; and recruits and maintains a pool of available subject matter experts and consultants. He also directs the site team conducting collaborative reform in the Philadelphia Police Department.

Title: Strategies for Policing Innovation

Client: DOJ BJA

Period of Performance: 10/2009 – Present

Role: Project Director

Description: Dr. Coldren develops and directs technical assistance products and events; recruits, trains, and monitors subject matter experts; develops and implements national and regional TTA meetings and workshops; coordinates the development of written products and reports; and develops and coordinates evaluation of project activities.

Title: National Public Safety Partnership

Client: DOJ BJA

Role: Project Director

Description: Dr. Coldren directs statistical analysis to identify the most violent cities in America; works collaboratively with client and partnering organizations to develop new models for technical assistance delivery to U.S. cities; works collaboratively with client and partnering organizations to develop and implement national summits on reducing urban violence; directs the development and delivery of TTA to participating cities; recruits and trains subject matter experts; and develops and implements project assessment and evaluation methods.

Relevant Publications

Braga, Anthony, James R. Coldren, Jr., William H. Sousa, and Denise Rodriguez. (2018). “The Effects of Body Worn Cameras on Police Activity and Police-Citizen Encounters: A Randomized Controlled Trial” (forthcoming in *Journal of Criminal Law and Criminology*).

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- Coldren, James R., Jr. (Apr. 2011). "Smart Policing: Concepts, Application, Utility," Keeping Communities Safe conference of the U.S. Attorney General, Northern District of Indiana, Notre Dame University, South Bend, IN.
- Coldren, James R., Jr. (October 2010). "Smart Policing Initiative: Incorporating Research into Crime Prevention Practices," Annual Meeting of the International Association of Chiefs of Police, Orlando, FL.
- Coldren, James R., Jr. (Oct. 2009). "Shifting fiscal incentives to expand community resources and reduce youth incarceration," Midwestern Criminal Justice Association, Chicago, IL, September; also presented at a regional meeting of the National Conference of State Legislatures, Northwestern University Law School.

- Coldren, James R., Jr., Betsy Clark, and Eileen Subak. (Oct. 2009). "The History of Juvenile Corrections in Illinois (preliminary report)," 11th Conference on Illinois History, Springfield, IL.
- Coldren, James R., Jr. and Jeffrey Butts. (Oct. 2007). "Gaining Confidence in Program Assessments and Evaluations," 1st Annual Collaborative Juvenile Justice Conference, Springfield, IL.
- Coldren, James R., Jr. (Oct. 2006). "Organization and Behavioral Theory: Bridging the Gap," Annual Meeting of the Justice Statistics and Research Association, Denver, CO.
- Coldren, James R., Jr., Marjorie Groot, and Kevin Johnson. (Jul. 2006). "Approaches to Implementing Evidence Based Practices: Comparative Perspectives from Two States," Annual Meeting of the American Probation and Parole Association, Chicago, IL.
- Coldren, James R., Jr. (Apr. 2006). "A Logic Model for Understanding the Link Between Higher Education and Illinois Probation," workshop for the Summer Conference of the Illinois Probation and Court Services Association.
- Coldren, James R., Jr. (Oct. 2005). "Higher Education and Illinois Probation," roundtable session conducted at the Annual Meeting of the Illinois Probation and Court Services Association, Decatur, IL.
- Coldren, James R., Jr. (Jan. 2004). "Developing a Citizen Oversight Initiative for the DuPage County Juvenile Detention Center," presented at a meeting sponsored by the DuPage County Juvenile Probation and Court Services Department.
- Coldren, James R., Jr. (Dec. 2003). "Systemic Juvenile Justice Reform Efforts in Illinois: establishing accountability," symposium on juvenile justice and child welfare, sponsored by the Child Welfare League of America, Northwestern University, Evanston, IL
- Coldren, James R., Jr. (Mar. 2003). Testimony on use of force and brutality at the Cook County Department of Corrections, presented to the Cook County Board of Commissioners, Law Enforcement and Corrections Committee.
- Coldren, James R., Jr., J.W. Fairman, and Cara Smith. (Jul. 2003). "Issues in Corrections – What Prosecutors and Defense Attorneys Should Know about Mental Health in Corrections," Northwestern University School of Law, Short Course for Defense Lawyers and Prosecutors.
- Coldren, James R., Jr. (Nov. 2002). "Patuxent Institution: an American Experiment in Corrections," annual meeting of the American Society of Criminology, Chicago, IL.
- Coldren, James R., Jr. (Jun. 2002). "STRATEGIC APPROACHES TO COMMUNITY SAFETY INITIATIVE: Partnering Researchers with Practitioners to Reduce Violent Crime and Fatalities in 10 U.S. Cities," annual meeting of the Homicide Research Working Group, St. Louis, MO.
- Coldren, James R., Jr. (Nov. 2001). "Methodological and Practical Issues in Evaluating Community Involvement in Public Safety Partnerships," Annual Meeting of the American Society of Criminology, Atlanta, GA.
- Coldren, James R., Jr. and Dan Higgins. (Jul. 2001). "Analyzing the Displacement Effects of Nuisance Abatement: a Pre/Post Hot Spot Analysis in Chicago," U.S. Department of Justice Annual Conference on Research and Evaluation, Washington, DC.
- Coldren, James R., Jr. (Jul. 2000). "National Assessment of the Strategic Approaches to Community Safety Initiative (SACSI)," U.S. Department of Justice Annual Conference on Research and Evaluation, Washington, DC.

- Coldren, James R., Jr. and Sharon Shipinski. (Nov. 1999). "The Yorkville High School Survey: A needs assessment survey on violence, fear, and intimidation," Annual Meeting of the American Society of Criminology, Toronto, Canada.
- Coldren, James R., Jr. and Greg Matoesian. (Nov. 1998). "Implementing a Public Safety Partnership Institute: A Qualitative Evaluation of Organizational Goals, Culture, and Discourse," Annual Meeting of the American Evaluation Association, Chicago, IL.
- Coldren, James R., Jr. and Sandra Kaminska Costello. (Nov. 1998). "Community Policing Training: Exploring Variations in Community Policing Training Needs," Annual Meeting of the American Society of Criminology, Washington, DC.
- Coldren, James R., Jr., William Fitzgerald, Michael Nila, and Rhonda Washington. (Nov. 1998). "Building Effective Training Partnerships," Police Executive Research Forum's Annual Problem Oriented Policing Conference, San Diego, CA.
- Coldren, James R., Jr., Nola Joyce, and Daniel Higgins. (Dec. 1997). "Preliminary Findings from the Evaluation of the Chicago Anti-Gang and Drug Initiative," U.S. Department of Justice, Office of Community Oriented Policing Services Cluster Conference, Miami, FL.
- Coldren, James R., Jr. (Oct. 1996). "The Project on Human Development in Chicago Neighborhoods: Possibilities and Responsibilities," Bureau of Justice Statistics/Justice Research and Statistics Association Annual Conference, San Antonio, TX.
- Coldren, James R., Jr. (Mar. 1995). "Agency Records as a Research Resource: The Development, Establishment, and Activities of an Agency Records Unit," Annual Meeting of the Academy of Criminal Justice Sciences, Boston, MA.
- Coldren, James R., Jr. and Ernest Cowles. (Oct. 1994). "The JRSA survey on state criminal justice research priorities," Proceedings of the 1993 National Conference of the Bureau of Justice Statistics and the Justice Research and Statistics Association, Albuquerque, NM.
- Coldren, James R., Jr. (Oct. 1994). "The 'hired gun' forecast: lessons learned as an expert witness," Proceedings of the 1993 National Conference of the Bureau of Justice Statistics and the Justice Research and Statistics Association, Albuquerque, NM.
- Coldren, James R., Jr. (May 1990). "The Consortium for Drug Strategy Impact Assessment: A State/Federal Partnership for Policy Analysis," National Governors' Association third Joint Conference on Integrating Data for Decisionmaking.
- Coldren, James R., Jr. (Nov. 1988). "The Consortium for Drug Strategy Impact Assessment: Description of an Organizational Approach to State and Federal Drug Policy Analysis," Annual Meeting of the American Society of Criminology, Chicago, IL.
- Coldren, James R., Jr. and John P. O'Connell. (Dec. 1988). "Projecting Criminal Justice Populations in a Policy Environment," paper published in the proceedings of the National Governors' Association Second Joint Conference on Integrating Data for Decisionmaking.
- Coldren, James R., Jr. (1985). "Assessing Staff and Inmate Perceptions of their Environment: An application of the Correctional Institution Environment Scale at Patuxent Institution," Annual Meeting of the Academy of Criminal Justice Sciences, Las Vegas, NV.
- Coldren, James R., Jr. and Brant Serxner. (1983). "The Impact of a Computerized Information System on the Operations of the Cook County Department of Corrections," 35th Annual Meeting of the American Society of Criminology, Denver, CO.
- Coldren, James R., Jr. (May 1980). "Aggregation Problems in the Analysis of Illinois Statewide Criminal Justice Data," Joint National Conference of the Institute of Management Sciences and the Operations Research Society of America, Washington, DC.

Awards

Promoted to Full Professor at Governors State University, July 2011

Elected as a Fellow of Leadership Greater Chicago, 2005

Distinguished Lecturer, Governors State University, January 2005

Recipient of the inaugural CHIP (Community Honoring Incredible People) Award, from the Alliance of Logan Square Organizations, September 2000

Rapport Leadership International Master Graduate, July 2000

Harvard University School of Public Health, Project on Human Development in Chicago

Neighborhoods Employee of the Year, 1993

Stephen Rickman, M.S.

Qualification Summary

Mr. Stephen Rickman brings an exceptional record of hands-on experience in the management and direction of programs and projects in support of government operations at all levels. He has over 25 years of experience in high-level positions in the public safety and community support areas. His public service portfolio includes directing Washington, DC's Criminal Justice Statistics Analysis Center, and serving as organizer and Vice Chair of the Community Prevention Partnership, President of the Justice Research Statistics Association, Director of the Washington, DC Homeland and Security Emergency Management Agency, Division Director for the DOJ Bureau of Justice Assistance, DOJ Career Senior Executive Service member, Director of the DOJ Weed and Seed program, Readiness Director for the White House Office of Homeland Security (Detail from DOJ), and Director of Criminal Justice Practice Area for CNA, a not-for-profit research organization serving public service agencies., and currently as an Associate Monitor for the Albuquerque, New Mexico Police Department.

From 1991 to 1995, Mr. Rickman served as Director of the DC Office of Homeland Security and Emergency Management. During his tenure, he coordinated responses to civil disturbances, major fires, and region-wide water emergencies, and he headed a city-wide violent crime task force.

As the Executive Director of Weed and Seed, Mr. Rickman helped establish a police community collaborative in nearly 300 jurisdictions. He worked closely with community stakeholders in working through related issues to help forge strategic partnerships to enhance trust and cooperation among community residents and criminal justice components in addressing a range of community safety issues. On numerous occasions, he worked with DOJ's Office of Community Relations Service in responding to critical events around the nation. For example, he was deployed to St. Petersburg, FL after police shootings that led to civil disturbances to help resolve disputes between community groups and the police. On another occasion, he was dispatched to Benton Harbor, MI after a string of homicides, to help restore community confidence in local police.

Mr. Rickman has a longstanding history in community mobilization, as well. While working for the District, he established a network of community empowerment centers in distressed neighborhoods to improve the coordination of service delivery. He championed public-/private-sector partnerships while directing with Weed and Seed and working with community development corporations and local non-profit entities to leverage federal dollars to expand economic opportunities and enhance public safety in distressed communities.

During his tenure at CNA, a non-profit research and analysis organization located in Alexandria, VA., he guided the development of the criminal justice practice area, including launching the DOJ Smart Policing Initiative, which has successfully promoted and funded analytics, police/university research partnerships, and the use of evidence-based practices in over 30 police departments around the nation. He also co-authored a groundbreaking report on police shootings in Las Vegas, NV that provided a series of recommendations to address issues concerning fair and impartial policing and excessive use of force by police agencies. He also helped secure funding from the National Institute of Justice on a new study of the impact of body-worn

cameras on police complaints and use of force.

Education

Ph.D. (Candidate) (ABD) Clinical and Community Psychology, Howard University, Washington, DC, 1980

Graduate Studies, Criminal Justice Planning and Evaluation, University of Wisconsin, Oshkosh, WI, 1979–1980

M.S. Clinical and Community Psychology, Howard University, Washington, DC, 1976

B.S., Psychology, Howard University, Washington, DC, 1972

Nature of Involvement

Mr. Rickman will serve as an Associate Monitor.

Relevant Work Experience

Office of Justice Programs Diagnostic Center 2013 – present
Senior Consultant/Deputy Director

Mr. Rickman serves as a senior consultant for this training and technical assistance that responds to high-level requests from state and local agencies to employ data-driven solutions and introduce evidence-based practices to address critical criminal justice needs. His current work includes helping agencies address police misconduct issues, enhancing police community relations, and developing evidence-based training curriculum.

PMRINC Associates 2015 –present
Associate Police Monitor

Mr. Rickman is responsible for monitoring community engagement, community policing, and other aspects of the Albuquerque, New Mexico Police Department settlement agreement and provide technical assistance to enhance community input into police operations.

CNA Corporation 2002 – 2013
Director for Criminal Justice

Mr. Rickman served as Director for Criminal Justice for CNA. He also played a major role in developing and implementing CNA’s safety and security-related government support projects, often serving as project director, guiding business and proposal development, organizing various workshops and seminars on national topics of interest, and working projects in numerous states and local communities.

Consultative Services 2002 – Present

Mr. Rickman has provided a range of consultative services, including conference support, public safety training, and subject matter expertise on evidence-based programming to numerous organizations, including: the Community Capacity Development Office (DOJ), Office of Community Services (U.S. Department of Health and Human Services), National Sheriffs

Association, National Criminal Justice Association, Locus Systems Inc., Convergence Inc., Urban Technology Inc., and Booz Allen Hamilton.

White House, Office of Homeland Security 2001 – 2002
Director of Readiness

Mr. Rickman served as director of readiness and was responsible for coordinating readiness and preparedness programs in post 9/11 environments and also had lead responsibility for coordinating homeland security efforts in the National Capital Region (NCR). He organized the first NCR homeland security regional summit; worked with federal agencies to coordinate national exercises and training programs related to weapons of mass destruction, promoted standards work and interoperability for homeland security-related equipment, and was part of team that drafted the first national homeland security strategy.

U.S. Department of Justice 1996 – 2001
Executive Director of Weed and Seed

Mr. Rickman served as the Executive Director of Weed and Seed, a DOJ community-based crime reduction and prevention program. He directed the program's expansion from 16 to over 300 sites and developed much of its current guidelines, policies, and procedures. He was also part of a DOJ policy team that helped to shape public safety policies and initiatives.

U.S. Department of Justice 1995 – 1996
Division Director for the Bureau of Justice Assistance

Mr. Rickman served as Division Director for the Bureau of Justice Assistance and provided oversight for Crimes Act Programs, including Violence against Women, Truth in Sentencing, and Drug Courts. He engaged in program planning, budgeting, and implementation oversight for each of these program areas.

District of Columbia Government 1991 – 1995
Director of the Office of Emergency Preparedness

Mr. Rickman served as the Director of the Office of Emergency Preparedness (Emergency Management Agency). He was responsible for coordinating responses to disasters and emergencies in the District. He worked closely with other District agencies and community stakeholders and was responsible for management of District's emergency management training and exercise programs. He also established and directed a network of community empowerment centers that coordinated government service delivery and built public/private partnerships to expand economic opportunities.

District of Columbia Government 1989 – 1991
Special Assistant to the City Administrator for Public Safety

Mr. Rickman served as Special Assistant to the City Administrator for Public Safety. In that capacity, he was responsible for coordinating the activities of the District's public safety agencies, including its Emergency Management Agency on behalf of the City Administrator and the Mayor.

University of the District of Columbia 1980 – 1998
Adjunct Professor

Mr. Rickman served as an adjunct professor in the Department of Psychology.

Professional Associations

National Center for the Victims of Crime 2013 – Present
Treasurer and Executive Committee Member

Mr. Rickman serves as Treasurer and member of the Executive Committee for this national organization representing crime victims and local crime victim organizations from around the nation. The organization provides advocacy for victim support funding, legislation promoting crime victim rights, and training programs for victim service providers.

Community Prevention Partnership 1991 – 1995
Co-founder

Mr. Rickman was one of the founders of this community-based group that organized neighborhoods to implement strategies and programs to reduce drug use amongst youth. Neighborhood-based committees were established and supported throughout the nation's capital to promote alternative programming for youth.

Justice Research and Statistics Association 1989 – 1992
President and Board Member

Mr. Rickman served as President and Board Member of this national organization committed to promoting criminal justice research. The organization included representation from 50 states and managed research-related programs on behalf of DOJ.

Awards

- National Merit Scholarship Finalist, 1968
- District of Columbia Office of Criminal Justice Plans and Analysis Leadership Award, 1987
- Justice Research Statistics Association Leadership Award, 1991
- Washington, DC Council of Government Special Recognition Award for Coordination of Regional Response to Water Emergency, 1993
- Department of Justice Attorney General Meritorious Award for Contributions to State and Local Public Safety, 1999
- CNA, Special Award for Unique Contributions to National Homeland Security, 2004

**CURRICULUM VITAE
DENNIS P. ROSENBAUM**

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University of Illinois at Chicago
1007 W. Harrison St. Chicago, IL 60607
Phone: XXXXXXXXXX
E-mail address: dennisr@uic.edu

FORMAL EDUCATION

Loyola University Chicago	Ph.D. in Social Psychology	1980
University of Waterloo	M.A. in Social Psychology	1976
Claremont McKenna College	B.A. in Psychology	1974
Central Catholic High School	Diploma	1970

ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE

Professor Emeritus	Department of Criminology, Law and Justice University of Illinois at Chicago	2016-
Director	Center for Research in Law & Justice University of Illinois at Chicago	2002- 2016
Co-founder and core Faculty	Interdisciplinary Center for Research on Violence	2005- 2016
Professor	Department of Criminology, Law and Justice University of Illinois at Chicago	1994- 2016
Dean	School of Criminal Justice University at Albany, SUNY	1999- 2000
Department Head	Department of Criminal Justice University of Illinois at Chicago	1996- 1999
Co-director and Co-founder	Institute for Public Safety Partnerships University of Illinois at Chicago	1997- 1998

Professor, Courtesy Appt.	Department of Psychology University of Illinois at Chicago	1998- 2016
Director	Center for Research in Law & Justice University of Illinois at Chicago	1989- 1994
Associate Professor	Department of Criminal Justice University of Illinois at Chicago	1986- 1994
Research Psychologist/Assistant Professor	Department of Psychology and Center for Urban Affairs and Policy Research Northwestern University	1983- 1986
Director, Bureau of Research and Planning	Evanston Police Department Evanston, Illinois	1980- 1982
Senior Research Associate	Westinghouse Evaluation Institute Evanston, Illinois	1978- 1979
Instructor	Psychology Department Loyola University of Chicago	1977- 1981

ACADEMIC RECOGNITION AND CONSULTATION

Chair, Division of Policing, American Society of Criminology (elected position)	2014-2016
Research Advisory Board Police Executive Research Forum (PERF)	2015-
Standing Scientific Review Panel National Institute of Justice	2013-
Chair, Ad hoc Committee to the President's Task Force on 21 st Century Policing	2015
Executive Director National Police Research Platform	2008-2016
Crime Indicators Working Group Bureau of Justice Statistics	2012-2015
Area Editor, Police Legitimacy <i>Encyclopedia of Criminology and Criminal Justice</i> New York: Springer	2014

Defense Department Advisor, DARPA's Strategic Social Interaction Modules (SSIM) Program	2011-2014
Professor of the Year, Department of Criminology, Law and Justice, University of Illinois at Chicago	2014
Co-Chair, <i>GoTo2040</i> , 30-year Strategy Plan for Public Safety, Chicago Community Trust and CMAP	2009
Fellow, Academy of Experimental Criminology	2007-
U.S. representative, Scientific Committee, International Center for the Prevention of Crime Montreal, Canada	2003-2016
Hans W. Mattick Award for "Outstanding Contribution in the Field of Criminology and Criminal Justice Research"	1997
Silver Circle Award Finalist for Teaching Excellence, University of Illinois at Chicago	1988-1991
Distinguished Scholar Claremont McKenna College	1972-1974
Dunn Scholarship Recipient Claremont McKenna College	1970-1974

PUBLICATIONS

BOOKS

Popkin, S., Gwiasda, V. E., Olson, L. M., & Rosenbaum, D. P. (2000). *The Hidden War: Crime and the Tragedy of Public Housing in Chicago*. New Brunswick: Rutgers University Press.

Horney, J., Mackenzie, D., Martin, J., Peterson, R., and Rosenbaum, D. P. (2000). *Policies, Processes and Decisions of the Criminal Justice System*. (Vol. 3, Criminal Justice 2000 series). Washington, D.C.: National Institute of Justice.

Rosenbaum, D. P., Lurigio, A. J., & Davis, R. C. (1998). *The Prevention of Crime: Social and Situational Strategies*. Belmont, CA: Wadsworth.

O'Keefe, G. J., Rosenbaum, D. P., Lavrakas, P. J., Reid, K., & Botta, R. A. (1996). *Take a Bite Out of Crime: The Impact of a National Prevention Campaign*. Newbury Park, CA: Sage.

- Rosenbaum, D. P. (1994). *The Challenge of Community Policing: Testing the Promises*. Newbury Park, CA: Sage.
- Davis, R. C., Lurigio, A. J., & Rosenbaum, D. P. (1993). *Drugs and the Community*. Springfield, IL: Charles C. Thomas.
- Lewis, D.L., Grant, J.A. & Rosenbaum, D.P. (1988). *The Social Construction of Reform: Crime Prevention and Community Organizations*. New Brunswick, NJ: Transaction.
- Rosenbaum, D.P. (1986). *Community Crime Prevention: Does it Work?* Beverly Hills, CA: Sage.
- Baumer, T.L. & Rosenbaum, D.P. (1984). *Combating Retail Theft: Programs and Strategies*. Boston: Butterworth Publishers.

PUBLISHED ARTICLES

- Rosenbaum, D. P. (2017). "The National Police Research Platform: Advancing Knowledge and Practice in American Policing – Guest Editorial." *Policing: An International Journal of Police Strategies & Management*, 40 (1), 2-10.
- Rosenbaum, D. P., & Lawrence, D. S. (2017). "Teaching procedural justice and communication skills during police–community encounters: Results of a randomized control trial with police recruits." *Journal of Experimental Criminology*, 13 (3), 293-319.
- Rosenbaum, D. P., Maskaly, J., Lawrence, D. S., Escamilla, J. H., Enciso, G., Christoff, T. E., Posick, C. (2017). "The Police-Community Interaction Survey: Measuring Police Performance in New Ways." *Policing: An International Journal of Police Strategies & Management*, 40 (1), 112-127.
- Rosenbaum, D. P., & McCarty, W. P. (2017). "Organizational Justice and Officer 'Buy in' in American Policing." *Policing: An International Journal of Police Strategies & Management*, 40 (1), 11-25.
- Rosenbaum, D. P. (2016). "Special issue on police integrity: An introduction." *Policing: An International Journal of Police Strategies & Management*, 39 (2) DOI <http://dx.doi.org/10.1108/PIJPSM-03-2016-0039>.
- Rosenbaum, D. P., Lawrence, D. S., Hartnett, S. M., McDevitt, J., & Posick, C. (2015). "Measuring Procedural Justice and Legitimacy at the Local Level: The Police-Community Interaction Survey." *Journal of Experimental Criminology*, 11(3): 335-366.
- Rosenbaum, D. P. (2015). "Body-Worn Cameras: High Expectations for the Police, Community Members and Researchers." *Translational Criminology*, Spring issue: 7.

- McCarthy, G. F., & Rosenbaum, D. P. (2015). "From CompStat to RespectStat: Accountability for Respectful Policing." *The Police Chief*, August, 76-77.
- Graziano, L. M., Rosenbaum, D. P., & Schuck, A. M. (2014). "Building group capacity for problem solving and police-community partnerships through survey feedback and training: A Randomized Control Trial within Chicago's community policing program". *Journal of Experimental Criminology*. 10 (1): 79-103.
- Rosenbaum, D.P., Tanksley, R., & Cordner, G. (2013). "Translating Research into Practice: Oak Park, Illinois and the National Police Research Platform." *Translational Criminology*, Spring issue: 11-13.
- Rosenbaum, D.P., & Schuck, A. (2012). "Comprehensive Community Partnerships for Preventing Crime." In Welsh, B. C., & Farrington, D. P. (eds.). *The Oxford Handbook on Crime Prevention*. Oxford University Press.
- Sanchez, C. V., & Rosenbaum, D. P. (2011). "Racialized policing: Officers' voices on policing Latino and African American Neighborhoods." *Journal of Ethnicity in Criminal Justice*, 9: 152-178.
- Schewe, P., Bell, C., Bennett, L., Goldstein, P. J., Gordon, R., Mattaini, M., O'Brien, P., Riger, S., Risser, H. J., Rosenbaum, D. P., Schuck, A. M., Simmons, B., Ullman, S.E. (2011). "University of Illinois at Chicago's Interdisciplinary Center for Research on Violence: Changing Systems to Prevent Violence in Chicago and Beyond." *Violence Against Women*, 17(9): 1176-1193.
- Rosenbaum, D.P., Graziano, L. M., Stephens, C. D., & Schuck, A. M. (2011). "Understanding Community Policing and Legitimacy-seeking Behavior in Virtual Reality: A National Study of Municipal Police Websites." *Police Quarterly*, 14(1): 25-47.
- Rosenbaum, D. P. (2010). "Police Research: Merging the Policy and Action Research Traditions." *Police Practice and Research*, 11:144-149.
- Rosenbaum, D. P. (2010). "D.A.R.E. (Drug Abuse Resistance Education)." In Fisher, B. S., & Lab, S. P. (eds.). *Encyclopedia of Victimology and Crime Prevention*.
- Rosenbaum, D. P. & Roehl, J. (2010). "Building Successful Anti-Violence Partnerships: Lessons from the Strategic Approaches to Community Safety Initiative (SACSI) Model." In Klofas, J., N. Kroovand Hipple, & E. McGarrell (eds.). The New Criminal Justice: American Communities and the Changing World of Crime Control. pp. 39-50. New York: Routledge.
- Rosenbaum, D. P. (2007). "Police Innovation Post 1980: Assessing Effectiveness and Equity Concerns in the Information Technology Era." Institute for the Prevention of Crime Review, 1: 11-44.

- Rosenbaum, D. P. (2007). "Just say no to D.A.R.E." Criminology and Public Policy, 6: 1701-1711.
- Rosenbaum, D. P. (2006). "The Limits of Hot Spots Policing" In D. Weisburd & A. A. Braga (eds.), Police Innovation: Contrasting Perspectives. pp. 245-263. Cambridge: Cambridge University Press.
- Schuck, A.M., & Rosenbaum, D.P. (2006). "Promoting Safe and Healthy Neighborhoods: What Research tells us about Intervention." In Fulbright-Anderson, K. (ed.), Community Change: Theories, Practices and Evidence. Pp. 61-140. Washington, DC: The Aspen Institute.
- Rosenbaum, D. P., Schuck, A. M., Costello, S. K., Hawkins, D. F., & Ring, M. K. (2005). "Attitudes toward the Police: The Effects of Direct and Vicarious Experience" Police Quarterly, 8: 343-365.
- Schuck, A.M., & Rosenbaum, D.P. (2005). "Global and Neighborhood Attitudes toward the Police: Differentiation by Race, Ethnicity and Type of Contact." Journal of Quantitative Criminology, 21: 391-418.
- Rosenbaum, D. P. (2004). "Community Policing and Web-Based Communication: Addressing the New Information Imperative" In L. Fridell, Lorie & M. A. Wycoff (Eds.) Community Policing: The Past, Present and Future. Washington, DC: Police Executive Research Forum.
- Rosenbaum, D. P., & Wilkinson, D. (2004). "Can Police Adapt? Tracking the Effects of Organizational Reform Over Six Years." In W. G. Skogan (ed.), Community Policing: Can it Work? Belmont, CA: Wadsworth.
- Rosenbaum, D. P. (2003). "Neighborhood Watch." In Christensen, Karen and David Levinson (General Editors). (2003). Encyclopedia of Community: From the Village to the Virtual World. Thousand Oaks, CA: Sage.
- Fendrich, M., & Rosenbaum, D. P. (2003). "Recanting of Substance Use Reports in a Longitudinal Prevention Study." Drug and Alcohol Dependence, 70 (3): 241-253.
- Rosenbaum, D. P. (2002). "Evaluating Multi-Agency Anti-Crime Partnerships: Theory, Design, and Measurement Issues." Crime Prevention Studies, 14: 171-225.
- Rosenbaum, D. P. (2002). "Neighborhood Watch Programs." In Levinson, David (ed.) Encyclopedia of Crime and Punishment. Thousand Oaks, CA: Sage.
- Rosenbaum, D. P. (2002). "Drug Abuse Resistance Education (D.A.R.E.)." Encyclopedia of Juvenile Justice. Thousand Oaks, CA: Sage.

- Popkin, S. J., Gwiasda, V. E., Rosenbaum, D. P., Amendolia, J. M., Johnson, W. A., & Olson, L. M. (1999). "Combating Crime in Public Housing: A Qualitative and Quantitative Longitudinal Analysis of the Chicago Housing Authority's Anti-Drug Initiative." Justice Quarterly.
- Rosenbaum, D. P. (1998). "The Changing Role of the Police: Assessing the Current Transition to Community Policing." In J.P. Brodeur (ed.). How to Recognize Good Policing. Newbury Park, CA: Sage.
- Rosenbaum, D. P., & Hanson, G. S. (1998). "Assessing the Effects of School-based Drug Education: A Six-Year Multi-Level Analysis of Project D.A.R.E." Journal of Research in Crime and Delinquency, 35 (4): 381-412.
- Bailey, S. L., Flewelling, R. L., & Rosenbaum, D. P. (1997). "Characteristics of Students Who Bring Weapons to School." Journal of Adolescent Health, 20: 261-270.
- Rosenbaum, D. P., & Lurigio, A. J. (1996). "Community Policing: Major Issues and Unanswered Questions." In M. L. Dantzker (ed.) Policing Today and Tomorrow: Contemporary Personnel Issues and Trends. Newton, MA: Butterworth-Heinemann.
- Rosenbaum, D. P., & Lavrakas, P. J. (1995). "Self-Reports about Place: The Application of Survey and Interview Methods to the Study of Small Areas," Crime Prevention Studies, 4: 285-314.
- Rosenbaum, D. P., Flewelling, R. L., Bailey, S. L., Ringwalt, C. L., & Wilkinson, D. L. (1994). "Cops in the Classroom: A Longitudinal Evaluation of Drug Abuse Resistance Education (DARE)." Journal of Research in Crime and Delinquency, 31: 3-31.
- Rosenbaum D. P., Yeh, S., & Wilkinson, D. L. (1994). "Impact of Community Policing on Police Personnel: A Quasi-Experimental Test," Crime and Delinquency, 40: 331-353.
- Ennett, S. T., Rosenbaum, D. P., Flewelling, R. L., Bieler, G. S., Ringwalt, C. L., & Bailey, S. L. (1994). "Long-Term Evaluation of Drug Abuse Resistance Education." Addictive Behaviors, 19: 113-125.
- Rosenbaum, D. P., & Lurigio, A. J. (1994). "An Inside Look at Community Policing Reform: Definitions, Organizational Changes, and Evaluation Findings." Crime and Delinquency, 40: 299-314.
- Eck, J. E., & Rosenbaum, D. P. (1994). "The New Police Order: Effectiveness, Equity, and Efficiency in Community Policing." In D. P. Rosenbaum (ed.) The Challenge of Community Policing: Testing the Promises, pp. 3-23. Newbury Park, CA: Sage.
- Lurigio, A. J., & Rosenbaum, D. P. (1994). "The Impact of Community Policing on Police Personnel: A Review of the Literature." In D. P. Rosenbaum (ed.) The Challenge of Community Policing: Testing the Promises, pp. 147-163. Newbury Park, CA: Sage.

- Wilkinson, D., & Rosenbaum, D. P. (1994). "The Effects of Organizational Structure on Community Policing: A Comparison of Two Cities." In D. P. Rosenbaum (ed.) The Challenge of Community Policing: Testing the Promises, pp. 110-126. Newbury Park, CA: Sage.
- Rosenbaum, D. P. (1993). "Civil Liberties and Aggressive Enforcement: Balancing the Rights of Individuals and Society in the Drug War." In Davis, R. C., Lurigio, A. J., & Rosenbaum, D. P. (eds.). Drugs and the Community, pp. 55-82. Springfield, IL: Charles C. Thomas.
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GRANTS AND RESEARCH ACTIVITY

2016-2017 Principal Investigator. Pew Research Center Survey conducted by the National Police Research Platform (\$249,717)

Funded by the Pew Research Center, this project surveyed police officers from a national sample of law enforcement agencies to hear their voices in this post-Ferguson environment. This study explored officers' views of the current crisis of legitimacy in policing and their reactions to increased scrutiny, accountability, and negative media coverage.

2016-2017 Principal Investigator. Chicago Police Body Worn Camera Project. (\$265,826)

Funded by the Department of Justice and the City of Chicago, the UIC research team is independently evaluating Chicago's new Body Worn Camera (BWC) Project to document the process of implementation (including community engagement) and assess the effects of BWCs on officers, residents and neighborhood problems.

2013-2015 Principal Investigator. Center for Excellence in Homicide and Sexual Assault Investigations (\$2,078,434)

Funded by the Illinois Criminal Justice Information Authority, we created the Center for Excellence in Homicide and Sexual Assault Investigations. The Center staff collected and analyzed data and disseminated research findings on the criminal investigation process. The Center seeks to advance knowledge, facilitate exchanges between practitioners and researchers, and identify best practices and new standards of performance for investigators and prosecutors. The Center built a communication bridge between science and law enforcement practice to improve both the fairness and effectiveness of criminal investigations involving homicide or sexual assault.

2012-2013 Principal Investigator. Innovation in the Measurement of Police-Youth Encounters (\$99,985)

Funded by the Washington State Criminal Justice Training Commission, we field tested a methodology that integrates the latest social media technologies and new electronic survey methods to explore police-public interactions in new ways. In four jurisdictions (Chicago, Houston, Seattle, and King County, WA) young adults ages 18 to 29 were recruited through various methods, including letters and cards from police chiefs, advertisements placed in social media such as Facebook, and invitations from local community organizations. In addition to the electronic surveys, two additional methods were tested for gathering young adults' perceptions of the police – passive analysis of communication on social media sites and focus groups.

2013-2015 Principal Investigator. National Police Research Platform, Phase 2 (\$1,000,046)

Funded by the National Institute of Justice, the National Police Research Platform Phase 2 (See Phase 1 below) was implemented with a national sample of 100 law enforcement agencies, including municipal police and sheriff's offices. Organizational performance was measured in new ways using both internal and external indicators. The internal indicators are captured through the Law Enforcement Organizational Surveys (LEOS) completed by both sworn and civilian

employees, by surveys of key management personnel, and selected agency records. The external indicators of organizational performance are captured through the Police-Community Interaction Survey (PCIS) – a research-based “customer satisfaction” survey for individuals who have had a recent police encounter, as well as crime and Census data. By collecting new standardized data, the Platform allows police executives to monitor their own progress internally and externally, while establishing local and national benchmarks that help researchers begin to define organizational excellence and police legitimacy.

2009-2012 Principal Investigator. Advancing Knowledge and Practice in Policing: A Longitudinal Platform for National Research (\$1,880,000)

Funded by the National Institute of Justice, a team of leading police scholars and practitioners developed the National Police Research Platform -- an initiative designed to facilitate the advancement of knowledge and practice in American policing. This 3-year demonstration project, headquartered at the University of Illinois at Chicago, developed and field tested new measures and methods across a sample of 28 small, medium, and large law enforcement agencies (including Boston, Chicago, Denver, Houston and Los Angeles). The Platform, when fully implemented, will collect standardized data from a national sample of law enforcement agencies to describe the current state of policing and identify factors that facilitate or inhibit performance. Law enforcement organizations are examined on a number of dimensions, including leadership, supervision, accountability, discipline, technology, training, police culture, and employee health and stress. The Platform’s longitudinal approach creates the opportunity to track changes within new officers, new supervisors, and organizations over time. Randomized control trials were employed to test promising interventions and alternative data collection methods.

2008-2011 Principal Investigator. Racial Profiling Analysis in Illinois (\$125,000 per year)

Funded by the Illinois Department of Transportation (IDOT), the purpose of this research was to identify the extent to which decisions made by police officers to stop and search vehicles are influenced by the race of the driver. Since 2003, Illinois law requires law enforcement agencies to collect data on every traffic stop. IDOT is required to analyze the data and submit a report to the Governor, the General Assembly and law enforcement agencies no later than July 1 of each year. IDOT contracted with UIC's Center for Research in Law and Justice to analyze the data from nearly 2.5 million stops in 2008. For each participating agency the analysis provided racial breakdowns for the number of stops, reason for stops (e.g. moving violation, equipment violation, licensing/registration), outcome of stops (e.g. citation or warning), and consent searches. For each of nearly 1000 law enforcement agencies, a ratio was computed indicating the degree of racial disparity in stops.

2008-2009 Principal Investigator. The GoTo2040 Project (\$20,000)

The Chicago Community Trust and the Chicago Metropolitan Agency for Planning (CMAP) jointly initiated a comprehensive, long-range planning project for the Chicago region (Cook, DuPage, Kane, Will, Kendall, Lake and McHenry counties) entitled *Go To 2040*. This planning process encompassed multiple domains of public life including land use, transportation, housing and

environmental issues, education, health, workforce development, arts and culture, food security, human relations and public safety. With a grant from the Chicago Community Trust, Dr. Rosenbaum co-chaired the committee on public safety. With an advisory group, this project prepared a strategic planning report that identifies issues, resources and innovations that warrant attention in pursuit of the long-range goal of preventing crime and improving the administration of justice by the year 2040.

2006-2009 Principal Investigator. An Evaluation of Hot Spots Policing in Chicago (\$184,000)

The project, funded by the National Institute of Justice, sought to evaluate an innovation in American law enforcement, namely, hot spots policing, where resources are deployed to "hot" geographic areas where unusual levels of violence are evident or predicted. Qualitative field work documented the "theory of action," implementation processes, and program context within the Chicago Police Department. Advanced quantitative methods were used to estimate the impact of hot spots policing on levels of homicide, violence crime, drug markets, and gang activity.

2006-2007 Co-Principal Investigator. Formative, Process and Impact Evaluation of CLEARPath (\$97,000)

Funded by the MacArthur Foundation, this multi-method research project assessed efforts to develop a futuristic information system, CLEARpath. This initiative was designed jointly by the Chicago Police Department and community groups to be: (1) a gateway for community involvement in diverse aspects of public safety in Chicago, (2) a citywide problem analysis and tracking system to facilitate community-level problem solving, (3) a mechanism for the police to share more crime-related information with community members, and (4) a mechanism to enhance communication among the police and various elements of the community. CLEARpath embodied the potential to increase police accountability and to serve as a mechanism for building community capacities.

2006-2008 Co-Principal Investigator. Interdisciplinary Center for Violence Research (\$200,000)

With competitive seed funding from the Provost and the Vice Chancellor for Research, a team of UIC researchers from four colleges, in collaboration with community partners, created the Interdisciplinary Center for Violence Research. This center formalized and expanded relationships, allowing scholars and practitioners to more easily share, synthesize, and increase resources devoted to violence research and prevention. The center promotes cross-fertilization of ideas through interdisciplinary seminars, meetings, list-serves, data sharing, new coursework, graduate/postdoc training programs, research on obstacles to interdisciplinary research, and development of interdisciplinary grant applications.

2004-2006 Principal Investigator. The Chicago Internet Project (\$299,000)

Funded by the National Institute of Justice, a team of researchers developed an online data system that "measures what matters" to the public and to theories of community and problem oriented

policing. This project was primarily a feasibility test for a comprehensive web-based community survey methodology. A randomized trial in 51 Chicago police beats assessed whether this approach could enhance the problem solving process, educate the public on public safety issues, stimulate community engagement, and strengthen police-community relations.

2003-2004 Principal Investigator. The Impact of Information Technology on Police and Community: An Evaluation of the Chicago Police Department's CLEAR Initiative (\$348,000)

The University of Illinois at Chicago and Northwestern University, with funding from the Illinois Criminal Justice Information Authority, conducted a comprehensive evaluation of the Chicago Police Department's Citizen and Law Enforcement Analysis and Reporting (CLEAR) information system. CLEAR was considered one of the most advanced, cutting edge information technology systems available to the law enforcement community, but had yet to be fully implemented and formally evaluated. The research team evaluated the major applications of CLEAR as they were developed, refined and field-tested in Chicago neighborhoods. Organizational impact analysis focused on whether this new information system led to any "re-engineering" of the Chicago Police Department; This evaluation also gave special attention to the highly visible criminal justice integration component of CLEAR, as law enforcement agencies begin to share information in unprecedented ways to fight crime and terrorism in the region. Finally, this project involved a limited demonstration and evaluation project in three neighborhoods to explore the feasibility of community Internet survey to collect new types of community data.

2001-2005 Co-Principal Investigator. Minority Trust and Confidence in the Police (\$344,000)

In light of long-standing tensions between the police and minority communities, this study, funded by the National Institute of Justice, advanced our understanding of the factors that contribute to the "racial and ethnic divide" with respect to public attitudes about the police. This study examined the intersection of race, class, gender, and personal contacts with police as these factors shape Chicago residents' attitudes, beliefs, and behaviors toward law enforcement. It also explored the role of social networks and neighborhood crime conditions as factors that influence police-community relations in predominately African-American, Latino, and White neighborhoods. The study employed a three-stage research methodology that moved from a large random probability sample survey of Chicago residents to a telephone follow-up survey with selected subgroups to in-depth field interviews and focus groups with adults, youth, and police officers in six Chicago neighborhoods with varying levels of confidence in the police.

1999-2004 Principal Investigator. Assessment of Strategic Approaches to Community Safety Initiative (SACSI) (Phase I: \$449,000); Phase II: \$405,000)

SACSI combined data-driven planning with collaborative problem-solving in a concerted effort to reduce youth violence in five cities—Indianapolis, IN, Memphis, TN, New Haven, CT, Portland, OR, and Winston-Salem, NC. Funded by the National Institute of Justice, this project involved an in-depth process assessment and cross-site analysis of new partnerships as they attempt to build on the successes of Boston's "Operation Ceasefire" and other data-driven innovations in law

enforcement. Multiple methods were employed ranging from site visits to network analysis. The Phase II assessment expanded the SACSI evaluation to include five new sites: Albuquerque, Atlanta, Detroit, Rochester, and St. Lois. Additional research activities included a cross-site analysis of impact studies. A 10-site assessment was produced. This project provided the foundation for Project Safe Neighborhoods.

1997-1999 Co-Director. Institute for Public Safety Partnerships (3-year funding at \$1,000,000 per year)

Funding by the Office of Community Oriented Policing Services, this project has created a regional community policing institute in the Midwest to provide innovative education, training, technical assistance, and evaluation services to police agencies, community groups, and other nongovernmental organizations interested in the formation of community-based partnerships. This consortium involved three universities, a coalition of community organizations, and dozens of police agencies who jointly developed, implemented, and evaluated curricula and TA programs for communities interested in neighborhood-based problem solving and community mobilization. IPSP has continued to grow and adapt to changing circumstances.

1995-1998 Principal Investigator. Longitudinal Evaluation of Community Policing in Two Medium-Sized Cities. (\$675,554; \$83,000)

Funded by the National Institute of Justice and the Illinois Criminal Justice Information Authority, this evaluation examined (1) how community policing reform evolved over a 5-year period as it moved from special unit to city-wide implementation in two different cities; (2) the impact of these reform efforts on neighborhoods, citizens, and the police; and (3) the application of community policing practices to school-neighborhood problems. Research designs included: a quasi-experimental pretest-multiple posttest control group design with police and community residents (5 waves of survey data); an interrupted time series design with crime and disorder data; and case studies to assess police organizational reform and police-community partnerships.

1995-1996 Co-Principal Investigator. Process Evaluation of the Comprehensive Communities Program (Phase 1: \$300,000; Phase 2: \$167,000)

Funded by the National Institute of Justice, a team of criminal justice scholars (George Kelling, Wes Skogan, Jeff Roth, Dennis Rosenbaum, and others) developed case studies of the Comprehensive Communities Program in 12 U.S. cities. This initiative attempted to integrate police, social service programs, and other government and non-government organizations to improve the quality of urban life. Community policing and community mobilization strategies were at the hub of these comprehensive attempts to prevent crime and disorder. A unique small-groups methodology was employed by the field staff, supplemented by quantitative and qualitative methods, including network analysis.

1994-1995 Principal Investigator. Estimating the Effects of School-Based Drug Education: Results of the New D.A.R.E. Program (\$60,000)

With funding from the Illinois State Police, a randomized experimental design was used to estimate

the short-term effects of the new D.A.R.E. (Drug Abuse Resistance Education) program being implemented nationwide. Approximately 1400 5th grade students in urban, suburban, and rural areas of Illinois were studied. Extensive self-report data were collected before and after the program in the experimental and control groups. A statewide random telephone survey of D.A.R.E. officers was also conducted.

1993-97 Co-Principal Investigator. Evaluation of Chicago Housing Authority's Anti-Drug Initiative (Phase 1: \$170,000; Phase 2: \$297,000)

Funded by the National Institute of Justice, this project evaluated the Chicago Housing Authority's Public Housing Drug Elimination Program, which included Operation Clean Sweep, the CHA security force, security systems, tenant patrols, and drug prevention initiatives. Both quantitative and qualitative assessments were conducted at several target developments to assess the impact of Operation Clean Sweep. Crime statistics and in-person surveys of building residents produced quantitative assessments, while in-depth interviews with residents, staff, and social service agencies, along with ethnographic observations, provided the basis for a qualitative assessment of program implementation and impact.

1993-1998 Research Team Member. Evaluation of the Chicago Alternative Policing Program (\$1,000,000 per year)

The City of Chicago underwent a major organizational restructuring and redefinition of the police function as it moved from a traditional policing mode to community policing. With funding from the McArthur Foundation, the National Institute of Justice, and the Illinois Criminal Justice Information Authority, a consortium of researchers led by Wes Skogan and Susan Hartnett at Northwestern University conducted an independent evaluation of Chicago's Alternative Policing Strategies (CAPS). Evaluation methods included large-scale surveys of community residents, police officers, and community groups, analysis and mapping of police data, interviews with all participating groups, participant observations of program components, block-face observations of disorder, case studies, and other approaches.

1991-1993 Co-Principal Investigator. The Social Impact of the National Citizens' Crime Prevention Campaign (\$300,000)

Under a grant from the Bureau of Justice Assistance, a team of researchers conducted a national evaluation of the Citizens' Crime Prevention Campaign, which utilized the mass media to promote more active citizen involvement in reducing crime and drug abuse. The primary evaluation approach involved national sample surveys of crime prevention police practitioners, media gatekeepers, and citizens, using a multi-stage area sampling procedure. In addition, extensive content analyses were performed to assess campaign messages and themes. A cost-effectiveness analysis was also conducted to examine campaign efficiency.

1991-1994 Principal Investigator. Evaluation of the Neighborhood-Oriented Policing Initiatives in Aurora and Joliet (Phase 1: \$225,000; Phase 2: \$143,000)

Funded by the Illinois Criminal Justice Information Authority, this was a multi-method process and impact assessment of innovative community policing strategies in two Illinois cities. Two years of fieldwork was combined with a nonequivalent pretest-posttest control group design to estimate the effects on community residents, police officers, and business owners. Time series analyses were performed on crime and disorder indicators.

1990-1992 Principal Investigator. Impact Evaluation of Community Responses to Drug Abuse National Demonstration (\$295,000)

Under a grant from the National Institute of Justice, an impact evaluation was performed of the Community Responses to Drug Abuse National Demonstration Program (funded by the Bureau of Justice Assistance), in which grass root organizations implemented drug abuse prevention strategies in nine U.S. cities. Three waves of survey data from local residents provided the backbone of this evaluation and were supplemented by extensive field work.

1989-1996 Principal Investigator. Longitudinal Evaluation of the Illinois D.A.R.E. Program (\$700,000)

Funded by the Illinois State Police and the National Institute of Drug Abuse, this longitudinal randomized experiment examined the short and long-term effects of Project D.A.R.E. (Drug Abuse Resistance Education), the nation's most popular drug education program. This 7-year evaluation tracked approximately 1800 students in urban, suburban, and rural schools from 5/6th grades through high school graduation. Extensive self-report survey data were collected on drugs, delinquency, and a host of variables used to test components of the program and current theories.

1989-1990 Principal Investigator. Evaluation of Community Responses to Drug Abuse National Demonstration (\$250,000)

Funded by the National Institute of Justice, this was a formative and process evaluation of the Community Responses to Drug Abuse National Demonstration Program described above. Through field observations, site visits interviews, and document review, this study monitored program activities, provided feedback to program staff, examined inter-agency partnerships, and evaluated the role of technical assistance provided by the National Crime Prevention Council and the National Training and Information Center.

1987-1988 Co-Principal Investigator. High Technology Espionage: A Feasibility Test of Survey Research Methods (\$20,000)

Working with researchers at the National Institute of Justice, and funded jointly by NIJ and the American Society for Industrial Security, a feasibility study was conducted to: (a) develop and test instrumentation for use with large U.S. companies to measure the nature and extent of high technology espionage; (b) examine the relative effectiveness of mail vs. telephone survey methods

for gaining cooperation and eliciting valid information; and (c) assess the effectiveness of encouragement calls on response rates. A randomized experimental design was employed to test these alternative methods.

1986-1988 Principal Investigator. Police and Civilian Help for Victims of Crime: Can it Make a Difference? (\$202,000)

Funded by the National Institute of Justice, this demonstration and evaluation project in Detroit, Michigan assessed the impact of police and civilian efforts to help victims of serious crime immediately after victimization. The evaluation featured a randomized experimental design and the measurement of numerous psychological and behavioral variables in a panel design. Outcome measures captured the immediate and long-term effects of these interventions on victims' coping responses, level of readjustment, and cooperation with the criminal justice system.

1985 Principal Researcher and Consultant. Delinquency and Youth-at-Risk Project (\$10,000)

This survey project was funded by the Rockford (Illinois) Park District to: (a) determine the nature of juvenile delinquency, gang activity, and other youth problems in the Rockford/Loves Park area of Illinois, and (b) isolate causal factors that would help to identify youths at risk of becoming involved in serious antisocial behavior. Students were sampled from 6 middle schools and 5 high schools. A total stratified sample of more than 3000 respondents completed an anonymous self-report survey. Major theories of juvenile delinquency were used to guide the instrument development and data analysis phases of the project.

1984-1985 Principal Investigator. National Evaluation of Crime Stoppers Programs (\$256,000)

Funded by the National Institute of Justice, this study examined approximately 500 Crime Stoppers programs nationwide. This research reported the effectiveness of these programs and their advantages and disadvantages to law enforcement agencies, citizens, and the business community. The methodologies included telephone surveys and mail questionnaires to all existing programs, archival analyses, site visits to programs of greatest interest, a comprehensive review of the literature, and multiple case studies. At one site, pre-post survey data were collected on a sample of city residents, police, and businesses to evaluate the hypothesized program impact on perceptions, attitudes, and behaviors. At another site, a randomized experiment was designed to test the effects of monetary incentives on citizen participation.

1983 Principal Investigator. Gangs and Youth Problems in Evanston (\$5,000)

Funded by the Evanston (Illinois) City Council, this research assessed the nature and extent of gang-related activity within the city, the immediate and root causes of involvement in gangs and juvenile delinquency, the appropriateness and effectiveness of current responses to the problem, and the policy options for future action. The study involved a comprehensive data collection plan, utilizing neighborhood meetings, in-person interviews, anonymous self-report surveys, and archival searches to obtain information from police personnel, city officials, diverse social service agencies, community organizations and local residents. In addition to in-depth interviews with gang

members, an anonymous self-report survey was administered to a representative sample of approximately 500 high school students.

1982-1984 Co-Principal Investigator. Evaluation of Neighborhood Crime Prevention Programs in Chicago (\$300,000)

This two-year evaluation, funded by the Ford Foundation, assessed the impact of five grassroots neighborhood crime prevention programs in Chicago. The purpose of the evaluation was to: 1) determine the local impact of these activities on crime, fear of crime, perceptions of the neighborhood, preventive behaviors, and other crime-related variables and 2) identify the individual, organizational, and neighborhood processes which help to explain the observed effects (with special attention to the role of community organizations). More than 6,000 resident surveys were completed from both panel and independent samples. Multiple control groups were used for different purposes, including 16 different neighborhood samples and a citywide random-digit dialing telephone sample.

1980-1982 Research Director. Police-Community Comprehensive Crime Prevention Program (\$150,000)

A variety of research projects were completed under a two-year Police-Community Comprehensive Crime Prevention Program in the City of Evanston, Illinois, funded by the Illinois Law Enforcement Commission as a model for other cities. The first year was devoted exclusively to research on problem definition and needs assessment in the residential, commercial, and educational sectors. Surveys were conducted of city residents, community organizations, businesses, and middle school students. Findings were translated into specific policy recommendations as a pioneering attempt to apply the “empirical model of program planning.” The second year of research focused on field testing and evaluating selected crime prevention strategies.

1980-1981 Co-Principal Investigator. Measuring Fear of Crime (\$109,000)

Funded by the National Institute of Justice, this methodological study was designed to advance the state-of-the-art in measuring fear of crime. The research involved developing and validating a new set of scales for measuring fear-related constructs. Using factor analysis and tests of internal consistency, unidimensional indices with known reliabilities were established. These indices were then subject to additional tests of validity. Tasks included an assessment of previous measurement efforts, conceptual development, pilot testing to refine the instrumentation, and the utilization of multiple samples for validity testing. A magnitude estimation study was also conducted to generate ratio-scaled response formats to accompany these fear scales.

1976-1980 Project Manager. National Evaluation of Shoplifting and Employee Theft Programs (\$250,000)

This national evaluation was funded by the National Institute of Justice to collect, summarize, assess, and synthesize all available information regarding the crimes of shoplifting and employee theft, as well as programs to combat these crimes. Methods of inquiry included telephone interviews, written communication, site visits, systematic observations, in-depth interviews,

archival searches, literature searches, and secondary analyses. Contacts were made with approximately 400 organizations across the country, including retail businesses, national and state retail associations, local community and departments, state and district attorneys' offices, state and local crime prevention offices, and the criminal courts.

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INVITED COLLOQUIA OR KEYNOTE ADDRESSES

Invited Speaker, "Procedural Justice in Law Enforcement: Bridging the gap between Theory and Practice." Presentation at the 2018 Psychology Consortium, Critical Thinking in Law Enforcement: Adapting to a Changing Environment. Federal Law Enforcement Training Centers, Glynco, GA. August 7-8, 2018.

Invited testimony, “Strike up a conversation, not an interrogation: The Respectful Engaged Policing (REP) model”. Testimony before the President’s Task Force on 21st Century Policing. Phoenix, AZ, February 13, 2015.

Invited speaker, “Building Trust Inside and Out: The Challenge of Legitimacy Facing Police Leaders.” National Institute of Justice’s “Research for the Real World” Seminar. Washington DC, April 21, 2014.

Invited speaker, “Tracking Public Satisfaction and Procedural Justice in American Policing: The Police-Community Interaction Survey.” Presentation at the Chicago International Forum on Procedural Justice and Policing, Northwestern University, March 22, 2014.

Invited speaker, “Police-Research Partnerships: Contributions of the National Police Research Platform.” Conference on the Economics of Policing: National Policing Research Symposium, hosted by Public Safety Canada and Simon Fraser University. Morris J. Wosk Centre for Dialogue, Simon Fraser University, Vancouver, British Columbia, Canada, March 5, 2014.

Invited speaker, “Evidence-based Policing and the Management of Organizational Change.” City of Portland, OR. February 20, 2014.

Invited speaker, “Police-Youth Encounters: Defining and Addressing the Legitimacy Problem.” Congressional briefing, U.S. Capitol, Washington, DC. April 9, 2013.

Invited Speaker, “Understanding Police Recruits in the 21st Century.” International Association of Chiefs of Police annual conference, San Diego, CA, October 3, 2012.

Invited Speaker, “The National Police Research Platform: A Longitudinal Program of Research for Advancing Knowledge and Practice in American Policing.” Major City Chiefs Association. May 30, Chicago, IL.

Invited Speaker, “The National Police Research Platform.” International Association of Chiefs of Police annual conference, Chicago, IL, October 23, 2011.

Invited speaker, “The National Police Research Platform.” CEBCP-Campbell Collaboration Joint Symposium, Crime and Justice, Quality of Policing Panel, August 16, 2011, George Mason University.

Invited speaker, "Evidence-based Law Enforcement." Smarter Solutions for Crime Reduction Conference: The Illinois Criminal Justice Information Authority. Chicago, IL, September 23, 2010.

Invited speaker, "A Longitudinal Program of Research for Advancing Knowledge and Practice in Policing." The Adler Institute, Chicago, January 27th, 2010.

Invited speaker, "The National Police Research Platform: A Longitudinal Program of Research for Advancing Knowledge and Practice in Policing" National Institute of Justice, Office of Justice Programs. Washington, DC, December 11, 2009.

Invited speaker, "The National Police Research Platform: A Longitudinal Look at Policing in the United States." Harvard Executive Sessions, Kennedy School of Government, Harvard University, November 21, 2008.

Invited speaker, "Trends and Pitfalls in U.S. Policing: Implications for Accountability" Independent Academic Advisory Group to the Home Office, London, England. October 18, 2007.

Invited speaker, "Police Innovation Post 1980: Assessing Effectiveness and Equity Concerns in the Information Technology Era." Knowledge Review Project, Institute for the Prevention of Crime, University of Ottawa. January 24-26, 2007.

Invited speaker, "Reducing Public Violence and Homicide in Chicago: Strategies and Tactics of the Chicago Police Department." Presentation at the BJS/JRSA 2005 National Conference, "Crime and Statistics in the 21st Century: Using Data and Technology to Improve Justice." St. Petersburg, Florida, October, 2005.

Invited speaker, "Anti-violence initiatives in Chicago" Presentation to the Deputy Prime Minister and Mayors of the five largest cities in the Netherlands. Chicago, March, 2005.

"Feedback to European Nations on a Framework for Describing and Evaluating Good Practices in Crime Prevention." Comments included in published conference proceedings, Standard Conceptual Framework on for the Description and Exchange of Good Practices, European Crime Prevention Network (EUCPN), Paris, France, September 25, 2003.

"The Politics of Drug Education: When Knowledge Conflicts with Practice." Policy address before the Faculty and Associates, Nelson A. Rockefeller College, University at Albany, SUNY, April 4, 2000.

"Initial Findings from the National Assessment of Strategic Approaches to Community Safety" (with J. Coldren). Presentation before project coordinators and research Partners from five U.S. cities. Boston, MA: Feb. 3-4, 2000

"DARE research findings and policy implications." Presentation at the request of Congress to Officials of D.A.R.E. America, the Department of Justice, and Department of Education. Washington, D.C., May 21, 1998.

"DARE to challenge D.A.R.E.: The results of a six-year study." Presentation at the annual conference of the Police Executive Research Forum. San Antonio, Texas, May 1, 1998.

"Research and statistics as tools for measuring and responding to other changes." Invited panelist at

the U.S. Department of Justice Symposium on the 30th Anniversary of the President's Commission on Law Enforcement and the Administration of Justice, Washington, D.C., June 19-21, 1997.

- “The changing role of the police in North America: Assessing the current transition to community policing.” Opening address at the Workshop on Evaluating Police Service Delivery, sponsored by the Solicitor General of Canada and co-hosted by the International Centre for Comparative Criminology, University of Montreal, Montreal, Canada, November 2-4, 1994.
- “Preventing drug abuse and violence: Results from the National CRDA Program Evaluation.” Invited address at the Bureau of Justice Assistance Workshop on Preventing Drug Abuse and Violence, Chicago, IL, June 9-11, 1994.
- “Partnerships in public safety and justice.” Invited by the Chancellor to address the Great Cities Initiative Forum, University of Illinois at Chicago, Chicago, IL, December 3, 1993.
- “Guidelines for the conduct, review, and monitoring of behavioral and biomedical research in the area of violence: The role of community.” Panel moderator and discussant for presentations at the NIH Research Panel on Anti-Social, Aggressive, and Violence-related Behaviors and their Consequences,” Washington, D. C., September 22, 1993.
- “Community policing and civilian review boards: Is there a role for the community?” Invited presentation before a delegation of South African community leaders. Community Relations Division, U. S. Department of Justice, Chicago, IL, June 8, 1993.
- “Call for dramatic change in criminal justice policy.” Invited presentation before the Governor's Task Force on Crime and Corrections, Chicago, IL, August 14, 1992.
- “The pursuit of ‘justice’ in the United States: A policy lesson in the war on crime and drugs?” Invited Address at the International Conference on Crime Prevention, Ottawa, Canada, October 17-19, 1990.
- “Research: Can it be the foundation for policy?” Presentation at the Illinois Criminal Justice Forum: Trends and Issues for the 1990s. July 11, 1990, Chicago.
- “Community-based strategies for fear reduction: Solution or problem?” Luncheon Address at the International Conference on Community-Based Policing, Victoria, British Columbia, Canada, June 19, 1990.
- “Promises and pitfalls of community policing.” Keynote Address at the International Conference on Community-Based Policing, Victoria, British Columbia, Canada, June 18, 1990.
- “Community empowerment and the war on drugs: Balancing the rights of individuals and society on the battlefield.” Presentation before the Faculty of the School of Public and Environmental Affairs, Indiana University at Indianapolis, April 25, 1990.

- “What is the status of crime prevention in the United States?” An invited presentation at the 1988 Roundtable of the Crime Prevention Coalition (Representing government and Community leaders from all 50 states), Washington, D.C., June/July, 1988.
- “The Detroit Victims Experiment.” Roundtable discussion at the Conference on Randomized Field Experiments in the Civil and Criminal Justice, Northwestern University, Evanston, Illinois, April 29-30, 1988.
- “Community-based crime control programs: A critique of our present knowledge.” Invited panelist, Workshop on Communities and Crime Control, National Research Council and U.S. Department of Justice, Miami, Florida, January 28-29, 1988.
- “Coping with victimization: The effects on police and civilian intervention on psychological readjustment.” A presentation sponsored by the Psychology Department, University of Illinois at Chicago, November 6, 1987.
- “The effectiveness of community efforts to control crime: A new angle on problem-oriented policing”, Presentation before faculty and students from the Bramshill Police College, England. Chicago, Illinois, July 9, 1987.
- “A critical eye on Neighborhood Watch.” A paper presented at the Home Office Workshop on Communities and Crime Reduction, Cambridge, England, July 16-18, 1986.
- “Community crime prevention in the 1980’s: A second and third look.” A presentation to the Ministry of the Solicitor General of Canada, Ottawa, Canada, October 9-10, 1986.
- “Crime Stoppers: A synopsis of major findings” (with A.J. Lurigio & P.J. Lavrakas). A presentation at the 6th International Crime Stoppers Conference, Corpus Christi, Texas, October, 1985.
- “Police and victims: Can we avoid the second injury?.” A presentation sponsored by the Department of Criminal Justice, University of Cincinnati, Cincinnati, Ohio, April, 1986.
- “Controlling crime and fear.” A presentation sponsored by the faculty and graduate students, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University, March 21, 1986.
- “Crime Stoppers: The latest innovation in police work” (with A.J. Lurigio). A paper presented at the 4th annual conference of the National Association of Police Planners, Houston, October, 1984.
- “Youth gangs.” A presentation at the Conference on Serious and Repetitive Juvenile Offenders, Chicago, May, 1984.

“The police professional vs. the neighborhood crime fighter” Historical analysis of strengths and weaknesses.” Invited lecture for the Claremont McKenna College Athenaeum Lecture Series on Psychology and Public Policy, Claremont, California, November, 1983.

“The use and abuse of research findings: An illustration.” Presentation before the faculty and research associates at the Center for Urban Affairs and Policy Research, Northwestern University, Evanston, Illinois, October 28, 1983.

“Measuring fear of crime.” (with T.L. Baumer). Paper presented at the Special National Workshop on Research Methodology and Criminal Justice Program Evaluation, Department of Justice, Baltimore, March, 1980.

CONFERENCE PRESENTATIONS

“The National Police Research Platform: Advancing Knowledge and Practice in American Policing.” National Institute of Justice panel on “Making Change Happen in Policing - The Value of Police Researcher-Practitioner Partnerships.” Presentation at the annual meeting of the American Society of Criminology, New Orleans, November, 2016.

“Responding to Pillar 5 of the President’s Task Force: Training and Education.” Division of Policing panel on “Recommendations from the President’s Task Force on 21st Century Policing: A Closer Look at the Science and Practice of Implementation.” Presentation at the annual meeting of the American Society of Criminology, New Orleans, November, 2016.

“Criminology and Police Reform: The Presidential Task Force on 21st Century Policing.” Presentation at the annual meeting of the American Society of Criminology, Washington DC, November, 2015.

“Does Organizational Justice influence Procedural Justice in American policing?” Presentation at the annual meeting of the American Society of Criminology, Washington DC, November, 2015.

“Investigating” homicide and sex assault investigations in Illinois.” Presentation at the annual meeting of the American Society of Criminology (with Robert Boehmer), Washington DC, November, 2015.

Chair, Panel on “Police Officer Training and Mentality in a New Era of Policing.” A panel at the annual meeting of the American Society of Criminology, Washington DC, November, 2015.

“Organizational Justice: Defining and Measuring its Impact on Organizational Commitment and Rule Violation in American Policing” (with William McCarty, Stephen Mastrofski, and Lorie A. Fridell). Presentation at the annual meeting of the American Society of Criminology, San Francisco, November, 2014.

- “Developing Cooperative Partnerships among Agencies.” (with Robert Boehmer) Presentation and panel chair at the annual meeting of the American Society of Criminology, San Francisco, November, 2014.
- “Community Views of Police: Data from the National Police Platform.” (with Jack McDevitt, Dan Lawrence and Susan Hartnett). Presentation at the annual meeting of the American Society of Criminology, San Francisco, November, 2014.
- “Organizational Factors Associated with Female Officer Acceptance and Job Satisfaction .” (with Megan Alderden and Amy Farrell). Presentation at the annual meeting of the American Society of Criminology, San Francisco, November, 2014.
- “A Look at ‘Organizational Justice’ inside Law Enforcement Agencies.” Presentation (and panel chair) at the annual meeting of the Western Society of Criminology, Honolulu, HI, February, 2014.
- “From Compstat to RespectStat: Accountability for Respectful Policing.” Presentation at the annual meeting of the American Society of Criminology, Atlanta, November, 2013.
- “Measuring, Understanding, and Translating the Dynamics of Police-Citizen Encounters: Findings from the Police-Community Interaction Survey.” Panel chair, Annual meeting of the American Society of Criminology, Atlanta, November, 2013.
- “Understanding the Intersection of Gender and Race/Ethnicity during Police-Citizen Encounters: An Analysis of Data from the Police-Community Interaction Survey” (with Justin Escamilla and Christopher Powell). Presentation at the annual meeting of the American Society of Criminology, Atlanta, November, 2013.
- “Measuring Police-Youth Encounters: Using Social Media Analysis, Electronic Surveys and other Methods for Capturing and Evaluating Experiences” (with Georgina Enciso, Thomas Christoff, Dan Lawrence, and Todd M. Huffman). Presentation at the annual meeting of the American Society of Criminology, Atlanta, November, 2013.
- “Demographic, Psychological and Experiential Factors that Predict Willingness to Use Violence/Force On and Off the Job: Data from the National Police Research Platform” (with Lorie Fridell). Presentation at the annual meeting of the American Society of Criminology, Atlanta, November, 2013.
- “Measuring Commitment to Community Policing Across the United States” Panel Discussant, Annual meeting of the American Society of Criminology, Atlanta, November, 2013.
- “Legitimacy, procedural justice, and police-citizen encounters: New directions in measurement and training.” Presentation at the annual meeting of the Center for Evidence-based Crime Policy, George Mason University, April, 2013.

- “The current status of the Police-Community Interaction Survey (PCIS)” (with Daniel S. Lawrence and Susan M. Hartnett). Paper presented at the annual meeting of the American Society of Criminology, Chicago, November, 2012.
- “New officers and Community Cynicism Trajectories” (with Jennifer L. Lanterman, Jon Maskaly, Megan Alderden, & Lorie A. Fridell). Paper presented at the annual meeting of the American Society of Criminology, Chicago, November, 2012.
- “Measuring the Behavior of Police Organizations: Testing a New Approach” (with Wesley G. Skogan). Paper presented at the annual meeting of the American Society of Criminology, Washington, DC, November, 2011.
- “Community Assessments of Police Performance during Police-Civilian Contacts: A Comparison of Survey Methods” (with Daniel S. Lawrence). Paper presented at the annual meeting of the American Society of Criminology, Washington, DC, November, 2011.
- "Stress, Health and Life Balance: A Study of Law Enforcement Officers" (with William McCarty, Amie Schuck and Wesley Skogan). Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2010.
- "Developmental Study of New Police Officers" (with Amie Schuck and Keith Atterberry). Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2010.
- "Community Assessments of Police Performance" (with Susan Hartnett, Amie Schuck and Jack McDevitt). Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2010.
- "Police Discipline and Procedural Justice" (with Marc Buslik). Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2010.
- "Receptivity to Police Innovation: A Tale of Two Cities" (with Stephen Mastrofski). Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2010.
- "Linking Policy Change, Officer Responses, and Organizational Transformation: A Theoretical Framework for Understanding Reactions to Change" (with Samuel Walker). Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2010.
- "What are your Personnel Thinking and Doing? Results from a Multi-agency National Study" (with Lorie Fridell, Gary Cordner, Sandy Jo MacArthur, Rick Tanksley, and Ellen Scrivner). Paper presented at the annual conference of the International Association of Chiefs of Police, Orlando, FL, October 22-27, 2010.

- "Experimental Evaluations of Officer and Supervisor Training Programs" (with Amie Schuck and Lorie Fridell). Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, November, 2009.
- "Studying the Life Course of New Officers" (with Ellen Scrivner). Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, November, 2009.
- "An Evaluation of Gang Hot-Spots Policing in Chicago: Qualitative Results" (with Cody Stephens). Paper presented at the annual meeting of the American Society of Criminology, St. Louis, November, 2008.
- "D.A.R.E.: When Science and Advocacy Collide." Paper presented at the annual meeting of the American Society of Criminology, Atlanta, November, 2007.
- "Hot Spots Policing: The Effects on Community Fear and Efficacy." (with Tim Lavery). Paper presented at the annual meeting of the American Society of Criminology, Atlanta, November, 2007.
- "Hot Spots Policing and Community Assessments of Police Legitimacy." (with Amie Schuck). Paper presented at the annual meeting of the American Society of Criminology, Atlanta, November, 2007.
- "The Impact of Internet Communication on Residents' Perceptions of Police Performance and Police-Community Partnerships." (with Amie Schuck). Paper presented at the annual meeting of the American Society of Criminology, Los Angeles, November, 2006.
- "The Measurement of Community and Police Performance: The Theory of Change Underlying the Chicago Internet Project" (with Amie Schuck, Lisa Graziano, and Cody Stephens). Paper presented at the annual meeting of the American Society of Criminology, Toronto, November, 2005.
- "The Chicago Internet Project: A New Methodology for Citizen Participation in Policing." (with Lisa Graziano). Paper presented at the annual meeting of the American Society of Criminology, Toronto, November, 2005.
- "Integrating Virtual and Physical Reality: Empowering the Community Through Web-based Communication" (with Lisa Graziano, Eric Thompson, Chelsea Brown, and Barbara Seiden, and Cody Stephens). Paper presentation at the annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, March, 2004.
- "Municipal Police Websites: A New Portal for Measuring Organizational Investment in Community Policing" (with Lisa Graziano, and Cody Stephens). Paper presentation at the annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, March, 2004.
- "Police Websites: An Opportunity to Commend or Complain about the Local Police" (with Samuel Walker, Lisa Graziano, and Cody Stephens). Paper presentation at the annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, March, 2004.

- “Effective Internet Use for Community Policing” (with Rebecca Arguelles). Paper presented at the National Community Policing Conference, Washington DC, June, 2004.
- “Attitudes about the Police: Race, Gender, and Contact Differences” Presentation at the Annual Conference on Criminal Justice Research and Evaluation: Enhancing Policy and Practice. National Institute of Justice, Washington, DC, July, 2003.
- “Neighborhood Differences in Attitudes Toward the Police” (with Sandra Kaminska Costello, Darnell F. Hawkins, & Claudio Vera Sanchez). Paper presented at the annual meeting of the American Society of Criminology, Denver, November, 2003.
- “How Do We Know When We're Doing Harm? Possible Iatrogenic Effects of Preventive Interventions and Their Consequences” (Discussant). Annual meeting of the American Society of Criminology, Denver, November, 2003.
- “Race and Social Class Differences in Perceptions and Use of the Police in Chicago.” (with Darnell Hawkins, & Sandra Kaminska Costello). Panel chair, “Minority Trust and Confidence in the Police.” Presented at the annual meeting of the American Society of Criminology, Chicago, November, 2002.
- “When Science, Politics, and Advocacy Collide: A Personal Encounter with D.A.R.E.” Paper presented at the annual meeting of the American Society of Criminology, Chicago, November, 2002.
- “Developing Logic Models for Police-Community and Multi-Agency Partnerships.” Paper presented at the annual meeting of the American Society of Criminology, Atlanta, November, 2001.
- “Fear of Crime and Social Control: A Community-Level Analysis Across 100 Neighborhoods.” (with Joseph Targonski). Paper presented at the annual meeting of the American Society of Criminology, Atlanta, November, 2001.
- “Understanding Partnerships in SACSI: Preliminary Network Analysis and Survey Results” (with Pamela Nicole Hendrix and Jennifer Ingraham). Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2000.
- “National Assessment of the Strategic Approaches to Community Safety Initiative: Cross-Site Themes in the Process Evaluation.” (with James Coldren et al.). Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2000.
- “Theory-Driven Problem Solving in the Strategic Approaches to Community Safety Initiative.” (with David Forde et al.) Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November, 2000.

- “The Use of Network Analysis for Understanding Citywide Anti-Crime Coalitions.” Paper presented at the annual meeting of the American Society of Criminology, Washington, D.C., November, 1998.
- “An organizational Assessment of Community Policing Reform Efforts Over Time.” A paper presented at the National Conference on Community Policing -- What Works: Research and Practice, U. S. Department of Justice Professional Conference Series, Washington, D.C., November 1998.
- “Citywide Partnerships: Preliminary Results of a Network Analysis.” Roundtable discussion at the annual meeting of the American Society of Criminology, San Diego, November, 1997.
- “Community Policing in Two Cities: A Longitudinal Analysis of Police Organizations.” (with Deanna L. Wilkinson). Paper presented at the annual meeting of the American Society of Criminology, San Diego, November, 1997.
- “Grime Busters in Public Housing: The Impact of Order Maintenance Activities on Residents’ Crime Perceptions, Fears and Victimization.” (with V.E. Gwiasda & G. Hanson). Paper presented at the annual meeting of the American Society of Criminology, Chicago, November, 1996.
- “Evaluation of Community Policing in Joliet and Aurora.” Paper presented at the annual meeting of the American Society of Criminology, Chicago, November, 1996.
- “The Impact of the Bureau of Justice Assistance’s Comprehensive Communities Program on Community Policing in Six Cities.” Roundtable discussion at the annual meeting of the American Society of Criminology, Chicago, November, 1996.
- “A Longitudinal Look at the Implementation of Community Policing in Two Cities Over Four Years.” (with D. Wilkinson). Paper prepared for the annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, March, 1996.
- “The Comprehensive Communities Program-- Key Components and Research Strategies.” Roundtable Discussion at the annual meeting of the American Society of Criminology, Boston, November, 1995.
- “Battling Crime in the Inner City: The Chicago Housing Authority’s Anti-Drug Initiative.” (with S. Popkin, V. Gwiasda, N. Taluc, L. Olson, & A. Anderson). Paper presented at the annual meeting of the Association for Public Policy and Management, November, 1995.
- “Impact of Community Policing on Citizen Involvement and Judgments of the Police.” (with D. Wilkinson). Paper presented at the annual meeting of the American Society of Criminology, Miami, November, 1994.

- “Community Responses to Community Policing.” Chair and Discussant, panel on community policing at the annual meeting of the American Society of Criminology, Miami, November, 1994.
- “Responses of the Law Enforcement Community to a National Crime Prevention Campaign,” A paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Chicago, March, 1994.
- “Current Issues in Community Policing Implementation.” Discussant on the Chicago Community Policing Panel at the annual meeting of the Academy of Criminal Justice Sciences, Chicago, March, 1994.
- “Issues in Criminal Justice Policy,” Panelist, Symposium on Criminal Justice in Illinois. Organized by the Attorney General of the State of Illinois, Chicago, January, 1994.
- “The Impact of Voluntary Community Organizations on Communities: A Test of the Implant Hypothesis,” A paper presented at the annual meeting of the American Society of Criminology, Phoenix, November, 1993.
- “Evaluating the Impact of Crime Prevention Activities,” A Workshop Presentation at the Bureau of Justice Assistance’s Annual Conference for State and Local Agencies, Philadelphia, November, 1993.
- “Evaluating the National Media Crime Prevention Campaign: A Cost-Benefit Analysis,” A paper presented at the Midwest Association for Public Opinion Research, Chicago, November, 1993.
- “Issues in Citizen-Police Partnerships,” A paper presented at the U. S. Justice Department’s National Conference on Community Policing for Safe Neighborhoods: Partnerships for the 21st Century, Washington, D. C., August, 1993.
- “Evaluation of Community Policing in Chicago: The CAPS Program.” (with W. Skogan & S. Hartnett). A paper presented at the U. S. Justice Department’s National Conference on Community Policing for Safe Neighborhoods: Partnerships for the 21st Century, Washington, D. C., August, 1993.
- “The Continuing Adventures of McGruff: New Perspectives on an Information Campaign.” (with G.J. O’Keefe & P.J. Lavrakas). A paper presented at the annual meeting of the Association for Education in Journalism and Mass Communications, Kansas City, August, 1993.
- “The Impact of Community Responses to Drug Abuse,” A paper presented at the Annual Conference on Evaluating Drug Control Initiatives, Washington, D.C., June, 1993.
- “Coping With Community Policing: How Police Adapt to New Programs and Ideas.” (with D. Wilkinson). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Kansas City, MO, March, 1993.

- “Estimating the Effects of Community Policing on Community Residents.” (with D. Wilkinson). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Kansas City, MO, March, 1993.
- “National Evaluation of OSAP’s Community Partnership Demonstration Program,” Discussant for a panel at the centennial meeting of the American Psychological Association, Washington, D.C., August, 1992.
- “Narcotics Enforcement in Public Housing,” Discussant for a panel at the Annual Conference on Evaluating Drug Control Initiatives, Washington, D.C., July, 1992.
- “Police and civilian programs for crime victims: Do they work?” (with A. J. Lurigio) Paper presented at the annual meeting of the Midwestern Criminal Justice Association, Chicago, IL, October, 1991.
- “Problem-Oriented Policing: Prospects and Problems.” A presentation at the Fifth Annual Futures Conference, Chicago, March, 1991.
- “Police and Community Responses to Drugs: Setting the Agenda.” Opening presentation at the National Conference on Police and Community Responses to Drugs, Chicago, December, 1990.
- “Civil Liberties and Aggressive Enforcement in the War on Drugs: A Look at Public Opinion.” A presentation at the National Conference on Police and Community Responses to Drugs, Chicago, December, 1990.
- “Public Opinion in Drug-Plagued Neighborhoods Towards Anti-Drug Strategies.” (with P. J. Lavrakas and S. M. Hartnett). A presentation at the annual meeting of the American Society of Criminology, Baltimore, November, 1990.
- “Community Policing: Comments on the Practitioner’s Perspective in New York, Houston, and Madison,” Discussant for a panel at the annual meeting of the American Society of Criminology, Baltimore, November, 1990.
- “Community Responses to the Neighborhood Drug Problem: A Look at Current Strategies in Seven Communities.” A presentation at the annual meeting of the American Society of Criminology, Baltimore, November, 1990.
- “Community-based Models of Intervention Against Illegal Drugs.” A paper presented at the 98th annual convention of the American Psychological Association, Boston, August, 1990.
- “Public Opinion in Drug-Plagued Neighborhoods Towards Anti-Drug Strategies.” (with P. J. Lavrakas and S. M. Hartnett). A paper presented at the annual meeting of the American Association for Public Opinion Research, Lancaster, PA, May, 1990.

- “Community Policing: The Research Perspective,” Discussant for a symposium at the annual meeting of the American Society of Criminology, Reno, November, 1989.
- “Crime Stoppers: Video-Assisted Investigations and Manhunts.” In R. Surette (Chair), “Video Technology and Social Control in the Criminal Justice System,” a symposium at the annual meeting of the American Society of Criminology, Reno, November, 1989.
- “Dialing for Justice: Media Crime Reenactment and the Public Perception of Personal Safety.” (with A. J. Lurigio). A presentation at the annual meeting of the American Society of Criminology, Reno, November, 1989.
- “Best Cases and Worst Cases for Crime Prevention and Victim Assistance in the 1990s,” “A panel presentation at the 15th annual North American Victim Assistance Conference, Chicago, August, 1989.
- “What We Still Don’t Know: An Agenda for Evaluation Research in Police-Community Crime Prevention,” Symposium chair and presenter at the annual meeting of the Academy of Criminal Justice Sciences, Washington, D. C., April, 1989.
- “The Co-production of Public Safety: Some Constraints on Police and Citizen Roles in Problem-Oriented Policing.” Chair, symposium at the annual meeting of the American Society of Criminology, Chicago, November, 1988.
- “Following Crime Prevention Behavior Over Four Years: A Panel Analysis of Participation Effects.” In R. Freidman (Chair) “Roundtable on Community-Oriented Policing” at the annual meeting of the American Society of Criminology, Chicago, November, 1988.
- “Giving Neighborhood Watch a Second Change: Wave Three Results in Chicago” (with R. de Silva) A paper presented at the annual meeting of the American Society of Criminology, Montreal, Canada, November, 1987.
- “Stimulating Crime Prevention Behavior and Attitude Change: The Role of Mass Media, Rewards, and Anonymity” (with A Lurigio). A paper presented at the annual meeting of the Society for the Study of Social Problems, Chicago, August, 1987.
- “Estimating the Effects of Immediate Intervention on Victims of Crime Using Telephone Surveys.” In R. Czaja (Chair) “Surveying Victims.” A symposium presentation at the 51st annual meeting of the Midwest Sociological Society, Chicago, April, 1987.
- “Victimization: The Effects on Feeling of Vulnerability” (with A. Lurigio). A paper presented at the annual meeting of the American Society for Criminology, Atlanta, October/November, 1986. (Symposium Chair.)
- “Can Police Officers be Trained to be Sensitive to Victims’ Needs?: The Detroit Victims’ Experiment” (with M. DeSloover & A. Lurigio). A paper presented at the annual meeting of the American Society for Criminology, Atlanta, October/November, 1986. (Symposium

Chair).

“Social Control Theory: The Salience of Components by Age, Gender, and Type of Crime” (with J. Freidman). A paper presented at the annual meeting of the American Society of Criminology, Atlanta, October/November, 1986.

“Reflections on the Neighborhoods Implementing Community Crime Prevention: Implications for Theory” (with D. Lewis).. A paper presented at the annual meeting of the American Society for Criminology, Atlanta, October-November, 1986.

“Testing the Power of Block Watch: Theorizing about Community Crime Prevention Theory.” Presented at the annual meeting of the American Society of Criminology, San Diego, November, 1985.

“Rethinking Community Crime Prevention: Theory, Practice, and Evaluation Data.” A presentation at the 93rd annual convention of the American Psychological Association, Los Angeles, August 1985.

“Community Crime Prevention in an Urban Context: Does it Make a Difference?” (with D. Lewis). Presented at the annual meeting of the American Society of Criminology, Cincinnati, November, 1984. “Crime Stoppers: A national evaluation” (with A.J. Lurigio). A presentation at the annual meeting of the Law and Society Association, San Diego, California, June 1985.

“Assessing the Impact of Citizen Participation in Crime Prevention Programs.” (with J. Grant). In D.P. Rosenbaum (Chair) “Organizing neighborhoods against crime: Constructive and destructive processes.” A symposium presented at the 92nd annual convention of the American Psychological Association, Toronto, Ontario, Canada, August, 1984.

Discussant, “The Politics of Crime Prevention.” A symposium presented at the annual meeting of the Academy of Criminal Justice Sciences, Chicago, March, 1984.

“Recent Trends in Community Crime Prevention Evaluation: Advances and Potential Pitfalls” (with J.A. Grant and D.A. Lewis). A paper presented at the annual conference of the Evaluation Research Society, Chicago, October, 1983.

“Scaring People into Crime Prevention: Results of a True Experiment.” In “Testing and clarifying community crime prevention hypotheses.” A symposium presented at the 91st annual convention of the American Psychological Association, Anaheim, California, August, 1983.

“Transmitting Information About Crime to Citizens: The Evanston Newsletter Quasi-Experiment.” (with F. Kaminski & P.J. Lavrakas). A paper presented at the 3rd annual conference of the National Association of Police Planners, St. Louis, Missouri, July, 1983.

Symposium Discussant. In W. Terris (Chair) "Social psychological perspectives on employee counter-productivity." A symposium presented at the 90th annual convention of the American Psychological Association, Washington, D.C., August, 1982.

"Fear of crime: An Empirical Clarification of a Major Problem." (with T.L. Baumer). In P.J. Lavrakas (Chair), "Crime's impact: More than a mere tally of reported crimes." A symposium presented at the 90th annual convention of the American Psychological Association, Washington, D.C., August, 1982.

"Police Responses: Conventional and New Approaches to Local Crime Problems." In P.J. Lavrakas (Chair), "Crime's impact: More than a mere tally of reported crimes." A symposium presented at the 90th annual convention of the American Psychological Association, Washington, D.C., August, 1982.

"Toward a Model of Empirical Program Planning for Police-Community Crime Control." In P.J. Lavrakas (Chair), "The police and the citizenry: Cooperation or conflict?" A symposium presented at the annual meeting of the Academy of Criminal Justice Sciences, Louisville, March, 1982.

"Developing a Theory-Based and Research-Based Delinquency Prevention Program for School and Home." In D. Rosenbaum & P. Houlden (Co-chairs), "Crime prevention: Theories, research, and citizen involvement." A symposium presented at the 89th annual convention of the American Psychological Association, Los Angeles, August, 1981.

"Controlling Crime: Some Fundamental Limits of Traditional Police Practice and Some Promising Approaches for the Future." Luncheon Address at the first National Conference of Police Planners, Kansas City, Missouri, June, 1981.

"The Empirical/Problem-Oriented Approach to Planning a Neighborhood Watch Crime Prevention Program: Evanston as a model." In P.J. Lavrakas (Chair), "Neighborhood crime prevention." Symposium presented at the annual convention of the American Society for Public Administration, Detroit, April, 1981.

"What Doesn't Kill You Makes You Stronger." (with D. Hotch). In L. Bickman (Chair), "Westinghouse Evaluation Institute: A case study in applied social psychology." Symposium presented at the 88th annual convention of the American Psychological Association, Montreal, September, 1980.

"Victim, Police, and Community Perceptions of Criminal Victimization." (with P.J. Lavrakas). In "The Implications of surveys for victim service delivery." A workshop presented at the 3rd National Victim Services Conference, Akron, Ohio, November, 1977.

"Applying Social Psychology to Criminal Victimization: Some Methodological Issues." (with L. Bickman). Paper presented at the 85th annual convention of the American Psychological Association, San Francisco, August, 1977.

PROFESSIONAL ASSOCIATIONS

American Society of Criminology (ASC)
Division of Policing, ASC
Division of Experimental Criminology, ASC
Division of International Criminology, ASC
Academy of Criminal Justice Sciences
Academy of Experimental Criminology
International Association of Chiefs of Police

PROFESSIONAL ACTIVITIES

Chair, Division of Policing, American Society of Criminology, 2014-2016
Chair, Ad hoc Committee to the President's Task Force on 21st Century Police, 2015
Compliance Officer and Community Liaison, Settlement Agreement between the U.S. Department of Justice and the City of Portland, Oregon on excessive force against persons with mental illness, 2014-present
Bureau of Justice Statistics Crime Indicators Working Group, 2012-2015
August Vollmer Award Committee, American Society of Criminology, 2011
Advisor to the Home Office Research and Analysis Unit, UK
Advisor to the National Policing Improvement Agency, UK
Scientific Committee, International Center for the Prevention of Crime, 2003-2016
August Vollmer Award Committee, American Society of Criminology, 2004
Academy of Criminal Justice Sciences Program Committee, 2004
American Society of Criminology Program Committee, 2003
American Society of Criminology Local Arrangements Chair, 2002
Editorial Board, CJ2000 Series, National Institute of Justice, 1998-2000
Editorial Board, Journal of Quantitative Criminology, 1997- present.
Illinois Representative, American Society of Criminology's Statewide Policy Committee, 1995-1999.
National Institute of Justice Peer Review Panels, U.S. Department of Justice, 1985-present.
Advisor to Illinois State Police, Director's Office, on Crime in Illinois, 1996.
Academic Advisory Committee, Illinois State Police, 1996-99.
Task Force on School and Community Safety, Evanston, IL, 1995-98.
National Institute of Justice Working Group on "Measuring What Matters," Appointed by the Director, National Institute of Justice, 1995-96.
National Planning Group, Bureau of Justice Assistance, U.S. Department of Justice, 1993-2000.
Chicago Assembly Task Force on Crime and Community Safety, University of Chicago and Metropolitan Planning Council, 1992-93.
Program Committee, Academy of Criminal Justice Sciences, 1993-94.
External Advisor, Interdepartmental Steering Committee for the Federal Review of Victimization Surveys, Canadian Federal Government, 1991.
Resource Advisory Board, Cook County Department of Corrections, 1992-93.

Advisory Board member or advisor/consultant on national research projects:

Advisory Board, National Police Research Platform, Police Foundation (2017-present)

Research Advisory Board, Police Executive Research Forum (2015-present)

Advisory Board, Department of Justice, Bureau of Justice Assistance's VALOR Officer Safety and Wellness Training and Technical Assistance Program: De-escalation Training (2016-present)

Strategic Social Interaction Modules (SSIM) "Good Stranger" Program, Defense Department (DARPA, 2011 to 2014).

Research for Safer Communities: Understanding Community Justice Partnerships, National Institute of Justice (The Urban Institute, 2002-2004).

Returning Home: Understanding the Challenges of Prisoner Reentry. Multiple funding sources, (The Urban Institute, 2003-2004).

National Evaluation of the Community Partnership Demonstration Program in 250 cities, Office of Substance Abuse Programs (ISA, 1991-1995).

National Evaluation of the Innovative Neighborhood-Oriented Policing Project in Eight Cities, National Institute of Justice (Vera Institute, 1991-1992).

National Evaluation of Drug Abuse Resistance Education, National Institute of Justice (Research Triangle Institute, 1992-1993).

National Study of the Use of Civil Remedies by Community Residents and Community Organizations, National Institute of Justice (ISA West, 1994).

National Evaluation of "Weed and Seed" Program, National Institute of Justice (Police Foundation, 1992-1994).

National Evaluation of Project G.R.E.A.T.: Gang Resistance Education and Training, National Institute of Justice, (1994-1995).

National Evaluation of Title I of the 1994 Crime Control Act, the "Cops on the Beat Program," National Institute of Justice (Urban Institute, 1996-1999).

Citizen Involvement in Community Policing, National Institute of Justice (ISA, 1996-1997).

Measuring the Community Interaction Variables in Community Policing." (U. of Albany and Indiana U., 1998-2000).

Working Group on the future of school-based drug education (co-sponsored by the Department of Education and Department of Justice, 1998-2000).

Process Evaluation of Police Restructuring in the District of Columbia (The Urban Institute, 1998-2000).

Academic Advisory Board of the Illinois Criminal Justice Information Authority, 1989-93.
Subcommittee on Funding for Criminal Justice Research (Co-Chair), Illinois Criminal Justice Information Authority, 1990-91.

Academic Advisory Committee to the Mayor of Portland, Oregon on Community Policing, 1989-92.

Advisory Committee to the Evanston Police Department, Evanston, Illinois, 1985 to 1995.

Editorial Advisory Board, Applied Social Psychology Annual, 1987 to 1996.

Social Issues Speakers Bureau Committee, Society for the Psychological Study of Social Issues, 1978-1980.

Peer Reviewer for:

American Journal of Police
Applied Social Psychology Annual
Criminal Justice Review
Criminology
Crime and Justice: A Review of Research
Journal of Community Psychology
Journal of Crime and Justice
Journal of Experimental Criminology
Journal of Research in Crime and Delinquency
Journal of Quantitative Criminology
Justice Quarterly
Police Quarterly
Policing: An International Journal

UNIVERSITY AND DEPARTMENTAL ACTIVITIES

Director, Center for Research in Law and Justice, 1989-1994, 2002-2016
Co-Director, Center for Excellence in Homicide and Sexual Assault Investigations, 2013-2016
Head, Department of Criminal Justice, 1996-1999, 2014
Chair, Promotion and Tenure Committee 1, 1995-1996; 2010-2014
Chair, Faculty Search Committee, 2007-2008
Dean's Department Head Search Committee, 2006-2007
Chair, Committee on Barriers to Interdisciplinary Research, 2005-2007

All-campus Promotion and Tenure Committee, 2004-2006
Director of Graduate Studies, Department of Criminal Justice, 2000-2001
Vice Chancellor's Committee on Dissertations and Institutional Review, 1997-1998
Subcommittee on Urban and Public Affairs, Chancellor's Great Cities Program, 1993-1994
LAS Committee to review the Office of Social Science Research, 1995-1996
Promotion and Tenure I Committee, 1989-present
Promotion and Tenure II Committee, 1994-present
Conference Committee (25th anniversary of Crime Commission), 1992
Graduate Committee, 1990-96, 2000-02, 2006-present
Chair, Research Committee, 2000-present
Advisory Committee, 1988-89; 1995-96; 2004-05, 2006-07
Committee on Computers and Student Records, 1987-1994
Ph.D. Program Committee, 1986-1994
University Senate Quorum Committee, 1988-1989
College Ad Hoc Task Force on Social Science Data and Statistical Needs, 1988-1989
Chair and Member of Student Thesis and Dissertation Committees, 1986-present

AREAS OF SPECIALIZATION

Police organizations, metrics, accountability, and use of force
Community policing; police legitimacy, procedural justice
Police training and evaluation
Crime prevention theory, policy, and research
Public safety partnerships and coalitions
Police crime control strategies
Evaluation research design and experimental methods
Violence and drug abuse prevention
Survey research methods

TECHNICAL EXPERTISE

Survey Research: Extensive experience in survey research and sampling, including data collection with a wide variety of general and special populations, and Internet surveys. Constructed and empirically validated multi-item scales to measure a variety of theoretical constructs.

Program Evaluation Techniques: Experience with a wide range of program evaluation designs and audit techniques. Conducted national and local program evaluations, and has extensive experience with all major qualitative and quantitative methods of data collection. Taught evaluation methods at the graduate level.

Research Design: Technical knowledge of all major research designs and has conducted research in a variety of settings from the laboratory to complex organizations to the community. Research projects have included randomized control trials, panel and non-panel longitudinal designs (quasi-experiments), cross-sectional studies, and case studies.

Data Analysis: Data analytic skills include familiarity with many multivariate techniques and many years of experience using the Statistical Package for the Social Sciences (SPSS). Also familiar with hierarchical mixed-effects programs MIXOR and MIXREG.

Qualitative Research Methods: Extensive field experience with the collection and analysis of data from in-depth interviews, systematic field observations, unstructured field observations, focus groups, and content analysis.

Auditing methods: Experience creating auditing and accountability systems for police organizations to ensure that officers are complying with agency policies and procedures.

ADVISORY AND CONSULTING EXPERIENCE

Serves as an advisor and consultant for research organizations, criminal justice agencies, schools, businesses, and social service programs throughout the United States and in foreign countries. In addition to reviewing research reports, provides technical assistance on program development and implementation, organizational change, research methodology, evaluation design, policy analysis, and auditing. Assists with the development and evaluation of new training programs for law enforcement and the military.

Provides technical assistance and peer review services for agencies within the Defense Department (DARPA), Justice Department (e.g. Bureau of Justice Assistance, Bureau of Justice Statistics, National Institute of Justice, Office of Community Oriented Policing Services, Office of Juvenile Justice and Delinquency Prevention), the Department of Health and Human Services (e.g. National Institute of Health, Center for Substance Abuse Programs, Centers for Disease Control), the National Science Foundation, and the Government Accounting Office. Also served as a reviewer for the Ministry of the Solicitor General, the Canadian Centre for Justice Statistics, and the Department of Justice in Canada. Served as reviewer for the British Home Office Research and Analysis Unit and the National Policing Improvement Agency. In the United States, works with the Police Foundation, Police Executive Research Forum, the MacArthur Foundation, and the Chicago Community Trust on issues involving public safety, law enforcement and community. Also works with state agencies such as the Illinois State Police and the Illinois Criminal Justice Information Authority on issues pertaining to drug abuse education, community policing, racial profiling, youth-oriented prevention programs, and the analysis and interpretation of crime statistics. Worked with the Illinois Department of Transportation to monitor racial profiling throughout Illinois for 1,000 agencies. Ongoing relationship with municipal police and sheriff offices nationwide.

Testified before the President's Task Force on Policing in the 21st Century. Chaired an adhoc committee of leading policing scholars to make recommendations to the President's Task Force.

Serves as the Compliance Officer and Community Liaison in the City of Portland, Oregon, ensuring that the Portland Police Bureau complies with the requirements of the Settlement Agreement with the U.S. Department of Justice to correct problems with using excessive force against persons with mental illness.

TEACHING EXPERIENCE

University of Illinois at Chicago (1986-2016)

- Community Responses to Crime (Undergraduate/Graduate level)
- Police and Society (Undergraduate)
- Issues in Policing (Undergraduate/Graduate level)
- Dynamics of Behavior in CJ Organizations (Graduate Level)
- Evaluation Research (Graduate level)
- Statistics and Data Analysis (Graduate level)
- Research Methods and Analysis (Undergraduate/Graduate level)
- Survey Research Methods (Graduate level)
- Thesis Seminar (Graduate level)

Northwestern University - Psychology Department (1985-1986)

- Research Methods (Advanced undergraduates)
- Topics in Applied Social Psychology (Advanced undergraduates)

Loyola University Chicago - Psychology Department (1977-1981)

- Research Methods (Undergraduate level)
- Organizational Behavior (Undergraduate level)
- Theories of Personality (Undergraduate level)

Julie Solomon, MBA, LCSW

Kansas City, KS 66112

<https://www.linkedin.com/in/julie-solomon-42336229/>

Summary

Accomplished professional with twenty years of senior leadership experience. Core competencies include: strategic alignment, administrative leadership, using data to drive decision making, project management, incorporating best practice standards, facilitation and implementation of strategic plans, public speaking, building excellent stakeholder relationships, recruiting and leading talented teams of professionals, and improving outcomes through interdisciplinary collaboration. Regarded by colleagues as a self-starter with proven organization and leadership skills, vision and growth oriented, responsible, professional, innovative, and energetic.

Professional Accomplishments

Executive Leadership:

- Innovative leader in building cross-disciplinary teams to improve system collaboration and program outcomes.
- Integrate goals into strategy, using data to drive decision-making.
- Creative & strategic thinker, with a drive for results, and a demonstrated track record of creating and implementing new initiatives.
- Build strong professional relationships with key local and national stakeholders.
- Monitor effectiveness of procedures and programs.
- Evaluate data and recommend methods for improving operational efficiency and cost effectiveness.
- Track key metrics and trends, implementing program changes to meet changing needs.
- Establish and meet compliance on annual budget, serving as a sound steward of resources.
- Oversee federal grant expenditures and program requirements.
- Recruit and retain talented professionals including hiring, onboarding, coaching, mentoring, disciplining.
- Ensure compliance with all local, state, federal guidelines and ethical standards.
- Solution focused, high energy member of executive leadership team.
- Live and work in a culturally and ethnically diverse city, promoting equity in both policy and action.
- Promote strong board and community advisory committee relationship.
- Prioritize work reviews and evaluation findings to implement improvements.
- Promote professional development of staff.
- Multi-disciplinary collaboration including law enforcement, social work, physician, courts, probation and parole experience.
- Person Centered Care Philosophy/Practice Transformation alignment.
- Strengths in leading change, leading people, results driven, business acumen and building coalition.

Justice and Behavioral Health System Innovation:

- Principal driver in the implementation of best practice standards for justice and behavioral health initiatives in Wyandotte County, Kansas City, KS.
 - Served as catalyst and key facilitator for bringing CIT (Crisis Intervention Team) to Wyandotte County.
 - Served as "boundary spanner" between criminal justice, mental health and consumer/advocacy stakeholders, improving system-wide coordination.
 - Leader on the Metro Wide CIT Council and Kansas State CIT Council.
 - Prior CIT International Board Member.
 - Negotiated contracts to diversify revenue streams beyond Medicaid.

Julie Solomon, MBA, LCSW

Kansas City, KS 66112

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- Spearheaded the collaborative writing and award of the following grants: Bureau of Justice Assistance; Sequential Intercept Mapping; Trauma Informed Care in the Justice System, Justice and Behavioral Health Program Expansion, CIT Outcomes.
- Strategic direction and executive oversight of emergency stabilization services: CIT, crisis clinic operations, 24/7/365 crisis response, justice involved programs including intensive case management, jail diversion, community corrections and police co-responder program.
 - Established procedures to cross check the daily jail booking report with the community mental health center database to identify active clients of the mental health center who are booked into the jail. Track number of days spent in jail, crimes committed, costs saved through jail diversion, and clients with repeat bookings. Developed system wide procedures to improve outcomes. Reduced jail days, improved continuation of medication, reduced state hospitalization, reduced justice involvement.
 - Developed procedures to share information in a timely manner with the jail on medications and pertinent treatment needs to maintain continuity of care during incarceration.
 - Implemented procedures to track: Total CFS (Calls for Service) for Kansas City Kansas Police Department; Total count of 0811 Mental Health call codes; how many 0811 calls are CIT trained officers responding to; Use of Force statistics.
 - Partnered with KCKPD on the development of CIT General Orders, guiding officers on best practice standards for interacting with persons in mental health crisis.
- Led collaborative effort to change involuntary commitment statute (HB CIA-Crisis Intervention Act). The new statute allows individuals to be treated on both a voluntary and involuntary basis for up to 72 hours in community crisis centers, rather than the state hospital. Key driver in the development of the new statute, served on the judicial review team, and provided testimony.
- Facilitator, Strategic planning: State of Missouri CIT.

Higher Education, University of Kansas, School of Social Work:

- Taught Supervision in Social Work (SW 864) to Master level students.
- Developed curriculum taught to foster care employees and supervisors regarding outcomes based, family centered case planning/reviews.
- Coordinated, evaluated, and supported field practicum placements for over 200 students annually (BSW/MSW).
- Coordinated and strengthened the continuing education programs for field instructors.
- Developed and lead the annual student orientation process.
- Prioritized strong stakeholder relationships with faculty, dean, students and the broader community.
- Lead effort to digitize the department's materials.
- Developed an annual evaluation tool for students to give feedback on the performance of the Field Education Office, using findings to facilitate improvements.

Public Speaking:

- **Presenter**-One Mind Campaign, International Association of Chiefs of Police, 2017
- **Presenter**- "Criminal Justice-Behavioral Health Partnerships: Promoting Integrated Healthcare"-Institute for Behavioral Healthcare Improvement (IBHI) San Antonio, TX, 2017
- **Presenter**- "Designing Effective Law Enforcement: Behavioral Health Partnerships for People with Mental Illness"-International Association of Chiefs of Police, San Diego, CA, 2016.
- **Presenter**- "Changing State Laws to improve CIT and Client Care: Emergency Observation and Treatment"-CIT International Conference, Chicago IL, 2016.

Julie Solomon, MBA, LSCSW

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- **Presenter-** “Responding to the President’s Task Force Report on 21st Century Policing” and “Program Sustainability”-Justice and Mental Health Collaboration Program Conference- Washington DC, 2015.
- **Presenter-** “Creating Collaborative Partners with Law Enforcement and Mental Health" Justice Center- Council of State Government, New York City, 2015.
- **Award Recipient-** Lydia’s Market Service Award-Wyandotte County Crisis Intervention Team award.
- **Healthy Communities Wyandotte, Wyandotte County FIMR (Fetal Infant Mortality Review) Board-**working with a cross disciplinary team to improve health outcomes for pregnant mom’s while reducing fetal and infant death rates in the county.

Employment History

ST. AMBROSE UNIVERSITY

- **Executive Director, Institute for Person Centered Care, Center for Health Sciences Education (2018-Present)**

CIT INTERNATIONAL

- **Chief Administration Officer-CAO (2017-2018)**

WYANDOT CENTER FOR COMMUNITY BEHAVIORAL HEALTHCARE, INC.-Kansas City, KS (2010-2017)

- **Vice President** (November 2015 – 2017)
- **Chief Strategic Management Officer** (November 2010 – November 2015)

UNIVERSITY OF KANSAS-SCHOOL OF SOCIAL WORK, Lawrence, KS (2005-2010)

- **Assistant Director Field Education** (November 2005 - November 2010)
- **Adjunct Instructor** (Contract Appointment-2005)
- **Foster Care Curriculum Development** (Contract Appointment- 2002)

TRI-COUNTY MENTAL HEALTH CENTER – Kansas City, MO (2002-2004)

- **Child and Adolescent Services Manager**

KAW VALLEY CENTER (KVC) & TFI FAMILY SERVICES (TFI took over the KVC state contract) (1996-2002)

- **Supervisor of (5) North East Kansas Counties (foster, residential, kinship placement)**

Education and Professional Development

- **UNIVERSITY OF SAINT MARY-**Master in Business Administration, 2001 – 2003 GPA: 4.0
- **SMITH COLLEGE-** Master in Social Work, 1994 - 1996
- **WESTERN MICHIGAN UNIVERSITY-**Bachelor of Arts (B.A.), Psychology, Sociology, Criminal Justice. 1989 – 1991; Grade: 3.8 Honors-Graduated Magna Cum Laude.

International Experience

- 2016: Croatia, Slovenia, Germany, and Austria
- 2014: Ireland

Julie Solomon, MBA, LSCSW

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- 2013: Mexico-Michoacán and Uruapan
- 2011: Mexico-Cancun, Tulum
- 2011: Switzerland
- 2010: Democratic Republic of Congo, Africa- completed an International Adoption
- 2009: Democratic Republic of Congo (DRC), Africa - humanitarian trip focused on Clean Water projects, Health and Sanitation, Orphan Crisis, Food Security, and Infrastructure Challenges.
- 2007: London, Paris and Italy
- 1996: Mexico-Cozumel, Tulum, Chichen Itza (Piste), Yaxuna, Cancun

Paul F. Evans Jr.

South Boston, MA 02127/Phone: /E-mail:

Profile

Senior public safety executive and attorney with over 30 years of risk, security and management experience in the United States and the United Kingdom. Served as the Commissioner of the Boston Police Department during the crime turnaround dubbed "The Boston Miracle". Served as senior advisor on crime reduction strategies to two Prime Ministers and four Home Secretaries in the United Kingdom.

Core Skills

- Risk Analysis
 - Performance Management
 - Budgetary Oversight
 - Policy Development/Implementation
 - Labor/Management Negotiator
 - Crisis Manager/Communicator
 - Threat Assessment
 - Data Analysis
 - Administrative Hearing Officer
 - Lecturer
-

Employment History

Evans Consulting Group, Boston, MA
Principal

November 2014-Present

- Developed with St Louis PD, a Strategic Plan to Reduce Homicides and Gun Violence
- Reviewed and advised changes to Boston College PD
- Expert witness and advisor, City of Chicago, officer deployment
- Strategic Site Liaison for City of Chicago.
- Provided advice on policing strategies.
- Coordinated deployment of federal resources for the Bureau of Justice Assistance.
- Supervised and conducted investigations.

Sterling Suffolk Racecourse, LLC, Boston, MA
Executive Vice President of Security and Compliance

January 2011-November 2014

- Oversight of track security (including management of security personnel and coordination with outside vendors and law enforcement agencies).
- Ensure compliance with gaming, banking and other relevant laws and regulations.
- Implement and enforce effective drug testing policies, including whole-track drug testing program.

Garda Corporation, Boston, MA
Senior Consultant

April 2008-May 2010

- Provided consulting services to private sector and non-profit entities (including analysis on implementation and effectiveness of police improvement related grants in Africa).

Home Office of the United Kingdom, London, England **November 2003-November 2007**
Director of Crime and Drugs Directorate

- Oversaw performance of police forces in England and Wales.
- Managed \$380 million budget.
- Formulated policy and operational response to poor police performance.
- Instituted alcohol campaigns to combat abuse, credited with a dramatic reduction in violent crime.
- Achieved Government's crime reduction goal.

Boston Police Department, Boston, MA **December 1993-November 2003**
Commissioner

- Responsible for safety of more than a million people.
- Managed budget of \$250 million and oversaw three thousand employees.
- Created innovative crime strategies that dramatically reduced crime.
- Addressed difficult policy issues concerning use of deadly force and protection of civil liberties.
- Planned and oversaw major public events in Boston (including coordination with multiple local and state agencies).
- Engaged communities in order to reduce tensions and build community collaborations.

Boston Police Department, Boston, MA **December 1970- November 2003**

- Achieved every civil service rank and command staff position from patrol officer to Commissioner.

Education

Suffolk University Law School, Boston, MA
Juris Doctor, cum laude

University of Massachusetts Boston, Boston, MA
Bachelor of Science in Political Science and Law Enforcement

Military Service

United States Marine Corps, Combat Veteran

Past and Current Professional Affiliations

- Board of Directors, Police Executive Research Forum
- Board of Directors, Pine Street Inn
- Board of Directors, Police Athletic League
- Advisor, Dorchester Boys and Girl Club
- Bar Admission: Commonwealth of Massachusetts

[REDACTED]
Rutherford, N.J. 07070

Home [REDACTED]

Mobile [REDACTED]

Email: [REDACTED]

Joseph Ricardo (Rick) Fuentes

Former Colonel and Superintendent, New Jersey State Police

Former State Director, New Jersey Office of Emergency Management

Level of FBI-Issued Security Clearance: TS/SCI

Education

- 1998 *City University of New York* New York City, N.Y.
Doctor of Philosophy in Criminal Justice

- 1992 *John Jay College of Criminal Justice* New York City, N.Y.
Master of Arts in Criminal Justice

- 1977 *Kean College of New Jersey* Union, N.J.
Bachelor of Science in Earth Sciences

Work Experience

- March 1, 2003 - November 1, 2017 *Command Experience*
In March 2003, appointed Acting Superintendent of New Jersey State Police and State Director of the Office of Emergency Management by Governor James E. McGreevey. Confirmed by the New Jersey Legislature as Superintendent in June 2003. Re-appointed by Governor Jon Corzine in January 2006. Re-appointed by Governor Christopher Christie in 2010 and 2014.

- 2002 - 2003 *Command Experience*
Promoted to Captain and assigned as Bureau Chief, Intelligence Bureau, Intelligence Services Section. Responsible for the operation of the Street Gang Unit, Intelligence North Unit, Intelligence Central Unit, Intelligence South Unit, Casino Intelligence Unit, Analytical Unit, Liaison and Computerized Services Unit, Electronic Surveillance Unit and Witness Relocation Squad. Custodial responsibilities for the Intelligence Services Section's intelligence records management and files.

- 2002 - 2002 *Command Experience*
Assigned as Lieutenant and Unit Supervisor, Street Gang Unit

- 2000 - 2001 *Command Experience*
Promoted to Lieutenant and assigned as Unit Supervisor, Intelligence Bureau North Unit, with responsibility to oversee intelligence operations against traditional and non-traditional organized criminal groups in the northern New Jersey area.

Work Experience **(Continued)**

- 1998 - 2000 *Command and Investigative Experience*
Promoted to Detective Sergeant First Class and assigned as Assistant Unit Supervisor, Street Gang Unit
- 1990 - 1998 *Investigative Experience*
Promoted to Detective Sergeant and assigned to the Intelligence Bureau North Unit, with responsibility to investigate upper level drug trafficking organizations in New Jersey
- 1985 - 1990 *Investigative Experience*
Assigned to the FBI Newark Division Joint Terrorism Task Force, with responsibility to conduct domestic and international terrorism investigations
- 1983 - 1985 *Investigative Experience*
Achieved Detective grade and assigned to the Central Security Bureau, with responsibility to investigate domestic terrorism, civil disorder and threats to public officials.
- 1981- 1983
Assignment as an Instructor at the New Jersey State Police Academy in Sea Girt.
- 1978 - 1981 *Patrol Experience*
Posted as a uniformed trooper at the following stations: Port Norris, Hopewell, Colts Neck, Hightstown, and New Brunswick on the New Jersey Turnpike.

Awards

- 2017 *United States Department of Homeland Security*
DHS Secretary's Medal for Outstanding Public Service
Awarded in recognition of superior public service and support to the Department of Homeland Security and the nation.
- 2004 *New Jersey State Police*
Certificate of Unit Commendation
Along with other members of the Street Gang Unit, awarded for the statewide investigation of the leaders of the Almighty Latin Kings and Queens criminal street gang that began in 2001 and resulted in the apprehension of 47 members and the return of 41 state indictments, effectively dismantling the leadership of the gang in New Jersey.

Awards (Continued)

- 2000 *New Jersey State Police*

Certificate of Commendation

With co-recipient, Trooper Chris Larsen, awarded for the apprehension of a knife wielding individual who had previously stabbed his girlfriend and then arrived at the location of her employer to confront a fellow worker. After lengthy negotiations and fearing a hostage situation, the individual was shot and wounded as he charged the occupied lobby area of the office building.

- 1997 *New Jersey State Police*

Superintendent's Letter of Commendation

Awarded for assisting the New York Drug Enforcement Task Force in the investigation of a Dominican-based heroin distribution ring in New York City.

- 1996 *United States Department of Justice's National Institute of Justice*

United States Assistant Attorney General's Doctoral Fellowship Award

Competitive grant award issued by the National Institute of Justice to underwrite doctoral research on the managerial style of Colombian cocaine trafficking organizations.

- 1996 *John Jay College of Criminal Justice*

Arthur Niederhoffer Memorial Fellowship

Awarded for academic achievement and service within the Doctoral Program in Criminal Justice.

- 1994 *Drug Enforcement Administration*

Certificate of Appreciation

Awarded for investigative contributions to the field of commercial motor vehicle drug interdiction.

- 1993 *New Jersey State Police*

Trooper of the Year Award

With co-recipient, Detective Sergeant Greg Wilson, awarded for several drug trafficking investigations resulting in the seizure of more than 4,000 pounds of cocaine worth nearly fifty million dollars, two hundred pounds of marijuana, the arrests of twenty-five individuals, and monies in excess of \$120,000.

Awards (Continued)

- 1992 *Central Intelligence Agency*

National Intelligence Meritorious Unit Citation

Awarded to the individual members of the FBI/NJSP Joint Terrorism Task Force for outstanding counterterrorism efforts in the Japanese Red Army/Yu Kikumura investigation in April 1988, the investigation into the downing of PanAm 103 in December 1988, and for producing productive intelligence of value to Operation Desert Storm in 1991.

- 1992 *New Jersey State Police*

Superintendent's Letter of Commendation

Awarded for the seizure of 1,312 pounds of cocaine, and the arrests of seven individuals, on October 13, 1991.

- 1989 *New Jersey State Police*

Certificate of Commendation

Awarded for the post-arrest investigation and prosecution of Japanese Red Army international terrorist, Yu Kikumura, while assigned to the FBI/NJSP Joint Terrorism Task Force.

Published Works

- Project Manager, Joseph R. Fuentes, (2008). International Association of Chiefs of Police, State and Provincial Division Homeland Security Committee. The Role of State and Provincial Law Enforcement Agencies in a Post-9/11 Era: "The Demands and Capacities of Protecting and Policing the Homeland."
- Joseph R. Fuentes (2008, February). The Role of State and Provincial Law Enforcement Agencies in a Post-9/11 Era: The Demands and Capacities of Protecting and Policing the Homeland. The Police Chief, Volume 75. no.2, pp. 20-33.
- Joseph R. Fuentes (2006, February). Operation LEAD: New Jersey's Response to Louisiana in the aftermath of Hurricane Katrina. The Police Chief, Volume 73, no. 2.
- Joseph R. Fuentes (2005, September) Cities without Borders: Managing the Radius of Risk in the Post-9/11 era. Commerce Magazine. pp. 28, 70.
- James O. Finckenauer, Joseph R. Fuentes and George L. Ward (2001, December) Mexico and the United States: Neighbors confront drug trafficking. In Forum on Crime and Society, United Nations Centre for International Crime Prevention, Volume 1(2), pp. 1-18.

Published Works

(Continued)

- Joseph R. Fuentes and Robert J. Kelly (1999, November). Drug Supply and Demand: The Dynamics of the American Drug Market and Some Aspects of Colombian and Mexican drug trafficking. Journal of Contemporary Criminal Justice, Volume 15(4): pp. 328-351.
- Joseph R. Fuentes (1998). The Life of a Cell: Managerial Practice and Strategy in Colombian Cocaine Distribution in the United States. Ph.D. diss., City University of New York.
- Joseph R. Fuentes (1997). The Impact of Managerial Style on the Effective Distribution of Cocaine to the Wholesale Level. Paper presented at the 1997 Annual Conference of the American Society of Criminology, San Diego, CA.

Other Media Sources

- Fuentes, Joseph R. Interview by Rick Leventhal. Fox Report. Fox New. 24 January 2017. Television. Interview can be accessed online at:
<http://video.foxnews.com/v/5299988743001/?#sp=show-clip>
- Fuentes, Joseph R. Burning the Last Bridge. Facebook. 19 January 2017. Can be accessed online at: <http://www.njsp.org/information/facebook.shtml>
- Fuentes, Joseph R. (2016, June 5). Uncrackable phones, the problems getting worse (Editorial). *New York Post*. Can be accessed online at:
<http://nypost.com/2016/06/05/uncrackable-phones-the-problems-getting-worse/>
- Fuentes, Joseph R. (2016, March 16). Meet the fugitive U.S. terrorists sheltered by Cuba (Editorial). *New York Post*. Can be accessed online at:
<http://nypost.com/2016/03/16/meet-the-fugitive-us-terrorists-sheltered-by-cuba/>
- Fuentes, Joseph R. Interview by Rick Leventhal. Fox Report Saturday. Fox News. 20 February 2016. Television. Interview can be accessed online at:
https://archive.org/details/FOXNEWSW_20160320_090000_Fox_Report_Saturday/start/3120/end/3180 (Part I)
https://archive.org/details/FOXNEWSW_20160320_090000_Fox_Report_Saturday/start/3180/end/3240 (Part II)
- Fuentes, Joseph R. Interview by Rick Leventhal. America's Newsroom. Fox News. 2 May 2013. Television. Can be accessed online at:
<http://video.foxnews.com/v/2345551873001/?#sp=show-clips>.

Professional Associations and Appointments

- *General Chair (2006-2008)*, Division of State and Provincial Police, International Association of Chiefs of Police
- *Committee Chairman (2007-2010)*, Homeland Security Committee, International Association of Chiefs of Police
- *Member (2008-2014)*, Harvard University, John F. Kennedy School of Government, Executive Session on Policing and Public Safety
- *Member (2014-2016)*, U.S. Customs and Border Protection, Integrity Advisory Council
- *Member (2011-Present)*, Office of the Director of National Intelligence, Law Enforcement Partners Board
- *Member (2004-Present)*, U.S. Attorney General's Global Intelligence Working Group
- *Member (2004-Present)*, U.S. Department of Justice, Criminal Intelligence Coordinating Council
- *Member/Former Pipe Major*, New Jersey State Police Pipes and Drums of the Blue and Gold

Significant Organizational Accomplishments as Superintendent

- 2004 *As Superintendent*
Establishment of the Homeland Security Branch
- 2005 *As Superintendent*
Creation of the Regional Operations and Intelligence Center (ROIC)
- 2005 *As Superintendent*
Division-wide implementation of Intelligence Led Policing
- 2005 *As State Director of NJOEM*
Principal agency participation in the international DHS bioterror exercise, TOPOFF III
- 2005 *As State Director of NJOEM*
Statewide deployment of 113 NJ police departments to New Orleans in the aftermath of Hurricane Katrina

- 2008 *As Superintendent*
New Jersey State Police achieves national CALEA Accreditation (2007, re-
accreditation in 2010, 2013, and 2016)
- 2009 *As Superintendent*
Full compliance and lifting of the federal consent decree between the U.S.
Department of Justice and the Division of State Police
- 2012 *As Superintendent*
Established the Drug Monitoring Initiative (DMI), creating an information
exchange between public safety and public health to monitor and measure the
spread of heroin throughout the state of New Jersey
- 2013 *As Superintendent*
Established the information-sharing collaborative, CORRSTAT (Corridor Status),
linking small and large police departments along the high-crime corridor between
Newark, Paterson and Jersey City
- 2014 *As Superintendent*
Established the Newark Real Time Crime Center, a satellite of the ROIC, to
provide real-time crime fighting support to members of the CORRSTAT region
- 2003-2016 *As State Director of NJOEM*
Managed more than 25 presidentially-declared states of emergency in New Jersey
between 2003 and 2016, including SuperStorm Sandy in 2012.

Michael Nila

Founder and Managing Partner



Address:

████████████████████
Aurora, IL 60506

SUMMARY: Retired Police Commander, Master of Business Administration (MBA) and BA in Criminal Justice Management, Founder and Managing Partner of Blue Courage, LLC. Blue Courage designs and delivers breakthrough, transformational educational programs and consulting services.

HIGHLIGHTS:

- 48 combined years as a police officer with command level experience and a leading national police educator and consultant

- Founder and Managing Partner of Blue Courage
- Trainer and consultant for over 20 years in the areas of biased policing and diversity and inclusion
- National trainer and consultant in the implementation of community policing
- 30 years experience in developing leadership and organizational development curriculum
- Certified Master Trainer in Resilience by the Institute of HeartMath
- Trained thousand of police officers from hundreds of agencies in resilience and stress management through Blue Courage and the Institute of HeartMath
- Certified trainer in Simon Sinek's Start With Why for Individuals and Organizations courses
- 2016 Recipient of U.S. Attorney General award for Meritorious Service to Public Safety
- 2016 Recipient of Institute of HeartMath Humanitarian Heart Award in recognition for improving the health and well-being of policing through resilience training
- Frequently asked to be a lecturer/instructor for major training programs and conferences throughout the United States.
- The only U.S. police officer selected to provide full-time assistance to a Justice Department Team with the development of a national police force for the Republic of Panama. Served as a consultant to the Community Policing Consortium in Washington, D.C. assisting with curriculum development and providing training and technical assistance to police agencies nationwide.
- Provided consulting services including curriculum development and conducted train the trainer sessions for Regional Community Policing Institute's since their inception.
- While with the Aurora Police Department, responsible for implementation and administration of the department's community policing philosophy. Developed, implemented and evaluated community policing programs as well as coordinated the department's efforts for a more effective response to community problems.



- Inaugural recipient of Aurora University's Distinguished Alumni Award

www.bluecourage.com | (630) 449-0958

michael@bluecourage.com | (630) 878-4796

PROFESSIONAL EXPERIENCE:

3/14-Present Blue Courage, LLC, Aurora, IL
Founder and Managing Partner of Blue Courage and Inclusive Leadership. Responsible for the development and delivery of Blue Courage curriculum for Law Enforcement Professionals as well as Inclusive Leadership for corporate and government clients. Blue Courage is a leadership development process for all levels of police organizations that focuses on officer health and wellness, commitment, and ethical conduct and decision making to ensure respectful and fair interactions with the community.

1998-2014 Franklin Covey, Salt Lake City, Utah
Senior Consultant with responsibility for designing and delivering leadership and organizational development training and consulting services to law enforcement and government agencies.

9/00- 4/2012 Guardian Quest, LLC, Aurora, Illinois
Founder and partner in a consulting and training organization with clients including corporate, law enforcement, military, education, and government. Designed curriculum, facilitated dynamic inspirational and transformational type training experiences.

9/89 -6/99 Police Commander, Aurora Police Department
350 N. River St., Aurora, IL 60506
Assigned as Area Commander with full responsibility and authority for delivery of all police services to a geographic area of the city.

Responsible for implementation and administration of the department's community policing philosophy. Developed, implemented and evaluated community policing programs as well as coordinated the department's efforts for a more effective response to community problems.

One of four commanders who, together with the Police Chief, are responsible for administration of the entire department.

Previously assigned as Commanding Officer of 160 Officer Patrol Force and Gang Intervention Unit with responsibility for all patrol operations, gang intervention initiatives and community policing efforts. Developed, implemented and administered the department's first Gang Intervention Unit with responsibility for all gang enforcement, prevention and education efforts.

Served as Project Manager of department's computerization project. Responsible for the implementation of a multi-million dollar department-wide automated information system including an enhanced 911 computer aided dispatch system and fully automated records system. Assigned as commanding officer of the department's support services, including all budgetary and training functions.



1989 - PRESENT Community Policing

Authored, developed and managed the Randall West Community-Oriented Policing Program, Aurora's first community-oriented policing effort in 1989. Guided the department through its transition from a "traditional" police organization to a community policing agency. Transition included: managing a four year federal grant to implement community policing, planning and directing organization and community training, developing community/police partnerships, managing police and community problem solving efforts in "at risk" neighborhoods, and leading the department's reorganization to a decentralized, geographic command structure to facilitate community policing.

Chaired a citizen/police mission statement committee that successfully defined the department's philosophy and mission through the writing and adoption of a community-oriented policing mission statement. Chaired a committee to develop the Aurora Police Foundation and since have served as a Board Member. Authored and conducted department-wide training in community-oriented policing. Responsible for initiating DARE (Drug Abuse Resistance Education) in Aurora.

1994 - PRESENT

September 1994 through January 1995, assisted the Community Policing Consortium in Washington, DC with the development of community policing training curricula as well as providing training and technical assistance to police agencies nation-wide.

Throughout 1995 and 1996 conducted training and technical assistance for police agencies nation-wide on topics including: Community Policing, Community Partnerships, Cultural Diversity, Problem Solving, Strategic Planning, Organizational Change Management, and Management Team Building.

6/90 - 10/91

International Police Advisor, International Criminal Investigative Training and Assistance Program (ICITAP) U.S. Department of Justice, Washington, D.C.

Assigned to a team of federal agents living and working in Panama to lead the U.S. effort to convert a former 15,000 man army to a civilian police force responsive to a democratic people and government. Duties included advising the National Police on operational and administrative matters consistent with state of the art law enforcement practices with an emphasis on community responsiveness, human rights and enhancing police/community relationships.

Established working relationships with many major police agencies in the U.S. to coordinate assistance. Selected as project manager of the "Model Precinct" responsible for development of model policies and programs for replication throughout Panama. Also responsible for preparing high level reporting documents and congressional briefings



1/84 - 9/89 Police Lieutenant, Aurora Police Department Patrol Watch Commander

Assigned as a Watch Commander of a rotating patrol shift consisting of four sergeants and thirty patrolmen. Position includes the responsibility for supervising the operations of the entire department during tour of duty.

Served as Coordinator of the Field Training Program and Commander of the Special Response Team.

6/70-1/84 Police Cadet, Police Patrolman, Police Sergeant
Performed general police duties related to each position. As patrolman was appointed as a Field Training Officer; as a sergeant was assigned as a team leader on the Special Response Team and a Field Training Sergeant.

SPECIAL SKILLS & ACHIEVEMENTS:

TEACHING CREDENTIALS

Instructor, Community Policing Consortium, Washington, D.C. Instructor, United States Department of State Anti-Terrorist Assistance Program
Adjunct Instructor, Northwestern University, Evanston, IL Adjunct Instructor, Aurora University, Aurora, IL Adjunct Instructor, University of Delaware
Illinois Local Governmental Law Enforcement Officers Training Board (Northeast Region)
Illinois certified Cultural Diversity instructor
Certified 7 Habits of Highly Effective People instructor, Speed of Trust, Focus, Aligning Goals for results, Cultural Leadership and Four Roles of Leadership -- all Franklin Covey Courses
Instruct Police Seminars for both sworn and civilian personnel throughout U.S. Topics of emphasis include: community policing, cultural diversity, management/leadership, motivation, discipline, communication, ethics and integrity, performance evaluation, human relations concepts and increasing production. Strong emphasis placed on applying modern private sector management practices to police management.

SPECIAL RESPONSE TEAM

1982 -1988 Appointed as team leader when the team formed in 1982.
Responsible for training, supervising and leading a five-man team during a tactical assault. When promoted to lieutenant in Jan/84, was appointed assistant commander of the entire team (20 members).

As assistant commander, initiated team reorganization for greater efficiency. Initiated the establishment of written department policy for all high-risk incidents, implemented a fitness program for all team members and organized a city-wide fund raiser resulting in the purchase of 20 bullet proof vests for team members.

In Jan/86, appointed commander of team.



FIELD TRAINING PROGRAM

1977 - 1988 As a Field Training Officer was responsible for training and evaluating police recruits in all aspects of police work and conducting in-service training programs for all officers.

In 1982, appointed Field Training Sergeant with responsibility for the direction of all field training officers and recruits. Also restructured the training program and initiated the writing of a formal recruit training manual and policies.

In 1984 appointed Coordinator of the Field Training Program.

CONSULTING

Provide consultant services to the: U.S. Department of Justice, Community Policing Consortium, Police Executive Research Forum, Police Foundation, International Association of Chief's of Police, and the University of Delaware.

Serve as a consultant to private and public organizations to evaluate organizational structure, examine and prepare budget presentations and to train management and organization's personnel.

PUBLICATIONS:

"Developing Blue Courage and Practical Wisdom: Educating the 21st Century Cop" The Police Chief (Nov/12): 52-56

"The Nobility of Policing" Published 2008 by FranklinCovey "War on Kane Street," The Community Policing Exchange (Nov, Dec/95): 3

"Defining the Police Mission: A Community Perspective," The Police Chief (Oct/90): 43-47

"Moving up Into Management," Illinois Police Association Journal (Volume 38): 23-24

"Fairness and Neutrality: Addressing the issue of Race In Policing" The Police Chief (March/2011): 34-39

Author of numerous articles on policing, leadership and culture in national police publications such as: The Police Chief Magazine and The FBI Bulletin put in publications Co-Author of chapter 15 titled: "The Impact of Resilience Training on Officer's Wellness and Performance" from the book: Stress in Policing

CIVIC PARTICIPATION:

Past President of the Exchange Club of Aurora dedicated to the prevention of child abuse and crime prevention. Served as chairman of the Crime Prevention Program, President-elect 1987.

Board Member Judson University School of Business and Leadership Board Member CASA Kane County

Board Member Mercy Center Hospital Board Member Hased House

Board Member Aurora Police Foundation Member of Police Executive Research Forum

Member of International Association of Chiefs of Police Member of Illinois Association of Chiefs of Police

Member of Hispanic Illinois State Law Enforcement Association Member of Aurora Hispanic Chamber of Commerce

Member of Dupage County Chief's of Police Association



SPECIAL HONORS OR RECOGNITION:

- 1996 Selected as the Inaugural Recipient of Aurora University's "Recent Alumni Award" for outstanding service to the community and having gained national recognition in policing.
- 1996 Selected by the Hispanic Illinois State Law Enforcement Association as recipient of the "Hector Jordan Memorial Award" for outstanding contributions to law enforcement on a national level.
- 1995 Recognized by the U.S. Attorney General as a leading example of a "success story" in community policing.
- 1990 Selected by the U.S. Department of Justice as the Model Precinct Project Manager for the Republic of Panama National Police.
- 1990 Received the President's Award for outstanding contributions to law enforcement from the Hispanic Illinois State Law Enforcement Association.
- 1988 Selected by the Rotary Foundation to receive the Group Study Exchange Award to study for one month in Greece.
- 1985 Recipient of the Aurora Exchange Club Policeman of the Year.
- 1982 Aurora Police Department Kane County Policeman of the Year.
- 1973 - 1985 Received thirty-nine departmental commendations for outstanding police work.
- 1974 Graduated number one from the University of Illinois Police Training Institute Basic Police Training Academy.
- 1974 Recipient of the University of Illinois Police Training Institute's Scholarship Award for outstanding scholastic achievement.
- 1980 - 1988 Ranked number one in four consecutive promotion processes, covering a period of eight consecutive years and three different ranks; twice ranking number one for the position of police captain.
- 2016 Recipient of the Attorney General Award for Meritorious Public Service

EDUCATION:

5/1989 Aurora University - Master of Business Administration Aurora University - Bachelor of Arts Degree Criminal Justice Management Aurora College - Management Arts Diploma - three year program focusing on advanced management practices Waubensee Community College - Associate Degree Professional Law Enforcement - plus successful completion of more than 70 seminars and courses.



R. GIL KERLIKOWSKE

Washington, D.C. 20016

MAR 2014- JAN 2017

Commissioner, United States Customs and Border Protection

I was nominated by President Barack Obama and unanimously confirmed by the U. S. Senate to head Customs and Border Protection (CBP). CBP is the largest law enforcement organization in the country. It has over 60,000 employees throughout the world and a budget of \$13B. Comprised of the Border Patrol, Air and Marine, and Field Operations, CBP has the dual responsibility of protecting our nation's borders and ensuring the efficient movement of both trade and travel.

MAY 2009- MAR 2014

Director, White House Office of National Drug Control Policy (ONDCP)

I was nominated by President Barack Obama and confirmed by the U.S. Senate to lead the White House drug policy office. ONDCP is responsible for establishing the policies, priorities, and objectives for the Nation's drug control program. I am charged with producing the President's National Drug Control Strategy. The strategy directs the Nation's anti-drug efforts and establishes a program, a budget, and guidelines for cooperation among Federal, State, and local entities. I have travelled the country extensively meeting with Governors, Mayors, Judges, law enforcement executives, community leaders, and those in treatment and recovery to rebalance our efforts and resources to focus on drug abuse as both a public health and a public safety problem. I have met with leaders in over fifteen countries to collaborate on preventing drug abuse and to engage in law enforcement efforts to combat smuggling and transnational organized crime.

AUGUST 2000- MAY 2009

Chief of Police, Seattle, Washington

In 2007 Seattle recorded the lowest crime rate in 40 years. The department has over 1,900 employees to police a city of 680,000 residents. I restructured a significant critical area that was partially responsible for the chief's position becoming available; Demonstration Management. SPD is now requested for advice and consultation on managing crowds, from the G8 in Russia to the Presidential Inauguration. SPD achieved National Accreditation in 2003 and 2006. The Seattle Police Foundation was formed in 2001 and currently provides over \$500,000 annually to the organization. A Crime Scene Investigation unit was formed in 2004 and the Cold Case unit has solved a number of homicides, including one from 1969, at the time, the oldest cold case in the United States. I implemented the first civilian oversight section for the department. Responsibility for emergency preparedness for the entire city is a function of the department. A state-of-the-art Emergency Operations Center was designed and opened in 2008. New records management and computer aided dispatch systems were implemented in 2008. The City agreed to the first comprehensive and sustainable growth in the size of the force since the 1980's. The Seattle Police Department is regarded as one of the most professional and cutting edge big-city police departments in the United States.

JULY, 1998 – AUGUST, 2000

Deputy Director, U.S. Department of Justice, Office of Community Oriented Policing Services

This agency is responsible for providing grant funds for additional police officers and technology to local government. As importantly, COPS supports community policing programs by providing training and educational material to law enforcement and community groups. I represented the Department at speaking engagements and media events throughout the country. I was responsible for two divisions that comprise over 60 percent of the total personnel and \$6 billion in federal investments.

JANUARY, 1994 - JULY, 1998

Police Commissioner, Buffalo, New York

As the first outside commissioner in 30 years, I was selected by the Mayor to restructure the organization. The department was viewed as being isolated from the community and its culture did not support community policing. Over the last two decades the department was not in the forefront in using modern crime prevention and control methods, training, and advanced technology. During my tenure overall serious crime decreased by over 31%, violent crime by 46%, and homicides were reduced by 51%. More police officers were put on the street by implementing technology and by hiring civilians. A community policing implementation plan was developed and mini-precincts were opened. I implemented a requirement of two years of college for new officers and an objective examination process for selecting detectives.

Two state-of-the-art district stations were opened and two more were planned and funded. This completed realignment from 14 precincts to five districts. I initiated a Citizen Advisory Committee, Citizen Police Academy, Youth Police Academy, and high school dialogues between officers and students that improved communication and provided closer cooperation with the community. The Yale Child Development-Community Policing Program, an intervention for children exposed to violence, was implemented.

A random drug-testing program was negotiated with the PBA for all officers including the Commissioner and command staff. A new process that provided easier access for citizens to make complaints was implemented. I formed a police foundation to provide assistance to the department from the private sector. An independent management study by the International Association of Chiefs of Police found the department "far more contemporary, professional and effective" under my leadership. Buffalo was honored as an All-American city.

JANUARY, 1990 – DECEMBER, 1993

Chief of Police, Fort Pierce, Florida

Fort Pierce is a racially and ethnically diverse city that was experiencing significant crime problems. Programs such as Neighborhood Oriented Patrol, Victim Assistance and Mall Watch contributed to a reduction in crime and an improved relationship between the community and the department. A neighborhood police station was opened that provided a safe haven for a variety of programs such as scouting and after-school tutoring. The department was selected by the Mott Foundation as one of four national sites for implementing neighborhood policing centers. The department received the Attorney General's crime prevention award. National accreditation was achieved.

APRIL, 1987 – JANUARY, 1990

Chief of Police, Port St. Lucie, Florida

Impact fees on new construction were implemented to pay for future police growth. The process to achieve national accreditation was begun and a new police headquarters was designed. The department received the Attorney General's crime prevention award.

JULY 1985, - APRIL, 1987

Commanding Officer, Lieutenant, Criminal Investigation Division, St. Petersburg, Florida

St. Petersburg is a city of a quarter million residents, and faces the same challenges as other large urban police agencies. This division is responsible for the investigation of all major crimes. Responsibilities included management of all phases of criminal investigations, polygraph services, crime analysis, victim assistance, hostage negotiation, and a violent crimes unit. New programs such as a weekly tactical crime meeting (a forerunner of COMPSTAT), statistical reporting format, interaction with community groups, and a management review and reallocation of personnel were implemented.

AUGUST, 1984 - JULY, 1985

Visiting Fellow, United States Department of Justice, Washington

I was the recipient of a one-year fellowship at the National Institute of Justice. The Institute is the research arm of the Department of Justice and is on the leading edge of developments in the criminal justice field. I was an advisor to the Director and also managed grants in excess of \$3 million, including the Newport News Problem-Oriented Policing Project. Other responsibilities included developing new programs and drafting long and short-range plans for the Law Enforcement Division.

MAY, 1980 -AUGUST, 1984

Lieutenant, Commanding, St. Petersburg Police

Over this period I commanded several key sections of the department, Field Training, Vice and Narcotics, and Internal Affairs.

FEBRUARY, 1972 - MAY, 1980

Police Officer, St. Petersburg Police

This period included patrol duty with an innovative inner-city team policing unit (a predecessor of community policing) and detective assignments in narcotics and later robbery-homicide. I began my career in St. Petersburg as a police cadet in 1969.

FEBRUARY, 1970 - FEBRUARY, 1972

Security Team Leader, Army Military Police

Supervisor of one of the teams responsible for security of the presidential helicopter.

SELECTED AWARDS AND OFFICES

Chair, National Law Enforcement Explorers Board, (2015)

Women in Federal Law Enforcement, Award for "elimination of systemic barriers" (2015)

Penrith Award, National Executive Institute Associates (2014)

John P. McGovern Award for work in preventing drunk/drugged driving (2011)

Coordinating Council on Juvenile Justice and the Prevention of Delinquency (DOJ) (2011)

American Medical Association Nathan A. Davis Award (2011)

Honorary Doctorate, Humane Letters, University of South Florida (2010)

President, Major Cities Chiefs Association, elected twice (2007-2009)

Community Service Award, Association of Hispanic Chambers of Commerce, (2008) (WA)

Seattle University Community Leader Award, (2008)

Police Executive Research Forum *Leadership Award*, (2006)

Brotherhood/Sisterhood Annual Award, The National Conference (Christians and Jews) (1998)

President, Police Executive Research Forum (1996-1998)

Progressive Leadership Award, Citizen Action of New York (1996)

Vice Chair, Governor's Crime Laboratory Council (FL 1991-1994)

Gary P. Hayes Award for innovation in policing, Police Executive Research Forum, (1991)

U.S. Army Presidential Service Medal (1972) Outstanding Military Police Honor Graduate (1970)

SELECTED PRESENTATIONS

Naturalization Ceremony, Faneuil Hall, Boston (2016)
Australian National University symposium on policing (2007)
John Jay College of Criminal Justice, Patrick V. Murphy lecture (2007)
Community Policing, Police Service of Northern Ireland, Belfast (2005)
Presentation on anti-terrorist exercise, conference in Belfast (2003)
“The Use of Less Lethal Technology,” Meeting of British Chief Constables. London (2002)
“The Use of Juvenile Curfew Laws”, BBC Television, Glasgow (1997)
“Community Policing”, F.B.I. International Law Enforcement Academy, Budapest (1996)
Secretary of Labor’s Task Force on Labor/Management Cooperation (1995)

“Response to Urban Violence”, U.S. Conference of Mayors, Houston (1992)
Testified before President's Commission on Missing Children (1986)
Speaker at annual meeting of Police Management Association, London (1985)

SPECIAL ACTIVITIES

Representative to International Association of Chiefs of Police Executive Board (2015)
Panel member, National Academy of Sciences National Research Council, Protecting Individual Privacy in the Struggle Against Terrorists (2008)
Member of the Executive Session on Policing, Harvard University (2008)
International City Management Association, editorial advisor, Local Government Police Management
Consultant to *Early Warning-Timely Response, A Guide to Safe Schools*, developed by the Department of Justice and the Department of Education (1998)
Adjunct faculty Seattle University (graduate program), Florida Atlantic University, Buffalo State College, St. Petersburg Community College, and Indian River Community College
International Association of Chiefs of Police Legislative Committee
U.S. Conference of Mayors Police Policy Board
Advisory board member/speaker/lecturer on numerous national criminal justice projects
Book jacket or preface; *Character and Cops* (1994), *Superpredators: The Demonization of Our Children by the Law* (1999), *Police Pursuits* (2000)

SELECTED PUBLICATIONS/PAPERS

President’s Transnational Organized Crime Strategy (2010)
Homeland Security Success through Law Enforcement Collaboration, *The Police Chief* (2014)
Co-author, A Comprehensive Approach to Internet Safety, *The Police Chief* (2008)
Contributor, Community Policing: A Contemporary Perspective, 2nd edition (1998)
OP-ED, *Boston Globe*, with Elliott Richardson, on crime prevention through law enforcement partnerships to intervene in children’s lives (1997)
Contributor, Seeking Employment in Criminal Justice, 2nd edition (1996)
Co-author of article on community surveys, *The Florida Police Chief* (1989)
Co-author of article on visiting fellowships at the Department of Justice, *The Police Chief* (1985)
Numerous OP-ED pieces

MEDIA PRESENTATIONS

Extensive print, digital, radio, and television interviews domestically and globally

CIVIC INVOLVEMENT

National Board Chair, Fight Crime: Invest in Kids (Washington, D.C. based)
Hearing, Speech and Deafness Center (Seattle)
United Way of King County, Seattle Advisory Board
Executive Board, National Conference (of Christians and Jews) (New York)
District Commissioner, Boy Scouts of America (New York and Florida)
Board of Trustees, St. Mary's School for the Deaf (New York)
Board of Directors, Fort Pierce-St. Lucie County Chamber of Commerce
Campaign Chair, United Way of St. Lucie County (Florida)
Board of Directors, Salvation Army (Seattle, New York and Florida)
Board of Directors, "Success by 6" (New York)
Teacher in adult literacy program (Florida)
Board of Trustees, Hospital Corporation of America (Port St. Lucie and Fort Pierce)
Chair, School Superintendent's Advisory Committee (Fort Pierce)
Chair, Advisory Committee of Rape Crisis Center (St. Petersburg)
Board of Directors, Center Against Spouse Abuse (St. Petersburg)

PROFESSIONAL DEVELOPMENT

National Executive Institute, FBI (1995)
Harvard University, John F. Kennedy School of Government
National Executive Session on Policing (1988)
F.B.I. Law Enforcement Executive Development (1988)
F.B.I. National Academy (1984)
Florida Power Corporation, Total Quality Improvement (1988)
Senior Management Institute for Police (1983)

EDUCATION

Master of Arts, Criminal Justice from the University of South Florida, Tampa (1985).
Emphasis in urban police administration.
Bachelor of Arts, Criminal Justice from the University of South Florida (1978).



WILL D. JOHNSON

POLICE CHIEF

CONTACT



620 W. DIVISION
ARLINGTON, TX 76011
817.459.5702



WILL.JOHNSON@ARLINGTONTX.GOV



WILLJOHNSONPOLICECHIEF



@ARLINGTONCHIEF

SKILLS

- Leadership
- Transformational Organizational Reform
- Problem Solving
- Social Media & Corporate Communications
- Community Policing
- Executive Training
- Technology Innovations in Policing

CURRICULUM VITAE & REFERENCES

AVAILABLE UPON REQUEST

PROFILE

Will D. Johnson is an accomplished law enforcement executive with 23 years of policing experience. Will leads the police department for the 50th largest city in the U.S. and serves as the Chair for the International Association of Chiefs of Police (IACP) - Human and Civil Rights Committee and on the IACP Board of Directors.

EXPERIENCE

POLICE CHIEF

ARLINGTON, TEXAS | 2012 - CURRENT

- Department holds Gold Ribbon Tri-Arc Award from the Commission on Accreditation for Law Enforcement (CALEA).
- Agency selected by DOJ as one of only 15 cities to serve as exemplar agency for Advancing 21st Century Policing.
- Created Procedural Justice learning organization focused on building public trust, de-escalation and promoting officer safety.

ASSISTANT POLICE CHIEF

ARLINGTON, TEXAS | 2008 - 2012

- As Incident Commander, led department and regional planning efforts for the 2010 NBA All Star game, 2010 & 2011 MLB World Series, and Super Bowl XLV.
- Created Tactical Intelligence Unit which serves as a real-time crime center.

HIGHLIGHTS

- Internationally recognized lecturer, published author, and subject matter expert in community policing, special event management, police operations and safeguarding civil rights
- Leading expert on unmanned aerial vehicle innovation in policing
- Oversees department operating budget over \$100 million
- Serves on IACP Board of Directors
- Chair of IACP Human and Civil Rights Committee
- Graduate of United States Army War College: Commandant's National Security Program
- Graduate of 40th Session of the FBI National Executive Institute
- Graduate FBI National Academy 245 (Session President)
- FBI Command Institute for Law Enforcement Executives
- Graduate of 45th Leadership Command College, Law Enforcement Management Institute of Texas
- Member of IACP, Texas Police Chiefs Association, Major Cities Chiefs Association and the Police Executive Research Forum

EDUCATION

MASTER OF LIBERAL ARTS

TEXAS CHRISTIAN UNIVERSITY | 2000

BACHELOR OF ARTS

TEXAS TECH UNIVERSITY | 1996

AWARDS

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE

CISCO LEADERSHIP IN COMMUNITY POLICING AWARD

LAURA & JOHN ARNOLD FOUNDATION LEADERSHIP AWARD

MICHAEL SHANAHAN LEADERSHIP PUBLIC/PRIVATE PARTNERSHIP
2017

TEXAS POLICE CHIEF'S ASSOCIATION

SOCIAL MEDIA INNOVATION

2015

POLICE EXECUTIVE RESEARCH FORUM

GARY P. HAYES LEADERSHIP AWARD

2013

DANIEL G. GIAQUINTO

Compliance and Justice Resources, LLC

Golden Crest Corporate Center

2273 State Highway 33, Suite 207

Hamilton, New Jersey 08690

908-229-2464

dgiaquinto@cjrllc.net

PROFESSIONAL EXPERIENCE

- 2/15 – Present Independent Monitoring Team, Court Approved Settlement Agreement between the United States and City of Albuquerque, New Mexico. Serves as Deputy Monitor on the Independent Monitoring Team (IMT), responsible for monitoring and reporting on the compliance of the Albuquerque Police Department (APD) with the terms (reforms) of the Court Approved Settlement Agreement (CASA). Personal area of responsibility is monitoring of Internal Affairs and Civilian Police Oversight activities and of the imposition of discipline to officers and civilian employees of APD. Also serves as advisor to the Monitor on CASA interpretation and related issues.
- 8/16 – Present Independent Investigator, Maricopa County Sheriff's Office, Melendres v. Arpaio, No. CV-07-2513-PHX-GMS, United States District Court for the District of Arizona, Phoenix, Arizona. Responsible for assessing whether investigations and/or the discipline imposed in certain matters identified by the Court were inadequate, and if inadequate whether reinvestigation is appropriate, as well as an assessment of whether investigation is warranted in other potential areas of uncharged misconduct identified by the Court. In those matters where reinvestigation or investigation is deemed appropriate, responsible for conducting the investigation, including authoring an investigative report with findings and where appropriate with recommended discipline, and providing same to the Independent Disciplinary Authority.

- 5/17 – Present Frier Levit, LLC, Pine Brook, New Jersey. Of Counsel in health care law firm. Practice focuses on defense of physicians and licensed health care professional in criminal and administrative matters including licensee disciplinary actions before the NJ, NY, and PA Medical Boards, and in adverse credentialing matters. Also qualified as mediator in State of New Jersey.
- 10/06 – 4/17 Kern Augustine, P.C. Partner in healthcare law firm. Individual practice focused on the defense of physicians and other healthcare licensees in criminal and civil matters, primarily involving the federal False Claims Act, Stark Law, Anti-Kickback, Health Care Fraud and Mail/Wire Fraud statutes, and state laws including Insurance Fraud Prevention and Medicaid Fraud statutes. Also, defended in administrative matters including licensee disciplinary actions before the NJ, NY, and PA Medical Boards, and in DEA, Medicare, Medicaid, Commercial Healthcare Insurance, and Hospital Medical Staff adverse administrative actions.
- 5/08 - 7/09 50th Infantry Brigade Combat Team, Baghdad, Iraq. New Jersey Army National Guard Colonel and Judge Advocate deployed to Iraq as the Command Judge Advocate, 50th Infantry Brigade Combat Team (IBCT). Supervised a deployed legal office responsible for advising the 50th IBCT Commander and Brigade Staff, for providing legal services to approximately 3,000 50th IBCT soldiers, and for coordinating legal issues and advice with higher headquarters including the legal offices of the Theatre Commander, Multi- National Forces Iraq (MNFI). Legal services included international law, operational law, fiscal law reviews, military justice, and legal assistance. Also, served as member of MNFI team that negotiated with Iraqi officials different aspects of the Security Agreement with Iraq.
- 5/03 - 10/06 New Jersey Attorney General's Office. Assistant Attorney General/Director of State Police Affairs, as a direct report to the New Jersey Attorney General (AG), supervised the Office of State Police Affairs, providing AG oversight to the New Jersey State Police. Responsible for State Police compliance with the terms and reforms of the Consent Decree of 1999 between the United

States and the State of New Jersey, and served as liaison to the Independent Monitoring Team and the Civil Rights Division of the US Department of Justice. Also, responsible for the administrative prosecution of State Police internal affairs/disciplinary cases. Initiated and coordinated group of legal advisors, including members of the Division of Criminal Justice and the Division of Law, as well as a Fourth Amendment working group, to improve and harmonize collective AG legal advice to the State Police.

1/98 - 5/03

Mercer County Prosecutor (District Attorney). Served an appointed term as the Prosecutor of Mercer County, New Jersey, Led and supervised an office of 150 (assistant prosecutors, investigators, and administrative support personnel) with an annual budget in excess of 9 million dollars. As the Chief Law Enforcement Officer in the county, responsible for effectuating the statutory prosecutorial mandate of detection, arrest, indictment and conviction of offenders, as well as overseeing and providing direction to law enforcement within the county.

2/90 - 2/98

Municipal Court Judge. One of four municipal court judges for the City of Trenton, NJ (appointed February 1990) and the Municipal Court Judge of Hopewell Township, NJ (appointed January 1992). Presided over all matters pertaining to municipal court, including trials and dispositions of disorderly and petty disorderly offenses (misdemeanors), traffic offenses, and municipal ordinance violations, as well as hearing applications for domestic violence temporary restraining orders and civil commitments, and conducting arraignments and setting of initial bails in matters involving indictable crimes (felonies). As the Judge of the Hopewell Township Municipal Court also responsible for the administration of the court.

2/91 - 2/98

Law Office of Daniel G. Giaquinto, Mercerville, New Jersey. Part-time general practice with concentration on real estate, personal injury, wills, and estates.

9/88 - 2/90

DeGeorge and Avolio, P.C., Trenton, New Jersey. Senior Associate in general practice firm. Personal emphasis on civil litigation (personal injury defense), criminal defense, municipal court defense, and real estate.

- 1/86 - 9/88 New Jersey Attorney General's Office, Division of Criminal Justice, Major Fraud Section, Trenton, New Jersey. Deputy Attorney General responsible for prosecution of white collar and fraud related crimes.
- 6/86 - 11/11 New Jersey Army National Guard, Joint Force Headquarters, Ft. Dix, New Jersey. Retired as a Colonel with a total of 30 years of military service (active duty Army and Army National Guard). Served in various officer ranks and JAG (legal) positions culminating in the lead organizational legal position of Staff Judge Advocate.
- 11/81 - 1/86 United States Army, Judge Advocate General's Corps. Army Captain served on active duty with the 8th Infantry Division (Mech.), Germany. Served as trial counsel (prosecutor) (6/84 – 1/86), defense counsel (10/82 – 6/84), and Legal Assistance Officer (4/82 – 10/82). Attended the Judge Advocate Officer Basic Course (1/82 – 4/82), The Judge Advocate General's Legal Center and School, Charlottesville, Virginia.
- 9/76 - 9/78 Mercer County Office of Criminal Justice Planning, Trenton, New Jersey. Served as Assistant Criminal Justice Planner, responsible for developing and drafting grant applications for criminal justice programs.

EDUCATION

Rutgers University School of Law, Camden, New Jersey.

Juris Doctor with Honors, 1981

Dean's List – 1978-1981

American Jurisprudence Award for Academic Excellence in Torts (1978) and Contracts (1980)

The College of New Jersey, Ewing Township, New Jersey.

Bachelor of Science with Honors, 1976

Dean's List – 1973-1976

Criminal Justice Major, Psychology Minor

Military Education and Qualifications— U.S. Army.

Judge Advocate Officer Basic Course, April 1982

Judge Advocate Officer Advanced Course, Honor Graduate, May 1989

Military Judge's Course, Honor Graduate, June 1991
Command and General Staff College, Honor Graduate, August 1994
Dual Military Occupational Specialty-Judge Advocate and Military Judge
Top Secret Security Clearance (Expired post retirement from Military Service)

PROFESSIONAL AFFILIATIONS

Member of the New Jersey, New York, and Pennsylvania Bar; Federal Admissions include the District of New Jersey; the Southern, Eastern, and Northern Districts of New York; and the Second and Third Circuit Courts of Appeals. Member of the American Bar Association and the ABA's Health Law Section, Healthcare Fraud and Compliance Interest Group, Criminal Justice Section and White Collar Crime Committee; the New Jersey State Bar Association and the NJSBA's Health and Hospital Law Section, Criminal Law Section, and Military Law and Veterans' Affairs Section; the New York State Bar and the Mercer County (NJ) Bar Associations; the Reserve Officers Association, the National Guard State Family Readiness Council and the National Association of Criminal Defense Lawyers. Former Member (Volunteer Investigator) of NJ District VII Ethics Committee (2007-2011) and former member of the New Jersey Prosecutor's Association.

AWARDS

Civilian Awards: 2007 New Jersey State Bar Presidential Achievement Award for Exemplary Service to the Military Legal Assistance Program; 2002 Inductee to the Italian American National Hall of Fame (Trenton, NJ); 2000 Jersey Street (Trenton) Community Association Appreciation Award for Outstanding Service; 1999 Trenton Police Athletic League Outstanding Individual Award; 1998 Grand Marshall, Columbus Day Parade, Trenton Columbus Day Observance Committee; 1997 Achievement Award of the Law and Justice Alumni Chapter of The College of New Jersey.

Military Awards: Legion of Merit; Bronze Star Medal; Meritorious Service Medal; Army Commendation Medal (3rd Award); Army Achievement Medal

(3rd Award); Army Reserve Components Achievement Medal; National Defense Service Medal (2nd Award); Global War on Terrorism Service Medal; Iraq Campaign Medal with Campaign Star; Army Service Ribbon; Overseas Service Ribbon (2nd Award); Armed Forces Reserve Medal with M Device.

Scott H. Decker, Ph.D.

CNA

Qualification Summary

Dr. Scott H. Decker is currently the foundation professor of the School of Criminology and Criminal Justice at Arizona State University and a subject matter expert at CNA. He has served as Principal or Co-Principal Investigator on numerous funded research projects for the Bureau of Justice Assistance, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and the Department of Health and Human Services, among others. His work has included research on gang membership, including juvenile gang membership, evaluation of programs such as SafeFutures and firearm suppression programs, and drug use and treatment options. Dr. Decker has written eighteen academic books, over 140 refereed articles, and more than fifty book chapters. In addition, he has written numerous white papers, policy briefs, and guidebooks for criminal justice practitioners, including a Guidebook for Law Enforcement Gang Strategies (Office of Community Oriented Policing) and a Handbook for the American Correctional Association on Prison Gangs. He currently serves as Co-Principal Investigator of two NIJ projects, on a study of the transition of inmates (gang and nongang) from the prison to the street and the other a study of the overlap between gangs and extremist groups. He also served on the editorial board of several prominent journals, including *Criminal Justice Review* and *Journal of Criminal Justice*.

Education

Ph.D. Criminology, Florida State University, 1976
 M.A. Criminology, Florida State University, 1974
 B.A. DePauw University, Greencastle, Indiana, 1972.

Nature of Involvement

Dr. Decker will serve as an Associate Monitor.

Work Experience

Employment Experience

School of Criminal Justice and Criminology, Arizona State University **2006 - Present**

- Professor (2006 – present)
- Foundation Professor (2010 – present)
- Honors College Professor (2014-present)
- Affiliated Faculty, Center for the Future of War (2014-present)
- Faculty Participant, Transatlantic Partnership, Dublin City University-ASU (2015-present)
- Affiliated Faculty, Center for Cybersecurity and Digital Forensics (2015-present)
- Affiliated Faculty, Institute for Social Science Research (2017-present)

Department of Criminology and Criminal Justice **1977 - 2006**
University of Missouri-St. Louis

- Curator's Professor (2001 - 2006)
- Professor (1986 - 2006)

- Associate Professor (1982 - 1986)
- Assistant Professor (1977 - 1982)
- Fellow, Center for Metropolitan Studies, UM-St. Louis (1982 - 1995)
- Fellow, Center for International Studies, UM-St. Louis (2001 - 2004)

**Public and Environmental Affairs and Sociology
Indiana University-Ft. Wayne**

1976 - 1977

- Assistant Professor (1976 - 1977)

Administrative Experience

- Director, School of Criminal Justice and Criminology, Arizona State University. 2006 - 2014.
- Chairperson, Department of Criminology and Criminal Justice, UM-St. Louis. 1983 - 1998, 2006.
- Policy Committee, College of Arts and Sciences, UM-St. Louis. 1983 – 1998, 2006.
- Chair, Senate Committee on Research and Publications, 1985-1986. Member, 1984 - 1986, 1989 - 1991, 2002 - 2004. UM-St. Louis.
- Chair, Senate Committee on Committees, 1986 - 1987. UM-St. Louis.
- Member, Senate Executive Committee, 1985 -1987, 1988 - 1989. UM-St. Louis.
- Chancellor's Liaison with Community Colleges, 1986 - 1987. UM-St. Louis.
- Member, Campus Appointments, Tenure and Promotion Committee, 1987 - 1989. 2001 - 2002. Chair, 1988 - 1989. UM-St. Louis.
- Member, University of Missouri Research Board, 1991 - 1996. Chair, 1994 - 1996.

Relevant Project Experience

Funded Research Experience

- Principal Investigator. \$140,786. A Comparative Study of Violent Gangs and Extremism. National Institute of Justice. April 2015. Funded.
- Co-Principal Investigator. \$840,807. Gangs on the Street. Gangs in Prison: Their Nature, Interrelationship, Control, and Re-Entry. National Institute of Justice. April 2014. Funded.
- Principal Investigator. \$350,000. Revisiting Roxbury: Crime, Gang Membership and the Life Course. National Science Foundation. September 2012. Funded.
- Principal Investigator. \$124,606. Understanding the long-term consequences of gang membership: Desistance, Amplification and Impacts on Post-Adolescent Outcomes. Office of Juvenile Justice and Delinquency Prevention. September 2011. Funded. (With David C. Pyrooz).
- Principal Investigator. \$25,000. The Long Term Consequences of Gang Membership. Graduate Research Fellowship. David C. Pyrooz, recipient.
- Principal Investigator. Google Ideas. \$25,000. The Role of Technology in Joining, Sustaining and Leaving Gang Membership. Funded.
- Principal Investigator. National Institute of Justice. \$482,048. Criminal Stigma, Race, Gender and Employment: An Expanded Assessment of the Consequences of Imprisonment for Employment. September 2010. Funded.

- Co-Principal Investigator. National Institute of Justice. \$122,431. For the Kids or For the Money?: A Case Study of the Proposed Closing of the Arizona Department of Juvenile Corrections. September 2010. Funded.
- Co-Principal Investigator. National Science Foundation. \$321,172. Local Policing in the Context of Immigration: Further Explorations Using a Mixed Methods Approach. January 2009. Funded.
- Co-Principal Investigator. Department of Homeland Security, Center for Excellence. \$749,000. The Culture of Border Security. North America Center for Transborder Studies. Funded, not included in final ASU consortia.
- Office of Juvenile Justice and Delinquency Prevention. Latino Gang Networks. \$100,000. Co-Principal Investigator. Latino gang membership processes. \$150,000 Office of Juvenile Justice and Delinquency Prevention. January 2008 - December 2009. Funded.
- Scott H. Decker. Project Safe Neighborhoods. \$33,130. Bureau of Justice Assistance. June 1, 2006 - May 31, 2008. Funded.
- Scott H. Decker. Project Safe Neighborhoods. \$48,406. Bureau of Justice Assistance. October 2003 - October 2006. Funded.
- Scott H. Decker. Project Safe Neighborhoods. \$150,000. Bureau of Justice Assistance. September 2001 - 2004. Funded.
- Scott H. Decker and G. David Curry. Evaluation of the St. Louis Strategic Approach to Community Safety Initiative. \$230,000. National Institute of Justice. August 11, 2000. Funded.
- G. David Curry and Scott H. Decker, Co-Principal Investigators. Evaluation of the St. Louis Juvenile Justice Mental Health Initiative. \$200,000. National Institute of Justice. October 1, 2001 - June 30, 2002. Funded.
- Scott H. Decker and G. David Curry, Co-Principal Investigators. Evaluation of the SafeFutures Program. \$139,000. Office of Juvenile Justice and Delinquency Prevention. October 1, 2000 - September 30, 2001.
- Scott H. Decker and G. David Curry, Co-Principal Investigators. Evaluation of the SafeFutures Program. \$139,000. Office of Juvenile Justice and Delinquency Prevention. October 1, 1999 - September 30, 2000.
- Scott H. Decker and G. David Curry, Co-Principal Investigators. Evaluation of the Illinois Attorney General Gang Crime Prevention Center Pilot Programs. \$200,000. March, 1999 - October 2000.
- Scott H. Decker and G. David Curry, Co-Principal Investigators. Evaluation of the SafeFutures Program. \$139,000. Office of Juvenile Justice and Delinquency Prevention. October 1, 1998 - September 30, 1999.
- Scott H. Decker and G. David Curry, Co-Principal Investigators. Evaluation of the SafeFutures Program. \$100,000. Office of Juvenile Justice and Delinquency Prevention. October 1, 1997 - September 30, 1998.
- Scott H. Decker, Principal Investigator. "Drug Use Forecasting." \$66,828.
- G. David Curry and Scott H. Decker, Co-Principal Investigators. Socialization to Gangs. \$116,759. Office of Juvenile Justice and Delinquency Prevention. January 1, 1996 - December 31, 1997.
- Scott H. Decker and G. David Curry, Co-Principal Investigators. Evaluation of the SafeFutures Program. \$124,387. Office of Juvenile Justice and Delinquency Prevention. October 1, 1996 - September 30, 1997.

- Scott H. Decker, Principal Investigator. "Consent to Search and Seize: An Evaluation of the St. Louis Firearm Suppression Project." Submitted to the National Institute of Justice, Problem Oriented Policing Program. June, 1995. \$326,554. Funded. (With Richard Rosenfeld and Bruce Jacobs, Co-Investigators).
- Co-Principal Investigator, "Assault Crisis Teams: Preventing Youth Violence through Monitoring, Mentoring, and Mediating." National Institute of Justice, August 1994. (\$499,345, subcontract with St. Louis Police Department, \$420,800. Funded.
- Principal Investigator, "Arrestees and Guns: Monitoring the Illegal Firearms Market." National Institute of Justice, June 1994. \$158,521.
- Co-Principal Investigator. "Responding to Youth Violence: Assault Crisis Teams." Centers for Disease Control. 1992. (\$400,000, recommended for funding, program discontinued.)
- Principal Investigator. "Exploring the Gang Member's Perspective: An Ethnographic Study of Gangs, Gang Members and their Activities." Department of Health and Human Services. 1990 - 1993. \$296,355. Funded.
- Principal Investigator. "A Pipeline Study of Case Processing in Adult Probation and Parole in Missouri." National Institute of Justice. 1990. \$4,929. Funded.
- Co-Principal Investigator. "Predicting and Describing the Career Criminal." National Institute of Justice, Classification Prediction Methodology Development. 1985. \$56,611, not funded.
- Summer Research Fellow. National Institute of Justice. 1984. "Predicting the Chronic Offender: A Re-Test of the Greenwood Scale." (83 pp.) \$10,000. Funded. (With Barbara Salert).
- Evaluation Director. Status Offender Service Project. 1980. Juvenile Division of the Twenty-Second Judicial Circuit of Missouri. Diverting Juvenile Offenders: The Third Year's Evaluation of the Status Offender Service Unit. \$8,000. Funded.
- Co-Investigator. Status Offender Service Unit. 1979. Diverting Juvenile Offenders: The Second Year's Evaluation of the Status Offender Service Unit. \$10,500. Funded.

Relevant Publications and Reports

Books

- Scott H. Decker and David C. Pyrooz. (Eds.). 2015. The Handbook of Gangs. New York: John Wiley. Chinese edition, 2018.
- G. David Curry, Scott H. Decker, and David C. Pyrooz. 2014. Confronting Gangs: Crime and Community. New York: Oxford University Press. Second edition, 2002. First Edition, 1998.
- Hugh D. Barlow and Scott H. Decker. (Eds.). 2010. Criminology and Public Policy: Putting Theory to Work. Philadelphia: Temple University Press.
- Scott H. Decker. 2008. A Guidebook for Local Law Enforcement Strategies to Address Gang Crime. Office of Community Oriented Policing Services. U.S. Department of Justice. Washington, DC.
- Josine Junger-Tas and Scott H. Decker. (Eds.). 2006. The International Handbook of Juvenile Justice. New York: Dordrecht: Springer-Verlag.
- Scott H. Decker and Frank Weerman (Eds.). 2005. European Street Gangs and Troublesome Youth Groups. San Francisco, CA: Alta Mira. Recipient of the American Society of

- Criminology, Division of International Criminology, Distinguished Book Award. 2006. Reviewed in CHOICE, September, 2006.
- Scott H. Decker. (Ed.). 2002. Policing Gangs and Youth Violence. Belmont, CA: Wadsworth.
- Winnie Reed and Scott H. Decker (Eds.). 2002. Responding to Gangs: Evaluation and Research. Washington, D.C.: National Institute of Justice.
- Scott H. Decker. 2001. From the Street to the Prison: Understanding and Responding to Gangs. Richmond, KY: National Major Gang Task Force. American Correctional Association. Second edition, 2004.
- Scott H. Decker and Barrik Van Winkle. 1996. Life in the Gang: Family, Friends and Violence. New York: Cambridge University Press. 1997 Finalist for the C. Wright Mills Award. Winner of the 1998 Outstanding Book Award from the Academy of Criminal Justice Sciences. Reviewed in CHOICE, February 1997.
- Scott H. Decker. (Ed.). 1984. Juvenile Justice Policy: Analyzing Trends and Outcomes. Beverly Hills, CA: Sage.
- Scott H. Decker. 1980. Criminalization, Victimization and Structural Characteristics of Twenty-Six American Cities. Saratoga, CA: Century Twenty-One Publishing Company.

Journal Articles and Chapters

- O'Neil, Eryn N., Scott H. Decker, David C. Pyrooz, Richard K. Moule. Forthcoming. Girls, Gangs, and Getting Out: Gender Differences and Similarities in Leaving the Gang. *Youth Violence and Juvenile Justice*, 14, 1: 43-60.
- Pyrooz, David C., Jean M. McGloin, and Scott H. Decker. 2017. Parenthood as a Turning Point for Male and Female Gang Members: A Study of Within-Individual Changes in Identity, Offending. *Criminology*, 55, 4: 869-899.
- Caterina Roman, Scott H. Decker, and David C. Pyrooz. 2017. Leveraging the Pushes and Pulls of Gang Disengagement to Improve Gang Intervention. *Journal of Crime and Justice*, 40, 3: 316-336.
- Pyrooz, David C., Gary LaFree, Scott H. Decker, and Patrick Anders. 2017. Cut from the Same Cloth? A Comparative Study of Domestic Extremists and Gang Members in the United States. *Justice Quarterly*, 35, 1: 1-35.
- Mitchell, Meghan M., Chantal Fahmy, David C. Pyrooz, and Scott H. Decker. 2017. Criminal Crews, Codes, and Contexts: Differences and Similarities across the Code of the Street, Convict Code, Street Gangs, and Prison Gangs. *Deviant Behavior*, 38, 10: 1197-1222.
- Pyrooz, David C., Jillian Turanovic, Scott H. Decker, and Jun Wu. 2016. Taking Stock of the Relationship between Gang Membership and Offending: A Meta-Analysis. *Criminal Justice and Behavior*, 43, 3: 365-397.
- Richard K. Moule, David C. Pyrooz, and Scott H. Decker. 2017. Internet Adoption and Online Behavior Among American Street Gangs: Integrating Gangs and Organizational Theory. *British Journal of Criminology*. 54, 6: 1186-1206. .
- Pyrooz, David C. and Scott H. Decker. 2016. The Real Gangbanging is in Prison. In J. Wooldredge and P. Smith (Eds.). *The Oxford Handbook of Prisons*. New York: Oxford.
- Sela-Shayovitz, Revital, David C., Pyrooz, and Scott H. Decker. 2016. Gangs in the Virtual World: The Socio-Cultural Context of Gang Members' Online Activity. C.L. Maxson and F. A Esbensen (Eds.). *Gangs in International Context*. New York: Springer.

- Huebner, Beth M., Kimberly Martin, David C. Pyrooz, Richard K. Moule Jr., and Scott H. Decker. 2016. Dangerous Places: Gang Members and Neighborhood Levels of Gun Assault. *Justice Quarterly*, 33, 5: 836-862.
- Decker, Scott H. and David C. Pyrooz. 2015. "I'm Down for a Jihad": How 100 Years of Gang Research can Inform the Study of Terrorism, Radicalization, and Extremism. *Perspectives on Terrorism*, 9, 1: 104-112.
- Moule, Richard K., Jr. Scott H. Decker, and David C. Pyrooz. 2015. Collective Violence, Gangs, and Technology. In *Violent Crowds*. A. Paul and B. Schwalb (Eds.). Hamburg: GDR: Hamburger Edition.
- Decker, Scott H. and David C. Pyrooz. 2015. Street gangs, terrorists, drug smugglers, and organized crime: what's the difference? In S. Decker and D. Pyrooz (Eds.). *The Handbook of Gangs*. Malden, MA: John Wiley and Sons.
- Scott H. Decker, David C. Pyrooz, Rickard K. Moule, and Gary Sweeten. 2014. Validating Self nomination in Gang Research: Assessing Differences in Gang Embeddedness Across Non, Current, and Former Gang Members. *Journal of Quantitative Criminology*, 30, 4: 577-598.
- David C. Pyrooz and Scott H. Decker. 2014. "Recent Research on Disengaging from Gangs: Implications for Practice." In J. A. Humphrey and P. Cordella (Eds.) *Effective Interventions in the Lives of Criminal Offenders*. New York: Springer. 81-98.
- David C. Pyrooz, Scott H. Decker, and Richard K. Moule Jr. 2014. "The Contribution of Gang Membership to the Victim-Offender Overlap." *Journal of Research in Crime and Delinquency*, 51, 3: 315 - 348. DOI: 10.1177/0022427813516128.
- David Schaefer, Nancy Rodriguez, and Scott Decker. 2014. "The Role of Neighborhood Context in Youth Co-Offending." *Criminology*, 52: 117-139.
- Scott H. Decker. "What is the Role of the Police in Preventing Gang Membership?" 2013. In T. Simon, N. Ritter and R. Mahendra (Eds.), *Changing Course: Preventing Gang Membership*. Atlanta: Centers for Disease Control. Washington, DC: National Institute of Justice. 51-62.
- Philip Stevenson, Charles Katz, and Scott Decker. 2013. "The Foundation of an Evidence-Based Justice System: The Need for Meaningful Academic and Applied Researcher Partnerships." *Translational Criminology*, Fall: 22-25.
- Scott H. Decker, David C. Pyrooz, and Richard Moule, Jr. 2013. Disengagement from Gangs as Role Transitions. *Journal of Research on Adolescence*. Forthcoming.
- Jeff Rojek, Scott H. Decker, Geoffrey P. Alpert, and J. Andrew Hansen. 2013. "Is the quarterback a 'crip'?": The presence of gangs in collegiate athletic programs." *Criminal Justice Review*. (Forthcoming).
- Geoff Alpert, Jeff Rojek, Scott H. Decker, J. Andrew Hansen, Randy Shannon, Ryan Alpert, and Daniel Radakovich. 2013. Perceptions of gang involvement among college student athletes. *Journal of Applied Sport Management*, 5: 2, 1-25.
- David C. Pyrooz, Richard Moule, Jr., and Scott H. Decker. 2013. Criminal and routine activities in online settings: Gangs, offenders, and the Internet. *Justice Quarterly*. (DOI:10.1080/07418825.2013.778326)
- Scott H. Decker, Chris Melde, and David C. Pyrooz. 2013. What Do We Know about Gangs and Gang Members and Where do we Go From Here?. *Justice Quarterly*, 30, 3:369-402.
- David Pyrooz and Scott H. Decker. 2013. "Delinquent Behavior, Violence and Gang Involvement in China." *Journal of Quantitative Criminology*, 29:251-272.

- Scott H. Decker and David Pyrooz. 2012. Gang Offending and Online Behavior. *JRSA Forum*, Volume 30, # 3: 1-5.
- David C. Pyrooz, Andrew M. Fox, Charles M. Katz, and Scott H. Decker. 2012. Gang organization, offending, and victimization: A cross-national analysis. In Finn-Aage Esbensen and Cheryl Maxson (Eds.), *Youth gangs in international: Tales from the Eurogang program of research*. New York: Springer.
- Scott H. Decker and David Pyrooz. 2011. "Gangs, Terrorism, and Radicalization." *Journal of Strategic Security*, 4: 151-166.
- Scott H. Decker and David C. Pyrooz. 2011. Contemporary Gang Ethnographies. In Frank Cullen and Pamela Wilcox (Eds.) *Handbook of Criminological Theory*. New York: Oxford.
- David C. Pyrooz and Scott H. Decker. 2011. Motives and Methods for Leaving the Gang: Understanding the Process of Gang Desistance. *Journal of Criminal Justice*, 39, 5: 417-425.
- David Pyrooz, Scott H. Decker, and Mark Fleisher. 2011. From the Street to the Prison, From the Prison to the Street: Prospects for Understanding and Controlling Prison Gangs. *Journal of Aggression, Conflict and Peace Research*.
- Scott Decker and David Pyrooz. 2010. Gang Violence Around the World: Context, Culture and Country. In G. McDonald (Ed.). *Small Arms Survey 2010*. London: Oxford University Press.
- Scott H. Decker and David Pyrooz. 2010. On the Validity and Reliability of Gang Measures: A Comparison of Disparate Sources. *Homicide Studies*. 14: 359-376.
- David Pyrooz, Scott H. Decker, and Vincent J. Webb. 2014. The Ties that Bind: Desistance from Gangs. *Crime and Delinquency*, 60, 491 - 516.
- David Pyrooz, Andrew Fox, and Scott H. Decker. 2010. Racial and Ethnic Heterogeneity, Economic Disadvantage, and Gangs :A Macro-Level Study of Gang Membership in Urban America. *Justice Quarterly*, 2: 1-26.
- Scott H. Decker and David Pyrooz. 2009. Timing is Everything: Gangs, Gang Violence and the Life Course. In M. DiLisi and K. Beaver. *The Life Course of Anti-Social Behavior: Aggression to Delinquency to Crime*. Jones and Bartlett.
- Scott H. Decker, Frank van Gemert, and David Pyrooz. 2009. Gangs, Migration and Crime: The Changing Landscape in Europe and the United States. *Journal of International Migration and Immigration*, 10: 393-408.
- Frank Van Gemert, Scott H. Decker, and David Pyrooz. 2008. Migrant Groups and Gang Activity: A contrast between the European Situation and The United States. Pp. 15-30 in F. Van Gemert, Dana Peterson and Inger-Lise Lien. *Youth Gangs, Migration and Ethnicity*. London, Willan.
- Scott H. Decker, Charles M, Katz, and Vincent J. Webb. 2007. Understanding the Black Box of Gang Organization: Implications for Involvement in Violent Crime, Drug Sales and Violent Victimization. *Crime and Delinquency*, Vol. 54, No.1: 153-172.
- Scott H. Decker. 2007. Expand the Use of Police Gang Units. *Criminology and Public Policy*, Vol. 6, No.4. 729-734.
- Mark Fleisher and Scott H. Decker. 2007. Gangs Behind Bars: Prevalence, Conduct and Response. In Richard Tewksbury & Dean Dabney. (Eds.). In *Prisons and Jails: A Reader*. New York: McGraw-Hill. 159-174.

- Rick Ruddell, Scott H. Decker, and Arlen Egley, Jr. 2006. Gang Intervention in Jails: A National Analysis. *Criminal Justice Review*, Vol. 31, 1: 33-46.
- Patricia A. Naber, David C. May, Scott H. Decker, Kevin I. Minor, and James B. Wells. 2006. "Are there Gangs in Schools?: It Depends upon Whom You Ask." *Journal of School Violence*, Vol. 5, No .2: 53-72.
- V. Webb, C. Katz, and S. Decker. 2005. Assessing the Validity of Self-Reports by Gang Members: Results from the Arrestee Drug-Abuse Monitoring Program. *Crime & Delinquency*, Vol. 52, No. 1: 232-252.
- Chuck Katz, Vince Webb, and Scott Decker. 2005. "Using the Arrestee Drug Abuse Monitoring (ADAM) Program to Further Understand the Relationship between Drug Use and Gang Membership." *Justice Quarterly*, 22, 1, 58-88.
- Jenna St. Cyr and Scott H. Decker. 2003. "Guys, Girls and Gangs: Convergence or Divergence in the Gendered Construction of Gangs and Groups." *Journal of Criminal Justice*, 31:423-423.
- G. David Curry, Scott H. Decker, and H. Arlen Egley, Jr. 2002. "Gang Involvement and Delinquency in a Middle School Population." *Justice Quarterly*, 19: 301-318.
- Jody Miller and Scott H. Decker. 2001. "Young Women and Gang Violence: Gender, Street Offending, and Violent Victimization in Gangs." *Justice Quarterly*, 18: 115-140. (Reprinted in Leanne Alarid and Paul Cromwell (Eds.) In Her Own Words: Women Offender's Views on Crime and Victimization. Oxford University Press. 2006.)
- Scott H. Decker. 2001. "Doing fieldwork with active gang members: Gettin' down on the set." *Focaal*. Vol. 36, 97-104.
- Scott H Decker and G. David Curry. 2001. "Addressing Key Features of Gang Membership: Measuring the Involvement of Young Members." *Journal of Criminal Justice*, Vol.28, No. 4, 1-10.
- Scott H. Decker and G. David Curry. 2000. "Responding to Gangs: Comparing Gang Member, Police and Task Force Perspectives." *Journal of Criminal Justice*, Vol. 28, No. 2: 129-138.
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- David Curry and Scott H. Decker. 1997. "What's in a Name?: A Gang By Any Other Name Isn't Quite the Same." *Valparaiso University Law Review*, 31, 2, 501-514.
- Scott H. Decker. 1996. "Collective and Normative Features of Gang Violence." *Justice Quarterly*, Volume 13, 2, 243-264. (Reprinted in Ralph Weisheit and Robert Culbertson, (2000). *Juvenile Delinquency: A Justice Perspective*. Prospect Heights, IL.: Waveland.

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- Scott H. Decker. 1995. "Slinging' Dope: The Role of Gangs and Gang Members in Drug Sales." *Justice Quarterly*, Vol. 11, No. 4: 1001-1022.
- Richard Rosenfeld and Scott H. Decker. 1993. "Where Public Health and Law Enforcement Meet: Monitoring and Preventing Youth Violence." *American Journal of Police*, Vol. 12, No. 3: 11-57.
- Scott H. Decker and Kimberly Kempf. 1991. "Constructing Gangs: The Social Definition of Youth Activities." *Criminal Justice Policy Review*, Vol. 5, No. 4: 271-291. Reprinted in Klein, Maxson and Miller, *The Modern Gang Reader*. Los Angeles: Roxbury. 1995.
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- Scott H. Decker and Charles F. Wellford. 1981. "Deterrence and the Criminal Justice System: An Instrumental Analysis." *Journal of Police Science and Administration*, 9, 3:34-40.
- Scott H. Decker and Donna M. White. 1980. "The Impact of the Juvenile Justice and Delinquency Prevention Act in Missouri." *Juvenile and Family Court Judges Journal*, 31, 4:77-83.

Professional Associations

- Editorial Board Member, *Criminal Justice Review*. 2002 – 2015. Associate Editor 2008-2015.
- Editorial Board Member, *Journal of Research in Crime and Delinquency*. 2002 - 2004. 2006 - present.
- Editorial Board Member, *Journal of Criminal Justice*. 2010 - present.
- Associate Editor, *Criminology*. 2002 - 2004.
- Editorial Board Member, *Youth Violence and Juvenile Justice*.
- Associate Editor, *Justice Research and Policy*, 1999 - 2002.
- Associate Editor, *Justice Quarterly*. 1992 - 1995. Editorial Board Member 2010 - present.
- Editor, *American Journal of Police: An Interdisciplinary Journal of Theory and Research*. 1984 - 1987. Associate Editor, 1987 - 1990.
- Associate Editor, *Journal of Crime and Justice*. 1985 - 1991. Member, Editorial Board, 1984 - 1990.
- Member, St. Louis Crime Commission, 1992 - 1996.
- Member, Mayor's Task Force on Gangs and Drugs. City of St. Louis, 1988 - 1992.
- Member, St. Louis Public Schools' Anti-Drug, Anti-Gang Task Force. 1988 - 1992.
- Member, Missouri Sentencing Commission, 1994 - 2006.
- Member, Mayor's Crime Group. City of St. Louis. 2002 - 2006.
- Arizona Police Officer Standards and Training. 2007 - present.

Hildy Saizow, M.S.
CNA

Qualifications Summary

Ms. Hildy Saizow has more than 30 years of experience providing consulting services, research, policy analysis, and advice to government agencies and nonprofit organizations throughout the United States. Her expertise includes criminal and juvenile justice, as well as gun violence reduction, violence prevention, collaborative partnerships, qualitative research, and community planning and assessment. As a national consultant, she currently serves as Senior Diagnostic Specialist for the OJP Diagnostic Center, where she specializes in conducting diagnostic analyses of gun violence problems in urban jurisdictions. She also serves as the subject matter expert for the BJA Smart Policing Initiative, focusing on community outreach and collaboration issues for police departments funded through this program. Similarly, she coordinates training and technical assistance for police agencies involved in BJA’s Body Worn Camera program and the COPS Office’ Advancing 21st Century Policing Initiative. In the past, she has served as Community Outreach partner for Arizona’s Project Safe Neighborhoods initiative. Due to her expertise in gun violence prevention, Ms. Saizow was invited to meet with Vice-President Joe Biden in January 2013 to give input and recommendations to the Task Force on Gun Violence. Starting in 1998, she provided technical assistance to communities across the nation designated as “Weed and Seed” sites by the U.S. Department of Justice that required assistance in forming and sustaining collaborative partnerships, developing collaborative strategies, and working with challenging stakeholders.

Prior to these activities, Ms. Saizow provided technical assistance to local communities in Arizona, forming collaborative partnerships to address early care and education for children birth to age 5 and their families. In response to a request from the Arizona Supreme Court, Ms. Saizow directed a comprehensive community assessment examining community factors and possible solutions to the overrepresentation of minority youth in the juvenile justice system in Maricopa County. Before becoming a national consultant, and while living abroad, Ms. Saizow served as a community/social planner for a large local government in Australia.

In the early 1990s, Ms. Saizow served as public safety advisor to the City Manager for the District of Columbia, where she worked closely with managers in the police, fire, and emergency services departments and correctional agencies addressing a wide range of public safety problems and concerns. She also served as Executive Director of the Justice, Research, and Statistics Association (formerly Criminal Justice Statistics Association) in Washington, DC, where she developed programs to support criminal justice analysts and policymakers, and obtained numerous grants from the U.S. Department of Justice.

Education

MS, Administration of Justice. The American University, 1981.
BS, Criminal Justice, Arizona State University, 1979 (with honors).

Nature of Involvement

Ms. Saizow will serve as a Subject Matter Expert.

Project Experience

Title: OJP Diagnostic Center

Role: Senior Diagnostic Specialist, OJP Diagnostic Center. Ms. Saizow coordinates engagements with local jurisdictions requesting assistance with criminal justice problems. She specializes in projects examining gun violence and violence reduction issues. She conducted a diagnostic analysis in Durham, NC that focused on gun violence and police-community relations, a similar effort in Rockford, IL and, more recently, an analysis of gun violence in St. Louis, MO. For each engagement, Ms. Saizow works with Subject Matter Experts, who are well-known criminology professors from local universities; gathers and analyzes relevant data to understand patterns and trends; conducts interviews of local stakeholders to decipher the local context; develops recommendations based on best practices and evidence-based solutions; and works with the jurisdictions to implement change. In the St. Louis engagement, Ms. Saizow worked closely with Dr. Richard Rosenfeld of UMSL, to extend the diagnostic model to include community-level research involving adult and youth focus groups and systematic social observations in four high poverty neighborhoods – to identify similarities and differences in high gun violence and low gun violence areas.

Title: Smart Policing Initiative Training and Technical Assistance

Role: Subject Matter Expert (SME), Smart Policing Initiative (SPI) Training and Technical Assistance Program. For SPI, funded by the U.S. Department of Justice BJA, Ms. Saizow provides technical assistance and expertise on community outreach and collaboration to law enforcement agencies. She develops webinars, gives conference presentations, writes papers, and coordinates efforts to assist police in improving their collaborative relationships and activities with criminal justice agencies, local government officials, community groups, and nonprofits. She serves on the CNA management team, coordinating the work of all SMEs.

Title: Body Worn Camera Training and Technical Assistance

Role: Subject Matter Expert, Body Worn Camera Training and Technical Assistance Program. Ms. Saizow works with nine small police agencies receiving BJA funding for the deployment of body worn cameras. She assists the agencies with developing a body worn camera policy that meets the established criteria including consultation with the public. She communicates with the agencies frequently to troubleshoot issues related to camera deployment and track progress. She develops webinars, identifies lessons learned from the agencies, and coordinates with SMEs, CNA staff and BJA.

Title: Site Liaison, Advancing 21st Century Policing

Role: Site Liaison, Advancing 21st Century Policing. Ms. Saizow works with two of fifteen police agencies in the program to identify progress in implementing recommendations in the President's Task Force on 21st Century Policing and provide training and technical assistance to fill gaps in the agency's implementation efforts.

Title: TRUCE, Phoenix, AZ

Role: Public Education Director. As President of the nonprofit Arizonans for Gun Safety, Ms. Saizow was a partner in TRUCE, Phoenix's replication of Chicago's Ceasefire initiative, designed to stop gun violence and homicides. She directed the public education component, aimed at changing community values through massive messaging campaigns and community partnerships. The public education campaign markets the project's slogan, "Start the peace. Stop the violence" through posters, billboards, flyers, and videos; community events such as peace marches and community murals; and citizen vigils or responses to neighborhood shootings.

Title: Arizona Project Safe Neighborhoods

Role: Community Outreach Coordinator. Ms. Saizow directs Arizona's outreach to communities with high levels of gun violence. In this capacity, she collects and analyzes public health data to identify groups and geographic areas at risk for gun violence, and surveys at-risk youth on their involvement in violence-related activities and attitudes. She forms partnerships with nonprofits, police agencies, community groups, and business leaders to develop, fund, and conduct prevention campaigns, which include press conferences, youth development programs, prevention training in the schools, community events, and massive messaging through billboards, posters, flyers, door hangers, and anonymous gun buy-back programs.

Title: U.S. Department of Justice's Operation Weed and Seed

Role: Technical Assistance Provider. Ms. Saizow helped more than 35 at-risk, high-crime neighborhoods nationwide to create collaborative partnerships involving law enforcement agencies, community stakeholders and residents, comprehensive planning processes for crime reduction/prevention strategies, grant applications that met DOJ approval, and steering committees that functioned through consensus-building processes. She worked with local, state, and federal stakeholder groups, including elected officials, police chiefs, city/county executives, private sector representatives, social service managers, community leaders and residents, working in urban, suburban, and rural areas, including work with Native American and Latino communities.

Title: Arizona Early Education Fund

Role: Technical Assistance Provider, Early Care and Education. Ms. Saizow assisted Arizona counties to form community collaborations to implement the Arizona Early Education Fund, a public/private partnership designed to help communities across Arizona build the quality and capacity of early care and education programs for children from birth to age five. Working in consultation with United Way of Tucson and Valley of the Sun United Way, Ms. Saizow provided expert advice and guidance on partnership development, collaborative processes, and community assessment. She prepared a guide for local officials on how to conduct comprehensive collaborative community assessments, and developed a collaborative strategic planning process.

Title: Arizona Head Start

Role: Consultant, Head Start Outcome Study. Ms. Saizow provided research and facilitation services to the Arizona Head Start Association for improving and analyzing the statewide Head Start Outcome Study. Her work involved the analysis of health, family literacy, and child

development outcomes for four-year-olds enrolled in Head Start preschool classes and their families, and preparation of the report *Arizona Head Start—Pathway to School Readiness for Low-Income Children*.

Title: Community Assessment on Overrepresentation of Minority Youth in Juvenile Justice

Role: Lead Consultant. In 2002–2003, Ms. Saizow was awarded a competitive contract by the Arizona Supreme Court to examine the disproportionate presence of minority youth in the juvenile justice system and community changes that could address it. Using community assessment methods, she evaluated three neighborhoods in West Phoenix experiencing high levels of juvenile crime and overrepresentation in the juvenile justice system. She developed a profile of community well-being, and assessed community needs through informant interviews; focus groups that included officials, residents, parents, and youth; and workshops with key neighborhood stakeholders. She thereby identified and assessed community resources and assets. Her study resulted in a consensus on strategies and action plans to reduce youth violence, support struggling families, improve local facilities and services, and increase cultural competency in juvenile justice.

Title: Sunnyslope Youth and Family Partnership Assessment

Role: Consultant. Ms. Saizow examined the factors underlying the success and longevity of a community collaboration entering its 11th year of operation. The collaboration, consisting of social service providers, law enforcement officials, and residents in an at-risk Phoenix neighborhood, focused on juvenile delinquency prevention and the positive development of youth. Study methods involved a historical analysis of documents and reports, informant interviews and focus groups with officials and residents, and the development of a collaborative framework based on the research literature. The study resulted in the identification of critical success factors for collaboration, issues and challenges impacting future collaborative efforts, and a set of recommendations for continued success.

Relevant Work Experience

Employer: Gold Coast City Council, Queensland, Australia

Dates: 1995–1997

Role: Community Planner. Ms. Saizow established a community planning structure for the second largest local government in Australia. This included a research program on social issues and community needs, creation of community advisory committees and public consultation programs, policy development for addressing social issues in land use planning, and reports on community resources. Ms. Saizow designed a crime prevention initiative for local government aimed at developing creative solutions through community empowerment and collaborative processes, and the use of public and private resources for program implementation. Upon Council's approval of the initiative, she became chief advisor to the Mayor and CEO on crime and safety policy.

Employer: HBS Associates, Queensland, Australia

Dates: 1994

Role: Consultant. Ms. Saizow provided expert services to public organizations in policy analysis, social and strategic planning, and community consultation. Her projects included a social and community development strategy for improving safety and crime prevention in inner city suburbs; an environmental crime prevention study/safety audit; and a social planning study on the facility, social service, and recreation needs of a new “planned” community.

Employer: Office of the City Administrator, Washington DC

Dates: 1992–1994

Role: Special Assistant for Public Safety. Ms. Saizow served as liaison between the City Administrator and the executive staff of all public safety agencies (police, fire, ambulance, corrections, parole, and emergency preparedness). She provided policy and budget advice on crime prevention and criminal justice issues, and recommended improvements to agency operations. Ms. Saizow wrote proposals for creating a criminal justice coordinating council; developing a violence reduction strategy; managing prison and jail crowding; assessing strengths and weaknesses of the police department’s structure and operations; and creating a state-of-the-art emergency communications center. She provided organizational support for, and facilitation of, meetings between the City Administrator and executive agency staff, as well as other prominent government and private officials

Employer: Planning Workshop, Inc., Queensland, Australia

Dates: 1991

Role: Community Planner. Ms. Saizow implemented a community consultation program for a large transportation/urban planning project in the Brisbane/Gold Coast area. This program encouraged public participation, solicited community input, and examined the social impacts of a new highway on local communities. Her responsibilities included:

- social/community research and analysis
- preparing a community newsletter with a circulation of 70,000 households
- facilitating monthly community working group meetings
- writing and editing working papers presenting study findings
- liaison with members of the public and government agencies

Employer: Justice Research and Statistics Association, Washington DC

Dates: 1986–1990.

Role: Executive Director

Ms. Saizow served as Executive Director for the Association of State Statistical Analysis Center Directors. The association’s national membership also included policy/legislative analysts and state and local criminal justice researchers and academics. Her responsibilities included development of programs and proposals (including a successful proposal for the Consortium for Assessing State Drug Control Strategies funded at more than \$1.8 million), program management, and preparation of a strategic plan for the organization. In addition, she supervised writing and publication of research articles, annual reports, and a newsletter; directed advocacy; planned conferences; managed a \$1.5 million annual budget; and directed a 12-person staff.

Employer: Justice Research and Statistics Association, Washington DC

Dates: 1983–1985.

Role: Program manager and research associate

Employer: Institute for Economic and Policy Studies, Washington DC

Dates: 1980–1982

Role: Research Assistant

Selected Publications and Presentations

Effective Marketing Practices: A Guide for Smart Policing Initiatives. October 2010. CNA Smart Policing Technical Assistance and Training Program.

(with Patricia Goubeaux) *Arizona Head Start—Pathway to School Readiness for Low Income Children.* February 2007. Arizona Head Start Association.

Early Care and Education: A Guide to Collaborative Community Assessment. September 2006. United Way of Tucson and Southern Arizona.

Weed and Seed Guidelines for Official Recognition Applications, June 2000. March 2000. Executive Office for Weed and Seed Policies and Procedures Guide.

Crime Prevention and Safety in the Gold Coast Region: A Brief for Creating a Community Safety Strategy. March 1997. Gold Coast City Council.

Effective Collaboration Webinar, developed for Smart Policing audiences.

Sustaining SPI Through Effective Communication Webinar, developed for Smart Policing audiences.

Awards

Graduate Service Award from the College of Public and International Affairs, American University, Washington, DC.

BRUCE N. JOHNSON

Dedicated and dynamic senior professional possessing a proven track record of superior performance, leading strategy development and programmatic execution for Behavioral Health, Education, Law Enforcement, Operational Management, and Community Engagement.

SUMMARY:

Relationship Management Highly experienced in assessing true needs and expectations, building lasting professional relationships. Grow and strengthen strategic partnerships to achieve mutually beneficial outcome.

Resource Coordination Possess a proven ability to anticipate unique requirements or potential road-blocks in all situations. Continually develop back-up plans to minimize risk and deliver exceptional results; streamline communication and implementation channels to effectively meet client and organizational needs.

Leadership Have a demonstrated track record of outstanding service; a calm, dependable professional who devotes every effort to achieving the best results.

PROFESSIONAL EXPERIENCE:

NICASA BEHAVIORAL HEALTH SERVICES 2005 to Present
Round Lake, IL
Chief Executive Officer

- Advanced Nicasa into an accredited multifaceted behavioral health organization which serves over 6,000 treatment clients a year.
- Responsible for strategic leadership, budget, and operational administration of Nicasa, a nationally recognized leader in the field of substance abuse prevention/treatment, mental health services, and promotion of healthy lifestyles.
- Support Nicasa's mission of providing primary and secondary prevention programs and early intervention programs which target youth, adults, families, and communities.
- Lead initiatives for key areas of specialization, including: Criminal Justice, Veterans, Women's Services, Model Parenting Programs, Community Collaboration & Coalition Building, Afterschool & Positive Youth Development Programs, Family Strengthening Services, Multicultural Services, and Law Enforcement Assisted Diversion Programs.
- Report to Board of Directors and assist committees, auxiliary, and volunteers in furthering organizational mission and vision.
- Serve on local, county, and state initiatives to develop and sustain effective partnerships.

LAW ENFORCEMENT:

ROUND LAKE PARK POLICE DEPARTMENT 1995 to 2005
Round Lake Park, IL
Chief of Police

- Responsible for direction, leadership, management, budgeting, training, and control.
- Developed organizational structure of department in accordance with professionally accepted standards and sound management principles.
- Interacted with other Village Department Heads to resolve/address issues of mutual concern.
- Initiated, developed, and sustained effective partnerships with all community stakeholders.
- Established, issued, and enforced rules, regulations, policies, and procedures commensurate with a CALEA, Inc. recognized and accredited agency.
- Developed and preserved harmonious working relationships with local, county, state, and federal law enforcement agencies as well as State's Attorney and judicial offices.

SCHAUMBURG POLICE DEPARTMENT 1989 to 1995
Schaumburg, IL
**Criminal Investigative Division Detective,
Special Operations Group,
D.U.I Task Force, FTO,
Control Tactics Instructor,
Patrolman**

MORTON GROVE POLICE DEPARTMENT 1985 to 1989
Morton Grove, IL
Patrolman/Evidence Technician

AWARDS

- Mayoral Proclamation
- Jefferson Award for Community Service
- Lake County Juvenile Officers Association Law Enforcement Award
- Lakeland Publishers Forefronts Award
- Police Officer of the Year Grayslake Exchange Club
- Exchange Club Book of Golden Deeds, Exchange of the Year, Patriot Award
- Mano a Mano Family Resource Center Visionary Award
- Illinois State Crime Stoppers Association Outstanding Board Member of the Year
- Illinois Association of Regional Superintendents of Schools Outstanding Service
- Illinois Security Professionals Association Excellence in Public Service
- Awards of Excellence and Leadership (numerous)
- Commendations & Honorable Mentions (numerous)
- Letters of Appreciation (numerous)
- Exceptional Employee Contacts (numerous)

*Continued on
Page Two...*

INSTRUCTION:	WILLIAM RAINEY HARPER COLLEGE <i>Law Enforcement and Justice Administration</i> Adjunct Faculty Instructor – Community Policing, Leadership and Ethics for Law Enforcement, Forensics and Investigations	1993 to Present <i>Palatine, IL</i>
	THE UNIVERSITY OF ILLINOIS <i>Center for Public Safety and Justice Institute of Government & Public Affairs</i> Instructor - Community Policing & Procedural Justice	2013 to Present <i>Chicago, IL</i>
	US DEPARTMENT OF JUSTICE <i>Office of Justice Programs Diagnostic Center</i> Instructor - Community Policing & Procedural Justice	2015 to Present <i>Washington, DC</i>
	CNA <i>Strategies for Policing Innovation</i> Subject Matter Expert - Behavioral Health, Education, Law Enforcement, Operational Management, Community Engagement	2016 to Present <i>Arlington, VA</i>

ARMED FORCES:	UNITED STATES MARINE CORPS Chief Warrant Officer 3 - Reserve <ul style="list-style-type: none">• Served as Commissioned Officer responsible for implementing and overseeing completion of goals and objectives.• Supervised, trained, and evaluated personnel of lower grades in performance of duties.• Recognized with various awards, including:<ul style="list-style-type: none">- Bronze Star- Navy Marine Corps Achievement Medal- Afghanistan Campaign Medal- Global War On Terrorism Service Medal- NATO ISAF (International Security Assistance Force) Medal- Sea Service Deployment Ribbon- National Defense Service Medal (2)- Selected Marine Corps Reserve Medal (4)- Armed Forces Reserve Medal- Navy Unit Commendation- Navy Marine Corps Meritorious Unit Commendation (3)- Honor Graduate: Advanced Staff NCO Academy- Certificates of Commendation & Letters of Appreciation (numerous)	1983 to 2011
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EDUCATION:	NORTHWESTERN UNIVERSITY KELLOGG SCHOOL OF MANAGEMENT Certificate in Non-Profit Management Allstate Foundation Greater Good Nonprofit Leadership Program	Conferred 2017 2016 to 2017
	LEWIS UNIVERSITY (GPA: 3.89/4.0) Master of Science degree in Criminal Social Justice	Conferred 1994
	LEWIS UNIVERSITY (GPA: 4.0/4.0) Bachelor of Arts degree in Criminal Social Justice <ul style="list-style-type: none">• Graduated <i>Summa Cum Laude</i>• Honor Society, Dean's List, & Outstanding Senior Student: Criminal Social Justice	Conferred 1993

AFFILIATIONS:	<ul style="list-style-type: none">• Illinois Advisory Council on Alcoholism & Other Drug Dependency• Lake County Suicide Prevention Task Force• Lake County Opioid Initiative, Founder & Governing Board Member• Mano a Mano Family Resource Center, Founder, Past President, & Board Member• Lake County YES (Youth Empowerment for Success) Coalition, Vice President, Board of Directors,• Lake County Underage Drinking & Drug Prevention Task Force, Past Chairman• Lake County Crime Stoppers Board of Directors, Vice Chairman• International & Illinois Association of Chiefs of Police• Lake County Chiefs of Police Association, Past President• Round Lake Area Exchange Club• American Legion Post 964 Lake Zurich IL• Marine Corps League Tri-County Leatherneck Detachment #1395, Past Commandant
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Denise Rodriguez, M.A.

CNA

Qualification Summary

Ms. Rodriguez has over nine years' experience working in the criminal justice field. She has a Master of Arts degree in Forensic Psychology and a Bachelor of Arts degree in Criminal Justice. As a Research Scientist at CNA, Ms. Rodriguez currently manages over \$10 million in grants, oversees the work of over 20 subject matter experts, 11 CNA staff members, and 5 subcontractors. While at CNA, Ms. Rodriguez has investigated and monitored police agencies, assessed police policy and procedures, reconstructed police critical incidents and large-scale events, developed use of force policies, and produced after-action reports specific to law enforcement for a number of federal and local-level law enforcement agencies.

Ms. Rodriguez has led, analyzed, and provided research support on a number of police involved critical incidents for the Washington, DC, Homeland Security and Emergency Management Agency and the New York City, NY; Tampa, FL; Baltimore, MD; and Las Vegas, NV Metropolitan Police Departments. She also serves as the Principal Investigator and Lead Monitor for the Spokane, WA, and Fayetteville, NC, Police Departments through the U.S. Department of Justice Office of Community Oriented Policing Services' Collaborative Reform Initiative. In conducting this work, she has interviewed over 200 police executives, police officers, and civilians involved in police critical incidents, created interview and survey protocols, and analyzed hundreds of use of force incidents reports. Her research has resulted in recommendations to local governments on police-force tactics, accountability, public transparency, and organizational reform. Ms. Rodriguez has also worked closely with the Wilmington, DE; Camden County, NJ; San Antonio, TX; and Arlington, TX, Police Departments on issues related to violent crime reduction and advancing 21st-century policing. This work has enabled Ms. Rodriguez to become a leading expert on the criminal justice system, law enforcement operations, and community-based policing.

Most notably, Ms. Rodriguez is also currently managing CNA's largest training and technical assistance program, Body-Worn Cameras, which is funded by the U.S. Department of Justice Bureau of Justice Assistance. She manages 18 training and technical assistance (TTA) groups that provide assistance to over 230 police agencies across the country. In addition to overseeing the 25 TTA groups, she also manages the TTA delivery, website, program outreach efforts, deliverables, national and regional conferences, analysts, subject matter experts, and subcontractors. In addition to her work on the various projects noted above, she also plays a large role in the team's business development efforts. Most notably, she serves as Director on CNA's Executive Sessions on Policing. In this role, she oversees and works closely with CNA senior advisors and staff to market and increase exposure of the team's criminal justice work. To date, Ms. Rodriguez has directed seven Executive Sessions hosted by CNA. These Executive Sessions have led to increased interest in CNA's work, new partnerships, and additional funding opportunities. Ms. Rodriguez is the recipient of three CNA Safety and Security awards—the division's Initiative Award (2015), Innovations Award (2013), and Principles Award (2018).

Education

M.A., Forensic Psychology, Marymount University, Arlington, VA, 2008

Nature of Involvement

Ms. Rodriguez will serve as a Subject Matter Expert.

B.A., Criminal Justice, St. Mary's University, San Antonio, TX, 2006	
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Work Experience

Research Scientist, CNA	2009 – Present
Precision Influence Technologies	2007
St. Mary's University Police Department	2004 – 2006

Relevant Training / Courses

Emergency Management Institute, 2009–2011. Courses completed: IS-3; IS-100; IS-120a; IS-139; IS-200b; IS-230a; IS-301; IS-331; IS-700; IS-800b; IS-820; IS-836

CNA Project Director Training, 2013

CNA Writing Seminar, 2016

Relevant Project Experience

Title: Body-Worn Camera (BWC) Training and Technical Assistance (TTA)

Client: U.S. Department of Justice (DOJ), Bureau of Justice Assistance (BJA)

Period of Performance: 10/2015 – Present

Role: Project Manager

Description: CNA is providing and coordinating TTA to law enforcement agencies funded through the BWC Pilot Implementation Program. Ms. Rodriguez serves as the project manager on this initiative and oversees 9 TTA groups, over 10 staff members, 2 subcontractors, the provision of TTA to over 70 agencies across the country, and a network of subject matter experts. In this role, she also manages and coordinates all reporting, tracking, and provision of technical assistance. In the first year of the project, Ms. Rodriguez has coordinated the delivery of over 70 TTA requests, 4 webinars, 24 podcasts, 1 National Meeting, 2 Regional Conferences, 58 BWC policy reviews, and 24 BWC TTA newsletters.

Title: COPS Office Collaborative Reform Initiative for Technical Assistance – Fayetteville Police Department (FPD)

Client: DOJ, Office of Community Oriented Policing Services (COPS Office)

Period of Performance: 01/2015 – 08/2017

Role: Project Manager and Principal Investigator

Description: This project was an expansion to the collaborative reform project carried out in the Las Vegas Metropolitan Police Department in 2011 and 2012. The goal was to reform FPD policies, training, and operations as they relate to use of force and interactions with citizens, taking into account national standards, best practices, current and emerging research, and community expectations. Ms. Rodriguez led a team of researchers and law enforcement subject matter experts in the conduct of this assessment. A final assessment report documenting the findings and recommended reforms based on the data collected was released in December 2015. Ms. Rodriguez also led the monitoring of FPD's implementation of the reforms.

Title: CNA's Executive Sessions on Policing
Client: CNA, Corp., Institute for Public Research
Period of Performance: 08/2014 – Present
Role: Director

Description: CNA's Executive Sessions on Policing provide criminal justice leaders, policymakers, and researchers with an opportunity to share information and discuss approaches that deepen our understanding of issues in police-community relations. Ms. Rodriguez directs all aspects of these conferences, including programmatic management. She leads discussions in the topic development, identifies speakers, develops presentation materials, and oversees junior staff that assist with associated administrative tasks.

Title: National Public Safety Partnership (PSP) previously Violence Reduction Network (VRN)
Client: DOJ BJA
Period of Performance: 08/2014 – 05/2017
Role: Research Analyst

Description: PSP is a comprehensive approach to violence reduction that complements the U.S. Attorney General's Smart on Crime Initiative by leveraging the vast array of existing resources across DOJ components to reduce violence in some of the country's most violent cities. Ms. Rodriguez was the analyst assigned to both Camden, NJ, and Wilmington, DE. As an analyst, she directly assisted the Site Strategic Liaisons (SSLs) in overseeing each site. Her responsibilities included providing the SSLs with any research or analytical needs related to the violence-reduction efforts at each of the sites, and she managed the sites' TTA requests.

Title: COPS Office Collaborative Reform Initiative for Technical Assistance – Spokane Police Department (SPD)
Client: DOJ COPS Office
Period of Performance: 10/2013 – 08/2017
Role: Project Manager and Principal Investigator

Description: This project was an expansion to the collaborative reform project carried out in the Las Vegas Metropolitan Police Department in 2011 and 2012. The goal of the project was to improve Spokane Police Department (SPD) use of force processes, taking into account national standards, best practices, existing research, and community expectations. In addition to leading the assessment of SPD's use of force policies, procedures, investigations, training, and accountability systems, Ms. Rodriguez led the data analysis of over 243 use of force investigation files. She interviewed and conducted a survey of 50 officers on procedural justice, constitutional policing, and use of force. A final assessment report documenting the findings and recommended reforms was released in December 2014. Ms. Rodriguez also led the monitoring of SPD's implementation of the reforms.

Title: The Impact of Police Technologies: Body-Worn Cameras in the Las Vegas Metropolitan Police Department (LVMPD)
Client: DOJ National Institute of Justice
Period of Performance: 10/2013 – 11/2017
Role: Project Manager and Research Analyst

Description: This project examined how the implementation of technology that allows video and audiotaping of police-citizen interactions affects police behavior. This research project deployed BWCs in LVMPD over the course of a year, observed the subsequent behavior of patrol officers, and analyzed the extent to which the cameras affected police behavior. The goal of this study was to implement a cluster randomized experimental design in the LVMPD to measure anticipated changes in police officer behavior before and after introducing BWCs. Ms. Rodriguez served as the project manager. She coordinated the submission of the study to the Western Institutional Review Board and supported the Principal Investigator's management of this project. She was responsible for tracking the allocation and disposition of resources, preparing monthly and quarterly progress reports, reviewing invoices, and performing other management support tasks under the direction of the Principal Investigator. She also supported the research, survey development, and analytical activities.

Title: Strategies for Policing Innovation, previously Smart Policing Initiative (SPI)

Client: DOJ BJA

Period of Performance: 10/2010 – 09/2015

Role: Research Analyst

Description: SPI is a BJA-sponsored initiative that supports law enforcement agencies in building evidence-based, data-driven law enforcement tactics and strategies that are effective, efficient, and economical. CNA's role is to assist SPI agencies in developing and implementing strategies and, based on the availability of funds, provide TTA to other law enforcement agencies in coordination with BJA. Ms. Rodriguez provided general support to this project by helping develop the national seminar meetings and summary reports, as well as communicating with SPI sites. She coordinated and managed the progress of the following SPI sites: Boston, MA; East Palo Alto, CA; Evans County, GA; Kansas City, MO; Port St. Lucie, FL; and Toledo, OH.

Title: National Seminar and Tabletop Exercise for Institutions of Higher Education (IHE)

Client: U.S. Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), National Exercise Division

Period of Performance: 06/2014 – 12/2014

Role: Lead Exercise Evaluator & Analyst

Description: This exercise, sponsored by FEMA's National Exercise Division and the DHS Office of Academic Engagement, was designed to promote the White House's all-hazard *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, as well as provide insight into common planning, preparedness, and resilience best practices and shortfalls of the academic community when faced with an outbreak of an infectious disease. Ms. Rodriguez designed the evaluation methodology, documented participant discussion, and developed the summary of conclusions report. This exercise, held at Northeastern University, was the pilot in the series of regional exercises at IHEs across the country.

Title: Deptford Township Police Department Active Shooter Tabletop Exercise

Client: DHS FEMA, National Exercise Division & the Deptford Township Police Department

Period of Performance: 05/2014 – 09/2014

Role: Lead Exercise Evaluator & Analyst

Description: Ms. Rodriguez developed exercise evaluation guides, documented participant discussion, and developed the after-action report, which highlighted observations and

recommendations for improvements to the *Deptford Active Shooter Plan*. The objectives of this exercise were to discuss the capability of local, state, and federal agencies to establish a unified command in response to an active shooter in a shopping mall; discuss the integration of local, state, and federal tactical resources to manage an active shooter incident at a public shopping mall involving an improvised hazardous materials release; and assess the process for establishing and maintaining situational awareness and information sharing among interjurisdictional agencies in response to an active shooter incident.

Title: Navy Yard Mass Shooting After-Action Review

Client: DC Homeland Security and Emergency Management Agency

Period of Performance: 10/2013 – 02/2014

Role: Research Analyst

Description: The Deputy Mayor for Public Safety and Justice directed the DC Homeland Security and Emergency Management Agency to coordinate an after-action review of the District's response to the mass shooting at the Washington Navy Yard on September 16, 2013. Ms. Rodriguez was a member of the CNA team that conducted this review. She led the analysis of law enforcement operational coordination and operational communications. The purpose of this review was to strengthen the DC government's preparedness for future incidents that require a multi-disciplinary and multi-jurisdictional response through a collaborative after-action review process that engages all stakeholders and response partners.

Title: Arming University Police Departments: Best Practices and Lessons Learned

Client: Subcontractor to Obsidian Inc.

Period of Performance: 06/2013 – 10/2013

Role: Project Manager and Research Analyst

Description: The project provided [not at liberty to disclose] University with recent trends, best practices, and recommendations on arming university police officers. As part of this study, Ms. Rodriguez identified the number of universities that have armed their sworn officers since 2004, developed a use of force policy template, and developed guidance—using national best practices and existing research—for universities that are considering arming their officers. Ms. Rodriguez published the findings and best practices identified as part of this project in *Campus Safety*.

Title: Iron Horse Functional Exercise

Client: DHS FEMA, National Exercise Division & the Milwaukee (WI) Police Department

Period of Performance: 07/2013 – 09/2013

Role: Exercise Evaluator & Analyst

Description: This exercise aimed to assess the ability of the Milwaukee Police Department and partners to initiate, coordinate, and sustain combined Tactical Enforcement Unit, Hazardous Devices Unit, and Crisis Negotiations Unit operations; assess communications, participating agencies and the public; and identify gaps in information sharing between federal, state, local, tribal, and private-sector partners. Ms. Rodriguez served as an exercise evaluator on this project. In this role, she developed exercise evaluation guides, documented participant discussion, and helped develop the after-action report, which highlighted observations and recommendations for improvements as a result of the exercise.

Title: COPS Office Peer Review

Client: DOJ COPS Office

Period of Performance: 09/2011 – 02/2014

Role: Project Manager

Description: This project aimed to ensure that the work funded by the COPS Office is conveyed in an easily understandable and effective manner, and that it reaches the intended audience in a clear and useful format. Ms. Rodriguez developed Peer Review Guidelines and a Peer Review Process, and she updated the Peer Review Questionnaire. She maintained a database of over 200 subject matter experts and managed 3 to 5 peer reviews per month. She assigned subject matter experts/peer reviewers, requested their participation in the peer review process, tracked each peer review, and processed payment for each reviewer. She also produced monthly, semiannual, and annual summary reports for the COPS Office highlighting peer reviewer feedback, common themes across reviews, and priority issues highlighted by reviewers.

Title: 2012 Democratic and Republican National Conventions

Client: DOJ BJA & the Tampa (FL) Police Department (TPD)

Period of Performance: 03/2012 – 03/2013

Role: Project Manager/Lead Research Analyst

Description: This project aimed to support local law enforcement planning for security operations during the 2012 Presidential Nominating Conventions by providing onsite analytic support and documenting lessons learned and best practices to share throughout the law enforcement community in future National Special Security Events. Ms. Rodriguez led the evaluation of the Republican National Convention (RNC) in Tampa. During the convention, she provided onsite analytical technical assistance and evaluated TPD's operational response. She maintained primary contact with the department's planner and Chief of Police, and, in November 2012, she authored a Quick-Look After-Action Report that documented lessons learned and best practices. In addition, Ms. Rodriguez helped develop a Planning Primer for law enforcement agencies that documented the lessons learned and best practices from both the RNC in Tampa, FL, and the Democratic National Convention in Charlotte, NC. It serves as a blueprint for law enforcement agencies in charge of maintaining security in future large-scale events.

Title: COPS Office Collaborative Reform Technical Assistance Program – Las Vegas Metropolitan Police Department (LVMPD)

Client: DOJ COPS Office & LVMPD

Period of Performance: 10/2011 – 03/2013

Role: Research Analyst

Description: This initiative provides willing police departments with technical assistance based on in-depth analysis and solutions to improve performance and professional accountability. Ms. Rodriguez analyzed empirical data on LVMPD officer-involved shootings, policies, and other formal documentation that direct and guide tactics and investigations, investigatory files, and some of the changes the department has put into place in recent years. She also conducted over 35 interviews with LVMPD personnel and members of the Las Vegas community, and she co-authored a report documenting the assessment findings, recommendations, and implementation steps. The findings and recommendations developed sought to transform the organization, reduce the number of officer-involved shootings, reduce the number of people killed, and promote officer safety. CNA, in partnership with DOJ and the LVMPD, released the report to the public in November 2012.

Title: Davis v. New York City and Floyd v. New York City

Client: New York City Law Department

Period of Performance: 03/2012 – 04/2013

Role: Research Analyst

Description: Phase one (Davis v. New York City) of this project involved analyzing training, policies, and procedures directly related to the New York City Housing Police's practice of "Stop, Question, Frisk, Arrest" crime-prevention strategies. Ms. Rodriguez assisted Mr. James Stewart, the Expert Witness, in reviewing New York City Housing Police policy and procedures, relevant depositions, training material, and other case-related material. Phase two (Floyd v. New York City) involved analyzing training, policies, and procedures as they related to the New York City Police Department's practice of Stop, Question, and Frisk. Ms. Rodriguez assisted Mr. Stewart in reviewing departmental policy, training, performance measures, and remedies taken by other police departments that have faced similar litigation.

Title: Baltimore Police Department (BPD): Police-Involved Shooting of January 9, 2011

Client: City of Baltimore; Baltimore Police Commissioner

Period of Performance: 07/2011 – 10/2011

Role: Research Analyst

Description: Ms. Rodriguez helped develop and author the after-action report. As part of this process, she conducted extensive research of BPD policies and procedures on incident management, as well as the department's criminal and internal investigations. Her analysis provided essential support to the findings and recommendations made by the Internal Review Board (IRB). After the report was vetted and finalized by the IRB, it was delivered to BPD and Baltimore's Mayor.

Title: Tampa (FL) Police Department After-Action Report

Client: Tampa Police Department & DOJ COPS Office

Period of Performance: 08/2010 – 05/2011

Role: Project Manager and Research Analyst

Description: Ms. Rodriguez led the analysis and development of the after-action report for the incident that occurred from June 29 through July 2, 2010, involving the brutal murder of two Tampa Police Department officers and the subsequent manhunt. The report, due to a pending death penalty trial for the suspect, focused on the use of the Incident Command System throughout the incident. Ms. Rodriguez conducted over 30 interviews with local, state, and federal agency officials and helped reconstruct the incident timeline.

Relevant Publications and Reports

- A. Braga, W. Sousa, J. R. Coldren, Jr., D. Rodriguez. In Press. "The Effects of Body-Worn Cameras on Police Activity and Police-Citizen Encounters: A Randomized Controlled Trial." *Journal of Criminal Law and Criminology*, 108 (3).
- A. Braga, J. R. Coldren, Jr., W. Sousa, D. Rodriguez, O. Alper. November 2017. The Benefits of Body-Worn Cameras: new findings from a randomized controlled trial at the Las Vegas Metropolitan Police Department. U.S. Department of Justice National Institute of Justice.

- D. Rodriguez, et.al. In development. Collaborative Reform Initiative: Six-Month Assessment Report on the Fayetteville Police Department. U.S. Department of Justice Office of Community Oriented Policing Services & CNA.
- D. Rodriguez and Blake McClelland. In development. Collaborative Reform Initiative: Final Assessment Report on the Spokane Police Department. U.S. Department of Justice Office of Community Oriented Policing Services & CNA.
- W. Sousa, J. Coldren, D. Rodriguez, and A. Braga. September 2016. "Research on body-worn cameras: Meeting the challenges of police operations, program implementation, and randomized controlled trial designs." *Police Quarterly*, vol. 19(3): 363-384. First published on July 18, 2016.
- D. Rodriguez, et.al. 2015. Collaborative Reform Initiative: Assessment Report on the Fayetteville Police Department. U.S. Department of Justice Office of Community Oriented Policing Services & CNA.
- D. Rodriguez and Blake McClelland. 2015. Collaborative Reform Initiative: Six-Month Assessment Report on the Spokane Police Department. U.S. Department of Justice Office of Community Oriented Policing Services & CNA.
- D. Rodriguez. 2015. Rethinking Training for University Police Officers. *Campus Safety*. August 14, 2015. Last accessed December 15, 2015 at: http://www.campus safetymagazine.com/article/rethinking_training_for_university_police_officers#.
- D. Rodriguez, C. Saloom, and B. McClelland. 2014. Collaborative Reform Model: A Review of Use of Force Policies, Processes, and Practices in the Spokane Police Department. U.S. Department of Justice Office of Community Oriented Policing Services & CNA.
- J. Coldren & D. Rodriguez. 2014. Implementing Body-Worn Cameras: Technical Assistance Resources for Law Enforcement Agencies. CNA.
- J. Coldren & D. Rodriguez. 2014. "Body-Worn Cameras: The Patch Forward." *Domestic Preparedness Journal*. December 2014.
- D. Rodriguez. 2014. Arming University Police Departments: Best Practices and Lessons Learned. CNA.
- D. Rodriguez. 2014. Arming University Police Departments – Part Two: Best Practices and Lessons Learned. *Campus Safety*. Vol. 22(1): 42-46.
- D. Rodriguez. 2013. Arming University Police Departments – Part One: The Impact of Mass Shootings. *Campus Safety*, Vol. 21(7): 20–22.
- V. Chu, D. Rodriguez, and T. Felix. 2013. Managing Large-Scale Security Events: A Planning Primer for Law Enforcement Agencies. U.S. Department of Justice Bureau of Justice Assistance & CNA.
- J. Stewart, G. Fachner, D. Rodriguez, and S. Rickman. 2012. Collaborative Reform Process: A Review of Officer-Involved Shootings in the Las Vegas Metropolitan Police Department. U.S. Department of Justice Office of Community Oriented Policing Services & CNA.
- J. Stewart, D. Rodriguez, and R. Lafond. 2011. Tampa Bay Manhunt After Action Report: Lessons Learned in Community Police Partnerships & Incident Command System. U.S. Department of Justice Office of Community Oriented Policing Services & CNA.
- D. Rodriguez. 2007. A Psychological Perspective on Georgia. Precision Influence Technologies. Marymount University Internship.

D. Rodriguez. 2006. Police Issues & Trends in Law Enforcement: Has the use of technology by the police prevented the effective reconnection between the police and the community? St. Mary's University. Senior Seminar. May 2006.

Awards

CNA, Institute for Public Research, Safety and Security Principles Award, 2018

CNA, Institute for Public Research, Safety and Security Initiative Award, 2015

CNA, Institute for Public Research, Safety and Security Innovations Award, 2013

TERRANCE WILLIAM GAINER, SR.

Chicago, Illinois 60643

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EDUCATION

Juris Doctor, DePaul University, Chicago, IL
Master of Science, Management and Public Service, DePaul University, Chicago, IL
Bachelor of Arts, Sociology, St. Benedict's College, Atchison, KS
Mendel Catholic High School, Chicago, IL
National Executive Institute XVI, FBI Academy, Quantico, VA

PROFESSIONAL EXPERIENCE

Terrance W. Gainer Sr., LLC

May 2014 to Present

- Member of the Baltimore Police Department Monitoring Team, which oversees the implementation of the Consent Decree. Serve as a Subject Matter Expert (SME) focusing on the suite of directives concerning First Amendment activities, use of force and community policing policies.
- A SME working on a variety of DOJ projects, including the Bureau of Justice Assistance's Public Safety Partnership and COPS Office's Safer Neighborhoods through Precision Policing in Camden, New Jersey; Milwaukee, Wisconsin; Lansing, Michigan; Gun Lake Tribal Police, Gun Lake, Michigan and St. Louis, Missouri as well as the BJA VALOR program.
- A SME for BJA assigned to the Chicago Police Department, Office of the Superintendent with a focus on development of the senior executive leadership, and the creation and implementation of the Strategic Decision Support Centers.

May 2007

- Member Independent Commission on the Security Forces of Iraq armed forces and police, as a SME focused on the strengths and weaknesses of the Iraq National Police. See the Report of the Independent Security Commission on the Security Forces of Iraq.

September 2007

- Member of the Department of State's Special Envoy for Middle East security forces; as a SME focused on the Israelis and Palestinian police agencies.

T. Gainer

Senate Sergeant at Arms and Doorkeeper – January 2007 to May 2014

- Sworn in as the 38th United States Senate Sergeant at Arms and Doorkeeper on January 4, 2007
- Serves as chief law enforcement and executive officer of the Senate
- Leads an agency of nearly 1,000 personnel
- Responsible for assuring a legislative branch that is secure, prepared and has continuity of operations in the event of a man-made or natural disaster
- Serves as Chief Administrative Manager, providing services to the Senate to include computers and technology support services, recording and photographic services, printing and graphics services, mailings, and assistance in staffing
- Manages a more than \$200 million annual budget
- Currently holds a Top Secret-SCI Security Clearance

L-3 Military Professional Resource Inc. (MPRI) – Served in private sector companies focused on homeland security issues, Vice President and Program Manager, Law Enforcement Programs, International Group, 2006

- Responsible for a multi-million-dollar innovative law enforcement program supporting Army and Marine operations in Iraq and Afghanistan

United States Capitol Police – Chief of Police, June 2002-April 2006

- Commanded a force of nearly 2,000 sworn and civilian personnel who provide comprehensive law enforcement, security and protective operations services for the United States Congress, its 30,000 employees and nine million visitors, annually
- Developed and managed a \$250 million annual budget
- Directed the deployment and management of advanced technology of security systems to deter, detect and delay a multitude of threats and used to safeguard Congress, staff, visitors, property and national security information of the legislative branch of Government

Metropolitan Police Department, District of Columbia – Executive Assistant Chief, May 1998-2002

- Served as Acting Chief of Police in the Chief's absence
- Responsible for the effective, efficient management of department operations and delivery of police services to residents of the District of Columbia
- Directed the work of approximately 4,200 employees engaged in patrol, emergency response, agency administration, forensic services, criminal investigation and police training
- Managed annual operating budget of approximately \$310 million
- Served as Chief Labor Negotiator
- Awards: Meritorious Service Medal, Achievement Award, FBI National Executive Institute 1998, Excellence in Law Enforcement Administration

U.S. Navy – 1967-2000, Retired May 2000

T. Gainer

Captain, United States Navy Reserve

Major Accomplishments

- Surface Warfare Officer
 - Emergency Preparedness Liaison Officer (EPLO)
 - Commanding Officer, Assault Craft Unit 7
 - Chairman, National Joint Service EPLO National Conference
 - Decorated Vietnam Veteran
- Active and reserve duty assignments included progressively increasing responsibilities, including command assignments both ashore and afloat
 - Personnel decorations include Meritorious Service Medal, Navy Commendation Medals (two awards, one with combat distinguishing device), Navy Unit Commendation, National Defense (two awards), Sea Service Ribbon, Vietnam Service Medal, Vietnam Cross of Gallantry, Vietnam Campaign Ribbon, Naval Reserve Service Medal (three awards)

Illinois State Police – Director, March 1991-May 1998

- Served in governor's cabinet.
- Directed the work of more than 3,700 employees engaged in patrol, emergency response, agency administration, criminal investigation, forensic services, internal investigation and police training.
- Managed annual operating budget of approximately \$303 million.
- Developed department goals and operational philosophies. Set agency policy.
- Awards: Meritorious Service Medal, Achievement Medal

U.S. Department of Transportation – Senior Executive, served as Special Assistant to the Secretary and Director for Drug Enforcement and Program Compliance, July 1989-February 1991

- Coordinated the development, implementation and enforcement of the department's Drug Testing Program involving more than 220,000 regulated employers
- Represented the Secretary of Transportation on drug policy matters to the National Security Council, the Economic Policy Council, and numerous national drug control policy committees and task forces.
- Reviewed the interdiction effort department-wide as the point person in the Immediate Office of the Secretary.

Illinois State Police – Deputy Director, May 1987-June 1989

- Served as chief of staff, providing direction to six departmental divisions
- Coordinated the budget process and expenditure of agency funding
- Acted as director's representative for all sworn labor contract issues
- Evaluated division programs
- Developed objectives and policies

Office of the Illinois Inspector General – Deputy Inspector General, November 1985-May 1987

- Managed the daily operations of the office and personal staff
- Functioned as a management consultant for major state agencies

T. Gainer

- Met with top management to critique departmental policies and operations and proposed re-development of initiatives.
- Assisted in drafting model child abuse legislation
- Coordinated the Child Sexual Abuse Task Force Unit

Chicago Police Department

Executive Assistant to the Chief of Detectives, 1984

Chief Legal Officer, 1981-1984

- Supervised the department's five attorneys
- Assisted in the negotiation of the first and second labor contracts between the city and the police union
- Served as special assistant corporation counsel
- Prosecutor, police misconduct cases

Executive Assistant to the Deputy Superintendent, Bureau of Administrative Services, 1980

- Coordinated internal communications and program development among the bureau's divisions of data processing, finance, personnel, internal affairs, research and development, and professional counseling

Sergeant, Homicide Detective, Police Officer, 1968-1979

- Participated in a wide variety of field experiences, assuming increased responsibility
- Awards: Merit Medal, Department Commendation (multiple awards), Unit Meritorious Award

LICENSES

Admitted to the United States Supreme Court

Admitted to Practice Law, State of Illinois

Admitted to the United States District Court for the Northern District of Illinois

Admitted to the United States Court of Appeals for the Seventh Circuit

SIGNIFICANT BOARD/COMMITTEE ACTIVITY

President's Special Envoy for Regional Middle East Security, 2008

Served with a group created to advance the resolution of the Israeli-Palestinian dispute by assisting in strengthening security institutions to include assisting in efforts of Israeli-Palestinian cooperation and designing a plan for security issues between the government of Israel and the Palestinian Authority should there be a two-state solution

Independent Commission on the Security Forces of Iraq, 2007

Appointed to serve with a 20-member group of experts in military and law enforcement matters charged with conducting an independent assessment of the Iraqi Security Forces with its findings

T. Gainer

reported to Congress in the fall of 2007

Youth Leadership Foundation, Washington, D.C.
Board of Directors, 2004-2007

Capitol Wireless Integrated Network (CapWIN), Washington, D.C.
Board of Directors, 2002-2006

National Insurance Crime Bureau Board of Trustees
Board of Directors, 1996-2000

Commission on Accreditation for Law Enforcement Agencies
Commissioner, January 1997-May 1999

Community Policing Consortium Advisory Board
Member, 1995-1998

Illinois Motor Vehicle Theft Prevention Council
Chairman, 1991-1998
Responsible for the development of prevention initiatives statewide and the distribution of \$6 million annually

Illinois Criminal Justice Information Authority
Member, 1991-1998
Responsible for the development of statewide policy and procedures with regard to criminal justice issues. Directed distribution of \$95 million annually

International Association of Chiefs of Police
Executive Board, Member, 1995-1998
State and Provincial Division, First Vice President, 1997-1998
Vehicle Theft Committee, Chairman, 1995-1998
State and Provincial Division, North Central Regional Chairman, 1995-1996

T. Gainer

National Research Council

Transportation Research Board

Member, Committee for Guidance on Setting and Enforcing Speed Limits, March 1997-1999

Department of Justice, National Institute of Justice

Member, National Commission on the Future of DNA Evidence

Chairman, Crime Scene Investigation Sub Committee

National Safety Council

Board of Officers, Member, 1996-October 1998

Board Governmental Relations Committee

Division Relations Committee

Highway Traffic Safety Division

Member, 1996-1999

Executive Committee

U.S. Department of Transportation

Member, Partners in Progress Implementation Group, 1996-1998

Member, Bus and Truck Summit Issue Leaders, 1996-1998

Chairman, Traffic Safety Summit Implementation Group, 1991-1993

Member, Prosecutor and Adjudication Summit Implementation Group, 1994

Illinois Association of Chiefs of Police

Special Member, Board of Officers, 1995-1998

Member, Executive Board, 1992-1998

Illinois Violence Prevention Authority

Member, 1996-1998

Illinois Violence to Children Task Force

Co-chairman, Comprehensive Standardized Reporting, 1995-1998

Chairman, DNA Profiling, 1995-1998

Illinois Commission on Gangs

Co-chairman, Legislation and Law Enforcement Committee, 1995-1998

Northwestern University Traffic Institute Traffic Court System Advisory Board

Member, 1992

International Association of Chiefs of Police, Committee on Terrorism

Member, 2002

T. Gainer

SPECIAL QUALIFICATIONS

Honorary Doctorate of Humane Letters, Benedictine College, Atchison, Kansas
Adjunct Assistant Professor, Criminal Justice Department, University of Illinois at Chicago, 1980,
1981, 1994, 1995, 1996
Instructor, University of Illinois at Springfield, Springfield, Illinois, 1993
Instructor, Federal Law Enforcement Training Center, Glynco, Georgia, 1985- 1986
Lecturer, National Law Enforcement Institute, Santa Rosa, California, 1983

PROFESSIONAL RECOGNITION

Honorary Doctorate of Humane Letters, Benedictine College, Atchison, Kansas, 2009
National Executive Institute, F.B.I. Penrith Award, Outstanding Law Enforcement Administrator of the
Year, 1998
Illinois Association of Chiefs of Police, President's Award, 1996
Illinois Association of Chiefs of Police, Special Appreciation Award, 1996
Illinois Security Chiefs Association, Lindberg-Bell Award, 1996
Illinois Academy of Criminology, Distinguished Service Award, 1993
National Highway Traffic Safety Administration, Public Service Award, 1993
Council of State Governments, Henry Toll Fellowship Program, 1992

PERSONAL INFORMATION

Married to Irene H. Gainer, R.N., J.D. Six children, fourteen grandchildren

REFERENCES

Available upon request

Thomas Woodmansee, M.S.

CNA

Qualification Summary

Mr. Woodmansee has 27 years of experience in law enforcement and criminal justice training, technical assistance, and research. He was a sworn police officer for the Madison (WI) Police Department (MPD), which is recognized as a national leader in community-oriented and problem-oriented policing. During his 25-year career at MPD, Mr. Woodmansee was assigned to numerous roles and ranks, including as a patrol officer, an undercover narcotics officer, 13 years as a detective, 15 years on a SWAT team, and 5 years as a Commander. He has been involved in training police officers for over 20 years at local, state, and national levels. His areas of expertise in training include police tactics, interview and interrogation, domestic abuse investigations, violent crime investigations, hostage negotiations, narcotics and gangs, police lineups, background investigations, search warrants, court room testifying, and community policing. He was the Director of the Madison Police Academy for two years and oversaw the recruit/hiring process, along with the Academy and in-service trainings. He also designed and implemented MPD's focused deterrence unit, which was established to address prolific, violent offenders and reduce violent crime in Madison. He was in charge of MPD Intelligence division, which included the Gang and Crime Analyst units. He was also a district commander, with over 80 officers and 20 detectives who covered an area with over 90,000 residents.

While still a sworn officer, Mr. Woodmansee became a consultant for CNA and Booz Allen Hamilton for several years. During this time, he provided technical assistance and training as a subject matter expert on strategies to reduce violent crime and on other police operations. Upon retiring as a police officer in 2016, he was hired by CNA as a Senior Advisor and has worked on numerous projects with police departments throughout the country.

Education

M.S., Management and Organizational Behavior, Silver Lake College, Manitowoc, WI, 2001.

Graduate Studies, Abnormal Psychology, University of Wisconsin-Whitewater, Whitewater, WI, 1986

B.A., Public Relations and Communications, University of Wisconsin-Whitewater, Whitewater, WI, 1985

Nature of Involvement

Mr. Woodmansee will serve as a Subject Matter Expert.

Work Experience

Senior Advisor, CNA	2016 – Present
Consultant, CNA	2013 – 2015
Consultant, Booz Allen Hamilton	2014 – Present
Expert Witness, Stafford/Rosenbaum Law Firm	2014 – Present
Police Officer, Madison Police Department	1990 – 2015

Relevant Project Experience

Organization: MPD

Role: Undercover Police Officer

Time Period: 2 years

Description: Mr. Woodmansee served on a full-time undercover assignment participating in hundreds of narcotics investigations in both state and federal cases. He worked with informants, conducted surveillance, and purchased numerous quantities of controlled substances and illegal firearms.

Organization: MPD

Role: Detective

Time Period: 13 years

Description: Mr. Woodmansee conducted and participated in hundreds of investigations of:

- **Violent Crimes** – Investigated homicides, bank robberies, kidnappings, shootings and other crimes against persons.
- **Financial Crimes** – Served as a member of the International Association of Financial Crimes Investigators. Worked with financial institutions investigating fraud, embezzlement, forgery and identity theft.
- **Narcotics and Gangs** – Assigned to a task force working with multiple agencies. Received the International Narcotics Award for one of the largest drug investigations in the history of Madison (nominated by the U.S. Attorney’s Office). Participated in and led joint investigations with the Federal Bureau of Investigation (FBI); Drug Enforcement Administration; U.S. Secret Service, and Bureau of Alcohol, Tobacco, Firearms and Explosives.
- **Sensitive Crimes** – Investigated sexual assaults against adults and children, including physical abuse of children and vulnerable adults.
- **General Crimes** – Investigated domestic abuse cases, stolen property, and miscellaneous crimes.

Organization: MPD

Role: SWAT Team Member

Time Period: 15 years

Description: Mr. Woodmansee was a tactical team operator for six years, crisis negotiator for six years, and Commander for three years. He was the first member of the department to be on both the tactical and the negotiation teams. He received numerous trainings on high-risk operations and crisis-negotiation strategies. He conducted numerous high-risk tactical operations, including hostage rescue situations and apprehension of armed fugitives, and he served as the

lead negotiator on successful hostage scenarios. He received training from (and also provided training to) the FBI SWAT team.

Organization: MPD

Role: Lieutenant of Police – Training and Director of Police Academy/Detective Unit/District Command

Time Period: 5 years

Description: Mr. Woodmansee served as Commander of MPD's Training Division, where he was responsible for developing and implementing training for over 500 employees, including both sworn and non-sworn members. He was a state-certified Director of the Police Academy and was involved in the recruiting and hiring practices of the department. He also identified trainers and developed training curriculums. As Commander of a specialized Detective unit, he designed and implemented an evidence-based strategy to address repeat violent offenders with community collaboration. He also designed an investigative model for reviewing homicide cases that were unsolved; MPD implemented the *Cold Case Review Team*, resulting in several cases being solved. He was also the Commander of the MPD Gang Unit, Crime Analysis Unit, and Crime Prevention division.

Organization: MPD

Role: Police Trainer

Time Period: 23 years

Description: Mr. Woodmansee participated in, developed, and implemented trainings for police officers and police agencies on numerous topics, including: undercover operations, informant development, tactical operations, domestic abuse investigations, sexual assault investigations, search warrants, community policing and collaboration, crisis and hostage negotiations, violent crime investigations, financial crimes, focused deterrence, organizational change, interviews and interrogation, and active shooter response. He was also a presenter on problem-oriented policing for two state conferences and one national conference on focused deterrence.

Title: Smart Policing Initiative (SPI)

Client: U.S. Department of Justice (DOJ) Bureau of Justice Assistance (BJA)

Role: Subject Matter Expert (SME)

Period of Performance: 01/2013 – Present

Description: Mr. Woodmansee has been a SME for 11 police agencies participating in SPI. He provides general, technical, and analytical support for their projects, and his technical assistance has included presentations, design planning, and onsite presentations. He serves as a co-author for the *SPI Quarterly Newsletter*, writing summaries on SPI site accomplishments and challenges. He also works closely with the project director to develop and deliver some of the successful SPI webinars.

Title: Body-Worn Camera (BWC) PIP Training and Technical Assistance (TTA) Initiative

Client: DOJ

Role: Analyst, SME, SME Coordinator

Period of Performance: 01/2015 – Present

Description: This initiative includes over 200 police agencies that have received BJA grants for their BWC projects. Mr. Woodmansee provides TTA and peer coordination to various sites, and

he assists with presentations, webinars, and national and regional meetings. He also works closely with the project director to develop and deliver some of the successful SPI webinars and authors some of the quarterly article publications.

Title: Violence Reduction Network (VRN) / Public Safety Partnerships (PSP)

Client: DOJ BJA

Role: Analyst

Period of Performance: 2015 – Present

Description: VRN aims to reduce violence in a number of the most violent and vulnerable cities in the United States. Mr. Woodmansee has supported this project as an assigned site analyst for Milwaukee, WI, New Orleans, LA and Birmingham, AL. As a result of the VRN work in both cities, numerous TTA opportunities have been delivered to local agencies. With support from the VRN team, the sites have implemented several new programs and initiatives. He has worked with the sites to identify and implement strategies to target and address the sites most violent and prolific offenders.

Title: Advancing 21st Century Policing Initiative

Client: DOJ Office of Community Oriented Policing Services (COPS Office)

Role: Analyst

Period of Performance: 01/2016 – Present

Description: Mr. Woodmansee is part of the Advancing 21st Century Policing Initiative team, in which 15 police agencies from around the country were selected based upon the President's 21st CP Task Force recommendations. He is assigned to the South Dakota Highway Patrol and Hennepin County (MN) Sheriff's Office. His role is to work with the Strategic Site Coordinator for the sites, conduct site visits, write assessment reports, provide TTA, and compile final reports that will be put on the COPS Office website for all police agencies to reference.

Title: Microgrant Initiative

Client: DOJ COPS Office

Role: Site Coordinator

Period of Performance: 01/2016 – Present

Description: This initiative is designed for police agencies that received funding for innovative community-policing approaches. Mr. Woodmansee is currently assigned to three sites and provides periodic discussions, TTA, and reports to the COPS Office.

Client: DOJ Diagnostic Center

Role: Technical Assistance Advisor/SME

Period of Performance: 2015 – Present

Description: Mr. Woodmansee provides training, technical assistance, and subject matter expertise to:

- *Rockford, IL* – Conducted site visits, interviews, assessments, and a written report on Rockford's focused deterrence approach. Facilitated having the U.S. Attorney from the Western District of Wisconsin co-deliver a presentation to Rockford Police and Community members.
- *East St. Louis, Alorton, Brooklyn and Washington Park, IL* – Is Responsible for assessing and writing Strategic Plan recommendations for the Metro East Police District

Commission. Conducts site visits and delivers presentations on how to improve the police commission's oversight and accountability with four police agencies, which face significant issues with violence and corruption.

Client: Stafford Rosenbaum Law Firm

Role: Expert Witness/Consultant

Period of Performance: 2015 – Present

Description: Mr. Woodmansee has been contracted to provide technical and expert witness assistance for two civil suits against police agencies. One case involved a domestic homicide/suicide and another involves an officer-involved shooting. The firm sought him out due to his investigative and tactical expertise in these areas.

Title: Las Vegas Metropolitan Police Department (LVMPD) Ambush After-Action Report

Client: DOJ COPS Office

Role: Interviewer and Co-Author

Period of Performance: 01/2015 – 09/2016

Description: Mr. Woodmansee assisted with an after-action analysis and reconstruction of the June 2014 ambush of two LVMPD police officers. He participated in a site visit to collect information and conduct interviews at LVMPD, and reviewed policy documents and records from the incident.

Client: New York City Police Department (NYPD)

Role: Consultant/Peer Exchange

Period of Performance: 05/2015

Description: Mr. Woodmansee was contacted by Professor David Kennedy from John Jay College to work with Deputy Commissioner (DC) Susan Herman from NYPD on lower-level community-policing strategies following the Eric Garner in-custody death. He provided DC Herman with report recommendations.

Relevant Publications and Reports

Woodmansee, Thomas. 2011. *Special Investigations Unit*. Madison Police Department.

Woodmansee, Thomas. 2015. *Review of Rockford Police RAVEN Implementation*.

Woodmansee, Thomas. 2016. *Metro East Police District Commission Strategic Plan*.

Thorkildsen, Zoë, Ashley Shultz, Drew Tracy, and Tom Woodmansee. 2016. *The Las Vegas Metropolitan Police Department Ambush Attack of June 2015: An After-Action Report*. Arlington, VA: CNA.

Woodmansee, Tom & CHIPS Stewart. 2016. View from the Front Lines. *SPI Quarterly Newsletter*. Summer 2016.

Woodmansee, Tom & CHIPS Stewart. 2016. View from the Front Lines. *SPI Quarterly Newsletter*. Spring 2016.

Woodmansee, Thomas. 2017. Body Worn Camera In View Article. *The Impact of Body-Worn Cameras on the Burden of Proof*. 2017

<http://www.bwctta.com/resources/commentary/view-impact-bwcs-police-officers-perspective>

Woodmansee, Thomas. 2018. Police Officers and Innovation Strategy: A Conversation with Herman Goldstein. *SPI Quarterly Newsletter*. Winter 2018.

Blake A. McClelland

Education

1997-2002 Arizona State University Tempe, AZ

Doctor of Philosophy (Ph.D.)

- School of Public Affairs with an emphasis on Organizational Theory and Behavior.

1994-1997 Arizona State University Tempe, AZ

Master of Public Administration (M.P.A.)

- School of Public Affairs with an emphasis on Organizational Theory and Behavior.

1976-1983 Arizona State University Tempe, AZ

Bachelor of Science (B.S.)

- College of Business Administration with an emphasis on Personnel Management.

Professional Experience

2016-present Arizona State University Tempe, AZ

Lecturer

- Full-time faculty member in the School of Criminology and Criminal Justice. Instructor for *CRJ302 Research Methods*, *CRJ303 Statistical Analysis*, *CRJ308 Advanced Criminological Theory*, *CRJ306 Race, Ethnicity, and Crime*, and *CRJ494 Police Use of Force*.
- Also teaches graduate-level classes *CRJ510 Criminal Justice Planning and Program Evaluation*, and *CRJ511 Applied Data Analysis in Criminal Justice*. These classes are required in the Master of Science program in Criminal Justice.
- Instructor for the *Certified Public Manager (CPM)* curriculum in the Bob Ramsey Executive Education Department in the School of Public Affairs. Conducts classes in public policy and ethics.
- Assists the ASU Athletic Department with recruiting athletes as a Faculty Athletic Ambassador.

1982-2016 Phoenix Police Department Phoenix, AZ

Police Commander/Assistant Chief (Retired)

- Thirty-four years experience with the Phoenix Police Department. Promoted through the ranks and has held command-level positions at the Lieutenant, Commander, and Assistant Chief ranks.
- Assignments have included (but are not limited to) patrol operations, investigations, SWAT, internal affairs, auditing, strategic planning, training, hiring, and others.
- Successful track record of leadership, good judgment, innovation, and reasonable risk-taking. I have held numerous command positions, the largest being 1,412 employees (sworn officers, supervisors, and civilians) with a budget of \$120 million dollars.
- Commanded the Planning and Research Bureau that was responsible for the statistical analyses of crime trends and other organizational problems.
- Conducted or led empirical research projects designed to measure the Patrol Division staffing levels and manpower needs. Also conducted staffing studies of the Communications Bureau and Special Assignments Unit (SWAT Team)
- Served as Chairman of the Use of Force Board and Disciplinary Review Board that evaluate the actions of police officers and supervisors.

2005-present U.S. Department of Justice Washington, D.C.

Consultant, National Institute of Justice

- Member of the National Institute of Justice (NIJ) Consultant Database.
- Participated as a practitioner reviewer of grant applications for the *FY 2011 NIJ Research and Evaluation in Crime Control and Prevention* solicitation. (June 2011)
- Participated as a practitioner reviewer of grant applications for the *FY 2010 Research on Policing* solicitation. (May 2010)
- Conducted a peer review of the Police Foundation Study titled: *The Impact of Shift Length on Performance, Health, Quality of Life, Sleep, Fatigue, and Extra-Duty Employment*. (NIJ Grant # 2005-FS-BX-0057)

2013-present CNA Corporation Arlington, VA

Subject Matter Expert, Consultant

- Research team member specializing in police use of force and training.
- Funded by the U.S. Department of Justice, Community Oriented Policing Services (COPS) to conduct a *Collaborative Reform Process* for the Spokane, Washington Police Department.
- The review of the Spokane Police Department included their use of force policies, investigative protocols, community outreach, and other areas.
- Co-authored the initial publication that is available on the U.S. Department of Justice website. Also conducted a review of Spokane's progress toward achieving the recommendations from the initial report.
- Research team member assisting with the Collaborative Reform of the Philadelphia Police Department.

2016-present Jones, Skelton & Hochuli, P.L.C. Phoenix, AZ

Expert Witness, Consultant

- Provided expert witness consultation to the law firm of Jones, Skelton & Hochuli in the areas of police use of force, training, and investigative procedures.
- Authored informational reports that described the circumstances of the litigated incidents, which included my professional opinions regarding the actions of the officers.
- Reviewed police body-camera videos, audio tapes, departmental reports, and other materials as an expert witness.

Professional memberships

- Center for Violence Prevention and Community Safety, Arizona State University (Advisory Board member)
- American Society for Public Administration (Former Board Member, Arizona Chapter)
- FBI National Academy Association (member)
- Police Executive Research Forum (member)
- National Tactical Officers Association (member)

Professional Accomplishments and Training

- Graduate of the FBI National Academy, Quantico Virginia, March 2000.
- Formerly certified by Arizona Peace Officers Standards and Training (AZPOST) Board to teach Defensive Tactics, Firearms, Impact Weapons, Physical Fitness, and High Risk Vehicle Stops.
- Trained in the use of the National Incident Management System (NIMS) and the Incident Command System (ICS) by the Phoenix Fire Department.
- Phoenix Police Certificate of Recognition, August 2007, for participating in the planning of the Federal Bureau of Investigation National Academy Associates National Conference.
- Phoenix Police Certificate of Recognition, May 2007, for participating in the revision of the Police Department's disciplinary policy.
- Phoenix Police Distinguished Service Award, February 2005, for providing a leadership role in the Violence Impact Project.
- Phoenix Police Medal of Lifesaving, June 1994, for saving the life of a heart attack victim.

Brandi Burque (Booth), Ph.D.

[REDACTED]
New Braunfels TX 78130

[REDACTED]
TX Lic #36726

National Register# 53164

ACADEMIC PREPARATION

Ph.D. in Clinical Psychology, Center for Psychological Studies, Nova Southeastern University
Fort Lauderdale, FL, August 2009

M.S. in Clinical Psychology, Center for Psychological Studies, Nova Southeastern University
Fort Lauderdale, FL, December 2006

B.S. in Psychology, Department of Liberal Arts and Sciences, Bradley University,
Peoria, Illinois; Graduated Magna Cum Laude, May 2004

CURRENT POSITION

San Antonio Police Department (SAPD), Psychologist

April 2013-Present. San Antonio, TX; Supervisor: John Price, Ph.D.

- Individual, marital, and family therapy for police officers and their families
- Consultation services to SAPD Hostage Negotiation Team and Crisis Intervention Team (CIT)
- Provision of training and education at SAPD Academy
- Provision of crisis intervention services
- Return-to-Duty and Fitness-for-Duty Evaluations

Center for Naval Analysis, Consultant

October 2017-Present

- Provide training and consultation on the development of officer wellness programs for departments as indicated in the 21st Century Policing Initiative
- Current departments: South Dakota Highway Patrol & Hennepin County Sheriff's Office in Minnesota

Florida Institute of Technology, Adjunct Online Faculty

May 2016-Present

- Provide online classroom instruction for various psychology and criminal justice courses

Winner's Circle Tactical Solutions, Lead Psychologist

August 2017-Present

- Provide classroom training to law enforcement agencies on PSYTAC (Psychological Tactics), officer health and wellness, school violence, and mental health de-escalation skills

SUMMARY OF EXPERIENCE

Assessment Experience

- Extensive experience in the administration, interpretation, and write-up of neuropsychological, personality, and vocational assessments to include the clinical interview
- Assessment tools: MMPI-2, MMPI-2RF, PAI, PCL, PCL-M, RBANS, Trails, Stroop, Halstead-Reitan, Mental Toughness Psychological Skills Profile, TEI-Que, Shipley-2, TOMM, WISC-IV, WAIS-V, WMS-III, WRAT-4
- Types of Assessments: forensic/fitness-for-duty evaluations to include Temporary Disability Retirement List (TDRL) for the U.S. Army, Army Recruiter and Army Drill Sergeant evaluations, Compensation and Pension Evaluations in the VA system, and training in law enforcement evaluations
- Research: Police cadet selection: Investigating the components involved that best predict performance in Police Academy and Field Training Programs
- Years of Experience: 2005-Present

Clinical Experience

- Have worked with local and federal law enforcement and military personnel since 2005
- Trained in evidence based therapies to include Cognitive Process Therapy, EMDR, and Prolonged Exposure for PTSD, CBT, suicide prevention, stress management, and mental toughness
- Experience as a Clinical Program Manager of the Psychosocial Residential Rehabilitation Treatment Program at the VA Illiana Healthcare System in Danville, IL

Crisis Intervention

- Current position provides crisis intervention services to police officers on critical incidents
- Worked as an on-call trainee with the Broward Sheriff's Office providing CISM services to their first responder population
- Provided instruction to Army residents/interns on how to implement crisis intervention techniques, including CISM and Psychological First Aid, to their military population
- Attended the International Critical Incident Stress Foundation (ICISF) trainings on individual and group intervention and the transition from military to civilian law enforcement and the importance of military/civilian law enforcement liaison programs

POST-DOCTORAL FELLOWSHIP

U.S. Department of Army, Brooke Army Medical Center, Warrior Resiliency Program Clinical Psychology Fellow in Trauma, Risk and Resiliency

September 2009-September 2011, San Antonio, TX

Director of Training: Don McGeary, Ph.D. & Deloria Wilson, Ph.D.

- Specialized rotation in PTSD treatment at and disability evaluations
- Research specialization in trauma, risk, and resiliency issues for both military and law enforcement personnel

- Projects include: Developing Resiliency Curriculum for Army residents and interns specifically on crisis intervention models; Mental Toughness Skills training development for Air Force Security Forces, and working with local law enforcement on personnel selection and training

CLINICAL INTERNSHIP

North Chicago VA Medical Center

Psychology Intern, September 2008-August 2009, North Chicago, IL

Director of Training: Thomas Martin, Psy.D.

- Rotations: Inpatient Substance Abuse Unit, Inpatient PTSD Unit, Outpatient PTSD and mental health, Neuropsychological Testing
- Techniques: EMDR, Cognitive-Processing Therapy, AA/NA & Seeking Safety for substance use
- Compensation & Pension (C&P) Evaluations

CLINICAL PRACTICUMS

Broward Sheriff's Office

Employee Assistance Program, August 2006-2008, Fort Lauderdale, FL

Supervisor: Edwin Reisfeld, Ph.D.

735 hours

- Multi-therapeutic approach to a wide range of disorders for the officers and families
- Psychological testing
- Critical Incident Stress Management in several critical incidents (line-of-duty death, officer involved shootings, fire/rescue emergencies)

Nova Southeastern University Psychology Services Center

Family Violence Program, August 2005-August 2006

Nova Southeastern University, Fort Lauderdale, FL

Supervisor: Vincent Van Hasselt, Ph.D.

480 hours

- Trained in cognitive-behavioral approach to a range of disorders including major depression, anxiety, antisocial personality disorder, conduct disorder, PTSD
- Clients are self-referred or court ordered as victims and perpetrators of domestic violence and interpersonal/family violence

PREVIOUS PROFESSIONAL CLINICAL EXPERIENCE

VA Illiana Healthcare System, Clinical Program Manager, Staff Psychologist

March 2012-April 2013. Danville, IL; Supervisor: Michael Clayton, Ph.D.

- Staff Psychologist for the Psychosocial Residential Rehabilitation Program (PRRTP)
- Developed and implemented treatment program for this new 36-bed unit providing services to male and female veterans seeking recovery from substance abuse, chronic and serious mental illness, PTSD, and homelessness
- Group and individual therapy; program evaluation; supervision of Psychology Interns and Practicum Students

Florida Initiative for Suicide Prevention, Group Facilitator

December 2007-August 2008. Fort Lauderdale, FL; Supervisor: Gene Cash, Ph.D.

- Group facilitator of problem solving and social skills training for after-school groups and juvenile offenders

Broward County Critical Incident Stress Management Team (CISM) Volunteer, May 2006-August 2008. Broward County, FL; Supervisor: J. DeGaglia, Ph.D.

- Conducted debriefings in accordance with the CISM/Mitchell & Everly model for crisis intervention

Hostage Negotiation (Crisis Response Team) Training Volunteer, Coordinator, January 2005-August 2008. Nova Southeastern University, Plantation Police Department, Pembroke Pines Police Department, Broward Sheriff's Office, Fort Lauderdale; Supervisor: Vincent Van Hasselt, Ph.D.

- Role-playing hostage situations for the training of the CRT members and SWAT teams
- Providing feedback to their training, teaching/lecturing on negotiation skills and special topics (e.g., school violence, mental health diagnoses)

Volunteer at Winter Park Psychiatric Care Center, May 2002-August 2002
Winter Park, Florida; Affiliate of Florida Hospital

- Assisted technicians in group therapy sessions, vital sign and room checks
- Observed therapy sessions and daily psychologists meetings

RESEARCH & GRANT EXPERIENCE

Peer Reviewer for Journal of Child and Adolescent Substance Abuse, September 2011-Present.

Peer Review for Military Medicine Journal, September 2011-Present.

Police cadet selection: Investigating the components involved that best predict performance in Police Academy and Field Training Programs, January-August 2009. Warrior Resiliency Program, San Antonio, TX. Fellowship Project Supervisor: Deloria Wilson, Ph.D.

- Assessed police cadets prior to entering the police academy on domains such as personality, intelligence, mental toughness and emotional intelligence to determine the impact on performance on tactical skills.
- Determining the difference between those cadets with prior military experience and those without

Clinical Research Coordinator, June 2007-July 2008. Sheridan Clinical Research & Discovery Clinical Research, Sunrise, FL; Supervisor: Deena Bernstein.

- Responsible for coordinating research for FDA clinical drug trials
- Gynecological, gastrointestinal and oncology research

Cognitive-Behavioral Stress Management Program for Correctional Officers, August 2005-May 2009. Nova Southeastern University, Fort Lauderdale;

Professor: Vincent Van Hasselt, Ph.D.

- First study to utilize CBT Stress Management Program in Corrections

Social Problem Solving and Assertion: Its Relationship to Aggression, August 2006.

Nova Southeastern University, Fort Lauderdale; Professor: Vincent B. Van Hasselt, Ph.D. Unpublished manuscript.

- Utilized data from the Family Violence Program assessment protocol, specifically the Social Problem Solving Inventory (SPSI-R) and the O'Leary Assertiveness Inventory

Research Coordinator for Family Violence Program, August 2005-August 2008

Nova Southeastern University, Fort Lauderdale; Supervisor: Vincent Van Hasselt, Ph.D.

- Responsible for maintaining research database
- Scored assessment packets given to clients in Family Violence Program
- Coordinated research projects for supervisor

Correctional Officer Stress at Two Years Post Employment, October 2004-August 2007.

Nova Southeastern University, Fort Lauderdale; Professor: Vincent Van Hasselt, Ph.D. Student Dissertation: Justin Rigsbee, Ph.D.

- Administered surveys to assess job, psychological and physiological markers of stress

Testing of Malingering of Learning Disorders, July 2006-August 2006. Nova Southeastern

University, Fort Lauderdale; Professor: Charles Golden, Ph.D.

- Administered tests to participants (Stroop, TOMM, WMS,)

TEACHING EXPERIENCE

Current Presentations for the San Antonio Police Department:

- **Performance & Recovery Optimization (PRO) for Law Enforcement Personnel (Stress Management & Performance Psychology)**
- **Addressing School Violence**
- **Stress Management for Dispatchers/911 Call Takers**
- **Psychosis and Schizophrenia**
- **Childhood Psychosis, Schizophrenia, and Bipolar Disorder**
- **PTSD in the Military & Law Enforcement**

Guest Speaker on Grief and Performance Psychology, August 2018, Children's Bereavement Center, San Antonio, TX.

Guest Speaker on Performance & Recovery Optimization, November 2017 & May 2018, South Dakota Highway Patrol.

Guest Speaker on Performance & Recovery Optimization, February 2018, Hennepin County Sheriff's Office.

Guest Speaker on School Violence, Mental Health, and PRO, August 2017, Coppin State University, Winner's Circle Tactical Solutions.

Guest Speaker on Addressing School Violence for ClarityCon 2016, June 2016, San Antonio, TX

Guest Speaker on De-escalation and the Mental Health/CIT Response for the Texas Environmental Law Enforcement Conference (TELEA), April 2016, Bandera, TX

Guest Speaker on Addressing School Violence for Clarity Children's Guidance Center Continuing Education Seminar, January 2016, San Antonio, TX

Guest Speaker on Addressing School Violence for Laurel Ridge Continuing Education Seminar, Fall 2015, San Antonio, TX

Guest Speaker on School Violence, Mental Health, and First Responder Ambush Attacks for the 5th Annual Greater Houston Area Fire Marshal's Conference, November 2015, Pasadena, TX.

Guest Speaker on Performance Psychology, Stress Management, and Critical Incident Stress for US Border Patrol, March 2014, Uvalde, TX

Guest Speaker on Addressing School Violence in collaboration with the Federal Bureau of Investigation (FBI), June 2012, Missouri School Resource Officer's Association Annual Conference, Lake of the Ozarks, MO

- Presented on school violence offenders, including risk factors, warning signs and protective factors

Guest Speaker on CIT and School Violence, January 2012, Federal Bureau of Investigation National Academy, Quantico VA.

- Presented on school violence and CIT teams, history and implementation in local law enforcement agencies

University of Texas Health Sciences Center/STRONG STAR, Instructor/Researcher, November 2011-February 2012, San Antonio, TX

- Grant writing and assistance in research completion for military studies in collaboration with the U.S. Army and Air Force, FBI, and local law enforcement agencies.

Guest Speaker on Addressing School Violence in collaboration with the Federal Bureau of Investigation (FBI), November 2011, Sheriff's Office Dubuque County & Midwest Gang Investigators Association, Des Moines & Dubuque, IA

- Presented on school violence offenders, including risk factors, warning signs and protective factors

University of Iowa/Affiliated University/Washington Post (Online), August 2008-2012.

- Undergraduate courses: Introduction to Psychology, Introduction to Cognitive Psychology, Contemporary Issues in Psychology
- Graduate courses: Learning & Behavior, Testing & Measurement, and Abnormal Psychology

Guest Speaker on Operational Stress & Leadership for Air Force Security Forces, June 2011, Lackland Air Force Base, San Antonio, TX

- Presented on operational and critical incident stress to Security Forces leaders and commanders (i.e., what to recognize, when to seek help, and how to improve performance)

Guest Speaker on Operational Stress & the Police Officer, March & April 2011

San Antonio Police Department, San Antonio, TX

- Presented on operational and critical incident stress to police academy cadets with the San Antonio Police Department (i.e., what to recognize, when to seek help, and how to improve performance)

Guest Speaker on Critical Incident Response to Today's Returning Veteran, February 2011

Houston Police Department, Houston, TX

- Presented on active listening skills and the crisis intervention response for police officers who encounter veterans and active duty military personnel in their daily calls

Guest Speaker on Crisis Intervention, Resiliency and the Military, December 2010-present

Fort Gordon, Augusta, GA & Walter Reed Army Medical Center

- Presented on the controversy, applications and link to resiliency of crisis intervention models and techniques to Army residents, interns and mental health staff

Guest Speaker on PTSD and Crisis/Hostage Negotiations, July 2008

Waukegan Police Department, Waukegan, IL.

- Presented on PTSD symptoms and negotiation strategies for police officers in handling critical incidents involving individuals with PTSD

Guest Speaker on Critical Incident Stress Management (CISM) & PTSD, May 2008

Federal Bureau of Investigation National Academy, Quantico, VA.

- Presented on PTSD symptoms and prevention with an emphasis on CISM for law enforcement personnel and emergency responders

Guest Speaker on School Violence, April 2008, Plantation Police and Pembroke Pines Police

Departments, Fort Lauderdale; Supervisor: Vincent B. Van Hasselt, Ph.D.

- Presented risk, protective factors and study analysis of high profile school shooter cases for law enforcement personnel

Guest Speaker on Crisis Intervention & Conflict Management, February 2008

Nova Southeastern University, School for Humanities and Social Sciences, Fort Lauderdale; Supervisor: Vincent B. Van Hasselt, Ph.D.

- Presented lecture on police trauma, post-traumatic stress disorder and the need for Critical Incident Stress Management in agencies across the country.

Adjunct Professor, October 2007-December 2007

Nova Southeastern University, Fort Lauderdale, Supervisor: Michael Reiter, Ph.D.

- Undergraduate Forensic Psychology course

Teaching Assistant, September 2006-December 2006

Nova Southeastern University, Fort Lauderdale; Supervisor: Greg Vecchi, Ph.D.

- Role player for online hostage/barricaded negotiation class
- Facilitated role plays depicting various hostage/barricaded situations and provided feedback to students

Teaching Assistant, August 2005-August 2008

Nova Southeastern University & Broward Community College, Fort Lauderdale;

Supervisor: James Kaikobad, Psy.D.

- Assisted professor in Assessment: Interviewing, Adult Psychopathology, Family/Systems Therapy and General Psychology
- Tutored students, facilitated review sessions, class discussions and debates

Laboratory Assistant, January 2002-May 2004

Bradley University, Peoria; Professor: Richard Stalling, Ph.D.

- Behavioral Science Rat Lab/Behavioral Analysis course
- Handled and trained male Sprague-Dawley rats in operant conditioning
- Supervised and instructed college students in the rat lab, graded quizzes and assisted professor

Lecture on Michel Foucault, Prison and Punishment, January 2004-May 2004

Bradley University, Peoria; Professor: Michael Greene, Ph.D.

- Lecture primarily based on general themes of Foucault's work, in particular *The Birth of the Prison*
- Part of a lecture series given by Bradley students

Teaching Assistant, August 2003-May 2004

Bradley University, Peoria; Professor: Jennifer Jewell, Ph.D.

- Developmental Psychology course
- Assisted professor in class lectures and graded exams

PUBLICATIONS

Articles Featuring Dr. Burque & Performance & Recovery Optimization:

- Burque, B., Wilson, D., Burns, C. (2018). *Officer Performance Optimization: An Integrated and Culturally Relevant Approach to Officer Wellness, Health and Performance*. Police Chief Magazine, August 2018, 12-13.
- The International Association of Chiefs of Police Center for Officer Safety and Wellness. 2018. *The Signs Within: Suicide Prevention Education and Awareness*. Washington, DC: Office of Community Oriented Policing Services.
<http://www.theiacp.org/Portals/0/documents/pdfs/Communications/cops-w0855-pub.pdf>
- COPS Office The Beat Podcast, June 2018. *Performance & Recovery Optimization Program*.

- Performance, Health & Recovery: An Integrated Wellness Program for Officers. Officer Safety, Office of Justice Program Diagnostic Center, October, 2017 <https://www.ojpdagnosticcenter.org/blog/performance-health-and-recovery-integrated-wellness-program-law-enforcement>
- Center for Naval Analyses (2017). *CNA Executive Session on Policing*. <https://www.cna.org/news/events/keeping-police-officers-safe>.
- Simposon, E. (2017). Performance & Recovery Optimization in the San Antonio Police Department. *COPS Dispatch, December 2017*. https://cops.usdoj.gov/html/dispatch/12-2017/Performance_and_Recovery_Optimization.html.
- News reports from local San Antonio news outlets on PRO:
 - <http://www.kens5.com/news/how-police-train-for-stress-on-the-job/319253351>
 - <http://spectrumlocalnews.com/tx/san-antonio/news/2016/09/15/inside-look-at-san-antonio-police-training>

Booth, B., Van Hasselt, V.B., & Baker, M. (2015). Critical Incident Stress Debriefing: What is the State of the Science? In Freeman, S.M., Miller, L., Moore, B.A., & Freeman, A. (Eds.). *Behind the Badge: A Psychological Treatment Handbook for Law Enforcement Officers*. New York, NY: Routledge.

Brockman, A., **Booth, B.**, Van Hasselt, V.B., & Baker, M. (2015). Law Enforcement in Corrections. In Freeman, S.M., Miller, L., Moore, B.A., & Freeman, A. (Eds.). *Behind the Badge: A Psychological Treatment Handbook for Law Enforcement Officers*. New York, NY: Routledge.

Wilson, D., Price, J., & **Booth, B.** (2015). Special Issues with Military Police Officers. In Freeman, S.M., Miller, L., Moore, B.A., & Freeman, A. (Eds.). *Behind the Badge: A Psychological Treatment Handbook for Law Enforcement Officers*. New York, NY: Routledge.

Booth, B., Vecchi, G.M., Van Hasselt, V.B. (2011). Addressing School Violence. *FBI Law Enforcement Bulletin*, 80(5), 1-9.

Booth, B., Vecchi, G.M., Angleman, A. J., Finney, E.J., Marker, C., Romano, S.J., Van Hasselt, V.B. (2010). Captive taking in the context of domestic violence: A Descriptive Analysis. *Victims & Offenders*, Vol. 5(2), 183-198.

Booth, B., Vecchi, G.M., Finney, E., Romano, S.J., & Van Hasselt, V.B. (2009). Captive-taking in the context of workplace violence: Descriptive analysis and case examples. *Victims & Offenders*, Vol. 4(1), 76-92.

Roberts, D.C.; Cameo, C.; Roth, S. M.; **Booth, B.** *Descriptive Analysis of Homicides on College Campuses*. In C.R. Block & R.L. Block (eds.) (2003). Public Health and Criminal Approaches to Homicide Research. Proceedings of 2003 Meeting of Homicide Research Working Group. Chicago, IL: HRWG Publications, 83-90.

CONFERENCE PRESENTATIONS

- Burque, B.** *Performance & Recovery Optimization*. Presented at the 5th Annual Texas CIT Conference, May 2018, Ft. Worth, TX.
- Burque, B., Burns, C., Trevino, A.** *Performance & Recovery Optimization: A Culturally Specific Approach to Officer Health and Wellness*. Presented at the International Association of Chiefs Of Police Annual Conference, October 2017, Philadelphia, PA.
- Burque, B., & Burns, C.** *Performance & Recovery Optimization and The Cop & Doc Model*. Presented at the FBI National Academy San Antonio Chapter, July 2017, San Antonio, TX.
- Burque, B.** *Performance & Recovery Optimization for Federal Probation Officers*. Presented at the Federal Probation Regional Conference, August 2017, Bulverde, TX.
- Burque, B.** *Performance & Recovery Optimization (PRO)*. Presented at the 4th Annual Texas CIT Conference, May 2017, South Padre Island, TX.
- Burque, B.** *“Cop & Doc Model: An Integrated, Culturally Specific Approach to Officer Health, Wellness, and Performance*. Presented at the Center for Naval Analysis (CNA) Executive Session February 2017, Washington, DC.
- Burque, B.** *Performance & Recovery Optimization for Federal Probation Officers*. Presented at the US Federal Probation Safety Symposium, 2016, San Marcos, TX.
- Burque, B., & Graham, M.** *Performance & Recovery Optimization for Media and the District Attorney’s Office*. Presented at SAPD Police Headquarters, 2016, San Antonio, TX.
- Burque, B., & Wilson, Deloria R.** *Cop & Doc Model: An Integrated, Culturally Specific Approach to Officer Health, Wellness, and Performance*. Presented at the Texas CIT Association 3rd Annual Conference, 2016, Austin, TX.
- Burque, B. & Graham, M.** *Managing Individuals in Crisis and School Violence*. Presented at the 5th Annual Greater Houston Fire Marshal’s Conference, 2015, Pasadena, TX.
- Burque, B.** *Managing Individuals in Crisis*. Presented at the Texas Environmental Law Enforcement Conference, 2015, Bandera, TX
- Burque, B., & Graham, M.** *First Responder Ambush Attacks*. Presented at the 2nd Annual Texas Crisis Intervention Team Conference, 2015, South Padre Island, TX.
- Burque, B.** *Addressing School Violence*. Presented at the 1st Annual Texas Crisis Intervention Team Conference, 2014, San Antonio, TX.

Booth, B., Graham, D., Wilson, D. *Addressing the Needs of Military Service Members.* In Symposium: Crisis Intervention Teams in Law Enforcement---Current Strategies in Research and Application. American Psychological Association, 2012 Orlando, FL.

Booth, B., Wilson, D., Price, J., Asken, M., McGeary, D., & Mason, S.T. *Resiliency and Mental Toughness: Implications for Law Enforcement Selection and Training.* In Symposium; First Responder Stress: Current Strategies and Issues in Assessment, Prevention, and Intervention. American Psychological Association Annual Meeting. 2011 Washington, DC.

Wilson, D., Jean-Francois, B., & **Booth, B.** *Resilience Training Continuum Model: Teaching Psychologists to Enhance the Resiliency of Service Members.* APA Work, Stress, and Health 2011 Conference: Work and Well-Being in an Economic Context, 2011, Orlando, FL.

Brockman, A., **Booth, B.,** & Van Hasselt, V. B. *Correctional Officer Stress: Causes, Effects, Assessment and Intervention.* Paper session presentation at the 4th Annual Academic and Health Policy Conference on Correctional Health, 2011, Boston, MA.

Booth, B. & Van Hasselt, V. B. *Cognitive-Behavioral Stress Management Program for Correctional Officers.* Peer session presentation at the 3rd Annual Academic Health Policy Conference on Correctional Health, Ft. Lauderdale, FL, 2009.

Hendel, R., Van Hasselt, V.B., & **Booth, B.** *Relationship Between Childhood Abuse, Self Esteem, and Adult Sexuality in Cases of Domestic Violence.* Presented at the International Society for the Study of Trauma and Dissociation (ISTDD) Annual Conference, Chicago, IL, 2008.

Angleman, A., **Booth, B.,** Van Hasselt, V.B. *Social Problem Solving and Assertion: Its Relationship to Aggression.* Presented at the American Psychological Association's Annual Conference, San Francisco, CA, 2007.

Booth, B., Angleman, A., Van Hasselt, V.B. *Hostage/Barricaded Incidents in the Context of Domestic Violence: A Descriptive Analysis.* Presented at the American Psychological Association's Annual Conference, San Francisco, CA, 2007.

Roberts, D.C.; Cameo, C.; Roth, S. M.; **Booth, B.** *Descriptive Analysis of Homicides on College Campuses.* Presented at the Homicide Research Working Group Annual Conference, Sacramento, CA, 2003.

HONORS AND AWARDS

Graduated Magna Cum Laude from Bradley University
Member of the Bradley University National Championship Speech Team
Bradley University's University Scholarship Award
Psi Chi National Psychology Honor Society

LICENSE, SPECIALIZED TRAINING, & PROFESSIONAL AFFILIATIONS

Major Cities Police Chief Organization

Police Psychologist, October 2017-Present

Texas State Board of Examiners of Psychologists

License Clinical Psychologist, September 2014-Present

National Register of Health Service Providers in Psychology

Licensed Clinical Psychologist, June 2011-Present

Alabama Board of Examiners in Psychology

Licensed Clinical Psychologist, July 2010-2016

Advanced Group Crisis Intervention

International Critical Incident Stress Foundation (ICISF)
May 2011, San Antonio, TX

Traumatic Event Management (TEM) Facilitator Course

U.S. Department of Army
July 2010, San Antonio, TX

National Behavioral Science Research Methods Course

U.S. Department of Justice, Federal Bureau of Investigation
April 2010, Fredericksburg, VA

From Battlefield to Street: One Uniform to Another

Integration of military and law enforcement
International Critical Incident Stress Foundation (ICISF)
September 2010, Chicago, IL

Strategic Response to Crisis

International Critical Incident Stress Foundation (ICISF)
September 2010, Chicago, IL

Individual Crisis Intervention Training

International Critical Incident Stress Foundation (ICISF)
October 2006, Miami, FL

Group Crisis Intervention Training

International Critical Incident Stress Foundation (ICISF)
April 2006, Fort Lauderdale, FL

American Psychological Association-Member

Division 18 (Police & Public Service)

WORKSHOPS & ADDITIONAL TRAINING

Advanced Hostage Negotiation Course

San Antonio Police Department

October 2013, San Antonio, TX

SERE Orientation Course

Joint Personnel Recovery Agency
June 2010, San Antonio, TX

Advanced Hostage Negotiation

Federal Bureau of Investigation (San Antonio) & SAPD
June 2009, San Antonio, TX

Florida Association of Hostage Negotiators (FAHN) Regional 10 Training

Broward Sheriff's Office & Coral Springs Police Department
February 2008, Coral Springs, FL

Surviving the Threat

Broward Sheriff's Office, Nova Southeastern University
Law Enforcement Survival Seminar
November 2007, Fort Lauderdale, FL

Workplace Violence: Assessment and Intervention

Continuing Education Workshop, Nova Southeastern University
October 2007, Fort Lauderdale, FL

Advanced Hostage Negotiation & Special Topics

Federal Bureau of Investigation Miami Field Office & Plantation Police Department
April 2007, Davie, FL

Hostage Negotiation Basic Course

Federal Bureau of Investigation Miami
Miami Field Office
November 2006, Miami, FL

Laura McElroy
Consultant

Qualification Summary

Ms. McElroy is an expert in crisis communications in law enforcement following high-profile incidents. She has implemented best practices in building community trust, lasting collaborative community relationships and promoted programs increasing transparency and accountability as a technical advisor with the Office of Justice Programs Diagnostic Center. She has also redefined best practices in handling large-scale political events with social media and extensive outreach to protest organizers, civil liberties groups, community and business leaders and the media. She is an experience law enforcement trainer, having trained numerous police commanders and corporate executives in crisis community, media relations and social media.

Ms. McElroy led the Multi-agency Joint Information Center for 2012 Republican National Convention and Super Bowl XLIII. In that role, she generated significant positive coverage for both events, which typically generate negative publicity for law enforcement. During these events, she implemented new strategies for controlling demonstrations without adverse publicity. During her time with the Tampa, FL Police Department, she oversaw all internal and external communications for the department with the mission of bridging the gap between law enforcement and the citizens it serves. She created progressive programs annually to strengthen community trust and improve transparency. She also developed first ever law enforcement social media team comprised of officers and dispatchers to create new level of community engagement between officers and citizens.

Education

B.S., Telecommunications News, University of Florida, Gainesville, FL.

Nature of Involvement

Ms. McElroy will serve as a Subject Matter Expert.

Work Experience

McElroy Media Group

2015-Present Principal Consultant, Tampa, Florida

- Prepare law enforcement commanders and corporate executives for all types of media encounters with training classes focused on crisis communication, media relations, and social media.
- Serve as a technical advisor for USDOJ, Office of Justice Programs Diagnostic Center to share best practices in building community partnerships and trust by becoming more transparent, engaging the community with outreach programs and social media strategies.
- Provide public relations services to small and large companies that wish to promote their brands via mainstream media, social media and other marketing tactics.
- Provide advice on how to involve the community and key stakeholders in the implementation of body worn camera technology.

Director of Communications

2004-2015 Tampa Police Department, Tampa, Florida

- In the week's following Ferguson helped develop the outreach program, Be the Difference, in minority churches. The program allowed the community to connect with officers and commanders and reduce tension on the heels of the high profile negative

event.

- Created and taught supervisor and new officer training that focused on the importance of treating citizens with dignity and respect in order to build productive partnerships to reduce crime, improve community problems and build mutual trust.
- Established proactive policy for all high profile events to ensure timely release of information to the public and media. This level of transparency and accountability strengthened community and media relationships
- Continually adapted how the agency connected with its citizens. Launched department's extensive social media program that used humorous videos to highlight officers as friendly and approachable. One video won the National Government Communicators' Award and was called "modern day community oriented policing" by the International Association of Chiefs of Police. Created first ever law enforcement social media team to allow citizens to connect directly with officers and dispatchers.
- Developed communications strategies for Republican National Convention that targeted four primary groups; demonstrators, community, media and law enforcement. This helped the agency establish productive, working relationships and build trust with the groups prior to the event. Helped create training curriculum for front line officers that focused on tolerance, patience and protecting civil rights. Used social media to highlight law enforcement assisting protestors versus the traditional clash between police and demonstrators.
- Managed all Super Bowl XLIII local and national news coverage; launched six- month marketing plan of super bowl security including local, state and federal agencies
- Developed external newsletter that later evolved into an e-newsletter and finally a police blog to ensure the agency was communicating with the citizens it served.
- Created hands-on Citizen's Police Academy to strengthen community relations by recruiting agency critics, community and business leaders to take the course.
- Established monthly award ceremony to build internal morale by honoring officers, employees and citizens.
- Published annual report and began Police Chief's department-wide meetings on annual goals
- Selected Hispanic Liaison Officer, expanded community outreach duties to build rapport with the city's fastest growing minority demographic
- Created GLBT Liaison Officer
- Produced and wrote monthly show on police operations and Public Service Announcements to recruit minority officers.
- Created publication to nationally market department's crime reduction success

Television News Reporter and Anchor

1994-2004 ABC Action News, Tampa, Florida

- Extensive experience writing, producing, reporting on major breaking stories
- Managed award winning investigative unit
- Primary replacement anchor

Adjunct Professor/Television News Advisor 2000-2001 Florida Southern College, Lakeland, Florida

- Taught writing for broadcast news, oversaw students studio productions
- Guest lecturer at University of Tampa and University of South Florida communication

classes

Television News Reporter/Anchor 1993-1994 WPBF-TV, West Palm Beach, Florida

- Produced, wrote and anchored morning newscast
- Bureau Chief - Oversaw all news coverage of four county area, generating story ideas and content

Television Anchor and Reporter 1990-1993 WWSB-TV, Sarasota, Florida

- Anchored weekend newscast, general assignment reporter
- Produced and anchored weekly, on set segment, 40 Cares About Kids

Television Anchor and Reporter 1989-1990 WUFT-TV, Gainesville, Florida

- Anchored evening newscast, general assignment reporter

Radio Anchor and Reporter 1988-1990 WUFT-FM, Gainesville, Florida

- Wrote, produced, anchored half-hour, drive time newscast for National Public Radio Affiliate, general assignment reporter

Awards

- 2013 National Government Communicators' Award
- 2006-07 Leadership Tampa Class, Tampa Chamber of Commerce
- First Place National Association Telecommunication Government Programming 2006
- 6 First Place Awards, Society of Professional Journalism 1999-2004
- 3 Emmy Nominations 1999-2002

Thomas Christoff

CONTACT

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E-mail:

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Phone:

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EDUCATION

PhD in Criminal Law and Justice
University of Illinois at Chicago

August 2010 — May 2016

Masters Degree in Criminology and Criminal Justice
University of Memphis

August 2007 — December 2009

Bachelors Degree in Law Enforcement and Justice Administration
Western Illinois University

August 2002 — May 2006

WORK EXPERIENCE

Rosenbaum and Associates, LLP
Partner

April 2017 – Present

Responsibilities include management of subcontractors, report writing, data analysis, document review, and other responsibilities as related to the Settlement Agreement between the City of Portland and the US Department of Justice.

Rosenbaum and Watson, LLP
Project Manager

January 2015 – April 2017

Responsibilities include report writing, data analysis, document review, and other responsibilities as related to the Settlement Agreement between the City of Portland and the US Department of Justice.

University of Illinois at Chicago
Research Assistant

May 2013 — December 2014

Responsibilities include grant writing, survey design and implementation using Qualtrics and Plum Survey systems, communication with subject sites, statistical analysis of data.

University of St. Francis
Adjunct Professor

August 2013 — May 2014

Responsibilities included dissemination of relevant course material, facilitation of class discussion, creating and evaluation of test materials, development of students' writing skills.

Courses Taught: Introduction to Criminal Justice

University of Illinois at Chicago
Adjunct Professor

May 2011 — December 2013

Responsibilities included dissemination of relevant course material, facilitation of class discussion, creating and evaluation of test materials, development of students' writing skills.

Courses Taught: Courts, Police in Society

City of Urbana

March 2011 — July 2011

Outside Consultant

Responsibilities included collection, evaluation, and dissemination of traffic stop data, compilation of detailed traffic stop report, detailed explanation of statistical tests (t-tests, ANOVA, multiple regression, etc).

University of Memphis

January 2008 — May 2009

Graduate Assistant

Responsibilities included assistance in Crisis Intervention Team (CIT) training, implementation of CIT in interested cities, management of CIT website.

Hanrahan Investigation Group

May 2006 — Present

Private Investigator

Responsibilities include background investigations, service of process, asbestos litigation, insurance litigation, surveillance, communication with clients, report writing.

PUBLICATIONS

Lawrence, DS., Christoff, TE, & Escamilla, JH (2017). "Predicting Procedural Justice Behavior: Examining Communication and Personality." *Policing: An International Journal of Police Strategies & Management*. Vol. 40, Issue 1, pg. 141-154.

Rosenbaum, et. al. (2017). "The Police-Community Interaction Survey: Measuring Police Performance in New Ways." *Policing: An International Journal of Police Strategies & Management*. Vol. 40, Issue 1, pg. 112-127

Christoff, TE (2016). *Humor with a Shade of Blue: Examining Humorous Exchanges During Police-Community Interactions*. (Doctoral Dissertation).

CONFERENCE PRESENTATIONS

"Measuring, Understanding, and Translating the Dynamics of Police-Citizen Encounters: Findings from the Police-Community Interaction Survey". Thematic Panel Presentation. ASC, 2013 (Atlanta, GA).

"Center for Homicide and Sexual Assault Investigations". Thematic Panel Presentation. ASC, 2014 (San Francisco, CA).

RESEARCH INTERESTS

Current research interests include procedural justice in policing with specific focus on various communication skills and their effect on satisfaction with the encounter. This falls within a larger context of interest in communication skills and their application to criminal justice (displays of sense of humor, communication with mentally ill, emotional citizens, situational de-escalation, etc.). Additional research interests include police mental health response, including Memphis Model Crisis Intervention Team (CIT) and police agency/community implementation of CIT systems.

REFERENCES

References and letters of recommendation available upon request.

CURRICULUM VITAE
Rod K. Brunson
January, 2018

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School of Criminal Justice
Rutgers University
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Newark, NJ 07102-3094
USA

Phone: [REDACTED]
E-mail: rod.brunson@rutgers.edu

Academic Positions

- 2016 – *Dean*, Rutgers University, School of Criminal Justice.
- 2015 – *Professor*, Rutgers University, School of Criminal Justice.
- 2010 – 2015 *Associate Professor*, Rutgers University, School of Criminal Justice,
Vice Dean for Academic Affairs (2014 – 2015).
Director, Doctoral Program (2012 – 2015).
Director, Undergraduate Program (2011 – 2012).
- 2009 – 2010 *Associate Professor*, Southern Illinois University – Carbondale,
Department of Criminology and Criminal Justice.
- 2008 – 2009 *Assistant Professor*, Southern Illinois University-Carbondale,
Department of Criminology and Criminal Justice.
- 2006 – 2008 *Assistant Professor*, University of Alabama at Birmingham,
Department of Justice Sciences.
- 2003 – 2006 *Assistant Professor*, University of Missouri at St. Louis,
Department of Criminology and Criminal Justice.

Affiliations

- 2015 – *Co-Director* (with Ruth D. Peterson and Jody Miller), Racial Democracy,
Crime and Justice Network, School of Criminal Justice, Rutgers University.

2006 *Inaugural Fellow*, “Crime and Justice Summer Institute: *Broadening Perspectives and Participation*,” The National Science Foundation, Criminal Justice Research Center, Ohio State University, July 9 – 26, 2006.

Degrees Awarded

2003 Ph.D., Criminal Justice, University of Illinois at Chicago,
Area of Concentration: *Criminology*

1998 M.A., Criminology and Criminal Justice, University of Missouri at St. Louis,

1996 B.S., Criminology and Criminal Justice, University of Missouri at St. Louis,

Awards, Fellowships, and Honors

Coramae Richey Mann Award, 2017. American Society of Criminology, Division on People of Color and Crime.

David B. Schulman Distinguished Lecture, 2017, “Strengthening Police-Community Relations amid Calls for Reform,” Northeastern University, Institute on Race and Justice.

Distinguished Visiting Scholar, 2015 – 2016, Georgia State University,
Andrew Young School of Policy Studies, Department of Criminal Justice and Criminology.

Leaders in Faculty Diversity Award, 2014 – 2015, Rutgers University.

Distinguished PhD Alumnus Award, 2015, Department of Criminology, Law and Justice,
University of Illinois at Chicago.

Celebration of Campus Authors Award, 2012 (in recognition of published works 2008 – 2010).
Southern Illinois University – Carbondale.

Distinguished Keynote Speaker, 2011. “Race, Place and the Policing of Urban Youths,”
3rd Annual Promoting Community Safety and Preventing Violence: Integrating Lessons
from Research and Practice Conference, Organized by the Ohio State University Youth
Violence Prevention Advisory Board.

Tory J. Caeti Outstanding Young Scholar Award, 2010. Academy of Criminal Justice Sciences,
Juvenile Justice Section.

New Scholar Award, 2008. American Society of Criminology, Division on People of Color and
Crime.

Visiting Associate Professor, 2008. Center on Race, Crime and Justice, John Jay College of Criminal Justice.

Comprehensive Minority Faculty Development Program Award, 2007. Office for Equity and Diversity, University of Alabama at Birmingham.

Comprehensive Minority Faculty Development Program Award, 2006. Office for Equity and Diversity, University of Alabama at Birmingham.

Keynote Speaker, 2006. Second Annual Minority Research Day, Office for Equity and Diversity, University of Alabama at Birmingham.

Meritorious Service Award, 2003 – 2004. Students with disAbilities Association, University of Missouri at St. Louis.

Diversity Fellowship, 1998 – 2002. University of Illinois at Chicago.

Areas of Specialization

- Concentrated Neighborhood Disadvantage
- Police-Community Relations
- Qualitative Research Methods
- Youth Violence

Courses Taught

Undergraduate Courses: *Administration of Justice, Advanced Criminology Theories, Crime, Justice and Social Diversity, Criminology, Criminal Justice Ethics, Police and Society, Race and Crime, Urban Youth Violence (Honors College)*

Graduate Courses: *Crime and the Criminal Justice System, Issues in Criminal Justice and Diversity, Policing Urban Communities, Law and Social Control, Nature of Crime, Perspectives on Race and Crime, Race and Crime, Race and Justice in America, Theories and Research in Crime and Delinquency, Youth Violence*

Publications

Journal Articles

Brunson, Rod K., and Kashea Pegram. Forthcoming. “Kids do not so Much Make Trouble, they are Trouble”: Examining Police-Youth Relations.” *The Future of Children*.

Hockin, Sara M. and Rod K. Brunson. Forthcoming. “The Revolution might not be Televised (but it will be Lived-Streamed): Future Directions for Research on Police-Minority Relations.” *Journal of Race and Justice*.

- Stewart, Eric A, Patricia Y. Warren, Cresean Hughes, and Rod K. Brunson. Forthcoming. "Race, Ethnicity, and Criminal Justice Contact: Reflections for Future Research." *Journal of Race and Justice*.
- Sahin, Nusret, Anthony A. Braga, Robert Apel, and Rod K. Brunson. 2017. "The Impact of Procedurally-Just Policing on Citizen Perceptions of Police during Traffic Stops: The Adana Randomized Controlled Trial." *Journal of Quantitative Criminology*. 33:701-726.
- John Shjarback, Decker, Scott H., Jeff Rojek, and Rod K. Brunson. 2017. "Minority Representation in Policing and Racial Profiling: A Test of Representative Bureaucracy." *Policing: An International Journal of Police Strategies and Management*. 40:748-767.
- Moreto, William D., Rod K. Brunson, and Anthony A. Braga. 2017. "Anything We Do, We Have to Include the Communities": Law Enforcement Rangers' Attitudes towards And Experiences of Community-Ranger Relations in Wildlife Protected Areas in Uganda." *British Journal of Criminology*. 57:924-944.
- Fagan, Jeffrey, Anthony Braga, Rod K. Brunson, and April Pattavina. 2016. "Stops and Stares: Street Stops, Surveillance and Race in the New Policing." *Fordham Urban Law Journal*. 43:539-614.
- Pegram, Kashea, Rod. K. Brunson, and Anthony A. Braga. 2016. "The Doors of the Church are now Open: Black Clergy, Collective Efficacy, and Neighborhood Violence." *City & Community*. 15:289-314.
- Saunders, Jessica, Allsion Ober, Dionne Barnes-Proby, and Rod K. Brunson. 2016. "Police Legitimacy and Disrupting Overt Drug Markets." *Policing: An International Journal of Police Strategies and Management*. 39:667-679.
- Brunson, Rod K., Anthony A. Braga, David Hureau, and Kashea Pegram. 2015. "We Trust You, But Not *That* Much: Examining Police-Black Clergy Partnerships to Reduce Youth Violence." *Justice Quarterly*. 32:1006-1036.
- Brunson, Rod K. 2015. "Focused Deterrence and Improved Police-Community Relations: Unpacking the Proverbial "Black Box." *Criminology & Public Policy*. 14:507-514.
- Gau, Jacinta M., and Rod K. Brunson. 2015. "Procedural Injustice, Lost Legitimacy, and Self-Help: Young Males' Adaptations to Perceived Unfairness in Urban Policing Tactics." *Journal of Contemporary Criminal Justice*. 31:132-150.
- Weitzer, Ronald and Rod K. Brunson. 2015. "Policing Different Racial Groups in the United States." *Cahiers Politiestudies*. 35:129-145.

- Brunson, Rod K. and Jacinta Gau. 2015. "Officer Race vs. Macrolevel Context: A Test of Competing Hypotheses about Black Citizens' Experiences with and Perceptions of Black Police Officers." *Crime & Delinquency*. 61:213-242.
- Moreto, William, Rod K. Brunson, and Anthony A. Braga. 2015. "Such Misconduct s Don't Make a Good Ranger': Examining Law Enforcement Ranger Wrongdoing in Uganda." *British Journal of Criminology*. 55:359-380.
- Gau, Jacinta M., Nicholas Corsaro, and Rod K. Brunson. 2014. "Revisiting Broken Windows Theory: A Test of the Mediation Impact of Social Mechanisms on the Disorder–Fear Relationship." *Journal of Criminal Justice*. 42:579-588.
- Corsaro, Nicholas, Rod K. Brunson, and Edmund McGarrell. 2013. "Problem-Oriented Policing and Open-Air Drug Markets: Examining the Pulling Levers Deterrence Strategy in Rockford, Illinois." *Crime & Delinquency*. 59: 1085-1107.
- Reprinted (Pp. 119-136) in David Mackey and Kristine Levan, eds. 2012. *Crime Prevention*. Jones and Bartlett, Boston: MA
- Weitzer, Ronald and Rod K. Brunson. 2013. "African American Perceptions of Police Misconduct and Accountability." *Journal of Qualitative Criminal Justice and Criminology*. 2:241-266.
- Corsaro, Nicholas and Rod K. Brunson. 2013. "Are Suppression and Deterrence Mechanisms Enough? Examining the "Pulling Levers" Drug Market Intervention Strategy in Peoria, Illinois, USA." *International Journal of Drug Policy*. 24:115-121.
- Berg, Mark T., Eric A. Stewart, Rod K. Brunson, and Ronald L. Simons. 2012. "Neighborhood Cultural Heterogeneity and Adolescent Violence." *Journal of Quantitative Criminology*. 28: 411-435.
- Gau, Jacinta M., and Rod K. Brunson. 2012. "'One Question before you get Gone...': Consent Search Requests as a Threat to Police Legitimacy," *Journal of Race and Justice*. 2: 250-273.
- Gau, Jacinta M., Nicholas Corsaro, Eric A. Stewart, Rod K. Brunson. 2012. "Examining Macro-Level Impacts on Procedural Justice and Police Legitimacy," *Journal of Criminal Justice*. 40:333-343.
- Brunson, Rod K. and Ronald Weitzer. 2011. "Negotiating Unwelcome Police Encounters: The Intergenerational Transmission of Conduct Norms." *Journal of Contemporary Ethnography*. 40:425-456.

- Copes, Heath, Rod K. Brunson, Craig J. Forsyth, and Heather White. 2011. "Leaving No Stone Unturned: Exploring Responses to and Consequences of Failed Crack-for-Car Transactions." *Journal of Drug Issues*. 41:151-173.
- Wood, Tricia and Rod K. Brunson. 2011. "Geographies of Resilient Social Networks: The Role of African American Barbershops." *Urban Geography*. 31:228-243.
- Corsaro, Nicholas, Rod K. Brunson, and Edmund McGarrell. 2010. "Evaluating a Policing Strategy Intended to Disrupt an Illicit Street-Level Drug Market." *Evaluation Review*. 34:513-548.
- Gau, Jacinta and Rod K. Brunson. 2010. "Procedural Justice and Order Maintenance Policing: A Study of Inner-City Young Men's Perceptions of Police Legitimacy." *Justice Quarterly*. 27:255-279.
- Reprinted (Pp. 80-96) in Heath Copes and Mark Pogrebin, eds. 2012. *Practitioners' and Outsiders' Perspectives of Policing, Courts, and Corrections*. London: Routledge.
- Selected for VIP Section of *Justice Quarterly* Research Showcase, Academy of Criminal Justice Sciences Annual Meeting, San Diego, CA, February 2010.
- Brunson, Rod K. and Ronald Weitzer. 2009. "Police Relations with Black and White Youths in Different Urban Neighborhoods." *Urban Affairs Review*. 44:858-885.
- Brunson, Rod K and Jody Miller. 2009. "Schools, Neighborhoods, and Adolescent Conflicts: A Situational Examination of Reciprocal Dynamics." *Justice Quarterly*. 26:183-210.
- Selected for VIP Section of *Justice Quarterly* Research Showcase, Academy of Criminal Justice Sciences Annual Meeting, San Diego, CA, February 2010.
- Stewart, Eric, Eric P. Baumer, Rod K. Brunson, and Ronald L. Simons. 2009. "Neighborhood Racial Context and Perceptions of Racial Discrimination among Black Youth." *Criminology*. 47:847-887.
- Solis, Carmen, Eduardo Portillos and Rod K. Brunson. 2009. "Latino/a Youths' Experiences with and Perceptions of Negative Police Encounters." *Annals of the American Academy of Political and Social Sciences*. 623:39-51.
- Weitzer, Ronald and Rod K. Brunson. 2009. "Strategic Responses to the Police Among Inner-City Youth." *Sociological Quarterly*. 50:235-256.
- Klinger, David and Rod K. Brunson. 2009. "Police Officers' Perceptual Distortions During Lethal Force Situations: Informing the Reasonableness Standard." *Criminology & Public Policy*. 8:201-224.

Pino, Nathan, Rod K. Brunson, and Eric A. Stewart. 2009. "Using Movies to Illustrate Ethical Dilemmas in Undergraduate Criminal Justice Classes." *Journal of Criminal Justice Education*. 20:194-202.

Cobbina, Jennifer, Jody Miller, and Rod K. Brunson. 2008. "Gender, Neighborhood Danger and Risk Avoidance Strategies among Urban African American Youths." *Criminology*. 46:501-538.

Stewart, Eric A., Christopher J. Schreck, and Rod K. Brunson. 2008. "Lessons of the Street Code: Policy Implications for Reducing Violent Victimization among Disadvantaged Citizens." *Journal of Contemporary Criminal Justice*. 24:137-147.

Copes, Heith, Craig J. Forsyth, and Rod K. Brunson. 2007. "Rock Rentals: The Social Organization and Interpersonal Dynamics of Crack-for-Cars Transactions in Louisiana, USA." *British Journal of Criminology*. 47:885-899.

Brunson, Rod K. 2007. "'Police Don't Like Black People': African American Young Men's Accumulated Police Experiences." *Criminology & Public Policy*. 6:71-102.

Brunson, Rod K. and Jody Miller. 2006. "Gender, Race and Urban Policing: The Experience of African American Youths." *Gender & Society*. 20:531-552.

Reprinted (Pp. 189-199) in Patricia A. Adler and Peter Adler, eds. 2011. *Constructions of Deviance: Power, Context, and Interaction* (7th edition). Belmont, CA: Wadsworth, Cengage Learning.

Brunson, Rod K. and Eric A. Stewart. 2006. "Young African American Women, the Street Code, and Violence: An Exploratory Analysis." *Journal of Crime & Justice*. 29:1-19.

Brunson, Rod K. and Jody Miller. 2006. "Young Black Men and Urban Policing in the United States." *British Journal of Criminology*. 46:613-640.

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Miller, Jody and Rod K. Brunson. 2000. "Gender Dynamics and Youth Gangs: A Comparison of Males' and Females Accounts." *Justice Quarterly*. 17:421-448.

Reprinted (Pp. 163-190) in Finn-Aage Esbensen, Stephen G. Tibbetts, and Larry K. Gaines, eds. 2004. *American Youth Gangs at the Millennium*. Long Grove, IL: Waveland Press, Inc.

Edited Volumes

Brunson, Rod K. and Eric A. Stewart (Guest Editors). 2014. Special Issue on “Examining Racial Disparities in a Post-Racial Era,” *Journal of Race and Justice*. 4: 183-184.

Velez, Maria B., Rod K. Brunson, and Jody Miller (Guest Editors). 2011. Special Issue on “Theorizing Racial Democracy, Crime and Justice: Between the Black/White Divide,” *Journal of Contemporary Criminal Justice*. 27: 256-260.

Brunson, Rod K. (Editor). 2008. “Racial Profiling.” New York: Thomson Wadsworth Publishing.

Essays and Book Chapters

Fagan, Jeffrey, Braga, Anthony A., Brunson, Rod K., and Pattavina, April, “Stops and Stares: Street Stops, Surveillance, and Race in the New Policing” (August 24, 2015). *Fordham Urban Law Journal*, Forthcoming; Columbia Public Law Research Paper No. 14-479. Available at SSRN: <http://ssrn.com/abstract=2650154>

Brunson, Rod K. and Michelle N. Block. Forthcoming. “R-e-s-p-e-c-t: Communities of Color and the Criminal Justice System.” Pp xxx-xxx in *Criminology and Public Policy*, 3rd edition. Edited by Kevin Wright and Scott H. Decker. Temple University Press.

Brunson, Rod K., and Amanda D’Souza. Forthcoming. “Grounded Theory.” Pp. xxxx-xxxx. In *The Encyclopedia of Research Methods and Statistical Techniques in Criminology and Criminal Justice* (edited by J.C. Barnes and David R. Forde). New York: Blackwell Wiley Publishing.

Brunson, Rod K. and Richard Wright. 2016. “Straight Outta Compton: The Rise of Criminal Justice Educations and the Policing of Urban Communities.” *The Criminologist*, November/December, 41: p. 1, pp 3-4.

Brunson, Rod K., and Amanda D’Souza. 2016. “‘Nothing We Could Do or Say’: African American Young Men’s Lived Police Experiences.” Pp 255-273 in *Race Still Matters: The Reality of African American Lives and the Myth of Postracial Society*. Edited by Yuya Kiuchi. SUNY Press.

Braga, Anthony A. and Rod K. Brunson. “The Police and Public Discourse on ‘Black on Black’ Violence.” *New Perspectives on Policing*. Washington, DC: U.S. Department of Justice, National Institute of Justice, 2015. NCJ 248588.

Gau, Jacinta M., and Rod K. Brunson. “Why More Diverse Police Forces may not Solve the Problems which Exist Between Police and Disadvantaged Communities of Color.” The London School of Economics and Political Science, May 18, 2015, USAPP.

- Brunson, Rod K. (2015). Pp. xi-xiv in Andrea S. Boyles. *Race, Place, and Suburban Policing: Too Close for Comfort*. Oakland: University of California Press.
- Brunson, Rod K., and Kashea Pegram. 2015. "From the Mouths of Babes: Conducting Qualitative Research with Youths." Pp 255-264 in *The Routledge Handbook of Qualitative Criminology*. Edited by Heith Copes and Mitch Miller. Routledge Press.
- Brunson, Rod K. and Jacinta M. Gau. 2014. "Race, Place, and Policing the Inner-City." Pp 362-382 in *The Oxford Handbook on Police and Policing*. Edited by Michael D. Reisig and Robert J. Kane. Oxford University Press.
- Miller, Jody and Rod K. Brunson. 2011. "'Minority Candidates are Strongly Encouraged to Apply': Making Diversity Matter in Criminology and Criminal Justice." *The Criminologist*, July/August, 36: p. 1, pp 2-7.
- Brunson, Rod K., and Jody Miller. 2011. "Unintended Consequences of Racially Biased Policing in the United States," Roundtable on Current Debates, Research Agendas and Strategies to Address Ethnic/Racial Profiling in the UK and USA, Open Society Foundation, John Jay College, August 10-11.
- Clear, Todd R., Rod K. Brunson, and Johnna Christian. 2010. "What will the Justice System Look Like, with regard to Race, in the Year 2042?" Visions 2042, Race-Talk Special Edition, Kirwan Institute for the Study of Race and Ethnicity, Ohio State University, May 26.
- Brunson, Rod K. 2010. "Beyond Stop Rates: Using Qualitative Methods to Examine Racially Biased Policing." Pp 221-238 in *Race, Ethnicity and Policing: New and Essential Readings* edited by Stephen K. Rice and Michael D. White. New York University Press.
- Brunson, Rod K. 2007. "Delinquent Gangs." Pp. 1825-1828. In *The Encyclopedia of Sociology* (edited by George Ritzer). New York: Blackwell Publishing.
- Brunson, Rod. 2006. "Cuttin' Up 4 You: The Role of Barbershops in African American Communities." Pp 139-157 in *Hidden Assets: Connecting the Past to the Future of St. Louis* edited by Richard Rosenfeld. Columbia, Missouri. University of Missouri Press.
- Brunson, Rod K. and Jody Miller. 2001. "Girls and Gangs." Pp. 44-59 in *Women, Crime and Criminal Justice: Original Feminist Readings* edited by Lynne Goodstein and Claire Renzetti. Los Angeles: Roxbury Publishing Company.
- Miller, Jody with Rod K. Brunson and Niquita Vinyard. 2001 "Gangs and Gang Life in St. Louis." Pp 92-122 in *One of the Guys: Girls, Gangs and Gender*. Oxford: Oxford University Press.

Book Reviews

Brunson, Rod K. 2009. Review of Sudhir Venkatesh (2008) "Gang Leader for a Day"
New York: The Penguin Press, 302 pp., *Sociological Forum*, 24:426-427.

Brunson, Rod. 2001. Review of Randall Kennedy (1997) "Race Crime and the Law" New
York: Pantheon, 538 pp., *Theoretical Criminology*, 5:393-397.

Brunson, Rod. 1997. Review of Henry H. Brownstein (1996) "The Rise and Fall of a
Violent Crime Wave: Crack Cocaine and the Social Construction of a Crime
Problem" Albany, New York: Harrow and Heston, 112 pp., *American Journal of
Criminal Justice*, 21:261-263.

Technical Reports

Fagan, Jeff, Anthony Braga, Rod K. Brunson, and April Pattavina. "An Analysis of Race and
Ethnicity Patterns in Boston Police Department Field Interrogation, Observation, Frisk,
and/or Search Reports." Report to the Boston Police Department and ACLU of
Massachusetts, June 2015.

Corsaro, Nicholas, Rod K. Brunson, Jacinta M. Gau, and Christina Oldham "The Peoria
Pulling Levers Drug Market Intervention: A Review of Program Process, Changes in
Perceptions, and Crime Impact." Report to the Illinois Criminal Justice Information
Authority, March 2011.

Edmund McGarrell, Nicholas Corsaro, and Rod K. Brunson "The Drug Market Intervention
Approach to Overt Drug Markets." VARSTVOSLOVJE, *Journal of Criminal Justice and
Security*, year 12, 4:397-407.

Grant Activity

Funded

Principal Investigator. "Understanding Illegal Gun Market Characteristics and Dynamics in
New York City." Funded by the New York City Mayor's Office (with Anthony Braga,
Co-Principal Investigator), Award Period: 7/16 – 1/17 (\$500,000).

Co-Principal Investigator. "Collaborative Research: Broadening Participation and Perspectives
in the Study of Crime and Justice." The National Science Foundation (with Jody Miller,
Principal Investigator and Ruth D. Peterson, Co-Principal Investigator), Award Period:
9/15 – 8/18 (\$778,008).

Principal Investigator. "Examining Police-Black Clergy Partnerships in Boston."
Funded by the School of Criminal Justice, Dean's Research Fund Award.
Fiscal Year 2011, Co-Principal Investigator, Anthony Braga (\$8,225).

Co-Principal Investigator. “A Systematic Evaluation of Pulling Levers: Examining the Peoria, Drug Market Intervention.” Funded by the Illinois Criminal Justice Information Authority. (with Nicholas Corsaro, Principal Investigator), Award Period: 2010 (\$109,658).

Principal Investigator. “Examining the Effects of Personal and Vicarious Police Encounters on Citizens’ Attitudes toward the Police.” Faculty Development Program Grant, University of Alabama at Birmingham, 2007 (\$9,970).

Principal Investigator. “Disentangling the Effects of Race and Neighborhood on Adolescents’ Experiences with the Police.” Research Awards Program, University of Missouri at St. Louis, 2005 (\$12,500).

Presentations

Invited Colloquia

Brunson, Rod K. “A Moment of Pause: Examining the Role of Activist Black Clergy in Deescalating Conflict and Improved Police-Community Relations.” Office of the Inspector General for the NYPD, July 25, 2017.

Brunson, Rod K. (Discussant). “Consequences of Lower Level Enforcement.” Conference on Misdemeanor Justice, John Jay College of Criminal Justice, April 27-28, 2017.

Brunson, Rod K. “A Moment of Pause: Examining the Role of Activist Black Clergy in Deescalating Conflict and Reducing Interpersonal Violence.” University of Central Florida, April 10, 2017.

Brunson, Rod K., and Kashea Pegram. “The Future of Children: Reducing Justice System Inequality.” Princeton University and the Brookings Institution.” Princeton, New Jersey, March 30-31, 2017.

Brunson, Rod K. (Panelist). “Moving New Jersey’s Communities Forward: A Critical Conversation about Race and Policing.” New Jersey Institute for Social Justice, Newark, NJ, September 12, 2016.

Brunson, Rod K. (Participant). “RISE for Boys and Men of Color Symposium,” Center for the Study of Race & Equity in Education, University of Pennsylvania, Philadelphia, PA, August 15-16, 2016.

Brunson, Rod K. (Panelist). “The White House Criminal Justice Reform Roundtable,” Washington, DC, June 10, 2016.

- Brunson, Rod K. (Speaker). ““On ‘the Block’: Racial Profiling and Street-level Drug Enforcement,” School of Criminal Justice, University of Albany, Albany, NY, April 8, 2016.
- Brunson, Rod K. (Panelist). “Race and the Police,” Sponsored by the Educational Environment Committee, University of Michigan Law School, Ann Arbor, MI, March 22, 2016.
- Brunson, Rod K. (Speaker). “Career Choice and Development: Navigating Through the Tenure-Track,” Washington University in St. Louis, George Warren Brown School of Social Work, St. Louis, MO, March 11, 2016.
- Brunson, Rod K. (Speaker). ““On the Block’ and from the Ivory Tower: Racial Profiling and Street-level Drug Enforcement,” Andrew Young School of Criminology and Criminal Justice, Georgia State University, Atlanta, GA, March 3, 2016.
- Brunson, Rod K. (Panelist). “Situational Dynamics of Interpersonal Violence and Conflict Escalation,” Annual Meeting of the American Association for the Advancement of Science, Washington, DC, February 13, 2016.
- Brunson, Rod K. (Panelist). “Race, Policing, and Social Justice from Ferguson to Baltimore and Beyond: A Biennial Review,” The James Weldon Johnson Institute for the Study of Race and Difference, College of Arts and Sciences, Emory University, December 3, 2015.
- Brunson, Rod K., Kashea Pegram, and Anthony A. Braga. “Examining Activist Black Clergy Efforts to Improve Police-Minority Community Relations,” Racial Democracy, Crime, and Justice Network Workshop, Ohio State University, July 24, 2015.
- Brunson, Rod K. (Speaker). ““Now All You See is Police’: The Effects of Race and Neighborhood on Male Adolescents’ Police Encounters,” Department of Criminology, Law and Justice, University of Illinois at Chicago. April 29, 2015.
- Brunson, Rod K. (Speaker). “Legitimacy, Race, and Police-Community Relations,” Graduate Student Association Speaker Series, Department of Criminology and Criminal Justice, University of Missouri at St. Louis, April 17, 2015.
- Brunson, Rod K. (Panelist). “Engaging Communities of Color in Positive Policing.” CNA Executive Session, Arlington, VA, March 31, 2015.
- Brunson, Rod K. (Speaker). “Police-Minority Community Relations,” Harvard University School of Law, February 19, 2015.
- Brunson, Rod K. (Panelist). “Research Findings on Aggressive Policing of Minority Neighborhoods,” Black Law Students’ Association, the Dean’s Diversity Council, and Rutgers University Center on Law in Metropolitan Equity (Clime), Seton Hall University School of Law, February 12, 2015.

- Pegram, Kashea and Rod K. Brunson. "Understanding Juvenile Delinquency and Youth Gangs," Rutgers School of Law, December 5, 2014
- Brunson, Rod K. (Chair). "Examining Crime and Justice in Social Context," Racial Democracy, Crime, and Justice Network Workshop, Ohio State University, July 25, 2014.
- Brunson, Rod K. (Speaker). "Legitimacy, Race, and Urban Policing: A Study of Black Clergy—Police Partnerships to Reduce Youth Violence," Andrew Young School of Policy Studies, Department of Criminal Justice and Criminology, Georgia State University, Atlanta, GA, June 26, 2014.
- Braga, Anthony A. and Rod K. Brunson. "The Police and Public Discourse on 'Black on Black' Violence." Executive Session on Policing and Public Safety, Harvard Kennedy School and the National Institute of Justice, Cambridge, MA, June 6, 2014.
- Brunson, Rod K. (Speaker). "Legitimacy, Race, and Police-Community Relations," Department of Criminal Justice, William D. Griffith Speaker Series, University of Wyoming, September 19, 2013.
- Brunson, Rod K. (Speaker). "Legitimacy, Race, and Police-Community Relations," Department of Criminology Speaker Series, University of South Florida, April 18, 2013.
- Brunson, Rod K. (Speaker). "Legitimacy, Race, and Police-Community Relations," Dae Chang International Visiting Scholar Series, Michigan State University, March 15, 2013.
- Brunson, Rod K., and Anthony A. Braga. "'What Works' Summit: (Re)Building Trust Between Communities and Police," Organized by the Center for Collaborative Change. Newark, NJ, January 23, 2013.
- Brunson, Rod K., and Anthony A. Braga. "We Trust You, But, Not *That* Much": Preliminary Study Findings of Police-Community Relationships in Boston," RECAP (Rebuilding Every City around Peace), National Press Club, Washington, DC, March 12 - 13, 2012.
- Brunson, Rod K. (Discussant). "Understanding the Crime Drop in New York City," Open Society Foundation, Atlantic Philanthropies, and Public Welfare Foundation, John Jay College, September 22 - 23, 2011.
- Brunson, Rod K., and Jody Miller. "Roundtable on Current Debates, Research Agendas and Strategies to Address Ethnic/Racial Profiling in the UK and USA," Open Society Foundation, John Jay College, August 10 - 11, 2011.

- Brunson, Rod K. (Panelist). "Undertaking Qualitative Research Collaboratively," Racial Democracy, Crime, and Justice Network Workshop, Ohio State University, July 28, 2011.
- Edmund McGarrell, Nicholas Corsaro, and Rod K. Brunson. "The Drug Market Intervention Approach to Overt Drug Markets," 8th Biennial International Conference on Policing in Central and Eastern Europe, Ljubljana, Solvenia, September 22 - 24, 2010.
- Brunson, Rod K., Nicholas Corsaro, Chet Epperson, and Steven Settingsgaard. "Rockford and Peoria Drug Market Intervention Initiatives," The Illinois Criminal Justice Information Authority Strategic Planning Initiative. Schiller Park, IL, September 22 - 23, 2010.
- Brunson, Rod K. (Speaker). "Examining Police-Minority Youth Contacts in Urban Settings," 9th Annual Youth Violence Conference, University of Missouri at St. Louis, April 8, 2010.
- Brunson, Rod K. (Panelist). "Collective Transformation: Building Just Communities from the Inside Out," Annual Meeting of the American Society of Criminology Pre-Conference Workshop, Graterford Prison, November 3, 2009.
- Stewart, Eric, Eric P. Baumer, Rod K. Brunson, and Ronald L. Simons. "Defended Neighborhoods, Black Neighbors, and White Neighborhoods: Racially-Biased Policing against Black Adolescents," Racial Democracy, Crime, and Justice Network Workshop, Ohio State University, July 24, 2008.
- Brunson, Rod K. (Speaker). "The Social Implications of Stop and Frisk Activities in St. Louis," 2nd Annual Fyfe Police Accountability Conference, Stop and Frisk, John Jay College, February 28, 2007.
- Brunson, Rod K. (Speaker). "'Now All You See is Police': The Effects of Race and Neighborhood on Male Adolescents' Police Encounters," Department of Geography Colloquium Series, York University, Canada, October 2, 2007.
- Solis, Carmen, Rod K. Brunson and Edwardo Portillos. "Latina/o Youths' Experiences with and Perceptions of Negative Police Encounters," Racial Democracy, Crime, and Justice Network Workshop, Ohio State University, July 27, 2007.
- Cobbina, Jennifer, Jody Miller and Rod K. Brunson. "Gender, Neighborhood Danger and Risk Avoidance Strategies among Urban African American Youths," Racial Democracy, Crime, and Justice Network Workshop, Ohio State University, July 27, 2007.
- Brunson, Rod K. (Speaker). "The Colour of Crime: The Benefits and Consequences of Collecting Race-Crime Statistics," Ninth National Metropolis Conference, Canada, March 3, 2007.

- Brunson, Rod K. (Panelist). "Accumulated Adverse Police Encounters Among African American Adolescents," Racial Democracy, Crime, and Justice Network Workshop, Ohio State University, July 27, 2006.
- Brunson, Rod K. (Speaker). "The Accumulated Effect of Adverse Police Encounters on Young African American Males," Department of Justice Sciences, University of Alabama at Birmingham, April 28, 2006.
- Miller, Jody and Rod K. Brunson. "Gender, Race and Urban Policing: The Experience of African American Youths," Institute for Women's and Gender Studies Colloquium, University of Missouri at St. Louis, March 1, 2006.
- Brunson, Rod K. and Jody Miller. "Young Black Men, Urban Policing, and Community Relations," Center for the Humanities Monday Noon Series, University of Missouri at St. Louis, October 10, 2005.
- Brunson, Rod K. (Speaker). "Young Black Men and Urban Policing," Immigration and Settlement Issues in Policing Seminar, Ontario Police College and the EMPIRICAL Project of the Joint Centre of Excellence for Research on Immigration and Settlement, Canada, July 20, 2005.
- Esbensen, Finn-Aage, Rod K. Brunson and Karin Tusinski. "Peer Group Structure and Gang Membership: Comparisons Across Racial/Ethnic Groups," The Social Construction of Gangs and Troublesome Youth Groups in Multi-Ethnic Europe Conference, Spain, May 25 - 27, 2005.
- Brunson, Rod K. (Speaker). "Who's Da' Meaner? Urban African-American Young Men and Police Harassment," Centre of Criminology Seminar Series, University of Toronto, Canada, April 5, 2005.
- Brunson, Rod K. (Panelist). "Who You Talking To? African American Males and the Police," Tenth Annual Symposium on Youth Gangs and Delinquency, Boys and Girls Club of America, Atlanta, GA, April 23, 2004.
- Brunson, Rod K. (Speaker). "Managing Risks: Young Women and Delinquency in a Chicago Gang Neighborhood," 2nd Annual Youth Violence Conference, University of Missouri at St. Louis, April 17, 2003.
- Richie, Beth and Rod K. Brunson. "Domestic Violence and the Criminal Justice System: A Focus on African American Women Living in the Southern US," Annual Meeting of the Institute on Domestic Violence in the African American Community, Memphis, TN, May 2001.

Conference Papers

- Author Meets Critic: *Speaking Truth to Power: Confidential Informants and Police Investigations* by Dean A. Dabney and Richard Tewksbury. Academy of Criminal Justice Sciences Annual Meeting. Kansas City, MO, March 2017.
- Fagan, Jeffrey, Anthony A. Braga, Rod K. Brunson, and April Pattavina. "Stops and Stares: Street Stops, Surveillance, and Race in the New Policing," Annual Meeting of the American Society of Criminology. New Orleans, LA, November 2016.
- Roundtable: "An Empirical Focus on Low Level Offenses: A Call to Action," Jeremy Travis, Preeti Chauhan, Nikki Jones, Rod Brunson, and David Weisburd (Panelists). Annual Meeting of the American Society of Criminology. New Orleans, LA, November 2016.
- Brunson, Rod K. (Chair). "Evaluating and Examining CJ Strategies and Anti Violence Initiatives," Annual Meeting of the American Society of Criminology. Washington, DC, November 2015.
- Author Meets Critic: *Code of the Suburb: Inside the World of Young Middle-Class Drug Dealers* by Scott Jacques and Richard Wright. Annual Meeting of the American Society of Criminology. Washington, DC, November 2015.
- Wade, Brian, Shadd Maruna, Rod. K. Brunson, Anthony A. Braga, and Kashea Pegram. "On the Block in Newark, New Jersey: Examining an Anti-Violence Street Worker Initiative," Annual Meeting of the American Society of Criminology, Washington, DC, November 2015.
- Rickman, Steve, Rod K. Brunson, Tawana Waugh, Harry Medlock, and Katherine Darke Schmitt. "Addressing Violent Crime through Community Engagement," Academy of Criminal Justice Sciences Annual Meeting, Orlando, FL, March 2014.
- Moreto, William, Rod K. Brunson, and Anthony A. Braga. "'Such Misconduct s Don't Make a Good Ranger': Examining Law Enforcement Ranger Wrongdoing in Uganda," Academy of Criminal Justice Sciences Annual Meeting, Orlando, FL, March 2014.
- Pegram, Kashea, Rod. K. Brunson, Anthony A. Braga, and Robert Apel. "Examining the Role of Third Parties to Enhance Police Legitimacy," Annual Meeting of the American Society of Criminology. San Francisco, CA, November 2014.
- Author Meets Critic: *A Theory of African American Offending: Race, Racism, and Crime* by James Unnever and Shaun Gaddidon. Robert Agnew, Rod K. Brunson, and Katheryn Russell-Brown (Critics) Annual Meeting of the American Society of Criminology. Chicago, IL, November 2012.

- Gau, Jacinta M., and Rod K. Brunson. “‘Consent Search Requests as a Threat to Police Legitimacy among Minority Motorists,” Annual Meeting of the American Society of Criminology. Chicago, IL, November 2012.
- Brunson, Rod K., Jody Miller, Maria Velez, and Robert Crutchfield (Discussants). “Students Meet Scholars: Reconceptualizing Diversity,” Professional Development Workshop, Sponsored by the Minority Affairs Committee, Annual Meeting of the American Society of Criminology. Chicago, IL, November 2012.
- Brunson, Rod K., Neal Shover, Richard Wright, Patrick Carr, and Deanna L. Wilkinson (Discussants). “Students Meet Scholars: Qualitative Research,” Sponsored by the Student Affairs Committee, Annual Meeting of the American Society of Criminology. Chicago, IL, November 2012.
- Author Meets Critic: *Spatial Policing: The Influence of Time, Space, and Geography on Law Enforcement Practices* by Charles E. Crawford (editor). Academy of Criminal Justice Sciences Annual Meeting, New York, NY, March 2012.
- Author Meets Critic: *Punished: Policing the Lives of Black and Latino Boys* by Victor M. Rios. Annual Meeting of the American Society of Criminology. Washington, DC, November 2011.
- Rod K. Brunson and Jacinta M. Gau. “Beyond Perceptions of Racial Discrimination: Additional Challenges to Police Legitimacy,” Annual Meeting of the American Society of Criminology. Washington, DC, November 2011.
- Gau, Jacinta M., Nicholas Corsaro, Eric Stewart, Rod K. Brunson. “The Role of Social Cohesion in Police Legitimacy: Integrating Macro Level Conditions with a Psychological Process,” Annual Meeting of the American Society of Criminology. Washington, DC, November 2011.
- Author Meets Critic: *Racial Profiling: Research, Racism, and Resistance* by Karen S. Glover. Annual Meeting of the American Society of Criminology. San Francisco, CA, November 2010.
- Corsaro, Nicholas, Edmund F. McGarrell, Rod K. Brunson, and Natalie K. Hipple. “Disrupting Open-Air Drug Markets: The Use of Pulling Levers to Reduce Neighborhood Crime.” Annual Meeting of the Academy of Criminal Justice Sciences, San Diego, CA, February 2010.
- Gau, Jacinta and Rod K. Brunson. “Rotten Apples don’t fall far from the Tree: An Organization-Based Analysis of Citizens’ Experiences with Police Corruption.” Annual Meeting of the American Society of Criminology, Philadelphia, PA, November 2009.

- Brunson, Rod K and Jody Miller. "Schools, Neighborhoods, and Adolescent Conflicts: A Situational Examination of Reciprocal Dynamics." Annual Meeting of the American Society of Criminology, St. Louis, MO, November 2008.
- Gau, Jacinta and Rod K. Brunson. "Procedural Justice and Order Maintenance Policing: A Study of Inner-City Young Men's Perceptions of Police Legitimacy." Annual Meeting of the American Society of Criminology, St. Louis, MO, November 2008.
- Cobbina, Jennifer, Jody Miller and Rod K. Brunson. "Gender, Neighborhood Danger and Risk Avoidance Strategies among Urban African American Youths." Annual Meeting of the American Society of Criminology, Atlanta, GA, November 2007.
- Brunson, Rod K. "Young Black Men and Urban Policing: The Impact of Accumulated Experiences," Annual Meeting of the American Society of Criminology, Los Angeles, CA, November 2006.
- Klinger, David and Rod K. Brunson. "Police Officers' Reactions During Police Shootings: The Human Face of Deadly Force." Annual Meeting of the American Society of Criminology, Los Angeles, CA, November 2006.
- Brunson, Rod K. and Jody Miller. "Who's Da' Meaner? Young Black Men and Urban Policing," Annual Meeting of the American Society of Criminology, Toronto, Canada, November 2005.
- Esbensen, Finn-Aage and Rod K. Brunson. "Program Fidelity Issues in Multi-Site Evaluations," Annual Meeting of the American Society of Criminology, Nashville, TN, November 2004.
- Brunson, Rod K. "Negotiating Safety on Dangerous Streets: The Role of Female Peer Groups," Annual Meeting of the American Society of Criminology, Denver, CO, November 2003.
- Brunson, Rod K. "Pros and Cons of Collecting Data for Life Course Trajectories," Annual Meeting of the American Society of Criminology, Chicago, IL, November 2002.
- Miller, Jody, Rod K. Brunson and Norman A. White. "The Operation of Gender Within Street Gangs: A Comparison of Male and Female Perceptions," Annual Meeting of the American Society of Criminology, Washington, DC, November 1998.
- Brunson, Rod K. "Girls and Gangs: A Study of St. Louis," University of Illinois at Chicago, Department of Criminal Justice Colloquium Series, November 1998.
- Brunson, Rod K. "Pumping Up the Set: Comparing Male and Female Perceptions of Female Gang Involvement," Annual Meeting of the American Society of Criminology, San Diego, CA, November 1997.

Brunson, Rod K. "Racial Identities and Gender Differences Relating to Needs-Assessment of Gang-Involved Youth," University of Missouri at St. Louis, Department of Criminology and Criminal Justice Colloquium Series, October 1997.

Memberships

Member, Racial Democracy, Crime and Justice Network (RDCJN), 2006 – present.
Member, American Society of Criminology, 1997 – (Lifetime membership).
Member, Academy of Criminal Justice Sciences, (Lifetime membership).
Member, Division of Policing, American Society of Criminology, 2015 – present.
Member, Division on People of Color and Crime, American Society of Criminology, 2008 – present.
Associate Member, International Association of Chiefs of Police, 2016 – present.
Faculty Affiliate, Department of African American and African Studies, Rutgers University. 2016 – present.
Faculty Affiliate, Women's Studies, SIU-Carbondale, 2008 – 2010.
Associate Scientist, Minority Health Research Center, UAB, 2007 – 2008.
Faculty Affiliate, Institute for Women's and Gender Studies, UM-St. Louis, 2006 – 2007.

Professional Service

National/International

Advisory Boards: Chair, Social Justice Initiative, School of Criminal Justice, Rutgers University, 2013 – present.
The Misdemeanor Justice Project at John Jay College, 2016 – present.
Law and Social Science Dissertation Panel, National Science Foundation, 2013 – 2016.
CNA, Safety and Security Advisory Council, 2015 – present.
Wiley Blackwell Publishing, Encyclopedia of Research Methods in Criminology and Criminal Justice, 2014 – present.
Office of Justice Programs, Diagnostic Center, 2014 – present.
Smart Policing Initiative Training and Technical Assistance Program, funded by the Bureau of Justice Assistance, 2013 – present.
RAND Corporation, Open Air Drug Market Intervention Evaluation, funded by the National Institute of Justice, 2011 – 2015.
Center on Race, Crime and Justice, John Jay College of Criminal Justice, 2008 – 2016.

Editorial Boards: *Justice Quarterly*, Associate Editor, 2016 – present.
Race and Justice: An International Journal, Associate Editor, 2014 – present.
Journal of Qualitative Criminal Justice & Criminology, Associate Editor, 2014 – present.
Criminal Justice Review, 2011 – 2016.

Race and Justice: An International Journal, 2009 – 2014.
Journal of Criminal Justice Education, 2008 – 2011.

Associate Editor, Wiley Blackwell Publishing, *Encyclopedia of Research Methods in Criminology and Criminal Justice*, 2014 – present.

Member, American Society of Criminology, Division of Policing, Awards Committee, 2017.
Chair, American Society of Criminology, Ruth Peterson Award Committee, 2017.
Chair, American Society of Criminology, Methods Workshops Committee, 2016.
Area Chair, American Society of Criminology, Program Committee, 2015.
Member, American Society of Criminology, Methods Workshops Committee, 2014.
Chair, American Society of Criminology, Minority Affairs Committee, 2013 – 2014.
Member, American Society of Criminology, Minority Affairs Committee, 2012 – 2013.
Member, American Society of Criminology, Minority Affairs Committee, 2008 – 2009.
Member, American Society of Criminology, Minority Affairs Committee, 2004 – 2006.
Section Chair, American Society of Criminology, Program Committee, 2008.
Sub-Area Chair, American Society of Criminology, Program Committee, 2009.
Member, American Society of Criminology, Student Affairs Committee, 2009 – 2010.
Member, Academy of Criminal Justice Sciences, Fellow Award Committee, 2010 – 2011.
Co-Chair, Program Committee, Racial Democracy, Crime, and Justice Network (RDCJN), 2012 – 2015.
Senior Faculty Mentor, RDCJN, Summer Research Institute (SRI), 2012.
Member, Selection Committee, RDCJN, Summer Research Institute, 2010.

Peer Reviewer: *American Journal of Sociology*, *American Sociological Review*, *British Journal of Sociology*, *City & Community*, *Crime & Delinquency*, *Criminal Justice and Behavior*, *Criminal Justice Policy Review*, *Criminal Justice Review*, *Criminology*, *Criminology & Public Policy*, *Critical Criminology*, *Du Bois Review*, *Ethnic and Racial Studies*, *Gender & Society*, *International Journal of Comparative and Applied Criminal Justice*, *Journal of Contemporary Criminal Justice*, *Journal of Contemporary Ethnography*, *Journal of Crime and Justice*, *Journal of Criminal Justice Education*, *Journal of Drug Issues*, *Journal of Experimental Criminology*, *Journal of Quantitative Criminology*, *Journal of Urban History*, *Journal of Research in Crime and Delinquency*, *Justice Quarterly*, *Law & Society Review*, *Police Quarterly*, *Race and Justice: An International Journal*, *Race and Social Problems*, *Social Epistemology*, *Social Problems*, *Social Science Research*, *Social Science Review*, *Sociological Focus*, *Sociological Forum*, *Urban Affairs Review*, *Violence Against Women*, *Youth & Society*

Manuscript Reviewer: Northeastern University Press, Sage Publications, University Press of New England

Reviewer: Midwest Association of Graduate Schools Outstanding Thesis competition

Textbook Reviewer: Wadsworth Publishing

Assistant to the Editor, *Journal of Quantitative Criminology*, University of Illinois at Chicago, August 1998 – 1999.

Grant Proposal Reviewer: Centers for Disease Control and Prevention, Israel Science Foundation, National Science Foundation, Office of Juvenile Justice and Delinquency Prevention, Robert H. Arnow Center for Bedouin Studies and Development (Ben Gurion University of the Negev), Social Sciences and Humanities Research Council of Canada

University

Member, Dean's Advisory Board for Rutgers Foundation and Alumni Relations, Rutgers University, 2017 – present.

Member, University Structure and Governance Committee, Rutgers University Senate, 2016 – present.

Member, Qualifying Exam Committee, School of Criminal Justice, Rutgers University, 2017 – 2018.

Panelist, Chancellor's Conference, Leadership Panel: Inspiring Change, Rutgers University, October, 29 2016.

Member, 50th Anniversary, Conklin Hall Takeover Committee, Rutgers University, 2016 – present.

Member, Rutgers University Review Committee, MacArthur Foundation's 100 & Change 2016.

Director, Doctoral Program, School of Criminal Justice, Rutgers University, 2012 – 2015.

Member, Executive Committee, School of Criminal Justice, Rutgers University, 2013 – 2015.

Member, Honors Living-Learning Community Working Group, Rutgers University, 2015 – present.

Member, New Professoriate Study Group, Rutgers University, 2014 – present.

Member, President's Diversity Committee, Rutgers University, 2013 – present.

Member, Dean Search Committee, Rutgers University, School of Criminal Justice, 2014.

Member, Reappointment Committee, Rutgers University, Department of Social Work, 2014.

Member, Chancellor's Diversity Committee, Rutgers University 2013 – 2015.

Member, Graduate School Executive Committee, Rutgers University, 2012 – present.

Member, Faculty and Student Review Committee, Rutgers University, 2012 – present.

Member, Graduate School, Rutgers University, 2012 – present.

Member, Strategic Planning Committee, Rutgers University, 2013 – present.

Panelist, Dissertation Fellowship Workshop, the Graduate School, September, 6 2013.

Director, Undergraduate Program, School of Criminal Justice, Rutgers University, 2011 – 2012.

Member, General Education Committee, Rutgers University, 2011 – 2012.

Member, Faculty Search Committee, School of Criminal Justice, Rutgers University, 2012.

Member, Ph.D. Committee, School of Criminal Justice, Rutgers University, 2010 – 2012.

Member, Faculty Search Committee, School of Criminal Justice, Rutgers University, 2011.

Reviewer, Faculty Research Grants Program, Office of the Vice President for Research and Economic Development, Rutgers University, 2011.

Chair, Faculty Search Committee, School of Criminal Justice, Rutgers University, 2010.

Member, Research Committee, School of Criminal Justice, Rutgers University, 2010.

Co-Chair, Faculty Search Committee, Department of Criminology and Criminal Justice, Southern Illinois University at Carbondale, 2009.

Member, Faculty Seed Grant Review Committee, Office of Research Development and Administration, Southern Illinois University at Carbondale, 2009.

Member, Adjunct Faculty Search Committee, Department of Criminology and Criminal Justice, Southern Illinois University at Carbondale, 2009 – 2010.

Member, Executive Committee (Elected), Department of Criminology and Criminal Justice, Southern Illinois University at Carbondale, 2008 – 2010.

Member, Grievance Committee, Department of Criminology and Criminal Justice, Southern Illinois University at Carbondale, 2009 – 2010.

Member, Graduate Committee, Department of Criminology and Criminal Justice, Southern Illinois University at Carbondale, 2008 – 2010.

Member, Teaching Enhancement Committee, Department of Criminology and Criminal Justice, Southern Illinois University at Carbondale, 2008 – 2010.

Member, Faculty Search Committee, Department of Criminology and Criminal Justice, Southern Illinois University at Carbondale, Member, 2008 – 2010.

Speaker, Black History Month Lecture Series, Southern Illinois University at Carbondale February, 3, 2010.

Speaker, American Association of University Women, Southern Illinois University at Carbondale February 10, 2009.

Member, Faculty Affairs Committee, School of Social and Behavioral Sciences, University of Alabama at Birmingham, 2007 – 2008.

Speaker, School of Social and Behavioral Sciences Honors Colloquium, University of Alabama at Birmingham, February 11, 2008.

Member, Forensic Chemist Search Committee, Justice Sciences Department, University of Alabama at Birmingham, Spring 2007.

Mentor, Department of Justice Sciences Honors Program, University of Alabama at Birmingham, 2006 – 2008.

Speaker, Office of Multicultural Relations Fall Orientation 2005, University of Missouri at St. Louis, August 19, 2005.

Speaker, Office of Multicultural Relations Fall Orientation 2004, University of Missouri at St. Louis, August 13, 2004.

Member, Undergraduate Curriculum Committee, Department of Criminology and Criminal Justice, University of Missouri at St. Louis, 2003 – 2006.

Community

Panelist, Newark Police Department of Public Safety Monitoring Team, Use of Force and Bias-Free Policing, June 27, 2017.

Panelist, Council of New Jersey Grantmakers' Newark Funders Affinity Group, June 26, 2017.

Panelist (with Leigh Grossman), City of Newark, Central Ward Public Safety Briefing, June 5, 2017.

Print Interview on Black on Black Crime, *Christian Science Monitor*, September 22, 2016.

Panelist, Meet the Federal Monitor for the Newark Department of Public Safety, Newark, NJ, August 10, 2016.

Print interview on Department of Justice Report on Baltimore Police Practices, *Time Magazine*, August 10, 2016.

Print interview on Portals Research in Military Park *Associated Press*, May 27, 2016.

Print interview on Crime Control and Police-Community Relations *Rutgers Today*, October 28, 2015.

Participant (Invited), Research Planning Meeting, Social Networks and Gun Violence, Yale Institute for Network Science, funded by the John D. and Catherine T MacArthur Foundation, New Haven, CT, June 17, 2015.

Print interview on Officer Race and Police-Community Relations *Bloomberg Business*, March 23, 2015.

Speaker, Rutgers University – New Brunswick, Criminal Justice Program, March 11, 2015.

Print interview on Race and Police Brutality *New Scientist Magazine*, December 5, 2014.

Interview with This American Life on police-minority community relations, October 10, 2014.

Speaker, Rutgers University – Newark, Mayors’ Public Safety Roundtable, September 10, 2014.

Print interview on Efforts to Improve Police-Minority Community Relations *Boston Globe*, August 25, 2014.

Interview with the British Broadcasting Corporation on Michael Brown’s death, August 18, 2014.

Print interview on Michael Brown’s death *The Wall Street Journal*, August 17, 2014.

Interview with Al Jazeera English on Michael Brown’s death, August 14, 2014.

Print interview on Michael Brown’s death *Kansas City Star*, August 12, 2014.

Print interview on Michael Brown’s death CNN Digital, August 12, 2014.

Print interview on Michael Brown’s death *La Libre Belgique*, August 12, 2014.

Print interview on Michael Brown’s death Canadian Broadcasting Corporation, August 12, 2014.

Print interview on Michael Brown’s death *The Washington Post*, August 11, 2014.

Interview with National Public Radio on Michael Brown’s death, August 11, 2014.

Print interview on Plans to Eliminate the Camden Police Department *The Huffington Post*, October 22, 2013.

Speaker, Rutgers University – New Brunswick, Criminal Justice Program, October 31, 2012.

Print interview on Police-Minority Community Relations *Hoy Chicago*, September 13, 2012.

Speaker, Rutgers University – New Brunswick, Criminal Justice Program, April 9, 2012.

Speaker, Rutgers University – Newark, US Department of State, International Visitors Leadership Program, Brazilian Crime Stopper Delegation, January 30, 2012.

Speaker, Rutgers University – New Brunswick, Criminal Justice Program, October 31, 2011.

Print interview on the Newark Violence Reduction Initiative, *Rutgers Magazine*, June 24, 2011.

Observer (Invited), 2nd Leadership Group Meeting of the National Network for Safe Communities, John Jay College of Criminal Justice, New York, NY, February 15-17, 2011.

Observer (Invited), Executive Session on Policing and Public Safety, Harvard Kennedy School, the National Institute of Justice, and the White House Office of National Drug Control Policy, Cambridge, MA, January 13-15, 2011.

Participant (Invited), Statewide Criminal Justice Planning Summit, Illinois Criminal Justice Information Authority, February 10, 2010.

Print interview on Rock Rentals *Florida Times-Union*, September 30, 2009.

Print interview on Rock Rentals *Athens Banner-Herald*, May 27, 2009.

Panelist, "Drug Market Intervention," Alternative Drug Program Town Hall Meeting, Rockford, Illinois, May 19, 2009 (with Nicholas Corsaro)

Interview with National Public Radio on Sean Bell-NYPD shooting trial, April 24, 2008.

Panelist, "Race Matters: Diversity for a Progressive Democracy," Hunter College, March 28, 2008 (with Delores Jones-Brown)

Print interview on Rock Rentals *Chattanooga Times Free Press*, February 11, 2008.

Print interview on Police/Minority Citizen Relations *UAB Magazine*, September 5, 2007.

Print interview on Police/Minority Citizen Relations *Atlanta Journal-Constitution*, May 20, 2007.

Radio Interview on Police-Community Relations WGNU (920 AM), July 6, 2006.

Speaker, Board Meeting, Neighborhood Houses, March 28, 2006.

Panelist, "State of the Black Community Conference," Organization for Black Struggle, February 24, 2006 (with Jody Miller).

Panelist, "Homeless Issues in St. Louis: Representation and Confrontation," St. Louis University, School of Social Service Symposium, April 2, 2005.

Panelist, University of Missouri at Columbia and Better Family Life Panel Discussion and Town Hall Meeting on Hip Hop Music and African American Youth, February 24, 2005.

Panelist, Missouri Police Corps Symposium on Community Relations, August 1, 2004.

Radio Interview on 2nd Annual Youth Violence Prevention Conference: KWMU (90.7 FM), March 31, 2003 (with Finn-Aage Esbensen and Scott H. Decker).

References available upon request

Meredith DeCarlo

mdecarlo@schiffhardin.com

312.258.5586

Experience

Schiff Hardin LLP, Chicago, IL (Jan 2018 – present)

Litigation Associate: Practice focuses on all phases of litigation, from discovery to evidentiary hearings to trying cases. Draft memoranda, pleadings, motions, and appellate briefs. Contribute to investigation and to report on preventing and responding to sexual misconduct against students in Chicago Public Schools.

U.S. Attorney's Office, Central District of Illinois, Rock Island, IL (August 2014 – Jan. 2018)

Assistant United States Attorney: Prosecute mix of gun, drug, child exploitation, and white-collar crimes. Work with agents on investigations; litigate pretrial motions and evidentiary hearings. Briefed and argued two cases on appeal. Tried two jury trials and a bench trial.

Honorable Sara L. Darrow, Central District of Illinois, Rock Island, IL (August 2013 - August 2014)

Judicial Clerk: Responsible for half of civil docket, including case management and all draft orders. Cases ranged from employment discrimination suits to claims of patent infringement and FOIA violations. In select criminal cases, drafted orders, wrote bench memoranda, and researched motions in limine.

Santa Clara County District Attorney's Office, San Jose, CA (January - March 2013)

Law Clerk: As a student in the Stanford Law School Prosecution Clinic, argued and briefed responses to motions to suppress evidence. Conducted narcotics preliminary hearings, including direct and cross examination of witnesses and argument.

Cook County State's Attorney's Office, Chicago, IL (August - September 2012)

Criminal Appeals Law Clerk: Researched and wrote two appellate briefs: a Fourth Amendment challenge to a drug possession conviction, and a challenge to the sufficiency of evidence supporting an adjudication of juvenile delinquency for aggravated battery.

Jenner & Block, LLP, Chicago, IL (June - July 2012)

Summer Associate: Researched and drafted motion in limine to exclude certain statements under Delaware contract law and memorandum on Delaware hearsay exceptions. Assisted victim of domestic violence in securing an emergency order of protection and preparing for hearing to extend order.

U.S. Attorney's Office, Northern District of California, San Jose, CA (June - September 2011)

Criminal Division Law Clerk: Handled misdemeanor and petty offenses, including court appearances. Researched and wrote memoranda for AUSA's felony prosecutions, and drafted motion response; felonies included a Ponzi scheme and gun, drug, and cyber crimes.

Education

Stanford Law School, J.D., June 2013

Honors: Public Interest Fellow • Pro Bono Distinction

Journals: Stanford Law and Policy Review • Stanford Journal of Law, Science & Policy

Activities: Co-President, Criminal Law Society • Public Interest Mentor (Criminal Prosecution) • Student Coordinator, Volunteer Attorney Program at Community Legal Services in East Palo Alto • Volunteer, Clemency Pro Bono

Yale University, B.A., *magna cum laude*, Political Science (interdisciplinary concentration in Health Politics and Policy), May 2009

Honors: Distinction in Political Science • Berkeley College Master's Prize • Association of Yale Alumni Community Service Fellowship • Wendy Blanning Memorial Fellowship

Activities: Secretary of the Class of 2009 • Publicity Intern, Yale University Press • Wine Steward, Berkeley Commonplace Society • Member, Linonian Debating Society • Choreographer, Danceworks

Bar Admission

Illinois (2013)

Pro Bono

Chicago Volunteer Legal Services, Volunteer Attorney

Anthony-Ray Sepúlveda
asepulveda@schiffhardin.com
312.258.5596

Experience

Schiff Hardin LLP, Chicago, IL (June 2018 – present)

Litigation Associate

Practice focuses on investigations and white collar work. A member of the teams evaluating policies, procedures, and practices to prevent and respond to sexual misconduct against students in Chicago Public Schools and investigating harassment in the Office of the Speaker for the Illinois House of Representatives.

Office of Executive Inspector General for the Agencies of the Illinois Governor, Chicago, IL

Assistant Inspector General & Investigator (Aug. 2015 – June 2018)

Wrote motions, memorandums, and final reports, including findings and recommendations. Provided legal guidance to investigative team; created and implemented investigative plans to detect waste, fraud, misconduct, abuse of authority, and corruption in Illinois agencies and Chicago transit boards. Interviewed complainants, witnesses, and subjects of investigations. Requested and reviewed documents, draft reports, and conduct surveillance.

The University of Chicago Law School, Chicago, IL

Research Assistant for David Hoffman (Jan. 2015 – Jun. 2015)

Researched topics regarding public corruption.

The Exoneration Project – Mandel Clinic, Loevy & Loevy, Chicago, IL

Clinical Student (Sep. 2014 – Jun. 2015)

Investigated cases for post-conviction relief and interviewed state and defense witnesses.

Maricopa County Attorney's Office, Sex Crimes Bureau, Phoenix, AZ

Law Clerk (Aug. 2014 – Sep. 2014)

Practiced law under Arizona Supreme Court Rule 38(d) and the supervision of Deputy Attorneys. Co-chaired a felony trial; conducted a direct examination and gave the first closing argument.

United States Attorney's Office, District of Columbia, Washington, D.C.

Law Clerk (Summer 2014)

Drafted office guidelines regarding implicit racial bias and eyewitness identification issues. Aided Special Counsel to the U.S. Attorney with drafting various D.C. law proposals.

United States Attorney's Office, Northern District of Illinois, Eastern Division, Chicago, IL

Intern (Jan. 2014 – May 2014)

Negotiated plea agreements with defendants and police officers for Class B and C misdemeanors.

United States Attorney's Office, District of Arizona, Criminal Division, Phoenix, AZ

Law Clerk (Summer 2013)

Wrote motions and responses for active cases within the U.S. District Courts of Arizona

Education

The University of Chicago Law School, J.D, Jun. 2015

Honors: • Pro Bono Service Initiative's Award of Excellence – Most Hours in Graduating Class (2015) • Edwin F. Mandel Award – Exceptional Contribution to the Clinical Education Program (2015) • Honorable Mention, University of Chicago Law School's Edward W. Hinton Moot Court (2014) • Best Petitioner Brief, Herbert J. Wechsler National Criminal Law Moot Court (2014) • Edmund A. Spencer Scholarship – Academically Promising, Independent Student (2012-2015) • Herbert L. Caplan Award – Excellence or Special Promise in Pursuing Public Interest (2014)

Activities: Pro Bono Board, Member, Co-Founder, and Clinic Coordinator (2012-2015) • Volunteered with many legal services organizations, including Constitutional Rights Foundation Chicago and Wills for Heroes

The University of Arizona, B.A. Philosophy, *summa cum laude*, May 2010

Bar Admission

Illinois (2016)

Arizona (2016)

Derek G. Barella

dbarella@schiffhardin.com

312.258.5582

Experience

Schiff Hardin LLP, Chicago, IL (Sept. 2018 – present)

Partner, Labor and Employment Group

Winston & Strawn LLP, Chicago, IL (1997-2018)

Partner, Labor and Employment Group (2002-2018)

Associate, Labor and Employment Group (1997-2002)

Locke Reynolds LLP, Indianapolis, IN (1996-1997)

Associate

Winston & Strawn, Chicago, IL (1997-2018)

Associate, Labor and Employment Group (1994-1996)

- Counsels clients on federal and state labor and employment laws, frequently defending claims in state and federal trial and appellate courts, as well as before arbitrators and administrative agencies such as the NLRB, EEOC, and U.S. Department of Labor.
- Advises clients on collective bargaining relationships, including developing and implementing bargaining strategies, labor dispute contingency planning, maintenance of operations during labor disputes, responding to corporate campaigns, audits of union-sponsored health and welfare plans, unfair labor practice litigation, labor contract administration, and labor issues associated with the acquisition or divestiture of corporate assets.
- Represents clients with and without unionized workforces on employee engagement initiatives, organizing risk assessments, and implementing successful campaigns related to union certification and decertification elections.
- Represents clients across a broad range of industries, including law enforcement, health care, manufacturing, logistics and distribution, business consulting, retail, publishing, and financial services.
- **Derek also has experience with enforcement actions arising from court-entered consent decrees. He has represented clients in investigatory and adjudicatory proceedings before quasi-judicial boards, and in one instance represented the board itself in defending against a collateral attack on its authority.**
- **His experience with law enforcement, in particular, includes assisting a police department with preparing and implementing collective bargaining strategies, and defending the department against a wide array of labor contract disputes and grievances.**
- Beyond traditional labor matters, Derek's litigation experience includes defending claims involving civil rights and equal employment opportunity, wrongful discharge, wage payment and collection, and ERISA benefits, including class action claims for alleged vested retiree benefits.
- Derek also has considerable experience prosecuting and defending actions involving the enforcement of contractual restrictive covenants, as well as claims for unfair competition, employee raiding, and the protection of trade secrets.

Education

Indiana University Maurer School of Law, J.D., 1994 *cum laude*

Indiana Law Journal, Executive Notes and Comments Editor

Ball State University Miller College of Business, Finance, B.S., 1991, *cum laude*

Bar Admission

Illinois (1994)

Professional Memberships

American Bar Association, Section of Labor and Employment Law
Contributing Editor, The Developing Labor Law (2004-Present)

Community Involvement

Teaches Chicago Public School students about the U.S. government and Constitution as part of the Constitutional Rights Foundation Chicago's Lawyers in the Classroom program.

Joseph K. Hoereth, PhD

Resume/Brief CV

jhoereth@uic.edu

Education

Doctor of Philosophy

January, 2004, Rutgers University, Department of Urban Planning

Thesis title: *Community Development Corporations and Intermediary Support: Balancing Resources and Control* Susan Fainstein, advisor.

Master of City and Regional Planning, December 1997, Rutgers, Department of Urban Planning

Bachelor of Arts, Economics, May 1994, University of California at Berkeley

Research and Professional Experience

November 2008 to Present, Institute for Policy and Civic Engagement, University of Illinois at Chicago

Director (2010- Present)

April 2013 to September 2014, Urban and Public Affairs (UPA) Undergraduate Degree Program, University of Illinois at Chicago

Interim Director (Position held concurrently with IPCE Director)

September 2004 to November 2008, Great Cities Institute, University of Illinois at Chicago

Associate Director

Oct. 2003 to September 2004

Independent Consultant

Sept. 2002 to Sept. 2003, Community Development Associates, Chicago, IL

Associate

Feb. 2000 to Aug. 2002, Loyola University Chicago, Center for Urban Research and Learning (CURL)

Community Research Coordinator

Jan. 1999 to Jan. 2000

Strategy Planning Associates, Schaumburg, IL

Planning Consultant

March 1998 to January 1999

Family Resource Coalition of America, Chicago, IL (Defunct)

Analyst, Technical Assistance Collaborative

May 1996 to Nov. 1998

Synopses of Recent Relevant Projects as Principal Investigator

On the Table Survey and Impact Reports. In partnership with the **Chicago Community Trust**, designed, fielded, and analyzed survey of participants in the Chicago Community Trust On the Table public conversations across the Chicago. Surveys were fielded online and on paper resulting in nearly 4,000 responses in 2016. IPCE produced a report with rich quantitative and qualitative analysis each year from 2014-2017.

On the Table National Research Partner, 2017. **Knight Foundation** replicated the On the Table model and hired IPCE as its national research partner. IPCE designed a base survey with demographic custom questions for On the Table public conversation initiatives in 10 Knight selected cities across the country, producing a report for each city, as well as a forthcoming national report, summarizing the data from all the cities, a total about 12,100 surveys

Consent Decree Community Engagement. **The Office of the Illinois Attorney General (OAG)** contracted with IPCE to design a process for facilitating community input from Chicago residents in fourteen neighborhoods across the city regarding the consent decree. IPCE designed and facilitated the 14 dialogues attended by roughly 1,000 people using a World Café method, which generated approximately 6,000 comments for consideration by the OAG and the City during the negotiation process. A report summarizing the comments was made available on the OAG web site chicagopoliceconsentdecree.org.

Publications and Reports

Hoereth, Joseph K., with Katie James, Matthew Sweeney, and Norma Ramos. *On the Table Impact Report*. Prepared annually by IPCE for the Chicago Community Trust, 2014-2017.

Sweeney, Matthew; Crum, Thea; and Joseph K. Hoereth. 2015. *Chicago Area Leadership Development Scan*. Prepared by IPCE for the Chicago Community Trust.

Hoereth, Joseph K.; Crum, Thea; and Matthew Sweeney. 2014. *Survey of the Greater Chicago Dialogue and Deliberation Community of Practice*. Prepared by IPCE for Kettering Foundation.

Hoereth, Joseph K., 2007. *Community Foundations and Donor Intent: Learning from the Dispute between The Chicago Community Trust and the Searle Family*. Case study prepared for the Case Studies in Philanthropy Project, Philanthropy & Nonprofit Sector Program Loyola University Chicago.

Hoereth, Joseph K. 2007. *Funding Intermediaries as a Strategy for Local Grantmaking: The John D. and Catherine T. MacArthur Foundation and the Local Initiatives Support Corporation (LISC) Chicago*. Case study prepared for the Case Studies in Philanthropy Project, Philanthropy & Nonprofit Sector Program, Loyola University Chicago.

Hoereth, Joseph K., 2007. *Julius Rosenwald and the Rosenwald Fund: A Case Study in Non-*

Perpetual Philanthropy. Case study prepared for the Case Studies in Philanthropy Project, Philanthropy & Nonprofit Sector Program Loyola University Chicago.

Hoereth, Joseph K., David Perry, and Dwan Packnett, 2006. *University Employer Assisted Housing: Models of University-Community Partnership*. Working paper, Lincoln Institute of Land Policy.

Hoereth, Joseph K., 2003. Comments on "The Politics of Affordable Housing" by David Hamilton, in *Affordable Housing in the Chicago Region: Perspectives and Strategies*, Nyden, Phil, James Lewis, et al., eds. A collaborative project of the Institute for Metropolitan Affairs, Roosevelt University, and Loyola University Chicago, Center for Urban Research and Learning.

Shanklin, Gerald, Mark McDaniel, and Joseph Hoereth. 2001. *On Solid Ground: Family Support and Sustainable Community Economic Development*. Chicago: Family Support America.

Hoereth, J. 1998. *Building Community Capacity in Portland*. A Report to the Ford Foundation. New Brunswick, NJ: Center for Urban Policy Research.

Hoereth, J. 1997. Review of *The Search Conference: A Powerful Method for Planning Organizational Change and Community Action*, by Merrelyn Emery and Ronald Purser. *Journal of the American Planning Association* 63 (Autumn 1997): 537.

Courses Taught

Fall 2016, 2017

University of Illinois at Chicago, Adjunct Faculty, Department of Public Administration
Course Title: Theory and Practice of Civic Engagement

Spring 2014

University of Illinois at Chicago, Adjunct Faculty, Department of Urban Planning
Course Title: UPA Capstone Course

Fall 2007

University of Illinois at Chicago, Adjunct Faculty, Department of Public Administration
Course Title: Non-profit Management

Spring 2006

University of Illinois at Chicago, Adjunct Faculty, Graduate Program in Public Administration
Course Title: Non-Profit Management

Spring 2006

University of Illinois at Chicago, Adjunct Faculty, Department of Urban Planning
Course Title: Topics in Urban Planning and Policy: Youth Engagement in Planning

Fall 2006

University of Illinois at Chicago, Adjunct Faculty, Department of Urban Planning

Course Title: Economic Analysis for Planning and Management

Fall 2002

Northeastern Illinois University, *Adjunct Faculty, Department of Political Science, Graduate program*

Course Title: Minority Economic Development

Recent Relevant Presentations/Speaking Engagements

June 2017

Obama Foundation Chicago Community Conversation

Workshop Co-lead: Methods for Inspiring Participatory Action

June 2016

Frontiers of Democracy Conference, Tufts University

Quick Shots Panelist, Opening Plenary

Presented on IPCE's survey project related to On the Table, a large public conversations initiative convened by the Chicago Community Trust

September 2015

UIC Urban Forum

Presented on IPCE's survey project related to On the Table, a large public conversations initiative convened by the Chicago Community Trust

Fellowships

Senior Fellow, National Civic League (NCL)

For over 100 years, NCL has sought to advance civic engagement to create thriving equitable communities in cities across the US. The organization is best known for its All-America City designation, awarded to cities that leverage civic engagement, collaboration, inclusiveness and innovation to successfully address local issues.

SODIQA WILLIAMS, ESQ.

Flossmoor, IL 60559

| <https://www.linkedin.com/in/sodiqa-williams-esq-a061318> |

PROFESSIONAL PROFILE

Transformational, dynamic, detail-oriented, and result-focused executive with over thirteen years' experience in community engagement and outreach, public policy and advocacy, and planning/executing strategic, innovative initiatives.

Excellent communication and leadership abilities in support of organizational goals and objectives. Outstanding writing skills, strong work ethic and exceptional interpersonal skills. *Publications:*

Chicago-Kent Journal of Environmental and Energy Law, 2011 Spring Edition

"Do What You Can Do, With What You Have, Where You Are: Assessing the Plight of Climate Refugees and Possible Approaches to Filling the Gaps within the International Legal Framework."

CORE COMPETENCIES

Strategic Planning & Execution	Public Policy & Advocacy	Leadership
Executive Speechwriting	Legislative Affairs	Corporate governance
Executive Representative/POC	Community Engagement & Outreach	Compliance
Program Management	Fundraising	Legal Research, Analysis & Writing
Comprehensive Advance Work	Research & Analysis	Environmental & Energy Law
Event, Meeting, & Logistical Planning	Government Relations/Public Affairs	Process Improvement
Schedule Management	Marketing & Communications	Risk Management
Budgeting	Quality Assurance & Improvement	Negotiations
		Problem solving

EDUCATION

Juris Doctor, Certificate in Environmental and Energy Law	Chicago-Kent College of Law	2011
Dean's List Honor's List: Fall 2009, Spring 2010, Spring 2011		
CALI Award: Obtaining the highest grade in International Law, Fall 2010		
CALI Award: Attaining the highest grade in Legal Writing, Fall 2008		
Bachelor of Arts, Politics, Cum Laude	Princeton University	Princeton, NJ
Certificate, African American Studies		2005

EXPERIENCE

Vice President, External Affairs & General Counsel

Safer Foundation, Chicago, IL

May 2014-Present

Safer is one of the nation's largest not-for-profit providers of employment placement and job readiness training targeting people with arrest and conviction records. Under contract with the Illinois Department of Corrections, Safer manages two large adult transition centers totaling close to 600 beds.

I am the chief architect of the Foundation's policy initiatives, implementation strategies, and plans. I also lead the marketing and communications, special events, research, and quality assurance departments within Safer.

- As the head of policy and strategy, advocating nationally and locally to: (1) promote policies, practices and programs that reduce recidivism, poverty, violence and racial inequity; (2) eliminate barriers to successful reentry including substance use, education, employment, licensing, housing, and mental health; (3) create opportunities in mid to high-skill, high-growth jobs with living wages; and, (4) educate employers about fair hiring practices and the benefits of a diversified, skilled workforce.
- Serving as a technical assistance consultant for the Chicago Community Trust, Chicagoland Workforce Funder Alliance (CWFA), and Chicago-area hospitals and healthcare systems advising on implementing model hiring processes, policies and systems for local hiring of people with arrest and conviction records.
- Convening cross-departmental collaboration for community engagement and outreach in the Chicago-area to: (1) enhance Safer's presence; (2) improve clients' access to Safer's services; (3) promote civic education by registering clients to vote and advising them of their rights; (4) and, empowering our clients with community organizing and policy advocacy training.

- Facilitating collaborative relationships with various public offices, including legislators, federal officials, and local jurisdictions.
- Co-leading the re-design of Safer's Retention Service Model (RSM) to ensure that Safer's case management and work development practices are evidence-based and implemented with fidelity. Tasked with supervising the quality assurance and improvement processes maintaining and improving program quality where and when needed to ensure Safer's EBPs are achieving the desired outcomes.
- Organizing successful annual fundraiser events including Safer's annual Golf Outing and Gala.
- Responsible for overseeing the strategic planning, development and implementation of marketing and media strategies and activities.
- Coordinating and managing special projects, including confidential and highly sensitive matters, exercising a wide degree of creativity and latitude.

I am also the Chief legal advisor to the President & CEO and other members of executive management providing practical, knowledgeable and comprehensive legal counsel. I review and approve the legal sufficiency of contractual activities, acting as the primary contact for outside counsel.

Achievements

- As the agency's subject matter expert, led efforts – including drafting, negotiating and advocating – in passing a comprehensive **occupational licensing bill** in Illinois across over 100 occupations – including social work, healthcare, barbering/cosmetology, funeral services and real estate – that makes the licensure process more efficient and fair by stopping blanket denials for prior convictions and requiring rehabilitation be considered in licensing considerations.
- **Serving at the forefront** of Safer's efforts to create new higher skill and wage opportunities. Led the initiative to open career opportunities in the healthcare industry, locally and nationally. I was the lead author of an employer toolkit that equips employers with the tools they need to create a jobs pipeline for healthcare workers and transition them into career pathways.
- Provided legal counsel to a top City of Chicago agency – a major employer - on fair chance hiring policies and how to improve their practices, which is being considered for implementation.

Senior Presidential Advisor

American Bar Association, Chicago, IL

Aug. 2011-May 2014

- Counseled and advised Presidential Officers and served as their Point of Contact presenting accurate, complete and useful information for decision-making providing maximum flexibility, a wide range of options, and clarity on the issues' substance.
- Assisted with strategic planning and execution of initiatives; wrote articles relating to their initiatives.
- Prepared speeches/talking points and coordinated meetings for Presidential Officers.
- Oversaw and assisted in drafting Officers' correspondence.
- Traveled to provide advance and site support.
- Oversaw the President's schedule and supervised the Scheduling Specialist to coordinate travel itineraries, as well as the planning and preparation for events.

Achievements

- Successfully facilitated the creation and implementation of Presidential Initiatives on pressing issues including cyber security, gender equity, human trafficking, court funding, mass incarceration and the future of the legal profession.
- Lead the Presidential Strategy Group, responsible for coordinating strategy and planning of short-term and long-term Presidential activities and initiatives among the Office of the President (OP), the Communications and Media Relations (CMR) division, Membership and Marketing and Governmental Affairs (GAO), and Initiative Staff Leads.
- On the behalf of Presidential Officers, prepared published articles on gender equity, cyber security, and human trafficking as well as a successful speechwriter with a robust portfolio of speeches ranging from complex legal issues to pressing social topics.

Project Manager

Conlon Public Strategies – Government Relations/Public Affairs Firm, Chicago, IL

Oct. 2009-Apr. 2011

- Identified, tracked, analyzed, and notified Metro-South Medical Center in Blue Island, Illinois for federal legislation, regulations, and grant opportunities in accordance to Hospital Billing Payment Systems, Electronic Health Records, and HIPAA.
- Assisted the firm in organizing and holding fundraisers for various candidates in elections.
- Assisted clients in submitting federal appropriation requests and follow-ups with legislators.
- Assisted in organizing state lobby days and program for clients, such as ACCESS Community Health Network and the Gateway Foundation.

Achievements

- Received recognition as the **“brain” of the firm** from the President; held responsible for conducting thorough research in behalf of the entire firm.
- Provided excellent report to Metro-South Medical Center that led to the renewal of its contract with the firm for monitoring purposes.

Law Clerk- Environmental Enforcement Division

State of Illinois: Office of the Attorney General-Lisa Madigan, Chicago, IL

Jan. 2011-Apr. 2011

- Generated and compiled pre-filing documents, such as letter to defendants, consent orders, and stipulations as well as prepared court documents, which include complaints and motions. Researched legal questions for Assistant Attorney Generals and prepared memorandum that provides an answer to the legal issue presented with a thorough analysis of the relevant Illinois case law.
- Assisted Assistant Attorney General's in furtherance of the State of Illinois's civil claims concerning air, water quality, solid waste, hazardous waste and clean construction or demolition debris violations.
- Earned commendation from the Environmental Bureau Chief for **excellent writing ability** in drafting legal documents for Assistant Attorney Generals.

Legal Assistant / Legislative Intern

State of Illinois: Office of the Governor-Pat Quinn, Chicago, IL

May 2009–Aug. 2009

- Oversaw and conducted research and analysis on bills that passed the House and Senate.
- Recorded and reported bill reviews to the governor that streamlined and aligned bill sponsors, the roll call, major aspects of the bill, the legislative history, the proponents and opponents, the pros and the cons, possible legal and fiscal implications, and recommendations for signing the bills.
- Provided assistance to the Governor's Legislative team in writing **more than 200 bill reviews**, helping the Governor to decide the signage for the bill deadline.

Scheduler / Aldermanic AssistantCity of Chicago: City Council-8th Ward Aldermanic Office, Michelle A. Harris, Chicago, IL

Feb. 2007–Aug. 2008

- Organized and scheduled Alderman's appointments, events, and public meetings.
- Speechwriter for the Alderman.
- Authored the 8th Ward ordinances for the city council's consideration on behalf of Alderman to city council.
- Arranged all public zoning meetings and wrote all correspondence for the Alderman.
- Assisted 8th Ward constituents with service, crime and safety concerns.
- Managed constituent requests for special events in the 8th Ward.
- Received commendation from the Alderman for effective multi-tasking including: (1) scheduling meetings with business stakeholders and constituents; (2) writing all of correspondence on her behalf; (3) assisting constituents with their concerns; and, (4) planning and coordinating all the ward special events, community forums and zoning approval meetings.

Policy Assistant

State of Illinois: Office of the Lieutenant Governor, Pat Quinn: Chicago, IL

Jun. 2005 – Jan. 2007

Served as the Lieutenant Governor's contact person for general environmental matters and the Chicago area waterway system. Planned and facilitated research and analysis on findings as well as preparation of memorandum to provide consultation to the Lieutenant Governor and senior policy advisors on environmental policy matters.

- Streamlined and executed the Illinois Rain Garden Initiative Grant Program ran by the Lieutenant Governor's Office for two years.
- Planned and facilitated outreach activities to advance energy efficiency and sustainability within State of Illinois agencies.
- Hosted and aligned press conferences with the office's media team pertaining to all environment-related matters in the Chicago-metro area.
- Successfully planned, organized and handled the Chicago River Summit in conjunction with the Friends of the Chicago River for two years.

BOARDS**Member** Smart Policy Works, April 2018**Member** Faith in Place, April 2018**PROFESSIONAL AFFILIATIONS****Member** State Bar of Illinois, Admitted 2011**Member** American Bar Association**Member** American Association of Corporate Counsel

CURRICULUM VITA

Elena Quintana

Adler Institute on Public Safety & Social Justice
17 N. Dearborn St., Chicago, IL 60602

Equintana@adler.edu

INTERESTS

Program development, evaluation, and education that promotes greater functionality and accountability within justice system institutions and communities.

EDUCATION

DePaul University, Chicago, Illinois

Ph.D., Clinical/Community Psychology, June,1998. (APA Accredited)

DePaul University, Chicago, Illinois

MA, Clinical/Community Psychology, June,1994. (APA Accredited)

Patricia Roberts Harris Scholarship recipient

University of California, Santa Cruz, Santa Cruz, California

BA, Psychology, June,1990

PROGRAM DEVELOPMENT & EVALUATION EXPERIENCE

Cabinet Member January 2014 – Present

Adler University, Chicago, Illinois

Participate on the team of senior managers to make executive decisions related to the University campuses in both Chicago and Vancouver.

Executive Director May 2011 – Present

Institute on Public Safety & Social Justice/ Adler University, Chicago, Illinois

Create and fulfill the Institute mission, agenda, programming, and internal evaluation with the assistance of team members. Achieve movement implementing public safety and social justice goals. Focus on the root causes and potential solutions to criminalization and repeat detention experiences.

Justice Related Projects in this Role

- Illinois Department of Corrections, Trauma Informed Trainer, 2017-2018
- Berrien County Courts, Consultant and Trainer, 2018
- Cook County Juvenile Temporary Detention Center Task Force President
Preckwinkle Appointee, 2014-2018
- Governor's Commission on Criminal Justice and Sentencing Reform, 2015-2016

- Cook County Juvenile Justice Needs Assessment Report, Co-Investigator, 2015
- DMC Task Force Appointee, 2014-2017
- Illinois Juvenile Justice Leadership Council, 2014-present
- Program evaluator for alternative to detention programs (4) 2014-present
- City of Racine Prison Re-Entry Researcher, 2012-2013
- JTDC Volunteer Visitor's Program, Founder, 2012-2013
- White Paper on the Viability of Restorative Justice in 2 Cities, 2012
- Cook County Jail Behavioral Management Intervention Strategy, 2011-2012

New Initiatives, Cease Fire

2005-2011

Chicago Project for Violence Prevention (CPVP)/ University of Illinois at Chicago (UIC), Chicago, Illinois

Responsibilities include: Utilize violence prevention data to develop more efficient means of identifying and intervening with those at highest risk for shooting or getting shot. New initiatives developed include:

A. The Hospital Initiative sends teams of outreach workers into emergency rooms, and into effected communities to prevent retaliation immediately after a shooting occurs. Follow-up is provided to prevent violence over time.

B. Chicago Public Schools initiative allows for outreach workers to work in a school setting, and in the surrounding community and communicate directly with highest risk youth, and other related community members who may be involved in conflict. Teacher coaching is also a provision of this model to promote methods of conflict resolution that assist teacher to resolve rather than isolate or deter students.

C. The Iraq initiative was developed in collaboration with Brent Decker of the Chicago Project for Violence Prevention, and the American Islamic Congress. Ten outreach team members were trained to directly resolve general community conflict in Basra, Iraq. Additionally, they have been trained to intervene with tribal and religious leaders in order to create incentives for these community mediators to promote peaceful resolution, as well as election safety. Media outlets such as Al Jazeera and BBC have also been trained in public health messaging to promote violence prevention.

Director of Evaluation

May 1999 – April 2011

Chicago Project for Violence Prevention (CPVP)/ University of Illinois at Chicago (UIC), Chicago, Illinois

Oversee all evaluation activities including: collaborate with all partner agencies to determine the best ways to prevent violence, conduct activities pertaining to the monitoring, documenting and evaluation in the CPVP partner communities, develop appropriate systems of documentation, review crime data to recommend prevention intervention options, oversee submission of funding reports, work with community partners to develop youth outreach measures, delegate work to other Evaluation Team staff

Consultant, Program Evaluation and Management Training

2007 – 2010

The Institute for the Study & Practice of Nonviolence, Providence, Rhode Island

Functional evaluation conducted to increase efficiency and quality of outreach operation, provide feedback regarding training needs of line staff, and provide supervision training to managers.

Program Evaluator & Developer October 1992 - July 1994
Centro Romero, Chicago, Illinois

Evaluate domestic violence prevention service provision via documentation research, statistical analysis, qualitative interviews, and focus groups; consult as to the development of needed domestic violence programming, including a weekly support group for battered Spanish-speaking women in the Northeastern Chicago region, assist with financial development.

Program Evaluator September 1992 - July 1993
Loyola University, Chicago, Illinois

Evaluate the Social Science Research Opportunities Program via questionnaires, focus groups, research, and qualitative interviews. Provide feedback on the efficacy of the program which promotes graduate education in the Social Science for students of color.

RESEARCH EXPERIENCE

Co-Investigator September 2009- August 2017
University of Illinois at Chicago, CDC Center of Excellence, Chicago, IL

Conduct a series of inquiries related in outreach intervention and precursors to community violence in Chicago, and specifically in the Englewood neighborhood.

Volunteer Qualitative Researcher November, 2008 – May, 2009
Peace & Education Coalition, Chicago, Illinois

Conduct a series of focus groups with community stakeholders in an effort to better understand the way in which youth violence affects service providers, communities, and systems. School personnel, social service staff, police, probation, faith leaders, and park district personnel were interviewed.

Consultant May 2002
World Health Organization, Montreal, Quebec, Canada

Review definition of interpersonal violence, and international goals for violence prevention. Contribute program information for creating violence prevention evaluation standards.

Consultant April 2000 – May 2000
World Health Organization, Geneva, Switzerland

Provide literature review and summary for most recent international violence prevention effectiveness data, provide program development consultation, create violence prevention logic model, and goal creation and program strategies for eight countries for adolescent violence prevention in the year 2010.

Research Specialist July 1997 - June 1999
Chicago Youth Development Study/ UIC, Chicago, Illinois

Coordinate qualitative research for a longitudinal study of the predictors of violence. Coordinate eight focus groups with Latino and African American adolescents, analyze data gleaned from these focus groups. Interview adolescents over the course of a year, analyze taped data from these individual interviews using ATLAS/ti software. Supervise staff of three ethnographers.

Family Intervention Coordinator July 1997 - June 1998
Safe Children Project/UIC, Chicago, Illinois

Coordinate family intervention for a delinquency prevention study with families of first graders in the city of Chicago. Supervise research and clinical application of intervention with a staff of ten people. Oversee study implementation for 270 families.

Family Intervention Coordinator July 1996 - June 1997
Metropolitan Area Child Study/ UIC, Chicago, Illinois

Coordinate family intervention for a longitudinal delinquency prevention study with families of third and sixth graders in Chicago and Aurora, Illinois. Supervise a staff of four family interventionists. Full time position.

Bilingual Research Interventionist July 1994 - June 1995
Metropolitan Area Child Study/UIC Chicago, Illinois

Provide structural family therapy curriculum to Spanish and English-speaking families with children at high risk for school failure and violent behavior; administer several measures of family coping strategy; conduct multiple family psychoeducational groups. Part-time position.

Research Assistant September 1992 - July 1994
Oxford House Research Project/DePaul University, Chicago, Illinois

Conduct program evaluation via qualitative interviews with recovering addicts currently living in a self-sufficient recovery community; review pertinent literature regarding the recovery model; participate in weekly staff meetings, as well as weekly monitoring of two recovery homes in the Chicago and the surrounding suburbs.

Research Assistant September 1991 - June 1992
Center For Applied Social Research/DePaul University, Chicago, Illinois

Assist in research regarding changes in the Catholic church.

Keri Richardson, B.A.

CNA

Qualification Summary

Ms. Richardson is a research specialist at CNA's Institute of Public Research within the Safety and Security division. At CNA, she has collected materials in preparation for organizational meetings, has developed a concept paper on an under-explored area of criminal justice, and has been the lead author of several summary reports. She supports numerous criminal justice projects in many diverse subject areas. She has experience in numerous areas, including corrections, body worn camera policy and implementation, strategic policing, violence reduction, community safety, and victims service resources for underserved populations. Ms. Richardson helps police departments and community partners across the country receive training and technical assistance. She provides analytical, technical, and logistical support to serve those looking for innovative solutions for their matter of concentration.

Prior to her work with CNA, Ms. Richardson volunteered with the crime analysis unit with the Baltimore County Police, the Justice for Juniors program with the D.C. Youth Service Center, and the Center for Substance Abuse Research in College Park, Maryland. She has over three years of experience in research, analysis, and assessment in criminal justice related areas. Ms. Richardson is a graduate of the University of Maryland, College Park, with a bachelor of arts in criminology and criminal justice.

Education

B.A., Criminology and Criminal Justice,
University of Maryland, College Park,
Maryland (MD), 2016

Nature of Involvement

Ms. Richardson will serve as an Analyst.

Work Experience

Research Specialist, CNA	2016 - present
Research Intern, Center for Substance Abuse Research (CESAR)	2016
Crime Analyst Intern, Baltimore County Police Department	2015

Relevant Technical Skills

- SPSS statistical analysis software

Relevant Project Experience

Title: Strategies for Policing Innovation (SPI)

Client: U.S. Department of Justice (DOJ) Bureau of Justice Assistance (BJA)

Period of Performance: 11/2016 – Present

Role: Analyst

Description: Ms. Richardson supports numerous sites through recommending training and technical assistance, conducting analytics, administering site visit documentation, and facilitating reception of supporting resources. She completes site visit reports, feedback evaluations, and site one-pagers highlighting outcomes from SPI sites during their implementation. She continues to

support subject matter experts in their engagements with the sites and serves the logistical needs of the SPI.

Title: Body Worn Cameras (BWC) Policy and Implementation Project (PIP)

Client: DOJ Bureau of Justice Assistance (BJA)

Period of Performance: 11/2016 – Present

Role: Analyst

Description: Ms. Richardson works closely with BWC PIP sites to recommend and deliver training and technical assistance resources as they develop their policy and implement their body worn camera program. She reviews department policy, schedules regular meetings, administers documentation for client records, and facilitates delivery of technical assistance. She has helped prepare and execute the Body Worn Cameras national meetings. Ms. Richardson has also developed a summary report highlighting key challenges, considerations, and best practices discussed during the meeting.

Title: Public Safety Partnership (PSP)

Client: DOJ Bureau of Justice Assistance (BJA)

Period of Performance: 08/2017 – Present

Role: PSP Analyst

Description: Ms. Richardson supports PSP sites as they collaborate with local and federal partners to utilize their resources in efforts to reduce violent crimes. She supports the sites in receiving necessary assessments, monitoring the progression through site strategic plans, facilitating delivery of training and technical assistance requests, analyzing data, and tracking the latest updates from the site. She also develops informative data reports that evaluate the site's advancement since it began participating in the program. She creates guidance materials that provide an overview of the sites' developments and challenges throughout the PSP.

Title: Impact of Safety Equipment on Correctional Officer Safety

Client: DOJ National Institute of Justice

Period of Performance: 08/2017 – Present

Role: Data Collector

Description: Ms. Richardson is part of a research team that is conducting a study on the use of safety equipment by correctional officers. She visits numerous correctional facilities across the country and meets with leaders in prison management to discuss the facility's operations and challenges. Ms. Richardson reviews incident reports, collects observational data, leads interviews, and summarizes her data in reports.

Title: Building Safer Communities

Client: DOJ Office of Justice Programs

Period of Performance: 01/2017 – 08/2017

Role: Diagnostic Analyst

Description: Ms. Richardson has been responsible for creating data collection lists, completing data analysis, and developing the diagnostic analysis report that is presented to engagement sites. She has conducted research and built resource materials for diagnostic team members. She has worked closely with the diagnostic specialist to recommend and deliver training and technical assistance to engagement sites.

Tammy Felix, M.S.

CNA

Qualification Summary

Ms. Felix has more than 15 years of experience managing and performing analytic and research support work for a variety of safety and security projects focusing on law enforcement, emergency management, homeland security and domestic terrorism issues. Ms. Felix's experience in technical assistance encompasses operational assessment, capabilities-based planning and analysis, and exercise support and evaluation. Ms. Felix has advanced training and experience in survey development, policy analysis, project management, and evaluation methods. Ms. Felix received a Master of Science degree in Criminal Justice from Northeastern University in 2000.

Since 2004, Ms. Felix has worked to design, conduct, and evaluate national-level homeland security (with a focus on law enforcement operations) exercise and training events for the U.S. Department of Homeland Security. As part of this work, Ms. Felix routinely engaged and liaised with executive-level offices and officers to review and evaluate homeland security-related policies and procedures. As an active project manager for the District of Columbia's Homeland Security and Emergency Management Agency's Comprehensive Exercise and Evaluation Program since 2008, Ms. Felix routinely provides and manages the District's requests for technical assistance, to include evaluation of training and curriculum, needs assessments, and policy review/revisions.

Education

M.S., Criminal Justice, Northeastern University, Boston, MA 2000

B.A., Sociology, Wheaton College, Norton, MA 1998

Nature of Involvement

Ms. Felix will serve as an Analyst.

Work Experience

Research Scientist, CNA	2004 – Present
Associate, Community Research Associates, Inc.	2003 – 2004
Associate, Center for Criminal Justice Policy Research, Northeastern University	2002 – 2003
Graduate School of Criminal Justice, Northeastern University	1999 – 2003
Case Manager, Boston Senior Home Care	1998 – 1999

Relevant Project Experience

Title: Safer Neighborhoods through Precision Policing Initiative

Client: Office of Community Oriented Policing Services

Period of Performance: 05/2016 - present

Role: Project Manager/Analyst

Description: Ms. Felix serves as the project manager for the Safer Neighborhoods through Precision Policing Initiative. She manages efforts to observe and provide technical assistance to

fifteen law enforcement agencies that are implementing cutting-edge programs and strategies to better engage their communities, and to make their neighborhoods safer. She has overseen the development of fifteen fast track reports documenting the agencies' lessons learned, best practices, and successes in reducing crime in their communities.

Title: Body-Worn Cameras (BWC) Training and Technical Assistance (TTA)

Client: U.S. Department of Justice (DOJ), Bureau of Justice Assistance (BJA)

Role: Analyst

Period of Performance: 01/2016 – 12/2016

Ms. Felix served as an analyst for the BWC TTA. She developed and assisted with various reports and memos to the client, including meeting summary reports. Ms. Shultz supported subject matter experts in conducting monthly calls to a team of nine BWC sites by providing note-taking and TTA tracking support.

Title: Microgrant Coordinator

Client: U.S. Department of Justice, Office of Community-Oriented Policing Services (COPS)

Period of Performance: 2015–present

Role: Project Manager/Analyst

The COPS Office Microgrant program supports law enforcement in implementing innovative and experimental work in community policing. Ms. Felix oversees the Microgrant Coordinator program to support the identification and dissemination of promising practices in building trust with communities of color, implementing cutting-edge strategies to reduce violence, countering violent extremism, and protecting vulnerable populations.

Title: National Public Safety Partnership (PSP) (formerly the Violence Reduction Network)

Client: DOJ BJA

Period of Performance: 2013 – Present

Role: Evaluation Analyst

Description: PSP provides an innovative framework for DOJ to enhance its support of state, tribal, and local law enforcement officers and prosecutors in the investigation, prosecution, and deterrence of violent crime, especially crime related to gun violence, gangs, and drug trafficking. PSP focuses on creating a forum for cities to engage in violence-reduction strategies directly with the U.S. Department of Justice and with national and international practitioners and researchers who have proven records in deploying and studying strategies and tactics that reduce urban violence. Ms. Felix serves as the lead evaluator of the program, and is responsible for providing quarterly outcome assessments to BJA.

Title: 2012 Presidential Nominating Conventions

Client: DOJ BJA

Period of Performance: 05/2012 – 05/2013

Roles: Project Manager/Lead Analyst

Ms. Felix served as the Project Manager and Lead Analyst to conduct an assessment of planning and response operations for the recent presidential nominating conventions. This analysis provides a reconstruction of operational events and local enforcement response in both venues (Tampa, Florida, and Charlotte, North Carolina). The report includes recommendations for security planning and operations for future large-scale events (or National Special Security

Events) to include security workforce acquisition and allocation. This comprehensive report, *Managing Large-Scale Security Events: A Planning Primer for Local Law Enforcement Agencies* was distributed nationally throughout the law enforcement community to better plan for large-scale special security events.

Title: Multnomah County Shooting After Action Review

Client: Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA)

Project Period of Performance: 06/2014 – 08/2014

Role: Project Director and Lead Analyst

In June 2014, Multnomah County Oregon requested support from FEMA's National Exercise Program to assist with a comprehensive analysis of a fatal school shooting and the resulting law enforcement/public safety response. This incident provided an opportunity to objectively evaluate the actions taken (including validating plans and identifying areas for improvement) by the Cities of Troutdale and Gresham, Multnomah County and all responding partners. Ms. Felix conducted interviews with all response entities, and documented best practices and lessons learned in a comprehensive after-action report with corrective/implementable actions. This report was well received by both the local stakeholders, and to the broader response community.

Title: Navy Yard Mass Shooting After Action Review

Client: D.C. Homeland Security and Emergency Management Agency (HSEMA)

Project Period of Performance: 10/2013 – 02/2014

Role: Research Analyst

The Deputy Mayor for Public Safety and Justice directed the Homeland Security and Emergency Management Agency to coordinate an after-action review of the District's response to the mass shooting at the Washington Navy Yard on September 16, 2013. Ms. Felix was a member of the CNA team that conducted this review. She led the analysis of operational coordination and communications. The purpose of this review was to strengthen the District of Columbia Government's preparedness for future incidents that require a multi-disciplinary and multi-jurisdictional response through a collaborative after-action review process that engages all stakeholders and response partners.

Title: 57th Presidential Inauguration

Client: HSEMA

Period of Performance: 2012 – 2013

Role: Project Director

Ms. Felix served as lead analyst and directed the CNA support team that observed operations at key command nodes during the 2013 Presidential Inauguration event period. Ms. Felix conducted post-event interviews with key District stakeholders and documented lessons learned and best practices in the District's quick-look report and after-action report. She also led the rehearsal of concept drills prior to the Inauguration to assist District agencies in preparing and planning for the event.

Title: Senior Officials Exercise (SOE) Series

Client: DHS FEMA

Period of Performance: 08/2007 – 10/2010

Role: Lead Analyst

As Lead Analyst for DHS/FEMA's Senior Officials Exercise (SOE) Series, Ms. Felix provided evaluation support for the Republican National Convention and the 2009 Presidential Inauguration exercise series and National Special Security Events (NSSE). She worked closely with multi-jurisdictional groups with diverse stakeholders, including USSS, the St. Paul Police Department, DC Homeland Security and Emergency Management Agency (HSEMA) to observe both the planning process and the pre-event exercises. She contributed her analysis to AARs submitted to DHS and DC HSEMA.

Title: Victim/Witness Advocate Programs Assessment**Client:** DOJ, National Institute of Justice (NIJ)**Period of Performance:** 2005**Role:** Analyst

Ms. Felix served as an Analyst for an NIJ evaluability assessment of victim/witness advocate programs. As part of the project, the team conducted interviews with members of State advocacy programs and authored a site report for each. The team also developed interview protocols designed to assess program evaluability.

Title: National Level Exercise Program Support (TOPOFF 3, TOPOFF 4, NLE 2011)**Client:** DHS**Period of Performance:** 07/2004 – 10/2012**Role:** Lead Analyst

As Lead Analyst for the National Level Exercise Program Support (TOPOFF 3, TOPOFF 4, NLE 2011), Ms. Felix provided support to National Level exercises on multiple occasions. For TOPOFF 3, Ms. Felix gathered exercise information from four national and two international exercise venues into a single, easy-to-use Access database. These data were coded according to analytical track and used by analysts writing the after-action report for the Department of Homeland Security (DHS). In her return to the TOPOFF series, Tammy served as the Arizona Venue Evaluation Lead for T4. Her tasks included supporting the development of evaluation documentation; training local, territorial, and federal evaluators; and executing the data collection effort during an FSE based on a radiological scenario. She managed a team of 15 DHS-designated evaluators and coordinated the efforts of 50 local evaluators/data collectors. Finally, Ms. Felix most recently served as the lead Analyst for NLE 2011. In this role, she supported the chair of the National Level Control and Evaluation Working Group (CEWG) and facilitated meetings and phone calls of that exercise organization.

Title: District of Columbia Exercise and Corrective Action Program**Client:** HSEMA**Period of Performance:** 06/2008 – 2012**Roles:** Project Manager and Lead Evaluator

Ms. Felix served as the project manager responsible for working with the District to support the city-wide training and exercise program. She developed a five-year, capabilities-based training and exercise strategy in support of the annual Training and Exercise Plan Workshop process, and was responsible for the design, implementation, and evaluation of seminars, TTXs, FEs, and FSEs. Ms. Felix also provided support during planning meetings, seminars, and workshops with key stakeholders and high-level District executives. Ms. Felix completed an AAR on the

District's participation in the 2013 Presidential Inauguration, and wrote a similar AAR for the 2009 Presidential Inauguration. In addition, Ms. Felix served as the project manager for the FE series designed to prepare Mayor Vincent C. Gray and his Public Safety Team to respond to all-hazard events. She also developed and managed the design and execution of the 2008 Winter Siege FSE and the 2009 District-wide Command and Control FSE. Both exercises involved numerous federal, regional, and District response partners and required extensive management of over 50 departments and agencies. Ms. Felix continues to serve as a project manager for the District's Comprehensive Exercise and Corrective Action exercise program.

Title: Expert Report on Police Training and Operations

Client: New York City Law Department

Period of Performance: 2013 – 2014

Role: Project Manager

The New York City Law Department asked CNA to prepare an Expert Report, analyzing the training, policies, and procedures; supervision; and accountability practices of the New York City Police Department's (NYPD) implementation of vertical enforcement/patrol tactics in New York City Housing Authority facilities. As the Project Manager, Ms. Felix provided oversight and analytic support for the review of the NYPD's Housing Bureau Policies, procedures, rules, training and practice, transcripts, review of other Expert Reports, analysis of the conformity of practice with the policies, and whether these policies reflect professional standards within policing. This review and analysis culminated in the completion of an Expert Report reflecting findings and recommendations related to police operations and tactics.

Relevant Publications and Reports

Joyce, Nola M., Juliana Pearson, Tammy Felix, James K. "CHIPS" Stewart, and Lauren Frey. 2018. COPS Office Safer Neighborhoods through Precision Policing Initiative: Camden County Police Department Fast Track Report (IIM-2018-U-017167). Arlington, VA: CNA Corporation.

Felix, Tammy; James K. CHIPS Stewart. 2016. Wilmington Police Department AAR (IWP-2016-U-013336). Arlington, VA: CNA Corporation.

Felix, Tammy; Morgan, Dorothy, Thomas, Dawn. 2015. FUSION X 2015-AAR/IP: Colorado Information Analysis Center (IRM-2015-U-011088). Arlington, VA: CNA Corporation.

Felix, Tammy; Morgan, Dorothy; Thomas, Dawn. 2015. FUSION X 2015 AAR/IP: Arizona Counter Terrorism Information Center (IRM-2015-U-011087). Arlington, VA: CNA Corporation.

Felix, Tammy. 2014. See Your Shadow Operations Drill After-Action Report/Improvement Plan (IRM-2014-U-007039). Arlington, VA: CNA Corporation.

Felix, Tammy. 2014. Administration of Children & Families COOP Planning Memo (IRM-2014-U-007038). Arlington, VA: CNA Corporation.

Felix, Tammy. 2014. FUSION X 2015 AAR/IP: Wyoming Division (IIM-2014-U-009134). Arlington, VA: CNA Corporation.

Felix, Tammy. 2014. Kenai: Alaska Shield 2014 After-Action Report (IQR-2014-U-007546). Arlington, VA: CNA Corporation.

Felix, Tammy. 2014. Peace Corps Active Shooter Tabletop Exercise AAR IP (IQR-2014-U-007547). Arlington, VA: CNA Corporation.

Felix, Tammy, Chu (Elliot), Vivian, Stewart, James K., and Steve Rickman. 2013. *Managing Large-Scale Security Events: A Planning Primer for Local Law Enforcement Agencies*, Arlington, VA: CNA Corporation.

Felix, Tammy. 2013. Homer: Alaska Shield 2014 After-Action Report (IRV-2013-U-006530). Arlington, VA: CNA Corporation.

Felix, Tammy. 2012. PIM: 2012 DNC/RNC Convention Executive Briefing (BR15017). Arlington, VA: CNA Corporation.

Felix, Tammy. 2012. Quick-Look Memoranda (IWP-2012-U-000741). Arlington, VA: CNA Corporation.

Felix, Tammy. 2011. HSEMA City-Wide District Response Exercise Series-Functional Exercise Concept Paper (OP13810). Arlington, VA: CNA Corporation.

Felix, Tammy. 2011. HSEMA City-Wide District Response Exercise Series-Summary Concept Paper (OP15001). Arlington, VA: CNA Corporation.

Felix, Tammy. 2011. HSEMA City-Wide District Response Exercise Series-Controller's Briefing (BR15003). Arlington, VA: CNA Corporation.

Felix, Tammy. 2011. HSEMA City-Wide District Response Exercise Series-FE Quick Look After Action Report (QR15006). Arlington, VA: CNA Corporation.

Felix, Tammy. 2011. HSEMA City-Wide District Response Exercise Series-FSE Smart-Book (IM15014). Arlington, VA: CNA Corporation.

Felix, Tammy. 2011. HSEMA City-Wide District Response Exercise Series-FSE VIP Smart-Book (IM15016). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2010. Delaware Emergency Management Agency's Operation REACT: After-Action Report (RM13826). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2010. Delaware Emergency Management Agency's Mall Melee Full Scale Exercise: After-Action Report (RM13827). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2010. District of Columbia's Mayor's Cabinet-Level Senior Leader Seminar: After-Action Report (RM13829). Arlington, VA: CNA Corporation.

Dimitrov, Erica, Felix, Tammy L., and Nicole Nadal Nicole. 2010. ARES R3 AAR (RM14132). Arlington, VA: CNA Corporation.

Felix Tammy L. 2010. ARES R5 AAR (RM 14136). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2010. ARES R5 Summary Report (RM14137). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2010. ARES R6 Summary Report (RM14139). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2010. ARES R7 Evaluator Brief (BR14140). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2010. ARES R10 Evaluator Brief (BR14142). Arlington, VA: CNA Corporation.

Giovachino, Monica J., and Tammy L. Felix. 2009. The District of Columbia's Support to the 56th Presidential Inauguration After-Action Report Summary (RM13198). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2009. Delaware IMT Drill AAR (RM13210). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2009. Operation Cap & Gown Functional Exercise (RM13329). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2009. Incident Management Team Drill 2 AAR (RM13330). Arlington, VA: CNA Corporation.

Felix Tammy L., and Denise L. Rodriguez. 2009. Incident Command System (ICS) TTX Quick Look Report (RM13331). Arlington, VA: CNA Corporation.

Felix Tammy L., and Denise L. Rodriguez. 2009. Command and Control FSE AAR (RM13332). Arlington, VA: CNA Corporation.

Felix, Tammy L., and Dorothy L. Morgan. 2009. Command and Control Full Scale Exercise: MSEL Database Interactive Software. Arlington, VA: CNA Corporation.

Felix Tammy L. and Denise L. Rodriguez. 2009. Command and Control Full Scale Exercise Quick Look After-Action Report (RM13820). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2009. Delaware Emergency Management Agency's Kent County Active Shooter Tabletop Exercise: After-Action Report (RM13824). Arlington, VA: CNA Corporation.

Felix Tammy L. 2009. Delaware Emergency Management Agency's Operation Microburst Tabletop Exercise: After-Action Report (RM13825). Arlington, VA: CNA Corporation.

Giovachino, Monica J., and Tammy L. Felix. 2009. The District's Support to the 56th Presidential Inauguration: Quick Look After-Action Report (RM13836). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2009. The District's Support to the 56th Presidential Inauguration After-Action Conference Briefing (BR13837). Arlington, VA: CNA Corporation.

Felix, Tammy L., and Monica J. Giovachino. 2009. The District's Support to the 56th Presidential Inauguration: After-Action Report (RM13838). Arlington, VA: CNA Corporation.

Felix, Tammy L., and Erica Dimitrov. 2009. Chicago ARES AAR (RM13850). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2009. BALTIMORE ANTHRAX RESPONSE EXERCISE SERIES TABLETOP EXERCISE 2010 AAR (RM14475). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2008. Republican National Convention Tabletop Exercise: After-Action Report (RM12696). Arlington, VA: CNA Corporation.

Felix Tammy L. 2008. Senior Leaders Seminar (SLS) TTX (RM12729). Arlington, VA: CNA Corporation.

Felix Tammy L. 2008. Republican National Convention Functional Exercise: Quick Look After-Action Report (RM12730). Arlington, VA: CNA Corporation.

Felix, Tammy L., and Erica Dimitrov. 2008. 2008 RNC Overall AAR (RM12736). Arlington, VA: CNA Corporation.

Giovachino Ms. Monica J., Geldart Ms. Delilah, and Tammy L. Felix. 2008. Kent County TTX AAR (IM13178). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2008. The District's Support to the 56th Presidential Inauguration Tabletop Exercise: Quick Look After-Action Report (IM13824). Arlington, VA: CNA Corporation.

Felix, Tammy L. 2008. The District's Support to the 56th Presidential Inauguration Tabletop Exercise: After-Action Report (RM13835). Arlington, VA: CNA Corporation.

Baumann Mr. Robert E., McMahon Dr. Joyce S., Tammy L. Felix. 2006. Background Check Pilot Program Annual technical Report September 2006 (RM11966). Arlington, VA: CNA Corporation.

Edwards Dr. Joanna T., Myrus Elizabeth M., and Tammy L. Felix. 2006. Evaluability Assessment: State Compliance Projects (RM12116). Arlington, VA: CNA Corporation.

Giovachino, Monica, Trabert, Eric S., Nebelkopf, Dawn H., Tammy Felix. 2005. Operation Diamond Shield II: Scenario and MSEL (11385). Arlington, VA: CNA Corporation.

Giovachino, Monica, Trabert, Eric S., Nebelkopf, Dawn H., Tammy Felix. 2005. Operation Diamond Shield II: After Action Report (RM11520). Arlington, VA: CNA Corporation.

McMahon Dr. Joyce S., and Tammy L. Felix. 2005. Background Check Pilot Program Annual Technical Report - September 2005 (RM11552) Arlington, VA: CNA Corporation.

McMahon Dr. Joyce S., and Tammy L. Felix. 2005. Data Elements for BCP Evaluation (IM11597). Arlington, VA: CNA Corporation.

Professional Associations

Alpha Phi Sigma, Criminal Justice National Honor Society

Academy of Criminal Justice Sciences

The Justice George Lewis Ruffin Society (Honorary Member)

Alpha Kappa Delta, National Sociological Honor Society

Awards

CNA, Institute for Public Research, Safety and Security Innovation Award, 2015

Vivian Y. Elliott, P.S.M., P.M.P.

CNA

Qualification Summary

Ms. Vivian Elliott (née Chu) is an analyst with seven years of experience in the criminal justice and emergency preparedness fields. She has skills in research and evaluation; project management; training and technical assistance; and exercise planning, facilitation, and evaluation. In her most recent roles, Ms. Elliott has contributed to a number of criminal justice projects with the U.S. Department of Justice, including serving as Project Manager to multiple Bureau of Justice Assistance (BJA) grants. Currently, she manages BJA's Smart Policing Initiative (SPI) training and technical assistance program. In this capacity, she is part of a team that supports nearly 50 law enforcement agencies across the nation in implementing innovative, evidence-based policing practices. She supports this initiative by providing analytic, technical, and managerial support, as well as overseeing and developing the SPI website. Ms. Elliott also manages the BJA Violence Reduction Network, aimed at providing training and technical assistance (TTA) and federal support to police jurisdictions in the most violent cities in the country. Ms. Elliott also currently oversees TTA coordination and evaluation for the VALOR De-escalation program in support of Polis Solutions. While at CNA, Ms. Elliott has also supported policy and strategy-development efforts for the U.S. Department of Homeland Security's Office of Policy by providing research and analytical support to intradepartmental strategic planning for air, land, and maritime domain awareness. In addition, she has overseen the execution and evaluation of a number of real-world events and exercises to guide federal, state, and local preparedness planning for biological threats, natural disasters, and other public safety emergencies.

Prior to joining CNA, Ms. Elliott worked as a research assistant for a computer science public policy office in Washington, DC, where she provided qualitative and quantitative analysis to the scientific community and policymakers to improve their awareness of issues with education, data privacy/security, digital government, electronic voting, and web accessibility. She has four years of technical scientific and analytical experience, ranging from computer forensics at the U.S. Department of Health and Human Services, biological forensics at the Federal Bureau of Investigation (FBI), and scientific analysis/research at a private-sector company and at universities. While at FBI, Ms. Elliott received an award for her exceptional contributions to the FBI's forensic science research initiatives. She is also a recipient of CNA's Safety and Security Principles Award and its Initiative Award.

Education

P.S.M., Molecular Biotechnology, The George Washington University, Washington, DC, 2010
B.S., Biochemistry and Molecular Biotechnology, The University of California–Davis, CA, 2006
Project Management Professional Certification, 2015

Nature of Involvement

Ms. Elliott will serve as an Analyst.

Work Experience

CNA	2010 – Present
<ul style="list-style-type: none">• Assistant Director, 2017 – Present• Research Scientist, 2015 – Present• Research Analyst, 2014 – 2015• Associate Research Analyst, 2013 – 2014• Senior Research Specialist, 2012 – 2013• Research Specialist II, 2010 – 2012	
Forensic Researcher, FBI Counterterrorism Forensic Science Research Unit	2010, 2007 – 2008
Research and Administrative Support, U.S. Public Policy Committee of the Association for Computing Machinery	2008 – 2010
Research Intern, U.S. Department of Health and Human Services, Seized Computer Evidence Recovery Unit	2009
Research Diagnostician, Lipomics Technologies Incorporated	2007
Scientist, Microbial Ecology Laboratory, University of California–Davis	2005 – 2007

Relevant Project Experience

Title: VALOR De-escalation TTA

Client: U.S. Department of Justice (DOJ) BJA

Period of Performance: 2016 – Present

Role: Project Manager

Description: This TTA program provides law enforcement with evidence-based knowledge, tools, and skills to better defuse and then resolve tense situations with the least amount of force necessary. This program will assist in protecting law enforcement and improving outcomes and relationships between officers and the communities they serve. CNA currently supports Polis Solutions in the coordination and evaluation of this program.

Title: Safer Neighborhoods through Precision Policing Initiative

Client: DOJ Office of Community Oriented Policing Services

Period of Performance: 2016 – Present

Role: Operations Analyst

Description: Ms. Elliott serves as an Operations Analyst supporting one Safer Neighborhoods through Precision Policing Initiative site: Indio, CA. In partnership with the Strategic Site Coordinator, a law enforcement SME, she oversees site implementation of the precision policing recommendations via biweekly site team calls, site visits, and technical assistance. She also documents site progress in implementing task force recommendations through development of initial and final progress reports per site.

Title: National Public Safety Partnership (PSP) (formerly the Violence Reduction Network)

Client: DOJ BJA

Period of Performance: 2013 – Present

Role: Project Director

Description: PSP provides an innovative framework for DOJ to enhance its support of state, tribal, and local law enforcement officers and prosecutors in the investigation, prosecution, and deterrence of violent crime, especially crime related to gun violence, gangs, and drug trafficking.. Ms. Elliott serves as the Project Director, assisting in strategic planning, administrative oversight, reporting, and coordination of assistance to 24 cities engaging in evidence-based violence-reduction strategies. She also analyzes crime and safety data to identify the most violent cities and create in-depth data profiles on the targeted cities.

Title: Strategies for Policing Innovation (formerly the Smart Policing Initiative)

Client: DOJ BJA

Period of Performance: 2011 – Present

Role: Senior Advisor (formerly Project Director/Manager)

Description: SPI supports more than 55 law enforcement agencies across the nation in effectively implementing evidence-based policing. As Project Director, Ms. Elliott managed this grant program to provide TTA to these agencies, testing and evaluating innovative crime-reduction strategies. In addition, she oversaw a cadre of more than 15 subject matter experts assisting the SPI sites and the SPI website, which includes a variety of new training and technical resources, social media sites, a quarterly newsletter, multimedia resources, and dedicated pages for each of the grantee SPI sites. As of February 2018, Ms. Elliott has transitioned to a support role for SPI as Senior Advisor.

Title: Microgrant Coordinator

Client: DOJ Office of Community Oriented Policing Services

Period of Performance: 2014 – 2017

Role: Project Manager/Analyst

Description: This program supports law enforcement in implementing innovative and experimental work in community policing. Ms. Elliott oversees the program to support the identification and dissemination of promising practices in building trust with communities of color, implementing cutting-edge strategies to reduce violence, countering violent extremism, and protecting vulnerable populations.

Title: SoCal Rocks Tabletop Exercise

Client: U.S. Department of Health and Human Services

Period of Performance: 2014 – 2016

Role: Exercise Support Team Lead

Description: This exercise examined the processes required to establish, communicate, and coordinate public health and medical priorities and resource needs among local, state, federal, and private-sector partners in response to a catastrophic earthquake in Southern California. Ms. Elliott led the exercise support team in the development and execution of the exercise, and is currently leading the evaluation and development of the after-action report to document lessons learned.

Title: 2014 National Fusion Center Exercise

Client: U.S. Department of Homeland Security

Period of Performance: 2014

Role: Evaluator

Description: *Fusion X* provided participating fusion centers and National Network partners with opportunities to discuss implementation of critical operating capabilities and enabling capabilities in an operational context. Ms. Elliott served as an Evaluator for this tabletop exercise.

Title: Law Enforcement Organization of Planning and Research Directors (LEOPRD)

Client: DOJ BJA

Period of Performance: 2011 – 2014

Role: Project Manager/Analyst

Description: Ms. Elliott assisted BJA in improving the research, planning, and analysis (R/P/A) capacities of law enforcement agencies across the nation. She conducted and coordinated a review of the existing LEOPRD organization and resources, and coordinated planning meetings with panel board members, BJA leadership, and the Police Executive Research Forum (the previous managers of the LEOPRD program). She also facilitated the development of a strategy for enhancing R/P/A capacities, which is documented in three critical working group products (an assessment tool, case studies/models, and a resource review).

Title: 57th Presidential Inauguration

Client: DC Homeland Security Emergency Management Agency

Period of Performance: 2012 – 2013

Role: Senior Research Specialist

Description: Ms. Elliott served as a primary member of the CNA support team that observed operations at key command nodes during the 2013 Presidential Inauguration event period and conducted post-event interviews with key District stakeholders. She also documented the lessons learned and best practices in the District's quick-look report and after-action report, and supported the rehearsal of concept drills prior to the Inauguration to assist District agencies in preparing and planning for the event.

Title: 2012 Presidential Nominating Conventions

Client: DOJ BJA

Period of Performance: 2011 – 2013

Role: Senior Research Specialist

Description: Ms. Elliott served as a key member of the BJA National Convention support team in providing technical assistance and support to local law enforcement security operations prior to and during the conventions. She developed the evaluation plan for CNA's analysis of the events, and was deployed to Charlotte, NC, to support the Charlotte-Mecklenburg Police Department's public safety and security operations for the 2012 Democratic National Convention. Following the conventions, Ms. Elliott wrote the quick-look analysis report and a comprehensive after-action report (*Managing Large-Scale Security Events: A Planning Primer for Local Law Enforcement Agencies*).

Title: Integrated Domain Awareness

Client: Homeland Security Studies and Analysis Institute/U.S. Department of Homeland Security (DHS)

Period of Performance: 2010 – 2011

Role: Research Specialist

Description: For the DHS Office of Policy, Ms. Elliott worked as a researcher to support domain awareness strategic requirements planning work, assessing the requirements and capabilities for securing the air, land, and maritime domains. She developed and reviewed briefings for stakeholder meetings, facilitated working group sessions, developed briefing materials for DHS senior leadership, and coauthored the summary of findings reports documenting the team’s effort and recommendations. Her work informed DHS strategy and policy, and will feed into the development of an enterprise architecture for the Department’s domain-awareness activities.

Relevant Publications and Reports

- Joyce, Nola, and Vivian Elliott. 2017. Los Angeles County Sheriff’s Department Compton Station: Strategic Plan. Compton, CA.
- Elliott, Vivian and Hildy Saizow. 2017. COPS Advancing 21st Century Policing Initiative: Initial Progress Report for the Indio, California Police Department. Arlington, VA: CNA Corporation.
- Elliott, Vivian. 2016. *Violence Reduction Network Yearly Strategic Progress Report (October 2015-September 2016)*, CNA.
- Thorkildsen, Zoë (ed.) and Vivian Elliot. 2016. *SPI Quarterly Newsletter: Winter 2016*, CNA.
- Elliott, Vivian and Laura Kunard. 2015. *Violence Reduction Network Yearly Strategic Progress Report (October 2014-September 2015)*, CNA.
- Elliott, Vivian (ed.). 2015. *Violence Reduction Network: Strategic Site Liaison Diagnostic and Mid-Year Review Summaries*, CNA.
- Elliott, Vivian. 2015. *Violence Reduction Network: Quarterly Summaries, Strategic Site Progress, Site Selection Data*, CNA.
- Thorkildsen, Zoë (ed.) and Vivian Elliot. 2015. *SPI Quarterly Newsletter: Fall 2015*, CNA.
- Elliott, Vivian and Mike Kurtenbach. 2015. “Cops and Body-Worn Cameras: Lessons Learned from Phoenix’s Deployment of Body-Worn Cameras.” *PM Magazine* 97 (10). November 2015.
- Thorkildsen, Zoë (ed.) and Vivian Elliot. 2015. *SPI Quarterly Newsletter: Summer 2015*, CNA.
- Thorkildsen, Zoë (ed.), and Vivian Elliot. 2015. *SPI Quarterly Newsletter: Spring 2015*, CNA.
- Thorkildsen, Zoë (ed.), and Vivian Elliot. 2015. *SPI Quarterly Newsletter: Winter 2015*, CNA.
- Elliott, Vivian and James Coldren. 2014. *Improving Police Agency Analytics: A Key Strategy for the Future*, CNA.
- Thorkildsen, Zoë (ed.) and Vivian Elliot. 2014. *SPI Quarterly Newsletter: Fall 2014*, CNA.
- Thorkildsen, Zoë (ed.) and Vivian Elliot. 2014. *SPI Quarterly Newsletter: Summer 2014*, CNA.
- Elliott, Vivian and James Coldren. 2014. “Thinking “Smart” About 21st Century Policing.” *PM Magazine* 96 (9). October 2014.
- Elliott, Vivian, Zoë Thorkildsen, and LEOPRD Panel. 2014. *Law Enforcement Organization of Research and Planning Development (LEOPRD): Research, Planning, and Analysis Capacity Case Studies and Models*, CNA.
- Thorkildsen, Zoë (ed.) and Vivian Elliot. 2014. *SPI Quarterly Newsletter: Spring 2014*, CNA.
- Thorkildsen, Zoë (ed.) and Vivian Elliot. 2014. *SPI Quarterly Newsletter: Winter 2014*, CNA.
- Thorkildsen, Zoë and Vivian Elliott. 2014. *Law Enforcement Organization of Planning and Research Development (LEOPRD) Capacity Assessment: Pilot Phase I–Analysis Results*, CNA.

- Thorkildsen, Zoë (ed.) and Vivian Chu (Elliot). 2013. *SPI Quarterly Newsletter: Fall 2013*, CNA.
- Thorkildsen, Zoë (ed.) and Vivian Chu (Elliot). 2013. *SPI Quarterly Newsletter: Summer 2013*, CNA.
- Chu (Elliot), Vivian. 2013. *The District of Columbia's Support to the 57th Presidential Inauguration: Quick-Look After-Action Report*, CNA.
- Chu (Elliot), Vivian. 2013. *Command, Control, and Coordination: A Quick-Look Analysis of the Charlotte-Mecklenburg Police Department's Operations during the 2012 Democratic National Convention*, CNA.
- Chu (Elliot), Vivian. 2013. *Managing Large-Scale Security Events: A Planning Primer for Local Law Enforcement Agencies*, CNA.
- Heckel, Brittany, Vivian Chu (Elliot), and Zoë Thorkildsen. 2013. *Smart Policing Initiative, Phase IV Inaugural Meeting Summary Report*, CNA.
- Thorkildsen, Zoë and Vivian Chu (Elliot). 2012. *Smart Policing Initiative National Meeting Summary Report*, CNA.
- Chu (Elliot), Vivian. 2012. *SPI Quarterly Newsletter: Fall/Winter 2012*, CNA.
- Chu (Elliot), Vivian. 2012. *SPI Quarterly Newsletter: Summer 2012*, CNA.
- Chu (Elliot), Vivian, Iris Gonzalez, and Zoë Thorkildsen. 2012. *SPI Quarterly Newsletter: Spring 2012*, CNA.
- Chu (Elliot), Vivian. 2011. *Smart Policing Initiative National Meeting Summary Report*, CNA.
- Chu (Elliot), Vivian. 2011. *SPI Quarterly Newsletter: Winter 2011*, CNA.
- Chu (Elliot), Vivian. 2011. *Maritime Domain Awareness: Summary of Findings Report*, CNA.
- Ravishankar, Anita and Vivian Chu (Elliot). 2011. *Integrated Domain Awareness: Summary of Findings Report*, CNA.
- Ehrhardt, Christopher J., Vivian Chu (Elliot), et al. 2010. "Use of Fatty Acid Methyl Ester Profiles for Discrimination of Bacillus Cereus T-Strain Spores Grown on Different Media," *Applied and Environmental Microbiology*, 76(6): 1902–1912.

Awards

- CNA, Institute for Public Research, Safety and Security Principles Award, 2017
- CNA, Institute for Public Research, Safety and Security Initiative Award, 2013
- FBI Laboratory Division, Certificate of Recognition, 2008

Valerie Schmitt, M.S.W., L.S.W.

CNA

Qualifications Summary

Ms. Schmitt is an associate research analyst with 10 years of experience in training and technical assistance on criminal justice, social services, and community development. She has an academic background in psychology and social work, with an emphasis on organizational leadership and multidisciplinary partnerships to address complex social and justice issues.

During her time at CNA, she has managed several community and justice engagements for the Office of Justice Programs Diagnostic Center. Her work on these projects includes leading needs assessments, data analysis, and program evaluation for communities, as well as delivering training and technical assistance for law enforcement agencies seeking to improve their engagement with the community, improve interagency coordination, or address specific criminal justice challenges.

She is also the project manager and lead analyst for the Office for Victims of Crime National Resource Center on Reaching Underserved Victims. In this capacity, Ms. Schmitt oversees efforts to provide training and technical assistance for victim advocate organizations to improve service providers' capabilities to engage and assist traditionally marginalized communities.

Ms. Schmitt managed the training and technical assistance programs for the National Human Trafficking Hotline and Polaris, writing training curricula for first responders, providing training and technical assistance to law enforcement, service providers, and community groups on a wide range of topics related to human trafficking, and serving as a subject matter expert for a number of national initiatives to combat human trafficking. She has extensive experience conducting outreach to at-risk communities and underserved populations in order to raise awareness of human trafficking, and acts as a liaison between law enforcement agencies and the community on human trafficking issues.

Education

M.S.W., Indiana University School of Social Work at IUPUI, Indianapolis, IN, 2013

B.A., Psychology, Taylor University, Upland, IN, 2007

Nature of Involvement

Ms. Schmitt will serve as Analyst.

Work Experience

Associate Research Analyst, CNA Safety and Security	2016 – Present
Advisory Services Manager, Polaris	2016
Human Trafficking Advisory Specialist, Polaris	2014 – 2015
Fellow, Polaris Training & Technical Assistance Program	2014
Refugee Women's Program Coordinator, Exodus Refugee Immigration	2013 – 2014
Human Trafficking Program Coordinator, Exodus Refugee Immigration	2010 – 2013
University English Instructor, Peace Corps Volunteer (People's Republic of China)	2007 – 2009

Relevant Project Experience

Title: National Crisis Intervention Team (CIT) Curriculum Development and Pilot

Client: DOJ Bureau for Justice Assistance

Period of Performance: 08/2017 – Present

Role: Project Manager/Lead Analyst

Description: Ms. Schmitt is the project manager and lead analyst for the development and piloting of a 40-hour CIT training curriculum based on National best practices for BJA. She oversees the development of the curriculum and coordinates with local communities to pilot the curriculum. Ms. Schmitt engaged subject matter experts to review the curriculum, analyzed participant and trainer feedback from the pilot session, and adapted the curriculum based on the findings of the pilot trainings.

Title: National Resource Center on Reaching Underserved Victims

Client: DOJ Office for Victims of Crime

Period of Performance: 03/2017 – Present

Role: Project Manager/Lead Analyst

Description: Ms. Schmitt is the project manager and lead analyst for the OVC National Resource Center on Reaching Underserved Victims. She leads research activities to build knowledge about the service needs and considerations for traditionally underserved victim populations. Additionally, she oversees the day-to-day logistical and administrative project tasks, including providing quality control.

Title: National Public Safety Partnership – Diagnostic Sites Program

Client: DOJ Office of Justice Programs

Period of Performance: 11/2016 – Present

Role: Diagnostic Specialist

Description: Ms. Schmitt is a diagnostic specialist for projects aimed to enhance public safety and reduce violent crime. She is the lead contact for local communities, and oversees contract and subject matter expert activities, including data analysis to diagnose criminogenic factors for issues facing communities, delivery of substantive training and technical assistance efforts, implementation of tailored interventions, and assessment of short- and long-term outcomes as a result of interventions.

Title: Diagnostic Center

Client: DOJ Office of Justice Programs

Period of Performance: 11/2016 – Present

Role: Diagnostic Specialist

Description: Ms. Schmitt is a diagnostic specialist for projects that help local and state law enforcement agencies identify strategies to improve their responses to violent crime and public health challenges. She is as the lead contact for communities, and oversees contract and subject matter expert activities, including data analysis to diagnose criminogenic factors for issues facing communities, delivery of substantive training and technical assistance efforts, implementation of tailored interventions, and assessment of short- and long-term outcomes as a result of interventions.

Title: Independent Research on Trafficking of Children in the United States

Client: CNA

Period of Performance: 1/2017 – 9/2017

Role: Analyst

Description: Ms. Schmitt supported a project to advance the understanding of how law enforcement and support organizations can most effectively collaborate to help children trafficked in the United States. She led a review of available research, resources, and interviews with specialized local task forces and their partners, to write a practical resource guide highlighting promising practices for other organizations that share the goal of eliminating this domestic threat to vulnerable minors.

Title: Engaging with Communities to Build Safer Communities

Client: DOJ Office of Justice Programs

Period of Performance: 11/2016 – 5/2017

Role: Diagnostic Specialist

Description: Ms. Schmitt was a diagnostic specialist for projects related to building safer communities. She was the lead contact for communities and oversaw contract and subject matter expert activities, including data analysis to diagnose criminogenic factors for issues facing communities, delivery of substantive training and technical assistance efforts, implementation of tailored interventions, and assessment of short- and long-term outcomes as a result of interventions.

Title: Improving the Capacity of Runaway and Homeless Youth Organizations to Identify and Assist Trafficking Survivors

Client: Family and Youth Services Bureau

Period of Performance: 9/2015-12/2016

Description: Ms. Schmitt developed educational materials and delivered trainings for runaway and homeless youth programs, provided data and trend analysis about human trafficking affecting the service population, and made recommendations for protocol and policy changes related to screening, data collection, and service delivery.

Title: SOAR to Health and Wellness: A Training Curriculum for Practitioners

Client: Administration for Children and Families, Office on Trafficking in Persons

Period of Performance: 9/2015-12/2016

Description: Ms. Schmitt served as a subject matter expert on a national technical working group to develop a human trafficking curriculum for health care, social workers, public health, and behavioral health professionals. She taught courses for health care and social work professionals in the District of Columbia.

Title: Child Welfare Case Management for Child Trafficking Victims Training Curriculum Development

Client: New Jersey Department of Children and Families

Period of Performance: 8/2015-3/2016

Description: Ms. Schmitt designed a three-day train-the-trainer curriculum for the New Jersey Department of Children and Families (NJDCF) workforce on screening youth for human trafficking indicators, reporting suspected incidents to law enforcement, making safe housing

placements, assisting trafficked youth in recovery, and making appropriate service referrals for youth transitioning out of care. She collaborated with Rutgers University to test, adapt, and deploy the train-the-trainer program to a select group of NJDCF-contracted trainers, analyzed participant and trainer feedback, and adapted the curriculum based on the findings of the pilot trainings. She also provided recommendations to NJDCF on agency-wide rollout of the training.

Title: Raising Awareness of Human Trafficking and Available Services within the LGBTQI Community

Client: Palette Fund

Period of Performance: 1/2015-12/2016

Role: Project Manager

Description: Ms. Schmitt led the development of a series of toolkits intended to improve the support and services for human trafficking survivors who identify as LGBTQI. She collaborated with survivor groups, service providers, and law enforcement officers to gather and catalog promising practices and lessons learned. She conducted outreach to the LGBTQI community to raise awareness about human trafficking and the assistance offered through the National Human Trafficking Hotline, and provided training to service providers and law enforcement agencies in order to increase cultural competency and knowledge about investigative and service considerations for LGBTQI trafficking survivors.

Title: National Human Trafficking Hotline Training and Technical Assistance Program

Client: U.S. Health and Human Services

Period of Performance: 1/2014 – 12/2016

Role: Training and Technical Assistance Manager

Description: Ms. Schmitt managed the training and technical assistance program for the National Human Trafficking Hotline. She oversaw research on issues related to human trafficking and worked with subject matter experts to synthesize promising practices, lessons learned, and topical expertise into recommendations and training products for law enforcement and service providers. She wrote training curricula and delivered trainings to a wide range of professional sectors, and evaluated the impact of training efforts and the operational readiness of organizations to make institutional changes supporting anti-trafficking efforts.

Title: Cultural and Societal Integration of Refugee Women in Indianapolis

Client: Women's Fund of Central Indiana

Period of Performance: 1/2013-1/2014

Role: Program Manager

Description: Ms. Schmitt implemented a social service program for refugee women, to aid in long-term integration into their host community. She oversaw individual assessments for refugee women, and developed care plans to address immediate and long-term support needs, such as health care advocacy, vocational training, language acquisition, mental health services, and social networking within the community. She developed evaluation plans to track long-term and multigenerational outcomes and fostered partnerships with civic organizations within the community to host cultural exchange events and mentorship.

Title: Indiana Protection of Abused and Trafficked Humans Task Force

Client: DOJ Bureau of Justice Programs, Bureau of Justice Assistance and DOJ Office for Victims of Crime

Period of Performance: 1/2010-1/2014

Role: Program Coordinator

Description: Ms. Schmitt provided crisis intervention and case management support to human trafficking victims being served by the task force. She conducted outreach into the community to raise awareness of professional organizations and at-risk populations, coordinated an interagency coalition of service providers, and developed outreach materials and campaigns for the task force. She trained law enforcement officers, service providers, local businesses, and community members on issues related to human trafficking in Indiana.

Relevant Publications and Reports

- Schmitt, V., Frey, L.J., Gibson, T., and Pham, N.N. 2017. *Local Communities' Strategies and Best Practices to Address the Problem of Child Trafficking in the U.S.* CNA.
- . "Non-Governmental Organizations and the Anti-Trafficking Movement: Advocacy and Service." In *Human Trafficking is a Public Health Issue*, edited by M. Chisolm-Straker and H. Stoklosa. Springer.
- . 2016. *Case Management for Child Trafficking Victims: A Curriculum for Child Welfare Professionals*. Polaris.
- . 2016. *Child Labor Trafficking in the United States: Outreach, Screening, and Services*. Runaway and Homeless Youth Providers, Runaway and Homeless Youth Training and Technical Assistance Center.
- . 2016. *Faith-Based Partnerships to Combat Human Trafficking*. Polaris.
- . 2016. *Healthcare Providers Play a Crucial Role in Victim Identification*. Polaris.
- . 2016. *How Your Community Can Stop the Trafficking of Homeless LGBTQ Youth*. Polaris.
- . 2016. *Human Trafficking and the Hospitality Industry*. Polaris.
- . 2016. *Human Trafficking Awareness for Educators*. Polaris.
- . 2016. *Human Trafficking Awareness for Mental Health Professionals*. Polaris..
- . 2016. *Recognizing and Responding to Human Trafficking in a Healthcare Context*. Polaris.
- . 2015. *Breaking Barriers: Improving Services for LGBTQ Human Trafficking Victims*. Polaris.
- . 2015. *Child Labor Trafficking in the United States: A Review of Federal Prosecutions*. Polaris.
- . 2015. *Human Trafficking Public Outreach Campaigns: Effectively Reaching Intended Audiences*. Polaris.
- . 2015. *Trauma-Informed Human Trafficking Screenings*. Polaris.
- . 2014. *Human Trafficking in Your Community: Examining Reports and Reviewing Facts*. Polaris.
- . 2014. *Human Trafficking in Rural Communities*. Polaris.
- . 2014. *Conducting Outreach to Labor Trafficking Victims: A Guide for Service Providers*. Polaris.

Presentations

- Schmitt, V. 2017. "Human Trafficking of Children in the United States: Strategies for Interagency Collaboration." CNA, Panel Presentation.
- . 2016. "Implementing the Justice for Victims of Trafficking Act in the States." Annual Coalition for Juvenile Justice Conference, Panel Presentation.
- . 2016. "Justice for Victims of Trafficking Act: Practice Implications for Street Outreach Programs." U.S. Health and Human Services, Administration for Children and Families, Family and Youth Services Bureau, Annual Street Outreach Program Meeting.
- . 2016. "The Role of Hotlines in Reaching and Assisting Human Trafficking Victims." National Child Traumatic Stress Network Annual Conference, Panel Presentation.
- . 2015. "Innovative Solutions to Address Housing Concerns of Human Trafficking Survivors." National Convening on Trafficking and Child Welfare.
- . 2015. "Reaching a Hidden Population: Strategies for Outreach to Young Adult Human Trafficking Survivors." U.S. Health and Human Services, Administration for Children and Families, Family and Youth Services Bureau, Annual Street Outreach Program Meeting.
- . 2014. "Partnering with NGOs/ONGs to Assist Survivors during Human Trafficking Investigations." Advanced Human Trafficking Course for Central American Law Enforcement Officers, Federal Bureau of Investigations.

Licensures and Certificates

Virginia Board of Social Work, Licensed Social Worker, License Number 0903002226

Awards

CNA, Institute for Public Research, Safety and Security Initiative Award, 2018

James K. Stewart, M.P.A.

CNA

Qualifications Summary

James “Chips” Stewart is the Director of Public Safety and Senior Fellow for Law Enforcement at CNA. Director Stewart has four decades of extensive and progressive law enforcement experience from his dual professional and research background. He was a Commander of the Criminal Investigations Division in the Oakland (CA) Police Department; a Special Assistant to the U.S. Attorney General while a White House Fellow; and a Director of the National Institute for Justice (NIJ), which serves as the principal research agency for the U.S. Department of Justice (DOJ). Director Stewart is an expert witness in U.S. Federal Court and has developed a collaborative reform process for police agencies aligning patterns and practices with constitutional policing and community policing. He has worked with DOJ’s Civil Rights Division and many local police departments. Director Stewart is the Senior Advisor for DOJ’s SMART Policing Initiative (SPI) grant, which provides technical assistance and training to 45 leading police agencies competitively selected by the Bureau of Justice Assistance (BJA). Director Stewart is the overall Senior Advisor for CNA’s SPI Training and Technical Assistance (TTA) Program, and provides direct technical assistance to numerous jurisdictions seeking options for overcoming obstacles to organizational change, community trust building, and evidence-based innovations.

Director Stewart is a nationally recognized expert in criminal justice system assessment, capabilities evaluation, critical incident reconstruction and analysis, use of force, innovations, analysis, and technology applications. He brings extensive experience and a track record of success in helping local police develop and implement citywide violence-reduction strategies involving gangs and drugs. Director Stewart is the Senior Advisor for the BJA evidence-based Violence Reduction Network providing critical technical assistance to 20 high-violence communities seeking more effective ways to reduce violent crimes. He played a leading role in organizational reforms in the Chicago and Washington, DC Police Departments and received commendations for the achievements in both projects.

Education

M.P.A. Public Administration, California State University, Hayward, CA, 1978
Graduate Certificate, FBI National Academy, Quantico, VA, 1978
California Teaching Certificate, Merritt College, Oakland, CA, 1970
B.S. Philosophy, University of Oregon, Eugene, OR, 1964

Nature of Involvement

Mr. Stewart will serve as a Special Advisor to the Monitor and Deputy Monitors.

Work Experience

CNA	1999–present
Booz Allen Hamilton, Inc.	1990–1999

U.S. Department of Justice, Office of Justice Programs, 1982–1990
National Institute of Justice

White House Fellow 1981–1982

Oakland (CA) Police Department 1966–1981

Relevant Project Experience

Title: Research on the Impact of Technology on Policing Strategy.

Client: U.S. Department of Justice, National Institute of Justice (NIJ)

Period of Performance: October 2013–September 2015

Role: An experimental design involving body-worn digital cameras deployed on 400 patrol officers. This will be the largest and most rigorous research done to date on the impacts and effects of body-worn cameras by police. Senior Advisor. Director Stewart will help review the experimental design and implementation plans to ensure fidelity to the experimental design. The purpose is to examine the impact of body-worn digital cameras in the Las Vegas Metropolitan Police Department on negative police interactions with citizens. The experimental design will focus on a cluster of randomized experiments of approximately 400 patrol officers and their sergeant/supervisors officers will turn on cameras during encounters with citizens.

Title: Bruno vs. City of New York, 2014.

Client: NYC Law, Federal Court Division, Special Litigation Section.

Period of Performance: December 15, 2013–April 30, 2014

Role: A court case challenging the policies and practices of the New York City Police Department (NYPD) School Safety Division regarding detention, arrests and use of force within the NYC Public Schools. Expert in Police Policies, Assessment, Supervision and Discipline. Author of the *Expert Report: An Independent Analysis of School Safety Agents in the Public Schools*.

Title: Violence Reduction Network

Client: U.S. Department of Justice, Bureau of Justice Assistance

Period of Performance: October 2013–September 2015

Role: Senior Advisor. Director Stewart will help the team to diagnose the root problems, help to develop appropriate evidence-based strategies that can be implemented by the local leaders, and complement an array of federal assistance from federal crime fighting agencies.

Title: Smart Policing Initiative Training and Technical Assistance

Client: U.S. Department of Justice, Bureau of Justice Assistance

Period of Performance: October 2013–September 2016

Role: Under this competitively awarded grant from the Bureau of Justice Assistance, Director Stewart is the Senior Advisor and leads a site intervention team to provide academic and professional technical assistance to sites that are struggling with major implementation

challenges. He and the SPI Core Team assist and guide 35 law enforcement agencies and their research partners as they test and evaluate data-driven and evidence-based tactics and strategies that are effective, efficient, and economical.

Title: Expert Witness for New York Police Department regarding three Federal court filings on *Stop, Question, and Frisk*. David Floyd, et al, Plaintiffs, against The City of New York, et al., Defendants, United States District Court for the Southern District of New York.

Client: New York City Law Federal Court, Special Trial Division

Period of Performance: July 2012–Oct 2013

Role: Principal Expert and Author. There are three companion class action cases in Federal Court regarding aspects of NYPD's Stop, Question, and Frisk practices, and the Plaintiffs have a cadre of experts who are providing extensive analysis, reports, and testimony alleging a policy and /or widespread practice of stops and frisks without reasonable suspicion on basis of race. Mr. Stewart reviewed the expert reports, made NYPD site visits, observed police in public housing during evening and night watches; examined training, policies, and accountability mechanisms; and analyzed NYPD's practices and supervision, comparing these practices with other leading agencies. Mr. Stewart wrote two extensive reports and provided testimony on current practices and constitutional court–defined requirements.

Title: Collaborative Reform Process: Technical Assistance to Reduce Officer-Involved Shooting among Las Vegas Metropolitan Police.

Client: U.S. Department of Justice, Community-Oriented Police Services Office (COPS)

Period of Performance: Feb. 2012–Oct 2012

Role: Principal Investigator and Author. The Las Vegas Metropolitan Police Department (LVMPD) was the focus of a five-part news feature analyzing LVMPD shootings over the past 20 years. The community and ACLU filed a *Patterns and Practices* complaint with the U.S. Attorney and the DOJ's Civil Rights Division. The COPS Office initiated technical assistance to immediately collaborate with the LVMPD, the Las Vegas chapter of the ACLU, and community stakeholders. A CNA team of analysts led by Mr. Stewart conducted an independent analysis of LVMPD shooting data, training, policies, and accountability procedures. A report was issued with more than 70 findings and recommendations. The LVMPD has agreed to implement all of the recommendations. The DOJ Civil Rights Division and the community is watching the progress being documented by CNA analysts.

Title: Pre-Publication Peer Review of Police Technical Assistance Grants

Client: U.S. Department of Justice, Community Oriented Policing Services Office (COPS)

Period of Performance: Oct. 2011–Sept. 2013

Role: Senior Advisor. The Peer Review project is a new initiative by the COPS Office to upgrade the quality and readability of the publications for the police audience. Mr. Stewart helped design and implement the new process, and has recruited talented experts in law enforcement and academia to serve as a pool of reviewers to be matched with the category and subject matter of the publication. Mr. Stewart also serves as a peer reviewer and consults with the COPS program managers.

Title: National Background Checks Program

Client: Centers for Medicare and Medicaid Services (CMS)

Period of Performance: Oct. 2010–Sept 2012

Role: Senior Advisor. Elderly abuse is a national problem, and health workers and support staffs who have records of abuse, theft, and unprofessional conduct are frequently being employed in convalescent care facilities only to continue their abusive behaviors. Federal legislation has mandated that CMS-funded facilities must have staffs that have passed a rigorous background check. CNA was selected as the Training and Technical Assistance contractor for CMS to the states. Mr. Stewart's role was to coordinate law enforcement records checks and processing with state agencies and health care regulatory agencies and private providers. The initial pilot was successful and was expanded to include 20 states. The program has been expanded to cover the remaining states as they develop legislation, systems, and processes to ensure competent and official background checks that exclude high-risk persons with documented criminal conduct.

Title: Police Use of Lethal Force

Client: Oakland (CA) Police Department

Period of Performance: March 2009–Sept 2009

Role: Author, Principal Investigator. For the Oakland Police Department, Mr. Stewart worked with an Independent Board of Inquiry to investigate the March 21, 2009 incident of Use of Force that resulted in five deaths (four veteran police personnel and a felony parolee). The Board reviewed all reports, diagrams, statements, videos, testimony, media, and forensic evidence, which resulted in over 37 findings and recommendations on use-of-force policies, procedures, and protocols. The process was monitored by the Independent Monitoring Team assigned by a Federal consent decree on police stop data and racial profiling analysis.

Title: Tampa Police Shooting and Multi-Jurisdictional Manhunt

Client: Florida State, City of Tampa, and U.S. Department of Justice, Office of Community Oriented Policing Services

Period of Performance: Sept 2010–March 2011

Role: Author, Reconstruction Analyst, Principal Investigator. On June 29, 2010, two Tampa Police Officers were murdered during an early morning traffic stop. The incident became the largest manhunt in Tampa's history, ultimately involving 22 agencies and 1,000 law enforcement personnel over a sustained 96-hour period. The Tampa Police adapted an Incident Command System (ICS) to manage the resources, multiple agencies, and the tasks surrounding the incident. Tampa and the COPS Office asked CNA analysts to conduct an independent incident reconstruction and analysis to provide lessons learned and recommendations for the Tampa region and nationally. An independent Expert Review Panel (e.g., former Chiefs, Sheriffs, FBI, and DOJ officials) reviewed the reconstruction and validated the lessons learned.

Title: Police Racial Profiling Analysis

Client: U.S. Department of Justice, Office of Community Oriented Policing Services (COPS)

Period of Performance: Nov 2004–Sept 2005

Role: Senior Advisor. For the Office of Community Oriented Policing Services (COPS), Mr. Stewart was the Senior Advisor on three U.S. DOJ studies analyzing potential racial profiling related to traffic and walking stops, including subsequent post-stop searches. He provided operational advice on the design of the studies regarding police operations and racial profiling. Particularly, he helped police departments compile the required data and conduct appropriate quantitative multi-variant analyses of the data to determine whether profiling might be an issue. The resulting study, *How to Correctly Collect and Analyze Racial Profiling Data—Your Reputation Depends on It*, became the basis of a COPS-sponsored national conference, and was featured on the COPS and DOJ Civil Rights Division websites.

Title: National Forensic Laboratory Capabilities Assessment

Client: U.S. Department of Justice, National Institute of Justice

Period of Performance: June 2003–March 2004

Role: Senior Advisor. At CNA, Mr. Stewart led the national evaluation on the status of public state and local forensic laboratory systems in the United States. This was a congressionally mandated study that was done for NIJ. The study examined funding issues and looked at laboratory workload and resources issues, including DNA backlogs. The Forensic Laboratory Network included share evidence and confidential law enforcement information.

Title: Public Safety Communications/Impacts of Narrow-banding Radio Frequencies (RF)—National Impacts

Client: U.S. Department of Homeland Security (DHS), Office of Emergency Communications, SAFECOM Program Offices

Period of Performance: Nov 2005–June 2006

Role: Director of Analytical Team. At CNA, Mr. Stewart directed a team of CNA analysts (Ph.D. engineers) who examined the potential impact of requiring law enforcement to give up significant RF bandwidth, known as “narrow-banding.” The public safety wireless spectrum operates at 25 MHz, but the proposed Federal Communications Commission mandate would have negative consequences on law enforcement and other emergency operations. This was a congressionally mandated study conducted for the SAFECOM program office in DHS. Mr. Stewart led the team in analyzing the percentage lost in public safety functionality under this mandate. Public safety requires access to broadband frequencies for video streaming.

Title: Assessing the Effectiveness of Law Enforcement Activity on the Availability of Cocaine in the U.S.

Client: White House Office of National Drug Control Policy and the U.S. Department of Homeland Security, Drug Enforcement Administration (DEA)

Period of Performance: Sept 2007–March 2009

Role: Senior Advisor. At CNA, Mr. Stewart was the Senior Advisor on this project. He organized state and local law enforcement interviews in Houston, TX, Atlanta, GA, and Chicago, IL. Mr. Stewart’s list of performance measures provided the analysts with metrics that, for the first time, demonstrated that law enforcement activity has a delayed but measurable impact on the availability of cocaine on street markets. Mr. Stewart provided guidance to the CNA analysts in terms of insight and context to make accurate assessments. Mr. Stewart’s work helped to

avoid previous errors (Type II) that overlooked the actual effects of law enforcement on cocaine availability.

Title: Strategic Restructuring of Law Enforcement Operations

Client: Various Organizations

Period of Performance: Oct 1996–Jun 1998

Role: Project Director/Team Leader. At Booz Allen Hamilton, Inc., Mr. Stewart directed teams of analysts who were engaged in the strategic restructuring of existing large-scale organizations. They also developed and implemented new law enforcement operations, which resulted in measurable performance improvements. Mr. Stewart designed and implemented the organization performance assessment of the Washington DC Metropolitan Police Department. He developed plans for a complete geographic and organizational restructuring of the department, together with a new set of operating procedures.

Title: DEA “Automated Booking System” Prototype

Client: United States Department of Homeland Security, Drug Enforcement Administration (DEA)

Period of Performance: Jun 1996–March 1997

Role: Project Director

At Booz, Allen & Hamilton, Inc., Mr. Stewart directed the development of a prototype “Automated Booking System” (ABS) for DEA in response to an intelligence review that requested better tracking of informants. Mr. Stewart was able to recast the ABS as a cost-saving innovation for the federal booking of arrestees, federal prisoners, and immigration transports. Mr. Stewart’s application has been commercialized and is saving thousands of wasted man-hours in re-booking processing.

Title: Chicago Alternative Policing Strategy (CAPS)

Client: Chicago, Illinois, Office of the Mayor

Period of Performance: 1990–1995

Role: Project Director. At the request of Mayor Richard M. Daley, Mr. Stewart designed and implemented the highly regarded Chicago Alternative Policing Strategy (CAPS), cited by Tom Peters, noted management expert (*In Search of Excellence*) as the “best public sector strategy” focused on customer service, of any government agency. Mr. Stewart was Team Leader for an engagement with the U.S. Department of Treasury Financial Crimes Investigation Network, (FinCEN), during which his team tracked U.S. currency cash flows internationally. In a follow-on assignment, Mr. Stewart mapped informal flows of U.S. currency into the Mexican financial system.

Title: Forensic DNA Concept

Client: United States Department of Justice, Office of Justice Programs, National Institute of Justice (NIJ)

Period of Performance: Feb 2003–Sept 2003

Role: Director. Nominated by President Reagan to the post of Director of the NIJ and confirmed by the U.S. Senate for this post, Mr. Stewart held the congressionally authorized sole signature authority over the \$40 million discretionary research budget of this subcabinet agency. Director Stewart introduced the concept of Forensic DNA to Criminal Justice as the unique scientific identifiers of criminal suspect(s). Director Stewart worked with police, prosecutors, judges' panels, and defense attorneys to develop acceptable case parameters and acceptance as evidence in criminal trials.

Title: White House Policy and Intense Study of the Governance of the National Policy Advisor on State and Local Law Enforcement

Client: White House

Period of Performance: Oct 1981–Sept 1982

Role: White House Fellow

Mr. Stewart won this competitive appointment, based on merit, to serve at the Cabinet level. He contributed to White House policy and intensely studied the governance practices of the national policy advisor over state and local law enforcement, worked with DOJ's Law Enforcement Coordinating Committee (LECC), and assisted in coordinating federal resources with local priorities. Among Mr. Stewart's accomplishments as White House Fellow, he:

- Created the Office of Intergovernmental Affairs
- Designed criminal asset forfeiture policy for drug traffickers and smuggling cartels
- Participated in the management review of the Drug Enforcement Agency (DEA). This review resulted in the DEA being preserved as a single-mission agency, rather than being merged with the Federal Bureau of Investigation (FBI).

Relevant Publications and Reports

Stewart, James (Chair). 2011. *The Baltimore Police Department—Police-Involved Shooting of January 9, 2011: A Report by The Independent Review Board*. CNA Institute for Public Research.

Stewart, James, Denise Rodriguez, and Ron Lafond 2011. *Tampa Bay Manhunt After-Action Report—Lessons Learned in Community Police Partnerships and Incident Command*. CNA Institute for Public Research.

Stewart, James, and Stephen Rickman. 2009. *SMART Policing*. CNA Institute for Public Research.

Stewart, James. 2009. *March 21st Incident—A Public Report of Findings and Recommendations*. Independent Board of Inquiry into the Oakland Police Department.

National Research Council of the National Academies. 2008. *Ballistic Imaging: Committee to Assess Feasibility, Accuracy, and Technical Capability of a National Ballistics Database*. Washington, D.C.: National Academies Press.

Stewart, James. Summer 1986. "Urban Strangler—How Crime Causes Poverty in the Inner City." *Policy Review*.

Kelling G.L., and J. Stewart. May 1998. *Neighborhoods and Police: The Maintenance of Civil Authority*. Perspectives on Policing, no. 10. Washington, DC: U.S. Department of Justice

Office of Justice Programs, National Institute of Justice, and the Program in Criminal Justice Policy and Management, John F. Kennedy School of Government, Harvard University.

Awards

Police Officer of the Year, 1970

FBI Master Marksman Award, 1978

White House Fellowship, 1981

Presidential Nomination and Senate Confirmation—Director, National Institute of Justice, 1982

August Vollmer Award – American Society of Criminology, 1990

Gold Medal for World Wide Excellence, Booz Allen Hamilton, Inc., 1999

Board of Trustees Award for Excellence, – CNA, 2002

Commencement Speaker, University of Pennsylvania – School of Criminology, 2007

Honorary Fellow – Academy of Experimental Criminology, 2012

CNA Innovations Award – Safety and Security, 2013

Organizational Memberships

- White House Fellows Alumni Association, Member
- White House Fellows Foundation, Board of Directors
- American Society of Criminology, Life Member
- Police Executive Research Forum, Associate Member and Advisor
- International Association of Chiefs of Police, LIFE MEMBER
- National Sheriffs' Association, Life Member
- Society for the Reform of Common Law, Former Board of Directors Member
- Council for Excellence in Government, Member
- National Council on Community Corrections, Board of Directors
- Center for Strategic and International Studies (CSIS), Advisory Board for World-Wide Organized Crime Studies, Judge William Webster, Chairman
- Ford Foundation: Innovations in Government, Competition Judge and Advisor, Harvard University
- International Association of Chiefs of Police (IACP), former Board of Directors Member

Clearance

Secret, 1992–present

TS/SCI, 1981–1992 (U.S. Department of Justice)

ATTACHMENT B

Proposed Budget

We believe we can fulfill the responsibilities within the City's budget estimate by performing the necessary compliance reviews and audits to monitor CPD's progress toward compliance with the consent decree. Should the State consider providing additional budget beyond the suggested cap, we would utilize those funds to provide additional technical assistance that would be effective in helping CPD reach sustained compliance.

	Year 1	Year 2	Year 3	Year 4	Year 5
Schiff Hardin Labor					
Name	Role	Rate	Hours	Rate	Hours
Maggie Hickey	Monitor	\$500.00	800	\$515.00	800
Meredith DeCarlo	SME	\$395.00	300	\$406.85	300
Anthony-Ray Sepulveda	SME	\$395.00	500	\$406.85	500
Derek Barella	SME	\$450.00	300	\$463.50	300
Total Hours Schiff Hardin			1,900		1,900
Total Labor Cost Schiff Hardin		\$851,000.00		\$876,530.00	\$878,955.65
Subcontractor Labor (CNA)					
Name	Role	Rate	Hours	Rate	Hours
James "Chip" Coldren	Deputy Monitor	\$229.00	800	\$235.87	800
Rodney Monroe	Deputy Monitor	\$229.00	800	\$235.87	800
Scott Decker	Associate Monitor	\$195.24	450	\$201.10	450
Denise Rodriguez	SME	\$149.19	450	\$153.67	450
Tom Woodmansee	SME	\$137.31	450	\$141.43	450
Keri Richardson	Monitoring Team Support	\$85.60	80	\$88.17	80
Tammy Felix	Monitoring Team Support	\$202.98	80	\$209.07	80
Vivian Elliott	Monitoring Team Support	\$216.42	80	\$222.91	80
Valerie Schmitt	Monitoring Team Support	\$106.77	80	\$109.97	80
James "CHIPS" Stewart	Monitoring Team Support	\$226.85	80	\$233.66	80
Total Hours CNA			3,350		3,350
Total Labor Cost CNA		\$650,272.60		\$669,780.78	\$689,874.20
Schiff Hardin Consultant Labor					
Name	Role	Rate	Hours	Rate	Hours
Stephen Rickman	Associate Monitor	\$105.00	400	\$105.00	400
Dennis Rosenbaum	Associate Monitor	\$105.00	400	\$105.00	400
Julie Solomon	Associate Monitor	\$105.00	400	\$105.00	400
Paul Evens	Associate Monitor	\$105.00	400	\$105.00	400
Rick Fuentes	Associate Monitor	\$105.00	400	\$105.00	400
Michael Nila	Associate Monitor	\$105.00	400	\$105.00	400
Gil Kerlikowske	Associate Monitor	\$105.00	400	\$105.00	400
Wil Johnson	Associate Monitor	\$105.00	400	\$105.00	400
Daniel Giaquinto	Associate Monitor	\$105.00	400	\$105.00	400
Total Hours Schiff Hardin Consultants			3,600		3,600
Total Consultant Cost Schiff Hardin		\$378,000.00		\$378,000.00	\$330,750.00
Subcontractor (CNA) Consultant Labor					
Name	Role	Rate	Hours	Rate	Hours
Hildy Saizow	SME	\$110.00	400	\$110.00	400
Bruce Johnson	SME	\$110.00	400	\$110.00	400
Terry Gainer	SME	\$110.00	400	\$110.00	400
Blake McClelland	SME	\$110.00	400	\$110.00	400
Brandi Burque	SME	\$110.00	400	\$110.00	400
Laura McElroy	SME	\$110.00	400	\$110.00	400
Rod Brunson	SME	\$110.00	400	\$110.00	400
Tom Christoff	SME	\$110.00	400	\$110.00	400
Sodiqa Williams	Community Engagement Team	\$110.00	400	\$110.00	400
Elena Quintana	Community Engagement Team	\$110.00	400	\$110.00	400
Total Hours Subcontractor (CNA) Consultants			4,000		4,000
Total Subcontractor (CNA) Consultant Cost		\$440,000.00		\$440,000.00	\$385,000.00
Total Labor Cost		\$2,319,272.60		\$2,364,310.78	\$2,284,579.85
Subcontractor (University of Illinois at Chicago)		\$300,000.00		\$300,000.00	\$300,000.00
Schiff Hardin Other Direct Costs					
Local Mileage		\$1,500.00		\$1,500.00	\$1,500.00
Supplies		\$5,000.00		\$1,000.00	\$1,000.00
Subcontractor (CNA) Other Direct Costs					
Travel		\$145,134.42		\$160,000.00	\$160,000.00
Website		\$25,000.00		\$10,000.00	\$10,000.00
Software		\$7,500.00		\$7,500.00	\$7,500.00
ODC Total		\$184,134.42		\$180,000.00	\$180,000.00
Total Not to Exceed Budget		\$2,803,407.02		\$2,844,310.78	\$2,768,482.03

Proposed Budget - Hours Segmentation Year 1

Name	Role	Activities	Yr. 1 Annual Hourly Estimate	
			On-Site	Off-Site
Maggie Hickey	Monitor	Policy review, compliance review, audits, monitoring, assessment, analysis, and report writing	400	400
James "Chip" Coldren	Deputy Monitor	Policy review, compliance review, audits, monitoring, assessment, analysis, and report writing	400	400
Rodney Monroe	Deputy Monitor	Policy review, compliance review, audits, monitoring, assessment, analysis, and report writing	400	400
Stephen Rickman	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Dennis Rosenbaum	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Julie Solomon	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Paul Evens	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Rick Fuentes	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Michael Nila	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Gil Kerlikowske	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Wil Johnson	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Daniel Giaquinto	Associate Monitor	Data collection, assessment, analysis, and report writing	250	150
Scott Decker	Associate Monitor	Data collection, assessment, analysis, and report writing	300	150
Denise Rodriguez	SME	Technical assistance, monitoring assistance	300	150
Tom Woodmansee	SME	Technical assistance, monitoring assistance	300	150
Hildy Saizow	SME	Technical assistance, monitoring assistance	250	150
Bruce Johnson	SME	Technical assistance, monitoring assistance	250	150
Terry Gainer	SME	Technical assistance, monitoring assistance	250	150
Blake McClelland	SME	Technical assistance, monitoring assistance	250	150
Brandi Burke	SME	Technical assistance, monitoring assistance	250	150
Laura McElroy	SME	Technical assistance, monitoring assistance	250	150
Rod Brunson	SME	Technical assistance, monitoring assistance	250	150
Tom Christoff	SME	Technical assistance, monitoring assistance	250	150
Meredith DeCarlo	SME	Technical assistance, monitoring assistance	200	100
Anthony-Ray Sepulveda	SME	Technical assistance, monitoring assistance	300	200
Derek Barella	SME	Technical assistance, monitoring assistance	200	100
Sodiqa Williams	Community Engagement Team	Community engagement; community meetings	200	200
Elena Quintana	Community Engagement Team	Community engagement; community meetings	200	200
Keri Richardson	Monitoring Team Support	Administrative and analytic support		80
Tammy Felix	Monitoring Team Support	Administrative and analytic support		80
Vivian Elliott	Monitoring Team Support	Administrative and analytic support		80
Valerie Schmitt	Monitoring Team Support	Administrative and analytic support		80
James "CHIPS" Stewart	Monitoring Team Support	Administrative and analytic support		80
Total			7,450	5,400

ATTACHMENT C

Attachment C: Examples of Similar Work Product

This Attachment includes examples of non-confidential work products that are similar to the reports required for this project. **Schiff Hardin** submits the following as examples of Monitor Maggie Hickey's work, which was done in collaboration with other members of the monitoring legal team.

- ***Preventing and Responding to Sexual Misconduct against Students in Chicago Public Schools: Preliminary Report***
- ***Office of the Executive Inspector General for the Agencies of the Illinois Governor, Annual Report 2017***

CNA submits several assessment and monitoring reports that we completed for the USDOJ COPS Collaborative Reform initiative. Full copies of the first report on this list are included in this Attachment; the others are available online. We also submit the link to the Albuquerque Independent Monitoring Team's website and body of work, as the Independent Monitoring Reports provide examples of Associate Monitors Stephen Rickman's and Dan Giaquinto's work.

- ***An Assessment of Deadly Force in the Philadelphia Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0753>
- ***Collaborative Reform Initiative: Six-Month Assessment Report on the Philadelphia Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0792>
- ***Collaborative Reform Initiative: Interim Final Report of the Philadelphia Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0838>
- ***Collaborative Reform Model: A Review of Officer-Involved Shootings in the Las Vegas Metropolitan Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-P273>
- ***Collaborative Reform Model: Six Month Assessment Report of the Las Vegas Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0711>
- ***Collaborative Reform Model: Final Assessment Report of the Las Vegas Metropolitan Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-P287>
- ***Collaborative Reform Model: A Review of Use of Force Policies, Processes, and Practices in the Spokane Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0751>
- ***Collaborative Reform Initiative: Six-Month Assessment Report on the Spokane Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0789>
- ***Collaborative Reform Initiative: Assessment Report on the Fayetteville Police Department***
<https://ric-zai-inc.com/ric.php?page=detail&id=COPS-W0790>
- ***Albuquerque Independent Monitoring Project website, Independent Monitoring Reports***
<https://www.abqmonitor.org/documents>

IPCE submits its recent report on community engagement regarding the consent decree.

- ***Consent Decree Community Engagement, July 2018***



Preventing and Responding to Sexual Misconduct against Students in Chicago Public Schools

Preliminary Report

Margaret A. Hickey
SCHIFF HARDIN LLP
August 16, 2018

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Executive Summary

Chicago Public Schools' (CPS') mission is to "provide a high quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life." While education is an end in itself, a high quality primary and secondary education is also a means for children to improve their financial security, employment prospects, and personal fulfillment. To satisfy its mission, CPS must also protect students. As stated repeatedly by CPS CEO Janice Jackson and the CPS employees we interviewed: student safety must always come first.

To prepare this report, we evaluated CPS' policies, procedures, and actual practices for preventing and responding to sexual misconduct against students. We reviewed CPS' historical practices to identify and address the causes of any deficiencies to better protect Chicago's children moving forward. While our evaluation is ongoing, we drafted this preliminary report to provide initial recommendations to CPS before the start of the 2018/2019 school year.

Throughout this report, we identify systemic deficiencies in CPS' efforts to prevent and respond to incidents of sexual misconduct. Our review showed systemic deficiencies in training, reporting, aggregating data, tracking trends, and comprehending the extent of the sexual misconduct facing CPS children. These deficiencies occurred at all levels: in the schools, the networks, the Central Office, and the Chicago Board of Education (Board). CPS did not collect overall data to see trends in certain schools or across geographies or demographics. Thus, CPS failed to recognize the extent of the problem. It is no surprise then that many of the employees we interviewed expressed shock about the reported extent of sexual misconduct against CPS students. While there were policies and procedures about sexual misconduct on the books, employees were not consistently trained on them, and there were no mechanisms to ensure that they were being uniformly implemented or to evaluate their effectiveness.

There are many causes for these inconsistencies. They include, among other things, administrative hurdles, gaps in leadership, and schools with more priorities than resources. First, as one of the largest school districts in the nation, CPS necessarily vests individual principals with significant discretion over their respective schools. For many issues, this practice provides significant benefits. But, for preventing sexual misconduct, it does not. CPS must have centralized policies and procedures regarding sexual misconduct that are implemented district-wide.

Second, the inconsistencies in implementing policies and procedures were also exacerbated by high turnover in leadership positions. Not only has CPS experienced several leadership turnovers recently—with one CEO indicted and another leaving amidst a cloud of allegations—but CPS also regularly has high turnover in other

leadership positions, such as network chiefs. This turnover makes it difficult to instill and maintain productive policies and procedures, stable systems independent of any person, and cultures of compliance.

Last, school employees are responsible for protecting students against a myriad of threats. That is another reason that CPS has not been effective in preventing and responding to sexual misconduct. To demonstrate this point, here is a by-no-means-exhaustive list of student-safety issues, aside from school-based sexual misconduct, that CPS employees must address every year:

- ▶ Community crime, including domestic violence, gang violence, gun violence, and homicides;
- ▶ The prevalence of illicit and prescription drugs in homes, communities, and schools;
- ▶ School violence, including threats to commit mass shootings;
- ▶ Abuse and neglect at home, including sexual misconduct;
- ▶ Suicidal ideation, attempts, and completions;
- ▶ Emergency medical situations, including chronic conditions;
- ▶ Accidents, including fires and car accidents; and
- ▶ Student homelessness.

Many of these threats are both more prevalent and visible than sexual misconduct. For this reason, some employees and schools may have allocated more time and resources toward these dangers, which caused them to give insufficient attention to sexual misconduct.

Nonetheless, CPS can do and is currently doing more to train employees and create a uniform, district-wide approach to respond properly to allegations of sexual misconduct. Before and after consulting with and receiving advice from Ms. Hickey, CPS took immediate action to better prevent and respond to sexual misconduct against students. Some of the most significant steps CPS and the Board have taken include the following:

- ▶ Altering the reporting and investigations structure so that allegations of adult-on-student sexual misconduct will be investigated by the CPS Inspector General's office, rather than the CPS Law Department;
- ▶ Requesting that the CPS Inspector General review all sexual-misconduct cases since at least 2000;

- ▶ Creating the new CPS Office of Student Protections and Title IX, which among other responsibilities, will investigate allegations of student-on-student sexual misconduct, ensure that victims of sexual misconduct receive support services, and collect and report data regarding sexual misconduct in CPS;
- ▶ Updating CPS' policies for reporting child abuse and neglect;
- ▶ Running new background checks on all CPS employees, vendors, and volunteers, and requiring periodic background checks moving forward;
- ▶ Establishing a new, centralized system to check references and employment histories before hiring new employees, which includes requiring the CPS Central Office to clear all athletic coaches before they start;
- ▶ Working to streamline notification procedures with the Illinois State Board of Education;
- ▶ Creating an internal task force whose members report directly to the CEO and oversee all issues regarding sexual misconduct;
- ▶ Partnering with Chicago Children's Advocacy Center to train administrators and employees on mandated reporting and how to recognize signs of abuse; and
- ▶ Hiring an independent law firm to give an honest, unbiased assessment of CPS' policies, procedures, and practices, and following our recommendations.

Throughout our evaluation, we found that senior leadership, department heads, principals, and other CPS employees demonstrated genuine concern for student safety and a sincere willingness to embrace necessary changes. In fact, many of the CPS employees we interviewed have children who are CPS students or graduates, and they are grateful for the attention, focus, and public resources CPS is now directing toward the important issue of student safety regarding sexual misconduct.

We must stress this fact: nearly all CPS employees care deeply about the health and wellbeing of their students. However, one employee who fails to protect a student will always get more attention than the hundreds of employees who routinely help students succeed. For students and the City of Chicago, CPS must continue to encourage their employees, vendors, and volunteers to protect, teach, and advocate for CPS students.

Good intentions are not good enough when it comes to protecting children against sexual misconduct. CPS must of course stop bad actors—and there will always be bad actors—because one student victim is too many. But to stop bad actors, CPS

must motivate and train its good actors to do better. CPS must teach its employees, vendors, and volunteers the rules, methods, and underlying justifications for preventing, identifying, and responding to sexual misconduct. And CPS must hold people accountable when they have been sufficiently supported yet still fail to know and follow these policies.

We have included throughout this preliminary report both specific and general recommendations for how CPS can improve its policies, procedures, and practices to prevent and respond to sexual misconduct involving students. When considering these recommendations, CPS should keep in mind that doing more is not always doing better. CPS must ensure that new policies and procedures to protect students from sexual misconduct do not inadvertently undermine its efforts to develop a nurturing culture in which students learn and grow or develop a culture in which students and adults fear unwarranted punishment.

This preliminary report contains the following key recommendations:

- ▶ **Title IX Office (Office of Student Protections and Title IX).** We have devoted a separate section of this preliminary report to discussing this new office, including suggesting best practices, discussing examples from other districts and post-secondary institutions, and providing specific guidance and recommendations.
- ▶ **Increased Security**
 - **Background Checks.** We recommend that CPS continue to streamline background checks for adults who have frequent or one-on-one student contact. Until CPS develops a reliable method of receiving up-to-date information regarding new contacts with law enforcement, we recommend that CPS refresh all background checks on an ongoing, staggered basis.
 - **Reference Checks.** Currently, CPS does not always perform reference checks before hiring a new teacher or other school-based employee. We recommend that CPS require reference checks with previous employers that include a question about potential allegations or adjudications regarding sexual misconduct. Furthermore, to the extent possible, CPS should enter into agreements with other districts to share information to prevent predators from regaining access to students.
 - **Photo Identification (ID).** Currently, some schools require that adults wear IDs in schools, but others do not. We recommend that CPS adopt a district-wide requirement that all adults, including principals, employees, vendors, volunteers, and visitors, display an ID at all times while in a school to prevent unauthorized access.

- **Age Restriction for Volunteers.** A repeated source of concern has been recent secondary school graduates serving as coaches or volunteers at their alma mater. Given the difficulty of setting and maintaining boundaries among recent graduates, CPS should consider additional requirements for young volunteers, which may include setting an age-restriction for volunteers that have direct student contact.
- **Clarification on Removing Employees Pending Investigations.** CPS recently amended its policy to require the immediate removal from school of an employee who has been accused of sexual misconduct involving a student. Removing an employee is financially and emotionally costly, not just for the accused, but for students, schools, and the public. Removal is an important step, but the current policy is vague and needs clarification regarding when CPS will and will not remove an employee.

▶ **Streamlining Policies and Procedures**

- **Uniform Employee, Student, Parent, and Guardian Handbooks.** On July 27, 2018, CPS sent out district-wide a template for an employee handbook, which principals can supplement with school-specific information. CPS should continue to update this employee handbook with all relevant policies and procedures regarding sexual misconduct and the maintaining of appropriate boundaries between adults and students. CPS should also create a district-wide handbook for students, parents, and guardians or supplement existing district-wide materials, such as the Student Code of Conduct. In our opinion, this step is necessary to ensure that everyone has a consistent understanding of CPS policies and procedures and applies them consistently.
- **Policies and Procedures.** CPS should place all relevant sexual-misconduct policies and procedures in one easily searchable and regularly updated location. Although these policies may be partially consolidated in the district-wide employee handbook, many administrators whom we interviewed experienced difficulty locating current CPS policies and procedures. We recommend that CPS take steps through its already existing online resources to ensure that principals are better able to access policies and procedures in one central location.

▶ **Creating Accountability for Knowing Policies and Procedures**

- **Training for CPS Employees and Volunteers.** Currently, CPS does not adequately train its constituents regarding appropriate boundaries, the prevention of sexual misconduct or the response to such allegations. For example, in 2017, CPS created the “Guidelines Regarding Maintaining Professional Staff/Student Boundaries.” The vast majority of administrators we

interviewed had never seen or heard of these guidelines. We recommend that CPS employees, vendors, and volunteers receive an annual online interactive training that addresses both the Illinois Department of Children and Family Services mandatory reporting rules and CPS policies and procedures regarding boundaries and sexual misconduct. Employees and volunteers should also certify that they received these trainings as a pre-condition of their employment and access to schools. Similarly, CPS should require principals to keep track of certifications for every employee, vendor, and volunteer in their building, and principals should be held accountable for doing so by their supervisors.

- **Response and Notification Checklist.** We recommend that CPS develop and distribute a simple checklist to principals and other employees that lists the steps they should take when they learn of potential sexual misconduct by adults or students. Currently, principals do not immediately recall the proper response and notification process and reported that they would likely have to call a superior in the event of an incident. Combined with training, a response and notification checklist will help to ensure that employees apply policies and procedures promptly and consistently.
- **Training for CPS Students, Parents, and Guardians.** We recommend that CPS also instruct students, parents, and guardians on appropriate boundaries between adults and students. For various reasons, victims may not always come forward, and predators may take steps to prevent detection from other adults. For these reasons, CPS should ensure that all members of the CPS community know how to identify and report sexual misconduct. We have provided some general ideas for implementing that instruction, including revising the already mandated Sexual Health Education curriculum to directly address that issue and providing information in student, parent, and guardian handbooks.

▶ **Creating Accountability for Implementing Policies and Procedures**

- **Accountability, Generally.** As is the case with any large organization, CPS finds it difficult to ensure uniform understanding and compliance throughout the system. Increased accountability is paramount to ensure that CPS effectively writes, teaches, and implements policies and procedures. We have noted throughout the report proposals to increase accountability.
- **Data Analytics.** CPS should compile and review data regarding actual and potential sexual misconduct. It is possible that once CPS has improved its policies, procedures, actual practices, and culture, complaints of sexual misconduct will increase. We recommend that CPS take steps to ensure that it stores and analyzes its data to better prevent and respond to future

incidents. We further recommend that CPS regularly share this data with the necessary stakeholders, including the Board.

- **Increased Transparency.** CPS has recently made many changes and improvements to its policies, procedures, and practices. While confidentiality is necessary to protect the rights of specific victims and the accused, CPS' policies and procedures should be transparent. The public should know how CPS and other stakeholders are keeping children safe, and what resources are available when needed.

CPS must gear its policies and procedures regarding sexual misconduct toward creating an equal outcome across schools: safe children. But CPS alone cannot resolve society's problems regarding sexual misconduct. Different schools and communities face different threats, and the practices that work best at one school may not work at another. CPS recognizes the need for school autonomy and flexibility, but left too much discretion with principals regarding sexual misconduct against students. Going forward, CPS must have a centralized approach to preventing and responding to sexual misconduct that provides all schools with a baseline while still giving administrators freedom to deviate from that baseline when warranted and approved.

Policies and procedures that work today may not work tomorrow. While many types of sexual misconduct are clear cut, many norms continue to evolve, with some conduct tolerated today that was not tolerated in the past and vice versa. Technological advances also pose new challenges, and sexual predators will continue to develop innovative techniques to accomplish their goals. SnapChat, for example, has only been around for less than seven years. For all these reasons, CPS must remain diligent and stay ahead of the curve by continuously listening to stakeholders and adjusting its policies and procedures to deter inappropriate behavior while also encouraging—or at least not discouraging—positive interactions and relationships between students and adults.

The recommendations in this Executive Summary are not exhaustive, and we provide more detail regarding these recommendations—and more specific recommendations—throughout this report. We expect our final report to contain additional findings and recommendations based on our further evaluation and the constructive feedback we expect to receive in response to this preliminary report.

HICKEY'S KEY RECOMMENDATIONS TO CPS

Implementing Title IX

- Create and fully staff a Title IX Office.
- Designate at least one trained contact in each school.
- Create a comprehensive plan to prevent and respond to sexual misconduct against students in compliance with Title IX and best practices.

Prevention

- Streamline background checks for employees, vendors, and volunteers.
- Refresh background checks on an ongoing, staggered basis until CPS develops a reliable method of receiving up-to-date information regarding new arrests and convictions.
- Require reference checks with previous employers that include a mandatory question about allegations and adjudications regarding sexual misconduct.
- Create agreements with other districts and entities to share information, to the extent possible, to prevent predators from regaining access to students.
- Consider an age restriction and additional screening or oversight requirements for specific types of volunteers.
- Require all adults to display photo-IDs while in schools.

Policies and Procedures

- Comply with Erin's Law: create and implement clear policies and procedures, including rules and standards for appropriate boundaries between adults and students.
- Maintain current policies, procedures, and guidelines in one, easily searchable source.
- Ensure that policies and procedures regarding sexual misconduct against students are available to everyone, including students, parents, and guardians.
- Convert policies and procedures into easy-to-read student materials that highlight the most important takeaways.
- Monitor compliance to address weaknesses and new and unique challenges across schools and grade levels.
- Create or update uniform employee, student, parent, and guardian handbooks, which contain all relevant policies and procedures regarding sexual misconduct involving students and appropriate boundaries.

Training

- Train and frequently remind CPS employees, vendors, and volunteers how to prevent, identify, report, and respond to sexual misconduct—and that they are responsible for doing so. This training should include the following:
 - Annual webinars for all adults who participate in school programs and events;
 - Annual DCFS Mandatory Reporting Training;
 - A notification checklist for the entire CPS community;
 - Annual, district-wide training sessions during student and employee orientation.

- Age-appropriate education regarding sexual misconduct and appropriate boundaries across all grade levels; and
- Training sessions for parents and guardians.

- Create accountability for trainings by requiring proof of attendance and comprehension and by tying this proof to evaluations.
- Use experts to train CPS employees.

Reporting

- Provide clear avenues for mandatory, optional, and anonymous reporting of sexual misconduct.
- Clarify what type of conduct triggers mandatory reporting requirements, particularly conduct that may be categorized as “grooming.”
- Implement a system to report and track allegations and incidents.
- Log and analyze data, identify trends, and regularly share data with stakeholders.
- Create a culture of reporting through transparency, due process, and clear understandings of rights, responsibilities, and expectations, including prohibiting retaliation for raising a concern or reporting an incident.
- Train CPS employees on “information gathering” to address school issues and on filing effective reports without unnecessarily interrupting schools, re-traumatizing victims, or jeopardizing future DCFS, CPS Inspector General, criminal, or Title IX Office investigations.
- Provide administrators a straight-forward notification and reporting checklist with key contact information.

Investigations

- Ensure trained and impartial experts conduct investigations, interviews, and interrogations.
- Train administrators to handle and preserve evidence.
- Coordinate with all investigatory entities to make investigations more efficient and minimize victim interviews
- Include a children's advocate at victim interviews.
- Clarify standards for when to remove employees from the school pending an investigation.

Response

- Hold employees, vendors, and volunteers accountable when they violate the policies and procedures with discipline that is commensurate with the violation.
- Ensure CPS students have, are aware of, and receive social and emotional supports and victim services.
- Ensure that schools sufficiently emphasize these supports across all regions and demographics, as warranted.
- Use experts, such as the Chicago Children's Advocacy Center, to train employees on how to provide appropriate support for student victims and student perpetrators.
- Develop a district-wide protocol for appropriately communicating sexual-misconduct incidents and allegations.

Background

Scope of the Evaluation

In June 2018, the Chicago Tribune released a series of articles titled *Betrayed*.¹ The series drew attention to, among other things, a shocking number of incidents of sexual misconduct against CPS students throughout the city. The Chicago Tribune reported that, between 2008 and 2017, the Chicago Police Department had conducted 523 investigations that involved sexual assault or abuse of children within Chicago schools by fellow students or adults. To learn more about these cases, the Chicago Tribune “reviewed criminal charges and prosecutions, civil lawsuits filed by victims, CPS investigative reports and disciplinary actions, and state licensure hearings” and “spoke to 18 students or former students who reported being sexually abused by school employees.” The Chicago Tribune focused on 108 of the cases and identified 72 alleged perpetrators who were former CPS employees.

The articles concluded that CPS had many systemic failures that led to the sexual victimization of CPS students by adults, including the following:

- ▶ Ineffective background checks;
- ▶ A lack of communication between CPS and other school districts regarding employees who resigned after allegations of sexual misconduct against students;
- ▶ Victims becoming re-traumatized through repeated questioning by insufficiently trained CPS employees;
- ▶ A conflict of interest within the CPS Law Department, which both investigated allegations of sexual misconduct and defended CPS and CPS employees in subsequent lawsuits;
- ▶ Failure to prioritize victims and their families; and
- ▶ Failure to effectively track child abuse by CPS employees and volunteers.

CPS leadership, community leaders, elected officials, and others responded to the Chicago Tribune series and immediately began calling for an evaluation of CPS’ policies and procedures to help keep its students safe.

¹ See David Jackson, Jennifer Smith Richards, Gary Marx, and Juan Perez Jr., *Betrayed: Chicago schools fail to protect students from sexual abuse and assault, leaving last damage* (June 1, 2018), available at <http://graphics.chicagotribune.com/chicago-public-schools-sexual-abuse/> (last visited August 14, 2018).

Just before the Chicago Tribune published the *Betrayed* series, the Chicago Board of Education (Board) retained Maggie Hickey, a partner at Schiff Hardin LLP. The Board asked Ms. Hickey to conduct an independent, comprehensive evaluation of CPS' policies and procedures for preventing and responding to sexual misconduct by adults against students under CPS' care. During the evaluation, the Board expanded the scope and asked Ms. Hickey to also evaluate CPS' policies and procedures for preventing and responding to sexual misconduct among students.

Maggie Hickey leads the Schiff Hardin team. Ms. Hickey joined Schiff Hardin in April 2018 as partner and practice group leader for the White Collar Defense and Government Investigations Group. Before she joined Schiff Hardin, Ms. Hickey had a distinguished career in public service, most recently as the Illinois Executive Inspector General for the Agencies of the Illinois Governor and, earlier in her career, as an Assistant U.S. Attorney and the Executive Assistant United States Attorney for the Northern District of Illinois. The Schiff Hardin team also includes two other Schiff Hardin partners, Paula Ketcham and William Ziegelmueller, both of whom have extensive experience in internal reviews. The team also includes Schiff Hardin associates, primarily Caitlin Ajax, Meredith R.W. DeCarlo, Michael Molzberger, Anthony-Ray Sepúlveda, and Brooke Clason Smith.

Less than a month after the Chicago Tribune published the *Betrayed* series, the Board directed the Office of the Inspector General for the Board (CPS Inspector General's Office) to review "sexual misconduct cases dating back to at least the year 2000, and further if determined necessary by the Inspector General or the Board President."² At CPS Inspector General Nicholas Schuler's request, the Board also transferred the responsibility for investigating all future allegations of sexual misconduct against CPS students by employees, vendors, and volunteers to the CPS Inspector General.³

Our evaluation and this preliminary report differ in scope from the CPS Inspector General Office's review of past incidents. The Board did not task Ms. Hickey with determining "who knew what and when." As a result, rather than duplicating the CPS Inspector General's ongoing work reviewing past incidents, we focused on improving policies, procedures, and practices to protect students moving forward. Although we examined specific incidents of sexual misconduct, our review of those incidents was limited to identifying systemic deficiencies that led to the incidents and that can inform our recommendations for systemic change.

Given the immediate need to address CPS' issues, Ms. Hickey has made recommendations throughout the course of our work, and she will continue to make

² See Chicago Board of Education Resolution 18-0627-RS4, available at http://www.cpsboe.org/content/actions/2018_06/18-0627-RS4.pdf (last visited August 14, 2018).

³ *Id.*

recommendations, as warranted, as the evaluation continues. CPS has taken initiative and not waited for this preliminary report—or, in some instances, Ms. Hickey’s recommendations—to act because students return for the next school year on September 4, 2018.⁴

For example, within two weeks after Ms. Hickey started this evaluation, she identified that sexual misconduct between students was also a significant issue for CPS and recommended that CPS create a Title IX Office. In response, CPS expanded the scope of our evaluation to include policies and procedures regarding sexual misconduct between students. On June 27, 2018, CPS announced that it was creating the Office of Student Protections and Title IX (OSP) with an anticipated annual budget of \$3 million. CPS intends the OSP to address, among other things, allegations of sexual misconduct between students.⁵

There is another important point regarding our independence: Although the Board retained Schiff Hardin for this evaluation, we have functioned independently of CPS and the Board. The findings and recommendations in this report are exclusively our own. Further, we have identified many issues in the report that are outside of CPS’ control. Some problems are endemic to society and require societal changes. Others require legislative action at the federal, state, or local levels. Still others require actions or contributions by other school districts or government agencies. As a result, we seek feedback from all stakeholders about this preliminary report and CPS’ efforts.

Finally, it is important to note that this preliminary report is in fact preliminary. Our evaluation remains ongoing, and we will issue a final report once the evaluation is complete. In addition to incorporating constructive feedback from CPS and other stakeholders, additional witness interviews and analysis will shape our final report. CPS is also in the process of changing many policies and procedures and working with various stakeholders, such as the CPS Inspector General, to construct future reporting and investigative practices. Because many of these changes remain ongoing, our analysis of these changes must wait. At the end of this preliminary report, we provide a non-exhaustive list of the remaining steps for our evaluation.

⁴ School clerks return to schools on August 22, 2018, and teachers return on August 27, 2018.

⁵ About a month later, on July 26, 2018, the Chicago Tribune released a new set of articles in the *Betrayed* series that focused on sexual misconduct between CPS students. See David Jackson, Jennifer Smith Richards, Gary Marx, and Juan Perez Jr., *Abused by Students, Failed by Adults*, available at <http://graphics.chicagotribune.com/chicago-public-schools-sexual-abuse/student-offenders/>.

Summary of the Evaluation

We received the full cooperation of the Board and CPS during this evaluation. CPS provided us with access to thousands of documents, including policies and procedures and records regarding past investigations. Ms. Hickey consulted with CPS on an ongoing basis. She also gave presentations at each of the seven days of CPS' 2018 Legal Conference, reaching over 1,100 attendees, including Central Office employees, network chiefs, principals, and assistant principals. At the Legal Conference, Ms. Hickey highlighted the importance of CPS policies and procedures to prevent, identify, and report sexual misconduct and the importance of creating a school culture in which sexual misconduct and inappropriate relationships are not tolerated.

We also interviewed senior CPS leadership, including CPS CEO Janice Jackson and Board President Frank Clark, all 13 CPS network chiefs, and nearly 70 school administrators, including 48 principals and 21 assistant principals, representing 40 primary schools and 29 secondary schools.⁶ We also interviewed other CPS employees as to their experience regarding background checks, software and reporting systems, investigations, and training programs.

In total, we interviewed more than 80 people and reviewed thousands of pages of documents. In addition, we researched and evaluated best practices and the policies, procedures, and practices of other primary schools, secondary schools, and colleges throughout the country.

Unfortunately, given the condensed timeframe for this evaluation, we were unable to reach everyone on our list or spend as much time as we would have liked with many whom we did contact.⁷ Fortunately, many of the employees we interviewed had decades of experience at CPS and many different teaching and administrative positions throughout their careers.

Our evaluation remains ongoing. While Ms. Hickey has met with CPS Inspector General Nicholas Schuler and representatives from the Chicago Police Department and the Chicago Children's Advocacy Center, more communication is necessary. We also intend to speak with, among others, additional CPS teachers, athletics directors, and representatives from the Cook County State's Attorney's Office, the

⁶ We selected school administrators based on a combination of random selection, recommendations by CPS network chiefs, and deliberate choice to ensure that we spoke to leaders of primary and secondary schools that represented the broad economic, social, ethnic, and geographic diversity of Chicago schools and the children they serve.

⁷ For example, Ms. Hickey reached out to Chicago Teachers' Union Vice President Jesse Sharkey via telephone, text, and email, but he has yet to respond.

Illinois Department of Children and Family Services, the Chicago Police Department, the Illinois State Board of Education, the Illinois State Police, and various CPS partners.

Sexual Misconduct against Primary and Secondary School Students

Definitions

Definitions and terms used to describe inappropriate sexual behavior vary across regions, communities, and laws. And different types of inappropriate sexual behavior require different approaches to prevent, identify, and stop. When relevant, this report refers to specific terms and definitions.

In general, however, this report uses the term “sexual misconduct” to refer to all types of inappropriate sexual behavior, including sex crimes—such as sexual harassment, abuse, and assault—and violations of policies—such as consensual sexual contact between a teacher and an adult student. “Sexual misconduct” also includes behavior that could be innocuous if not for an adult’s perverse intent to create a sexual relationship with a student. Predators use “grooming,” for example, to lower boundaries and create opportunities to engage in and normalize sexual contact. As described further in the sections below, grooming includes conduct ranging from sending sexually explicit text messages to using seemingly innocent nicknames.

Primary and Secondary Schools Nationwide

A child victim of sexual misconduct can suffer a tremendous amount of harm.⁸ Victims can suffer serious psychological, physical, academic, and behavioral consequences that last a lifetime.⁹ Long-term symptoms can include “symptoms such as chronic headaches, fatigue, sleep disturbance, recurrent nausea, decreased ap-

⁸ Although a concern in all workplaces, this report does not address sexual misconduct against adults.

⁹ See, e.g., Magnolia Consulting, LLC, *A Case Study of K–12 School Employee Sexual Misconduct: Lessons Learned from Title IX Policy Implementation* (September 15, 2017), 2, available at <https://magnoliaconsulting.org/wp-content/uploads/2017/11/Full-Report-Department-of-Justice-School-Employee-Sexual-Misconduct-Case-Study.pdf>.

petite, eating disorders, sexual dysfunction, suicide attempts, fear, anxiety, depression, anger, hostility, and poor self-esteem.”¹⁰ Victims are also more likely to suffer from substance abuse¹¹ and to be sexually abused as an adult.¹²

Given the harm caused by sexual misconduct against students, one student victim is too many. The cost of what could have prevented the harm will always appear to be less than the harm of the offense, and for most cases of sexual misconduct, the question is frequently at what stage a policy or procedure could have prevented the crime from occurring.

To put CPS’ systemic deficiencies in perspective, it is important to understand the nationwide problem of sexual misconduct against students. While accurate statistics on sexual misconduct are difficult to gather, available figures are high. Between 2009 and 2013, national child-protective-services agencies substantiated or found strong evidence to believe that there were over 60,000 children a year who were victims of “sexual abuse.”¹³

In September 15, 2017, the National Institute of Justice, the Office of Justice Programs, and the U.S. Department of Justice hired Magnolia Consulting to study sexual misconduct against primary and secondary school students by adults: “A Case Study of K–12 School Employee Sexual Misconduct.” Magnolia Consulting made several key findings that are particularly relevant to this report:

- ▶ **Victims.**¹⁴ While there is no national database tracking reported incidents of school employee sexual misconduct, research suggests that an estimated 1 in 10 students will experience school employee sexual misconduct by the time they graduate from secondary school. Victims of school employee sexual mis-

¹⁰ *Id.*

¹¹ *See id.*

¹² *See, e.g.,* Katie A Ports, Derek C Ford, and Melissa T. Merrick, *Adverse childhood experiences and sexual victimization in adulthood. Child Abuse & Neglect* (January 2016), 51, 313-322, available at <http://doi.org/10.1016/j.chiabu.2015.08.017>.

¹³ Rape, Abuse & Incest National Network (RAINN), *Children and Teens: Statistics*, <https://www.rainn.org/statistics/children-and-teens> (citing U.S. Department of Health and Human Services, Administration for Children and Families, and Administration on Children, Youth and Families, Children’s Bureau, *Child Maltreatment 2014*, available at <https://www.acf.hhs.gov/sites/default/files/cb/cm2014.pdf>). For the purposes of the “over 60,000” a year figure, “sexual abuse” is defined as a “A type of maltreatment that refers to the involvement of the child in sexual activity to provide sexual gratification or financial benefit to the perpetrator, including contacts for sexual purposes, molestation, statutory rape, prostitution, pornography, exposure, incest, or other sexually exploitative activities.” *Id.*

¹⁴ As described further in this report, CPS does not have reliable data regarding victim demographics, but the limited available data follows national trends.

conduct cross all demographics, but most student victims are low income, female, and in secondary school. Students with disabilities are also more likely to be victims of sexual misconduct.¹⁵

- ▶ **Offenders.** Offenders are typically male, popular in their school, and often recognized for “excellence.” While offenders work in various positions, employees who spend individual time with students—such as specialty teachers, coaches, and counselors—are more likely to engage in sexual misconduct. Otherwise, offenders can span all ages, ethnicities, and income levels. On average, teacher offenders move through three different districts before being stopped and can have as many as 73 victims.¹⁶
- ▶ **Schools.** Only 18 states currently require school districts to provide sexual misconduct awareness and prevention training to school employees.¹⁷ While many schools have adopted formal policies regarding sexual misconduct, school employees remain largely “unaware of what school employee sexual misconduct is, what the warning signs are, and how and to whom to report it.” And although the vast majority of states have mandatory reporting laws that require school employees to report suspected child abuse, many “school employees are apprehensive about reporting school employee sexual misconduct to authorities for a variety of reasons, including the potential stigma and loss of reputation for the school or district, as well as fear of legal repercussions and liability for monetary damages.” For these reasons, only about 5% of sexual misconduct by school employees is properly reported.¹⁸ The result is that many unreported cases are handled informally, disregarding law and policy. If a sexual predator is not convicted and does not have a clear disciplinary record that is shared with a new prospective employer, that person can “quietly leave the district, potentially to seek work elsewhere.” Even when incidents of sexual

¹⁵ Members of the Lesbian, Gay, Bisexual, and Transgender (LGBT+) community may also be victimized at disproportionate rates. See e.g., S. Bryn Austin et. al., *Disparities in Child Abuse Victim in Lesbian, Bisexual, and Heterosexual Women in the Nurses’ Health Study II* (J Womens Health. May 2008), available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3912575/>, and Centers for Disease Control and Prevention, *NISVS: An Overview of 2010 Findings on Victimization by Sexual Orientation* (2010), available at https://www.cdc.gov/violenceprevention/pdf/cdc_nisvs_victimization_final-a.pdf.

¹⁶ See also, U.S. Government Accountability Office, *K-12 education: Selected cases of public and private schools that hired or retained individuals with histories of sexual misconduct. Report to the Chairman, Committee on Education and Labor, House of Representatives* (December 2010), available at <http://www.gao.gov/assets/320/313251.pdf>.

¹⁷ See also, U.S. Government Accountability Office, *Child Welfare: Federal Agencies can Better Support State Efforts to Prevent and Respond to Sexual Abuse by School Personnel* (January 2014), available at <https://www.gao.gov/assets/670/660375.pdf>.

¹⁸ Magnolia Consulting also provided an example from a 1994 study in New York State, which found that “only 1% of the 225 cases superintendents disclosed to researchers were reported to law enforcement or child welfare and resulted in license revocation.” Magnolia Consulting, *A Case Study of K–12 School Employee Sexual Misconduct*, 5.

misconduct are properly reported, investigations are often botched by school administrators, including through improper collection and preservation of evidence, prematurely tipping off an offender, and improper witness and victim interviews.

These studies suggest that most schools in the nation need to do better and have not done so. If CPS remains diligent and uses this opportunity to implement key recommendations and best practices, CPS could become a national leader in protecting students from sexual misconduct.

Chicago Public Schools

CPS is the nation's third largest school district, with over 370,000 students across 644 schools, including 513 district-run schools, 121 charter schools, nine contract schools, and one SAFE school, which is for students who have been expelled from other schools due to violence.¹⁹ Most district schools are either primary schools—from pre-kindergarten or kindergarten through eighth grade—or secondary schools—from ninth grade through twelfth grade. About 70% of CPS students attend primary schools.

Throughout the calendar year, non-students can be in schools for a wide variety of reasons. CPS has over 36,000 permanent employees, including administrators, teachers, counselors, administrative assistants, security officers, janitors, and many others needed to run hundreds of buildings throughout Chicago. Many of these employees belong to unions with their own bargaining agreements, including the Chicago Teachers Union and Service Employees International Union. Other employees serve part-time and come and go from schools, including substitute teachers and members of the Local School Council.

There are also various instances when parents or guardians enter schools. In addition to hosting parents for teacher conferences, disciplinary meetings, student events, and early dismissals, at least 13 schools also house a CPS Parent University, which provides classes for adults in the community. CPS also accepts adult visitors for various other reasons.

CPS has over 4,000 active vendors. Some, like custodial employees from Aramark Corporation, work permanently in a single school, while many others, like food delivery vendors, enter many different buildings. CPS also has many volunteers, including parents, guardians, and students from other schools. Some district schools also share their buildings and parking lots with other schools, vendors, churches, or public entities, such as the Chicago Park District. Some also lease their

¹⁹ See CPS.edu, *CPS Stats and Facts*, https://cps.edu/About_CPS/At-a-glance/Pages/Stats_and_facts.aspx (last visited August 15, 2018).

facilities for events, such as sporting events, summer camps, community meetings, fundraising activities, and parking cars.

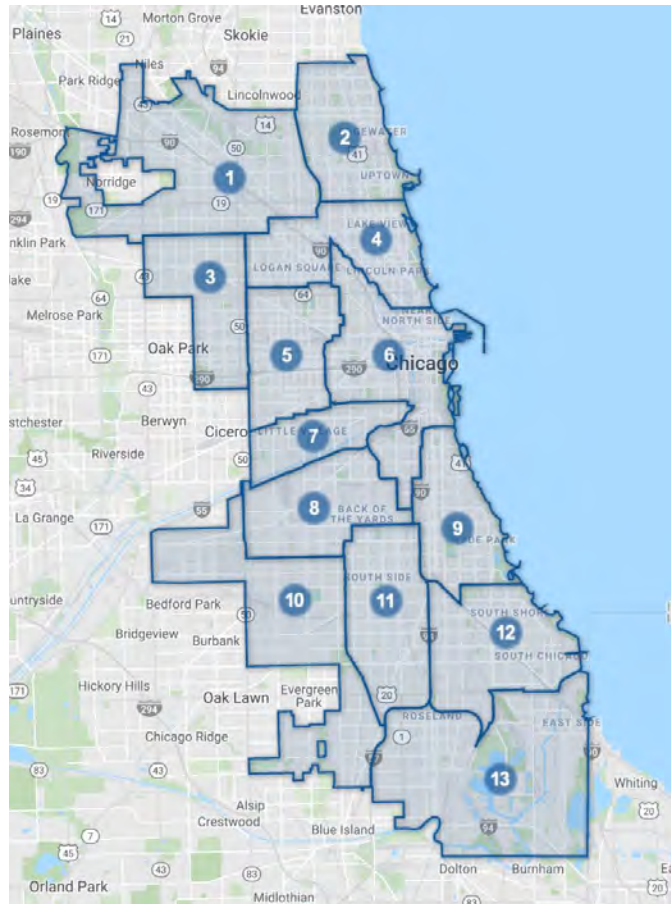
CPS' Chief Executive Officer and Central Office manage CPS, and they report to the Chicago Board of Education. The current CEO is Dr. Janice Jackson. The Central Office has many departments, including the following that are particularly relevant to this report:

- ▶ The Law Department,
- ▶ The Safety and Security Department,
- ▶ The Talent Office (also known as Human Resources),
- ▶ Office of Diverse Learner Supports and Services (also known as the Special Education Department),
- ▶ The Office of Family and Community Engagement in Education (also known as FACE),
- ▶ The Office of Language and Cultural Education,
- ▶ Local School Council Relations Office,
- ▶ The Department of Facilities – Asset Management,
- ▶ Information and Technology Services, and
- ▶ The Communications Department.

CPS organizes most district-run schools into networks led by network chiefs and their employees, which may include deputy chiefs, data strategists, instructional support leaders for each content area, and administrative support. The network chiefs report to the Office of Network Support. School principals report directly to network chiefs, except for Independent School Principals, who are allowed to run their schools independent of a network office after they meet certain qualifications and CPS approves.

When we started this evaluation, CPS had 13 networks divided by geographic region, and each network included primary and secondary schools. CPS is in the process of combining its secondary schools into one network. Because this transition

is still underway, we will continue to refer to the 13 networks in this preliminary report, as reflected below.²⁰



The CPS Central Office does not have full control over schools. Local School Councils, for example, have discretion to hire and fire principals. In addition, CPS shares responsibilities for student safety with the following stakeholders:

- ▶ The CPS Inspector General,
- ▶ The Illinois State Board of Education,
- ▶ The Illinois Department of Children and Family Services,
- ▶ The Illinois State Police Department, and
- ▶ The Chicago Police Department.

²⁰ See Chicago Data Portal, *Chicago Public Schools – Geographic Networks*, <https://data.cityofchicago.org/Education/Chicago-Public-Schools-Geographic-Networks/3y7n-mx9t> (last visited August 16, 2018).

The over 600 Chicago public schools vary dramatically in size, demographics, school and community cultures, and scholastic achievement. As a result, different schools face different challenges and must set different priorities based on the varying needs of their students. CPS' current student demographics are as follows:

RACE/ETHNICITY (2018)

Hispanic.....	46.8%
Black	37.0%
White.....	10.2%
Asian.....	4.1%
Other	1.9%

SOCIO-ECONOMIC STATUS²¹

Tier 1 (lowest)	28.4%
Tier 2	27.8%
Tier 3	25.5%
Tier 4 (highest)	18.23%

STUDENTS IN TEMPORARY LIVING SITUATIONS8.6%
(about 9,514 students)

LIMITED ENGLISH PROFICIENCY18.2%

With household languages including Spanish, Arabic, English, Cantonese, Urdu, English, Yoruba, French, Swahili, Portuguese, Polish, Ukrainian, Assyrian, Vietnamese, Tagalog, and others

STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

As of 2017:13.7%²²

²¹ According to CPS' website, about 77.7% of CPS students in 2017/2018 were economically disadvantaged. See CPS.edu, *CPS Stats and Facts*, https://cps.edu/About_CPS/At-a-glance/Pages/Stats_and_facts.aspx (last visited August 15, 2018). CPS has found that the economically disadvantaged figure is not as reliable as the tier system, which bases socio-economic status on median family income, percentage of single-parent households, percentage of households where English is not the first language, percentage of homes occupied by the homeowner, and level of adult education.

²² This 13.7% figure is based on an estimate for the 2017-2018 school year. See *id.*

Systemic Deficiencies Regarding Sexual Misconduct against Students

During this evaluation, it was our goal to determine how best to arm the CPS community—including administrators, employees, vendors, volunteers, students, parents, and guardians—with effective policies and procedures to prevent and address sexual misconduct. To achieve that end, we interviewed over 80 CPS employees, including nearly 70 CPS administrators, about what CPS was or was not doing before the *Betrayed* series and why. Their responses inform this report and are cited throughout. Here is a brief summary of what they said:

- ▶ **Initial Background Checks.** For the last few years, CPS has done background checks for all new CPS hires. CPS cannot confirm that all of its vendors received background checks. It is clear, however, that not all schools required volunteers with substantial student contact to go through the requisite background checks. During their interviews, many administrators did not know whether volunteers had received background checks, and many admitted that some volunteers who needed to receive background checks probably did not. This fact was proven this summer: When CPS reemphasized the importance of background checks for volunteers, some schools had to temporarily shut down their summer athletics programs to meet this requirement.
- ▶ **Ongoing Background Checks.** CPS did not have a reliable method for receiving updates regarding CPS employees' arrests or convictions during their tenure. CPS did not have a method for checking vendors' or volunteers' arrests or convictions. Volunteers—who do not go through the same onboarding process that employees do—needed to go through background checks only once to volunteer indefinitely.
- ▶ **Reference Checks.** CPS divides the hiring of school employees among various departments. CPS typically leaves reference checks to individual principals and assistant principals. Whether principals did reference checks and how they did them varied. Most principals said that they did not perform reference checks, because CPS prohibited them from asking any helpful questions. Others said that CPS provided no guidance as to what they could ask, and therefore, they would feel free to ask anything, although they never considered asking about whether someone had a history involving sexual misconduct. Instead, these principals assumed that the person giving the reference would mention any history of sexual misconduct. Yet, most principals said that if they were called for a reference check, they would not disclose if a former employee resigned or was terminated because of sexual misconduct. Most reported that they would say only that they would not rehire the person or they would only provide the job title and dates of employment.
- ▶ **Policies and Procedures.** CPS has many policies, procedures, and guidelines. Principals cannot memorize all of them, but ideally, they would know where to

find them. Unfortunately, CPS policies, procedures, and guidelines are spread throughout different platforms and sources and sometimes contain conflicting information or priorities. Some policies and procedures are on the Chicago Board of Trustees website. Others are on CPS' human resources website ("HR4U"). Others are on CPS' online "Knowledge Center," which grants users with different levels of access different policies and procedures, including, for example, the "Principal Handbook" for administrators. Other policies and procedures are on individual school websites. Some schools have school-specific policies and procedures in employee, student, parent, and guardian handbooks. Some principals said that they resorted to internet searching to locate policies, without confirming that the search result was actually the current policy. Many principals expressed confusion or frustration with where the policies and procedures were located, how they were organized, and how new policies and updates were delivered.

- ▶ **Training.** CPS did not consistently train employees, vendors, volunteers, students, parents, or guardians about its policies and procedures regarding sexual misconduct against students. Most CPS principals described learning CPS' policies and procedures on the job as issues came up, rather than by having a thorough training on the front end. Most principals said, for example, that they receive general policy and procedure refreshers at the annual Legal Conference, from internal emails, weekly newsletters, and from communications with other CPS Departments or through their network chief. Many principals believed that CPS' Talent Office trains new employees on these policies and procedures during the "on-boarding" process, but they could not say for sure. Some principals went beyond the training CPS required, but more principals reported that they trained their employees only every few years through the Illinois Department of Children and Family Services (DCFS) online mandatory reporting training. Other principals admitted that they did not train for employees regarding sexual misconduct. Regarding student training, many principals were unaware of the Sexual Health Curriculum requirement and others confirmed that they did not meet these requirements. Only a handful of principals held any relevant training sessions for parents or guardians, but they also added that it is difficult to get parents or guardians to attend these events.
- ▶ **Reporting.** CPS policies require employees to contact DCFS regarding sexual misconduct involving a student and an adult. CPS recently added a requirement for employees to also notify their principal. But most principals said that their schools already followed this practice, and principals knew to contact the CPS Law Department, notify parents or guardians, log an "incident report" in CPS' Verify Incident Management software system (Verify), and call the police if the allegation described a crime. Other principals, however, were unsure of the reporting process, especially for student-on-student sexual misconduct. What is more concerning is that these principals were unsure whether or when

they should record non-student misconduct in Verify.²³ Likewise, for sexual misconduct between students, some administrators would leave the decision to notify the police up to the victim’s parents or guardians. Most principals said that they did not and would not notify the Illinois State Board of Education for adult perpetrators since they assumed someone from the Central Office would do so. Given the difficulty of finding accurate policies, the urgency of the situations, and the fear of doing something wrong, many principals said that their first call was to CPS’ Law Department. Many principals said, however, that they would conduct an initial investigation into allegations before reporting out and had not received training on how to do this or what the scope of this initial fact-finding should be.

- ▶ **Investigations.** DCFS, the Chicago Police Department, CPS’ Law Department, and, sometimes, local school administrators investigated allegations of sexual misconduct by adults against students. In comparison, local-school administrators typically investigated allegations of sexual misconduct between students and referred serious offenses to parents or guardians, the Law Department, and the Chicago Police Department. In general, CPS did not provide sufficient training for administrators or investigators on how to investigate these cases. Most administrators said, for example, that they learned how to handle cases on the job, as issues arose. As a result, it is unlikely that evidence was stored or preserved consistently or correctly in all cases, and many victims were asked the wrong questions during multiple interviews in the wrong settings by untrained employees.
- ▶ **Response.** Most schools have some access to CPS guidance counselors, social workers, case managers, and psychiatrists. The vast majority of administrators said that these positions are understaffed. Many schools, however, used their schools’ discretionary funds to add additional support and partnered with local organizations to provide additional resources to children, such as psychologists or additional counselors. Some victims, however, did not receive sufficient support—or any support.

²³ CPS is in the process of moving to a new software reporting system, called Aspen, by January 2019.

Roadmap

To address the systemic issues raised by the *Betrayed* series and those we identified during this evaluation, we divided this report into seven broad categories: (1) Title IX, (2) Prevention, (3) Policies and Procedures, (4) Training, (5) Reporting, (6) Investigations, and (7) Response.

We start with best practices and recommendations for CPS' new Office of Student Protections and Title IX (OSP). Although these best practices and recommendations overlap with the other six categories, we have separated Title IX into its own section, because its application is unprecedented at CPS, as well as most primary and secondary school districts. Specific recommendations and further details for the OSP are within each section.

Although the other six categories also overlap, they track Title IX requirements, and we have found the category distinctions to be analytically useful. Within each section, we refer to both past and current practices for each category when there are relevant distinctions, given the recent changes by CPS, and provide our corresponding recommendations, including mechanisms for accountability.

We conclude with a non-exhaustive list of additional steps and goals we plan to complete before providing our final report.

Implementing Title IX

I. Implementing Title IX

KEY RECOMMENDATIONS

- Create and fully staff a Title IX Office.
 - Designate at least one trained Title IX Office contact in each school.
 - Create a comprehensive plan to prevent and respond to sexual misconduct against students in compliance with Title IX and best practices.
-

Title IX of the Education Amendments of 1972 (Title IX), applies to all education programs and activities by recipients of federal funds, including primary and secondary schools and districts, such as CPS.²⁴ In short, Title IX:

- ▶ Protects all students from unwanted sexual conduct by students, employees, and third parties;
- ▶ Applies in all school operations and programs, whether on or off site; and
- ▶ Requires schools to stop and prevent unwanted sexual conduct, as well as remedy the effects of unwanted sexual conduct on victims.²⁵

This responsibility is particularly true for primary and secondary schools, which have “a substantial degree of supervision, control, and disciplinary authority over the conduct of students.”²⁶

The Supreme Court, Congress, and federal executive agencies, including the Department of Education, recognize that unwelcome sexual conduct—*i.e.*, “sexual harassment,” broadly defined—involving a student can violate Title IX as a form of discrimination.²⁷ According to guidance from the U.S. Department Education Office for Civil Rights, the key question to determine whether the unwanted sexual conduct violates Title IX is whether it denies or limits a student’s ability to participate in or benefit from the school’s activity.²⁸ This can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct, including sexual violence.²⁹

²⁴ 20 U.S.C. § 1681 *et seq.* See also, 34 C.F.R. Part 106.

²⁵ See, *e.g.*, U.S. Department of Education Office for Civil Rights, *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties* (January 19, 2001), 4, 10, available at www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf.

²⁶ *Id.* at 11.

²⁷ *Id.* at 4.

²⁸ *Id.* at 5.

²⁹ See *id.*

Title IX's prohibition against sexual harassment does not extend, however, to appropriate, nonsexual conduct, such as: a high-school coach hugging a student who scores a goal; a kindergarten teacher giving a consoling hug to a child with a skinned knee; or a student demonstrating a sports technique that requires contact with another student.³⁰ In some circumstances, however, conduct that would otherwise be nonsexual may take on sexual connotations and become unwanted sexual conduct. For example, a teacher "repeatedly hugging and putting his or her arms around students under inappropriate circumstances could create a hostile environment."³¹

Thus, CPS is responsible for stopping, remedying, and preventing sexual harassment of students by students, employees, and third parties. Specifically, Title IX requires CPS to:

- ▶ Implement a policy against sex discrimination;³²
- ▶ Adopt and publish grievance procedures for prompt and equitable resolution of sex-discrimination complaints;³³ and
- ▶ Designate at least one employee to coordinate compliance with Title IX regulations, and ensure that all employees and students know who this employee is and how to contact him or her.³⁴

In addition to these requirements, CPS should follow best practices, especially the following:

- ▶ Adopt specific policies to address sexual misconduct by adults—including conduct that involves students above the age of consent—because all sexual misconduct by adults has the potential to violate Title IX;³⁵
- ▶ Train employees, students, parents, and guardians on all relevant policies and procedures regarding sexual misconduct;
- ▶ Provide regular training for the Title IX Coordinator and the Title IX contacts in each school to fulfill their responsibilities, including understanding policies and procedures and best practices for investigating complaints; and

³⁰ *See id.*

³¹ *Id.* at 2.

³² *See* 34 CFR § 106.9.

³³ *See* 34 CFR § 106.8(b).

³⁴ *See* 34 CFR § 106.8(a).

³⁵ *See*, U.S. Department of Education Office for Civil Rights, *Revised Sexual Harassment Guidance*, 19-20. *See also* U.S. Department of Education Office of Safe and Healthy Students, *A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting* (March 2017), available at <https://www.rems.ed.gov/docs/ASMTrainingGuide.pdf>.

- ▶ Establish clear and comprehensive reporting practices.

As noted in the Background Section, CPS is developing the Office of Student Protections and Title IX (OSP) to address, among other things, allegations of sexual misconduct between students. The OSP can and should be CPS' cornerstone for addressing sexual misconduct against students.

CPS is currently working through the logistics of how to staff and implement the OSP. CPS anticipates designating 20 OSP employees, including investigators. The OSP will be responsible for investigating sexual misconduct between students and will likely create policies and procedures regarding sexual misconduct; train employees, students, parents, and guardians on, among other things, those policies and procedures; and be a general resource for the CPS community.

We also recommend that the OSP have trained, designated Title IX contacts in every school throughout CPS. It is unlikely that CPS can afford a designated Title IX employee, who has no other responsibilities, at each school. It is important, however, that schools have at least one employee designated and trained to be the Title IX contact. This employee should, for example, be trained on how to gather information regarding alleged sexual misconduct without unnecessarily interrupting schools, re-traumatizing victims, or jeopardizing future Illinois Department of Children and Family Services (DCFS), CPS Inspector General, or criminal investigations.³⁶

We recommend that CPS use the OSP to develop a comprehensive plan to prevent and respond to sexual misconduct against students that, at minimum, incorporates Title IX compliance, best practices, and Illinois law regarding sexual misconduct—including “Erin’s Law.”³⁷ This plan should include information about updates to existing policies and procedures, plans to prevent sexual misconduct, trainings targeting all stakeholders regarding sexual misconduct, reporting checklists and

³⁶ As clarified in the following sections, this does not mean that CPS employees should be conducting sexual-misconduct investigations themselves. Realistically, however, allegations come in all forms—which may not appear to involve sexual misconduct—and all levels of seriousness. CPS should have at least one employee in each school who can effectively gather enough information to make a report to DCFS, the CPS Inspector General, the OSP, or law enforcement.

³⁷ 105 ILCS 5/10-23.13. *See also* 105 ILCS 110/3 (requiring “age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12.”), 105 ILCS 5/27-9.1(c) (requiring “All classes that teach sex education and discuss sexual intercourse in grades 6 through 12 shall . . . teach pupils to not make unwanted physical and verbal sexual advances and how to say no to unwanted sexual advances. Pupils shall be taught that it is wrong to take advantage of or to exploit another person. The material and instruction shall also encourage youth to resist negative peer pressure.”), and 105 ILCS 5/27-13.3 (Internet Safety Education Curriculum for grades 3 through 12, recommending instruction on “Recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators.”).

contacts, investigation strategies, victim services, regular data collection, and feedback mechanisms, such as surveys of students and employees regarding sexual misconduct, resources, and corresponding culture in CPS. CPS should also build in supervision and accountability mechanisms.³⁸

For these reasons, each of the following sections—prevention, policies and procedures, training, reporting, investigations, and response—will begin with best practices and include recommendations that involve the OSP.

³⁸ See EduRisk, *Educator Sexual Misconduct, A Policy and Audit Guide for Protecting Children* (2016), available at <https://www.icmec.org/wp-content/uploads/2016/05/Policy-and-Audit-Guide-for-Protecting-Children.pdf>.

Prevention

II. Prevention

KEY RECOMMENDATIONS

- Streamline background checks for employees, vendors, and volunteers.
 - Refresh background checks on an ongoing, staggered basis until CPS develops a reliable method of receiving up-to-date information regarding new arrests and convictions.
 - Require reference checks with previous employers that include a mandatory question about allegations and adjudications regarding sexual misconduct.
 - Create agreements with other districts and entities to share information, to the extent possible, to prevent predators from regaining access to students.
 - Consider an age restriction and additional screening or oversight requirements for specific types of volunteers, such as assistant coaches and alumni.
 - Require all adults to display photo-IDs at all times while in schools.
-

A. Title IX & Best Practices

This entire report is aimed at preventing sexual misconduct against students, whether by keeping predators off school premises, identifying would-be offenders before they harm a child, stopping an offender from harming a child again, or deterring sexual misconduct by conducting swift and efficient investigations and adjudications. This section focuses specifically on mechanisms to prevent sexual misconduct by securing schools through background checks, reference checks, and building security.

CPS is continuing to work out the logistics of the Office of Student Protections and Title IX (OSP). As CPS' experts on Title IX and sexual misconduct against students, the OSP employees will likely be able to help create improved background-check procedures.

B. CPS Background Checks

According to CPS, it has historically housed responsibility for background checks in several different CPS departments. Before 2011, the Talent Office, the Safety and Security Department (Safety and Security), and the Family and Community En-

agement Department conducted background checks. During this time, background checks for different groups, such as employees, vendors,³⁹ and volunteers, were siloed within these different departments. This process was inconsistent for vendors and volunteers, and some departments were not conducting checks for vendors or volunteers at all.

From 2012 to 2015, the Talent Office conducted background checks for employees and some vendors, the Local School Council Relations Office conducted background checks for Local School Council members, and the Family and Community Engagement Department conducted background checks for volunteers. During this time, official guidance from the Illinois State Board of Education (ISBE) stated that schools could have new employees begin work before their background checks were completed.⁴⁰ New CPS employees received their identification badges and access to the schools on the same day that they were fingerprinted and before they had cleared their background check. At that time, routine background checks sometimes took months to complete.

In 2015, Safety and Security took over responsibility for all background checks except for members of Local School Councils. In 2018, Safety and Security also assumed responsibility for background checks of Local School Council members. As of the present date, Safety and Security is responsible for all CPS background checks.

Safety and Security has seven employees dedicated to conducting background checks. Each employee has responsibility for a category of CPS-affiliated adults: one for CPS employees; two for vendors; two for charter schools; one for volunteers; and one for field experience (student teachers). The employees assigned to volunteers and field experience divide responsibility for background checks of Local School Council members. All background-check employees are cross-trained to conduct checks outside of their designated category.

Safety and Security conducts fingerprint-based criminal background checks. It searches records of the Illinois State Police (state and local), FBI (federal, non-Illinois, and non-local), state and national sex offender registries, Murder and Violent Offender Against Youth registry, DCFS (child abuse or neglect), and the City of Chicago's "Do Not Hire" records. This is one of the most comprehensive background checks in the nation and exceeds most published recommendations regarding

³⁹ For the purposes of this report, the word "vendor" includes all profit and non-profit organizations that work with CPS schools.

⁴⁰ See ISBE, *Criminal History Records Information Checks for Certified and Non-Certified School Personnel* (2012), available at https://www.isbe.net/Documents/guidance_chr.pdf.

background checks of people working with children.⁴¹ At present, each background check costs \$42.25. Background checks can be completed in as little as 24 hours, but can take up to 30 days.

CPS also has an informal process in place to review applicants for abuse and neglect adjudications under the Juvenile Court Act. In December 2016, the Chicago Board of Education amended its policy to allow the Talent Office to consider an applicant or current employee's child abuse and neglect history, including "indicated" findings from DCFS.⁴² CPS now sends the names of all new CPS employees, vendors, charter and contract school employees, and Level One volunteers to DCFS for any "indicated" findings of child abuse or neglect to determine whether an applicant may have a Juvenile Court Act adjudication. Since 2016, CPS has also submitted the names of all current employees to DCFS. DCFS provided information for employees with indicated findings, and CPS disciplined those employees as appropriate, up to and including discharge. We understand that CPS is still waiting for some additional information from DCFS for current employees. While this process with DCFS is not part of the standard background-check procedure, we understand that CPS and DCFS are working on an intergovernmental agreement to formalize this process.⁴³

When a background check returns without any "hits"—contacts with law enforcement—Safety and Security clears the applicant. When a background check returns with hits, Safety and Security sends the results of criminal background checks to the Criminal Background Committee (Background Committee). That committee is in the CPS Law Department's Office of Employee Engagement. The Committee is responsible for evaluating these hits to determine whether an applicant can be cleared for a potential hire. The Background Committee reviews roughly 3,000 background checks each year. The Background Committee is currently composed

⁴¹ See, e.g., Noy S. Davis, Kathi L. Grasson, Kimberly Dennis, Susan J. Wells, and Marsha B. Liss, *Guidelines for the Screening of Persons Working with Children, the Elderly, and Individuals with Disabilities in Need of Support* (1998), U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, available at <https://www.ncjrs.gov/pdffiles/167248.pdf>; Kristen D. Anderson and Dawn Daly, *What You Need to Know About Background Screening* (2013), U.S. Department of Justice, Office of Community Oriented Policing Services with the National Center for Missing and Exploited Children, available at <https://ric-zai-inc.com/Publications/cops-p260-pub.pdf>.

⁴² See Rules of the Chicago Board of Education, 4-4(b), available at http://www.cpsboe.org/content/documents/complete_board_rules_december_2017.pdf

⁴³ As we continue our evaluation, we intend to reach out to DCFS, because the "indicated" findings appear limited. According to CPS, DCFS only asks the Cook County State's Attorney Office to file juvenile court proceedings against people who are parents, guardian, or custodians of the abused or neglected child. As a result, the Cook County State's Attorney would not file against other categories of people under the Juvenile Court Act, including those who are "responsible for the child's welfare," such as a teacher or daycare worker. The Cook County State's Attorney Office may, instead, criminally charge those individuals in the Circuit Court of Cook County. CPS continues to explore further information sharing with DCFS to better protect children.

of representatives from the following offices: Employee Engagement, Safety and Security, Talent, Equal Opportunity Compliance, Facilities, and Languages and Cultural Education. There is no formal requirement for the number of people or department representatives that must be at each meeting, but the Office of Employee Engagement usually has a greater representation than other departments. Each representative at a Background Committee meeting is allotted one vote, and decisions about whether to clear or deny candidates are made by majority vote.

If the hit is an “enumerated offense” (as defined below), the Background Committee automatically denies the applicant. If the hit is a non-enumerated offense, the Background Committee evaluates the hit, including requesting police reports, court documents, or letters of explanation, and determines whether to clear the person. An applicant who is denied a position based on the results of the background check may appeal the Background Committee’s decision within five days.

In evaluating whether to clear a person, the Background Committee considers felony and misdemeanor convictions. The Background Committee also investigates arrests that did not lead to convictions or dispositions that are not considered convictions. Applicants may need to provide police reports and letters of explanation if they have been arrested for serious violence, including multiple arrests for domestic abuse; a single felony violence charge; sexual conduct; or for an offense where there is a nexus between the arrest and job duties. CPS has not always performed a full investigation into the circumstances surrounding misdemeanor arrests or convictions that were pleaded down from a higher offense. In evaluating patterns of past conduct, the Background Committee closely scrutinizes applicants for positions that work with especially vulnerable students, such as special education teachers, bus aides, and security officers. Occasionally, the Background Committee will refer applicants to the Investigations Unit of the Law Department if the Background Committee finds that it needs more information to evaluate the applicant. The Background Committee uses guidance from the Equal Employment Opportunity Commission to evaluate applicants with arrest records.⁴⁴

▶ CPS Employees

Since August 12, 2004, the Illinois School Code requires school districts to perform a fingerprint-based background check on all employees.⁴⁵ Both the Illinois School Code and Board Rules prohibit CPS from employing anyone who has been convicted of a criminal offense that is enumerated in the Illinois School Code (“enumerated offense”). These offenses include homicides, sex offenses, and certain

⁴⁴ See U.S. Equal Employment Opportunity Commission, *EEOC Enforcement Guidance: Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964* (2012), available at https://www.eeoc.gov/laws/guidance/arrest_conviction.cfm.

⁴⁵ See 105 ILCS 5/34-18.5(a).

drug offenses.⁴⁶ CPS is also prohibited from employing someone who has been found to be the perpetrator of sexual or physical abuse against a minor under the Juvenile Court Act, but as noted, these records are not always accessible.

In 2012, CPS audited their records to ensure it had at least one background check for all employees on file. CPS identified that some employees needed to receive a background check, and some of these employees' background checks led to CPS terminating their employment. According to CPS, it has conducted background checks for every new CPS employee since this audit.

Safety and Security has one employee dedicated to conducting CPS employment background checks. Newly hired CPS employees are not permitted to start work until they have been affirmatively cleared in writing by the Talent Office. This prohibition applies to hourly and miscellaneous employees, athletic coaches, former students, and any other person applying for a job within schools.

► Volunteers

A person convicted of an enumerated offense is ineligible to be a volunteer,⁴⁷ as is anyone on a sex-offender registry.⁴⁸ But there is no legal requirement that CPS conduct criminal background checks on volunteers. CPS is authorized, however, to conduct background checks on volunteers under the Uniform Conviction Information Act⁴⁹ and the Adam Walsh Act.⁵⁰

Before 2014, CPS conducted name-based background checks on volunteers. Since 2014, CPS has conducted fingerprint-based background checks on volunteers expected to have a certain level of student access. CPS divides volunteers into two groups: Level One and Level Two. All volunteers must complete an application to volunteer through the Family and Community Engagement Department (also known as FACE), but only Level One volunteers are background checked. CPS policy clearly defines the distinction between Level One and Level Two volunteers, based on the number of hours spent with students on a weekly basis, whether there is an overnight stay involved, and other characteristics.⁵¹ CPS has previously considered but elected not to require background checks for Level Two volunteers, because of their limited amount of unsupervised student contact and the chilling ef-

⁴⁶ See 105 ILCS 5/21B-80.

⁴⁷ See CPS Policy Manual § 801.2 (Volunteer Policy) (adopted March 26, 2014), available at <https://policy.cps.edu/download.aspx?ID=272>.

⁴⁸ See *id.*

⁴⁹ 20 ILCS 2635/1 *et seq.*

⁵⁰ 42 U.S.C. § 16911 *et seq.*

⁵¹ See CPS Policy Manual § 801.2.

fect it would have on undocumented parents or guardians. Principals have discretion to require Level Two volunteer background checks, but if they elect to do so, they must check all Level Two volunteers.

Under CPS' Volunteer Policy, the principal at each school, with assistance from the Department of Family and Community Engagement, is responsible for reviewing volunteer application forms from eligible candidates, completing an interview with the candidate, as necessary, and determining whether the candidate is a Level One or Two volunteer. Principals then send the names of Level One volunteers to Safety and Security for a full background check. Safety and Security has one employee dedicated to conducting volunteer background checks. The Background Committee reviews results of Level One volunteer background checks and determines whether to clear volunteers. The Background Committee is not required to adhere to the Equal Employment Opportunity Commission guidance in determining whether to clear volunteers and, in practice, tends to evaluate volunteers under a stricter standard than employees or vendors.

In practice, most interviewed principals who had volunteers at their schools did not personally oversee the volunteer intake process or conduct interviews of volunteers. Instead, principals delegate this task to subordinates. For example, many athletic directors and coaches have significant discretion in selecting their own volunteers. To be clear, in practice, most volunteers do not go through any formal "interview."

Volunteers must receive an approval notice before volunteering in a school. When a volunteer completes the approval process, the volunteer and the Volunteer Coordinator at the relevant school will receive affirmative notice in writing. Questions about a volunteer's clearance are directed to Family and Community Engagement.

► Vendors

The Illinois School Code requires that districts conduct fingerprint-based background checks for certain vendors.⁵² The same background check used for CPS employees is used to screen all people and employees of firms holding contracts with CPS who have direct, daily student contact, and vendor employees who have a conviction on the enumerated offense list or involving sexual or physical abuse of a minor under the Juvenile Court Act cannot work in CPS buildings.⁵³ Safety and Security has two employees dedicated to conducting vendor background checks. Historically, CPS has conducted such checks for employees of its largest vendors (*e.g.*, Aramark, Sodexo, and Safe Passage), but other vendors are supposed to conduct background checks themselves. Vendor employees providing services with

⁵² 105 ILCS 5/34-18.5(f).

⁵³ *See id.*

student contact must be background checked, such as custodians. Certain vendor employees with little to no student contact do not have to be background checked, such as landscapers.

▶ Charter and Contract Schools

Charter schools are publicly funded but operate independently from CPS and can hire their own employees without CPS involvement. As a result, charter schools are not legally required to comply with CPS background-check policies.

Since 2017, however, CPS has been actively working to ensure all charter-school employees undergo the same background-check procedures as CPS employees, and Safety and Security has two employees dedicated to conducting background checks for charter schools. CPS has memoranda of understanding with some charter schools to follow CPS' background-check procedures. On October 24, 2017, the CPS Inspector General's Office found that 163 former CPS employees on CPS' permanent Do Not Hire list were working at charter and contract schools. CPS had placed three of these employees on the Do Not Hire list because of sexual misconduct against students.

According to CPS, it cannot legally force charter schools to comply with CPS' background-check process.⁵⁴ Although charter schools have the ultimate authority on whether to hire an applicant, the Background Committee reviews background checks for prospective charter-school employees and provides relevant information to the charter schools so that they can make fully informed decisions.

As of November 22, 2017, 131 of 142 charter schools voluntarily agreed to use CPS' background-check process. In response, CPS released the names of the 11 charter schools that refused to follow CPS' background-check process.⁵⁵

▶ Field Experience

Like other teachers, student teachers who have been convicted of an enumerated offense or of an offense involving sexual or physical abuse of a minor under the Juvenile Court Act cannot work in CPS.⁵⁶ The Illinois School Code requires that all student teachers and interns submit to a fingerprint-based background check and

⁵⁴ See CPS.edu, *CPS Releases List of Charter Schools Refusing to Use CPS Background Check Process* (last modified November 22, 2017), https://cps.edu/News/Press_releases/Pages/PR1_11_22_17.aspx (last visited August 16, 2016).

⁵⁵ See *id.*

⁵⁶ See 105 ILCS 5/34-18.5(g).

pay the costs of the check.⁵⁷ Safety and Security designates one employee to conduct field experience background checks.

▶ Local School Councils

Members of Local School Councils are required to undergo background checks,⁵⁸ and enumerated offenses disqualify a person from serving on a local school council.⁵⁹ Until 2017, Local School Council Relations Office maintained responsibility for conducting background checks on members of Local School Councils but was not consistently conducting these checks. In 2017, Safety and Security took over responsibility for Local School Council background checks, and the people responsible for volunteer and field experience background checks are jointly responsible for local school council background checks. Local School Council background checks are sent to the Background Committee. If a Local School Council member has a criminal history containing an enumerated offense, that person will not be cleared.

▶ Coaches

In accordance with the policies above, coaches who were employees or Level One volunteers received the corresponding background checks. Coaches who were Level Two volunteers did not need to receive background checks. But not all principals and athletic directors followed this policy, and some principals reported that some coaches were allowed to volunteer without any assessment of whether they qualified as a Level One or a Level Two volunteer. When refreshing background checks in the summer of 2018, CPS discovered that some volunteer coaches had never received a background check.

We understand that CPS is currently amending their volunteer policy to require all coaches to receive background checks.

C. Ongoing Background Checks

The Illinois State Police's "Rap Back" program is supposed to inform CPS whenever an employee—who has received a fingerprint-based background check—is *convicted* of a crime. CPS then sends that information to the CPS Law Department for review and appropriate disciplinary action. Because the Rap Back program applies

⁵⁷ See 105 ILCS 5/10-21.9(g). Initially, there was some confusion about whether the universities providing these student teachers should conduct these checks. Subsequent, official ISBE guidance, however, states that student teachers should authorize the school district to conduct the background checks, pay the costs, and receive a copy of the report. See Illinois State Board of Education, *Criminal History Records Information Checks for Certified and Non-Certified School Personnel* (Fall 2012), 7, available at https://www.isbe.net/Documents/guidance_chr.pdf.

⁵⁸ See 105 ILCS 5/34-2.1(f).

⁵⁹ See 105 ILCS 5/34-2.1(f-5).

only to convictions, there is a long, inherent delay between arrest, conviction, and the notification to CPS—if any notification arrives at all. The Rap Back program applies only to Illinois convictions, so CPS would not receive any notification of convictions in other state or federal courts. CPS policy requires employees to self-report to CPS when they have been convicted of certain enumerated convictions.⁶⁰

CPS has not historically conducted additional or ongoing background checks for any groups after the initial check and has instead relied entirely on self-reporting and the Illinois Rap Back program.⁶¹

D. Background Check Policy Changes and Recommendations

This summer, with our consultation, CPS announced a background check “refresh.” All employees, vendors, and Level One volunteers are required to submit to a new background check through the CPS background-check process. Anyone who does not complete the background-check process before the start of school will not be allowed to enter a school until he or she complies. For this background check refresh, Safety and Security is conducting *all* of the background checks, including those of vendor employees whose employers would typically conduct their own background checks. As vendor contracts come up for renewal, CPS plans to revise the contracts to require that CPS, rather than the vendor, conduct all background checks.

CPS is instituting a new policy requiring all athletic coaches to go through a centralized eligibility screening process before any coaching activity. Anyone involved with a team, including game day and practice volunteers, team managers, trainers, and former student athletes, are considered coaches that must go through the eligibility process. The eligibility process will include a background check, certifications, and training on recognizing, preventing, and reporting sexual misconduct.

CPS set specific deadlines to complete stages of the background check refresh. CPS began employee background checks in June. CPS launched principal webinars and trainings on June 20th and 21st. By June 29, principals were to complete an inventory of volunteers, vendors, and coaches at their schools. For coaches of fall-season sports, CPS set a deadline of July 27 to complete the eligibility process. For the remaining groups, CPS set a deadline of August 24 to complete the background checks. During July and August, CPS is conducting background checks of volunteers, vendors, and coaches. CPS relied on principals to provide updated lists of the volunteers, vendors, and coaches working within their schools through the

⁶⁰ See Rules of the Chicago Board of Education, 4-5, available at http://www.cpsboe.org/content/documents/complete_board_rules_december_2017.pdf.

⁶¹ In the next phase of our evaluation, we will be working with the Illinois State Police to learn more about the Rap Back program and how to improve outcomes for CPS.

Online Data Acquisition system, known within CPS as “ODA.” As of the date of this report, CPS was still in the process of conducting employee background checks.

By conducting the background check refresh, CPS has made significant progress toward ensuring that all adults working in schools have been background checked under uniform, rigorous standards. We recommend that CPS continue to implement this background-check protocol for all new employees, Level One volunteers, vendor employees with direct student contact, charter schools, field-experience employees, Local School Councils, and coaches.

The next step for CPS is to ensure that all adults are checked for criminal activity on an ongoing basis after they begin working in the schools. The current reliance on the Illinois Rap Back program is insufficient because it applies only to CPS employees and Illinois convictions. For these reasons, we recommend that CPS re-check employees periodically. CPS could implement ongoing employee background checks in multiple ways. The best practice is to re-check all employees after specific intervals of time, for example, every five years. CPS could stagger these re-checks to avoid the burden of re-checking all employees at the same time. If periodically re-checking all employees is economically unfeasible, CPS could conduct ongoing random background checks as an alternative.

In addition to conducting periodic employee background checks, we recommend that CPS implement ongoing background checks for the other groups as well. For vendors, we recommend that CPS retain control over background checks for all relevant vendor employees, and as vendor contracts are renewed, that CPS revise the contract language to reflect this policy. We recommend periodic or random checks similar to the recommendations given above for CPS employees.

We recommend that CPS re-check volunteers (including unpaid coaches) every year. More frequent background checks are necessary for volunteers because they are not included in the Rap Back program and do not have the same level of contact with or oversight from school administrators. We also recommend that, after each election, all members of Local School Councils undergo the same background-check procedure as all other adults working in CPS.

Moreover, there is an added difficulty in setting and maintaining boundaries between students and volunteers who recently attended or graduated from the school where they are volunteering. In fact, recent graduates who serve as coaches have been implicated in issues and incidents of sexual misconduct. For these reasons, CPS should consider additional screens, levels of oversight, or age restrictions for certain types of volunteers, especially assistant coaches.

For charter schools, we recommend that CPS exert control over background checks for all charter school employees to the greatest extent legally permissible and implement the same ongoing background-check procedures as for CPS employees.⁶²

We also make recommendations relevant to the Background Committee: We recommend that the Background Committee endeavor to obtain any information that may provide greater context and clarity to the hits uncovered during the background check. We understand that the Background Committee is required to evaluate a vast number of background checks every year, about 3,000, and that this burden and limited resources constrain the Background Committee from exhausting all sources of additional information. We therefore recommend that, for all hits that are sexual or violent in nature, the Committee submit a FOIA request to the relevant jurisdiction and require the applicant to provide a letter of explanation.

E. Reference Checks

This section addresses reference checks, *i.e.*, communicating with a candidate's previous employer(s) before hiring a prospective school-based employee. This section first discusses historical and current practices before turning to recommendations to improve the reference-check process for school-based prospective hires.

Prospective school-based CPS employees include a list of references in their employment applications, such as previous employers. The Talent Office does not handle reference checks. Instead, the hiring principal determines whether to check one or more of the listed references. In practice, CPS principals do not always perform reference checks before recommending that a candidate be hired and submitting the candidate to the Background Committee for clearance. In many cases, formal reference checks are not performed because a candidate has been endorsed or referred to the principal by people they trust, such as other teachers or employees. In other instances, a reference check simply is not performed.

Related to reference checks is the CPS Do Not Hire list. The CPS Law Department may designate former CPS employees as "Do Not Hire." The Do Not Hire list provides an important supplement to formal criminal background searches, as it includes former CPS employees who resigned after allegations were made against them but before formal findings were entered. The Do Not Hire list thus provides an important backstop to prevent CPS from inadvertently hiring a candidate who had been accused of sexual misconduct. CPS principals reported that they are likely to be candid with other CPS administrators regarding whether a candidate resigned amidst allegations of impropriety.

⁶² We note that recently enacted legislation will likely significantly expand the Rap Back program and will impact our recommendations regarding ongoing background checks depending on how that legislation is implemented by the Illinois State Police. See Illinois Public Act 100-0718.

If a candidate has not worked within CPS, however, the reference-check process becomes more important given the absence of a Do Not Hire list. Unfortunately, out-of-district reference checks often yield less fruitful information. Many states regulate the information that a former or current employer may permissibly disclose to a prospective employer. In addition to state laws, many employers and school districts have adopted their own formal policies regarding the disclosure of information during a reference check. Because of those laws and policies, many employers receive information designed to minimize potential liability, and many companies and school districts, as a practical matter, do not disclose much, if any, information in response to a reference check.⁶³

We recommend that CPS create a consistent reference-check process for all prospective school-based hires. We further recommend that the reference-check process include a mandatory question regarding any allegations of sexual misconduct.

To generate truthful responses from a candidate's former employer, we recommend that CPS require candidates to sign a release or consent form stating that the candidate waives all claims against CPS and the candidate's former employer and authorizing the former employer to provide information about the candidate.⁶⁴ To ensure that CPS does not illegally deny employment to a prospective candidate, the CPS Law Department should develop appropriate forms to be signed by candidates to authorize the release of information.

Principals currently perform reference checks. Rather than training all principals to do reference checks correctly and consistently, the Talent Office could perform reference checks. We understand that the Talent Office is establishing a system to ensure that references and employment histories are reviewed before a candidate is cleared for employment.

Although a centralized approach would be easier to apply and enforce, there are drawbacks to having people other than principals perform reference checks. For example, principals may be more open to discussing a potential candidate with another principal than with a CPS administrator. An alternative approach would be to have principals perform reference checks, but have the Talent Office request records regarding sexual misconduct through a formal, written request to the candidate's former employer(s), enclosing a copy of the candidate's consent and authorization form discussed above.

⁶³ We note that although many organizations have "no response" policies for reference checks, there is some incentive to respond truthfully regarding dangerous former employees because failing to disclose this kind of information could potentially lead to liability for the former employer if the employee engages in such conduct at his or her new employer.

⁶⁴ The form of the waiver may need to vary depending on the state in which the former employer is located.

Regardless of who performs the reference check, we recommend that CPS establish procedures to ensure that reference checks are performed. One method to ensure accountability would be to prevent the Talent Office from hiring anyone without a reference check, ideally from a former administrator. CPS could require principals to send a confirmation to the Talent Office, in writing, that a reference check had been performed. We understand that since 2016, CPS has emphasized to principals the importance of reference checks during the annual legal conferences, but in our opinion, emphasis without accountability is insufficient.

F. Students with Histories of Committing Sexual Misconduct

Unlike its ability to exclude adults, CPS cannot simply exclude students with histories of sexual misconduct from schools. As a result, CPS has had, and will continue to have, students attending schools on a daily basis who have broken laws or victimized others. CPS is in the difficult position of balancing these students' best interests with the safety of other children. Developing specific recommendations to help CPS manage this balancing act and prevent students with histories of committing sexual misconduct from reoffending will be a major focus of our continuing evaluation, although we note some of the issues here.

Perhaps most importantly, Illinois and federal laws reduce much of CPS' discretion. Students with serious behavioral issues—including those involving sexual misconduct—have privacy rights and are entitled to a public education. CPS cannot refuse to educate a child because of the child's background. Many state and federal laws govern the confidentiality of student records, including the Family Educational Rights and Privacy Act (FERPA), the Illinois School Student Records Act (ISSRA), and the Individuals with Disabilities Education Act (IDEA).⁶⁵ CPS also cannot refuse a student who fails to present a permanent or temporary record from a previous

⁶⁵ According to CPS policy: "The CPD will notify CPS only of students who have been arrested or charged by the CPD for: (1) unlawful use of weapons (720 ILCS 5/24-1); (2) violation of the Illinois Controlled Substances Act (720 ILCS 570/100 *et seq.*); (3) violation of the Cannabis Control Act (720 ILCS 550/1 *et seq.*); or (4), forcible felonies as defined in Section 2-8 of the Illinois Criminal Code (720 ILCS 5/2-8), which are listed as 'treason, first degree murder, second degree murder, predatory criminal sexual assault of a child, aggravated criminal sexual assault, criminal sexual assault, robbery, burglary, residential burglary, aggravated kidnapping, kidnapping, aggravated battery resulting in great bodily and/or permanent disability or disfigurement, and any other felony which involves the use or threat of physical force or violence against any individual.'" CPS Policy Manual, § 705.1 (Reciprocal Records Agreement Between Chicago Public Schools and Chicago Police Department) (adopted December 17, 1997).

school.⁶⁶ CPS may not be aware that a student has a juvenile delinquency adjudication, much less know the circumstances of the offense.⁶⁷ As a result, CPS may not know whether to take special preventative measures with a particular child.⁶⁸

If CPS is made aware that a student has a history of committing sexual misconduct, CPS may institute a plan to provide the student with an education, while also taking measures to protect other students. Depending on the student's eligibility for special education or accommodations, these plans could include an Individualized Education Programs (commonly referred to as IEPs) under the Individuals with Disabilities Act; 504 plans, under Section 504 of the Rehabilitation Act of 1973; CPS Student Safety Plans; and CPS Functional Analysis/Behavior Intervention Plans. CPS often develops Student Safety Plans, which address safety issues, with CPS Functional Analysis/Behavior Intervention Plans, which address student behavioral concerns.

CPS Student Safety Plans provide special supervision to particular students, which should include specific interventions to target dangerous or potentially dangerous behavior. Ideally, the school, the student, and the student's parents or guardians collaborate to create Student Safety Plans, and Safety and Security may also be involved. These plans are revised, at least every quarter, to update all involved parties with the student's progress. The plan should then be shared with any adult in the school who has an active role in the student's education, including substitute teachers.

CPS provides principals with an example Student Safety Plan for "*Sexualized Behaviors*." For students with sexual behavior problems, based on the severity and type of behaviors, these plans can include steps to ensure the following:

- ▶ The student sits alone on the bus near the bus driver, is escorted by an adult, and has specified bathrooms;
- ▶ The student is separated from the victim(s) at bus stops, on buses, in classes, or sports—with the victim(s) having the first choice of classes and sports;
- ▶ An assigned adult escorts the student;
- ▶ The student has scheduled check-ins and check-outs with a specified adult; and

⁶⁶ See 105 ILCS 10/8.1(a) (Illinois School Student Records Act).

⁶⁷ See 705 ILCS 405/1-8(f) (Juvenile Court Act).

⁶⁸ If a student shows up without school records, CPS must still enroll that student before obtaining their records. See 105 ILCS 10/8.1(a).

- ▶ The student is prohibited from certain events, locations, and privileges, like school dances, on-site daycare centers, or from being near students in special education classes, or who are three or more years younger.

Student Safety Plans may also specify penalties for non-compliance. An example Student Safety Plan includes the following language for adults who are responsible for ensuring the plan is followed, which includes an emphasis on confidentiality:

The confidentiality of this contract is crucial. Each participant agrees that s/he will not disclose the nature of the student's adjudication of delinquency or the terms of this contract to any other person. A violation of the confidentiality of this contract is cause for discharge under the Chicago Board of Education's Employee Discipline Code. Each participant also agrees that s/he will make every effort to ensure that students who are affected by this contract are not stigmatized. . . . All participants are aware that an overly restrictive safety contract may be detrimental by creating a negative self-fulfilling prophecy that could increase risk. Participants have reviewed the results of a current sex offense specific evaluation/risk assessment to ensure that the appropriate level of supervision has been implemented for the student's level of risk.

In interviews, CPS principals had mixed reviews as to the effectiveness of Student Safety Plans in correctly balancing the interests of students. Some principals called for increased transparency for children who have committed sex crimes. Other principals did not trust communities to use that information constructively and feared employees creating self-fulfilling prophecies of failure for children with Student Safety Plans.

Balancing the public interest in protecting children from students with a record of sexual misconduct with the public interest in rehabilitating those children is a question not only for CPS, but for the community at large. Current laws may appropriately balance those interests, or they may not. It may be in the best interest of many school communities if, for example, Illinois law were to make information about students who have been convicted of sex crimes more available to school principals and employees, but these choices are largely outside of CPS' control. We also note that the students who need extra attention, such as detailed Student Safety Plans, are not evenly distributed across schools or grades. Some schools may need additional resources and assistance to manage students effectively.

G. Building Security

School security has been a focus area for CPS in recent years, particularly with respect to gun violence. School building security is partially outside the scope of our evaluation, but we discuss building security insofar as it is relevant to preventing

sexual misconduct.⁶⁹ Improvements to building security will ensure that unauthorized people are not able to commit misconduct in the future.

As noted above, CPS is one of the largest school districts in the nation. Each school is unique. In some instances, multiple schools are located within a single building; in other instances, a single school spans multiple buildings.⁷⁰ While some security protocols may not be feasible or even advisable in each school,⁷¹ CPS should at least consider the following security measures for each school:

- ▶ **Visitor Sign-In and Sign-Out Sheets.** We recommend that security require all visitors to sign-in and sign-out so that there is a clear record of access during school hours. One method that some CPS schools use to ensure visitors sign out is for school security or administrative employees to hold onto visitors' IDs until they leave.
- ▶ **Requiring Visitors IDs.** Schools should require visitors to present photo identification to enter a school. Security should then provide visitors with a temporary visitor pass. Some schools have the ability to scan copies of the visitor's ID and print a temporary photo ID. Either way, visitors should have and visibly display visitor IDs.
- ▶ **Photo-ID Badges.** We recommend that CPS require that every adult authorized to be in a school wear and display photo-ID at all times. This would include employees, vendors, and volunteers. To minimize the impact of stolen ID cards, CPS should periodically reissue IDs, and use a different color background to allow observers to quickly differentiate between valid and expired IDs.

Requiring ID badges for adults is about more than just building security; it is also about creating a district-wide culture that sends the message that the CPS community cares about student safety and that all eyes are watching to report unrecognized adults and inappropriate conduct. As a result, we recommend that CPS place these ID rules in every CPS handbook for employees, students, parents, and guardians, so that both adults and students will know the rule and to react if they observe any adult not wearing an ID.

⁶⁹ Nearly all known incidents of sexual misconduct at CPS were committed by a trusted adult or a student, rather than by a stranger who snuck into the school.

⁷⁰ To illustrate the differences between schools that affect potential district-wide security measures, we note that one school even has a 78-acre campus that includes a functioning farm and that some other schools share their buildings with other organizations, such as the Chicago Park District.

⁷¹ A minority of principals said that CPS did not provide enough security cameras for their schools, which they believed may be cost-prohibitive. Adding additional security cameras may not be economically feasible, but security cameras provide clear benefits to preventing sexual misconduct and responding to sexual-misconduct allegations, such as direct evidence to convict or exonerate the accused.

Policies & Procedures

III. Policies and Procedures

KEY RECOMMENDATIONS

- Comply with Erin’s Law, and create and implement clear policies, procedures, and guidelines, including rules and standards for appropriate boundaries between adults and students.
 - Maintain current policies, procedures, and guidelines in one, easily searchable source.
 - Ensure that policies and procedures regarding sexual misconduct against students are available to everyone, including students, parents, and guardians.
 - Convert policies and procedures into condensed, easy-to-read student materials that highlight the most important takeaways and are consistent, engaging, and age-appropriate.
 - Monitor compliance and update policies on an ongoing basis to address weaknesses and new and unique challenges across schools and grade levels.
 - Create or update uniform employee, student, parent, and guardian handbooks, which contain all relevant policies and procedures regarding sexual misconduct involving students and appropriate boundaries.
-

A. Title IX & Best Practices

Title IX requires CPS to have policies and procedures to address unwanted sexual contact against students, and CPS should have policies and procedures to address sexual misconduct, generally. These policies should include, among other things:

- ▶ Prevention strategies for students, employees, vendors, volunteers, parents, and guardians, including the following:
 - How to identify signs of sexual misconduct and the importance of reporting questionable conduct early, before a hostile environment develops or sexual misconduct occurs;⁷² and

⁷² The CPS Inspector General and the Office of Student Protections and Title IX will split jurisdiction between allegations regarding adult-on-student sexual misconduct allegations and student-on-student sexual misconduct allegations, respectively.

- Policies for monitoring and securing school environments—such as locked classrooms, storage rooms, and offices—especially before and after class.⁷³
- ▶ Background-check policies for all adults.
- ▶ Rules and standards addressing appropriate and inappropriate oral, written, electronic, and physical conduct before, during, and after school. These rules should include exceptions (such as an appropriate employee helping a special education student who needs help using the restroom) and address “gray areas” like the following:
 - Interactions between students over the age of consent and students under the age of consent;
 - Interactions between students over the age of consent and adults;
 - Transporting students (*e.g.*, to and from athletic events);
 - After-school tutoring guidelines;
 - An employee giving special attention toward a student; and
 - Social-media boundaries.⁷⁴
- ▶ Policies establishing that neither illegal nor inappropriate conduct will be tolerated and can lead to termination of employment.
- ▶ Guidance for reporting potential sexual misconduct, including:
 - An internal and external reporting policy that provides clear channels for reporting suspected sexual misconduct by students and by adults;
 - Mechanisms for reporting concerns to the state education officials who certify and license educators—*i.e.*, the Illinois State Board of Education (ISBE); and
 - The prohibition of false reports.
- ▶ School and district-wide systems to ensure impartial investigations, including how to handle evidence (*e.g.*, sexual images or “sexts” sent between children).

⁷³ See U.S. Department of Education Office of Safe and Healthy Students, *A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting*.

⁷⁴ See *id.*

- ▶ Methods for requesting and sharing records between schools and districts that address employees' formal reprimands and dismissals for violating policies regarding sexual misconduct.⁷⁵

CPS should adopt the policies mentioned above in addition to the mandated reporter policies under Illinois law.⁷⁶

Further, CPS should share its policies with all stakeholders, so the people of Chicago know how their children are being protected and can provide feedback to improve and update these methods. The U.S. Department of Education, for example, recommends that school districts post policies and procedures on their websites and share them with parents; all school employees every school year during orientation; all school volunteers, vendors, new school employees, and volunteers as they come on board; the school board; state agencies; and law enforcement.⁷⁷

Finally, CPS should have policies and procedures to address sexual misconduct not only because it follows best practices, but because it is the law. "Erin's Law" requires CPS to "adopt *and implement*" policies addressing sexual abuse.⁷⁸ While Erin's Law does not require specific policies or procedures, it provides recommendations, which we recommend CPS adopt and we discuss in the relevant sections of this report.⁷⁹

As described in the following subsections, to date, CPS has partially complied with Erin's law by *having* "policies addressing sexual abuse." CPS has not, however, effectively *implemented* those policies.

⁷⁵ See *id.* at 13.

⁷⁶ See *id.* at 17-18.

⁷⁷ *Id.* at 12.

⁷⁸ 105 ILCS 5/10-23.13 (emphasis added). Erin's Law is named after Erin Merryn, an activist, author, and survivor of child sexual abuse. Erin's Law is intended to "shatter the silence and stigma around sexual abuse and educate children and empower them with their voice." See <https://www.erinslawillinois.org/about/>.

⁷⁹ These recommendations include the following: "age-appropriate curriculum for students in pre-K through 5th grade; training for school personnel on child sexual abuse; educational information to parents or guardians provided in the school handbook on the warning signs of a child being abused, along with any needed assistance, referral, or resource information; available counseling and resources for students affected by sexual abuse; . . . emotional and educational support for a child of abuse to continue to be successful in school[;] . . . methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse; . . . actions that a child who is a victim of sexual abuse should take to obtain assistance and intervention; and . . . available counseling options for students affected by sexual abuse." 105 ILCS 5/10-23.13.

B. CPS Policies and Procedures

With these best practices in mind, CPS has had comprehensive policies and procedures in place for a long time. Here is a non-exhaustive list of relevant Board policies in effect:

- ▶ 102.8: Comprehensive Non-Discrimination Title IX and Sexual Harassment (adopted May 25, 2016);
- ▶ 410.5: Policy for School-Based Health Centers (adopted September 23, 1998);
- ▶ 504.10: Student Teacher and Pre-Service Teacher Enrollment (adopted April 26, 2006);
- ▶ 511.1: Reporting of Child Abuse and Child Neglect (adopted July 23, 2008; recently amended June 27, 2018);
- ▶ 604.1 Acceptable Use of the CPS Network and Computer Resources (adopted July 22, 2009) (changes pending);
- ▶ 604.3: Student Travel (adopted May 26, 2010);
- ▶ 704.4: Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact (adopted June 25, 2008);
- ▶ 704.5: Student Social and Emotional Health Policy (adopted September 22, 2004);
- ▶ 704.6: Sexual Health Education (adopted February 27, 2013);
- ▶ 705.5: Student Code of Conduct for Chicago Public Schools (adopted July 25, 2018);
- ▶ 705.6: Procedures for Interviewing Students in Chicago Public Schools (adopted July 23, 2008); and
- ▶ 801.2: Volunteer policy (adopted March 26, 2014) (changes pending).

CPS has many other policies, procedures, guidelines, manuals, and school-specific handbooks. Unfortunately, they are spread throughout different platforms and sometimes contain conflicting information or priorities and may be out of date.⁸⁰ Many principals expressed confusion or frustration with where the policies and

⁸⁰ There are policies and procedures, for example, on the Chicago Board of Trustees website, CPS' human resources website ("HR4U"), CPS' online "Knowledge Center," and on individual school websites.

procedures were located, how they were organized, and how new policies and updates were delivered. Some principals use Google to find CPS policies, without confirming that the search result produced the current policy. Thus, we recommend that CPS maintain current policies, procedures, and guidelines in one, easily searchable source.

We further recommend that CPS make the policies and procedures regarding sexual misconduct involving students available to everyone, including students, parents, and guardians. CPS should also distill the most relevant aspects of the policies and procedures regarding sexual misconduct into district-wide handbooks for employees, students, parents, and guardians. Most of the principals we spoke to thought that district-wide handbooks would be helpful, although some principals may want to supplement these handbooks with school-specific information. CPS could also update its Student Code of Conduct, which already includes policy references for students, parents, and guardians.

Following our suggestion, CPS recently sent a template employee handbook to principals, which includes, for example, policies mandatory reporting and appropriate boundaries between adults and students. CPS will have to update this handbook as policies and procedures develop and the new Office of Student Protections and Title IX takes form.

While well-drafted policies and procedures can influence positive change, school culture is often what determines good behavior, with or without policies and procedures. The most perfectly crafted policy at a school that does not care to know or follow it is worth less than a mediocre policy at a school that cares. Thus, we determined that a line-by-line breakdown of each policy and procedure is unlikely to be fruitful for the purposes of this preliminary report. But one CPS policy, described in the following section, provides a perfect example of CPS' general issue: reasonable policies with ineffective implementation.

C. Appropriate Relationships Between Adults and Students

1. The CPS Policy

In 2017, CPS issued guidance addressing appropriate boundaries between students and employees in a document titled "Guidelines Regarding Maintaining Professional Staff/Student Boundaries" ("Guidelines"). CPS also discussed these Guidelines with administrators during the 2017 Legal Conference. The Guidelines note that healthy relationships between students and school employees are important to protect both students from sexual misconduct and adults from misunderstandings and false accusations. The Guidelines apply to "all staff members, including and without limitation to teachers, coaches, counselors, administrators,

volunteers and other third-parties who interact with students.” As written, we believe that the Guidelines are a good start, but that CPS will have to refine the Guidelines over time, for reasons described below.

The Guidelines prohibit, for example, employees from singling out students for personal attention or friendship beyond the normal employee-student relationship; gift giving, other than nominal gifts to multiple students; sexual banter and flirting; and inappropriate physical contact. The Guidelines also prohibit employees from initiating, accepting, or communicating with students on social networking sites and prohibit employees from transporting a student without written consent from the principal and the student’s parent or guardian and without having an additional adult present.

While predators may not be deterred by any policy, these Guidelines could prevent sexual misconduct against students by adults by helping the CPS community identify warning signs and stop inappropriate behaviors, and by fostering a culture where everyone is encouraged and expected to report questionable conduct.

For example, these Guidelines may be particularly helpful at assisting the CPS community with identifying “grooming,” the process by which a perpetrator seeks to gain the trust of a potential child victim to normalize sexual conduct over time. In general, perpetrators may engage in four stages of “grooming”: (1) targeting a potential victim; (2) building trust and friendship; (3) starting to isolate and control the victim and building loyalty; and (4) initiating sexual contact and securing the victim’s secrecy.⁸¹

Establishing appropriate boundaries between adults and students is a starting point for detecting grooming behaviors before sexual contact can occur. The Guidelines should help members of the CPS community more readily recognize and stop inappropriate and unprofessional behaviors before sexual misconduct occurs. If a potential perpetrator’s grooming behaviors are outside the acceptable, established interactions between adults and students, then it is much easier for others to detect grooming behaviors and root out potential perpetrators before inappropriate relationships develop or sexual contact occurs.

2. Enforcement Mechanisms

In theory, once the CPS community is familiar with the Guidelines, their enforcement will help innocent personnel avoid any appearance of impropriety while deterring improper relationships with students. As broadly defined by CPS policy,

⁸¹ Brackenridge, Fasting. *The Grooming Process in Sport: Narratives of Sexual Harassment and Abuse* (2005), 5.

most instances of grooming will be very hard to prove,⁸² because it relies on proving that behavior that may otherwise look innocuous is part of a pattern of improper conduct with improper motivations.⁸³ The best way to prevent improper relationships from occurring is not to wait to prove that grooming actually occurred but to prevent situations that could lead to grooming from ever occurring. The Guidelines, properly implemented, will help adults avoid situations that could appear improper and recognize situations that actually involve or could lead to inappropriate relationships.

A well-written boundaries policy expresses both specific rules and general guidelines for interactions between adults and children. The rules should prohibit activities that clearly should not occur between adults and students, such as a teacher inviting a student to his home or to dinner without parent approval. More general guidelines should be provided to help adults navigate conduct that may be proper and beneficial under certain circumstances but improper under others, such as one-on-one tutoring, congratulatory hugs, and so forth.

When administrators enforce the rules and standards of a boundaries policy, well-intentioned adults—that is, most adults—will be incentivized to learn and think about what appropriate boundaries are, and to recognize and report potentially inappropriate conduct. Administrators then can evaluate the conduct, consider whether discipline is appropriate, counsel the adult to avoid such conduct in the future, and monitor the situation to ensure that inappropriate activities do not continue.

Many principals were skeptical of whether the rules and standards in the Guidelines were enforceable as written. With this in mind, we recommend that CPS

⁸² According to CPS policy, grooming is “behavior an adult uses to build an emotional connection with children to gain their trust and break down their inhibitions for the purpose of sexual abuse.” CPS Policy Manual § 511.1 (Reporting of Child Abuse, Neglect and Inappropriate Relations Between Adults and Students) (updated June 27, 2018). The policy adds that “An adult may be ‘grooming’ a child or engaging in inappropriately intimate behavior with a child when the adult creates isolated, one-on-one interactions with a child (e.g., transporting a child without the written authorization of the principal and the parent, texting or direct messaging); gives gifts to a particular child (e.g., money, clothing); crosses physical boundaries (e.g., touching, giving prolonged frontal hugs, or making the child sit on the adult’s lap).”

⁸³ The Illinois Criminal Code’s definition of “grooming” is also narrower than CPS’ definition: “A person commits grooming when he or she knowingly uses a computer on-line service, Internet service, local bulletin board service, or any other device capable of electronic data storage or transmission to seduce, solicit, lure, or entice, or attempt to seduce, solicit, lure, or entice, a child, a child’s guardian, or another person believed by the person to be a child or a child’s guardian, to commit any sex offense as defined in Section 2 of the Sex Offender Registration Act, to distribute photographs depicting the sex organs of the child, or to otherwise engage in any unlawful sexual conduct with a child or with another person believed by the person to be a child. As used in this Section, ‘child’ means a person under 17 years of age.” 720 ILCS 5/11-25.

reevaluate which conduct should be governed by a rule or a guideline and confirm that expectations and disciplinary criteria are clear for both adults and students.

3. Implementing the Guidelines in the CPS Community

CPS has not taught or implemented the Guidelines effectively or sufficiently, rendering them ineffective. Even though CPS introduced the Guidelines in 2017 and posted the Guidelines on CPS' new "Protecting Chicago's Students" website⁸⁴ in response to the Chicago Tribune's *Betrayed* series, the vast majority of interviewed principals and assistant principals said that they had not seen the Guidelines.⁸⁵ At one end of the spectrum, some principals reported that they had adopted portions of the Guidelines or similar rules within their individual school handbooks and discussed them with employees annually during fall "professional development" days. On the other end of the spectrum, some principals reported essentially no familiarity with the Guidelines. Others had only limited familiarity with the topics contained in them and had not discussed these topics with employees, let alone vendors, volunteers, students, parents, and guardians.

CPS took several steps to communicate the Guidelines to its school leaders and administrators. But the fact that most of these leaders still did not know the Guidelines exist shows that CPS' steps have been insufficient and ineffective.⁸⁶

Unsurprisingly then, schools have implemented the Guidelines in varying degrees. Some principals reported that they enforced the Guidelines or similar rules and that their employees had found alternative ways to accomplish communication with their students while still complying with the Guidelines. Other principals acknowledged that employees at their school consistently violate the Guidelines by, for example, permitting coaches to text message students privately or permitting coaches to transport students without prior permission. Many CPS employees appear to follow this reasoning: "Of course these policies are important, but they do not apply to me because I am not a predator." This is a dangerous mindset and can lead to a dangerous culture. CPS' ability to prevent sexual misconduct cannot rely on the CPS community's ability to accurately guess intent.

We recommend that CPS take steps to train principals, employees, vendors, volunteers, students, and guardians on the Guidelines, and then *enforce* the Guidelines. As discussed in the next section, this training should not only provide a copy of the Guidelines, but also explain why the Guidelines are important, and how they

⁸⁴ See CPS.edu, *Protecting Chicago's Students* (last modified July 27, 2018), <https://cps.edu/pages/protectingstudents.aspx> (last visited August 16, 2018).

⁸⁵ In fact, during the July 2018 Legal Conference, CPS quickly reiterated the existence of the Guidelines to administrative staff. Still, most administrators who attended the 2018 Legal Conference before we interviewed them remained unaware of the Guidelines.

⁸⁶ The Guidelines should be an important part of a mandatory online training, as discussed in Section IV (Training).

help detect and deter sexual misconduct. The training should also address the perceived drawbacks of certain aspects of the Guidelines. Better training on the Guidelines will also lead to more reporting of grooming behaviors and should operate to help prevent inappropriate relationships from forming or progressing.

4. Moving Forward

As written, the Guidelines can help the CPS community navigate appropriate relationships between adults and students.⁸⁷ Because these Guidelines will need to be tried and tested within CPS, we do not speculate about which parts of the Guidelines will work and which will need to be amended.⁸⁸ We do, however, have some additional general recommendations for CPS to consider:

- ▶ **Address Positive Activities.** Given the recent scrutiny, many principals expressed concern that the Guidelines would deter positive relationships and that even good employees would resist beneficial student relationships if they fear losing their jobs after false reports. To provide clearer guidance to employees about what is appropriate, and to not discount the importance of positive relationships, the Guidelines should provide some examples of affirmative, permitted conduct between employees and students. Many principals—particularly those whose students suffer from higher rates of violent crime and poverty in their communities—emphasized the need for strong bonds between employees and students. As they put it, some students come to school with unique problems and struggles and, thus, need special attention. Some students, for example, do not receive sufficient support outside of school, and they may not see a purpose in education or investing in themselves unless they learn it in school. Some of these students may also have challenges with their peers or responding to authority, unless it is from a trusted adult with whom

⁸⁷ A U.S. Department of Education report provides detailed guidance regarding appropriate versus inappropriate conduct. See U.S. Department of Education Office of Safe and Healthy Students, *A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting*. Appropriate conduct between adults and students, for example, includes praise, positive reinforcement for good behavior or work product, humor and friendly comments, non-personal compliments, and interactions with students that are in plain sight, with doors open. Examples of inappropriate conduct, on the other hand, include sexually provocative or degrading comments, risqué jokes, singling out students for favors, personal written notes or electronic communications between adults and students, and suggestive teasing that references gender or sexual innuendo.

⁸⁸ We note, however, that the Guidelines may be unnecessarily restrictive in some instances, as pointed out by many principals—who are ultimately responsible for enforcing the Guidelines—once we showed them the Guidelines. This is particularly true with respect to limiting the resources that staff may use to communicate with students. We understand that CPS is currently reviewing its policy regarding approved electronic resources. As part of that review, we recommend that CPS ensure that appropriate phone applications and other classroom tools are vetted and permitted, so that principals and teachers do not feel inclined to simply disregard the policy as too restrictive.

they have a personal connection. Principals pointed to healthy relationships between employees and students as a method for reducing student misconduct and fostering a positive school culture.⁸⁹ Principals uniformly agreed that the Guidelines—if known and implemented—could help foster these healthy and necessary relationships.

- ▶ **Consider Differences Between Age Groups.** CPS should consider whether it would be useful for the Guidelines to discuss differences in appropriate contact between age groups, from pre-kindergarten through twelfth grade.
- ▶ **Note Special Circumstances.** For clarity, the Guidelines should address the existence of unique student relationships and contacts, including student groups that need extra attention and services, *e.g.*, students with disabilities who need assistance in the restroom or with other activities of daily living.
- ▶ **Post-Incident Reporting.** CPS cannot write the Guidelines in a digestible format that anticipates all circumstances. In case these policies are overly restrictive or fail to foresee some necessary exception, employees should still be required to report exceptional circumstances immediately. If the policy prohibits employees from being alone in a closed room with a student, for example, but a seriously distraught student comes into a teacher’s room crying and needing a moment to calm down, a teacher may decide that it is best to give that child a moment to recover. In that instance, the teacher should report that exceptional circumstance to the principal. The principal should then record the incident report, not to punish the teacher—unless the teacher’s decision was somehow egregious—but to explain why the Guidelines were not followed, to promote transparency, to protect everyone involved, and to track trends.
- ▶ **Enforce, Monitor, and Update.** CPS should welcome and consider feedback from school leaders who are required to enforce the Guidelines, because there may be aspects of the policy that work well in some schools but have unintended consequences in others. For example, some principals said that some employees are friends with students on social media—especially to keep up with and assist former students who are in college. Principals mentioned that some employees have used social media to identify serious threats between students, which the school has then used to prevent disputes or violence. Most principals, however, said that students will raise those issues to CPS employees by themselves, and the risks of social media connections between adults and students outweigh the benefits. This latter set of principals may be correct, or

⁸⁹ The number of students who need this extra support varies among schools—with some principals saying that all students in their schools need someone that they connect with. One staff member cannot have this bond with all students, and schools will need to divide and conquer. According to some principals, the student is often the one who chooses the adult to will connect with, which is why the relationship works.

both sets of principals may be accurately reflecting differences in cultures at their schools. CPS must keep in mind the unintended consequences of the Guidelines, listen to feedback from principals regarding recurring and new challenges (such as technology and changing norms), and be flexible when necessary—even if that means making some school-specific modifications for some aspects of the Guidelines.

Training

IV. Training

KEY RECOMMENDATIONS

- Train and frequently remind CPS employees, vendors, and volunteers how to prevent, identify, report, and respond to sexual misconduct—and that they are responsible for doing so. This training should include the following:
 - Annual webinars for all adults who participate in school programs and events;
 - Annual Illinois Department of Children and Family Services Mandatory Reporting Training;
 - A notification checklist to all members of the CPS community;
 - Annual, district-wide training sessions during student and employee orientation (also known as “professional development” days for employees);
 - Age-appropriate education regarding sexual misconduct and appropriate boundaries across all grade levels; and
 - Training sessions for parents and guardians.
 - Create accountability for trainings by requiring proof of attendance and comprehension and by tying this proof to evaluations.
 - Use experts, such as the Chicago Children’s Advocacy Center, to train CPS employees and members of the Title IX Office.
-

A. Title IX & Best Practices

As referenced in the previous section, to prevent sexual misconduct, CPS must create, maintain, and regularly update its policies and procedures that prohibit sexual misconduct, identify the warning signs of sexual misconduct, and explain how members of the CPS community should report and respond to allegations of sexual misconduct.⁹⁰ All members of the CPS community must understand and appreciate these policies to prevent, identify, stop, and respond to sexual misconduct. Employees, vendors, volunteers, students, parents, and guardians must hold each other accountable. This accountability is particularly important because reports of sexually misconduct cannot be expected to always come from the victims. In fact, children who have been successfully “groomed” by predators are unlikely to come

⁹⁰ See also, U.S. Department of Education Office for Civil Rights, *Revised Sexual Harassment Guidance*, 25.

forward until it is too late. To best protect children—inside or outside of school—CPS and the City of Chicago need all stakeholders to be ready, willing, and able to report inappropriate behaviors and sexual misconduct against children. For this reason, all members of the CPS community must understand not only the “what” but also the “why” behind the rules. High-quality training can help them get there.

Specifically, CPS must provide general training regarding sexual misconduct involving students for employees, students, parents, and guardians. Most of this section is devoted to discussing this training, but it is also important that CPS provide specific training for administrators, investigators, and clinical employees to effectively prevent and address sexual misconduct against students without unnecessarily interrupting schools, re-traumatizing victims, or jeopardizing future DCFS, CPS Inspector General, criminal, or Title IX investigations.⁹¹ We recommend that the Office of Student Protections and Title IX (OSP)—with the help of experts—develops, administers, and monitors all of these training sessions.

CPS should implement a mechanism to ensure that all employees, vendors, volunteers, and students complete trainings regarding sexual misconduct against students. CPS can, for example, require employees, vendors, and volunteers to certify that they have completed mandatory web-based training regarding sexual misconduct every year. To make these requirements meaningful, CPS administrators must also hold employees accountable by issuing unfavorable evaluations or taking disciplinary action against people who do not complete mandatory trainings or follow the corresponding policies and procedures.

At minimum and as a starting point, CPS should require annual sexual misconduct trainings for all CPS employees. These trainings can be web-based, with advancement through each “level” of the training determined by whether trainees answer specific questions correctly. Training for new hires should occur before they begin working with students.

Additionally, CPS should soon require mandatory training for vendors, Level One volunteers, coaches, and students through a similar web-based training interface.⁹² These trainings should also be strongly encouraged for parents and guardians. CPS should offer a separate training for each group listed above so that the content of the training can focus on each group’s responsibilities in identifying, preventing, and reporting sexual misconduct.

Trainings should focus on more than Title IX compliance and explain what sexual harassment, sexual misconduct, and sexual violence are,⁹³ how to identify warning

⁹¹ The importance of this training is discussed further in the following section (Reporting).

⁹² See, e.g., U.S. Government Accountability Office, *Child Welfare*.

⁹³ See U.S. Department of Education Office for Civil Rights, *Dear Colleague Letter* (April 4, 2011), 14, available at <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.

signs, and how to keep students safe. Importantly, trainings must include detailed information about warning signs and “grooming” behavior.⁹⁴ Relatedly, trainings should also include a component on how to identify the warning signs of *online* sexual misconduct. This training component should emphasize issues that may arise with the use of electronic applications, such as texting and social media.

We also recommend that CPS create or update district-wide employee, student, parent, and guardian handbook or materials and take related steps to ensure that CPS policies and procedures regarding sexual misconduct and appropriate boundaries are applied uniformly. Since CPS already includes policy references for students, parents, and guardians in the Student Code of Conduct booklet, CPS could supplement this booklet with the updated policies and procedures regarding appropriate boundaries and sexual misconduct against students.

B. CPS Training

Despite thorough policies and procedures, CPS failed to achieve uniform adoption and application of its policies and procedures, because it lacked proper training.

Many principals said that they do not recall any type of training regarding sexual misconduct involving students besides the DCFS mandatory reporter training when they were hired. Other principals reported that they could not remember being trained on sexual misconduct at all, and that if it ever came up, the topic was not emphasized enough to remember. As a result, most principals said that they only learned how to respond to sexual-misconduct allegations on the job as issues arose.

We include below a description of CPS’ historical training practices, the deficiencies in those practices, and some additional, specific recommendations expanding on the best practices discussed above.

1. CPS Employees

Illinois law requires all CPS employees to be “mandated reporters.”⁹⁵ Mandated reporters must immediately call the DCFS hotline when they have reasonable cause to believe that a child known to them in their official capacity as a CPS employee may have been abused or neglected. Since 2008, all new CPS employees

⁹⁴ See U.S. Department of Education Office of Safe and Healthy Students, *A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting*, 8 (defining grooming as “desensitizing the student to inappropriate behaviors and making the child feel special in sexual and nonsexual ways”). See also EduRisk, *Educator Sexual Misconduct*.

⁹⁵ 325 ILCS 5/1 *et seq.* See also CPS, *Crisis Management Manual* (2012), 92-93, available at https://chooseyourfuture.cps.edu/sites/default/files/crisis_final_manual_update.pdf.

were required to complete an online training provided by DCFS regarding mandatory reporter obligations.

Some principals reported that they required their employees to annually complete this online training because they believed it was mandatory or was in accord with best practices, but most principals did not require employees to complete it annually. We are not aware that CPS had any requirement before June 2018 that employees complete training annually.

CPS' new policy, effective in June 2018, requires that all employees annually complete the DCFS mandatory reporter online training. The policy also requires each employee who completes the DCFS online training to retain a copy of the certificate of completion and provide it to their principal or supervisor.

We recommend that CPS requires principals to verify that all CPS employees in their buildings have completed the training before the start of every school year and to verify that new employees hired during the school year have completed that training before having contact with children. We further recommend that network chiefs require principals to certify that they have complied with this requirement and maintained a file of their employees' certifications. We further recommend that principals and teachers be held accountable through their evaluation process by providing these certifications to their supervisors.⁹⁶ If CPS holds principals and other employees accountable in this way, employees will complete the training, know their reporting requirements, and understand the importance of reporting suspected abuse and neglect.

In addition to the DCFS mandatory reporter training, administrators historically received formal training on appropriate boundaries and sexual misconduct only through the annual Legal Conference, which addresses various legal topics and CPS policies.⁹⁷ Some principals reported that they were told at the annual Legal Conferences to convey this information to their employees during fall professional-development days. Some reported that they did so, but many did not, and the depth and content covered varied from school to school. Some principals added that they did not feel competent to meaningfully train their schools on information that was only briefly covered during one session of a one-day legal conference.

We understand that CPS will now require all schools to devote time annually during fall professional-development days to discuss appropriate boundaries, mandatory reporting, and sexual misconduct. To help ensure consistency of content, we

⁹⁶ Principals should also provide proof during their evaluations that their school employees received requisite trainings.

⁹⁷ The vast majority of interviewed principals reported that the Legal Conference was useful, and many recommended that CPS extend the Legal Conference from one to two days.

recommend that CPS provide materials to principals, *e.g.*, a straightforward PowerPoint presentation with simple bullet points and guidelines, copies of the relevant policies and guidelines, and several hypothetical situations for principals to discuss with their employees.⁹⁸

One training at the beginning of the year, however, is unlikely to ensure that people sufficiently understand these issues. CPS may need to encourage additional sessions during the year to refresh what employees learned in the beginning of the year and supplement that training with additional insights or updates. We understand that CPS is developing additional trainings for employees on these topics with the help of the Chicago Children’s Advocacy Center and that CPS is planning for all employees to receive training from the OSP during the 2018/2019 school year.

Further, as a more general recommendation, we believe it would be beneficial for CPS to provide principals with a checklist of additional mandatory topics to cover during fall professional-development days. Of course, principals need to exercise their own discretion in determining what topics to cover during this limited and valuable time, but there are certain universal topics that should be included. Many interviewed principals reported that they would find a checklist useful, as they were unclear which topics CPS required, or preferred, them to address during fall professional development beyond required teacher evaluation training (REACH).

We recommend that all principals and employees annually receive a training specifically geared towards understanding and implementing CPS policies and procedures regarding sexual misconduct and appropriate boundaries. Because of the sheer number of CPS employees, the most practical training method is likely an online webinar.⁹⁹ Another benefit of online training is the ease of accountability, because participation and completion can be tracked electronically.

CPS recently created a universal, district-wide employee handbook that includes CPS policies and procedures regarding appropriate boundaries and mandatory reporting. We recommend that CPS continue to update this handbook as other policies and procedures regarding sexual misconduct against students develop, including reporting structures.

2. Volunteer Training

The vast majority of principals were not aware of any volunteer training that related to appropriate boundaries or sexual misconduct. A few principals reported

⁹⁸ CPS is also working with the Chicago Children’s Advocacy Center to develop training for principals to deliver during this year’s fall orientation.

⁹⁹ We understand that CPS intends to work with the Chicago Children’s Advocacy Center to develop web-based training. We recommend that the training has an interactive education component and certification after completion.

that they believed volunteers might receive some informal guidance on appropriate boundaries, but they did not know any more details.

We recommend that volunteers also receive mandatory instruction as a component of the volunteer application regarding appropriate boundaries, including appropriate physical contact, electronic communication, social media, and transportation. This training could also be conducted through an interactive online training rather than through an in-person training. CPS could hold volunteers accountable by refusing to approve the volunteer application until the volunteer completes the online training. To be clear, we believe that the OSP should oversee creation of this training rather than Family and Community Engagement.

We do not recommend that this training be mandatory for Level Two volunteers. Level Two volunteers have minimal student contact, and this training may unnecessarily deter them from participating in school activities.

3. Vendors

We are not aware of any training requirements for vendors regarding sexual misconduct against students. We recommend that CPS require vendors that have substantial student contact to complete an online training regarding appropriate boundaries and that CPS take appropriate steps to ensure accountability.

4. Students

Most principals reported that their students did not receive any instruction or training relating to appropriate boundaries or how to respond if they are concerned about inappropriate conduct by an adult, other than general instruction to tell a trusted adult about any concerns. A minority of principals reported that during fall student orientation their students receive instruction regarding appropriate boundaries between adults and students. Even fewer principals reported that students are given periodic refreshers on appropriate boundaries. Some of these principals partnered with outside vendors to provide specific instruction to their students regarding appropriate boundaries between adults and students.

At minimum, we recommend that CPS require all schools to include in their student handbooks (or in the Student Code of Conduct) a discussion of appropriate boundaries and ways to report inappropriate adult behavior.

CPS should go further, and we understand that it is in the process of developing additional training sessions. We recommend that CPS provide students with age-appropriate instruction regarding appropriate boundaries between themselves and adults, including but not limited to school employees, and education for preventing, identifying, and reporting sexual misconduct to all grade levels. At mini-

mum, we recommend that some instruction occur during fall orientation. To ensure that students actually receive instruction on appropriate boundaries and how to report potential misconduct, CPS should implement appropriate mechanisms to ensure accountability and keep records to reflect which students received an age-appropriate training.

Because there is already some overlap and only so much time in a school year, CPS could include instruction on these issues in its Sexual Health Education curriculum. Currently, schools must instruct kindergarten through fourth grade students 300 minutes per year on Sexual Health Education and fifth through twelfth graders for 675 minutes per year.¹⁰⁰ CPS reports that only 15% of schools meet these requirements. In fairness, minutes requirements may not be the best metric for a successful Sexual Health Education program.

As a further complication, parents and guardians are permitted to opt their children out of the Sexual Health Education curriculum. CPS may therefore want to conduct training regarding sexual misconduct separately. Parents who object to their children learning about safe sex may not object to their children being taught how to guard against predators. If CPS chooses to incorporate this training into the Sexual Health Curriculum, we recommend that it provide an alternative online training for those students whose parents opt them out of the Sexual Health Education curriculum, subject to a separate opt-out.¹⁰¹

If CPS does incorporate training regarding sexual misconduct into its Sexual Health Education curriculum, we recommend that CPS re-evaluate the curriculum, identify the most important aspects of the curriculum that students need to receive, and then make sure that they receive it.

5. Parents and Guardians

Most principals told us that they do not offer training for parents or guardians regarding sexual misconduct against students. While some principals provide some information regarding mandatory reporting requirements for CPS employees and contact information for support services in their school-specific parent and guardian handbooks, these handbooks are inconsistent.

A handful of principals reported that they have general information sessions with parents that may cover CPS policies and procedures. At least one school has pro-

¹⁰⁰ Principals reported varying levels of compliance with the mandate to teach Sexual Health Education, with some schools reporting that minimal, if any, instruction was provided, and other principals reporting that the minute requirements were satisfied through Sexual Health Education taught during health class, physical education class, biology class, or other methods.

¹⁰¹ Some schools may also receive waivers from the Sexual Health Education curriculum. We recommend that these students also receive an online training.

vided trainings, including sessions in Spanish, for adults using methods the employees learned from the Chicago Children’s Advocacy Center. Most principals said that it is difficult to get parents to attend these events and that the level of community involvement depends on the community.

We recommend that CPS find ways to educate and train parents on how to identify and report sexual misconduct against children, especially with the help of experts like the Chicago Children’s Advocacy Center. This approach must include, at minimum, parent and guardian handbooks that uniformly address these topics—or sufficient updates to the Student Code of Conduct—for all CPS communities and in all necessary languages.

Reporting

V. Reporting

KEY RECOMMENDATIONS

- Provide clear avenues for mandatory, optional, and anonymous reporting of actual and suspected sexual misconduct.
 - Clarify what type of conduct triggers mandatory reporting requirements, particularly conduct that may be categorized as “grooming.”
 - Implement a system to report and track allegations and incidents.
 - Log and analyze data, identify trends, and regularly share this data with stakeholders, including the Chicago Board of Education.
 - Create a culture of reporting through transparency, due process, and clear understandings of rights, responsibilities, and expectations, prohibiting retaliation for raising a concern or reporting an incident.
 - Train CPS employees on “information gathering” to address school issues and on filing effective reports without unnecessarily interrupting schools, re-traumatizing victims, or jeopardizing future DCFS, CPS Inspector General, criminal, or Title IX investigations.
 - Provide administrators with a straight-forward reporting checklist with key contact information.
-

A. Title IX & Best Practices

Reporting allegations and incidents of sexual misconduct quickly is essential to complying with Title IX, the success of investigations, providing assistance to victims, stopping perpetrators, and preventing further misconduct. A well-designed system for tracking reports also allows data analysis to identify patterns, to improve methods, and to target issues that need specific attention.

Under Title IX and Illinois law, school employees must report sexual misconduct against students.¹⁰² In designing procedures to report incidents of sexual misconduct in a timely manner, experts and federal agencies recommend the following best practices:¹⁰³

- ▶ **Limited Initial Fact-Finding.** The role of school employees who discover potential sexual misconduct is “not to investigate or evaluate the alleged abuse, but to *report the behavior which raised concern* to those charged with conducting an investigation,”¹⁰⁴ such as specially-trained Title IX employees or the CPS Inspector General.¹⁰⁵ Therefore, if a child discloses sexual misconduct, school employees should be instructed to listen attentively and ask minimal fact and open-ended questions. It is acceptable to ask clarifying questions, but asking leading questions or pushing for information could both re-traumatize the child and compromise an investigation. School employees should convey that a parent or student disclosing sexual misconduct is believed and that the sexual misconduct is not the child’s fault. The DOJ-funded report, “A Case Study of K–12 School Employee Sexual Misconduct: Lessons Learned from Title IX Policy Implementation,” has cautioned that, although these investigations are usually well intentioned, district administrators often do not have the training to conduct investigations effectively and do not have the authority or knowledge to confiscate and protect key evidence. As a result, these internal investigations can interfere with child welfare or law enforcement investigations. For instance, administrators’ investigative efforts can tip off an offender to likely law enforcement actions, prompting him or her to destroy important evidence or intimidate victims to keep them from providing testimony. The resulting loss of critical evidence can affect the ability of law enforcement to

¹⁰² Title IX requires “responsible employees” to report sexual misconduct. A responsible employee includes any employee who has the authority to take action to redress sexual violence, are required to report incidents of sexual violence, or whom a student reasonably believes has this authority or requirement. The White House Task Force to Protect Students from Sexual Assault noted that, “At the [primary] and secondary school level, this could include school administrators, school law enforcement personnel, and teachers and may also include bus drivers, cafeteria staff, and other employees depending on the district’s practices and procedures.” *Considerations for School District Sexual Misconduct Policies* (September 2016), note 2 at 7, available at <https://www.justice.gov/ovw/file/900716/download>. Likewise, Illinois law requires “school personnel (including administrators and both certified and non-certified school employees)” to report sexual misconduct against students. 325 ILCS 5/4. *See also*, CPS Policy Manual § 511.1.

¹⁰³ These recommendations are based on the following sources: U.S. Department of Education Office of Safe and Healthy Students, *A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting*, 13, 17-18; White House Task Force to Protect Students from Sexual Assault, *Considerations for School District Sexual Misconduct Policies*, 7-8; EduRisk, *Educator Sexual Misconduct*, 28-29; Magnolia Consulting, *A Case Study of K–12 School Employee Sexual Misconduct*, 37.

¹⁰⁴ U.S. Department of Education Office of Safe and Healthy Students, *A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting*, 18.

¹⁰⁵ We specifically include the CPS Inspector General here because that office has been tasked with investigating adult-on-student sexual misconduct.

prosecute a case, potentially allowing the offender to escape criminal consequences.

- ▶ **Formal Reporting.** CPS should provide and identify options to formally report suspected sexual misconduct. These options should include reporting to: (a) a “responsible employee” under Title IX, which will trigger the district’s obligations to respond and investigate under Title IX; (b) child protective services; (c) law enforcement; (d) state education officials that certify and license educators; and for CPS, (e) the CPS Inspector General.¹⁰⁶ Policies and distributed materials should explain how each option works, including how to make a report for each option, and provide contact information for doing so.
- ▶ **Alternative Reporting.** CPS may also consider providing and identifying alternatives to formal reporting for students, parents, and guardians. These may include: (1) informal processes, which may entail site-level investigation and resolution, but should include mechanisms for reporting and tracking incidents under Title IX; or (2) privileged or confidential resources, which could allow students, parents, and guardians to seek assistance without triggering a district’s obligation to investigate under Title IX. A district should take care to explain in its policies what information will be kept confidential and what information may be disclosed, to whom it will be disclosed, and why. A district should also explain when it can and cannot honor a request that a student’s or employee’s name not be disclosed to the alleged perpetrator or that no investigatory or disciplinary action be taken. The district should also identify the employee or employees responsible for evaluating such requests for confidentiality or no action. In short, a district’s policy should allow a student, parent, or guardian to understand an employee’s reporting obligation before he or she reveals any information to that employee.
- ▶ **Anonymous and Confidential Reporting.** CPS should provide procedures for addressing anonymous complaints, or situations where a complainant requests confidentiality (noting that a report to law enforcement or child protective services may still be required). Recognize that in these situations, after complying with mandatory reporting requirements, a district may address alleged sexual misconduct and strengthen its prevention efforts without initiating formal action against an alleged perpetrator by, for example: providing increased monitoring, supervision, or security at locations or activities where the misconduct occurred; providing training and education materials for students and employees; revising and publicizing the district’s policies on sexual misconduct; and conducting student, parent, and employee climate surveys regarding sexual misconduct.

¹⁰⁶ As referenced above, we specifically include the CPS Inspector General here because that office has been tasked with investigating adult-on-student sexual misconduct.

- ▶ **Supervisor Notification.** CPS policy should indicate whether the responsible employee or mandated reporter should inform his or her supervisor(s).
- ▶ **Track Incidents.** CPS should create a system to report and track incidents and complaints. At minimum, the following information should be collected as an initial report progresses through resolution: the date of the incident or incidents; the names and ages of the children involved; a description of what happened; actions or statements by the children; actions or statements by the alleged offender; a statement as to how and whether the incident was resolved; a list of witnesses and their contact information; and the name of person to whom the report is submitted.
- ▶ **Encourage Reporting.** School employees may be concerned about reporting a colleague's suspected misconduct for fear of making a false accusation. Policies can address this concern by stressing that the purpose of reporting is to ensure that everyone is aware of what is going on for the protection of the child as well as the employee, and reporters are expected to act in good faith on suspicions, not certainty. Policies should also prohibit the making of knowingly false complaints by students and employees, and provide for appropriate consequences.
- ▶ **Consider Amnesty.** Where doing so would promote reporting and investigation of sexual misconduct, CPS should consider whether to grant amnesty for a violation of other discipline or student-conduct policies not related to sexual misconduct. Policy should outline the circumstances under which such accommodations may apply.
- ▶ **Prohibit Retaliation.** CPS reporting policies should prohibit retaliation against those who file a complaint (including third parties) or otherwise participate in the investigatory or disciplinary process (*e.g.*, as a witness), provide a process to report such retaliation, and provide for consequences if retaliation occurs.
- ▶ **Notification Checklist.** Once updated reporting policies are in place, they must be clearly communicated to school employees, vendors, volunteers, students, parents, and guardians. For school employees, it is helpful to include requirements about how soon a report should be made, as well as the consequences for not reporting. Providing a booklet or quick-reference guide is good practice. Such a reference guide can also provide information about responding to an incident or complaint, such as contact information for trained resources (both within the district and in the community) who can provide an immediate response to a crisis (*e.g.*, obtain needed resources, explain reporting options, and help navigate the reporting process).

B. CPS Reporting Processes

This section addresses the current reporting structure when a CPS employee learns of potential violations of the boundaries policy or sexual misconduct. The administrators we interviewed uniformly understood that they, and all school employees, are mandated reporters. Some principals report that their school-specific employee handbooks include a section on mandatory reporting that they review with their employees at least annually, usually during orientation or “professional development” days at the beginning of each school year. Many principals, however, were not confident that teachers and other employees understand their obligations and believed that their employees were reluctant to report signs of abuse or neglect to DCFS themselves—preferring that the principals do it.

Unfortunately, however, most principals view their obligations solely through the lens of a mandated reporter, and we found a lack of a uniform understanding as to what constitutes “abuse or neglect” and what other actions are required or appropriate under various circumstances.

In June 2018, CPS adopted a new policy for the Reporting of Child Abuse, Neglect, and Inappropriate Relations Between Adults and Students to provide a comprehensive framework for the reporting of suspected abuse or neglect, the documentation of such incidents, and the steps that should be taken after each reported incident to support the victim(s) and the mandated reporter. This policy, if effectively implemented, should provide uniform guidance to CPS employees and remedy many of the discrepancies in the practices for reporting and documenting sexual misconduct that has previously existed throughout CPS.

1. Mandatory Reporting of Suspected Abuse or Neglect

As noted, in accordance with the Illinois Abused and Neglected Child Reporting Act, it is the policy of CPS that all school employees are “mandated reporters.”¹⁰⁷ Any mandated reporter who has reasonable cause to believe that a child known to him or her in his or her official capacity as a CPS employee may have been abused or neglected shall immediately call the DCFS Hotline.

CPS’ current policy makes clear that “abuse,” for purposes of the mandated reporting obligation, includes both physical and sexual abuse, as well as “grooming.” Grooming is defined in the policy as behavior intended to gain a child’s “trust and break down inhibitions for the purpose of sexual abuse.”¹⁰⁸ Before June 2018, however, CPS’ policy for the Reporting of Child Abuse and Child Neglect did not mention “grooming” or otherwise make clear that acts that did not constitute actual sexual offenses still had to be reported to DCFS.

¹⁰⁷ 325 ILCS 5/1 *et seq.*

¹⁰⁸ CPS Policy Manual § 511.1 (updated June 27, 2018).

But CPS still needs to clarify its definition of “grooming,” for the purposes of mandatory reporting. Under the policy’s current broad definition, innocuous, or even beneficial behavior—such as tutoring and mentoring—may appear to be grooming behaviors to a third-party. While there are clear cases of grooming, such as “sexting,” many cases are not clear, and CPS needs to balance the interests of protecting all children from sexual misconduct with the need to provide them with the resources and support necessary to receive an education and grow into a well-rounded adult. It is not enough to say that this balance should be completely on the side of protecting children, or else we would not allow children to ever come into contact with other students or adults. But CPS should err on the side of caution by encouraging over-reporting. Ideally, most reports of improper contact will prove not to involve grooming or abusive behavior, but they will be flagged, logged, and analyzed for trends in a way that does not automatically trigger removal or disciplinary action.

While nearly every administrator we interviewed has personally reported, or assisted another employee in reporting an incident of suspected abuse or neglect to DCFS at some point in their career, there is a significant disparity in the frequency with which administrators encounter situations that trigger their mandatory reporting obligations. Because the vast majority of such incidents involve suspected neglect (*e.g.*, homelessness or malnutrition) or non-sexual abuse, employees from schools in lower socio-economic neighborhoods may contact DCFS several times a month, while employees in other schools may go years without observing something that would trigger their reporting obligation.¹⁰⁹ Both extremes of this continuum suggest the need to adequately train, and regularly remind, all mandated reporters of the scope of their obligations. An employee who frequently encounters neglected children, for example, may be less likely to recognize a distinct sign of abuse, while an employee who has not had to even consider his or her reporting obligation in years may be overly hesitant to identify behavior that would trigger a reporting obligation.

As noted in the previous section, we recommend that all mandated reporters undergo annual training, in addition to the required DCFS online training, to recognize the signs of grooming and to understand the scope of their obligations as mandated reporters and their obligations under CPS policy.¹¹⁰

¹⁰⁹ We note that some cultures may have differing views on appropriate conduct, such as the line between child discipline and child abuse. CPS employees would also benefit from training or resources that address these nuances to help ensure uniformity.

¹¹⁰ It is worth noting that some administrators said that DCFS is understaffed, has a slow turnaround time, and as a result, will often find allegations unfounded that administrators believe warrant investigation. We have not had the time to evaluate these claims or to hear from DCFS. For these reasons, among others, we intend to contact DCFS for more information. While we do not take a position on these claims, CPS should not—and there is no indication that it has—view DCFS reporting alone as a sufficient response to sexual misconduct allegations.

2. Reporting of Suspected Abuse or Neglect to CPS Supervisor

CPS' current policy for the Reporting of Child Abuse, Neglect and Inappropriate Relations Between Adults and Students requires a mandated reporter to notify his or her principal or supervisor of the report after calling the DCFS Hotline. This policy, enacted in June 2018, represents a significant change from the prior policy, which provided only that a mandated reporter "may choose to inform his/her supervisor" of the report.

Many, but not all, of the principals we interviewed stated that they have instructed their employees to inform them of any DCFS reporting. Those who have not previously required such notice cited a desire to protect the confidentiality of the mandated reporter and a preference to let the reporter decide whether to notify the principal about the incident. The vast majority of interviewed principals reported that they were unaware of a time when an employee notified DCFS of suspected abuse or neglect and did not also inform the principal before or after—although principals may not necessarily be in a position to know if this occurred.

We endorse the current policy to notify the principal or supervisor. Any incident serious enough to prompt a mandatory report to DCFS is serious enough to bring to the attention of the principal, who, in turn, is required to document the incident in CPS' incident-reporting system (Verify). CPS is in the process of moving to a new reporting system, called Aspen, by January 2019. In addition, the new policy requires employees who observe "inappropriately intimate interaction or behaviors" to report that conduct to their principal or supervisor even if they conclude they do not have a mandatory reporting obligation because the conduct did not give rise to a "reasonable suspicion" that sexual misconduct occurred. The principal, in turn, must decide whether reporting is required and must document the report of inappropriate conduct in Verify. Such reporting within CPS will facilitate the investigation by the proper authority—such as law enforcement, the CPS Inspector General, or the CPS Office of Student Protections and Title IX (OSP).

We further recommend that CPS create alternative mechanisms to permit employees, students, parents, guardians, or others to report suspected incidents or inappropriate behaviors directly to the CPS Inspector General or the OSP. CPS is in the process of working out the logistics for the new reporting structure with relevant stakeholders, including law enforcement and the CPS Inspector General. When the process is resolved, CPS will provide the CPS community with an email address (or addresses) and a phone number (or phone numbers) to report allegations of abuse or neglect. There is already such a hotline in place for reporting concerns about

suspected gun violence. Additional training and promoting—including a notification checklist—will likely be required to ensure that all stakeholders are aware of the new alternative reporting mechanisms and how to use them.¹¹¹

C. Initial Information Gathering

In our interviews with principals, the vast majority were unaware of what CPS policy was on the “information gathering” process. The principals’ responses to what they have done or would do in response to initial allegations were inconsistent and often involved far more than the sort of initial information gathering contemplated by best practices. The CPS Crisis Management Manual, for example, only recommends that, currently untrained, principals “conduct a brief fact-finding inquiry with the alleged victim, the alleged offender, and any witnesses.”¹¹²

To report allegations and incidents, administrators must know how to gather information, internally and externally. This initial information gathering is extremely important and sensitive; care must be taken to balance several competing interests. A principal must gather some information before knowing how to report it. Principals must ensure the safety of their students and employees—and the ongoing administration of the school—and therefore, many principals feel compelled to move quickly after learning of serious allegations. At the same time, to avoid interfering with the investigatory process, principals must not interrogate victims, witnesses, or perpetrators.

Most administrators expressed confusion and concern about how new policies and processes will affect the more frequent instances of misconduct in schools. According to these administrators, the vast majority of potential misconduct at schools does not involve issues of sexual misconduct. But, partially in fear of losing their jobs, these administrators expressed confusion about how they should or will handle some of the more common situations moving forward.

We recommend that CPS provide training to OSP coordinators and principals on this “information gathering” process so that a principal can be better informed when a situation arises. CPS will also need to update its Crisis Management Manual—and other guidelines, policies and procedures—to reflect best practices.

D. Records of Sexual Misconduct

As indicated above, when a mandated reporter notifies a principal of a call to DCFS’ hotline, or inappropriate conduct that was not reported to DCFS, the principal is

¹¹¹ In some instances, someone may not feel comfortable reporting to a principal. This is one of many reasons why the OSP will be so important moving forward.

¹¹² CPS, *Crisis Management Manual* (2012), 93-94. CPS will need to update this policy in accordance with other policies and best practices. See *e.g.*, *id.* at 91 (“The employee does not have to notify his/her supervisor of the Hotline call.”).

required to complete an incident report and, subsequently, to ensure that the written confirmation received by the mandated reporter is uploaded to the incident-reporting system.

CPS' current incident-reporting system is Verify, which we understand has been in use since 2010. CPS plans to migrate its incident reporting function to a new system in January 2019. Were CPS not already committed to replacing Verify, we would devote more space to suggested improvements to the Verify system, which is almost universally viewed by principals as cumbersome and inefficient. In short, Verify is a menu-based system that allows administrators to choose from a menu of various types of possible incidents, choose from a series of check-boxes to designate whether certain things happened in a given incident, and enter a narrative description of the incident. Verify contains certain triggers that will provide electronic notifications to other CPS employees if certain parameters are met, or certain boxes are checked, in the report.

We found a marked disparity among principals as to how they use and understand the Verify system. As an initial matter, many principals, especially those in secondary schools and larger schools, choose to delegate all, or a subset, of their incident reporting responsibilities to an assistant principal, dean, or clerk. Many, but not all, principals receive email notices of each incident report entered by a colleague; none seem aware of a setting or option that lets them choose which type of reports to receive and which not to receive. Regarding what they enter, or instruct others to enter, into the Verify system, many principals initially stated that they want "everything" entered into Verify. When pushed to explain what "everything" entails, however, no principal could point to any policy or manual that contains such guidance, and practices seemed to vary significantly.

The new policy, if appropriately communicated to principals, should help clarify the requirement and ensure that documentation is made in the incident-reporting system of each incident of actual or suspected sexual misconduct. We recommend that CPS create and distribute to principals a notification checklist that describes in one page the notification steps after learning of potential misconduct.¹¹³

In implementing the new incident-reporting system that will replace Verify, CPS must carefully design the system to reflect the logic of its policies for the reporting of various types of incidents. The menu structure should differentiate between neglect, physical abuse, sexual abuse, grooming, and inappropriate behavior; and within each category of incidents the system should differentiate between conduct

¹¹³ Cf. New York City Department of Education, *Quick Guide for School Administrators & Counselors Reporting Suspected Child Sexual Abuse* (2017), available at <http://text.nycenet.edu/NR/rdonlyres/3479BD4A-243B-4A79-BBF9-CD6FE2BDE080/0/GREENCARDTheQuickGuide.pdf>; and Berkeley Public Schools, *Harassment Handoff Card* (2016), available at <http://www.berkeleyschools.net/wp-content/uploads/2015/03/Harassment-Handoff-Card-16-17-FINAL.pdf>.

involving adults and conduct solely between children.¹¹⁴ The reporting system should always reflect and reinforce CPS' protocol for the reporting of such events by, for example, reminding a person entering information about any type of suspected abuse of a child that DCFS must be called immediately, and requiring the user to check a box indicating that DCFS has been called before proceeding with the report. The system should contain similar prompts and, where possible, automatic triggers, to ensure that appropriate officials are promptly notified, including but not limited to law enforcement, the CPS Inspector General, the OSP, CPS' Safety and Security Department, the school principal or network chief, and a student's parent or guardian. The system should permit users to log incidents that are not considered disciplinary violations or "misconduct," to encourage the reporting of acts that are potentially innocent or inadvertent.

A properly designed incident-reporting system will help administrators correctly implement CPS' policies for the reporting of abuse and neglect. We found that administrators currently cannot rely on the Verify system to notify DCFS, law enforcement, or other CPS officials of incidents, nor did they have ready access to any written protocol or policy that specifies who should be notified of various possible incidents. In the absence of such guidance, administrators are often left to exercise their individual judgment as incidents occur. While many administrators say that they frequently call the Law Department or the network office for advice about how to respond to incidents, the current practice is overly reactive and invites inconsistencies in the reporting, documentation, and response to incidents. A more robust incident-reporting system should help standardize the documentation of various incidents, ensure that proper reporting occurs, and facilitate CPS' response.

Likewise, CPS should make sure that its new incident-reporting system has the capability to store and analyze data and a robust function to generate custom reports based on that data. This functionality can help CPS identify repeated conduct by a specific person, or a trend at a particular school, that could inform its prevention and response methods for future incidents. An effective reporting function should also help principals, networks chiefs, the Central Office, and the Chicago Board of Education monitor the number and type of incidents, react to trends, and hold appropriate people accountable for investigating and responding to incidents. Without adequate data, CPS and the City of Chicago are left with conjecture and a series of prominent instances when CPS did not protect its students.

¹¹⁴ The system should also include any other fields that the CPS Inspector General or the OSP deem necessary.

Investigations

VI. Investigations

KEY RECOMMENDATIONS

- Ensure trained and impartial experts conduct investigations, interviews, and interrogations.
 - Train administrators on how to handle and preserve evidence.
 - Coordinate with all investigatory authorities and relevant entities to make investigations more efficient and minimize victim interviews.
 - Include a children’s advocate at victim interviews.
 - Clarify standards for when to remove employees from a school pending an investigation.
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This summer, CPS recognized that there were flaws in its process for investigating allegations of sexual misconduct, including the appearance of conflicts of interest involving its investigators. Shortly after the Chicago Board of Education (Board) hired Ms. Hickey, it transferred the responsibility for future investigations of adult-on-student sexual misconduct to the CPS Inspector General from the CPS Law Department’s Investigations Unit. After further consultation with Ms. Hickey, CPS also announced that it would transfer future investigation of student-on-student sexual misconduct allegations from the CPS Law Department to the new Office of Student Protection and Title IX. The Board also gave the CPS Inspector General the authority to review all CPS Law Department Investigations Unit cases involving allegations of adult-on-student sexual misconduct since at least 2000.

Because of these developments, our discussion of CPS Law Department’s Investigations Unit is more limited than it might otherwise have been. We begin with explaining best practices and making general recommendations for Title IX investigations. Many of these best practices also apply to investigations by the CPS Inspector General. We also describe below the historical investigations process, deficiencies in that process, and the evolving current approach to investigations, and we provide further recommendations.

A. Title IX & Best Practices

Title IX does not allow a school district to delegate its obligation to investigate incidents to law enforcement or child protective services, so CPS must develop its own strong, sound investigative policies and practices. Indeed, in certain cases the district is the only entity that has investigative authority, *e.g.*, when a student vic-

tim is over the age of 18. In those cases, child protective services cannot investigate, and unless the conduct is criminal, neither will the police. In designing processes to investigate incidents of sexual misconduct, experts and federal agencies recommend the following best practices¹¹⁵:

- ▶ **Impartiality.** The people who conduct the investigations, or decide the outcome of complaints, should be trained and impartial. Processes should permit parties to raise issues potential conflicts of interest.
- ▶ **Training.** Investigations must have capable investigators. As a result, the Title IX Coordinator and designated school-based employees must be trained regularly in Title IX compliance. These people must know and understand the district's policies and procedures regarding sexual misconduct, as well as Title IX grievance processes and procedures. These people should also continue periodic training to stay up-to-date on developments in Title IX law and the district's compliance obligations.¹¹⁶
- ▶ **Clear Processes.** Policies and procedures should include clearly defined investigative protocols and should consider whether investigative protocols should differ for incidents involving particular student populations, such as very young children or students with disabilities.
- ▶ **No Mediation.** Because mediation is never appropriate in sexual-misconduct cases, complainants should not be required or asked to work out issues directly with an alleged perpetrator.
- ▶ **Preservation of Evidence.** Protocols for preserving evidence should be clearly defined. For example, CPS should consider (perhaps in consultation with law enforcement) the circumstances under which a student's or alleged perpetrator's cell phone may be seized.
- ▶ **Protection and Victim Services.** Policies should explain the steps a district may take to protect complainants while an investigation is pending. These steps may include altering academic or bus schedules for either the complainant or the alleged perpetrator, changing locker locations, allowing the complainant to withdraw from or retake a class without penalty, providing an escort to ensure

¹¹⁵ See U.S. Government Accountability Office, *Child Welfare*, 34-35; U.S. Department of Education Office of Safe and Healthy Students, *A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting*, 18; White House Task Force to Protect Students from Sexual Assault, *Considerations for School District Sexual Misconduct Policies*, 8-9.

¹¹⁶ See EduRisk, *Title IX Compliance in K-12 Public Schools: Key Steps to Compliance* (2015), 10, available at <https://www.ue.org/uploadedFiles/Title%20IX%20and%20Sexual%20Harassment%20in%20K-12%20Public%20Schools.pdf>.

that the complainant can move safely between classes or other activities, and providing tutoring or additional academic support.

- ▶ **Investigators.** Title IX investigators and fact finders must be trained on all aspects of Title IX compliance, as well as best practices for investigating complaints that are sent to the Title IX Office.
- ▶ **Length of Investigation.** Policies should include timeframes for the major stages of the process, including the time by which CPS must conclude an investigation and issue notice of the outcome.¹¹⁷
- ▶ **Evidentiary Hearings.** The policy should provide for equitable treatment of the parties during the investigative process, such as an equal opportunity for both parties to present witnesses and other evidence. The policy should select and explain the standard of proof—such as preponderance of the evidence—that will be applied in determining the outcome of the investigation and in related proceedings.
- ▶ **Potential Punishments and Remedies.** The policy should describe the potential remedies, which may include sanctions; accommodations for the complainant; rehabilitative treatment or counseling for the perpetrator; and additional remedies for the school community.
- ▶ **Written Notice to the Parties.** Procedures should set out how parties will be given written notice of the outcome and the option to appeal, if applicable. If a district permits appeals, its policies should specify the grounds for appeal, standards of review, the person or entity that will decide appeals, and the timeframes for the process. The policy should specify how the district will inform the complainant as to whether it found that the alleged conduct occurred, any individual remedies offered or provided to the complainant, any sanctions imposed on the perpetrator that directly relate to the complainant, and other steps the district has taken to eliminate the hostile environment and prevent recurrence.
- ▶ **Community Notice.** Districts should also have procedures to notify the school community about incidents and the district’s responses while affording appropriate confidentiality and other protections to the parties.
- ▶ **Memoranda of Understanding.** Investigation policies should address coordination between a district’s independent investigative agency, the prosecutor’s office, law enforcement, child protective services, children’s advocacy centers,

¹¹⁷ Under now-rescinded Obama-era guidance, sixty days was the standard timeframe for completing an investigation. See U.S. Department of Education Office for Civil Rights, *September 2017 Q&A on Campus Sexual Misconduct*, 3, available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>.

local advocacy groups, community programs regarding sexual misconduct, and other relevant agencies. CPS should consider entering into memoranda of understanding (MOUs) that specify how the district and other agencies will share information, and outline policies to minimize additional harm to the victim. The MOUs should state that the district has the right, and usually the obligation, to investigate while a criminal or child-protection investigation is proceeding.

B. CPS Law Department's Investigations Unit

Before mid-2018, the Investigations Unit within CPS' Law Department investigated allegations of sexual misconduct, along with other forms of employee and student misconduct. The Investigations Unit's size varied slightly over time but currently consists of a Manager of Investigations, two full-time investigators, six part-time contract investigators, two part-time investigative aides, and one administrative assistant. The Investigations Unit is heavily reliant on contractor employees and engages three investigative vendors. The Investigations Unit investigates incidents that are reported through CPS' Verify system. Verify reports include incidents that are much broader than sexual misconduct, including general student and employee misconduct. On average, the Investigations Manager reviews 200 emails a day generated by the Verify reporting system in response to a broad range of alleged employee misconduct and negligence.

As generally described by the CPS Law Department, the process to investigate an allegation against a student was as follows:

- ▶ If the immediate initial assessment by the Law Department investigators revealed a serious child-abuse allegation, then investigators notified attorneys in the Employee Discipline Unit and School Law Unit of the Law Department;
- ▶ Investigators went to schools to conduct interviews for serious allegations, obtain witness statements, review documents, review video surveillance, and gather social-media information as allowed by law;
- ▶ The Law Department investigator coordinated the investigation with law-enforcement agencies and DCFS, which cooperated and shared information;
- ▶ Investigators were trained to review and report the entire process to Central Office, DCFS, and the Chicago Police Department; and
- ▶ A final investigative report was sent to the Board attorneys in the Law Department's Employee Discipline Unit to implement disciplinary action, if necessary.

We identified several problems in the CPS Law Department Investigations Unit processes that are still relevant, despite the fact that the CPS Inspector General's office and the Office of Student Protections and Title IX will handle future investigations of sexual misconduct.¹¹⁸

First, the Investigations Unit is understaffed, even if it no longer has responsibility for handling the sexual-misconduct investigations, because of a lack of adequate funding. As noted earlier in this section, the Investigations Unit is composed of a Manager of Investigations, two full-time investigators, six part-time contract investigators, two part-time investigative aides, and one administrative assistant. The Investigations Unit also contracts with vendors to perform investigations. These few full-time employees and contractors are responsible for investigating all instances of misconduct that occur within all CPS schools.

Consider the monumental nature of this task: During the 2016-17 school year, over 7,500 Verify reports were reviewed and analyzed by the Investigations Unit, including over 2,300 "DCFS Contacted Notification Emails," over 1,600 "Sexual Harassment Notification Emails," over 1,600 "Employee Misconduct Notification Emails," and over 1,500 "Student/Staff Altercation Notification Emails."¹¹⁹ To be clear, the actual number of incidents is fewer than the 7,500+ Verify reports, because multiple reports sometimes refer to the same incident. Nonetheless, absent additional funding, the Investigations Unit is likely to continue to remain understaffed.

Second, the Investigations Unit and vendor investigators are not uniformly or adequately trained. Although the employees and vendors are well intentioned, the lack of formal training creates inconsistencies in the investigation process.

Third, the Investigations Unit relies too heavily on contract employees and outside investigative vendors to do the investigations rather than on full-time CPS professionals. This is a direct outgrowth of insufficient funding allocated to the Investigations Unit. In our opinion, there is no reasoned explanation, other than resource limitations, for the extensive reliance on vendors.

Fourth, the Investigations Unit's documenting and tracking of incidents is antiquated and deeply flawed. The Investigations Unit relies on an Excel spreadsheet to track cases and investigations. The way that data is managed and tracked makes any sort of meaningful analysis nearly impossible to conduct. CPS must invest in a case management system that will allow the Investigations Unit to track cases, run

¹¹⁸ To be clear, the Investigations Unit will still be responsible for investigating incidents other than sexual misconduct moving forward.

¹¹⁹ CPS determined these numbers after the *Betrayed* series, and this data was not at anyone's fingertips at CPS. The Verify reports were not uniformly entered, and CPS did not have the proper controls to run such reports at the push of a button. This is one of the many reasons no one recognized the full scope of sexual misconduct at CPS.

reports, and perform meaningful data analysis. Ideally, the forthcoming Aspen software program should integrate smoothly with the Investigations Unit's case management system.

Fifth, although CPS has some interagency agreements with other entities, there are not the type of comprehensive memoranda of understanding that would minimize unnecessarily redundant questioning of witnesses and facilitate properly coordinated investigations.

Sixth, because the CPS Law Department was responsible for both investigating allegations of sexual misconduct and also defending CPS in civil proceedings against suits brought by alleged victims, there was the appearance that it had a conflict of interest in fulfilling both of these roles.

Seventh, the Investigations Unit, and CPS as a whole, failed to appropriately review and consider the causes of specific sexual-misconduct incidents and take corrective action to prevent future incidents.

C. Investigations and Disciplinary Process for Employees

After it investigates alleged sexual misconduct, CPS must determine whether discipline is warranted, including termination. The CPS Law Department's Employee Discipline Unit handles dismissal proceedings. The precise process for dismissals varies by employee category because of varying contractual terms and due process requirements:

- ▶ The CEO may dismiss probationary employees in non-teaching positions by a letter without a hearing or Board approval;
- ▶ CPS may dismiss probationary appointed (non-tenured) teachers after an investigatory conference in the Office of Employee Engagement, if the CEO recommends dismissal and the Board approves;
- ▶ CPS may dismiss non-teachers who have completed their probationary period after an evidentiary hearing in the Office of Employee Engagement, if the CEO recommends dismissal and the Board approves (the employee's union may contest a dismissal decision in grievance-arbitration); and
- ▶ CPS may dismiss tenured teachers after an evidentiary hearing before an Illinois State Board of Education Hearing Officer. The tenured teacher may appeal a dismissal determination to the Illinois Appellate Court.

Dismissal hearings based on sexual misconduct are particularly challenging for a number of reasons. First, when a child's testimony is required, care must be taken to ensure that the child is not further traumatized by testifying. Second, parental

consent is needed for the child to testify. Third, children can be challenging witnesses. Fourth, the general nature of the allegations lends itself to a strenuous defense, which can include cross-examination of the child's credibility. Fifth, as with any dismissal hearing, employees have due process rights that must be accounted for and respected.

D. Ensuring Student Safety Beyond the CPS District

CPS also faces a related issue, which is ensuring that a CPS employee who resigns or is dismissed amidst allegations of sexual misconduct is not rehired into another district within Illinois or elsewhere. The Illinois State Board of Education (ISBE) is responsible for licensing teachers, substitute teachers, and paraprofessionals. Since July 1, 2009, the Illinois School Code has required that school districts provide written notice to ISBE when there is reasonable cause to believe that a certificate holder has committed an intentional act of abuse or neglect of a child and the action caused the certificate holder to resign or be dismissed.¹²⁰ This law applies only to "certificated"—that is, licensed—employees; non-certificated employees are not covered.

CPS has struggled to implement this law. We are informed by the CPS Law Department that in 2015 it sent a batch of notification letters to ISBE when the Board discovered it had failed to notify ISBE of probationary employees and substitute teachers who were covered by the law because they are "certificated" employees. Additionally, in 2017, CPS sent a second batch of notification letters to ISBE after realizing that timely notices had not been sent due to a change in personnel at the Board.

We have not completed our evaluation regarding CPS' compliance with the ISBE notification requirement or our analysis regarding additional procedures that CPS might adopt to ensure that a teacher who resigns under a cloud of sexual misconduct allegations is not able to transfer districts. We suspect that improvements can be made. Ms. Hickey is still evaluating these issues.

CPS must also provide guidance to principals on what they are permitted and not permitted to say when someone from another district calls about a reference check. CPS of course must comply with applicable law and also operate to minimize its liability in responding to reference check inquiries. But CPS should take steps to disclose information about sexual misconduct within the confines of the law so that students outside of CPS are also protected.

It should be noted that Illinois already provides immunity to former employers when they provide written disclosures of information regarding an employee or

¹²⁰ See 105 ILCS 5/10-21.9

former employee's job performance or work-related characteristics that the employer in good faith believes is truthful.¹²¹ CPS should consider specifically disclosing information regarding sexual misconduct if the reference check is accompanied by a release of claims or waiver and an authorization form signed by the current or former employee.

We recommend that CPS further explore enacting a formal policy requiring that if a principal is contacted by a prospective employer regarding a candidate who has been accused of serious misconduct, the principal must refer the prospective employer to the Law Department so that CPS can make appropriate disclosures while ensuring that it complies with substantive law and minimizes CPS' legal risk.

We further recommend that CPS consider centralizing the response to incoming reference checks from other districts in a single department rather than having individual principals handle reference checks. To minimize liability while incentivizing disclosure, we also recommend that CPS consider requiring that an incoming reference check be accompanied by a waiver or authorization form.

In short, if CPS fires an employee or accepts a resignation amidst allegations of sexual misconduct, those actions may protect CPS students from further sexual misconduct, but more needs to be done to ensure that problem employees are not rehired elsewhere. To be clear, we are not recommending that an employee be blacklisted anytime an allegation of sexual misconduct occurs. Instead, we recommend that CPS make appropriate disclosures so that a prospective employer is fully aware of previous allegations and any findings.

E. Ongoing Changes and Specific Recommendations

During the summer of 2018, CPS announced that the CPS Inspector General's office will be taking over investigations of incidents involving adult-on-student sexual misconduct. The new Office of Student Protections and Title IX will handle investigations of student-on-student sexual misconduct. As of the date of this preliminary report, CPS is finalizing policies and procedures to effectuate this division of responsibility. Ms. Hickey was involved, and remains involved, with these decisions and the implementation of these changes. In our opinion, it is crucially important that CPS establish a clear intake process to ensure that incident reports and allegations—including anonymous and confidential allegations—be promptly steered to the appropriate investigating entity.

As of this preliminary report, CPS is still finalizing how to minimize repeated interviews of victims through memoranda of understanding and ensuring that a chil-

¹²¹ See 745 ILCS 46/1 *et seq.* A slight majority of states have similar statutes immunizing employers from liability for disclosures during reference checks.

dren’s advocacy representative is present during victim interviews. CPS has indicated that it will use trained investigators to conduct interviews and will create procedures to prevent CPS students from being interviewed repeatedly. These efforts are in line with the best practices recommended by experts and federal agencies. As the U.S. Government Accountability Office has explained,

Because different agencies can be involved with investigating reports of alleged child sexual abuse or misconduct by school employees for different reasons, each of the agencies’ particular goals may lead to potential interference with another agency’s investigation . . . Specifically, conflicting missions can lead to subjecting children to multiple interviews, not sharing reports, and prematurely alerting alleged perpetrators of investigations.¹²²

The DOJ-funded report, “A Case Study of K–12 School Employee Sexual Misconduct: Lessons Learned from Title IX Policy Implementation,” similarly cautions, “Further, the proliferation of separate investigations and offender attempts to intimidate victims may require victims to be interviewed multiple times, potentially exacerbating their trauma.”¹²³

Therefore, developing policies that address coordination with other investigative agencies is essential. Ms. Hickey remains engaged with CPS, the CPS Inspector General, the Chicago Children’s Advocacy Center, and others regarding appropriate coordination among agencies and ensuring the presence of a children’s advocate at investigative interviews.

Another change that CPS instituted during the summer of 2018 is the new policy to remove teachers from the school immediately after there has been an allegation of “sexual abuse.” We recommend that CPS further clarify this new policy. While this policy is sound, in principle, to the extent it relates to credible allegations of abuse, we believe that more clarification is required to specify under what circumstances CPS will remove an employee pending an investigation.

For example, the policy could be interpreted, as currently written, to require immediate removal of a teacher after a coworker reports that the teacher gave candy to a student. Giving a student candy *could* be “inappropriate contact” since it *could* be “grooming” behavior, which constitutes “sexual abuse” under the policy. It is critically important that new policies, which are intended to foster a culture of respect and encourage the reporting of potentially improper conduct, not impose such harsh and immediate punishments that have the unintended consequence of deterring reporting. CPS should update the policy to make clear what allegations

¹²² U.S. Government Accountability Office, *Child Welfare*, 32.

¹²³ Magnolia Consulting, *A Case Study of K–12 School Employee Sexual Misconduct*, 6.

will result in immediate removal and who will make that determination.¹²⁴ CPS should also consider preventative measures short of removal that could be implemented pending a complete investigation—such as warnings, no-contact directives, and supervision—and include guidelines for how to impose those measures.

¹²⁴ CPS must also update the policy to incorporate the Office of Student Protections and Title IX.

Response

VII. Response

KEY RECOMMENDATIONS

- Hold employees, vendors, and volunteers accountable when they violate the policies and procedures with discipline that is commensurate with the violation.
 - Make the CPS Office of Student Protections and Title IX the nerve center for the CPS community to learn about and receive victim support services.
 - Ensure that CPS students have, are aware of, and receive social and emotional supports and victim services by using the tracking and accountability mechanisms described above.
 - Ensure that schools sufficiently emphasize these supports across all regions and demographics, as warranted.
 - Use experts, such as the Chicago Children’s Advocacy Center, to train employees on how to provide appropriate support for student victims and student perpetrators.
 - Develop a district-wide protocol for appropriately communicating sexual-misconduct incidents and allegations with school communities.
-

A. Title IX & Best Practices

Title IX requires CPS to remedy any effects of sexual misconduct against students, end identified sexual misconduct, and prevent recurrence.¹²⁵ This responsibility includes providing victim services, separating offenders from victims or potential victims, and if applicable, providing sufficient discipline, including limiting access to children, terminating employment, and removing licenses. CPS should not agree to expunge a school’s findings that an adult has engaged in sexual misconduct with a child, or agree to keep a finding confidential.¹²⁶

¹²⁵ See U.S. Department of Education, *Revised Sexual Harassment Guidance*, 10.

¹²⁶ See also, 20 U.S.C. § 7926 (Prohibition on aiding and abetting sexual abuse) (effective December 10, 2015) (“A State, State educational agency, or local educational agency in the case of a local educational agency that receives Federal funds under this chapter shall have laws, regulations, or policies that prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.”).

CPS must enforce its policies and procedures for employee discipline. The punishments, however, should fit the “crime.” Since many policies and procedures focus on preventing *opportunities* for sexual misconduct—rather than on actual sexual contact—policies and procedures will necessarily govern conduct that is not inherently sexual.¹²⁷ For these reasons, CPS should consider all relevant circumstances (which will be easier to do after CPS logs and analyzes data regarding reports of inappropriate conduct). In these instances, CPS should also log the reasons why employees did or did not receive discipline.

Regarding other violations, CPS policy should provide for a range of sanctions, including oral and written warnings, suspension, loss of pay, or probation. CPS may also require corrective actions, such as directing the person to attend training programs or transferring the person to positions that do not involve regular or unsupervised contact with children. A school official should meet with the person and discuss the corrective action.

Factors to consider in deciding the appropriate level of discipline based on the offense include the harm or potential harm to children, educators, and the school community; the overall record of the responsible educator; and any corrective steps taken to remedy the misconduct.¹²⁸

B. CPS’ Response to Sexual Misconduct by Adults

Since late 2011, CPS’ Law Department has investigated over 450 allegations of adult sexual misconduct against students. The Law Department concluded that sexual misconduct occurred in nearly half of those investigations. Of those cases, CPS terminated the employment of most of the adults—or, if the adult was a volunteer, removed the person. A minority of employees received lesser discipline, and an even fewer number of employees received no discipline.

We do not know if these were the right results in all cases. We do know, however, that many—if not most—CPS schools did not know or enforce all relevant policies and procedures, some predators went undetected or unpunished throughout this time, and some serious offenders were able to get jobs in other school districts.

Throughout this report we have repeatedly emphasized that CPS must ensure accountability by enforcing its policies and procedures consistently. We will not repeat these recommendations here. We must, however, reiterate the importance of our recommendations in Sections II (Prevention) and VI (Investigations) regarding updating reference-check policies and memoranda of understanding with

¹²⁷ An adult giving a child a ride home, for example, is not sexual, but without policies and procedures that govern this activity, a predator could have extensive opportunities to harm children.

¹²⁸ See EduRisk, *Educator Sexual Misconduct*, 33.

other districts to prevent predators from accessing students inside and outside of CPS.

C. Victim Services for CPS Students

CPS has various resources for student victims, including CPS school-based employees, Central Office support, and government and private partners. Most administrators believe that, while these resources are available for all schools, schools use them and promote them to differing degrees. As referenced throughout this report, many administrators did not believe that they were adequately trained to handle allegations of sexual misconduct.

As a result, many administrators did not emphasize victim services in any uniform manner. According to CPS records, for example, CPS provided support services to most victims when an investigation was initiated within the last three school years. This number, however, was not 100%.

Nonetheless, most schools have some access to CPS clinical-support employees, including social workers, case managers, occupational therapists, psychologists, and clinician trained guidance counselors. In addition to providing one-on-one support, some counselors also use “Needs Based Assessments” to identify the types of issues that their student body faces, then work to resolve those issues. Most notably for this preliminary report, one school identified the need for additional training regarding sexual misconduct after a Needs Based Assessment discovered that there were multiple students who had been victimized by sexual misconduct in the community, outside of the school setting. That school took the initiative to create partnerships to increase annual training for employees and students.

Unfortunately, most administrators reported that they did not have enough clinical-support employees. Recently, however, CPS added 100 new social workers throughout CPS. While some administrators still believe that CPS needs to do more, most agreed that this was a major step in the right direction. While most administrators praised their clinical-support employees as trusted and experienced professionals, some administrators said that the quality of clinical-support employees varies dramatically and complained that turnover is high.

If students or employees do not feel comfortable with their school’s clinical-support employees, CPS Central Office also offers students district-wide support structures through the Safety and Security Department’s Crisis Management Unit, which students can reach through the Crisis Hotline. As described above, students, parents, and guardians can also contact the Illinois Department of Healthcare and Family Services by contacting the Crisis and Referral Entry Service (CARES). Students, parents, and guardians can then receive mental health services through the Screening, Assessment, and Support Services (SASS) program.

Likewise, the Chicago Board of Education has approved many private vendors to provide student support. We know that schools have used Rape Victim Advocates, Chicago Children’s Advocacy Center, Between Friends, and Peer Health Exchange, among others, for training and support for issues involving sexual conduct and misconduct. Schools use these vendors, however, to varying extents depending on, among other things, cost and time. Most administrators said that they do not use any vendors specifically for student support regarding sexual conduct and misconduct.

CPS is currently working with the Chicago Children’s Advocacy Center to, among other things:

- ▶ Provide student support and therapy;
- ▶ Provide post-incident debriefings and support;
- ▶ Train CPS clinical employees—including social workers, counselors, psychologists, and nurses—CPS’ Crisis Response Team, and the OSP, including on how to work with survivors of sexual misconduct; and
- ▶ Develop a *Keeping Children Safe* interactive webinar with instructional videos and test questions.

According to administrators, however, students may prefer to confide in other members of the CPS community, such as teachers, administrators, on-site clinicians, coaches, or security employees, rather than outsiders. As described in Section III. B., above, a student may not trust their counselor, but may trust a teacher or other employee. This practice encourages meaningful relationships that many students need to receive their education and develop into well-balanced adults. In fact, CPS often encourages these relationships by design. CPS Central Office, for example, allocates millions of dollars toward Social and Emotional Learning programs for students and employees.

A major difference between schools and their students’ access to or knowledge of support services is the school’s culture. This in turn often correlates with how much time a school has allocated or can allocate to student support. Schools that have developed a supportive culture have healthy communication and feedback and, likely as a direct result, more student support structures and partnerships. Several administrators reported that the need to balance Social and Emotional Learning efforts with educating students in English, Math, and Sciences can be challenging.

CPS recently took a major step forward by emphasizing victim services to administrators by including victim services in the required notification process in re-

sponse to allegations of sexual misconduct. CPS must continue to ensure that administrators are aware of and follow this step. Furthermore, we recommend that CPS also emphasize supports for student perpetrators to address the causes of their behavior and to rehabilitate them.

Moreover, CPS' emphasis on Social and Emotional Learning has proven to be effective where it is used. CPS' Central Office should take steps to ensure that Social and Emotional Learning is especially emphasized in areas where it is needed the most. As with other recommendations, this recommendation may require allocating additional resources toward these schools.

Conclusion

We note throughout this report that it is preliminary and not the final report. We have focused our efforts thus far on evaluating big-picture issues so that we could propose recommendations that would have the greatest impact and create the largest return on investment before the 2018/2019 school year begins. To fulfill this goal, we spoke extensively with senior CPS leadership, network chiefs, principals, and department heads, and analyzed the specific policies and practices detailed in the body of this preliminary report.

There is more work to be done. To complete our evaluation, Ms. Hickey intends to conduct more interviews and analysis regarding particular constituencies within CPS and to coordinate further with entities outside of CPS. These additional interviews will likely include CPS teachers, Athletics Directors, and representatives from the Illinois Department of Children and Family Services, the Chicago Police Department, the Cook County State's Attorney's Office, the Illinois Police Department, the Illinois State Board of Education, the CPS Inspector General's office, and various CPS partners, such as the Chicago Children's Advocacy Center. Likewise, we intend to continue to work with CPS to analyze, review, and ultimately recommend a district-wide protocol for how administrators should communicate incidents and allegations of sexual misconduct with school communities.

Ms. Hickey will also continue to work with the CPS Inspector General and the CPS Office of Student Protections and Title IX (OSP) leadership to meet their goals, including ensuring that they are sufficiently staffed and trained to conduct investigations and that they effectively collect and analyze data.

We also intend to evaluate other areas further, including security guards, athletic directors, leasing arrangements, special-education student populations, and the new Aspen software system. We are also evaluating whether CPS should conduct an employee survey at the end of the next school year to evaluate whether the implementation of the policies and procedures regarding sexual misconduct has been successful.

Furthermore, we know that CPS remains in the process of changing many policies, procedures, and practices relating to the subject matter of this preliminary report. Ms. Hickey shall continue to advise CPS on an ongoing basis regarding those changes rather than awaiting issuance of a final report because students' safety is at stake. Our final analysis of these changes must wait until they are implemented. Finally, we fully anticipate that our final recommendations may change based on anticipated constructive feedback from CPS and other stakeholders received in response to this Preliminary Report.

During this evaluation, CPS CEO Janice Jackson reiterated that student safety is her first priority, that CPS needs to improve, and that CPS will improve. She acknowledged that her “team has taken away an important lesson from the reporting on these issues: CPS’ response to sexual misconduct cases has not been sufficiently centered on protecting student-victims.” She further committed her administration to ensuring that they “take student allegation seriously,” that victims are “protected and on a path to recovery,” and that CPS works to “recognize patterns” to “take effective measures to prevent incidents in the future.”

We appreciate the cooperation and support we have received from CPS leadership, employees, and others. We believe CPS is taking reasonable measures to correct the wrongs of the past and to establish policies, procedures, and practices, as well as instill a culture, to prevent and remediate future misconduct. We have already seen substantial improvements within CPS this summer, including increased attention and increased funding focused on preventing sexual misconduct. Although difficult steps lie ahead and CPS’ commitment will be tested as it continues to implement difficult policies and costly change, we are optimistic that this positive momentum will continue.

Improvements are most likely to continue if CPS creates controls, failsafes, and supportive cultures at all levels—from each individual school to the network of offices, the Central Office, and the Chicago Board of Education—to ensure that CPS students are protected from sexual misconduct and that this important issue never again goes unchecked. Subject to any further changes in the scope of the mandate and unanticipated developments, Ms. Hickey intends to issue the final report in spring 2019.



Annual Report 2017

Office of Executive Inspector
General for the Agencies of
the Illinois Governor

www.inspectorgeneral.illinois.gov

A Message from the Executive Inspector General



The men and women of the Office of Executive Inspector General (OEIG) work hard every day in service to the citizens of Illinois. Through our staff's hard work and robust investigations, the OEIG has been able to significantly advance our mission to root out fraud, waste, and abuse in State government through independent, objective, and fair investigations. We have increased the number of investigations conducted and reports issued, identifying fraud, waste, and abuse in public agencies throughout the State of Illinois.

In FY2017, State employees and other whistleblowers submitted 2,632 complaints involving 95 government agencies, vendors, and contractors. We opened 107 investigations, completed 98 pending investigations, and delivered 29 reports determining that a reasonable basis existed to believe that wrongdoing occurred. We conduct our investigations without bias and in a timely manner, and our work is transparent to the fullest extent allowed by law.

In addition to conducting reactive investigations, in further effort to eliminate fraud, waste, and abuse, we are also making significant proactive efforts toward better government. It is imperative to identify potential problems before those issues develop into fraud, waste, or abuse. This report includes a summary of our investigations and highlights our preventative efforts, which include the following:

- **Hiring and Employment Compliance Review**

The integrity of the State's hiring and employment practices is contingent upon an independent, vigorous, and effective compliance function. The Division of Hiring and Employment Monitoring (HEM) continues to work on ensuring that State agency hiring decisions and processes are sound and compliant with governing authority.

- **Illinois Health Care Fraud Elimination Task Force**

In the one and a half years since the Task Force was formed, it has cataloged best practices and developed targeted initiatives to improve Illinois practices, formed working groups to efficiently and effectively save taxpayer funds, worked to address the most problematic areas of fraud, waste, and abuse so that funds are appropriately used on those entitled to services, and put into place a framework among Illinois agencies that ensures collaboration with key players. For example, one Task Force Initiative is the HFS-OIG Global Billing Initiative, which involves hospitals reviewing potential billing errors. This initiative has resulted in the identification of \$4.4 million in overpayments of which \$3 million has been recovered.

- **Awareness and Training for State Employees**

We oversaw over 197,636 ethics training sessions with public employees, appointees, and officials. Yearly ethics training equips individuals with the skills, knowledge and understanding to anticipate ethical challenges, recognize ethical dilemmas, and make ethically sound decisions. In addition, we have participated in various outreach activities and initiated an OEIG Awareness Campaign to promote increased ethical conduct.

I appreciate the trust that has been placed in me, and work every day to be forward thinking and innovative in the OEIG's efforts to prevent and identify fraud, waste and abuse in State government.

Sincerely,

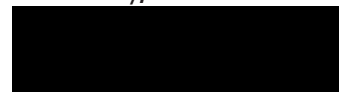


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Overview

The OEIG draws statutory authority from the State Officials and Employees Ethics Act (Ethics Act), which was signed into law in 2003. The OEIG investigates allegations of fraud, waste, abuse, mismanagement, misconduct, nonfeasance, misfeasance, malfeasance, and violations of the Ethics Act. The Ethics Act authorizes the OEIG to investigate violations of any other State laws, regulations, or rules involving State employees, appointees, officials, and grantees and vendors doing business with State agencies under its jurisdiction.

The OEIG is an independent executive branch State agency whose primary functions are to investigate allegations of misconduct and to report its findings and recommendations to public entities. The OEIG's jurisdiction includes more than 170,000 State employees, appointees, and officials, including: the Governor; the Lieutenant Governor; more than 300 executive branch State agencies, departments, boards, and commissions; the nine State public universities across a dozen campuses; the four Chicago-area Regional Transit Boards (the Regional Transportation Authority, the Chicago Transit Authority, Metra, and Pace); and vendors and contractors of any of those entities.

AUTHORITY

"Five independent Offices of the Executive Inspector General are created.... Each Office shall be under the direction and supervision of an Executive Inspector General and shall be a fully independent office with separate appropriations." 5 ILCS 430/20-10(a).

JURISDICTION

"The Executive Inspector General appointed by the Governor shall have jurisdiction over (i) the Governor, (ii) the Lieutenant Governor, (iii) all officers and employees of, and vendors and others doing business with, executive branch State agencies under the jurisdiction of the Executive Ethics Commission and not within the jurisdiction of the Attorney General, the Secretary of State, the Comptroller, or the Treasurer, and (iv) all board members and employees of the Regional Transit Boards and all vendors and others doing business with the Regional Transit Boards." 5 ILCS 430/20-10(c).

LEADERSHIP

"Each Executive Inspector General shall have the following qualifications: (1) has not been convicted of any felony under the laws of this State, another State, or the United States; (2) has earned a baccalaureate degree from an institution of higher education; and (3) has 5 or more years of cumulative service (A) with a federal, State, or local law enforcement agency, at least 2 years of which have been in a progressive investigatory capacity; (B) as a federal, State, or local prosecutor; (C) as a senior manager or executive of a federal, State, or local agency; (D) as a member, an officer, or a State or federal judge; or (E) representing any combination of (A) through (D)." 5 ILCS 430/20-10(b).

Investigations

As an administrative agency, the OEIG investigates waste, misconduct, fraud, mismanagement, malfeasance, and violations of the Ethics Act. The OEIG receives and evaluates complaints from the general public, State employees, contractors, bidders, and anonymous sources. In the absence of consent from the complainant, the OEIG takes every measure permissible under the law to ensure that the identities of complainants are and will remain confidential. The OEIG also initiates its own investigations.

Complaints are evaluated to determine appropriate action. In FY2017, the OEIG received 2,632 complaints, initiated 107 investigations, and completed 98 investigations, including 29 with findings of wrongdoing. In FY2017, 25 reports were made public. At the close of the fiscal year, 106 investigations remained open.

Investigators interview witnesses, collect documents, analyze records, conduct surveillance, perform computer forensics, and use a variety of other investigatory tools and techniques. The OEIG may also use its subpoena power to acquire information relevant to an investigation. Investigations are governed by: the OEIG's Investigation Policy and Procedures Manual; the Illinois Administrative Code; and other applicable laws, rules, policies, and regulations.

Anyone seeking to report possible violations: may call at 886-814-1113; visit www.inspectorgeneral.illinois.gov; send a fax to 312-814-5479; TTY at 888-261-2734; or write to the OEIG Springfield or Chicago offices.





Revolving Door Determinations

The Ethics Act requires the OEIG to determine whether certain State employees, appointees, and officials are restricted from accepting specific employment opportunities or compensation upon leaving State employment. Generally, revolving door restrictions under the Ethics Act are intended to prevent former public servants who participated in contracting, licensing, or regulatory decisions from accepting employment from an entity that was directly implicated in those decisions.

In FY2017, the OEIG investigated and made 162 revolving door determinations.



Hiring and Employment Monitoring

The Ethics Act directs the OEIG to “review hiring and employment files of each State agency within [its] jurisdiction to ensure compliance with *Rutan v. Republican Party of Illinois*... and with all applicable employment laws.” 5 ILCS 430/20-20(g). In keeping with this mandate, the OEIG created a new Hiring and Employment Monitoring (HEM) unit to conduct compliance-based reviews of State hiring and employment procedures and decisions to ensure that they are fair and in keeping with governing authority.

In FY2017, HEM’s work exemplified the OEIG’s commitment to hiring reform. HEM staff conducted numerous hiring file reviews, monitored hundreds of interviews in person, and made multiple remedial recommendations that were accepted and implemented. HEM staff also work closely with Special Master Noelle Brennan as her office conducts its court-appointed duties pursuant to the ongoing *Shakman* litigation, which require review of IDOT’s employment practices, as well as a systemic, statewide review regarding exempt positions. HEM staff continues to routinely consult with and advise agency and Governor’s Office staff in an effort to facilitate merit-based State hiring and employment decisions.



Ethics Training and Compliance

The Ethics Act requires individuals under the OEIG’s jurisdiction to complete ethics training. Specifically, the Ethics Act requires:

State employees, appointees, and officials to complete ethics training at least annually; and new State employees, appointees, and officials to complete initial ethics training within 30 days of the commencement of their employment or office.

In FY2017, State employees, board members, and elected officials participated in 197,636 ethics training sessions overseen by the OEIG. The OEIG produced training materials and online training for more than 50,000 employees and officials in agencies directly under the Illinois Governor, and approved training plans and materials used by the four Chicago-area Regional Transit Boards and the nine State public universities.

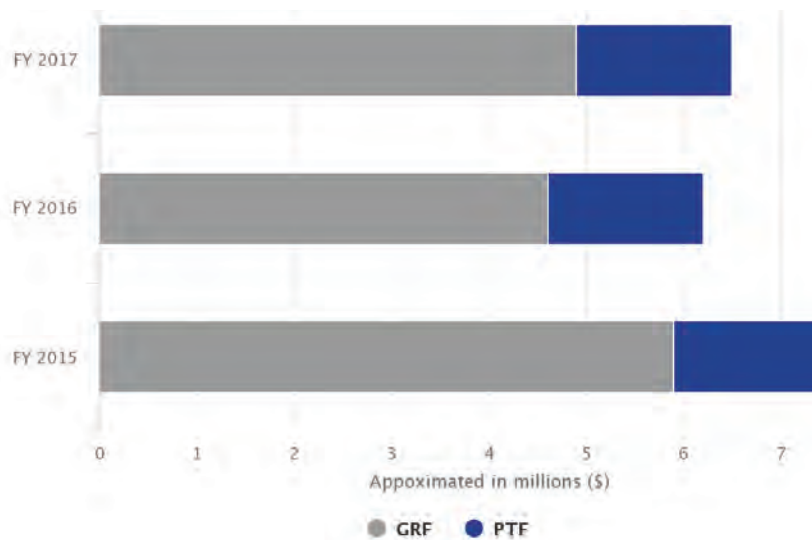
Finances

Source of Funds

In FY2017, the OEIG drew authority to spend State funds from both a court order and the stopgap funding bill. At the start of FY2016, a court order directed State agencies to pay salaries of State employees. On that basis, the Comptroller authorized the OEIG to process \$4.8 million for FY2017 payroll expenditures from the General Revenue Fund (GRF).

On June 30, 2016, a stopgap funding bill was signed into law authorizing the OEIG to spend an additional \$150,000 for GRF operating expenses

incurred between July 1, 2015 and December 31, 2016, encompassing all of FY2016 and part of FY2017. This funding was insufficient to meet all of the OEIG’s obligations. The OEIG’s outstanding liabilities for FY2016 and FY2017 total approximately \$1.8 million. The stopgap bill also allocated \$1.6 million in Public Transportation Fund (PTF) funding for FY2017 to support the OEIG’s investigative matters pertaining to the Regional Transportation Authority, the Chicago Transit Authority, Metra and Pace.



Financial Results

Total FY2017 expenses were \$5.4 million, including \$1 million from the PTF, \$4.1 million from the GRF and \$149,606 from the Budget Stabilization Fund.

OEIG Budget Results	GRF	PTF	Total
Budget FY2017	\$4.9m	\$1.6m	\$6.5m
Expenditures FY2017	\$4.4m	\$1.0m	\$5.4m
Variance	\$.5m	\$.6m	\$1.1m

Budgeting For Results

The following metrics provide indicators of OEIG work volumes:

Performance Indicator	FY2015	FY2016	FY2017
Complaints Evaluated	2,721	2,574	2,632
Investigations Completed	94	131	98
Publicly Disclosed Reports	13	16	25
Investigations Pending	114	98	106
Revolving Door Determinations Issued	290	211	162
Ethics Training Courses Sessions	199,514	191,752	197,636

Internal Controls

The OEIG makes every effort to use the State's scarce financial resources effectively and efficiently, and in compliance with applicable laws and rules. Specifically, the OEIG conforms to the State uniform accounting system and ensures that it obligates and expends public funds appropriated to it in accordance with applicable rules.

Total Operating Expenses [in thousands]	FY2015	FY2016	FY2017
Personnel	\$5,091	\$4,999	\$5,122
Leases, Vendors, and Central Management Services Chargebacks	\$973	\$116	\$250
Telecommunications	\$100	\$13	\$20
Printing and Office Supplies	\$39	\$3	\$10
Travel and Conferences	\$56	\$0	\$7
Office Equipment	\$5	\$0	\$2
Automotive Repairs and Fuel	\$6	\$0	\$7
Other	\$0	\$0	\$8
Total	\$6,270	\$5,131	\$5,426

Initiatives

The primary purpose of the OEIG is to investigate fraud, waste, abuse, mismanagement, misconduct, nonfeasance, misfeasance, malfeasance, violations of the Ethics Act, and other violations of State laws and rules. In addition, we strive to increase transparency in government, promote ethical awareness, and maintain operational excellence.

Increase Transparency in Government

In 2009, the General Assembly amended the Ethics Act to permit public disclosure of certain OEIG investigations. The Executive Ethics Commission (EEC) has sole authority to publicly disclose OEIG reports, and the EEC is required to publicly disclose OEIG reports only if a State employee's discipline results in termination of employment or suspension of three or more days. However, the EEC has discretion to publicly disclose an OEIG report whenever disclosure is not mandated.

The OEIG continues to support legislation that would expand the instances when OEIG reports would be publicly disclosed.



Promote Ethical Awareness

Ethics Training

The OEIG has three statutory responsibilities regarding ethics training for employees, appointees, and officials under its jurisdiction:

- oversee, in cooperation with the Executive Ethics Commission and the Office of the Attorney General, ethics training for State employees working for agencies of the Governor, the nine State universities, or the four Chicago-area Regional Transit Boards;
- set ethics training standards for ethics training at nearly 100 entities; and
- monitor employee compliance with the ethics training requirements.

- met with senior managers of numerous State agencies, RTBs (Chicago-area Regional Transit Board) and State public universities;
- met with members and staff of the General Assembly;
- addressed the 32nd Annual Illinois Public Sector Labor Relations Conference;
- attended Crain's Who's Who in Healthcare event; and
- participated in Politico: Reporter Intelligence Briefing.

Ethics Officers

The OEIG meets with newly-designated ethics officers to: discuss the administration of ethics training; answer questions; and explain the OEIG's authority, programs, and operations. OEIG staff held 12 orientation sessions with 30 new ethics officers during FY2017.

General Outreach Efforts

To improve transparency and promote awareness of the OEIG's functions, EIG Hickey and OEIG staff members participated in various outreach activities. In FY2017, the OEIG:

- addressed meetings of the national and Illinois chapters of the Association of Inspectors General;
- participated on panels at the EEC's Annual Ethics Officer Conference;

Health Care Fraud Elimination Task Force

The Illinois Health Care Fraud Elimination Task Force (task Force) was created by Executive Order (2016-05) in April 2016. EIG Hickey chairs the Task Force, which is charged with, "develop[ing] and coordinat[ing] a comprehensive effort to prevent and eliminate health care fraud, waste, and abuse in State-administered health care programs using a cross-agency, data-driven approach. Building on anti-fraud work being done across State agencies, the Task Force develops strategies to ensure that the State has the proper internal controls and enforcement tools to prevent and eliminate fraud, waste, and abuse in taxpayer-funded health care programs, including the State Employees Group Insurance Program, the Workers' Compensation Program for State of Illinois agencies, boards, commissions, and universities, and the Illinois Medicaid system."

The Task Force is made up of a diverse membership of agency leaders with experience administering health care programs and implementing fraud, waste, and abuse prevention efforts. The expertise of the Task Force has allowed it to be constantly mindful of striking the important balance of addressing fraud, waste, and abuse in health care programs, without imposing unnecessary barriers to service.

Illinois Health Care Fraud Elimination

TASK FORCE

The Task Force is composed of 12 appointed members that are all part of State government. For example, Task Force members include, but are not limited to, the Secretary of the Illinois Department of Human Services, the Director of the Department of Healthcare and Family Services, the Inspector General for the Department of Healthcare and Family Services, the Director of the Department of Central Management Services, and the Director of the Illinois State Police Medicaid Fraud Control Unit.

In the one and a half years since the Task Force was formed, it has cataloged best practices and developed targeted initiatives to improve Illinois practices, formed working groups to efficiently and effectively save taxpayer funds, worked to address the most problematic areas of fraud, waste, and abuse so that funds are appropriately used on those entitled to services, and put into place a framework among Illinois agencies that ensures collaboration with key players.

The Task Force's study of State best practices, Illinois' current practices, and federal and private sector best practices has led it to develop four areas of focus. The Task Force believes that issues with fraud, waste, and abuse in State-administered programs can be addressed and alleviated by the State and its agencies devoting greater attention to the following areas: (1) collaboration and coordination; (2) data analytics and metrics; (3) accountability and efficiency; and (4) safety and wellness. The Task Force's work, planning, and recommendations to State

agencies focus on these four areas. To fully explore the issues in State-administered health programs, the Task Force formed three working groups: (1) Medicaid, (2) the State Employee Group Insurance Program, and (3) Workers' Compensation. Each working group is engaged in a thoughtful analysis of the current status of its program and compares Illinois' system with the best practices in other states, the private sector, and the federal government. Each working group has reviewed relevant documentation, held multiple meetings, and engaged third parties to obtain recommendations.

In an effort to ensure transparency, the Task Force holds public meetings at least quarterly and submits periodic reports to the Governor and the public outlining its progress. The first Task Force report was released in October 2016, and the second report will be public in November 2017. Information about public meetings, our reports, and other relevant documents is located on the Task Force's website – [https://www.illinois.gov/oelig/health care fraud](https://www.illinois.gov/oelig/health%20care%20fraud). Please note there are spaces in this website address after the words "health" and "care."



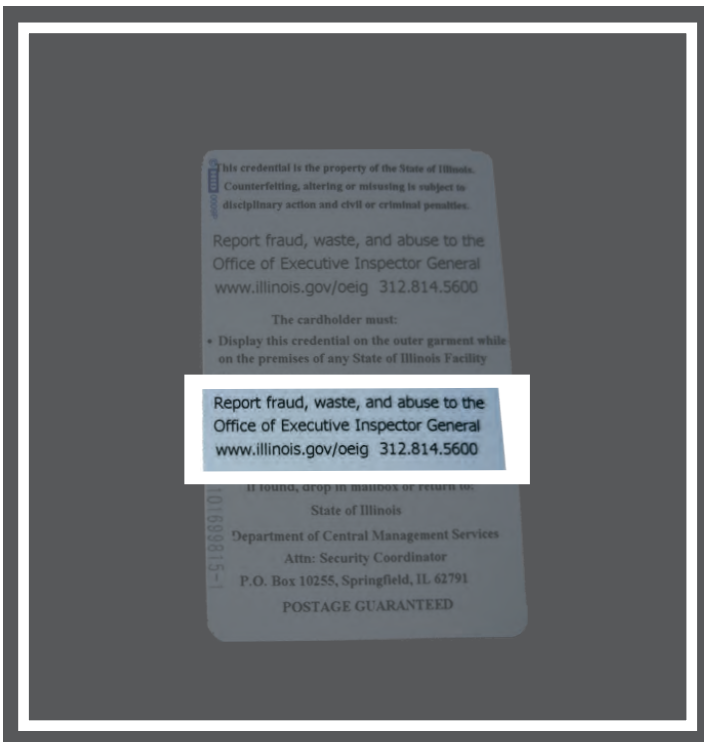
OEIG Awareness Campaign

The OEIG Awareness Campaign is an effort to promote awareness of the OEIG's mission and work. The campaign is designed to reach both State employees and private citizens. A key component of the campaign is to inform citizens of ethics laws and rules and empower them to report misconduct. The more familiar that individuals are with the OEIG's functions, the more capable they will be of identifying improper conduct and notifying the appropriate authority.

In order to carry out our mission, the OEIG Awareness Campaign has focused its efforts on

creating a greater presence in State of Illinois offices, including:

- Revising State employee identification badges to include OEIG contact information;
- conducting on-site presentations;
- staffing a table at the State Fair to provide information to the public; and
- exploring social media, such as LinkedIn, as a method for increasing awareness.



(Back of State employee identification badge)



Maintain Operational Excellence

Ongoing Training

Continuing education and training of staff are key components of the OEIG's initiative to maintain efficiency and effectiveness. The OEIG trains new employees on applicable laws, administrative rules, and OEIG policies and procedures. Investigative staff members receive regular and ongoing instruction concerning laws, policies, and investigative tools and techniques. During FY2017, OEIG employees participated in training sessions on topics such as:

- identifying and seizing electronic evidence;
- intellectual property theft;
- equality in the workplace;
- report writing; and
- tactical field interviewing.

Internships

The OEIG manages an internship program that permits qualified students to conduct legal research, draft memoranda, and participate in investigative activities. Legal interns must be enrolled in an accredited law school, and investigative interns must be junior, senior, or graduate-level students in a program related to criminal justice or public administration at an accredited college.

Website

The OEIG website, www.InspectorGeneral.Illinois.gov, provides 24/7 access to complaint forms, revolving door forms, ethics officer contact information, publicly disclosed OEIG reports, and other OEIG information.

Electronic Newsletter

The OEIG produces a one-page monthly electronic newsletter, Illinois Ethics Matters. The OEIG delivers Illinois Ethics Matters to State agencies, the General Assembly, news media, and the public. Many recipients, such as State agency ethics officers, redistribute the newsletter throughout their respective organizations.

The newsletter addresses: publicly disclosed OEIG reports; public findings related to alleged violations of the Ethics Act; appeals of OEIG revolving door determinations; changes or proposed changes to ethics laws, rules, or policies; and other ethics-related information of interest to the public.



Investigations

Complaints Received and Evaluated

During FY2017, the OEIG received 2,632 complaints. The OEIG must evaluate each complaint within 30 days of receipt.

After the initial evaluation, the OEIG will take one of the following actions:

- initiate an investigation;
- administratively close a file; or
- refer the matter to the appropriate authority.

The OEIG initiated 107 investigations in FY2017, including 10 based on complaints received before the start of the fiscal year. The OEIG opened investigations based on a single complaint or several related complaints. The OEIG also self-initiated some investigations.

In FY2017, the OEIG administratively closed 299 complaints for various reasons. The OEIG administratively closed these complaints if, for example: the complaint did not allege a violation of State law, rule, or policy; the alleged wrongdoing occurred outside of the OEIG's statute of limitations; a related action was already pending; there were duplicate complaints about a matter; or when the OEIG determined that it was not within its jurisdiction.

In FY2017, the OEIG referred 2,450 complaints and/or investigations to other agencies or appropriate entities, including law enforcement authorities. The OEIG may refer matters to another agency when it appears that the allegations may be more appropriately addressed by that agency. In some instances, when the OEIG refers the matter to another agency, the OEIG requests that the agency review the allegations and respond to the OEIG about these allegations. The OEIG then reviews these agency responses to determine whether the agency adequately addressed the allegations or whether the OEIG should subsequently open an investigation.

Investigations Commenced and Concluded

If the OEIG, upon the conclusion of an investigation, finds reasonable cause to believe that a violation of law or policy has occurred within its jurisdiction, it will write a founded report that documents:

- the allegations of wrongdoing;
- facts confirmed by the investigation;
- an analysis of the facts in comparison to the applicable law, rule, or policy; and
- findings and recommendations.

In accordance with State law, OEIG reports are provided only to the affected public entities and other appropriate authorities, such as the Governor or a board of trustees. The OEIG does not have the authority to enforce its recommendations, and therefore, it is the responsibility of the affected agencies to act upon OEIG recommendations.

If the OEIG does not find reasonable cause to believe a violation has occurred after conducting an investigation, the OEIG will draft an “unfounded report” and provide it to the EEC. Alternatively, the OEIG may “administratively close” an investigation for various reasons, including for example an expired statute of limitations, when the OEIG discovers there is a pending parallel proceeding, or when the agency has already adequately investigated and/or addressed the allegations.

Disposition of Investigations	FY2017
Founded Reports	29
Unfounded Reports	50
Administrative Closures	19
Total Closed Investigations	98

Results

The OEIG completed 98 investigations in FY2017. If the OEIG found violations of law or policy, the OEIG issued a founded report and made various recommendations to the affected agencies, which included, for example:

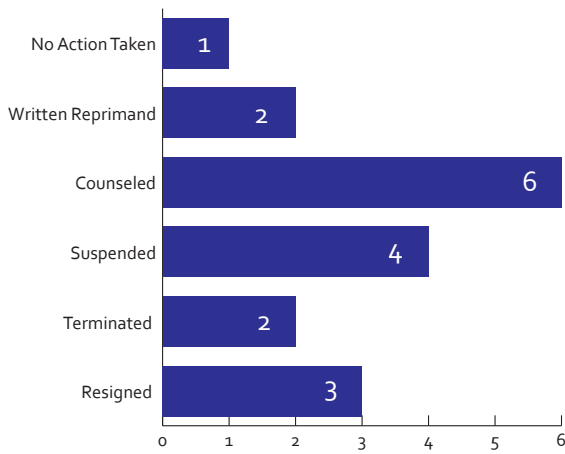
- employee termination;
- employee disciplinary action;
- employee counseling;
- placing a copy of the founded report in a former employee's personnel file; and
- change of agency policy or procedure.

In FY2017, OEIG recommendations or referrals resulted in recovery of State funds, criminal convictions, and other outcomes. For example:

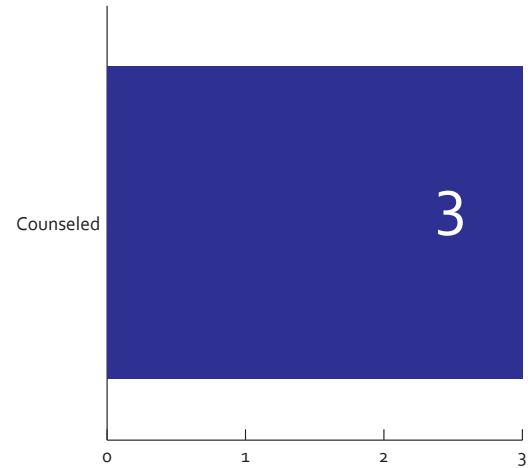
- The United States Attorney's Office, Northern District of Illinois obtained a guilty plea from former DHS employee Marcellus Bailey for conspiracy to commit federal program bribery in relation to the payment of bribes in exchange for confidential information maintained by the State of Illinois. The OEIG had referred the matter to the United States Attorney.
- The Illinois Attorney General secured a guilty plea from former DHS employee Debra Moore for misappropriating more than \$300,000 in funds designated to assist needy families. The matter was referred to the Illinois Attorney General by the OEIG.
- The OEIG determined that former Department of Labor employee Gregory Bradshaw continued to improperly draw over \$20,000 in compensation after leaving his post with the Department of Labor to start work with the Department of Children and Family Services. The Illinois Attorney General secured a guilty plea in Circuit Court, where the judge ordered Mr. Bradshaw to pay restitution. The OEIG had referred the matter to the Illinois Attorney General.
- The OEIG found, over several investigations, that several Chicago Transit Authority employees had abused the CTA's tax exempt letter for personal purchases. As a result of the OEIG investigation, those CTA employees had to pay thousands of dollars to the Illinois Department of Revenue for unpaid taxes.

Agency Responses to OEIG Recommendations

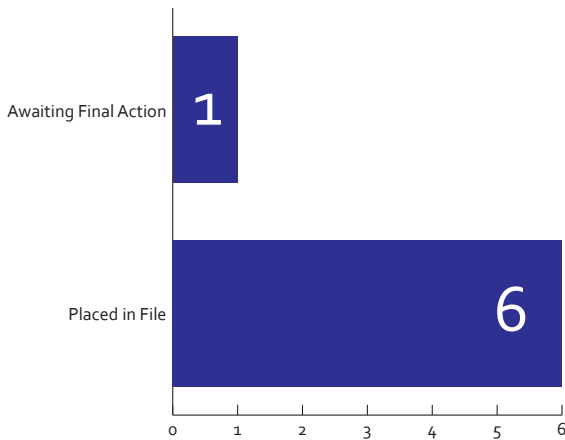
When the OEIG Recommended Discipline
(18 Instances)



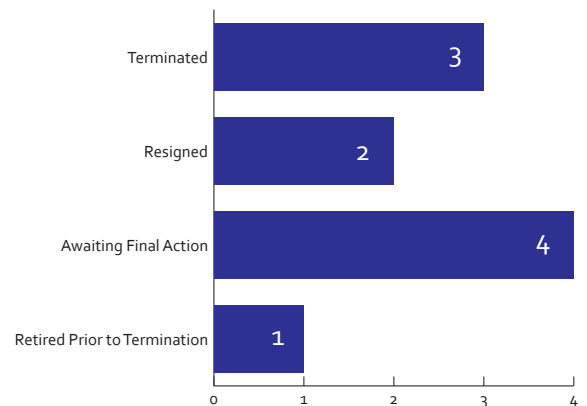
When the OEIG Recommended Counseling
(3 Instances)



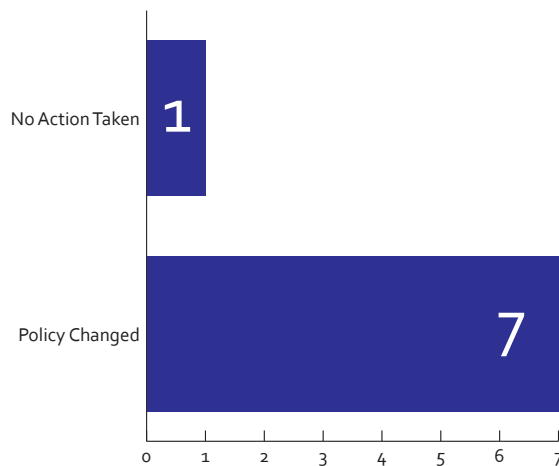
When the OEIG Recommended Placing the OEIG Report
in the Employee's Personnel File (7 Instances)



When the OEIG Recommended Termination
(10 Instances)



When the OEIG Recommended Policy Change
(8 Instances)



Publicly Disclosed Founded Reports

During FY2017, the Executive Ethics Commission (EEC) made 25 founded reports of OEIG investigations available to the public. The EEC redacted these reports, as it deemed appropriate, and then placed them on the EEC's website. The OEIG also subsequently placed the redacted versions of these founded reports on its own website. Below are summaries of these 25 founded reports, organized by category of the primary type of misconduct. These redacted reports are available at <https://www.illinois.gov/oeig/investigations/Pages/PublishedOEIGCases.aspx>.

Mismanagement and/or Lack of Oversight

In re: Steve Young, Keith Spaniol, and Robert Thorpe, Case #15-02236

The OEIG received a complaint alleging that Illinois Department of Transportation (IDOT) Section Chief of Aircraft Maintenance Robert Thorpe flew State helicopters, even though his job did not involve flight responsibilities. The complaint also alleged that Mr. Thorpe and his supervisor, Interim Director of IDOT's Aeronautics Division Steve Young, traveled in a State airplane during their State work hours to examine a private company's helicopter simulator.

"[I]t is clear that there is significant risk and no benefit to the State in permitting an unlicensed, untrained individual to handle the controls of expensive and potentially dangerous State aircraft."

The OEIG discovered that, on multiple occasions, Mr. Young permitted Mr. Thorpe to handle the controls of IDOT helicopters with another pilot, even though Mr. Thorpe was not certified as a helicopter pilot at that time, and his job duties as Section Chief of Aircraft Maintenance did not include flying State helicopters. The investigation also uncovered that Mr. Young, Mr. Thorpe, and IDOT Executive Chief Pilot Keith Spaniol flew State airplanes on State time to a private company's facility, to participate in testing of new helicopter simulator technology that was being developed for a non-State customer. Based on its investigation, the OEIG determined that:

- Mr. Young improperly delegated responsibility to Mr. Thorpe, in violation of IDOT policy, by allowing him to handle the controls of State helicopters;
- Mr. Young, Mr. Thorpe, and Mr. Spaniol improperly used State aircraft for non-State business relating to their visits to the helicopter simulator company;
- Mr. Young, Mr. Thorpe, and Mr. Spaniol abused State time relating to those visits; and
- Mr. Young mismanaged the IDOT Aeronautics Division by knowingly permitting Mr. Thorpe and Mr. Spaniol to use a State airplane for a non-State purpose, and to conduct non-State business during their State work hours.

Mr. Thorpe left State employment prior to the conclusion of the investigation. The OEIG recommended that IDOT discipline Mr. Young and Mr. Spaniol, up to and including termination, and not rehire Mr. Thorpe. The OEIG also recommended that IDOT take steps to ensure that individuals who are not properly licensed to operate an aircraft do not handle the controls of State aircraft, and clarify its policies relating to the operation of State aircraft. IDOT discharged Mr. Young, and placed Mr. Thorpe on a “Do Not Rehire” list; Mr. Spaniol resigned following the initiation of disciplinary proceedings. IDOT also indicated that it plans to provide training to staff regarding the issues identified in the OEIG’s report.

In re: John Shealey, et al., Case #11-00964

The Illinois Department of Transportation (IDOT) District One Emergency Traffic Patrol (ETP) unit provides 24-hour assistance to motorists traveling on Illinois highways. ETP drivers patrol certain routes in order to be available for motorists in need and respond to calls for assistance. ETP drivers submit Assist Reports at the end of their shifts detailing the assistance provided by the driver.

The OEIG investigated allegations of discrepancies in reports submitted by ETP drivers and discovered that several ETP drivers grossly overstated the number of assists they performed during their shifts in order to inflate their performance statistics. The OEIG reviewed thousands of Assist Reports and found hundreds of instances where ETP drivers either entirely fabricated assists—often claiming to have assisted vehicles with license plates that do not exist, or whose owners denied receiving assistance—or inaccurately recorded assists that they did perform by overstating

“[ETP] drivers have been able to perpetrate fraud due to a complete lack of supervision on the roads and a failure of the ETP supervisors and administrators to have simple and easily implemented checks and balances in place ...”

the number of vehicles involved in an incident or by altering details of the assist. Investigators learned that the number of assists the ETP drivers were reporting was used by IDOT to: obtain more funding for the ETP program; inform personnel decisions, such as the filling of vacancies within the unit; and justify the number of trucks the ETP unit has or needs, among other things. During the investigation, OEIG investigators also conducted surveillance, which revealed that certain ETP drivers regularly performed little to no actual work during their shifts, often spending hours each day parked on side streets, at gas stations, and at restaurants, despite claiming to have assisted vehicles during this time.

According to ETP drivers, information on the Assist Reports was often fabricated in order to meet a daily quota set forth by ETP management. In addition, the OEIG also discovered that there were no administrative controls in place to monitor the validity or accuracy of the reports submitted by the ETP drivers, and that there was a lack of managerial oversight of the ETP drivers’ daily activities. The combination of this quota requirement, and lack of oversight by supervisors, allowed and perpetuated the falsification of Assist Reports by the ETP drivers. Based on its investigation, the OEIG determined that:

- ETP drivers violated IDOT policy by abusing time, failing to assist motorists in need, and submitting false or fraudulent Assist Reports; and
- ETP supervisors mismanaged the ETP unit by failing to provide adequate oversight of the program and failed to perform their own work duties to the best of their ability.

The OEIG recommended that IDOT terminate five employees and discipline another nine. The OEIG also recommended that IDOT implement controls to prevent or discourage fraudulent reporting by ETP drivers. In response to the OEIG report, IDOT terminated six employees, suspended two for 15 days without pay, and suspended another six for 10 days without pay. IDOT also instituted new policies and procedures designed to confirm that ETP drivers' reports of motorist assists are accurate, and to ensure proper supervision of the ETP drivers.

In re: Department of Human Services, Case #14-01780

In December 2013, the OEIG issued a report (09-01147) summarizing an investigation in which it found that the Illinois Department of Human Services (DHS) did not have sufficient internal controls in place to minimize and detect improper or fraudulent billings by childcare providers receiving funds through the State's Child Care Assistance Program (CCAP), and that as a result, a provider had received more than \$200,000 for services it did not actually provide. In response to that investigation, DHS indicated that it had put a new system in place to better monitor childcare providers and to reduce future instances of billing fraud.

"Merely identifying a solution is not sufficient, in and of itself, to deter or to detect fraud; action must also be taken."

Subsequently, the OEIG received another complaint (14-01780) regarding potential billing fraud by a childcare provider in the CCAP. After investigating, the OEIG determined that DHS had not actually implemented the above-referenced system, leaving open the possibility that other providers could similarly defraud the State and remain undetected despite DHS knowing of a way that might prevent and detect such fraud. In this second investigation, the OEIG also concluded that an individual DHS employee failed to monitor providers receiving funds through the CCAP. The OEIG recommended that DHS actually implement the policy it put forth to ensure instances of fraudulent billing by childcare providers receiving funds from the State are detected and prevented, and that the DHS employee who failed to oversee the CCAP be disciplined. In response, DHS indicated that it planned to revise attendance and billing procedures involving CCAP childcare providers by proposing administrative rules to be added to the Illinois Administrative Code via the State's rulemaking process. DHS also reported that the employee in question left State service before discipline could occur.

Abuse of State Resources

In re: Marcellus Bailey, Case #10-00342

The OEIG investigated allegations that Illinois Department of Human Services (DHS) Caseworker Marcellus Bailey was accessing lists of Social Security numbers without authorization. During the course of the investigation, Mr. Bailey admitted that he assisted a private detective by using State databases, entering Social Security numbers, and obtaining confidential wage information, which he gave to the detective in exchange for cash. Based on its investigation, the OEIG determined that:

- Mr. Bailey intentionally violated DHS policies and/or State laws by acquiring and then providing confidential wage information to unauthorized persons and using State computers to do so;
- Mr. Bailey engaged in unauthorized secondary employment; and
- Mr. Bailey failed to cooperate with the OEIG's investigation.

"[Mr.] Bailey used his position with the State to inappropriately access private information and then sell that information."

The OEIG recommended that Mr. Bailey be terminated with no right to reinstatement and that his access to State databases be curtailed without warning or notice. DHS immediately curtailed his database access and terminated Mr. Bailey. The OEIG also referred the matter to the U.S. Attorney's Office for prosecution. Mr. Bailey ultimately pled guilty to conspiracy to commit federal program bribery.

In re: Andre Stewart, Case #14-01497

The OEIG investigated allegations that Illinois Department of Employment Security (IDES) Human Resources Division Trainer Andre "Antonio" Stewart used his IDES computer to view pornography and left work early when his supervisor was out of the office. As part of its investigation, the OEIG seized Mr. Stewart's IDES computer and conducted a forensic review. During this review, the OEIG found multiple inappropriate images and videos. The OEIG also conducted surveillance of Mr. Stewart and observed several instances when he arrived at work late, took an extended lunch break, and/or left work early. Mr. Stewart's timesheets did not reflect any of these actions. Consequently, the OEIG determined that Mr. Stewart:

- accessed and viewed inappropriate images and videos on his State computer on State time;
- abused State time;
- recorded false times on his timesheets in violation of agency policy; and
- provided several false or misleading statements to OEIG investigators and failed to cooperate with OEIG investigators in violation of the Ethics Act.

The OEIG recommended that IDES terminate Mr. Stewart, place a copy of the report in his file, and not rehire him. After IDES began the termination process, Mr. Stewart agreed to resign with a do-not-rehire code notated in his personnel file.

In re: Lynne Turner, Case #14-01146

The OEIG investigated a complaint that former Illinois Department of Human Rights (DHR) Chief Fiscal Officer Lynne Turner inappropriately used DHR resources for personal use. OEIG investigators reviewed seven years of financial and travel documents related to Ms. Turner's use of State accounts and resources. Investigators also performed a forensic analysis of Ms. Turner's State-issued electronic devices and interviewed the Director of DHR and Ms. Turner. The OEIG determined, among other things, that:

- Ms. Turner used State funds to purchase ink for her personal printer and purchased various personal products, including tablet and laptop computers, with a DHR tax-exempt account; and
- Ms. Turner misused a State rental car account for personal use and failed to follow policies relating to DHR’s petty cash system.

Ms. Turner left DHR employment during the investigation; therefore, the OEIG recommended that DHR classify Ms. Turner’s separation from State employment as one with “no reinstatement rights” and seek reimbursement of all misappropriated State funds. The OEIG also recommended that the Illinois Department of Revenue (IDOR) seek to recoup any lost sales tax revenue. DHR made the change to Ms. Turner’s personnel forms and referred the collection matter to IDOR.

In re: Delores McClendon and Chicago Transit Authority, Case #15-02091
In re: Yolanda Harper and Chereda Hudson, Case #15-02184

The Illinois Department of Revenue (IDOR) deems certain qualified organizations, including State and local governments, exempt from paying sales taxes in Illinois. IDOR has determined that the Chicago Transit Authority (CTA) is exempt from paying various Illinois taxes and has given the CTA a tax-exempt letter containing a unique tax-exempt number in order to purchase items tax-free. CTA employees have been provided this letter to use for purchases on behalf of the CTA.

During the course of another investigation, the OEIG discovered that CTA Security Specialist Delores McClendon maintained a tax-exempt CTA business membership at Sam’s Club, which was used to make non-CTA purchases tax-free. The OEIG then self-initiated two investigations to determine whether Ms. McClendon and other CTA employees misused the CTA’s tax-exempt status to purchase personal items at Sam’s Club stores.

“As a CTA employee, Ms. McClendon maintains ‘a special relationship of trust with the public.’[] As noted above, by taking a CTA resource, its tax-exempt number, and using it to avoid paying sales taxes on personal purchases for nearly eight years, Ms. McClendon violated that special trust.”

In 15-02091, the OEIG found that, since 2010, Ms. McClendon made over \$18,000 in tax-free personal purchases using the CTA’s tax-exempt number. When interviewed, Ms. McClendon admitted that she never held a position at the CTA in which she was authorized to purchase goods or services on behalf of the CTA and that she used her Sam’s Club business membership to make personal purchases tax-free. Thus, the OEIG determined that:

- Ms. McClendon violated CTA rules when she diverted a CTA resource (the tax-exempt letter) to personal use to purchase personal items tax-free; and
- the CTA engaged in mismanagement by failing to ensure that the CTA maintained adequate controls with respect to its tax-exempt letter.

In 15-02184, the OEIG found that CTA Bus Managers Yolanda Harper and Chereda Hudson also maintained tax-exempt CTA business memberships at Sam’s Club, which were used to purchase personal items tax-free. Specifically, Ms. Harper made over \$2,000 in tax-free personal purchases at Sam’s Club since

February 2014, and Ms. Hudson made over \$5,000 in tax-free personal purchases since March 2009. Further, Ms. Hudson added a relative, a non-CTA employee, to her CTA business membership account, and that relative used the CTA's tax-exempt status to purchase over \$4,000 of items at Sam's Club tax-free. The OEIG determined that:

- Ms. Harper and Ms. Hudson violated CTA rules when they diverted a CTA resource (the tax-exempt letter) to personal use.

"The tax-exempt number is a resource of the organization – not that of the organization's employees."

In these cases, the OEIG recommended that the CTA terminate Ms. McClendon and discipline Ms. Harper and Ms. Hudson. The OEIG also recommended that the CTA improve controls with respect to the distribution and use of its tax-exempt letter. The OEIG referred the matters to IDOR for collection of unpaid taxes. In response, the CTA suspended Ms. McClendon, Harper, and Hudson each for 30 days without pay and required them to pay the taxes due for their respective personal purchases made tax-free. The CTA also took steps to improve its internal controls by creating a stand-alone policy with respect to its tax-exempt letter. Finally, the CTA took steps to terminate Sam's Club business memberships associated with the CTA, remove the CTA's tax-exempt number from any personal accounts, and prevent any future personal purchases from being made using the CTA's tax-exempt number.

In re: Loretta Kidd and Illinois Environmental Protection Agency, Case #16-0092

The OEIG investigated allegations that Illinois Environmental Protection Agency (IEPA) Office Administrator Ill Loretta Kidd "rarely shows up to work," among other issues. The OEIG investigation included surveillance as well as interviews of the subject, her manager, an IEPA Human Resources manager, and the former Director of IEPA. Additionally, the OEIG obtained and reviewed Ms. Kidd's timesheets, her State emails and phone records, hotel records, Amtrak travel records, lobbying registration records, and State of Illinois Comptroller records. As a result of its investigation, the OEIG determined that:

- Ms. Kidd submitted falsified timesheets;
- Ms. Kidd abused State time when she failed to work full days on multiple occasions, and when she traveled from Springfield to Chicago for personal matters when she claimed to be working at the IEPA Suburban Office in Des Plaines on six occasions;
- Ms. Kidd misused sick leave to travel to and from Springfield to visit her granddaughter and conduct work for an outside organization;
- Ms. Kidd used State equipment to conduct business for an outside lobbying organization;
- IEPA mismanaged Ms. Kidd by failing to adequately supervise her; and
- IEPA failed to conduct annual performance evaluations of some of its employees.

The OEIG recommended that Ms. Kidd be terminated from State employment and a copy of the report be placed in her file. The OEIG also recommended that IEPA ensure proper management of all of its employees and conduct performance evaluations. Ms. Kidd retired following the OEIG investigation, and IEPA placed the OEIG's report in her file. In addition, IEPA pledged to conduct a comprehensive review of the management structure for its regional offices and to place additional emphasis on conducting performance evaluations.

Abuse of State Funds

In re: Beverly Anderson, et al., Case #12-00194

The Illinois Department of Human Services (DHS) administers the Home Services Program to help individuals remain in their homes instead of being unnecessarily institutionalized. As part of the Home Services Program, DHS pays Personal Assistants to provide assistance to certain DHS customers with tasks that are approved by DHS, such as household chores or personal care. The DHS customer and the Personal Assistant enter into an Employment Agreement, which outlines the services the Personal Assistant is to provide and requires the Personal Assistant to submit bi-monthly calendars listing actual hours worked each pay period as verified by the customer.

While conducting another investigation, the OEIG obtained evidence suggesting that Personal Assistants working for DHS customers were fraudulently reporting their working hours on their calendars. The OEIG investigated further and determined that:

- Beverly Anderson, a former DHS employee, reported working at DHS from April 2012 through November 2013 during the same hours she reported working as a Personal Assistant for a total of 137 hours and approximately \$1,582 in State payments;
- Cynthia Pierce reported working at her full-time job from November 2012 through December 2013 during the same hours she claimed to be performing work as a Personal Assistant for a total of 387 hours and approximately \$4,469 in State payments;
- Michelle Kury reported that from April through October 2013 she simultaneously performed Personal Assistant services for multiple DHS customers in different locations for an approximate total of 139 hours and approximately \$1,605 in additional State payments; and
- Helen Marsh reported that from January through October 2013 she simultaneously performed Personal Assistant services for DHS customers who resided in different cities for an approximate total of 28 hours and approximately \$323 more in State payments than she should have received.

The OEIG found that these individuals failed to report the actual hours worked as Personal Assistants and recommended that DHS consider taking steps to recover money paid at times when the Personal Assistants could not have been performing services, and that they not be permitted to regain employment as Personal Assistants. DHS terminated the four individuals from the Home Services Program and recovered over \$4,000 in overpayments.

In re: Gregory Bradshaw, Case #14-02423

In February 2013, Gregory Bradshaw was appointed by the Illinois Governor to the position of Chief Factory Inspector for the Illinois Department of Labor (IDOL). Mr. Bradshaw left the Chief Factory Inspector position in March 2014 in order to take a position at the Illinois Department of Children and Family Services (DCFS). Mr. Bradshaw submitted a letter of resignation to IDOL but did not notify the Governor's Office or the Comptroller's Office of his resignation.

In December 2014, the OEIG received a complaint alleging that Mr. Bradshaw continued to receive his monthly salary as Chief Factory Inspector after he left that position. After conducting an investigation, the OEIG determined that, from April 2014 through December 2014, Mr. Bradshaw received his monthly salary as Chief Factory Inspector as well as his biweekly salary for his DCFS position. In total, Mr. Bradshaw received over \$20,000 in salary as Chief Factory Inspector after he stopped performing the duties of that position. This overpayment was discovered by a DCFS employee in November 2014 when Mr. Bradshaw's name appeared on an insurance discrepancy list generated by the Illinois Department of Central Management Services. This employee told the OEIG that, after he saw Mr. Bradshaw's name on the discrepancy list in November 2014, he asked Mr. Bradshaw if he was being paid by multiple agencies, and Mr. Bradshaw said he did not know but would check. In January 2015, Mr. Bradshaw resigned from his position at DCFS. The OEIG determined that Mr. Bradshaw:

"Mr. Bradshaw's intent to permanently deprive the State of the funds he received in error can be inferred from his failure to contact anyone at the Comptroller to stop the payments that he was receiving in error, even after it was brought to his attention that he may be getting payments from two agencies."

- engaged in misconduct, in violation of DCFS policy, when he exerted unauthorized control over State funds and failed to take reasonable steps to return the overpayments to the State; and
- drove State vehicles on numerous occasions while his driver's license was suspended and made a false certification to DCFS regarding the status of his license.

Because Mr. Bradshaw had left State employment during the investigation, the OEIG recommended that he not be rehired or appointed into any future State positions. In response, DCFS and IDOL placed a copy of the OEIG's report in their respective personnel files for Mr. Bradshaw. The OEIG also recommended that the Offices of the Governor and Comptroller recoup the overpaid funds. After Mr. Bradshaw continued to take no steps to repay the overpayments, the OEIG referred the matter to the Illinois Attorney General's Office, which filed criminal charges against Mr. Bradshaw. On February 27, 2017, Mr. Bradshaw pled guilty to Theft of Mislaid Government Property, a class 4 felony, and was sentenced to 29 months of probation and was ordered to pay \$22,100 in restitution to the State of Illinois.

Misconduct Affecting the Receipt of Food and/or Medical Benefits

In re: Debra Moore, Case #12-02052

The OEIG investigated allegations that Illinois Department of Human Services (DHS) Caseworker Debra Moore set up false Supplemental Nutrition Assistance Program (SNAP) food benefits cases in exchange for money. The OEIG determined that in multiple cases, Ms. Moore created fraudulent food benefits cases using her parents' address, or changed the addresses on existing cases to her parents' address. In

these cases, the supposed benefits recipients either lived outside Illinois, or otherwise were not entitled to benefits. In addition, the OEIG determined that Ms. Moore initiated or recertified benefits for three family members, in violation of DHS policy. Benefits Ms. Moore secured for her father continued to be used after he died.

Ms. Moore immediately retired from State employment upon learning that the OEIG was investigating these benefits cases. At the conclusion of the investigation, and in response to the OEIG's recommendation, DHS placed a copy of the OEIG's report in Ms. Moore's personnel file and made an indication that she should not be rehired. The OEIG also referred the matter to the Illinois Attorney General for criminal prosecution. Ms. Moore pled guilty to a continuing financial crimes enterprise charge, for misappropriating more than \$300,000 in assistance for needy families. She was sentenced to six years in prison.

"Ms. Moore was directly involved in awarding SNAP benefits to various family members, including her parents, her son, and niece..."

In re: DHS Caseworker, Case #13-01684

The OEIG received a complaint alleging that an Illinois Department of Human Services (DHS) Caseworker and her spouse were receiving medical benefits through DHS, but not reporting their income. The OEIG investigation revealed that the caseworker's spouse opened a medical and SNAP benefits case for himself, his wife, and their children in January 2010, when they were both unemployed. In May 2011, the caseworker began employment with DHS, but she did not notify DHS of her change in income. The medical portion of the caseworker's benefits case remained open through July 2014. Records showed that medical benefits were used by the caseworker and family members multiple times throughout the caseworker's employment at DHS.

"Upon discovering that she was receiving medical benefits, [Caseworker] was obligated to report her income to DHS and let the caseworker determine whether secondary medical benefits were allowable. She failed to do either."

In an interview with the OEIG, the caseworker acknowledged that she was aware of the DHS policy requiring recipients of medical benefits to notify DHS of a change in income. She further admitted that her family did not qualify for benefits, based on her income as a DHS employee. Nevertheless, at no point did the caseworker report to DHS a change in income. As a result, overpayments were made on the caseworker's medical case totaling approximately \$5,900. Based on its investigation, the OEIG determined that:

- the DHS Caseworker participated in and condoned fraud when she failed to report her change in income when she began to work at DHS, in violation of DHS policy.

The OEIG recommended the caseworker's termination and DHS pursued this action. Ultimately, in response to a union grievance, she was allowed to resign from employment with DHS.

In re: Roben Hall, Case #15-02105

The OEIG received a complaint alleging that Illinois Department of Human Services (DHS) Caseworker Roben Hall improperly used her relative's SNAP benefits. The OEIG investigation revealed that Ms. Hall's relative received SNAP benefits from May 2014 through October 2015 and that Ms. Hall was authorized to act on her relative's behalf as her approved representative. The OEIG obtained documents which reflected that on September 2, 2015, Ms. Hall's relative moved into a skilled nursing facility, where she was provided with meals, but this change in residence was not reported to DHS at that time. Nevertheless, Ms. Hall's relative's SNAP benefits were used several times throughout September and October 2015 at various grocery stores.

"[A]s a Caseworker who processed applications for SNAP benefit redeterminations, Roben Hall should have known of the importance to notify DHS of any changes so that DHS could make an independent assessment as to . . . SNAP eligibility."

The OEIG determined that as the approved representative, and as a DHS Caseworker who should have known DHS policy, Ms. Hall violated DHS policy when she failed to notify DHS of her relative's change in residence and continued to use her relative's SNAP benefits even though her relative was in a residential facility where she received meals. During this investigation, DHS terminated Ms. Hall. Accordingly, the OEIG recommended that DHS place the report in her personnel file and try to recoup relevant funds. As a result of a union grievance, Ms. Hall was ultimately reinstated to DHS with a time served 250-day suspension. DHS also sought to recoup funds improperly used by Ms. Hall.

Document Falsification

In re: Irina Kushnerova, Case #13-00561

The Illinois Department of Human Services (DHS) operates a program that provides reimbursement to financially qualifying individuals for funeral and burial expenses. To receive reimbursement under this program, the claimant must have actually paid the expenses, rather than using insurance proceeds. At the time of this investigation, Irina Kushnerova was licensed as a funeral director by the Illinois Department of Financial and Professional Regulation (IDFPR), and was also an insurance agent. The OEIG received a complaint alleging that Ms. Kushnerova submitted fraudulent claims for reimbursement of funeral expenses to DHS.

The investigation revealed that, on at least 22 occasions, Ms. Kushnerova created and submitted fraudulent invoices to DHS, seeking reimbursement of funeral and burial costs her clients purportedly incurred at her funeral home. These invoices falsely stated that the clients had paid the costs themselves and

omitted any mention of insurance. However, Ms. Kushnerova knew the clients were not entitled to reimbursement because she had previously sold insurance policies to them, covering those same funeral and burial expenses, and received commissions for selling many of the insurance policies. As a result of Ms. Kushnerova's fraudulent submissions, DHS paid more than \$30,000 in State funds to individuals who were not entitled to reimbursement.

The OEIG determined that Ms. Kushnerova's conduct violated the Funeral Directors and Embalmers Licensing Code. The OEIG recommended that IDFPR revoke Ms. Kushnerova's funeral director's license, and remind funeral directors about rules relating to DHS reimbursement claim forms. The OEIG also recommended that DHS recoup \$32,580.40 in improperly disbursed funds, and take any appropriate action to prevent future fraud in the administration of its funeral and burial expenses reimbursement program. IDFPR suspended Ms. Kushnerova's funeral director's license for 30 months and fined her \$10,000. DHS initiated steps to recoup funds.

In re: Tracy Mix, Case #13-02003

Illinois Department of Transportation (IDOT) employee Tracy Mix was also a member of the National Guard, entitled to take leaves of absence from his IDOT duties for active military service. The OEIG investigated allegations that Mr. Mix submitted false military documents to obtain leave from work.

The OEIG investigation revealed that Mr. Mix created and submitted a document to IDOT that falsely stated that he was serving military duty. Investigators discovered that Mr. Mix's National Guard unit was not scheduled for military duty at the time listed on the document, and the sergeants who oversaw Mr. Mix's unit denied creating the document. In addition, Mr. Mix had listed his own mobile phone number as a contact number on the document in place of his sergeant's phone number; when an IDOT supervisor called the number, Mr. Mix answered the call and misrepresented himself as a National Guard sergeant. The OEIG determined that:

- Mr. Mix created and submitted a false military document to IDOT, in violation of his obligation to conduct himself ethically, act with honesty and integrity in the performance of his duties, and to accurately and truthfully report information to IDOT; and
- Mr. Mix failed to cooperate with the OEIG, in violation of the Ethics Act, based on his untruthful interview statements.

The OEIG recommended that IDOT discipline Mr. Mix and take other action to determine if Mr. Mix was properly compensated for military leave. IDOT attempted to discharge Mr. Mix, but, as a result of union grievance proceedings, the termination was reduced to a two-day suspension.

In re: Oak Park Township, Case #16-00230

In 2016, the OEIG investigated an allegation that a Pace Suburban Bus (Pace) vendor, Oak Park Township (the Township), systematically submitted falsified records to Pace for paratransit services. Pace provides different kinds of paratransit service throughout Chicago's six-county suburban region, including "Dial-A-Ride" services—pre-scheduled transportation for eligible passengers. In many cases, Pace does not offer Dial-a-Ride services directly and, instead, assists a unit of local government that provides those services in a given region. At the time of the complaint, the Township provided Dial-A-Ride services to

Oak Park and River Forest. In exchange, Pace paid the Township up to \$3.00 per ride.

After the OEIG began this investigation, the Township discovered that the Transportation Department was over-reporting ridership, notified Pace, and terminated the Township Transportation Coordinator's employment. In response, Pace audited the Township and concluded that the Transportation Department was over reporting ridership by including fabricated rides. Pace decided not to renew an agreement with the Township for Dial-A-Ride services.

In its investigation, the OEIG determined that the Township submitted falsified ridership records to Pace. In fact, the OEIG confirmed, by reviewing relevant documents and Pace's 2016 audit and conducting interviews with Township staff, that the Township over reported about 60,538 rides from January 2012 through March 2016—over one third of the total ridership reported to Pace during that period. The OEIG, however, did not discover evidence that anyone outside of the Township's Transportation Department knew about the falsification.

Since Pace chose not to renew an agreement with the Township, the OEIG did not make any recommendations regarding this agreement. Instead, the OEIG recommended that Pace consider taking additional steps to ensure that other Dial-A-Ride service providers were not also falsifying or systematically miscounting ridership. In response to the OEIG's investigation, Pace sent an operations bulletin to all municipal service providers, including Dial-A-Ride service providers, reminding them how to report ridership.

Hiring Improprieties

In re: Seth Wilson, Harold Morgan, and Araceli De La Cruz, Case #12-01390

The OEIG investigated allegations that Chicago Transit Authority (CTA) General Manager of Recruitment and Workforce Planning Seth Wilson inappropriately participated in the transfer of an employee. Mr. Wilson, who worked in the CTA's Human Resources (HR) Department, lived with and had a child with CTA Employee Delores McClendon, who worked in CTA's Control Center. When Ms. McClendon faced internal discipline, Mr. Wilson advocated to have her transferred to a different position within the CTA's Safety and Security division, for which she lacked the professional background. The OEIG also investigated whether action taken by other individuals who effectuated Ms. McClendon's transfer, including Vice President of Human Resources Harold Morgan and Chief of Safety and Security Araceli De La Cruz, was inconsistent with CTA policy. The OEIG determined that:

"The decision to hire Ms. McClendon as an investigator, in spite of her lack of qualifications, was a decision that ran contrary to the role entrusted by the public to CTA management personnel."

- Mr. Wilson’s advocacy for Ms. McClendon gave an appearance of impropriety in violation of Section 2.1 of the CTA Ethics Ordinance;
- Mr. Wilson exercised improper influence when he assisted Ms. McClendon during her disciplinary hearing and subsequent transfer in violation of Section 2.3(a) of the CTA Ethics Ordinance;
- Mr. Wilson violated the Ethics Act and a CTA rule when he failed to cooperate with the OEIG by providing false statements;
- Mr. Morgan violated CTA policy when he allowed the CTA HR Department to proceed with hiring Ms. McClendon; and
- Ms. De La Cruz mismanaged the hiring of Ms. McClendon when she recommended Ms. McClendon for an investigator position even though she knew that Ms. McClendon lacked the qualifications for the position and would not be performing the duties of an investigator.

The OEIG recommended that the CTA discipline Mr. Wilson and that it consider expanding its policy against nepotism to include domestic relationships, such as non-married couples. Since Mr. Morgan and Ms. De La Cruz left the CTA during the investigation, the OEIG recommended that the CTA place a copy of the report in their personnel files. In response to the OEIG’s investigation, the CTA demoted Mr. Wilson to a position outside of Human Resources, expanded its nepotism policy, and placed a copy of the OEIG’s final report in Mr. Morgan’s and Ms. De La Cruz’s personnel files.

In re: Douglas Baker, et al., Case # 14-01383

The OEIG investigated allegations related to hiring at Northern Illinois University (NIU), as well as allegations that employees were improperly reimbursed for their travel, and were permitted to stay overnight in NIU facilities without charge.

“President Baker... is obligated to ensure that the University engages consultants and employees in a way that complies with applicable law and NIU policy.”

The OEIG investigation revealed that NIU President Douglas Baker engaged high-paid consultants, including a friend. In an effort to meet President Baker’s directives to select these consultants, NIU Human Resources administrators improperly classified them as “affiliate employees,” an employment category for short-term part-time teaching positions, to circumvent procurement rules and employment policies. As a result, NIU paid over \$1 million in public funds to five consultants who were not selected either through the competitive process required for engaging independent contractors, or in compliance with hiring and employment rules applicable to regular employees. The investigation further revealed that NIU administrators arranged for NIU to pay the expenses for some of these consultants’ travel to and from their out-of-state residences, and for their lodging on campus. Based on the investigation, the OEIG determined that:

- President Baker mismanaged NIU by allowing the improper hiring of the consultants;
- Human Resources administrators Steven Cunningham and Celeste Latham misused the affiliate employment classification by approving the consultants’ initial and continued appointments; and

- President Baker’s Executive Assistant, Doris Hooker Day, improperly used an NIU procurement card to pay for an affiliate employee’s travel.

The OEIG recommended that NIU take appropriate action with regard to President Baker, counsel Ms. Latham and Ms. Day (Mr. Cunningham had previously left NIU employment), and limit any future use of the affiliate classification. The OEIG also recommended that NIU continue to pursue the corrective actions it had already initiated to recoup any unaddressed travel and lodging reimbursements. NIU eliminated the affiliate classification, initiated a review of procurement and contracting policies and procedures, and counseled President Baker, Ms. Latham, and Ms. Day. President Baker resigned following the publication of the OEIG’s report.

In re: Shelly Shevlin, Case #15-00238

The OEIG received a complaint alleging that the interviewers for an Illinois Department of Transportation (IDOT) Operations Supervisor position were not free of a conflict of interest because they were IDOT employees subordinate to the selected applicant. The Operations Supervisor position was subject to the hiring requirements instituted for the Governor’s agencies in response to the United States Supreme Court decision, *Rutan v. Republican Party of Illinois*, which held that employment decisions made on the basis of political affiliation violate the First Amendment rights of public employees who do not occupy policymaking or confidential positions. One of those requirements, contained in Administrative Order No. 2 (2009), provides that no “interview panel should include. . . any person who is related to, or otherwise would have a conflict of interest in connection with evaluating, any of the applicants for the position.”

This potential conflict of interest was also brought to the attention of Noelle Brennan, who was appointed as Special Master by the U.S. District Court for the Northern District of Illinois to investigate and report on employment practices within IDOT. In a letter dated February 9, 2015, the Special Master concluded that the subordinate relationship between the applicant and the interviewers “created an actual and inherent conflict of interest in violation of Administrative Order No. 2 (2009)” and requested that “IDOT halt [the applicant’s] hire.” Following receipt of this letter, the applicant was removed from the Operations Supervisor position and returned to his previous IDOT position. Because this issue had been addressed by the Special Master, the OEIG did not address this issue in its report.

However, in its investigation, the OEIG discovered that, in addition to the alleged subordinate relationship, one of the *Rutan* interviewers for the Operations Supervisor position, Shelly Shevlin, had engaged in political activity in support of the applicant’s campaign prior to the interviews by walking in parades and distributing literature in support of the applicant’s candidacy. The OEIG determined that:

“Despite Ms. Shevlin’s assurances that she could ‘remain free of bias’ while conducting the interview, the OEIG finds that there was a conflict of interest...”

- Ms. Shevlin’s participation in the applicant’s *Rutan* interview created a conflict of interest in violation of Administrative Order No. 2 (2009) and IDOT policy.

The OEIG recommended that IDOT take whatever steps it deemed appropriate with regard to Ms. Shevlin. IDOT discharged Ms. Shevlin as a result of the OEIG report.

As part of this investigation, the OEIG also reviewed IDOT's process for vetting potential conflicts for interviewers. In this instance, Ms. Shevlin identified the applicant as a "co-worker" on an IDOT Affidavit of Disclosure prior to the interviews, but she did not disclose the aforementioned political activity on this form. At the time of the Operations Supervisor interviews, interviewers completed this Affidavit on the day of the interviews to self-disclose any knowledge of the candidates and sign the form attesting that he or she could remain free of bias. This self-disclosure process allowed the person with the potential conflict of interest to determine whether a conflict existed and did not allow time for that determination to be reviewed by a third party. IDOT subsequently implemented changes with the Affidavit to address this issue.

Violations of State Laws/State Rules/Agency Policies

In re: Brad O'Halloran and Mike McCoy, Case #13-01519

The OEIG investigated allegations that a member of the Metra Board of Directors accepted compensation from an elected position in local government, in violation of the Regional Transportation Authority Act (RTA Act). The RTA Act establishes compensation levels for Metra Board directors and also prohibits those directors from accepting compensation from certain elected or appointed offices while serving on the Metra Board. After conducting an investigation, the OEIG confirmed that then-Metra Board Chairman Brad O'Halloran received simultaneous compensation as a Metra Director/Chairman and Orland Park Trustee from July 2011 through November 2012; and then-Metra Director Mike McCoy received simultaneous compensation as a Metra Director and a Commissioner for the Aurora Election Commission from July 2011 until July 2013, both in violation of the RTA Act.

During the investigation, Messrs. O'Halloran and McCoy resigned from the Metra Board. Subsequently, the OEIG recommended that the Office of the Governor, as Ultimate Jurisdictional Authority for directors (board members) of Regional Transit Boards, and Metra take whatever action they deemed necessary to ensure that all current and future directors are aware of and abide by the prohibitions against accepting simultaneous salaries from certain positions while receiving salaries for Metra Board positions. In response, Metra agreed to emphasize this prohibition while training new directors and to ask directors to confirm in writing that they understood this prohibition. Similarly, the Office of the Governor also stated that it would counsel its appointees to the Regional Transit Boards regarding this prohibition.

In re: Bobbie Wanzo, Case #14-00592

The OEIG investigated allegations regarding the Illinois Department of Human Rights' (DHR) incentive pay programs that DHR ran for investigators. Following the investigation, the OEIG concluded that DHR paid its investigators additional money over their salaries for completing cases in excess of their designated work standards, even if the work was done during their normal work hours. In addition, the OEIG discovered that under some of the DHR's incentive programs it was possible for the investigators

to delay submitting completed cases until an incentive went into effect, in order to collect incentive pay. Between 2012 and 2014, DHR paid its investigators approximately \$173,923 in incentive pay.

Rules issued by the Illinois Department of Central Management Services (CMS) state that incentive pay “shall be at a wage rate and in a manner approved by the Director of Central Management Services.” The OEIG determined that there was reasonable cause to believe that DHR Deputy Director Bobbie Wanzo approved the payment of incentive pay to DHR investigators under three programs between 2012 and 2014 without first obtaining the approval of the Director of CMS. The OEIG recommended that DHR take appropriate action relating to Ms. Wanzo, not reinstate incentive pay programs without obtaining CMS approval, consider whether to increase investigator work standards, and ensure that workers are accurately recording their time. DHR responded that it had implemented the OEIG’s recommendations, but did not specify what action had been taken relating to Deputy Director Wanzo.

In re: Tracey Bruno, Case #15-00700

The OEIG received a complaint alleging that an Illinois Department of Human Services (DHS) employee, Tracey Bruno, improperly authorized tuition payments totaling \$20,000 for a DHS client. Per DHS rules, a qualifying individual in need of financial assistance for expenses of a non-degree training program may obtain either: (1) the full-cost of attendance at a community college, or (2) the cost of an alternative program at a non-community college, up to the cost of a comparable community college program, or a maximum of \$5,268 (for the 2014-2015 academic year) if no comparable community college program exists. Regardless, DHS will first subtract any grants received by the client from the amount awarded.

The OEIG investigation revealed that a DHS client was pursuing a non-degree training program in automotive technology at Universal Technical Institute, which was a private institution. Ms. Bruno authorized payments of \$20,000 to cover the balance of the client’s tuition expenses at Universal Technical Institute and for books and supplies even though this client already received over \$12,000 in federal grants and was not eligible for this particular financial assistance through DHS.

The OEIG concluded that Ms. Bruno failed to follow DHS policy when she authorized tuition payments for the client in excess of the maximum amount allowable and failed to obtain approval to do so from a Bureau Chief. The OEIG recommended that DHS take appropriate action regarding Ms. Bruno and seek to recoup overpaid funds. In response, she received a 15-day suspension and DHS confirmed that it was seeking to recoup these funds.

In re: Tahnee Wood, Case #15-00855

The OEIG received a complaint alleging, among other things, that Illinois Department of Human Services (DHS) employee Tahnee Wood took inappropriate images of herself at work. During the investigation, the OEIG was able to ascertain that Ms. Wood had in fact taken photos of herself, with her personal cellular phone, and that at least some of them were taken at her place of work.

There was a policy at Ms. Wood’s work location that primarily prohibited employees from using personal cellular phones anywhere outside of their vehicles. The OEIG found that Ms. Wood’s use of her personal

cellular phone at work (and outside her vehicle) was in violation of the location's policies on cellular phone use. The OEIG also found that Ms. Wood's actions constituted conduct unbecoming and violated DHS's personal conduct policies. The OEIG recommended that DHS take appropriate action with regard to Ms. Wood. Ultimately, Ms. Wood served a 20-day suspension for her actions.

In re: Illinois Department of Transportation and State Use Committee, Case #15-01333

The Illinois State Use Program allows State agencies to procure certain services from not-for-profit agencies, known as "sheltered workshops," that provide services to people with disabilities. Through the State Use Program, a State agency can contract with a sheltered workshop without advertising or calling for bids as long as the price is not substantially more than it would be if the contract had been competitively bid. The State Use Committee is statutorily charged with reviewing all proposed contracts under the State Use Program and rejecting any contract it determines is substantially more than the purchase would have cost had it been competitively bid.

The OEIG investigated whether the Illinois Department of Transportation (IDOT) failed to properly set contract prices with the vendors providing janitorial services at rest areas, and whether the State Use Committee failed to make statutorily required determinations regarding contract prices before approving State Use Program contracts. The OEIG reviewed relevant contract information and documents regarding IDOT's written requests to the State Use Committee, and conducted relevant interviews. The OEIG determined that IDOT could not provide a basis for its representations to the State Use Committee that these contract prices were not substantially more than they would have been had they been competitively bid. The OEIG also determined that the State Use Committee was not properly reviewing these contracts to determine that the prices were not substantially more than they would have been if they were competitively bid.

While the OEIG recognized the importance of the State Use Program in providing gainful employment to people with disabilities and applauded the State Use Committee's efforts to advance the program, the OEIG recommended that IDOT and the State Use Committee take steps to abide by the General Assembly's intent that State Use contracts not be substantially more costly to the State than competitively bid contracts. In response, the State Use Committee said it would amend the relevant forms and request more detailed information from State agencies regarding State Use contracts. IDOT ultimately indicated that it believed its contracts complied with all relevant Procurement and Administrative Code requirements for the State Use Program but also agreed to provide greater detail to the State Use Committee to justify the costs of these contracts.

Ethics Act Disciplinary Decisions

If the OEIG conducts an investigation and determines that there is reasonable cause to believe that a violation of the Ethics Act has occurred—such as prohibited political activity, retaliation, a gift ban, revolving door violation, or failure to cooperate with an OEIG investigation—the OEIG issues a founded report to the affected agency to pursue disciplinary or other appropriate action. The OEIG may also request that the Illinois Attorney General file a complaint related to this misconduct. After the OEIG's request, the Illinois Attorney General may file a complaint, on the OEIG's behalf, with the Executive Ethics Commission (EEC). If the EEC decides that a violation of the Ethics Act did indeed occur, the EEC may impose an administrative fine or take other appropriate injunctive relief. A decision of the EEC to impose a fine or injunctive relief is subject to judicial review.

In FY2017, the EEC publicly disclosed four disciplinary decisions after the OEIG found that violations of the Ethics Act occurred and brought complaints to the EEC through the Illinois Attorney General. This year's decisions implicate two types of Ethics Act violations, namely, prohibited political activity and failing to cooperate with the OEIG's investigations.

Prohibited Political Activity

The Ethics Act prohibits State employees from “intentionally perform[ing] any prohibited political activity during any compensated time...” and “intentionally misappropriat[ing] any State property or resources by engaging in any prohibited political activity for the benefit of any campaign for elective office or any political organization.” 5 ILCS 430/5-15(a). The Ethics Act further states that: “Contributions shall not be intentionally solicited, accepted, offered, or made on State property by public officials, [or] by State employees” 5 ILCS 430/5-35.

Hickey v. Slusser (16-EEC-006)

Shirley Slusser served as an Office Associate with the Illinois State Police. Ms. Slusser was a member of the American Federation of State, County, and Municipal Employees (AFSCME), and on or before September 7, 2014, Ms. Slusser attended an AFSCME meeting where she received five flyers. At least two of the flyers urged readers to “stop” a political candidate running for office in the November 2014 election. On the morning of September 8, 2014, Ms. Slusser used State paper and a State copier to make 50 copies of four of the flyers, which she distributed to approximately 50 State employees in two different units by laying them on her co-workers' desktops. On September 11, 2014, Ms. Slusser again used State paper and State copiers to make 20 copies of another flyer, which she distributed to State employees by placing them on their desks. When interviewed by the OEIG, Ms. Slusser admitted that she knew, prior to distributing the flyers, that she was not permitted to distribute them at work during compensated time. The OEIG brought a complaint to the EEC through the Illinois Attorney General, alleging that Ms. Slusser engaged in prohibited political activity, using State resources and on compensated time.

In response to the OEIG's complaint, Ms. Slusser argued that the flyers did not constitute prohibited political activity; rather, they were related to issue advocacy and/or collective bargaining, which are excluded from the definition of "political" in the Ethics Act. The EEC reviewed the flyers and concluded that they "can only be reasonably interpreted as an effort to influence the outcome of the [2014 General] election." The EEC also said that these flyers could not be considered "collective bargaining" as defined by relevant State law. Therefore, the EEC concluded that Ms. Slusser violated Section 5-15(a) of the Ethics Act when she intentionally performed prohibited political activity during compensated time and by using State property or resources to engage in this activity. The EEC levied a fine of \$1,000.

Hickey v. Winburn (16-EEC-007)

James Winburn worked for the Illinois Department of Juvenile Justice (DJJ) and was head of Local 416 of AFSCME Council 31. On three different days in September 2014, when Mr. Winburn was working for DJJ at State facilities, he approached two colleagues (who were also on State-compensated time) to ask them to contribute to Public Employees Organized to Promote Legislative Equality (PEOPLE), a political action committee (PAC) of AFSCME International. Specifically, Mr. Winburn asked these two colleagues to consider enrolling in AFSCME's voluntary payroll deduction program by signing a Voluntary PEOPLE Deduction Authorization for the National PEOPLE Committee form. Two of these conversations were made using State phones. The OEIG brought a complaint to the EEC through the Attorney General, alleging that Mr. Winburn engaged in prohibited political activity, using State resources and on compensated time.

In response to the OEIG's complaint, Mr. Winburn argued that the solicited deductions were not "contributions" under the Ethics Act because PEOPLE should not be considered a "political organization" within the meaning of the Ethics Act; federal regulations preempt the Ethics Act as to whether PEOPLE can be considered a "political organization;" and contributions to PEOPLE did not benefit any particular campaign or political organization because "there was no specific earmarking of where those contributions might be used...."

The EEC rejected these arguments. First, the EEC concluded that PEOPLE would fall within the definition of "political organization" under the Ethics Act. The EEC noted that Mr. Winburn's preemption argument was "misplaced" because federal preemption requires that there be a conflict between federal law and State law. The EEC observed that there is no conflict between federal regulations regarding how federal election entities must behave and a State law that dictates certain restrictions on State employees' political activities on State property or State time; rather, they are mutually exclusive.

In addition, the EEC concluded that, despite the lack of specific earmarking for the contributions, given the Ethics Act's broad definition of "campaign for elective office," it was "hard to see how contributions to PEOPLE would not be considered 'for the benefit of any campaign for elective office or any political organization.'"

The EEC concluded that Mr. Winburn violated Section 5-15(a) of the Ethics Act when he intentionally performed prohibited political activity during compensated time by asking colleagues to sign the Voluntary PEOPLE Deduction Authorization for the National PEOPLE Committee forms. According

to the EEC, Mr. Winburn further violated Section 5-15(a) by misappropriating State property, i.e., State phones, to have some of these conversations. The EEC also concluded that Mr. Winburn violated Section 5-35 of the Ethics Act when he solicited contributions for PEOPLE while in a DJJ office, which is State property. The EEC levied a \$1,000 fine against Mr. Winburn. Since the EEC announced its decision, Mr. Winburn has requested review of the decision by a Circuit Court, pursuant to Section 20-60 of the Ethics Act. The matter remains pending.

Failure to Cooperate with the OEIG

The Ethics Act requires State employees under the OEIG's jurisdiction to "cooperate with the Executive Inspector General and the Attorney General in any investigation undertaken pursuant to this Act. Failure to cooperate includes, but is not limited to, intentional omissions and knowing false statements." 5 ILCS 430/20-70. The Ethics Act further states that the EEC may levy a fine against any person who "intentionally obstructs or interferes with an investigation conducted under this Act by an inspector general...." 5 ILCS 430/50-5(e).

Hickey v. Schweitzer (17-EEC-001)

Dale Schweitzer served as a Tax Auditor with the Illinois Department of Employment Security (IDES). He conducted official business on a State-issued laptop, which IDES assigned exclusively to him. As part of its forensic review of Mr. Schweitzer's laptop, the OEIG found over 140 files, images, and videos with sexual, pornographic, or otherwise inappropriate, non-work related content. The OEIG also found that the laptop had been used to access pornographic, sexual, or adult websites. All of the inappropriate files and websites had been created, modified, or accessed during normal IDES business hours. When interviewed, Mr. Schweitzer falsely denied using the laptop to access and/or view any of the above-referenced materials. The OEIG brought a complaint to the EEC, through the Attorney General, alleging that Mr. Schweitzer failed to cooperate with the OEIG's investigation.

The EEC determined that Mr. Schweitzer violated the Ethics Act and obstructed the OEIG's investigation when he knowingly and intentionally made numerous material false statements, misstatements, and omissions during his interview with OEIG investigators. The EEC levied a \$1,000 fine against Mr. Schweitzer.

Hickey v. Spreser (17-EEC-002)

Roger Spreser served as a Mine Inspector-At-Large with the Illinois Department of Natural Resources (IDNR). Mr. Spreser had a State email account, and was also assigned State laptop and desktop computers. In connection with another investigation, the OEIG obtained and analyzed Mr. Spreser's State emails. During this search of his emails, and a forensic review of his two State-issued computers, the OEIG discovered numerous sexually explicit or otherwise inappropriate non-work related images and emails. OEIG investigators interviewed Mr. Spreser about the images and emails, and in that interview Mr. Spreser knowingly made false and materially misleading statements and omissions when he denied that he had accessed inappropriate images with State computers. The OEIG brought a complaint to the EEC, through the Attorney General, alleging that Mr. Spreser failed to cooperate with the OEIG's investigation.

The EEC noted that it is the duty of every State employee under the OEIG's jurisdiction to cooperate in OEIG investigations. The EEC concluded that Mr. Spresser intentionally obstructed and interfered with the OEIG's investigation, in violation of the Ethics Act, when he knowingly and intentionally made material false statements, misstatements, and omissions during his interview with OEIG investigators. The EEC levied a \$1,000 fine against Mr. Spresser.

Revolving Door Decisions

The revolving door provisions of the Ethics Act prohibit State employees who "personally and substantially" participated in a regulatory, licensing, or procurement decision from accepting employment or compensation from the subject of that decision, or its parent or subsidiary. Certain State employees, whose positions may include the authority to make such decisions, are required to seek a determination by the OEIG that they may legally accept such employment, prior to accepting an offer. A small number of high-ranking public officials are prohibited from accepting employment or compensation from any entity who was a party to a State contract involving the employee's agency or was the subject of a regulatory or licensing decision involving the employee's agency, even if they did not individually participate in the award of a State contract or the making of the regulatory or licensing decision.

The Ethics Act requires the OEIG to issue the revolving door determination within 10 calendar days. The OEIG receives written statements from the employee, the applicable ethics officer, and often from the prospective employer. In addition, the OEIG conducts interviews of the employee, the employee's supervisor(s), and others. The OEIG also examines various public records relating to any procurement, regulatory, or licensing decisions involving the employee. The OEIG then determines whether the employee "personally and substantially" participated in the award of a procurement, regulatory, or licensing decision that directly applied to the prospective employer, or its parent or subsidiary.

Revolving door determination requests and the resulting determinations are generally not public. If the OEIG determines that the employee is "restricted" (that acceptance of the employment offer would violate the revolving door prohibition), the former employee may appeal the determination to the Executive Ethics Commission. If the OEIG determines that the former State employee is "not restricted," the Attorney General may appeal the determination to the Executive Ethics Commission. Once the Commission rules on an appeal, its decision becomes public.

In FY2017, the OEIG made 162 revolving door determinations; none of them were appealed to the Executive Ethics Commission.

Hiring and Employment Monitoring



Section 20-20(9) of the Ethics Act empowers the OEIG to review State agency hiring and employment matters to ensure compliance with *Rutan v. Republican Party of Illinois*, 497 U.S. 62, 75 (1990), which generally held that hiring, promotion, transfer, and recall decisions may not be based on party affiliation. The OEIG's Division of Hiring and Employment Monitoring (HEM) performs this compliance-based function through file reviews, interview monitoring, and consulting with agency staff on hiring and employment practices. Pursuant to Executive Order 2016-04, § VI, each State agency and employee must cooperate with and provide assistance to the HEM division's hiring or employment-related review. In ensuring State agencies are compliant with employment matters, HEM works closely with Special Master Noelle Brennan and her staff as they conduct their court-appointed work in the ongoing *Shakman* litigation, where the United States District Court for the Northern District of Illinois entered an order essentially preventing numerous Illinois entities and public officials from improperly basing hiring decisions on political factors.

During FY2017, HEM staff analyzed agency hiring sequences and decisions to assess compliance with governing authority by conducting two main duties: file reviews and on-site interview monitoring. In completing both file reviews and on-site monitoring, HEM staff reviewed job postings, position descriptions, hiring criteria, interview questions, internal personnel requests, eligible lists, candidate job applications, and interview lists, among other documentation. The chart on the next page summarizes some of these activities. When an agency used a screening tool to narrow the applicant pool for a specific position, HEM staff reviewed the screening tool criteria and compared it against the position description requirements, posting requirements, and applicant qualifications. During the in-person, on-site monitoring of interviews, HEM staff evaluated whether the interview process was consistent, standardized, and free from inappropriate bias. As necessary, HEM staff worked with agency staff on hiring issues that needed to be addressed, such as the improper use of screening tools, scoring errors, and candidate selection decisions. HEM's recommendations were routinely implemented.

In FY2017, HEM also worked with the Special Master’s Office and agency staff on assessing the process(es) for hiring into so-called Rutan-covered and Rutan-exempt positions, as well as the exempt determination process. In her Initial Report to the Court the Special Master noted:

Notably, since the expansion of the Special Master’s duties, HEM has taken primary responsibility for a variety of issues raised by the Governor’s Office, CMS, or individual agencies. Those issues include questions related to term appointments, special staffing or process requests received from agencies or CMS, and questions relating to interim process changes. The Special Master and her staff appreciate the vital assistance provided by HEM and look forward to continued collaboration. Pg.8.

HEM staff will continue to randomly review hiring files, conduct in-person, on-site monitoring of interview sequences, consult with agency staff regarding hiring issues, and work with the Special Master’s Office. In performing these duties, HEM will ensure that hiring practices of State agencies are fair, and that employment decisions are merit-based.

Hiring and Employment Monitoring



Legislative Action

This year began the 100th General Assembly, and the OEIG renewed its efforts to obtain greater transparency and safety in Illinois by working to introduce several bills. The focus of these bills was to clarify ethics rules and processes, increase transparency, and protect public safety. The OEIG introduced five different substantive bills, with companion bills filed in both houses. Below is a summary of those bills.



Senate Bill 643

Senator Heather Steans introduced Senate Bill 643 on January 25, 2017. This bill amends the Ethics Act to allow EIGs to disclose investigatory files and reports, as necessary, to the head of the State agency affected by or involved in the investigation.

This bill is important because EIGs need a mechanism to disclose information directly to agency heads. Due to the confidentiality provisions of the Ethics Act, currently an EIG cannot directly disclose investigatory files and reports to an agency head while an investigation is pending.

Indeed, the Ethics Act prohibits the disclosure of EIG investigatory files and reports, except in limited circumstances. An executive inspector general may disclose investigatory files and reports, as necessary, to: (1) a law enforcement authority; (2) the ultimate jurisdictional authority (e.g., the Office of the Governor); (3) the Executive Ethics Commission; (4) another inspector general pursuant to the Ethics Act; or (5) an inspector general employed by a Regional Transit Board.

The omission of affected agencies from the list of exceptions gives rise to a question of the extent to which an executive inspector general may communicate with an agency head regarding a pending investigation, where, for example, the investigation involves allegations of a risk to public safety. The OEIG believes it is important to clarify the Ethics Act in this regard.

On May 11, 2017, EIG Hickey testified before the Senate Executive Committee regarding Senate Bill 643. The Committee unanimously voted to recommend that the bill move forward. On May 26, 2017, the full Senate voted on the bill and it received full bipartisan support with 51 “yes” votes and zero “no” votes. Senate Bill 643 moved out of the Senate to the House. Shortly after arriving in the House, Senate Bill 643 was assigned to the House Executive Committee. Unfortunately, on May 31, 2017, Senate Bill 643 was re-referred to the Rules Committee. While the OEIG hoped this bill would pass, it was pleased with the progress and the opportunity to testify before the Senate Executive Committee regarding its importance.

Senate Bill 739 / House Bill 2476

Senate Bill 739, introduced by State Senator Julie A. Morrison on January 30, 2017, and House Bill 2476, introduced by State Representative Majority Leader Barbara Flynn Curie on February 7, 2017, are the product of discussions between the OEIG and the EEC. These identical bills amend provisions of the Ethics Act to clarify the exchange of information during the revolving door determination process, clarify the confidentiality of OEIG investigatory files and reports, provide for ethics officer training, and update a section of the Procurement Code to reflect the new procurement officer structure.

Authorize Timely Exchange of Information During the Revolving Door Determination Process

In Illinois, the Ethics Act places restrictions on former State employees and officers regarding private sector employment immediately following State employment. Certain State employees and officers are required to notify the appropriate EIG of a non-State job offer so that the EIG can determine whether the State employee or officer may accept the employment without violating the Ethics Act’s revolving door prohibition. The EIG’s determination may be appealed to EEC by the State employee or by the Attorney General.

These bills will codify a procedure for parties to obtain information. For example, these bills:

- Require EIGs to explain in writing the factual and legal basis for their determination.
- Allow EIGs to provide investigatory files and reports that relate to the revolving door determination to the subject of a restricted determination.
- Require agency ethics officers to provide EIGs with information necessary to make an informed determination.
- Clarify that the timeframe for an EIG to make a determination begins when the EIG has received notification from the employee and that such notification made be defined by the EEC.

Clarify the Confidentiality of EIG Investigatory Files and Reports

EIG investigatory files and reports are generally prohibited from disclosure, with very limited exceptions.

These bills clarify the current confidentiality provisions. These bills:

- Clarify that requests for documents of or by the Office of Executive Inspector General are confidential.
- Permit EIGs, as necessary, to disclose investigatory files and reports to the head of the agency affected by or involved in the investigation.
- Permit the ultimate jurisdictional authority or the agency head, for the purpose of determining and imposing discipline, to disclose EIG investigatory files and reports to certain agency staff and the employee accused of wrongdoing. This disclosure may only occur after an EIG issues a summary report of the investigation.

Require Training for Ethics Officers

Ethics officers provide ethics guidance to State employees, and employees can rely upon their guidance in good faith. These bills require ethics officers to complete training within 30 days of their appointment, and annually thereafter. The EEC will develop the training.

[House Bill 2790 / House Bill 3840](#)

On February 8, 2017, Representative Fred Crespo introduced House Bill 2790 and on February 10, 2017, he introduced House Bill 3840. These identical bills amend provisions of the Ethics Act to clarify the confidentiality of EIG investigatory files, reports, and requests for information. Specifically, these bills amend sections 20-90 and 20-95 of the Ethics Act to state that requests for information of or by the Office of an Executive Inspector General are confidential and exempt from disclosure under FOIA, except in certain limited circumstances. These bills also allow EIGs, as necessary, to disclose investigatory files, reports, and requests for information to the head of the State agency affected by or involved in the investigation.

[Senate Bill 644 / House Bill 2791 / House Bill 3841](#)

Senator Steans introduced Senate Bill 644 on January 25, 2017, and Representative Fred Crespo introduced House Bill 2791 on February 8, 2017, and he introduced House Bill 3841 on February 10, 2017. These identical bills amend provisions of the Ethics Act to provide a mechanism for executive inspectors general to release summary reports and responses. Specifically, the bills state in part:

If the Executive Ethics Commission does not make a summary report and response of the ultimate jurisdictional authority or agency head available to the public, the Executive Inspector General responsible for the investigation and report may make a summary report and response of the ultimate jurisdictional authority or agency head available to the public.

Under the current law, only the Executive Ethics Commission may release summary reports and responses, and it is only required to do so if the investigation resulted in “a suspension of at least 3 days or termination of employment.” 5 ILCS 430/20-52. Thus, these bills work to ensure transparency by allowing the EIG to release a summary report and response to an investigation if the EEC does not.

Senate Bill 645 / House Bill 2789/ House Bill 3843

Senator Steans introduced Senate Bill 645 on January 25, 2017, Representative Crespo introduced House Bill 2789 on February 8, 2017 and House Bill 3843 on February 10, 2017. These identical bills amend provisions of the Ethics Act to clarify a process for officers and employees to object to a request for information by an executive inspector general. These bills also provide a process for an executive inspector general to seek to compel the production of information he/she requested from an officer or employee. Specifically, these bills add to section 20-70 of the Ethics Act the following language:

(b) If an officer or employee objects to a request for information by an Executive Inspector General based on any applicable rights or protections under State or federal law, the officer or employee may seek resolution of the objection from the Executive Ethics Commission. If an officer or employee refuses or fails to provide information requested by an Executive Inspector General, the Executive Inspector General may notify the Executive Ethics Commission and seek an order compelling the officer or employee to produce the information requested by the Executive Inspector General.

These bills are necessary to implement a process for EIGs to compel production of documents that may be improperly withheld. These bills provide for an impartial third party, the EEC, to review the issue, and if warranted, compel production of the requested information. In addition, these bills codify the protections employees and officers are afforded under the Illinois Administrative Code.

100th General Assembly

At the time this Annual Report was published, the bills the OEIG worked to introduce had not been passed by the General Assembly.

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Leadership

Margaret A. Hickey

[Executive Inspector General](#)

Ms. Hickey is the Executive Inspector General for the Agencies of the Illinois Governor. She was nominated by Governor Bruce Rauner in 2015 and confirmed by the Illinois Senate without dissent in 2016. Before coming to the OEIG, she served the U.S. Attorney's Office for the Northern District of Illinois for over 10 years. From 2010-2015, she was the Executive Assistant U.S. Attorney, overseeing a staff of approximately 300 employees. Prior to her supervisory role, Ms. Hickey served as an Assistant U.S. Attorney in the Criminal Division, Financial Crimes and Special Prosecution Section, where she investigated and prosecuted a wide array of white collar crimes, including health care fraud, mortgage fraud, and bankruptcy fraud. She has tried multiple cases to verdict, and also briefed and argued many appeals before the U.S. Court of Appeals.

Previously, Ms. Hickey served as chief of staff to U.S. Senator Peter Fitzgerald. She began her career with the United States Senate, serving as the investigative counsel for the Committee on Government Affairs. Prior to her service with the United States Senate, she was an Assistant U.S. Attorney in the Criminal Division for the Southern District of West Virginia. She began her legal career as an associate with a law firm in Los Angeles, California, now known as Reed Smith. She currently serves on the board of the Constitutional Rights Foundation, Chicago.

Susan Haling

[First Assistant Inspector General](#)

Ms. Haling joined the OEIG in December 2011 and currently serves as First Assistant Inspector General. She has more than nine years of experience as an Assistant U.S. Attorney in Chicago, where she tried over 25 criminal trials. Ms. Haling also previously worked for the U.S. Justice Department, Criminal Division, in Washington, D.C. Ms. Haling was a law clerk for the Honorable James F. Holderman, a former U.S. District Judge for the Northern District of Illinois. Ms. Haling received her BA from the University of Notre Dame and obtained her law degree from the DePaul University College of Law, where she graduated Order of the Coif, served as editor for the Law Review, and was a member of the Moot Court Trial Team.

Daniel Hurtado

[General Counsel](#)

Mr. Hurtado was appointed Special Counsel in July 2012 and was subsequently appointed as General Counsel in March 2014. Prior to joining the OEIG, he was a litigator with a large law firm for 17 years and served as in-house counsel for a media company for over two years. Mr. Hurtado has served as the President of the Hispanic Lawyers Association of Illinois, the Chair of the Chicago Lawyers Committee for Civil Rights, and as a member of the Legal Assistance Foundation Board of Directors and the Chicago Legal Clinic Board of Directors. He has been honored with the Chicago Bar Association Vanguard Award, the Public Interest Law Initiative Distinguished Alumnus Award, and MALDEF's Excellence in Legal Service Award. Mr. Hurtado received a BA from the University of Michigan and holds an MA and JD from Northwestern University, where he was an editor of the Journal of Criminal Law and Criminology and the President of the Hispanic Law Students Association.

Fallon Opperman

Deputy Inspector General and Chief of Chicago Division

Ms. Opperman joined the OEIG as an Assistant Inspector General in June 2008 and then served as Chief of the Regional Transit Board Division. As Deputy Inspector General and Chief of Chicago Division, Ms. Opperman manages the investigative activities of the OEIG's Chicago office, including oversight of the Regional Transit Board Division. Ms. Opperman received a BA from North Central College and obtained her law degree from the DePaul University College of Law.

Thomas Klein

Deputy Inspector General and Chief of Springfield Division

Mr. Klein joined the OEIG in February 2015 as Deputy Inspector General and Chief of the Springfield Division. Mr. Klein had previously served with the OEIG from 2010-2011 before serving as General Counsel for the Illinois Capital Development Board. He previously spent over seven years with the Illinois Attorney General's Office and two years with a large law firm. Mr. Klein received a BA from Taylor University, an MA from Purdue University, and a JD from the University of Michigan Law School.

Claudia Ortega

Chief Administrative Officer

Ms. Ortega joined the OEIG in March 2014 and currently serves as Chief Administrative Officer. She manages the OEIG's finance, human resources, information technology, procurement, and other administrative functions. Previously, Ms. Ortega worked in a financial reporting role for a State university and for a global forensics investigative firm. She holds a MSA in accounting from Benedictine University and a BA in accounting from DePaul University and she is a Certified Fraud Examiner.

<i>Number of Complaints Received by Type</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
Abuse	22	23	23
Abuse of Time	82	93	103
Americans with Disabilities Act Violations	2	6	2
Bid-Rigging	1	7	0
Breach of Confidentiality	7	5	8
Bribery	2	1	3
Child Support	4	1	1
Conflict of Interest	17	20	25
Corruption	0	4	6
Discrimination	20	35	43
Ex Parte Communications Violations	1	2	0
Failure to Cooperate	0	3	2
Failure to Follow Agency Policy	13	23	13
False Employment Application	0	2	3
Fraud	53	51	69
Ghost Payrolling	2	0	0
Gift Ban Violation	4	6	7
Harassment	56	45	71
Hiring Improprieties	81	58	67
Improper Political Promotion	0	3	1
Misappropriation or Misuse of Funds	18	18	10
Misconduct	1,551	1,183	720
Mismanagement	565	689	1057
Misuse of Property	28	27	35
Other	64	84	139
Patronage	1	5	2
Personnel	0	29	1
Political Work on State Time	4	7	16
Prisoner Complaint	5	12	25
Procurement Fraud	8	6	11
Prohibited Political Activity	13	10	11
Retaliation	33	59	72
Revolving Door Violation	10	5	14
Sexual Harassment	11	7	4
Theft	15	15	20
Unethical Conduct or Practices	14	20	33
Violence in the Workplace	3	3	7
Waste	3	1	2
Wrongful Termination	8	6	6
Total	2,721	2,574	2,632

<i>Number of Founded Reports by Agency</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
Agriculture, Department of	0	0	1
Central Management Services, Department of	1	2	0
Chicago State University	0	1	0
Chicago Transit Authority	3	3	4
Children and Family Services, Department of	0	1	1
Commerce and Economic Opportunity, Department of	1	1	0
Commerce Commission	0	0	1
Corrections, Department of	1	2	0
Employment Security, Department of	2	1	0
Environmental Protection Agency	0	0	1
Financial and Professional Regulation, Department of	0	1	0
Governor's Office	0	0	1
Healthcare and Family Services, Department of	0	1	0
Healthcare and Family Services Inspector General, Department of	0	0	1
Human Rights, Department of	1	2	1
Human Services, Department of	6	15	6
Human Services Inspector General, Department of	0	1	0
Illinois State University	2	0	0
Insurance, Department of	1	1	0
Juvenile Justice, Department of	0	1	0
Metra	0	0	2
Natural Resources, Department of	0	1	0
Northern Illinois University	0	0	2
Pace	0	0	1
Public Health, Department of	1	1	0
Regional Transportation Authority	1	0	0
Revenue, Department of	1	0	0
Southern Illinois University – Edwardsville	1	0	0
State Board of Education	0	1	1
State Police	0	1	0
Transportation, Department of	4	5	4
University of Illinois	1	0	1
Various State Agencies	0	0	1
Veterans' Affairs, Department of	2	1	0
Total	29	43	29

<i>Number of Founded Reports by Type</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
Abuse of Time	1	2	3
Bid-Rigging	0	2	0
Breach of Confidentiality	0	1	0
Conflict of Interest	1	2	0
Failure to Follow Agency Policy	1	2	0
False Employment Application	0	0	1
Fraud	8	4	1
Gift Ban Violation	1	0	0
Harassment	0	1	0
Hiring Improprieties	1	2	1
Misconduct	6	15	14
Mismanagement	1	3	1
Misuse of Property	1	1	0
Other	0	1	1
Political Work on State Time	3	0	0
Procurement Fraud	1	0	1
Prohibited Political Activity	2	1	1
Retaliation	1	0	0
Revolving Door Violation	1	1	4
Sexual Harassment	0	1	0
Theft	0	1	1
Unethical Conduct	0	2	0
Waste	0	1	0
Total	29	43	29

FREEDOM OF INFORMATION ACT

MISSION STATEMENT:

The OEIG is an independent State agency dedicated to ensuring accountability in State government. The OEIG receives and fairly investigates complaints of fraud, waste, abuse, and misconduct, and recommends corrective action. In addition, the OEIG establishes standards for and provides oversight to ethics training for employees and officials within its jurisdiction.

OEIG OFFICES:

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Springfield, IL 62701-1634

NUMBER OF OEIG EMPLOYEES:

69 employees as of June 30, 2017

STATE AGENCY WITH LIMITED OVERSIGHT ROLE OVER THE OEIG:

Illinois Executive Ethics Commission

OEIG FOIA OFFICER:

Daniel Hurtado
General Counsel
Office of Executive Inspector General
for the Agencies of the Illinois Governor
69 W. Washington St., Suite 3400
Chicago, IL 60602-9703

PHOTOCOPY COSTS FOR FOIA REQUESTS:

The OEIG provides the first 50 black-and-white copies at no charge; each additional page costs 15 cents.

ONLINE REFERENCES

State Officials and Employees Ethics Act (5 ILCS 430)

<http://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=2529&ChapterID=2>

OEIG Monthly Reports

https://www.illinois.gov/oeig/publications/Pages/monthly_reports.aspx

OEIG Revolving Door Decisions

<https://www.illinois.gov/oeig/RevolvingDoor/Pages/RevolvingDoorDecisions.aspx>

Publicly Disclosed OEIG Founded Reports

<https://www.illinois.gov/oeig/investigations/Pages/PublishedOEIGCases.aspx>

OEIG Investigation Policy and Procedures Manual

<https://www.illinois.gov/oeig/publications/Pages/policy.aspx>

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In an effort to conserve resources and be green, the FY2017 Annual Report will be distributed electronically.

An online copy of this report in PDF format may be found at:
http://www2.illinois.gov/oeig/Pages/annual_reports.aspx

Report Misconduct



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COLLABORATIVE REFORM INITIATIVE

An Assessment of Deadly Force in the Philadelphia Police Department

George Fachner ■ Steven Carter



COPS
Community Oriented Policing Services
U.S. Department of Justice

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ANALYSIS & SOLUTIONS

COLLABORATIVE REFORM INITIATIVE

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Acknowledgments

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Our colleagues at CNA provided valuable feedback and support time and again. Many thanks to the president of CNA's Institute for Public Research, Tim Beres; managing director for safety and security justice programs, Dr. James "Chip" Coldren; senior fellow for public safety, James "Chips" Stewart; Stephen Rickman; Maurine Dahlberg; Charles Saloom; and Jaclyn Smith.

And most of all we want to express our deepest gratitude to the members of the Philadelphia community, the Philadelphia Police Department, and the Police Advisory Commission. The Pennsylvania State Chapter of the National Action Network opened their doors to us and brought us together with voices of the community we might not have encountered otherwise. We thank the community members who participated in the July 10 forum at Philadelphia City Hall; Executive Director of the Police Advisory Commission and Philadelphia community member Kelvyn Anderson; and the entire Philadelphia Police Department for the many candid conversations about the department's affairs.

Collaborative Reform team

George Fachner, principal investigator

Steven Carter, senior law enforcement consultant

Clarence Wardell III, research scientist

Deadly Force Investigation Review panel

James LaRochelle, independent law enforcement consultant

David Rivers, president, Voice and Ink Enterprises, Inc.

Drew Tracy, president, Critical Incident Review Group

Ron Saunier, independent law enforcement consultant

Executive Summary

Police use of deadly force is one of the defining issues of our criminal justice system. It is the most serious action a police officer can take. Events in 2014 in Ferguson, Missouri; Staten Island, New York; and Cleveland, Ohio, have brought these great challenges of policing to the national spotlight and uncovered significant strife between some communities and their law enforcement. Protest movements have spread across the country with profound mantras such as “Black lives matter,” “hands up, don’t shoot,” and “I can’t breathe.”

In 2013, amidst a drop in violent crimes and assaults against the police, the number of Philadelphia Police Department (PPD) officer-involved shootings (OIS) was on the rise, as was the number of fatal OISs, which was uncovered and reported on by Philly.com.¹ Around the same time, Commissioner Charles C. Ramsey requested technical assistance from the U.S. Department of Justice (DOJ) Office of Community Oriented Policing Services (COPS Office) through the Collaborative Reform Initiative.

The COPS Office and the PPD established the goal to examine and reform deadly force policies, practices, and related processes in the PPD, taking into account national standards, best practices, current and emerging research, and community expectations. The following objectives were agreed upon by the COPS Office and the PPD:

- Enhance training as it relates to officer and public safety in deadly force situations.
- Improve the quality and transparency of deadly force investigations from both a criminal and administrative standpoint.
- Strengthen the use of force review process.
- Institutionalize organizational learning processes and practices related to deadly force incidents.

This is a technical report on the current and future states of deadly force policy, training, investigations, and practice in the Philadelphia Police Department. The assessment was conducted by an interdisciplinary team of researchers, analysts, and subject matter experts over a 12-month period.

Methods

Over the course of our assessment, we conducted five site visits to meet with department members and community stakeholders; conduct observations; and collect data. We undertook an in-depth case study approach to gain an operational understanding of the agency. The multi-faceted approach involved four modes of inquiry: document review, interviews, direct observation, and data analysis.

We reviewed hundreds of departmental policies, manuals, training lesson plans, and strategic plans. Each document was reviewed to gain a baseline understanding of how the department governs officer-involved shootings and all related practices.

We conducted a series of interviews, focus groups, and meetings with community members and PPD civilian and sworn personnel throughout the process. Interviews were designed to be semi-structured, allowing conversations to digress as appropriate. In total, we interviewed 150 individuals for this assessment.

1. Sam Wood, “Exclusive: Shootings by Philly Police soar as violent crime plummets,” *Philly.com*, May 14, 2013, http://www.philly.com/philly/news/Police_involved_shootings_in_Phillly_soar_as_violent_crime_falls.html.

We directly observed PPD operations several times throughout our assessment, including foot patrol beats, four PPD training modules, and use of force review board hearings of 20 OIS incidents.

We collected, cleaned, coded, and analyzed various sets of data available from the PPD, including their OIS database, use of force database, OIS investigative files, police board of inquiry hearings and findings, and recruit academy course evaluations.

Our analysis relied primarily on an inductive approach. In other words, through our data analysis, interviews, observations, and document review, we identified gaps and weaknesses in PPD operations. We sought to explain and address those gaps and weaknesses with our understanding of the PPD's organizational structure and operations, consultation with other police departments and subject matter experts, and a review of the existing research on our topics of interest: policy, training, investigations, and police accountability. Throughout our assessment, we identified recurring themes through our interview notes, findings from our data analysis, reviews of policies, and observations of the PPD in practice. When possible, we use national standards, best and emerging practices, and research to inform our recommendations. At the same time, we allow for flexibility and innovations, based on our experience and expertise.

This report is organized in 10 chapters. We summarize each chapter in this executive summary, along with a sample of key findings and recommendations for each chapter.

By the numbers: Trends and patterns in officer-involved shootings in Philadelphia

We lay the groundwork for understanding OISs in Philadelphia by presenting a descriptive analysis of incidents occurring from 2007 to 2013. We frame our analysis around the following interrogatives: when, where, who, and how? In doing so, we present a comprehensive examination of the time and location of OISs. We also examine the individuals involved—officers and suspects—and the dynamics of the encounter. We give special attention to the issue of race and threat perception, examining these factors both independently and together. Our analysis uncovered several key findings.

For the purpose of our assessment, we define an OIS as any firearm discharge that meets the following criteria:

- The individual discharging the firearm is a sworn officer.
- The individual discharging the firearm may be on duty or off duty.
- The discharge of the firearm involves another human being.
- The discharge of the firearm is intentional (unless someone other than the officer is injured; discharges in which someone other than the officer is injured are also counted as OISs even if the discharge is accidental).

Between 2007 and 2014, there were 394 OISs in the PPD, with an annual average of 49. The 22nd and 25th police districts of Philadelphia experienced the most OISs in our study period. Looking across the entire city, we found that patterns of gun-related violent crimes and homicides in Philadelphia's police districts correlate with the prevalence of OISs.

OISs mostly involved three or fewer officers. The vast majority (94 percent) of officers involved in shootings were men. The majority (59 percent) of officers were White, whereas 34 percent were Black, 7 percent were Hispanic, and less than 1 percent were Asian. Officers were 33 years old, on average, and usually in a patrol function. Although patrol officers have the greatest number of OISs, when controlling for the size of different PPD units, the highway patrol, major crimes unit, and narcotics strike force had the highest rates of OISs.

The average age of suspects was 20 years old. The racial composition of suspects in OISs was 80 percent Black, 10 percent Hispanic, 9 percent White, and 1 percent Asian. Suspects were unarmed in 15 percent of OISs. Suspects were armed with firearms 56 percent of the time; used vehicles as weapons 9 percent of the time; were armed with a sharp object 8 percent of the time; were armed with a BB gun 3 percent of the time; and were armed with a blunt object 3 percent of the time. In 6 percent of cases, whether the suspect was armed has not been determined.

Unarmed OIS incidents were mostly attributable to one of two factors: threat perception failures and physical altercations. Threat perception failures occur when the officer(s) perceives a suspect as being armed due to the misidentification of a nonthreatening object (e.g., a cell phone) or movement (e.g., tugging at the waistband). This was the case in 49 percent of unarmed incidents. Physical altercations refer to incidents in which the suspect reached for the officer's firearm or overwhelmed the officer with physical force. This was the case in 35 percent of unarmed OISs. The remaining unarmed incidents involved toy guns (10 percent), unarmed accomplices (3 percent), and accidental discharge (2 percent).

White suspects were unarmed in 8 of 32 OISs (25 percent). Black suspects were unarmed in 45 of 285 OISs (15.8 percent). Hispanic suspects were unarmed in 5 of 34 OISs (14.7 percent). And Asian suspects were unarmed in 1 of 5 OISs (20 percent). Looking more closely at OISs shows that Black suspects in OISs were the most likely to be the subject of a threat perception failure (8.8 percent) and White suspects in OISs were the most likely (18.8 percent) to be involved in a physical altercation resulting in an OIS.²

We also examined the race of involved officers in threat perception failure OISs to gain a greater understanding of how cross-race encounters may influence threat perception. We found that the threat perception failure rate for White officers and Black suspects was 6.8 percent. Black officers had a threat perception failure rate of 11.4 percent when the suspect was Black. The threat perception failure rate for Hispanic officers was 16.7 percent when involved in an OIS with a Black suspect

Use of force policies

We reviewed all PPD policies as they relate to deadly force, focusing primarily on directives 10 and 22, because they are the policies specific to use of force. Our review of these policies focused on the following characteristics: consistency with training practice and other policies; consistency with best and emerging practices, research literature, and the department's unique needs; court decisions; and the importance of officer and public safety. We make a total of 10 findings and 19 recommendations. Following are a selection of key findings and recommendations for PPD policy from the report.

2. Because of the relatively small number of OISs involving Asian suspects, we do not make any conclusions regarding the rate at which these suspects were unarmed.

Finding: PPD officers do not receive regular, consistent training on the department's deadly force policy (finding 1).

Recommendation: *The PPD should develop a standard training module on directives 10 and 22 and require all sworn personnel to complete the training on an annual basis (recommendation 1.1).*

Recommendation: *The PPD should engage with officers and supervisors at the patrol level to seek their input on the clarity and comprehensibility of the department's use of force directives (recommendation 1.2).*

Finding: The PPD requires officers to complete crisis intervention training (CIT) in order to obtain an electronic control weapon (ECW). This requirement conflates the two tactical approaches and limits the distribution of less-lethal tools throughout the department (finding 8).

Recommendation: *The PPD should decouple ECWs and CIT both conceptually and operationally (recommendation 8.1).*

Recommendation: *ECWs should be standard-issue weapons for all PPD officers assigned to uniformed enforcement units (recommendation 8.2).*

Recommendation: *All PPD officers in uniformed enforcement units should be required to carry ECWs on their duty belts at all times (recommendation 8.3).*

Finding: The PPD's drafted ECW policy is not detailed enough regarding the circumstances in which use of the tool should be limited (finding 9).

Recommendation: *The PPD's ECW policy should limit the number of cycles used per subject to three (recommendation 9.1).*

Recommendation: *The PPD's use of force decision chart policy should clearly illustrate where using ECWs is appropriate and inappropriate (recommendation 9.2).*

Basic recruit training

Our assessment of the PPD's recruit academy training targeted all coursework that covered the following areas: defensive tactics; de-escalation; use of force; firearms. We conducted a detailed review of lesson plans for all relevant training modules. Our interviews with new recruits, line officers, recruit graduates, supervisors, command staff, and community members covered academy training and issues related to the preparedness of new recruits. We also compared PPD academy practices to those of other large agencies. Last, we reviewed course evaluation forms from multiple academy classes. We make a total of 11 findings and 15 recommendations. Following are a selection of key findings and recommendations for PPD academy training from the report.

Finding: PPD recruit training is not conducted in a systematic and modular fashion. As a result, some recruit classes receive firearms training close to the end of the academy, whereas others receive it early on (finding 11).

Recommendation: *The PPD should revise the sequencing of its academy curriculum so that recruits are continually building on previously learned skills (recommendation 11.1).*

Recommendation: *Skills that require continual training and refinement, such as firearms, defensive tactics, communications, and driving, should be staggered throughout the length of the academy (recommendation 11.2).*

Finding: For some PPD recruits, de-escalation training has been little more than lecture and observations. Focus group participants generally agreed that more de-escalation training was needed at the academy (finding 15).

Recommendation: *The PPD should revamp its academy de-escalation training, ensuring that recruits receive more hours of scenario training, which allows each recruit to exercise and be evaluated on verbal de-escalation skills (recommendation 15.1).*

Recommendation: *PPD de-escalation training should be expanded to include a discussion of tactical de-escalation (recommendation 15.2).*

Finding: Incidents involving discourtesy, use of force, and allegations of bias by PPD officers leave segments of the community feeling disenfranchised and distrustful of the police department (finding 17) .

Recommendation: *PPD's academy should significantly increase the scope and duration of its training on core and advanced community oriented policing concepts (recommendation 17.1).*

Finding: There is a strong desire for more reality-based training (RBT) throughout the department (finding 20).

Recommendation: *The PPD should increase the amount of reality-based training offered to academy recruits (recommendation 20).*

In-service training

Our assessment of the PPD's in-service training program focuses on courses officially offered through the PPD. Classes taken outside of the purview of the PPD administration are not part of our assessment. We reviewed lesson plans for all relevant training modules. We also discussed in-service training in interviews with line officers, supervisors, command staff, and community members. Last, we used our analysis of force encounters to help identify gaps and areas for improvement for in-service training. We make a total of nine findings and 14 recommendations. Following are a selection of key findings and recommendations for PPD academy training from the report.

Finding: The PPD lacks a field-training program to help transition academy graduates into full-time work as officers (finding 22).

Recommendation: *The PPD should develop a field-training program (recommendation 22).*

Finding: The PPD's annual in-service training requirements tend to be limited to municipal police officer education and training commission standards. As a result, officers do not regularly receive in-service training on threat perception, decision making, and de-escalation (finding 23).

Recommendation: *The PPD should add at least one additional day of reality-based training to its annual requirements (recommendation 23.1).*

Recommendation: *The PPD should include training in procedural justice during the next offering of mandatory in-service program courses (recommendation 23.2).*

Recommendation: *The PPD should include training in fair and impartial policing during the next offering of mandatory in-service program courses (recommendation 23.3).*

Finding: The PPD requires that officers qualify with their firearms just once per calendar year (finding 29).

Recommendation: *The PPD should require that officers qualify with their weapons at least twice per year (recommendation 29).*

Finding: PPD officers do not receive in-service defensive tactics training (finding 30).

Recommendation: *The PPD should provide periodic defensive tactics training (recommendation 30).*

Investigations

Our assessment of the PPD's investigations of officer-involved shootings and other instances of deadly force accounted for the criminal and administrative investigation of an incident. By criminal investigation of an OIS, we mean the investigation that is intended to uncover the potential for any criminal wrongdoing by the officer in addition to the investigation of the suspect. The administrative investigation of an OIS is intended to determine if there are any administrative or policy violations that occurred in the course of the incident.

To understand the nature and quality of the PPD's investigative practices, we undertook several tasks. First, we reviewed all of the department's policies and manuals related to deadly force investigations. Second, we conducted interviews with investigators from the department's shooting team, which is part of the Internal Affairs Division (IAD); homicide detectives; district detectives; and command staff. And last, we conducted a systematic evaluation on the quality of investigations. We make a total of nine findings and 18 recommendations. Following are a selection of key findings and recommendations for PPD academy training from the report.

Finding: OIS investigations generally lack consistency (finding 31).

Recommendation: *The PPD should establish a single investigative unit devoted to criminal investigations of all deadly force incidents (recommendation 31.1).*

Recommendation: *PPD deadly force investigation team (D-FIT) members should have the experience and training necessary to conduct thorough and objective OIS investigations (recommendation 31.2).*

Recommendation: *The PPD should develop a manual for conducting OIS investigations from a criminal standpoint (recommendation 31.3).*

Finding: The PPD's current practice for recording interviews of witnesses and discharging officers is through typed notes (finding 33).

Recommendation: *The PPD should establish a policy that interviews of all critical witnesses and suspects in the course of an OIS investigation will be video and audio recorded (recommendation 33).*

Finding: The IAD shooting team waits for the district attorney's office (DAO) to decline charges against an officer before it interviews discharging officers and closes its investigation. As a result, most officers involved in shootings are not interviewed until three or more months after the incident occurred (finding 36).

Recommendation: *The PPD should revise its policy and practice so that the criminal investigative unit assigned to each OIS is the primary point of contact with the DAO. The IAD should be extricated from this role (recommendation 36.1).*

Recommendation: *The shooting team should conduct interviews with all discharging officer(s) as soon as practical, but not later than 72 hours after the incident (recommendation 36.2).*

Recommendation: *The IAD should set a goal to close administrative investigations within 30 days of the DAO's declination (recommendation 36.3).*

Recommendation: *All interviews of discharging officers should be video recorded (recommendation 36.4).*

Finding: The scope of shooting team investigations focuses solely on policy, while largely neglecting officer tactics and decision making (finding 39).

Recommendation: *The shooting team should significantly enhance their investigative scope to include officer tactics and decision making (recommendation 39.1).*

Recommendation: *Shooting team investigative reports should highlight findings and any inconsistencies in policy, procedure, and training for the use of force review board to evaluate in their decision (recommendation 39.2).*

Recommendation: *The shooting team should develop an operations manual, delineating all of their investigative activities, reporting, and role in the review process (recommendation 39.3).*

Use of force review and officer accountability

We assessed the process in which the PPD reviews officer-involved shootings internally, holds officers accountable, learns, and self-corrects from those incidents. Our assessment included the department's case review program, Use of Force Review Board (UFRB), and Police Board of Inquiry (PBI). We reviewed all of the Office of Professional Responsibility's (OPR) policies, directives 10 and 22 on use of force, and a sample of memorandum regarding UFRB decisions. We interviewed members of the UFRB, members of the PPD's charging unit, and various members of internal affairs. We also observed the UFRB in hearing and reviewing 20 OISs. Last, we examined outcome and disciplinary data from the most recent 88 cases heard by the PBI, spanning 2007 through 2013. We make a total of five findings and 12 recommendations. Following are a selection of key findings and recommendations for PPD academy training from the report.

Finding: The UFRB and PBI are duplicative processes that at times have conflicting outcomes. This sends a mixed message to members of the department and causes unnecessary internal strife (finding 40).

Recommendation: *The PPD should dismantle the two-board system for OISs and combine the functions of the UFRB and PBI into one integrated board (recommendation 40.1).*

Recommendation: *The newly established board should conduct a comprehensive review of each incident (recommendation 40.2).*

Recommendation: *Voting board members should include command staff, a sworn officer one rank higher than the involved officer, a peer officer, and at least one citizen representative (recommendation 40.3).*

Recommendation: *Shooting team investigators should make a formal presentation of the facts to the board, highlighting any potential conflicts and key points for deliberation amongst the board (recommendation 40.4).*

Recommendation: *Board members should have the opportunity to call witnesses and ask questions related to the incident (recommendation 40.5).*

Recommendation: *After board proceedings are complete, voting members should deliberate the case and issue a finding by majority vote (recommendation 40.6).*

External oversight and transparency

Our assessment of external oversight and transparency focused on two key areas of interest: the relationship between the department and the Police Advisory Commission (PAC) and the release of information to the public regarding deadly force incidents and outcomes. We examined the department's investigative and review procedures; the participation of outside parties; and policies and practices of the PPD, including reforms the department undertook in 2014, regarding the release of information regarding OIS incidents and outcomes to the public. We interviewed PPD personnel from the office of communications and command staff. We also discussed the issue of transparency and oversight with community members over the course of our assessment. We make a total of four findings and 11 recommendations. Following are a selection of key findings and recommendations for PPD academy training from the report.

Finding: The PPD has begun posting a significant amount of data and case information on its website. Still, more transparency is needed for properly keeping the community informed (finding 45).

Recommendation: *The PPD should, at a minimum, publish directive 10, directive 22, and the yet-to-be-written directive of the UFRB on the OIS webpage (recommendation 45.1).*

Recommendation: *The PPD should update its website as case files are closed and available for public dissemination (recommendation 45.2).*

Recommendation: *The PPD website should be updated to include more detailed accounts of the OIS and DAO review of the incident (recommendation 45.3).*

Recommendation: *The PPD should publish a detailed report on use of force, including deadly force, on an annual basis. The report should be released to the public (recommendation 45.4).*

Finding: The PPD does not fully accommodate the PAC in its role to provide independent civilian oversight of police operations in Philadelphia (finding 46).

Recommendation: *The PPD should work with the PAC and accommodate requests for important documentation, investigative files, and data related to all uses of force, including OISs (recommendation 46).*

Finding: Distrust in the ability of the PPD to investigate itself pervades segments of the community. Scandals of the past and present, high profile OIS incidents, and a lack of transparency in investigative outcomes help cement this distrust (finding 47).

Recommendation: *The PPD should establish a policy stating that the police commissioner or designee will hold a press conference on an OIS incident within 72 hours of the incident (recommendation 47.1).*

Recommendation: *The PPD should enter into an agreement with the police advisory commission allowing a PAC observer access to all pertinent documentation related to an OIS investigation (recommendation 47.2).*

Recommendation: *The police commissioner should enter into a memorandum of understanding with an external, independent investigative agency, through which the investigation of all OISs involving an unarmed person will be submitted for review (recommendation 47.3).*

Conclusion

The PPD is a large, complex organization with a deeply rooted history and culture. The department's complexity reflects, in part, the growing complexity of the role of police in society, which has evolved from reactive to proactive in its fight against crime. We are recommending the department take the same evolutionary steps in its approach to public interactions, use of force, and deadly force. The first step was already completed when the commissioner requested this assessment from the COPS Office. The department has been fully cooperative with our assessment and has both literally and figuratively opened its books to our team. For that, the department is deserving of praise.

The department has much work to do in the months and years ahead. Our assessment uncovered policy, training, and operational deficiencies in addition to an undercurrent of significant strife between the community and department. It yielded 48 findings and 91 recommendations for the department to reform its deadly force practices.

Over the next 12 months, the assessment team will work with the PPD and the COPS Office to monitor and assist in the implementation of the reforms. The department's progress will be published in two monitoring reports. The reforms are intended to create a safer environment for the public and officers. By implementing the reforms recommended in this report, the department will be addressing a host of critical issues facing not only the PPD but also the entire police profession.

Chapter 1. Introduction

Police use of deadly force is one of the defining issues of our criminal justice system. It is the most serious action a police officer can take. Even when deadly force incidents are ruled to be justified by external bodies and police review boards, these incidents raise concerns about police policy and practice. Perceptions of police legitimacy are challenged, which can lead to further loss of life, civil disorder, and long-term tension between police agencies and the people they serve.

Events in 2014 in Ferguson, Missouri; Staten Island, New York; and Cleveland, Ohio, have brought this great challenge of policing to the national spotlight and uncovered significant strife between some communities and their law enforcement agencies. Protest movements have spread across the country with profound mantras such as “Black lives matter,” “Hands up, don’t shoot,” and “I can’t breathe.” A national conversation focuses on the way in which officers are prepared to make life and death decisions, de-escalate potentially violent encounters, and embrace the principles of problem solving and community oriented policing.

This is a technical report on the current and future states of deadly force policy, training, investigations, and practice in the Philadelphia Police Department (PPD). It contains the findings and recommendations made by an independent, interdisciplinary team of researchers, analysts, and subject matter experts over a 12-month period. The PPD voluntarily engaged in this thorough assessment sponsored by the U.S. Department of Justice’s (DOJ) Office of Community Oriented Policing Services (COPS Office).

The Philadelphia Police Department

The PPD is one of the oldest and largest law enforcement agencies in the country. The department polices a population of approximately 1.5 million with 6,526 sworn officers and 834 civilian staff, totaling 7,360 personnel.³ The PPD is the primary law enforcement agency with responsibility for Philadelphia County (Pennsylvania), which spans 140 square miles.

The department is divided into 21 geographically situated police districts, each of which is commanded by a captain. Overlaying the police districts are six police divisions—the northwest, northeast, east, central, southwest, and south divisions—each of which is under the command of a division inspector. Regional operations commands in the north and south are headed by chief inspectors, each of whom is under the command of the deputy commissioner for patrol operations. The PPD’s organizational chart is published online and provides a helpful illustration for understanding the PPD’s command structure.⁴

Like many major city police departments, the PPD has faced significant levels of crime, including violent crime and homicides, in past years. The department publicizes its crime statistics on its website, including raw data, crime maps, weekly crime reports, and general trends.⁵ From 2007 to 2013, there has been a general downward trend in crime in Philadelphia. The most pronounced reductions have been homicides, which are down approximately 37 percent compared to 2007.

3. *Crime in the United States, 2012* (Washington, DC: Federal Bureau of Investigation, 2013), accessed February 10, 2015, <http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2012/crime-in-the-u.s.-2012/tables/78tabledatadecpdf/table-78-state-cuts/table-78-pennsylvania>.

4. Philadelphia Police Department, “PPD Organizational Chart,” November 6, 2013, <https://www.phillypolice.com/assets/about-the-department/PPD-Org-Chart-11-6-13.pdf>.

5. “Crime Maps & Stats,” Philadelphia Police Department, accessed January 7, 2015, <https://www.phillypolice.com/crime-maps-stats>.

The department has had its share of violence towards officers, although that has also declined in this time period. Between 2007 and 2013, total assaults on the police have declined more than 50 percent from 1,528 to 767, and assaults with weapons on police have declined from 304 to 212. Six PPD officers were feloniously killed in the line of duty between 2007 and 2013.

In 2013, amidst a drop in violent crimes and assaults against the police, the number of PPD officer-involved shootings (OIS) was on the rise, as was the number of fatal OISs, which was uncovered and reported on by Philly.com.⁶ Around the same time, Philadelphia Police Commissioner Charles C. Ramsey requested technical assistance from the COPS Office through the Collaborative Reform Initiative.

Collaborative Reform Initiative

In 2011, the COPS Office developed the Collaborative Reform model of technical assistance to engage with law enforcement agencies on issues such as use of force, community trust, and police legitimacy. The model provides requesting agencies with a comprehensive organizational assessment followed by a series of recommendations and a period of monitoring the implementation of reforms. The COPS Office selected CNA Corp. (CNA) as the technical assistance provider charged with conducting the assessment and monitoring the implementation of reforms in the PPD.

The COPS Office and the PPD established the goal to assess and reform deadly force policies, practices, and related processes in the PPD, taking into account national standards, best practices, current and emerging research, and community expectations. To accomplish this goal, the COPS Office and the PPD agreed on the following objectives:

- Enhance training as it relates to the safety of officers and the public in deadly force situations
- Improve the quality and transparency of deadly force investigations from both a criminal and an administrative standpoint
- Strengthen the use of force review process
- Institutionalize organizational learning processes and practices related to deadly force incidents

Organization of this report

This report is organized in 10 thematic chapters. In chapter 1, we introduce the importance of the topic—deadly force—and the PPD’s reform goals. Chapter 2 describes the in-depth case study approach applied to complete our assessment. Chapter 3 provides an analysis of OIS incidents, including suspect, officer, and incident dynamics. We give special attention to the nexus of race, threat perception, and OISs. Chapters 4 through 9 describe various aspects of the department’s operations as they relate to deadly force; each of those chapters concludes with our findings and recommendations for the department.

Chapter 4 provides an assessment of the department’s use of force and related policies. Chapter 5 provides an assessment of academy training related to use of force and public interactions. We compare the PPD to other large law enforcement agencies in terms of academy training. Last, we examine recruit academy student evaluations. In chapter 6, we provide an assessment of all in-service training offered by the PPD, including required, specialized, and commissioner-mandated courses. Chapter 7 comprises an assessment

6. Wood, “Exclusive: Shootings by Philly Police” (see note 1).

of PPD investigations for deadly force incidents. This includes criminal investigations and administrative investigations. We also conduct an original analysis on the quality of deadly force investigations and provide our results. Chapter 8 of this report describes the department's processes for reviewing deadly force incidents, which includes the use of force review board and the police board of inquiry. In chapter 9, we review the external accountability mechanisms in place for the PPD. We also assess transparency around the issue of deadly force. Chapter 10 concludes this report with a description of the next steps to be taken in the collaborative reform initiative with the PPD.

Note to the reader

In each chapter, we first present an overview of the chapter's contents and explain the methods used for examining that particular topic area. Then we describe the key areas of interest, such as policies or lesson plans. These descriptions are intended only to highlight the key areas of interest. They should not be understood to be complete or comprehensive descriptions and should not be construed as approval of the department practice being described. Commentary or judgment statements are reserved for the findings and recommendations section of each chapter.

We use the term "OIS" frequently throughout this report. Although not all deadly force incidents are OISs, OISs make up the vast majority of such incidents. Except in the few instances where we refer to OIS-specific issues, we generally use the term "OIS" to mean deadly force incidents.

There are many things that the department does exceedingly well. This report, by its very nature, focuses on areas where the department needs to improve. Our findings and recommendations will reflect that objective.

Last, this is a technical report; therefore, we often must use technical language when describing and prescribing police operations, which might be unfamiliar to some readers. We try to provide clarity as appropriate.

Chapter 2. Methods

Overview

Over the course of our assessment, we conducted five site visits to meet with department members and community stakeholders, conduct observations, and collect data. We undertook an in-depth case study approach in order to gain an operational understanding of the agency.

Our multi-faceted approach involved four modes of inquiry: document review, interviews, direct observation, and data analysis. We used these modes of inquiry to become experts on the Philadelphia Police Department's (PPD) practices regarding officer-involved shootings (OIS), including its policy, training, investigation, review, and accountability processes. In doing so, we were able to identify problem areas and solutions based on our knowledge of the agency, professional standards, best and emerging practices, research and analysis, and innovations born directly out of this effort.

In the following sections, we describe each mode of inquiry as it applies to this effort.

Document review

We reviewed hundreds of PPD policies, manuals, training lesson plans, and strategic plans. Each document was reviewed to gain a baseline understanding of how the department governs officer-involved shootings and all related practices. We examined these documents for consistency with current departmental practices.

In addition, the documents were reviewed for their comprehensiveness, clarity, and consistency with national standards, best and emerging practices, and current research.

Policy review

Our policy review accounted for all policies related to public interactions, use of force, and investigations and PPD review of these incidents, including all policies of the Office of Professional Responsibility and PPD directives 10 and 22 on use of force.

Training review

We reviewed the entire curriculum of PPD recruit academy training and identified numerous courses related to our review, including crisis management, perceptions of human behavior, vehicle stops, application of force, baton training, defensive tactics, defusing and de-escalation, dispute intervention and conflict management, police communications, use of force in law enforcement, urban disorder management, municipal police officer basic firearms training, mental health first aid, and radio training. We also reviewed all of the PPD's in-service training modules, including the Municipal Police Officer Education and Training Commission (MPOETC) firearms qualification course and required classroom-based training over the past five years.

Internal memoranda

In addition to policies and lesson plans, we reviewed numerous memoranda regarding use of force review board findings and the PPD's case review program, which functions as the department's early intervention system.

Interviews

Throughout the process, we conducted a series of interviews, focus groups, and meetings with community members and PPD civilian and sworn personnel.⁷ Interviews were semi-structured, allowing conversations to digress as appropriate while covering key points of inquiry. All interviews discussed, in general terms, the nature and frequency of OISs in Philadelphia and the department's activities related to that issue. In addition, we discussed areas of focus specific to various interview participants. For example, our interviews with investigators addressed the organization and processes in place for conducting OIS investigations, and our interviews with training staff included more in-depth conversations about the department's training policies and protocols. All interviews were transcribed without attribution. In total, we conducted 150 interviews for this assessment, which comprised 118 interviews with sworn personnel, 27 with community members, four with city employees, and one with Philadelphia's Fraternal Order of Police.

PPD personnel

Interviews with PPD personnel spanned the agency's hierarchy. We interviewed members at every level in the agency from recent recruit graduates to the commissioner. We interviewed patrol officers, sergeants, lieutenants, captains, inspectors, and deputy commissioners. Our interviews also covered a wide array of functions in the department, including training, investigations, patrol, special weapons and tactics (SWAT), communications, officer safety, and labor relations.

Other Philadelphia municipal employees

Other city personnel we interviewed were representatives from the district attorney's Special Investigations unit and the Police Advisory Commission.

Community members

Last, we connected with community members in a public forum and in private settings. On July 10, 2014, we participated in a public forum at the Philadelphia City Council chambers, hosted by the police advisory commission. At the forum, we heard testimony from 16 members of the Philadelphia community, including representatives from the Pennsylvania National Action Network (NAN), families affected by officer-involved shootings, community members from the 18th police district, People United for Justice and Accountability, Citizens United Warriors for Justice, Asociación Puertorriqueños en Marcha (APM), and many individual community members expressing their concerns. We also conducted a series of private and small-group interviews to discuss OISs in Philadelphia with NAN, individual community members, and a sample of members of the police district advisory councils (PDAC), which are district-based community advisory councils that meet and discuss a host of issues, such as crime and quality of life, with members of the PPD from their respective police districts.

Direct observation

We directly observed PPD operations several times throughout our assessment. Team members participated in two foot patrols with rookie officers in the 25th and 22nd districts. During that time, we also discussed the department's policies and practices with the officers and how they translated into those routines.

7. Throughout the report, we generally refer to information obtained from interviews, focus groups, or meetings as being from "interviews."

Training observations

We observed four PPD training modules: defensive tactics, SWAT officer dynamic room entry training, the recruit academy's vehicle investigation scenario training, and the commissioner-mandated active shooter training. Although the content of the training was available on paper, direct observations gave us a more in-depth, qualitative understanding of how the training is delivered and how officers are assessed by training staff. We were also able to discuss each program with trainees and trainers at the start and end of each training session.

Use of Force Review Board observations

Last, we observed two Use of Force Review Board hearings. Because the department typically reviews more than one OIS per hearing, we observed the PPD's review of 20 OISs during the two board hearings.

Data analysis

We collected, cleaned, coded, and analyzed various sets of data from the department, including: OIS database; use of force database; OIS investigative files; police board of inquiry hearings and findings; and recruit academy course evaluations.

PPD OIS database

The PPD's internal OIS database contains pre-coded data on officer, suspect, and incident characteristics for all firearms discharges, including accidental discharges and animal shootings. The data are housed by the Office of Professional Responsibility (OPR). We retrieved all OIS incidents from 2007 to 2013; there were more than 600 OIS incidents over that seven-year period. The focus of our analysis was on person-involved OISs, which accounted for 364 OISs in our time frame. We conducted a series of descriptive analyses to understand the nature and prevalence of OISs, including suspect and officer characteristics and incident dynamics.

Where appropriate, we conducted bivariate analyses to gain a deeper understanding of the phenomenon. In this report, we use data on violent crime in Philadelphia to examine the relationship between violent crimes and OISs at the district level. We also use PPD personnel data to calculate rates at which various units within the PPD are involved in OISs. Finally, we took a closer look at the nexus of race and OISs by calculating the percentages of White, Black, Hispanic, and Asian subjects involved in OISs who are unarmed. We then examine whether these percentages appear to be influenced by the race of the officer.

The findings from these analyses provide an empirical foundation for understanding the nature and prevalence of OISs in Philadelphia. They are used throughout the report to support our findings on and recommendations for the department's policy, training, investigations, and review of OIS incidents.

PPD use of force database

We retrieved all use of force data from the PPD's internally maintained database, accounting for all uses of force from 2007 to 2013. We examined uses of force involving armed persons, comparing the percentage of officer electronic control weapon (ECW) use to firearms discharges over time. This analysis informed our findings and recommendations related to the PPD's use of force policies.

OIS investigative quality evaluation

We reviewed and systematically coded the content and quality of 35 randomly selected OIS case files. We devised a 90-point scale based on our extensive review of current and best practices, professional associations, and our collective experiences identifying quality investigations. The scale consists of a collection of “yes/no” and Likert scale (1–5) items. A panel of four expert, experienced investigators evaluated this sample of fatal and nonfatal OISs. The evaluations are used to identify trends in PPD investigative practices and the overall quality of the investigations. These trends helped inform our findings and recommendations related to OIS investigations, both administrative and criminal.

Police Board of Inquiry database

We reviewed Police Board of Inquiry (PBI) outcomes for all OISs that occurred between 2007 and 2013 and were heard by the PBI. In total, 88 officers were subject to PBI review as the result of 57 OISs. We calculated the rate and extent of discipline that is issued as the result of an OIS. These trends informed our findings and recommendations related to the use of force review board and officer accountability.

Recruit academy course evaluations

We collected PPD-administered course evaluations from recruit classes. Course evaluations were developed and distributed by the academy and the firearms training unit. Academy evaluations solicited feedback on academy-wide training, including classroom activities, scenarios, and firearms training. The firearms training unit evaluation form focused solely on firearms training. We retrieved a sample of 23 academy-wide course evaluations and 164 firearms-specific course evaluations. The evaluations consisted of a series of questions on the recruits’ likes and dislikes about the training. We coded the evaluation responses into a database and identified three key types of feedback generated by the evaluations: strengths, weaknesses, and areas in which recruits want or need more training. We used calculated descriptive trends and used the results to inform our assessment of PPD recruit academy training.

Developing findings and recommendations

Our analysis relied primarily on an inductive approach. In other words, through our data analysis, interviews, observations, and document review, we identified gaps and weaknesses in PPD operations. We sought to explain and address those gaps and weaknesses with our understanding of the PPD’s organizational structure and operations, consultation with other police departments and subject matter experts, and a review of the existing research on our topics of interest: policy, training, investigations, and police accountability.

Throughout our assessment, we identified recurring themes in our interview notes, findings from our data analysis, reviews of policies, and observations of the PPD in practice. When possible, we use national standards, best and emerging practices, and research to inform our recommendations. When applicable, these sources are cited throughout the report. At the same time, we allowed for flexibility and innovations, based on our collective experience and expertise. These innovations are tailored to the PPD.

Chapter 3. By the Numbers: Trends and Patterns in Officer-Involved Shootings in Philadelphia

This chapter presents a descriptive analysis of officer-involved shootings (OIS) in Philadelphia involving Philadelphia Police Department (PPD) officers from 2007 to 2013. It lays the groundwork for understanding the prevalence and nature of OISs in the city. The analysis presented here has implications for PPD training, policy, and investigations. However, we do not conclude with a series of findings and recommendations. Rather, this chapter stands as an informative review of our findings. We use the data throughout the remainder of the report to inform findings and recommendations as appropriate. We frame our analysis around when, where, who, and how. In doing so, we present a comprehensive examination of the time and location of OISs. We also examine the individuals involved, officers and suspects, and the dynamics of the encounters. We give special attention to the issue of race and threat perception, examining these factors both independently and together.

OIS defined

Before describing the characteristics of OIS incidents, first we must define what we mean when we write “OIS.” Our data is derived from a database maintained by the PPD’s Office of Professional Responsibility (OPR). The database contains all firearms discharges by any PPD employee, whether on duty or off duty, civilian or sworn. The database also contains all accidental and intentional discharges, even in cases that did not involve another human being (e.g., if a PPD employee accidentally discharges his or her firearm into a wall, that incident is included in the database). For the purpose of our assessment, we do not consider all of these incidents to be OISs. Rather, we define an OIS as any firearm discharge that meets the following criteria:

- The individual discharging the firearm is a sworn officer.
- The individual discharging the firearm may be on duty or off duty.
- The discharge of the firearm involves another human being.
- The discharge of the firearm is intentional (unless someone other than the officer was injured; discharges in which someone other than the officer was injured are also counted as OISs even if the discharge was accidental).

It should be noted that our criteria for an OIS differ from PPD’s criteria. The PPD does not count accidental discharges in its OIS tally. The PPD also does not count all off-duty firearms discharges. Therefore, the tallies presented in this report and the data used in our analyses differ from those the department has provided on its website. The differences, however, are very small.

When are OISs occurring?

Here we present a series of descriptive statistics, all of which have to do with time, frequency, and OISs. By *time*, we mean years, months, days of the week, and times of the day. The purpose of this analysis is to identify (a) the frequency of OISs, (b) whether OISs are increasing, decreasing, or remaining the same, and (c) whether OISs tend to occur more frequently during certain periods of the day, week, month, or year.

From 2007 through 2014, PPD officers were involved in 394 OISs. The average from 2007 to 2014 was 49 OISs per year. Table 1 provides detailed figures on annual OISs as they fit our criteria. Very few OISs (n=5) occurred as the result of an accidental discharge. Most OISs have been intentional, on-duty incidents. The annual number of OISs has fluctuated considerably. Relatively high OIS years include 2007, 2009, and 2012, when the department was involved in 62, 63, and 58 OISs respectively. In 2014, the department had 30 OISs the fewest number of incidents in our study period.

Table 1. PPD OISs by duty status, intent, and year

Duty status	Intent	2007	2008	2009	2010	2011	2012	2013	2007–2013	2014	Total
On duty	Intentional	60	38	59	45	40	58	42	342	28	370
	Accidental/injurious	0	0	2	0	0	0	0	2	1	3
Off duty	Intentional	2	4	2	5	4	0	2	19	1	20
	Accidental/injurious	0	0	0	1	0	0	0	1	0	1
All	All	62	42	63	51	44	58	44	364	30	394

Figure 1 illustrates PPD OISs as monthly counts. By examining monthly counts, we increase the number of data points and can, therefore, better discern any trends. The PPD generally has more than one OIS per month. In the past seven years, there have been only two months in which there were no OISs—June 2007 and August 2010. The most OISs in a single month came in May 2013, when the department had 11. Examining the month-specific rates of OISs shows that the first five months of the year, January through May, have the most OISs on average, ranging from 5.4 (in March) to 4.9 (in February and April). The lowest points for OISs have been June and August.

On average, the PPD had 4.3 OISs per month between 2007 and 2013. In 2014, the department averaged just 2.5 OISs per month, which is significantly lower than past years. The trend line in figure 1 highlights a dramatic decline.

Figure 1. PPD monthly OISs

OISs, 2007–2014

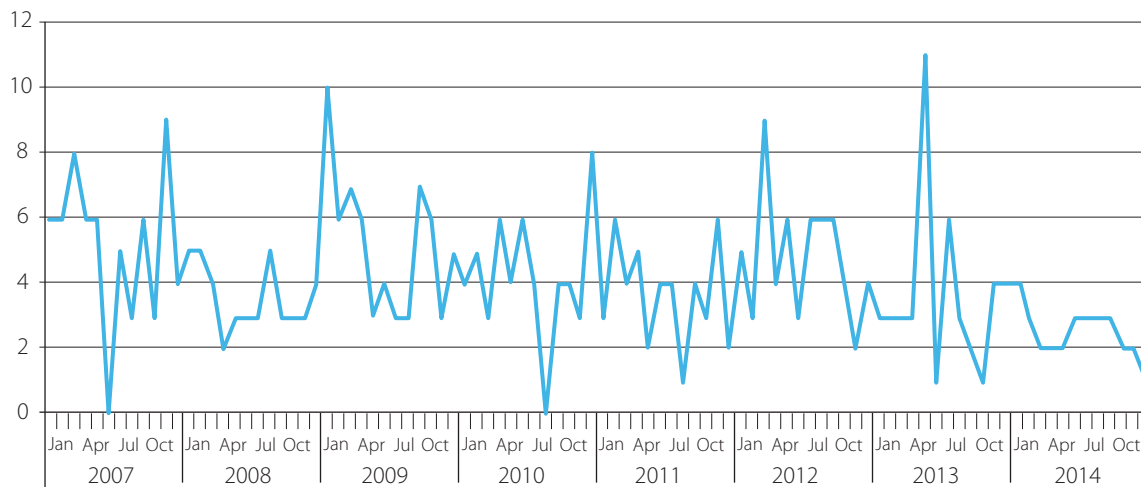
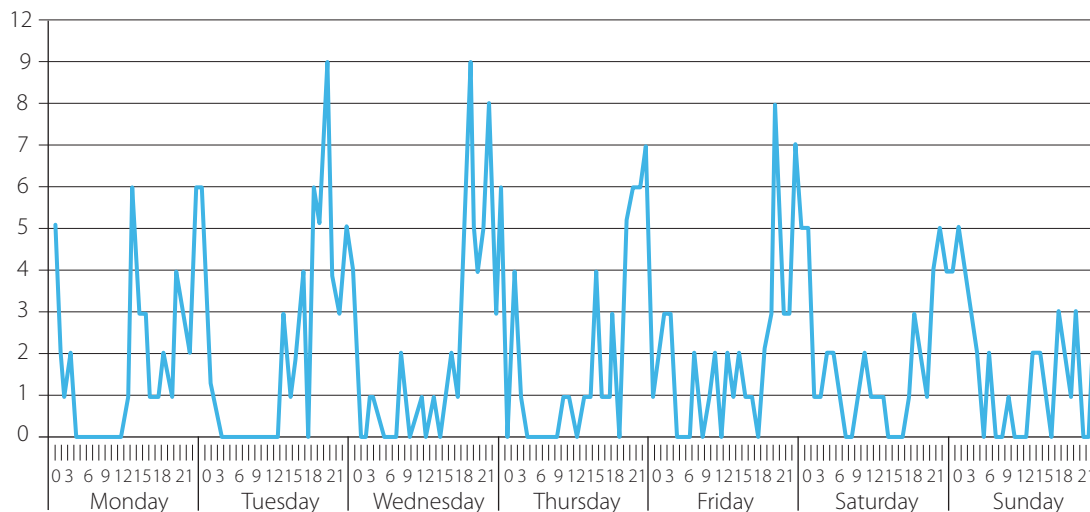


Figure 2 illustrates the total number of OISs by day and time over the past seven years. The figure is designed to illustrate a fluid week.⁸ OISs occur most frequently at nighttime and on the weekends. The largest cluster of OISs exists between 8 p.m. and 12 a.m. While representing just 17 percent of time available in a day, nearly half (49 percent) of all OISs occurred in this timeframe. Distinctive spikes in figure 2 illustrate this pattern. Monday has the lowest tally (n=47) and Tuesday has the highest (n=57). The other days of the week range from 50 to 55 OISs.

Figure 2. PPD OISs by day and time

OISs by day and time, 2007–2013



8. Because PPD's shooting database defaults to 12:00 a.m. when there is no time entered, we removed all 12:00 a.m. OISs from our analysis to account for any potential over-counting. Doing so removed 45 cases from our analysis.

Where are OISs occurring?

The PPD divides the city into 21 police districts, each of which is under the command of a captain. Here we present an analysis of where OISs occur in Philadelphia, using police districts as our unit of analysis. Table 2 shows the number of OISs per district from 2007 through 2013.⁹ It shows that OISs are not evenly distributed throughout the city. The 22nd and the 25th districts have experienced the most OISs, with 57 and 44 respectively.

Table 2. PPD OISs per district, 2007–2013

District	2007	2008	2009	2010	2011	2012	2013	Total
1	1	0	3	3	0	1	0	8
2	4	2	3	2	2	2	2	17
3	5	1	1	0	1	0	1	9
5	1	1	0	0	1	0	0	3
6	1	0	1	1	0	3	0	6
7	0	0	1	1	0	0	0	2
8	2	1	2	0	1	0	0	6
9	2	2	0	1	1	0	1	7
12	5	2	3	4	0	2	4	20
14	2	4	3	1	1	3	5	19
15	3	0	4	5	4	5	3	24
16	4	2	3	2	0	1	1	13
17	3	3	2	3	2	1	1	15
18	2	1	5	4	1	2	1	16
19	6	3	5	1	2	7	8	32
22	5	9	5	8	10	10	8	55
24	3	1	6	2	5	1	1	19
25	7	4	4	4	7	12	3	41
26	2	0	3	1	1	4	1	12
35	0	3	6	4	4	3	1	21
39	4	3	3	4	1	1	3	19
Total	62	42	63	51	44	58	44	364

To gain a better understanding of the geographic patterns of OISs in Philadelphia, we examined the patterns of violent crimes across police districts. We focused on violent firearm-related crimes and homicides as a proxy for the most violence-prone parts of the city. Specifically, we tallied aggravated assaults with firearms; robberies with firearms; and all homicides for each district between 2007 and 2013.^{10, 11} As shown in

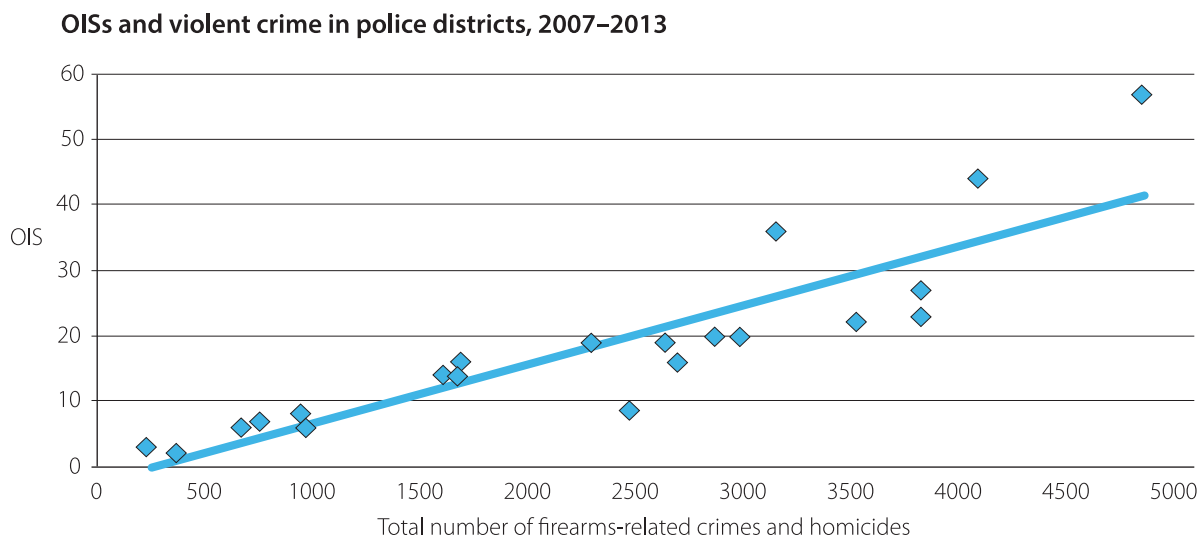
9. Complete data for 2014 was not available at the time of writing.

10. Philadelphia Police Department, “Philadelphia Police Part One Crime Incidents,” Open Data Philly, accessed January 8, 2015, <http://www.opendataphilly.org/opendata/resource/215/philadelphia-police-part-one-crime-incidents/>.

11. Homicides are not broken out by firearm and non-firearm homicides. However, nationwide the proportion of homicides committed with firearms is around 70 percent. Therefore, we include homicides in our measure of violence throughout the city. We use present-day police districts and boundaries. Therefore, the previously existing district 4 was combined with district 3 and district 23 was combined with district 24.

figure 3, the relationship between OISs and these crimes at the police district level is significant. Districts experiencing higher levels of gun violence and homicide generally experience higher levels of OISs. The propensity for crime and violence in these areas results in calls for service and proactive police activity—thus, PPD officers are likely to have more encounters with the public in these areas, including potentially violent crime suspects. As the data suggest, this correlated with higher numbers of OISs.

Figure 3. OISs and violent crimes in PPD police districts



Who is involved in OISs?

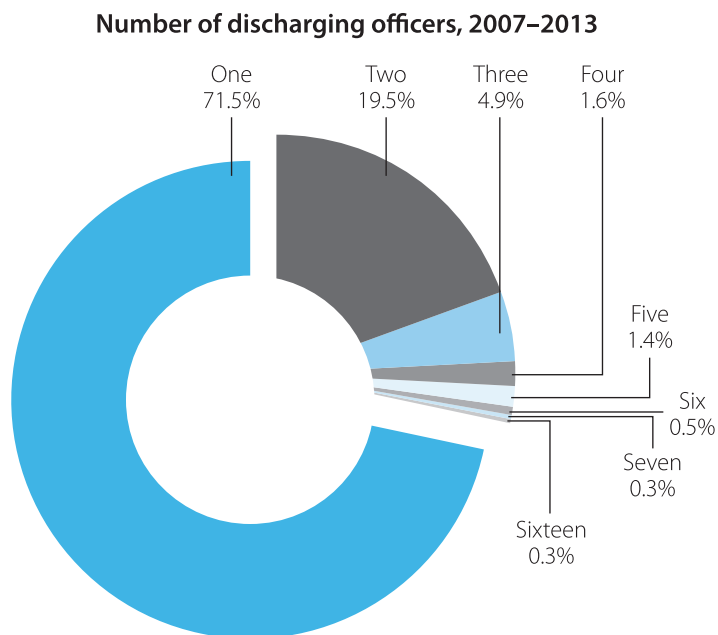
This section provides a description of the individuals involved in OISs, to include both officers who discharged their firearms and suspects. Since the data available for 2014 cases is limited at the time of writing, we limit our descriptions here to OISs occurring from 2007 through 2013.

Officers

A total of 540 officers discharged their firearms in 364 OISs. The majority (71.5 percent) of OISs involved just one discharging officer. Around 20 percent of OISs involved two officers. The remaining OISs involved between three and 16 officers.¹² Figure 4 shows the complete distribution of the number of officers discharging their firearms in OISs.

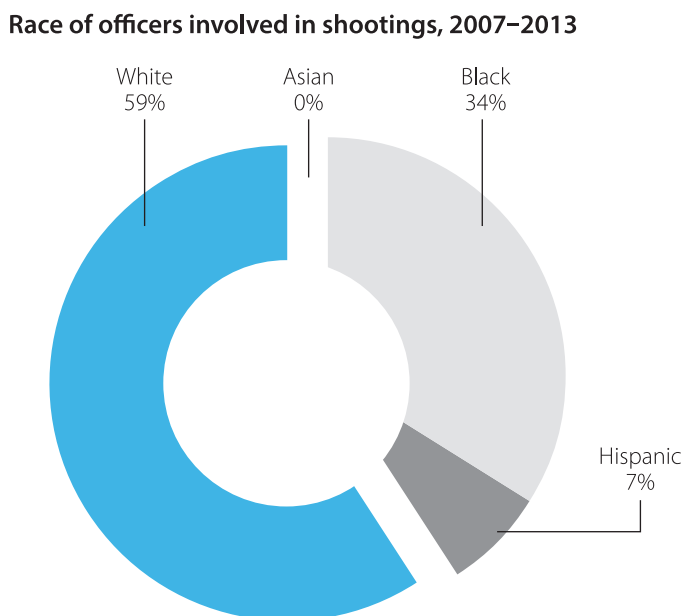
12. The incident involving 16 officers occurred in 2012 during a standoff with an armed suspect who had fired a .38 caliber revolver at motorists and buildings in the area. Responding officers established a perimeter. When the suspect moved towards the officers and fired his weapon, 16 officers returned fire.

Figure 4. Number of discharging officers per OIS



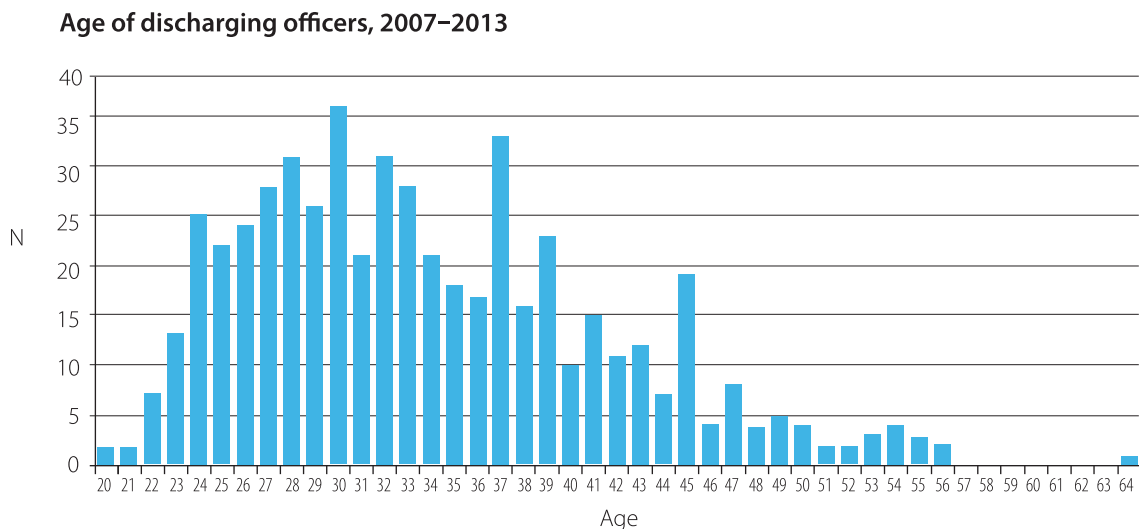
The vast majority (94 percent) of officers involved in shootings were men. The majority (59 percent) of officers were White, whereas 34 percent were Black, 7 percent were Hispanic, and less than 1 percent were Asian (see figure 5).

Figure 5. Race of discharging officers



Officers involved in shootings between 2007 and 2013 ranged from 20 to 64 years old. The average age was 33 years old. Figure 6 shows the complete distribution of discharging officer ages. The distribution is skewed slightly to the left, meaning that, of the total population of discharging officers, the most frequent ages tended to be on the younger side of the spectrum, when officers are also more likely to be in a patrol or street enforcement assignment.

Figure 6. Age of discharging officers



The majority (93 percent) of officers involved in shootings were at the rank of patrol officer. The second most frequent rank was sergeant (4 percent), followed by detective (2 percent). Other ranks involved in shootings were captains, corporals, and lieutenants, each of which were involved in 1 percent or less of OISs in Philadelphia.

Officers were mostly (78 percent) in a patrol function at the time of the OIS. If not in patrol, officers involved in shootings were most frequently off duty. Other official duties in which officers were involved at the time of shootings included highway patrol, narcotics enforcement units, SWAT, and the major crimes unit. Other units involved in OISs each made up less than 1 percent of incidents. Table 3 shows the complete distribution of PPD units' involvement in shootings. It also shows the rate of OISs per 100 officers in each unit. While patrol officers make up the greatest number of OISs, it is primarily due to their numbers on the force and their street enforcement role. Highway patrol, the major crimes unit, and the narcotics strike force had the highest OIS rates in the department.

Table 3. PPD unit OIS rates

Unit	OISs	%	OIS (annual average) ¹³	Number of officers in unit (annual average) ¹⁴	OIS rate (annual average) ¹⁵
Patrol	424	78	61.6	3,846	1.6
Off duty	28	5	4.0	N/A	N/A
Highway patrol	27	5	3.9	73	5.3
Narcotics strike force	19	4	2.7	92	3.0
Narcotics field unit	9	2	1.3	122	1.1
Special weapons and tactics (SWAT)	9	2	1.3	56	2.3
Major crimes unit	8	1	.1	25	4.6
Traffic district	3	<1	.3	138	0.3
Detective division	2	<1	.3	434	0.1
Canine unit	2	<1	.3	27	1.1
Civil affairs unit	2	<1	.1	34	0.8
Airport district	1	<1	.1	153	0.1
Bomb disposal unit	1	<1	.1	20	0.7
Criminal intelligence unit	1	<1	.1	47	0.3
FBI task force	1	<1	.1	N/A	N/A
Homicide fugitive task force	1	<1	.1	N/A	N/A
Intensive drug investigation squad	1	<1	.1	29	0.5
Strategic intervention tactical enforcement unit	1	<1	.1	N/A	1.6
Total	540	100%	-	-	-

13. Based on average number of officers involved in OISs in each unit from 2007 to 2013.

14. Based on average number of officers in each unit from 2010 to 2013. (PPD QIST database, accessed October 23, 2014.)

15. OIS rate per 100 officers is calculated by dividing the average number of OISs by the average number of officers in each unit annually and multiplying by 100.

Of the 540 officer shooters, there are 454 unique officers. Some officers have been involved in more than one OIS in our study period. Table 4 shows the total number of OISs for all officers involved in shootings from 2007 to 2013.¹⁶ The majority (85 percent) of officers who were involved in a shooting were involved in just one incident. Twelve percent were involved in two OISs during the study period. Three percent were involved in three OISs. Less than 1 percent were involved in four OISs.

Table 4. Officer OIS frequencies, 2007–2013

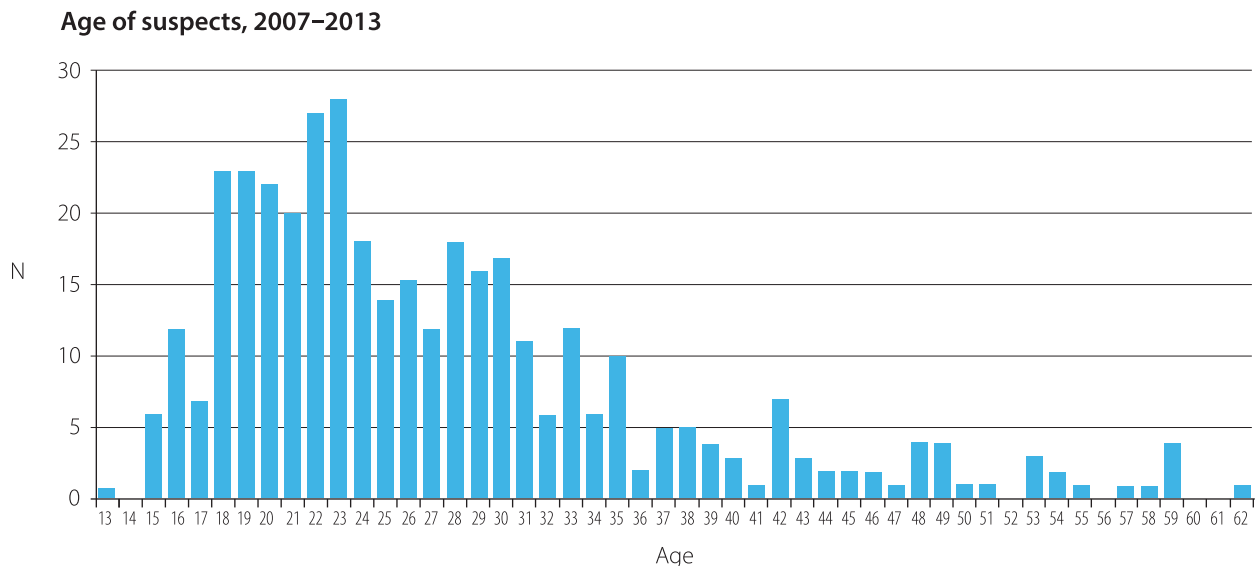
Officer OIS frequency	N	%
Involved in one OIS	386	85
Involved in two OISs	53	12
Involved in three OISs	12	3
Involved in four OISs	3	< 1
Total	454	100%

Suspects

In 364 OISs from 2007 to 2013, there were 382 suspects.¹⁷ Officers faced one suspect in 90 percent of the incidents, two suspects in 8 percent of the incidents, and three suspects in 2 percent of the incidents. The vast majority (98 percent) of suspects were male.

On average, the suspect was 20 years old, significantly younger than the average officer. Suspects' ages ranged from 13 to 62 years old. Thirty-seven percent of suspects were between 18 and 23 years old, which accounts for the largest cluster within the suspect population. Figure 7 shows the complete distribution.

Figure 7. Age of OIS suspects



16. Because our database contains data only from 2007 through 2013, if an officer was involved in a shooting prior to that, it is not captured in this analysis.

17. For this analysis, we remove any incidents (n=1) in which there was no suspect. We also do not include bystanders who were accidentally caught in crossfire (n=5).

Figure 8 shows the complete racial composition of suspects involved in OISs. Eighty percent of the suspects were Black; 9 percent were White; 10 percent were Hispanic; and 1 percent were Asian.

Figure 8. Race of OIS suspects

Race of suspects involved in OISs, 2007–2013

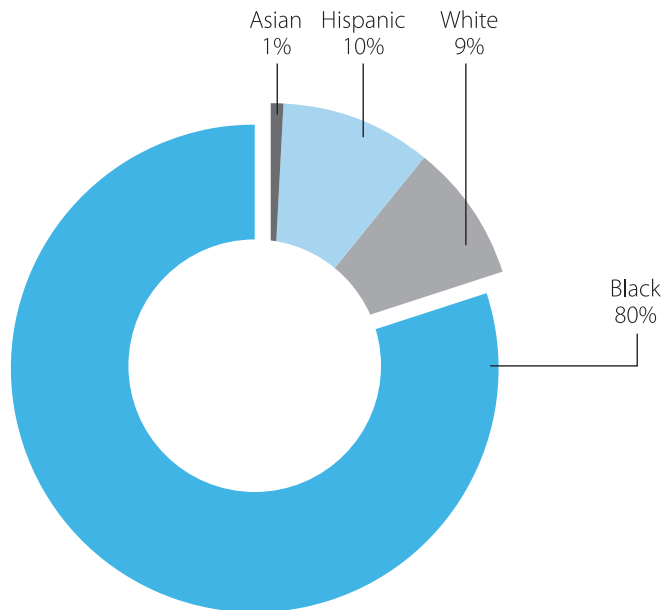


Table 5 shows the complete distribution of the weapons with which suspects have been armed. We classified whether suspects were armed as being “unknown” in any incident in which the suspect escaped, a firearm was viewed by the officer but never recovered, or a firearm was recovered inside of a home after a pursuit but not definitively tied to the incident. Even in instances in which a suspect reportedly fired shots at an officer, but no firearm is recovered, we classify the weapon as “unknown” (n=1). The ambiguity of these circumstances leads us to err on the side of caution and, therefore, warrants them being classified as unknown.

Over half (56 percent) of the suspects were armed with firearms, which includes handguns, shotguns, and rifles. About 15 percent of suspects were confirmed to be unarmed, meaning either that they were mistakenly thought to be armed (including six incidents involving toy guns) or that they were involved in a physical altercation in which the officer responded to with deadly force. Suspects used a vehicle as a weapon in about 9 percent of cases, meaning that they backed up towards, moved forward towards, or otherwise threatened an officer with a motor vehicle. Suspects had a knife or another sharp object, such as a shard of glass or a screwdriver, in another 8 percent of OIS incidents.

In 3 percent of cases, the suspect was armed with a BB gun. In another 3 percent of cases, the suspect had what was classified as a blunt object. This category included the following items: crutch (n=1); steam iron (n=1); tire iron (n=1); cinderblock (n=2); police officer’s baton (n=2); stick (n=1); barbeque (n=1); stapler (n=1); and brass knuckles (n=1). In one case, the suspect was armed with the officer’s electronic control weapon (ECW).

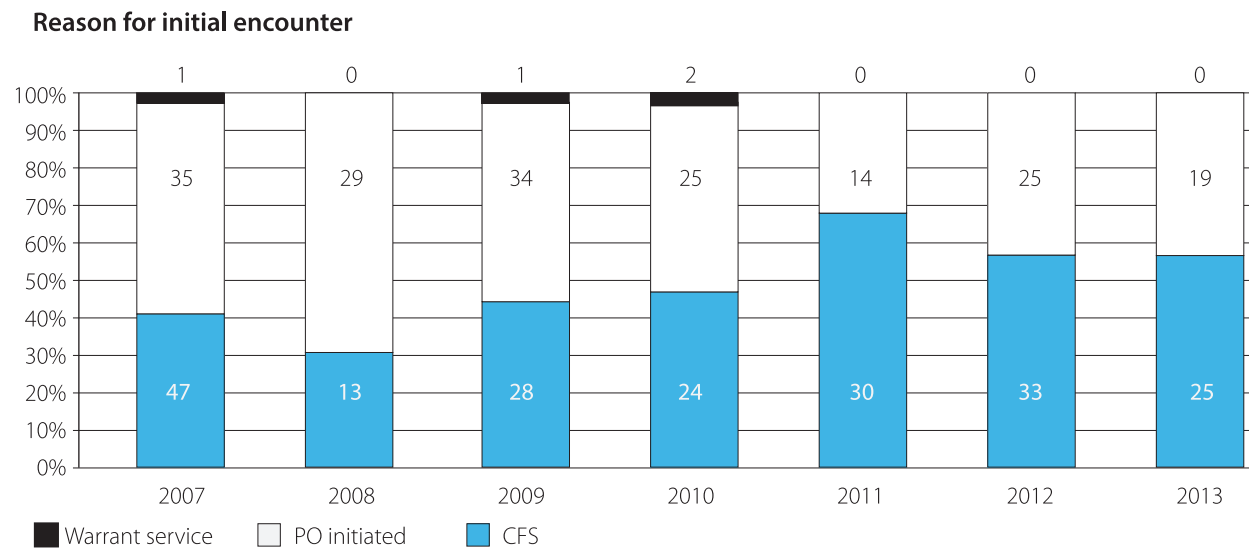
Table 5. Weapons of OIS suspects

Weapon	2007	2008	2009	2010	2011	2012	2013	Total	%
Firearm	40	26	36	30	24	32	25	213	55.8
None	5	7	11	11	5	11	9	59	15.4
Vehicle	7	2	9	4	5	5	1	33	8.6
Knife/sharp object	5	1	4	5	6	5	5	31	8.1
Unknown	2	3	3	4	4	2	4	22	5.8
BB gun	3	3	1	1	-	2	2	12	3.1
Blunt object	3	-	3	-	1	3	1	11	2.9
ECW	-	-	1	-	-	-	-	1	0.3
Total	65	42	68	55	45	60	47	382	100

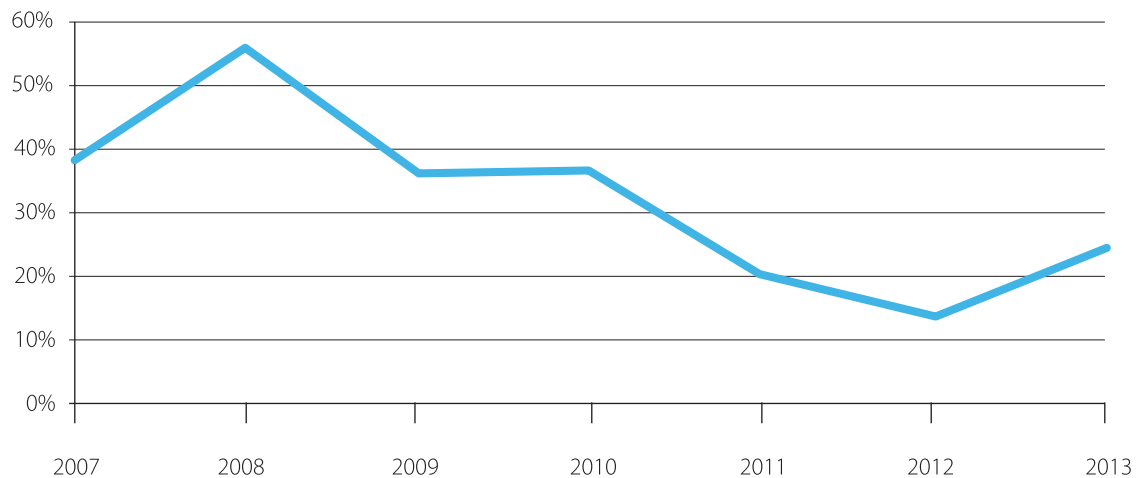
Under what circumstances do OISs occur?

From 2007 to 2013, the officers' reasons for encountering the suspect have been split evenly between proactive, officer-initiated activities and reactive calls for service. Figure 9 shows that, over time, the proportion of OISs that resulted from officer-initiated activity has generally declined. Conversely, OISs are more likely to occur on calls for service than in proactive situations. Despite the inherent danger in warrant service, relatively few OISs have occurred while serving warrants in Philadelphia. Just four OISs (approximately 1 percent) occurred while serving warrants.

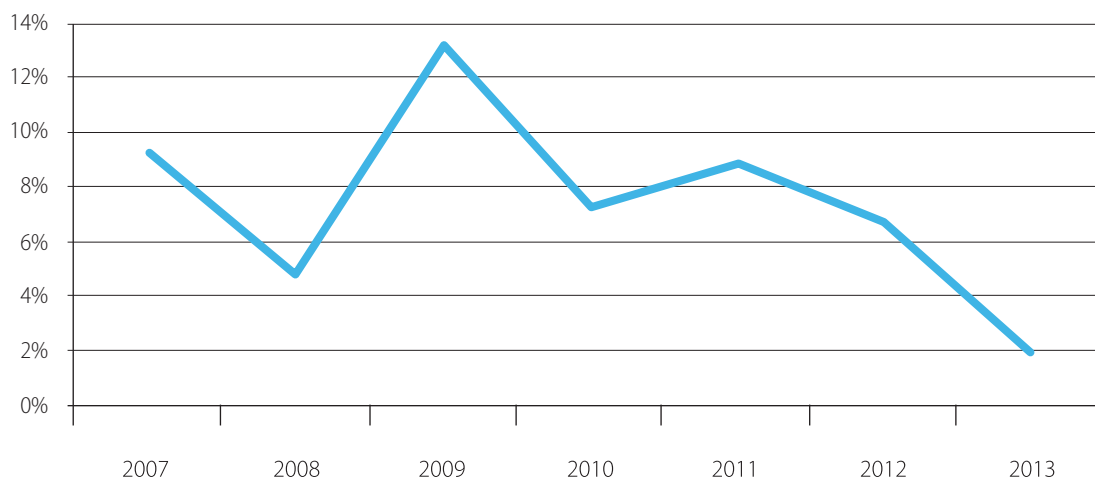
Figure 9. Reason for initial encounter



From 2007 to 2013, roughly one-third of OIS incidents involved a foot pursuit. Foot pursuits occurred both before and after the OIS occurred. Over time, the proportion of OISs involving foot pursuits has generally declined. The peak involvement of foot pursuits in OISs was in 2008, when over half of the incidents involved a foot pursuit (see figure 10). The latest available data show that 25 percent of OISs involved a foot pursuit in 2013.

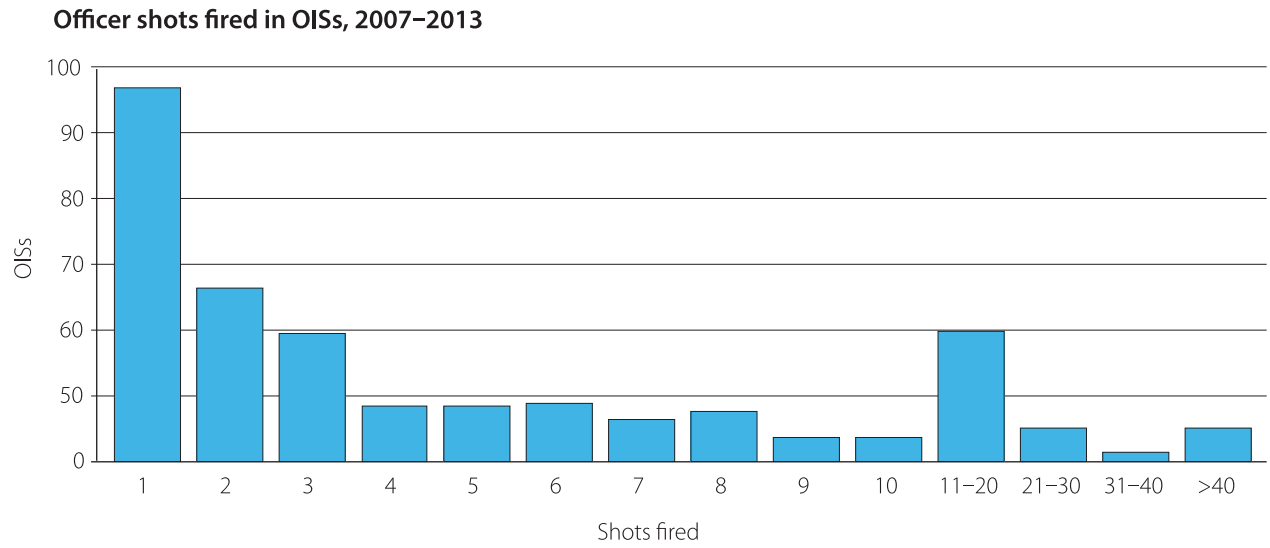
Figure 10. OISs involving foot pursuits**OISs involving foot pursuits, 2007–2013**

Over the seven-year study period, 9 percent of OISs involved vehicles, meaning that officers discharged their firearms at vehicles they perceived to be threatening. Shooting at vehicles peaked in 2009, when officers fired their weapons at vehicles 9 times, accounting for 13 percent of all OISs (see figure 11). That figure has declined dramatically. In 2012, PPD officers fired their weapons at vehicles in 7 percent of OIS incidents. In 2013, this occurred just once.

Figure 11. OISs involving vehicles**OISs involving vehicles, 2007–2013**

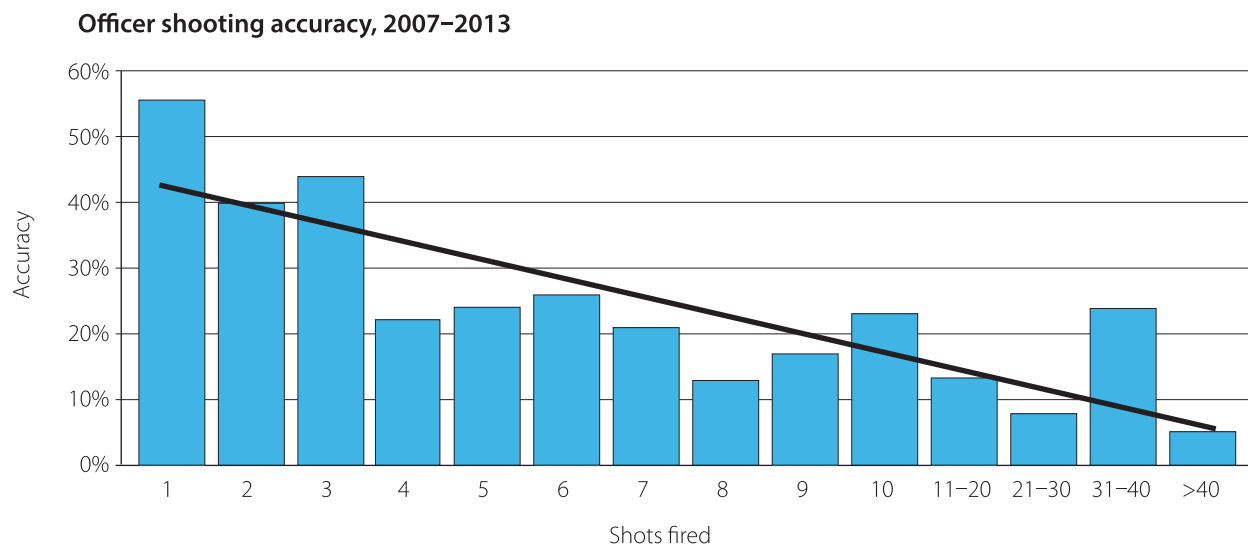
PPD officers fired an average of 6.7 shots, ranging from 1 to 85 total shots, in OIS incidents. In a plurality of incidents (31 percent), officers fired just one shot in an OIS. A quarter (25 percent) of the time, officers fired two or three shots. While a majority (56 percent) of incidents are resolved with one to three shots fired, between 2 and 5 percent of incidents are resolved with four to 10 shots fired. PPD officers fired more than 10 shots in 18 percent of OIS incidents. Figure 12 shows the distribution of shots fired by PPD officers in OISs.

Figure 12. Number of shots fired by officers



Shooting accuracy generally declines as more shots are fired. Figure 13 shows that PPD officers hit their target (the suspect) over half of the time when firing just one shot. As more shots are fired, accuracy drops significantly. Across all 364 OIS incidents, shooting accuracy for PPD officers was found to be 18 percent.

Figure 13. Officer shooting accuracy



A total of 49 suspects discharged their firearms at PPD officers, accounting for 13 percent of all suspects involved in OISs. The remaining suspects brandished a firearm but did not shoot, were armed with some other weapon, or were not armed. Of the suspects who were confirmed to have been armed with a firearm, 21 percent fired shots at the officers. Data on shots fired by suspects in the PPD database were determined to be too incomplete to report on here. In all, 47 percent of suspects were injured by gunshot wounds inflicted by PPD officers; 23 percent were killed, and 30 percent were not injured. One suspect was killed by a self-inflicted gunshot wound. Six officers suffered injuries from gunshot wounds, and one officer was killed by a suspect’s gunfire.

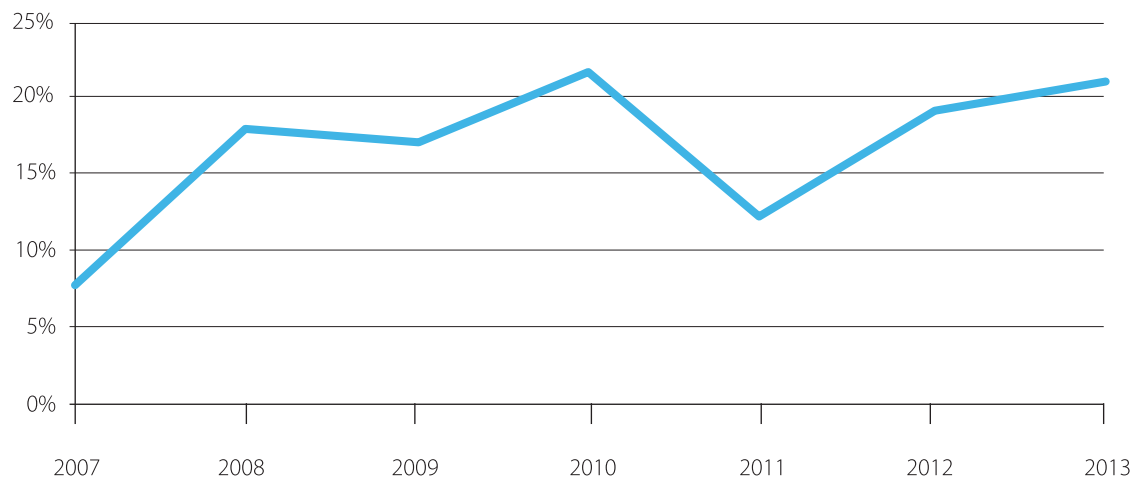
A closer look at unarmed shootings and race

The shooting of unarmed subjects is the most tragic and controversial issue in policing today. Nationally, this issue has taken center stage, with many communities protesting such incidents and advocating for police reform as a result of high profile incidents. We deconstruct this phenomenon here, as it has accounted for 59 OIS suspects in Philadelphia since 2007.

Between 2007 and 2013, the number of unarmed suspects shot at by PPD officers ranged from four to 11 annually. Accounting for the total number of OISs in each year shows that the proportion of unarmed OIS suspects has fluctuated over time (see figure 14). In 2007, just 6 percent of OIS suspects were unarmed. The most recent year of complete data, 2013, shows that 20 percent of OIS suspects were unarmed.

Figure 14. Percent of OISs involving unarmed suspects

Percent of OISs involving unarmed subjects, 2007–2013



Within the phenomenon of unarmed OIS incidents, we identified four sub-classifications as they have occurred in Philadelphia: threat perception failures (TPF); physical altercations; toy guns mistaken for real ones; and accidental discharges.

TPFs are what the law enforcement community commonly refers to as “mistake of fact” shootings. They occur when an officer perceives that a suspect is armed due to the misidentification of a nonthreatening object (e.g., a cell phone) or movement (e.g., tugging at the waistband). These cases have made up the majority (n=29) of the unarmed OIS incidents in Philadelphia.

In the second sub-classification, physical altercations, officers often report that the suspect attempted to disarm them, thereby putting them in a perilous, life-threatening position. In other cases, officers have reported being overwhelmed with physical force and incapable of defending themselves. Officers have responded to physical altercations with deadly force 20 times since 2007.

Officers mistook a fake gun or toy gun for a real one six times between 2007 and 2013. We also found three occasions in which unarmed accomplices of armed suspects were struck by PPD gunfire. Last, we found one instance in which an officer accidentally discharged a firearm and struck a suspect. Table 6 provides a complete enumeration of these cases.

Table 6. Unarmed suspects by sub-classification and year

Unarmed OIS sub-class	2007	2008	2009	2010	2011	2012	2013	Total
Threat perception failure	3	4	2	2	4	8	6	29
Physical altercation	1	2	6	5	1	3	2	20
Fake/toy gun	1	1	2	2	0	0	0	6
Unarmed accomplice	0	0	0	2	0	0	1	3
Accidental discharge	0	0	1	0	0	0	0	1
Total	5	7	11	11	5	11	9	59

Table 7 shows a complete distribution of OIS suspects according to their race and whether they were armed, using a total of 356 cases in which both the suspect's race and whether they were armed was identified. It illustrates a complex picture. Black suspects accounted for the greatest total number of OISs. This corresponds to Black suspects accounting for the greatest total number of armed ($n=240$) and unarmed ($n=45$) OIS suspects. White suspects were unarmed 8 times, whereas Hispanics and Asians were unarmed 5 times and 1 time respectively.

As a percentage of their total involvement in OISs, Black suspects were unarmed 15.8 percent of the time. White suspects were involved in significantly fewer OISs but were unarmed 25 percent of the time. Hispanic suspects were unarmed nearly 15 percent of the time, and Asian suspects were unarmed in 20 percent of incidents.

We examined the nature of unarmed OIS incidents using the sub-classifications described above. Asian suspects had the highest overall rate of being involved in a TPF; however, it is important to note that this group accounted for just 5 incidents. Among the other suspect groups, we found that Black suspects were the most likely (8.8 percent) to be involved in TPFs. White suspects were the most likely (18.8 percent) to be involved in unarmed OISs as the result of a physical altercation. Significance testing indicates that most differences across suspects' racial groups are not statistically significant. Physical altercation incidents was the only sub-classification found to have a significant difference in rates across suspect racial groups, which appears to be driven largely by the unusually high representation of White suspects; however findings of statistical significance should all be interpreted cautiously, as relatively small samples may be driving that finding.¹⁸

18. The relatively small sample we have for some observations, primarily non-Black suspects, necessitated the use of a relatively conservative test of statistical significance. Specifically, we use the Fisher's exact test in order to determine statistical significance in proportions across the multiple suspect racial groups. The test is appropriate for analyses in which there are fewer than five observations in any columns of a contingency table, which is the case in our dataset.

Table 7. OIS by race and armed status

	Black suspects percent (N)	Hispanic suspects percent (N)	White suspects percent (N)	Asian suspects percent (N)	Total percent (N)
Threat perception failure	8.8 (25)	5.8 (2)	3.1 (1)	20.0 (1)	8.1 (29)
Physical altercation*	4.6 (13)	2.9 (1)	18.8 (6)	0.0 (0)	5.6 (20)
Toy gun	1.1 (3)	5.8 (2)	3.1 (1)	0.0 (0)	1.7 (6)
Accomplice	1.1 (3)	0.0 (0)	0.0 (0)	0.0 (0)	0.8 (3)
Accidental	0.4 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.3 (1)
Unarmed	15.8 (45)	14.7 (5)	25.0 (8)	20.0 (1)	16.6 (59)
Armed	84.2 (240)	85.3 (29)	75.0 (24)	80.0 (4)	83.4 (297)
Total	100.0 (285)	100.0 (34)	100.0 (32)	100.0 (5)	100.0 (356)

* p > .05

We also examined the race of involved officers in TPFs to gain a greater understanding of how cross-race encounters may influence threat perception. Because multiple officers are sometimes involved in a single shooting, there are instances in which there is a multi-racial representation of officers in a single incident. For this analysis, we focus on racial dyads, isolating cases in which we had a single racial representation for the officer and the suspect in a single incident. There were 316 such cases.

A majority of officers involved in OISs were White. There were 191 OISs in which all discharging officers were White. Among these incidents, officers had an overall TPF rate of 5.2 percent. The White officer TPF rate for Black suspects was 6.8 percent. There were no TPFs among the other incidents involving White officers. Black officers had an overall TPF rate of 11.6 percent. Among incidents involving Black suspects and Black officers, the TPF rate was 11.4 percent. Hispanic officer OISs accounted for 22 incidents in this analysis. These officers had a TPF rate of 18.2 percent overall, which was the highest among all officer groups. Hispanic officers had a TPF rate of 16.7 percent when involved in OISs with Black suspects. Table 8 shows a complete breakdown of officer-suspect racial dynamics and TPFs.¹⁹ We tested the statistical significance of the difference amongst various suspect racial groups, dependent upon officer racial groups. We found that no group of officers had a significantly different rate of TPFs amongst various suspect races. For example, the difference in the rate at which white officer OISs were TPFs was not significantly different for black, Hispanic, white, and Asian suspects. However, given our small sample of TPFs, we caution against overconfidence in this finding.

19. There are three TPF incidents represented in table 7 that are not represented in table 8 because they involved officers of multiple races.

Table 8. Officer race, suspect race, and threat perception failures

	Black suspects TPF/OIS (percent)	Hispanic suspects TPF/OIS (percent)	White suspects TPF/OIS (percent)	Asian suspects TPF/OIS (percent)	Total TPF/OIS (percent)
White officers	10/146 (6.8)	0/26 (0.0)	0/17 (0.0)	0/2 (0.0)	10/191 (5.2)
Black officers	10/88 (11.4)	1/3 (33.3)	0/9 (0.0)	1/3 (33.3)	12/103 (11.6)
Hispanic officers	3/18 (16.7)	1/3 (33.3)	0/1 (0.0)	–	4/22 (18.2)
Asian officers	–	–	–	–	–

Summary

This chapter provided a detailed description of the nature and prevalence of OISs by the PPD. We illuminated a number of previously unknown facts related to the phenomenon as it exists in Philadelphia. To summarize, we uncovered the following:

- OISs have fluctuated considerably since 2007, averaging around 50 per year. However, the most recent data available shows that OISs declined significantly in 2014.
- OISs are not distributed evenly throughout the city. Areas with higher levels of violence have generally seen higher levels of OISs.
- OISs tend to involve just one officer discharging their firearm; however, nearly 1 in 5 incidents involve two officers discharging their firearms.
- The average age of officers who discharged their firearms was 33 years old, which is significantly higher than the average age of suspects, which was just 20 years old.
- Most officers involved in OISs are serving in a patrol function at the time of the incident. However, accounting for the size of various operational units in the PPD, we see that highway patrol, major crimes, and the narcotics strike force have relatively high rates of being involved in OISs.
- In our seven-year study period, 15 percent of officers involved in an OIS were involved in more than one.
- OISs involving motor vehicles and foot pursuits have generally declined since 2007.
- In total, 15.4 percent of suspects shot by PPD officers were unarmed, mostly as the result of TPFs and physical altercations.

Chapter 4. Use of Force Policies

Overview

This chapter presents a review of Philadelphia Police Department (PPD) policies as they relate to deadly force. We focus on directives 10 and 22, which are the use of force policies. However, we also discuss several other directives and policies that influence officer decision making, public encounters, and critical incidents: directive 111 on crisis response and critical incident negotiations; directive 136 on severely mentally disabled persons; directive 146 on foot pursuits; and a draft directive on electronic control weapons (ECW).

Our review of these policies centered on the following characteristics: consistency with training practice and other policies; consistency with best and emerging practices, research literature, and the department's unique needs; court decisions; and the importance of officer and public safety.

The following sections present a summary of PPD directive 10, directive 22, and the department's ECW policy drafted in 2014. We conclude with 10 findings and 19 recommendations.

PPD directive 10

Directive 10 is the PPD's use of deadly force directive and was revised in May of 2014. The 16-page policy includes 10 sections:²⁰ policy; definitions; use of force; specific prohibitions; reporting discharges of firearms; investigation of police discharges; custody and disposition of firearms discharged by police personnel; use of force review board; discharge involving animals; and annual review.

Policy statement

The policy statement includes the following sanctity of human life statement:²¹

It is the policy of the Philadelphia Police Department that our officers hold the highest regard for the sanctity of human life, dignity and liberty of all persons. The application of deadly force is a measure to be employed only in the most extreme circumstances and all lesser means of force have failed or could not be reasonably employed.

The policy statement continues:²²

Police Officers shall not use deadly force against another person, unless they have probable cause that they must protect themselves or another person from imminent death or serious bodily injury. Further, an officer is not justified in using deadly force at any point in time when there is no longer probable cause to believe the suspect is dangerous, even if deadly force would have been justified at an earlier point in time.

Directive 10 also requires that officers give a suspect verbal warning before using deadly force, if feasible; not discharge their firearm when doing so would unnecessarily endanger innocent people; and immediately render medical aid and request further medical assistance if needed.

20. *Directive 10. Subject: Use of Force Involving the Discharge of Firearms* (Philadelphia: Philadelphia Police Department, 2014); see appendix E on page 139.

21. *Ibid.*

22. *Ibid.*

Definitions

The definitions section defines four key concepts that are necessary to understand the policy statement:

1. Probable cause
2. Objectively reasonable
3. Imminent
4. Serious bodily injury

Probable cause is defined as the “facts and circumstances which would support an objectively reasonable belief that the officers must protect themselves or others from imminent death or serious bodily injury.”²³ Notably, this is a departure from the legal definition, which sets the requirement that the police must meet before issuing a warrant, making an arrest, or doing a search.

Objectively reasonable is defined as a “Fourth Amendment standard whereby an officer’s belief that they must protect themselves or others from imminent death or serious bodily injury is compared and weighed against what a reasonable or rational officer would have believed under similar circumstances.”²⁴ The policy provides examples of relevant facts and circumstances, such as the severity of the crime, whether the suspect poses an immediate threat to the officer or others, and whether the suspect is actively resisting or attempting to evade.

Imminent is defined as “threatening, likely and unavoidable.”²⁵

Serious bodily injury is defined as “bodily injury which creates a substantial risk of death, [or] causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.”²⁶

Use of force

The use of force section contains the use of force decision chart. It begins by stating that the goal for officers in regard to using force is to “always attempt to de-escalate any situation where force may become necessary. In the event that force becomes unavoidable, to use only the minimal amount of force necessary to overcome an immediate threat or to effectuate an arrest.”²⁷ Figure 15 shows the department’s use of force decision matrix, which was newly designed for the 2014 version of directive 10. In describing the diagram, the policy states that it is the offender’s behavior and threat that is the basis for the amount of force an officer should apply. The policy also states that the officer should consider the totality of circumstances, such as the altered state, mental impairment, or medical conditions of the offender or the proximity of weapons.

23. Ibid.

24. Ibid.

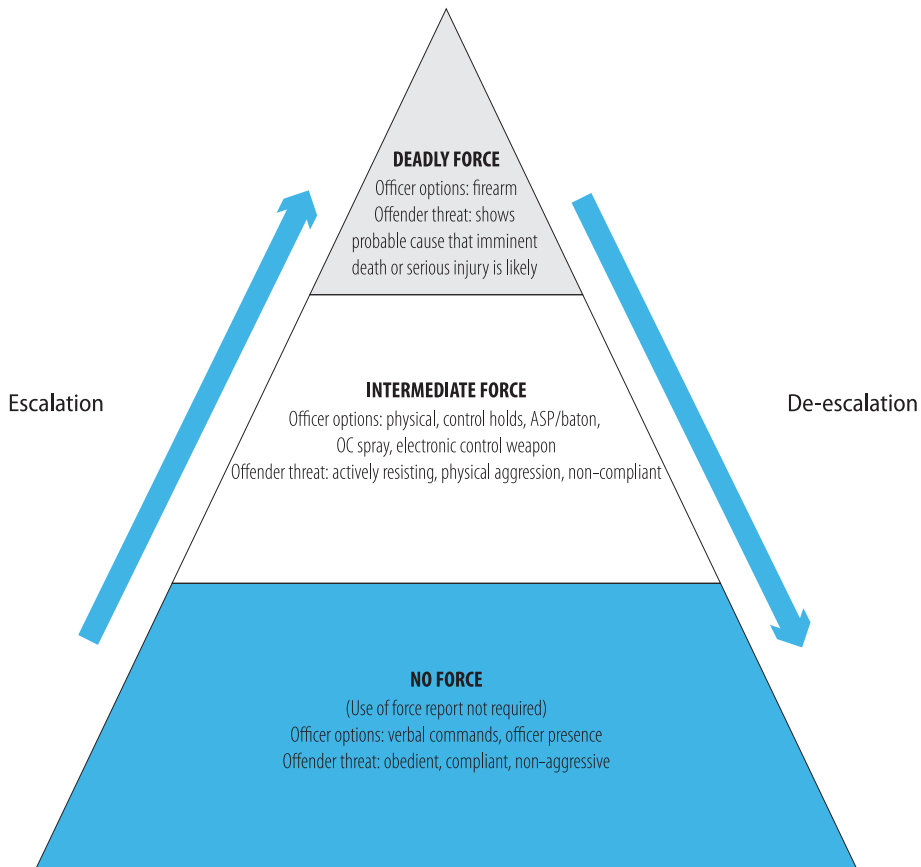
25. Ibid.

26. Ibid.

27. Ibid.

Figure 15. PPD use of force decision chart in directive 10

Use of force decision chart



Use the most appropriate option that is necessary to reduce and de-escalate the threat.

Specific prohibitions

Directive 10 lists nine prohibitions for using deadly force. Specifically, it states that police shall not

1. draw their firearms unless they reasonably believe a potential threat of imminent death or serious bodily harm exists;
2. discharge their firearms in defense of property;
3. use a firearm as a club;
4. fire warning shots under any circumstances;
5. precipitate the use of deadly force by placing themselves or others in jeopardy through overly aggressive, unnecessary, or improper actions;
6. discharge their firearms to subdue a fleeing individual who does not present a threat of imminent death or serious physical injury to themselves or another person present;

7. discharge their firearms from a moving vehicle;
8. discharge their firearms at a vehicle unless officers are being fired upon by occupants of the vehicle;
9. cock a firearm (for officers with revolvers).

PPD directive 22

Directive 22 is the department's general use of force policy. The general policy statement states:²⁸

The primary duty of all officers is to preserve human life. Only the minimal amount of force necessary to protect life or to effect an arrest should be used by an officer. Excessive force will not be tolerated. Officers should exercise all safer and reasonable means of control and containment, using only the amount of force necessary to overcome resistance.

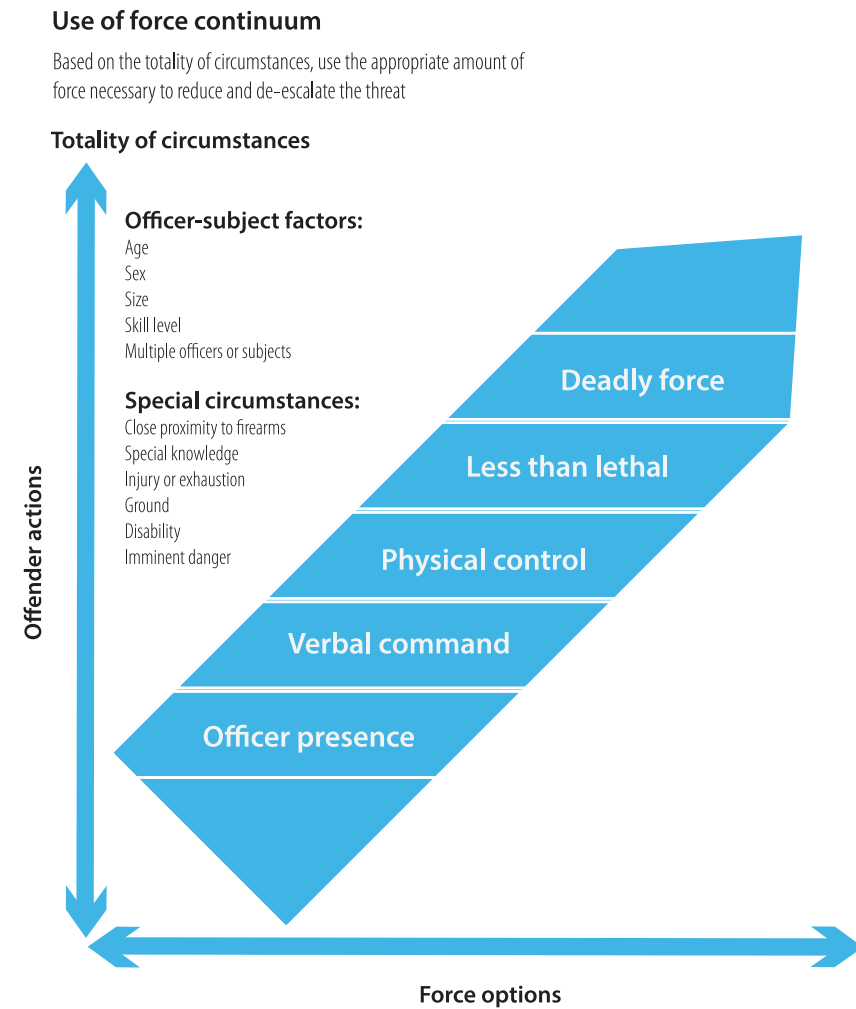
Use of force continuum

The policy states that the application of force should be guided by the principles in the use of force continuum. The goal for police in applying the force continuum is described in the following way: "based on the totality of circumstances, use the appropriate amount of force necessary to reduce and de-escalate the threat."²⁹ Figure 16 shows the use of force continuum as illustrated in directive 22. It shows a continuum of officer actions: officer presence; verbal command; physical control; less than lethal force; and deadly force. Suspect actions are not described. The "totality of circumstances" is listed in a selection of officer, subject, and special circumstances. The officer-subject factors include age, sex, size, skill level, and the number of officers of subjects. Special circumstances are listed as proximity to firearm, special knowledge, injury or exhaustion, the ground, disability, and imminent danger.

28. *Directive 22. Subject: Use of Force* (Philadelphia: Philadelphia Police Department, 2010); see appendix F on page 152.

29. *Ibid.*

Figure 16. Officer-involved shooting (OIS) use of force continuum in directive 22



Duty to intervene

The policy states that it is the duty of every officer present at the scene of a use of force incident to either stop or attempt to stop another officer from using force when force is no longer required.

Utilizing force

The utilizing force section includes a list of appropriate actions for officers to take when applying the force continuum. For example, officers are to evaluate the situation; establish control of their firearm; and provide warning to the subject, if possible. If an officer uses physical force, they are to coordinate tactics with other officers, use the minimum amount of force necessary, and target preferred striking areas. After using force, officers are to notify a supervisor; check for injuries; render or request aid as appropriate; and prepare the appropriate paperwork. In addition, specific prohibitions are listed. These include sitting, kneeling, or standing on a subject’s back or chest; standing on a subject’s head, face, or neck area; offensively kicking a subject; and transporting an individual in a face-down position.

Electronic control weapons

As current practice, the PPD issues ECWs to all officers who complete crisis intervention training (CIT). At the end of the CIT program, officers complete additional training on how and when to use the weapon. The department believes that CIT will provide officers with the verbal skills needed to de-escalate a situation without having to resort to force, thereby lessening the use and impact of ECWs, particularly on vulnerable populations. Approximately 1,800 PPD officers have been issued ECWs at this time.³⁰

ECW policy

PPD's current ECW policy is included as an appendix to directive 22. A new stand-alone policy, however, was drafted in 2014 and is pending approval. We summarize the newly drafted policy here. (We do not list explicit policy prescriptions because the policy is not official.)

According to the ECW policy statement, "It is the policy of the Philadelphia Police Department to use only reasonable and necessary force to overcome the resistance put forth by individuals who are violent, exhibiting threatening behavior, or physically resisting arrest. All ECW training will conform to this policy."³¹

The policy continues with several definitions, most of which apply to the different parts and nomenclature associated with the weapon. The policy describes the appropriate protocol for activating the weapon, post-deployment procedures, and general maintenance of the weapon. It also includes a comprehensive list of prohibitions.

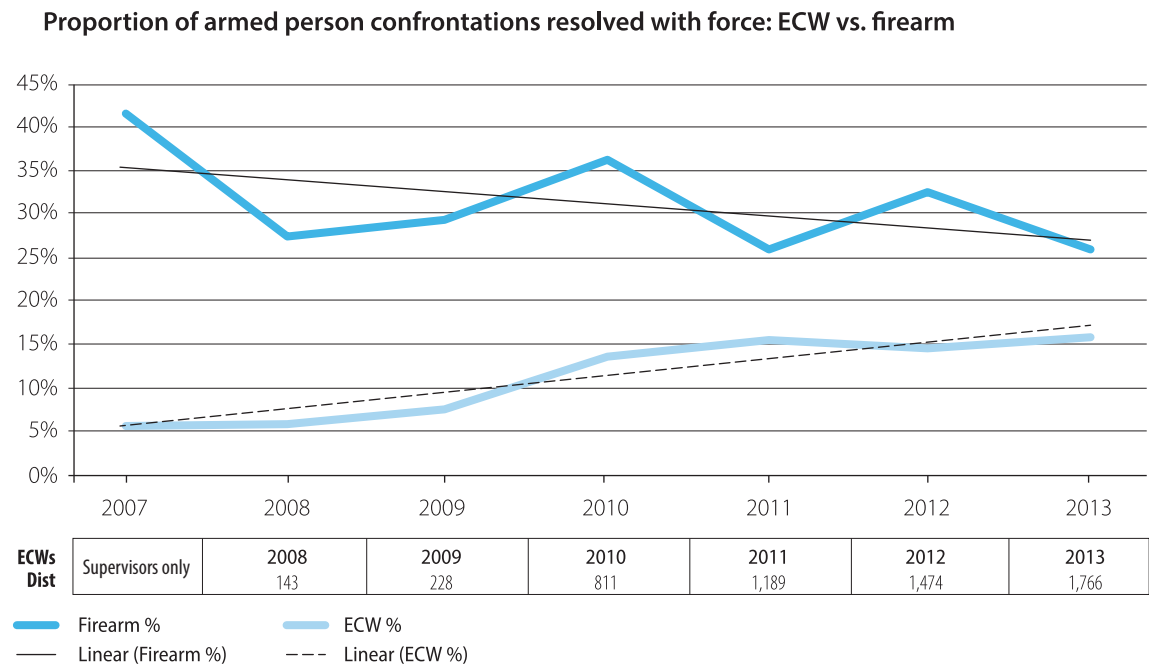
Distribution of ECWs in the PPD

We reviewed all PPD use of force incidents between 2007 and 2013 where PPD officers faced an armed person or someone who had discharged a firearm. There were 948 such incidents. We found that as more ECWs have been distributed throughout the department, the likelihood of deadly force being used against armed persons has generally declined while the use of ECWs has generally increased. This analysis offers additional support for the notion that ECWs can supplant firearms as a tool of last resort when facing armed persons. Figure 17 shows the proportion of armed-person confrontations that were resolved by use of ECWs and firearms from 2007 to 2013. Linear trend lines illustrate declining firearm use and increased ECW use over time.

30. CNA interviews.

31. *Draft ECW Policy* (Philadelphia: Philadelphia Police Department, 2014).

Figure 17. Proportion of armed person confrontations resolved with ECWs versus firearms



Findings and recommendations

Finding 1

PPD officers do not receive regular, consistent training on the department’s deadly force policy.

Based on our interviews and focus groups with sworn personnel in the department, we detected a divergence between PPD officer perspectives and PPD policy on the appropriate use of deadly force. This was most pronounced in our interviews with recruit graduates, patrol officers, and sergeants. Officers we interviewed throughout the department believed that being in fear for their life was sufficient justification to use deadly force while mostly neglecting the objectively reasonable standard set forth in PPD policy and *Graham v. Connor*. The dictum “in fear for my life” was the most common theme throughout all of our conversations with PPD officers and sergeants regarding deadly force policy. Yet, notably, the word “fear” does not appear in PPD directive 10 nor is it supported by current case law. As noted in the Ninth Circuit’s decision in *Deorle v. Rutherford*, a simple statement that an officer is in fear for his life is not an objective factor.³³⁻³⁵

According to PPD directive 10, justification for use of deadly force is far more restrictive than “fear for my life.” An officer must have a set of facts and circumstances that a reasonable or rational officer would determine would likely result in unavoidable death or serious injury in order to justify the use of deadly force.³⁵ Although PPD officers are briefed on use of force law and policy annually through a portion of firearms training, neither of these courses covers PPD policy in depth.

32. *Deorle v. Rutherford*, 272 F. 3d 1272 (2001).

33. James Marker, “Teaching 4th Amendment-Based Use-of-Force,” *AELE Monthly Law Journal* 7 (July 2012), <http://www.aele.org/law/2012all07/2012-07MLJ501.pdf>.

34. Although the PPD is not within the Ninth Circuit’s jurisdiction, the court’s decision provides a valuable illustrative point.

35. Philadelphia Police Department, *Directive 10* (see note 20).

The last time that PPD officers received legal updates with special attention given to deadly force was in 2010 through a mandated Municipal Police Officer Education and Training Commission (MPOETC) course. However, even in this instance, the course was designed to benefit officers throughout the state of Pennsylvania, and as such, its focus was broadly on use of force in law enforcement and not specific to PPD directives.

In the case of PPD firearms training, the focus is on target and tactical shooting. A small portion of the training is committed to the PPD's policies. Firearm Training Unit (FTU) instructors rely on lectures for the use of force policy portion of the FTU; however, the lecture is not documented in any way. There are no guidelines, objectives, or lesson plans that detail PPD officer training on the department's use of force policies. This means that lectures can vary widely in style, substance, and length, depending on the background and level of interest of the individual trainer. Officers are required to complete a 20-question multiple-choice exam on use of force at the completion of their annual firearms qualification, yet just one question pertains to deadly force.

Recommendation 1.1

The PPD should develop a standard training module on directives 10 and 22 and require all sworn personnel to complete the training on an annual basis.

Given the 2014 revisions to directive 10, the forthcoming revisions to directive 22, and the lack of clarity among PPD officers on the parameters for using deadly force, it is essential that the department train its officers on use of force policies more thoroughly. Instructors should train students not only when and how to use force, but when and how *not* to use force and to de-escalate, verbally and tactically, if appropriate. The training module should cover the entire policy, with particular emphasis on the following topics:

- Objectively reasonable standard
- Specific prohibitions enumerated in the policy
- Use of force decision chart
- Practical applications through case studies

Existing training objectives and lesson plans for annual firearms training should be updated to reflect this new attention to policy. Exams should be revamped accordingly to ensure that officers are being evaluated on their knowledge of the policy, including the appropriate application of deadly force. Officers should spend at least two hours per year discussing the use of force policy and applying it to real-world case studies in a classroom setting. Additionally, the PPD should institute practices that reinforce this training throughout the year, such as roll-call training, awareness reports, and training bulletins.

Recommendation 1.2

The PPD should engage with officers and supervisors at the patrol level to seek their input on the clarity and comprehensibility of the department's use of force directives.

During the course of our review, we learned that the PPD's policy and planning division had conducted significant outreach to other department personnel, as part of the process to revise directive 10. However, their outreach had not included patrol officers or sergeants.³⁶ While the experience, expertise, and role of com-

36. CNA interviews.

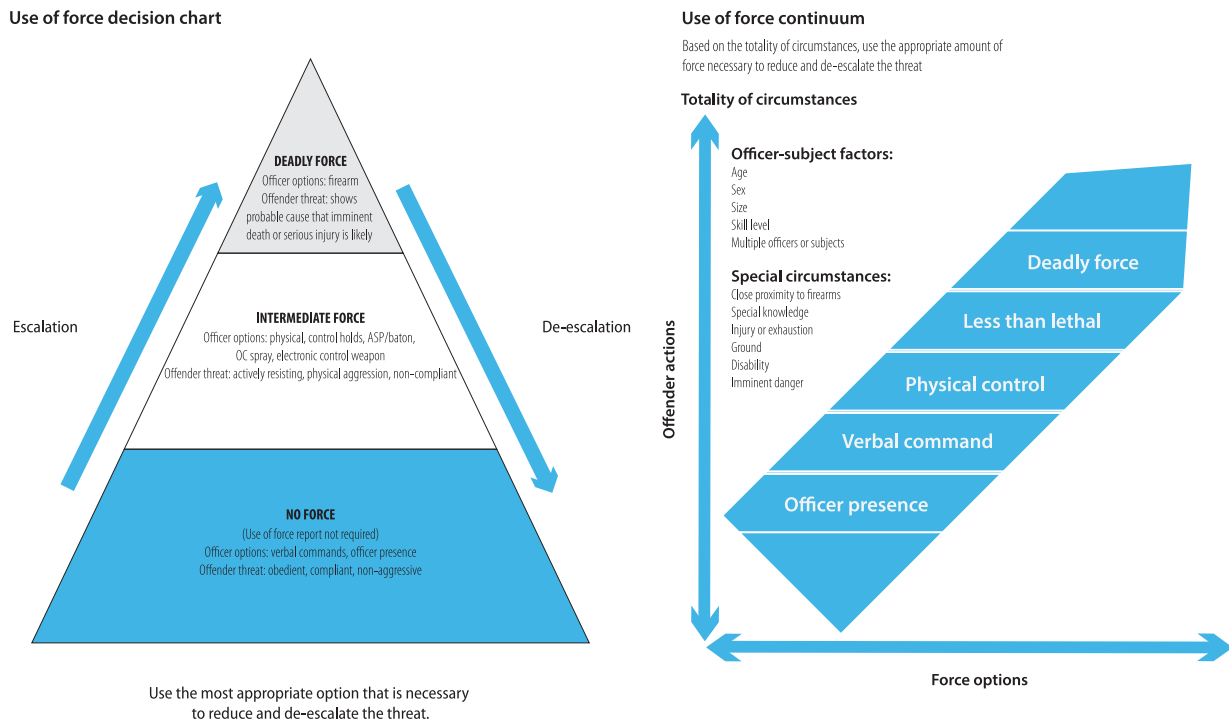
mand-level personnel makes them an essential voice in the revision of any policy, it is important to engage with the officers at the street level so that they can help shape the policy in a way that is understandable, practical, and accessible to them, as they are the most likely to apply that policy to everyday practice.

Finding 2

The PPD’s use of force policies are fragmented, as are revisions of these policies. As a result, the PPD currently has two use of force models, which can be a source of confusion for officers.

At present, PPD policies and procedures related to use of force are covered in directive 22. Policies and procedures related to discharges of firearms, however, are covered in directive 10. Directive 10 was revised in 2014, whereas directive 22 has not been revised since 2010. Consequently, the directives now illustrate different use of force models (see figure 18).

Figure 18. Comparison of use of force model illustrations in PPD directives 10 and 22



Both policies include guidance on the use of deadly force. It is problematic, particularly for newer officers, that the PPD has two reference points to understand the department’s use of force policy, which each use a different illustration. Likewise, each policy describes the use of force review board, but uses different terminology, dispositions, and processes.

Recommendation 2.1

The PPD should revise directives 10 and 22 at the same time to ensure the policies provide clear and consistent direction and guidance.

The PPD’s policy and planning division should establish a policy of revising these directives at the same time. Furthermore, the policy should state that, when revising either of these policies, the PPD should audit each to ensure that language, guidance, and illustrations are consistent and understandable to officers on the street.

Future policy revisions to directives 10 and 22 should be accompanied by a review of all other policies and directives that are related to use of force. The PPD should identify all policies and directives that explicitly reference or are impacted by directives 10 and 22 and ensure any future policy revisions incorporate a review of these policies. A catalog of all related documents should be maintained. Related policies include, but are not limited to: directive 136 on severely mentally disabled persons; directive 146 on foot pursuits; and directive 111 on crisis response/critical incident negotiations.

The directives should be reviewed at least annually for compliance with changing laws, court precedents, emerging best practices from the field, findings and recommendations from the use of force review board, and findings and recommendations from the police advisory commission.

Recommendation 2.2

For each district unit, the PPD should designate or assign an individual who is responsible for policy and training bulletin dissemination and auditing.

In interviews, officers suggested that the position of training coordinator be created in each district and that training coordinators be responsible for timely policy dissemination and socialization of updates in their assigned district. This could be a dedicated assignment or an additional duty, depending on the size of the unit. Officers indicated that one reason it takes so long to receive updates is that disseminating them constitutes a large workload—thus, if that work is the primary responsibility of a training coordinator, updates will be disseminated in a more timely fashion.

Recommendation 2.3

The PPD should incorporate officers' acknowledgment of receipt of training bulletins and policy updates into the PPD's training record-keeping system.

Because officers' acknowledgment of receipt of policy updates is not recorded in any type of electronic records system, the PPD cannot determine how well it is keeping officers abreast of policy updates at the department level, nor can it track compliance at the individual officer level. The PPD should collect and store receipt information electronically and integrate those records with other information maintained on officer training.

Finding 3

Directive 10 is too vague in its description of use of force decision making, relying too heavily on the use of force decision chart.

The PPD's directive 10 provides the following context for understanding force options and the use of force decision chart:³⁷

The following diagram illustrates the amount of force an officer should use based on the offender's behavior and threat. It is the offender's behavior that places the officer and/or others in danger. The offender's threat is the primary factor in choosing a force option. However, the officer should also consider the totality of the circumstances to include, but not limited to, an offender's altered state due to alcohol or drugs, mental impairment, medical condition, or the proximity of weapons.

37. Philadelphia Police Department, *Directive 10* (see note 20).

This statement is appropriate and concise but does not explain why or how these factors should be considered, nor does it define any of the text provided in the chart, such as “compliant,” “nonaggressive,” “actively resisting,” “physical aggression,” and “noncompliant.”³⁸ Furthermore, based solely on the use of force decision chart, an officer appears to be able to use any force option ranging from physical control to batons or ECWs for a subject who is either passively resistant or noncompliant. But the use of an ECW on a passively resistant or noncompliant subject would be a completely inappropriate use of force.

Recommendation 3

The PPD should update directive 10 to include additional narrative context describing the appropriate level of force to be applied under various circumstances.

The policy should provide a more detailed narrative explaining the proper use of force. This description must include definitions for all terms used to distinguish between the types of threat and response. This narrative must make a clear distinction between the permissible officer responses to the various offender threats noted in the intermediate force level. While the use of force decision chart is a helpful visual representation of the policy, it needs to be supported by a narrative description. There are many examples from police departments around the country in which the policies have a visual model and an accompanying narrative that begins with definitions of types or levels of resistance presented by subjects. The definitions are followed by a description of the types of force or control measures that officers are permitted to use in addressing each type of offender resistance. Since all officer force is predicated on the level of resistance presented by the offender, it would be logical to present it this way on the use of force decision chart. Each level of the pyramid would include both the level of offender resistance and the permitted level of officer force or control method.

In addition, directive 10 should be updated to include an explanation that subjects may be physically or mentally incapable of responding to police commands due to a variety of circumstances, including permanent or temporary mental impairment, physical limitations, or language or cultural barriers. This discussion should be elevated to be a bullet point in the policy section at the beginning of the directive, and there should be a cross reference to any crisis intervention policies and training guides where officers, supervisors, and trainers can obtain more information on the topic of de-escalation.

Finding 4

Directive 10 uses the term “probable cause” in the context of deadly force, which is an unnecessary and confusing departure from the traditional legal definition of the term.

Directive 10 states, “Police officers shall not use deadly force against another person, unless they have *probable cause* that they must protect themselves or another person from imminent death or serious bodily injury.”³⁹ The policy then defines probable cause as, “facts and circumstances which would support an objectively reasonable belief that the officers must protect themselves or others from imminent death or serious bodily injury.”⁴⁰

However, *probable cause* is a long-standing legal concept regarding the execution of a warrant, making of an arrest, or searching of a person or premises. For example, in the opinion of the court in *Brinegar v. U.S.*, probable cause “exists where the facts and circumstances within the officers’ knowledge and of which they have reasonably trustworthy information are sufficient in themselves to warrant a man of reasonable caution in the belief that an offense has been or is being committed.”⁴¹

38. Ibid.

39. Ibid. (emphasis added).

40. Ibid.

41. *Brinegar v. United States*, 338 U.S. 160 (1949).

In the vast majority of their work, PPD officers, like all law enforcement in this country, are applying probable cause to arrests and searches. However, because of the PPD's policy language, officers must shift their thinking on probable cause when confronted with a deadly force situation. The inconsistent usage of the term can be a source of confusion when applied in the field.

Recommendation 4

The PPD should remove the term "probable cause" from directive 10 and expound upon the principles of Graham v. Connor to guide officers in deadly force decision making.

The department's directive essentially defines "probable cause" as "objectively reasonable." We recommend that directive 10 adhere to the standards set forth in *Graham v. Connor* to guide its officers in deadly force decision making. Therefore, directive 10 could be revised to state:

Police officers shall not use deadly force against another person, unless they have an objectively reasonable belief that they must protect themselves or another person from the threat of death or serious bodily injury. An officer is not justified in using deadly force at any point when there is no longer an objectively reasonable belief that the suspect is dangerous, even if deadly force would have been justified at an earlier point in time.

The department should also remove the term "probable cause" from the use of force decision chart and any other place it appears in the context of a use of force decision.

Finding 5

The definition of "objectively reasonable" in PPD directive 10 includes the terms "imminent" and "immediate," which can be a source of confusion for officers in the field. Notably, the term "imminent" does not appear in the *Graham v. Connor* decision.

The description of relevant facts and circumstances adhere to the three-prong test set forth in *Graham v. Connor*.⁴² However, the use of the term "imminent" can serve as a source of confusion, particularly when coupled with the "immediate threat" factor enumerated in *Graham v. Connor*. Directive 10 defines imminent as "threatening, likely, and unavoidable." This language is vague and insufficient.

Recommendation 5

The PPD should remove the term "imminent" from directive 10.

The factors enumerated in *Graham v. Connor*, specifically that the officer should be facing an "immediate threat," provide a sufficient framework for officer decision making when it comes to use of force. The latest model use of force policy published by the International Association of Chiefs of Police (IACP) eliminates the term "imminent," noting that it unnecessarily requires officers to distinguish between *immediate* and *imminent*.⁴³

The PPD's new definition could read:

A Fourth Amendment standard whereby an officer's belief that they must protect themselves or others from death or serious bodily injury is compared and weighed against what a reasonable or rational officer would have believed under similar circumstances. This determination is made by reviewing all

42. *Graham v. Connor*, 490 U.S. 386 (1989).

43. National Law Enforcement Policy Center, *Use of Force: Concepts and Issues Paper* (Alexandria, VA: International Association of Chiefs of Police, 2006).

relevant facts and circumstances of each particular case, including, but not limited to, (1) the severity of the crime at issue, (2) whether the suspects poses an immediate threat to the safety of the officers or others, (3) whether the suspect is actively resisting arrest or attempting to evade arrest by flight.

Finding 6

The PPD’s “duty to intervene” clause in directive 22 creates a limited requirement—specifically, that officers are required to stop another officer from using force when it is no longer required. The policy is silent on whether officers are required to stop the initial use of force when it is inappropriate and on whether any such abuses should be reported.

According to directive 22, an officer is required to intervene when another officer is observed using force *after* it is no longer necessary. However, the policy neglects the duty of officers to intervene when the level of force being applied is inappropriate in the first place. Although PPD directive 114 on employees’ responsibility to report corruption, misconduct, and other improper acts negatively affecting the department requires the reporting of such incidents, it is not stated clearly, nor is it referenced in the department’s use of force directives.

Recommendation 6.1

The PPD’s “duty to intervene” should be revised to account for any officers witnessing the inappropriate initiation of force.

Although this may be implied in the current policy, it is best that this requirement be explicit and detailed. For instance, the statement on “duty to intervene” could read as follows:

Though many officers may be at the scene of a police incident where force is being used, some officers may not be directly involved in taking police action. As officers, we have an obligation to protect the public and other officers. Therefore, it shall be the duty of every officer present at any scene where force is being applied to either stop or attempt to stop another officer when force is inappropriately used and/or no longer required. Your actions will both protect the officer from civil or criminal liability and protect the civilian from serious injury.

Recommendation 6.2

The PPD’s “duty to intervene” should be expanded to include a “duty to report.”

All employees of the PPD should be required to report any misconduct, including but not limited to excessive use of force. Community members we spoke with often commented on what they perceive as a code of silence among PPD officers when it comes to misconduct.⁴⁴ Including an active requirement to report misconduct sends a message to members of the department and the community that the PPD will not tolerate complacency or outright coverups of misconduct amongst officers. The U.S. Department of Justice’s Civil Rights Division has recommended that any officer witnessing misconduct report such misconduct to a supervisor.⁴⁵ We recommend that PPD officers should report excessive use of force directly to the IAD in addition to their supervisor, thereby allowing chain-of-command oversight and buy-in while including the objectivity and expertise of internal affairs investigators.

44. CNA interviews.

45. See, e.g., U.S. Department of Justice, Civil Rights Division to Gerard J. Pisanelli, June 21, 2005, “Re: Beacon Police Department,” http://www.justice.gov/crt/about/spl/documents/split_beacon_ta_letter_6-21-05.pdf.

The PPD will need to identify the appropriate level of discipline for failing to report and to update its disciplinary code accordingly. Directives 10 and 22 should both include this requirement.

Finding 7

Directive 22 does not require officers to carry oleoresin capsicum (OC) spray.

The policy states that officers will “only carry departmentally approved OC spray.”⁴⁶ We learned that many officers do not carry their OC spray, because they do not believe it to be effective, based largely on anecdotal stories shared throughout the ranks. By not carrying OC spray, PPD officers are not availing themselves of a valuable tool that could enable them to gain compliance without injury or the enhanced danger of going “hands-on” with a suspect.

Recommendation 7

Directive 22 should state that officers are required to carry OC spray on their duty belt at all times while on duty.

Empirical studies have consistently shown OC spray to be an effective tool in both gaining compliance and reducing officer and suspect injuries.⁴⁷ The PPD should revise its policy and make a clear statement that carrying OC spray is required at all times while on duty. Supervisors should include OC spray in periodic inspections of their officers at roll call and while on duty. Officers who are shown to be out of policy on more than one occasion should be subject to a formal reprimand.

Finding 8

The PPD requires officers to complete CIT in order to obtain an ECW. This requirement conflates the two tactical approaches and limits the distribution of less-lethal tools throughout the department.

CIT is meant to train officers on the recognition of individuals who are in crisis (due to mental health or other temporary impairments) and then to employ de-escalation strategies, including verbal de-escalation, so that when possible, encounters with persons in a state of mental crisis can be resolved without violence. The PPD’s strong linkage of this concept with ECWs sends mixed messages. For instance, many officers we spoke with referred to CIT training as “taser training” because they viewed obtaining the tool as the primary outcome of the training.⁴⁸ Our review of the PPD’s use of force database is also instructive. We found instances in which “mental illness” is listed as a *reason* for using force, often being cited in instances of ECW discharges. CIT is an intensive, week-long course. An officer can be trained on the safe and proper use of an ECW, however, in considerably less time—typically ranging from four to eight hours.⁴⁹

It is important to note that time and distance are defining factors in an officer’s use of force calculus, particularly when the offender is threatening use of sharp or blunt objects and an ECW will not always be the most appropriate and safest weapon to use in response. However, the limited deployment of ECWs means

46. Philadelphia Police Department, *Directive 22* (see note 28).

47. Steven Edwards, John Grandfield, and Jamie Onnen, “Evaluation of Pepper Spray,” *National Institute of Justice Research in Brief* (February 1997); Robert Kaminski, Steven Edwards, and James Johnson, “The Deterrent Effects of Oleoresin Capsicum on Assaults Against Police: Testing the Velcro-Effect Hypothesis,” *Police Quarterly* 1 (1998); “The Effectiveness and Safety of Pepper Spray,” *National Institute of Justice Research for Practice* (April 2003).

48. CNA interviews.

49. Geoffrey Alpert and Roger Dunham, “Policy and Training Recommendations Related to Police Use of CEDs: Overview of Findings from a Comprehensive National Survey,” *Police Quarterly* 13, no. 3, 235–259, <http://pqx.sagepub.com/content/13/3/235.full.pdf>.

that half or more of the PPD's patrol officers have one fewer less-lethal tool from which to choose. Consequently, those officers may be more likely to use deadly force to overcome an immediate threat from a sharp or blunt object.

Recommendation 8.1

The PPD should decouple ECWs and CIT both conceptually and operationally.

CIT is an invaluable resource for law enforcement with much merit. It serves neither the CIT program nor the officers to strongly link CIT and ECWs in the PPD's operational planning. We encourage the PPD to continue to develop CIT skills in its officers and the department. However, training modules in ECWs and CIT should be distinct and not presented as complimentary.

Recommendation 8.2

ECWs should be standard issue weapons for all PPD officers assigned to uniformed enforcement units.

In 2011, an expert panel convened by the U.S. Department of Justice's (DOJ) National Institute of Justice (NIJ) concluded that based on existing research, ECWs posed no greater risk of injury or death than other uses of force such as baton strikes and hands-on tactics and that law enforcement need not refrain from using the weapon to place combative suspects into custody.⁵⁰ However, the panel also cautioned against excessive use, stating that all of the effects of ECWs were not fully understood, particularly related to special populations.⁵¹

ECWs have consistently been associated with reductions of both officer and suspect injuries.⁵² Furthermore, research suggests that expanding ECW deployment throughout the department can help reduce deadly force incidents. For instance, roughly one in four officers responding to a recent survey stated they had used ECWs in lieu of deadly force.⁵³ Many police departments have also self-reported an agency-wide effect of ECWs on deadly force incidents.⁵⁴ And a recent experiment using simulation training showed that officers armed with ECWs were significantly less likely to resort to deadly force than those without.⁵⁵ In the PPD, the distribution of ECWs has coincided with a decreasing proportion of armed encounters being resolved with deadly force.

Given the prevailing research literature and supporting evidence from the PPD's own experience with ECW's, the PPD should make ECWs a standard issue tool for all uniformed personnel assigned to uniformed enforcement units. The expansion should be deliberately and carefully tracked, monitored, and evaluated by the department. This will require a significant investment by the department, primarily in the time of the officers and training staff, the monitoring and oversight of ECW use in the department, as well as the acquisition of ECWs. Additionally, further limitations must be put on use of the weapons, as described in recommendations 9.1 through 9.3.

50. *Study of Deaths Following Electro Muscular Disruption* (Washington, DC: National Institute of Justice, 2011), <https://www.ncjrs.gov/pdffiles1/nij/233432.pdf>.

51. *Ibid.*

52. Michael White and Justin Ready, "The TASER as a Less Lethal Force Alternative: Findings on Use and Effectiveness in a Large Metropolitan Police Agency," *Police Quarterly* 10, no. 2 (2007): 170, <http://pqx.sagepub.com/content/10/2/170.full.pdf+html>; Geoffrey Alpert, Michael Smith, Robert Kaminski, Lorie Fridell, John MacDonald, and Bruce Kubu, "Police Use of Force, Tasers and Other Less-Lethal Weapons," *National Institute of Justice Research in Brief* (May 2011), <https://www.ncjrs.gov/pdffiles1/nij/232215.pdf>; Eugene Paoline, William Terrill, and Jason Ingram, "Police Use of Force and Officer Injuries: Comparing Conducted Energy Devices (CED) to Hands- and Weapon-based Tactics," *Police Quarterly* 15, no. 2 (2012), <http://pqx.sagepub.com/content/15/2/115.full.pdf+html>.

53. Justin Ready and Michael White, "Exploring Patterns of TASER Use by the Police: An Officer-Level Analysis," *Journal of Crime and Justice* 34, no. 3 (2011).

54. Kyle Thomas, Peter Collins, and Nicholas Lovrich, "Conducted Energy Device Use in Municipal Policing: Results of a National Survey on Policy and Effectiveness Assessments," *Police Quarterly* 13, no. 3 (2010), <http://pqx.sagepub.com/content/13/3/290.full.pdf+html>.

55. William Sousa, Justin Ready, and Michael Ault, "The impact of TASERs on Police Use-of-Force Decisions. Findings from a Randomized Field Training Experiment," *Journal of Experimental Criminology* 6, no. 1 (2010): 35–55; Thomas et al., "Conducted Energy Device Use" (see note 54).

Recommendation 8.3

All PPD officers in uniformed enforcement units should be required to carry ECWs on their duty belt at all times.

The PPD does not require CIT officers to carry their ECW on their duty belt at all times. Some department personnel noted that officers with crisis intervention training do not carry ECWs because they prefer to use their verbal skills. Others noted that even when required to carry them, officers would occasionally leave them in their vehicles rather than carry them on their duty belt. They didn't like the bulkiness of the weapon or didn't see its value as a less-lethal option.

Although it is laudable that some officers favor verbal de-escalation to the point that they want to discard their ECWs, we stress the potential for this tool to resolve otherwise deadly confrontations with a lower level of force. The PPD should reinstitute the requirement that officers who are issued ECWs must carry them while on duty. Supervisors should periodically inspect officers to ensure that they are compliant. Officers who are shown to be out of policy on more than one occasion should be subject to a formal reprimand.

Recommendation 8.4

The PPD should continue to dispatch CIT officers to calls for service involving persons in a probable state of mental crisis.

Being armed with an ECW does not better prepare an officer to manage an encounter with someone in mental crisis. It should remain the policy of the PPD that CIT officers be dispatched to calls for service involving persons in a state of excited delirium or mental crisis. The PPD should also track and monitor CIT calls and evaluate the effect of CIT on critical incident response.

Finding 9

The PPD's ECW policy drafted in 2014 is not detailed enough regarding the circumstances in which use of the tool should be limited.

The newly drafted policy contains a list of definitions that are important to understanding the use and misuse of ECWs and the department's policy. It lists 11 specific instances in which ECWs may not be used. It also lists post-deployment and reporting procedures. The policy itself is designed well. However, the department should update it with additional restrictions that will help limit the potential for misuse and abuse by officers.

Recommendation 9.1

The PPD's ECW policy should limit the number of cycles used per subject to three.

The PPD's drafted policy on ECWs states:

When activating an ECW, personnel should use it for one (1) standard cycle (a standard cycle is five (5) seconds) and should evaluate the situation to determine if subsequent cycles are necessary. Personnel should consider that exposure to multiple activations, continuous cycling, and exposure to the ECW longer than fifteen (15) seconds may increase the risk of death or serious injury. Any subsequent activation should be independently justifiable and should be weighed against other force options.⁵⁶

56. Philadelphia Police Department, *Draft ECW Policy* (see note 31).

The policy currently provides a good cautionary note but does not explicitly limit the number of cycles used on a single subject. The PPD should limit the use of ECW in any circumstances to three cycles, equaling 15 seconds. Additional ECW cycles may have adverse effects.⁵⁷

Recommendation 9.2

The PPD's use of force decision chart policy should clearly illustrate where using ECWs is appropriate and where it is inappropriate.

As it stands today, ECWs are positioned in the use of force decision chart such that using the tool on a non-compliant or passively resisting subject can be interpreted as an appropriate use of the weapon. However, ECWs should only be used to protect an officer or member of the public against injury from an aggressive physical altercation.

The department should update all use of force policies, use of force decision charts, and training materials with a detailed explanation of where ECWs are positioned on the chart and the various circumstances in which they can be used appropriately. The policy should also explicitly describe subject behavior that does not permit use of the weapon. Those prohibitions should include passive resistance, noncompliance, compliance, and verbal confrontation. Use of the ECW under these circumstances should be considered excessive force by the department. Officers found to use the weapons excessively should be subject to formal disciplinary action.

Recommendation 9.3

Officers who accidentally discharge an ECW and strike a suspect or nonsuspect should be required to complete a use of force report.

The PPD's current policy requires that officers who *intentionally* discharge an ECW must complete a use of force report. Accidental discharges are exempt from this requirement. If a suspect or civilian is struck in the event of an accidental discharge, the PPD should consider this a use of force and, therefore, require a report be completed.

57. Police Executive Research Forum, *2011 Electronic Control Weapons Guidelines* (Washington, DC: Office of Community Oriented Policing Services, 2011), <http://ric-zai-inc.com/Publications/cops-p202-pub.pdf>; National Institute of Justice, *Study of Deaths* (see note 50).

Finding 10

Between 2007 and 2013, PPD officers were involved in 30 OISs involving vehicles. The department's policy does not provide enough limitations on this practice.

Eight percent of all OISs between 2007 and 2013 involved vehicles. Notably, the number of OISs involving motor vehicles has declined in this time period. The PPD's policy states:

Police officers shall not discharge their firearms from a moving vehicle unless the officers are being fired upon. Police officers shall not discharge their firearms at a vehicle unless officers are being fired upon by the occupants of the vehicle. An officer should never place themselves or another person in jeopardy in an attempt to stop a vehicle. NOTE: Barring exigent circumstances (e.g. the driver is unconscious and the motor is still running), an officer shall never reach into an occupied vehicle in an attempt to shut off the engine or to recover evidence, since this has been known to result in serious injury to officers.⁵⁸

The PPD's policy statement is appropriate; however, expounding upon it would make the statement stronger.

Recommendation 10

The PPD should amend its policy and include a stronger prohibition on shooting at moving vehicles.

The PPD should add the following prohibitions to their policy:

- Officers shall not discharge their firearms at a vehicle when circumstances do not provide a reasonable probability of striking the intended target or when there is substantial risk to the safety of innocent bystanders or officers.
- Officers shall not discharge their firearms at a vehicle unless a person in the vehicle is immediately threatening the officer or another person with deadly force by means other than the vehicle.
- A moving vehicle alone shall not presumptively constitute a threat that justifies an officer's use of deadly force
- Officers shall not move into or remain in the path of a moving vehicle. Moving into or remaining in the path of a moving vehicle, whether deliberate or inadvertent, shall not be justification for discharging a firearm at the vehicle or any of its occupants. An officer in the path of an approaching vehicle shall attempt to move to a position of safety rather than discharging a firearm at the vehicle or any of the occupants of the vehicle.
- The prohibitions regarding the discharge of a firearm at or from a moving vehicle exist for the following reasons:
 - Bullets fired at a moving vehicle are extremely unlikely to disable or stop the vehicle;
 - Disabling the driving of a moving vehicle creates unpredictable circumstances that may cause the vehicle to crash and injure other officers or innocent bystanders;
 - Shooting accurately from a moving vehicle is extremely difficult and therefore unlikely to successfully stop a threat to an officer or other person;
 - Moving to cover in order to gain and maintain a superior tactical advantage maximizes officer and public safety while minimizing the need for deadly or potentially deadly force.

58. Philadelphia Police Department, *Directive 10* (see note 20).

Chapter 5. Basic Recruit Training

Overview

This chapter provides a comprehensive assessment of the Philadelphia Police Department's (PPD) recruit academy training as it relates to deadly force. We also review the overall administration and management structure of the PPD recruit academy. Topically, we targeted all coursework that covered the following areas:

- Defensive tactics
- De-escalation
- Use of force
- Firearms

We completed numerous tasks in support of our training assessment. First, we conducted a detailed review of lesson plans for all relevant training modules. We also discussed academy training and the preparedness of new recruits in interviews with recruit graduates, line officers, supervisors, command staff, and community members.

To compare the training of PPD recruits to the training of other large agencies' recruits, we use two of the most recent national surveys conducted by the U.S. Department of Justice on the topic: the Bureau of Justice Assistance's 2007 Law Enforcement Management and Administrative Statistics (LEMAS) Survey⁵⁹ and the 2006 Census of Law Enforcement Training Academies (CLETA).⁶⁰ With these, we can compare the PPD with other agencies that have 1,000 or more sworn officers. Although the data available through these surveys are not exhaustive, they provide for several key comparisons.

Finally, we reviewed course evaluation forms from multiple academy classes. We reviewed 164 recruit class critiques from four academy classes. These evaluations were developed and distributed by the Firearms Training Unit (FTU) of the PPD and solicited feedback specific to those training activities. We also reviewed course evaluations from 24 recruit graduates, which were distributed at the end of the academy, and solicited feedback on the entire recruit experience.

The following sections provide an overview of the structure of the PPD academy and discuss relevant training modules, a police department peer comparison analysis, and a summary of recruit feedback. We conclude with a series of 11 findings and 16 recommendations.

Management and administration

The PPD academy is a 32-week program that is designed to prepare recruits for their jobs as police officers. Approximately 400 recruits took part in the PPD academy in 2013. Recruits receive a total of 1,214 hours of training during academy. Of these hours, 777 are state-mandated requirements through the Municipal Police Officer Education and Training Commission (MPOETC) and 437 are additional hours mandated by the PPD.⁶¹

59. *Law Enforcement Management and Administrative Statistics* (Washington, DC: Bureau of Justice Statistics, 2007).

60. *Census of Law Enforcement Training Academies* (Washington, DC: Bureau of Justice Statistics, 2006).

61. *Philadelphia Police Recruit Basic Training Curriculum* (Philadelphia: Philadelphia Police Department, December 2013).

Recruit academy is delivered by two training units within the PPD. The department refers to the classroom portion of recruit training as “the academy,” although the academy trains inside and outside of the classroom setting. For example, the academy trains officers in emergency vehicle operations, among other non-classroom-based instruction. The FTU conducts the other portion of training, focusing on firearms. Approximately 90 percent of recruit training hours are conducted within the academy, whereas the remaining 10 percent are completed with the FTU. The sequence of courses throughout the academy generally flows from the instruction of foundational skills to more complex skills. However, this is not always the case; much of the schedule is determined by the availability of instructors and space, due to overlapping academy classes. It is not uncommon for there to be as many as three basic recruit classes at the academy, each in different phases. Given these constraints, the PPD does not have a standard sequence of coursework for its recruits.⁶²

Instructor requirements

The PPD has 40 academy instructors and 36 firearms instructors. All instructors must meet the following basic MPOETC requirements:⁶³

- Complete a commission-approved instructor development course, possess a teaching certificate issued by the Department of Education, or have full-time employment with academic rank at an accredited college or university.
- Have five years of police experience. Five years of experience can be supplanted by four years of experience and an associate’s degree or three years of experience and a bachelor’s degree.

To remain certified, all instructors, general and specialized, must meet one of the following criteria once every two years:⁶⁴

- Instructor has taught in either basic training or a mandatory in-service course, certified by MPOETC, at least one time during the past two years.
- Instructor can provide documentation of qualifications in the main subject areas for which certification has been granted.

Special instructors must meet additional requirements. MPOETC lists first aid, cardiopulmonary resuscitation (CPR), firearms, physical conditioning, application of force, and patrol vehicle operations as special courses of instruction.⁶⁵ In the PPD, two categories of “special instructors” are of interest in our assessment: defensive tactics instructors (DTI) and firearms instructors. DTIs are required to complete an instructor development course and training which demonstrates expertise as a defensive tactics instructor according to MPOETC.⁶⁶ Firearms instructors must possess a current police firearms instructor rating from one of the following entities: the National Rifle Association (NRA), the Pennsylvania State Police, the Federal Bureau of Investigation (FBI), the Smith and Wesson Academy, the Philadelphia Police Academy, or the U.S. Secret Service.⁶⁷ MPOETC also allows for other certifications upon approval by the commission.

62. CNA interviews.

63. 37 Pa. Code § 203.72 (effective December 21, 1996).

64. *Ibid.*

65. *Ibid.*

66. *Ibid.*

67. *Ibid.*

Peer comparisons

In table 9, we compare the management and administration of the PPD’s recruit academy with the academies of other agencies with 1,000 or more sworn officers. The PPD’s academy training practices are generally like those of other large agencies. In some instances, they exceed their peers. The total number of academy hours in the PPD significantly exceeds the number of hours reported by other large agencies. PPD instructors generally must meet a higher threshold of experience in order to be certified compared to the average of other large agencies. However, while most large agencies reportedly provide refresher training to their academy instructors, this is not the case in the PPD. PPD instructors tend to remain certified by remaining active instructors.⁶⁸ Last, like most other large agencies, instructors are evaluated by supervisors and students but not peers.

Table 9. PPD peer comparison on academy management and administration

Training variable	PPD 2014	Comparison agencies (1,000+ sworn)	Comparison agency source
Total academy hours	1,214	1,031	LEMAS
Minimum experience (years) for instructors	3–5	2.6 (avg.)	CLETA
Refresher training provided to instructors	No	76%	CLETA
Students evaluate instructors	Yes	90%	CLETA
Peers evaluate instructors	No	39%	CLETA
Supervisors evaluate instructors	Yes	80%	CLETA

Academy training

We identified several courses completed at the PPD academy that are intended to prepare officers to make sound decisions regarding public encounters and use of force. In this section, we review courses related to the following topics: defensive tactics; de-escalation; use of force policy and law; and community policing.

Defensive tactics training

Defensive tactics training plays an integral role in officer safety, preparing officers to physically defend themselves or take aggressive, resistive, and noncompliant suspects into custody while understanding the bounds in which they are permitted to use force. PPD academy staff describes their style of defensive tactics as a “mixed discipline.”⁶⁹

PPD recruits complete 60 hours of defensive tactics during academy—far more than the 36 hours mandated by the state.⁷⁰ The training is a combination of PPD-designed coursework and MPOETC designed coursework. The department strives to have a 5-to-1 instructor/student ratio during defensive tactics instruction; during our observation, the ratio was roughly 6 to 1. Each instruction block focuses on techniques that are designed to be simple, practical, and effective. The stated objectives of basic defensive

68. CNA interviews.

69. Ibid.

70. “Section V-C: Tactical Self-Defense,” Basic Recruit Curriculum (Philadelphia: Philadelphia Police Department, 2004).

tactics training are to instill confidence in the officers and train them in self-protection, control tactics, and avoiding pitfalls.⁷¹ According to the department’s defensive tactics training guide, recruits are taught the basics about “personal weapons,” meaning their hands, heads, knees, feet, and elbows.⁷²

Defensive tactics is mostly hands-on but also includes an eight-hour course, titled *Use of Force in Law Enforcement*. The course covers use of force legal issues and the use of force continuum. Class instruction focuses on the various situations in which force might be used, the consequences of using force, and the parameters for using force. Topics include the following:⁷³

- Differences between deadly and nondeadly force
- Consequences of unlawful use of force
- Situations and justifications in which a police officer may be called upon to use force
- Major ethical issues
- Lawful use of force
- Constitutional basis of rules regulating the use of force to effect an arrest
- Definitions of terms “bodily injury,” “serious bodily injury,” “deadly force,” “use of a dangerous weapon,” and “armed with a dangerous weapon”

The course presents relevant case law, most prominently *Graham v. Connor*, *Tennessee v. Garner*, *Brower v. Inyo County*, and *Jones v. Chieffo*. In addition, Pennsylvania state code is presented as a legal framework for understanding when officers can and cannot use force. Recruits are taught that the following elements are to be considered in their force decision calculus: ability, opportunity, imminent danger, and options. The lesson plan presents a “Confrontational Force Continuum,” along with a visual graphic that aligns suspect actions with the officer’s response. Recruits are instructed that as officers they must escalate accordingly and de-escalate when the suspect ceases resistance.

Last, two case studies are provided in the course workbook. Recruits break into small groups to read and discuss the cases. Notably, both case studies are justifiable deadly force incidents.

At the completion of defensive tactics training, recruits are tested on a total of 24 defensive tactics. They must demonstrate proficiency in 18 in order to pass with a score of 75 percent. Recruits are tested on the topics of chokes, throws, take-downs, kicks, exertion and control, stances, baton strikes, weapon retention, armed defense, and falls.⁷⁴

Peer comparisons

Table 10 presents a comparison of the PPD academy’s defensive tactics training with that of other large agencies. Although PPD recruits complete more hours of defensive tactics than what is mandated by the state, the allotment of hours is still fewer than the average of other large agencies. The PPD trains similar tactics with a few exceptions. For instance, the vast majority of large agencies include “speed-cuffing” techniques and “ground fighting” as part of their defensive tactics training, whereas the PPD does not. Conversely, most large agencies do not train recruits in the use of neck restraints, whereas the PPD does.

71. *Recruit Officers’ Tactical Self Defense Training*, (Philadelphia: Philadelphia Police Department, n.d.).

72. *Ibid.*

73. *Use of Force in Law Enforcement* (Philadelphia: Philadelphia Police Department, n.d.).

74. Philadelphia Police Department, *Recruit Officers’ Tactical Self Defense Training* (see note 71).

Table 10. PPD peer comparison on academy defensive tactics training

Training variable	PPD 2014	Comparison agencies (1,000+ sworn)	Comparison agency source
Defensive tactics hours	60	70 (avg.)	CLETA
Defensive tactics includes weapon retention tactics	Yes	100%	CLETA
Defensive tactics includes pressure point controls	Yes	85%	CLETA
Defensive tactics includes neck restraints	Yes	39%	CLETA
Defensive tactics includes speed cuffing	No	84%	CLETA
Defensive tactics includes use of full body restraints	No	27%	CLETA
Defensive tactics includes ground fighting	No	95%	CLETA
Defensive tactics includes verbal commands	Yes	100%	CLETA

De-escalation training

We identified several courses conducted at the academy that, in part or in whole, instruct officers in the use of de-escalation. Although not all of the courses are devoted entirely to de-escalation, they each contribute to the building of skills and knowledge recruits need in order to become proficient in basic de-escalation tactics.

Coursework

The PPD academy course titled *Police Communications: Defusing and De-Escalation Techniques* focuses on de-escalation tactics.⁷⁵ This course was originally delivered to officers as part of their in-service requirements in 2011; soon after, the PPD added it to the academy curriculum as an eight-hour course. It covers essential topics in de-escalation, such as the importance of verbal communication, barriers to communication, how to identify and respond to different emotional states and personality types, nonverbal and para-verbal communications, signs of aggression, and specific de-escalation techniques. Specific de-escalation techniques include simple listening, active listening, acknowledgment, agreeing with valid points, allowing for silence, and validating the agitated person’s feelings. The course also presents the crisis development model of de-escalation, which aligns specific subject behaviors with specific officer actions. The use of force continuum is presented and described in detail, while noting that “the officer must realize that the use of force continuum is fluid in nature; it is not a static checklist. As fast as the officer’s actions can increase in direct relation to the subject’s actions, it can and should also decrease according to the response and control of the subject and situation.”⁷⁶ The lesson plan also notes the important fact that nonphysical interactions account for 97 percent of an officer’s time and function. Several other factors that account for the totality of the circumstances are offered for consideration in the officer’s force decision calculus, including age, sex, skill level, and number of officers or subjects present.⁷⁷

75. *Police Communications: Defusing and De-Escalation Techniques* (Philadelphia: Philadelphia Police Department, 2011).

76. *Ibid.*

77. *Ibid.*

In addition to the communications-focused de-escalation course, recruits also complete an eight-hour course entitled *Mental Health First Aid*. The course is designed to make recruits aware of mental health issues in their community and with some members of the public they encounter. The course covers specific topics such as signs and symptoms of depression and anxiety; understanding psychosis; and understanding substance abuse.⁷⁸ PPD staff has likened this course to a condensed crisis intervention training course.⁷⁹

Recruits also receive 23 hours of training on *crisis management*, which covers a wide range of police activities, including behavior management, dispute resolution, conflict management, recognition of special needs, and suicide barricade and hostage situations. This course focuses on tactical responses to crisis situations and PPD directive 136 on severely mentally disabled persons.⁸⁰

Last, PPD academy recruits receive 24 hours of training on *human relations*. This coursework is designed to train recruits in perceptions of human behavior,⁸¹ communications,⁸² cultural diversity,⁸³ and ethnic intimidation and bias crimes.⁸⁴

Scenarios

Course materials for the training modules listed above allow for substantial recruit participation and discussion, primarily through videos. Although videos can bring classroom concepts to life and facilitate class discussion, it is also important that instructors engage students in class exercises and scenario-based training. By “scenario-based training,” we mean instances where the students can practically exercise de-escalation skills in a realistic setting. Class size and length are typically limiting factors in the use of practical scenarios. As a result, some students have limited participation.⁸⁵

The PPD addresses the issue of recruit participation in scenario-based training in numerous ways. Instructors will informally identify recruits who have had limited exposure to practical scenario-based training and select them when the opportunity arises. In addition, the PPD has begun incorporating de-escalation training into a vehicle investigation scenario. During the academy’s standard course on patrol procedures, each recruit is now required to participate in a vehicle investigation scenario twice—once as a contact officer and once as a cover officer—thereby being exposed to the range of roles and responsibilities in approaching motor vehicle stops. When recruits are not participating, they are observing. Although the scenario is not explicitly a “de-escalation” scenario, it offers recruits the opportunity to exercise a host of skills required to conduct a safe and effective vehicle investigation, including verbal de-escalation involving an agitated person. PPD academy training staff has developed the scenario in a way that it can “branch off” into various outcomes.⁸⁶

78. National Council for Behavioral Health, “Mental Health First Aid for Public Safety,” accessed January 12, 2015, <http://www.thenationalcouncil.org/about/mental-health-first-aid/mental-health-first-aid-public-safety/>.

79. CNA interviews.

80. *Directive 136. Subject: Severely Mentally Disabled Persons* (Philadelphia: Philadelphia Police Department, July 2000).

81. *Section X: Human Relations: A: Perceptions of Human Behavior* (Philadelphia: Philadelphia Police Department, 2000).

82. *Section X: Human Relations: B: Communication* (Philadelphia: Philadelphia Police Department, 2000).

83. *Section X: Human Relations: C: Cultural Diversity* (Philadelphia: Philadelphia Police Department, 2000).

84. *Section X: Human Relations: D: Ethnic Intimidation/Bias Crimes* (Philadelphia: Philadelphia Police Department, 2000).

85. CNA interviews.

86. *Vehicle Investigations Scenario Training* (Philadelphia: Philadelphia Police Department, n.d.).

Recruits are evaluated on a standardized set of metrics. The metrics include radio communications, approach, environmental awareness, defusing/de-escalating techniques, communications with partner, and use of patrol vehicle positioning techniques.⁸⁷ Each metric is scored on a scale from 1 to 5, with 1 being the lowest level of performance and 5 being the highest.⁸⁸ After each team completes the exercise, academy staff debriefs the entire platoon on the team’s performance based on the evaluation criteria.⁸⁹

Peer comparisons

We compare the PPD to other large agencies on three metrics from the CLETA survey that relate to de-escalation (see table 11): the existence of a diversity course, the number of conflict mediation hours, and the use of verbal tactic scenarios. Like all other large agencies, the PPD offers a course on diversity. The PPD also includes verbal tactic scenarios in its academy. To estimate the PPD’s hours in “conflict mediation,” we count all hours in two courses, *Police communications: defusing and de-escalation techniques* and *Crisis management*. Together, these two courses present 31 hours of training in what we can broadly consider “conflict mediation.” This puts the PPD far ahead of other large agencies, which, on average, provide 15.9 hours of training on the topic.

Table 11. PPD peer comparison on academy de-escalation training

Training variable	PPD 2014	Comparison agencies (1,000+ sworn)	Comparison agency source
Diversity course	Yes	100%	CLETA
Verbal tactics scenario(s)	Yes	88%	CLETA
Conflict mediation hours	31	15.9 (avg.)	CLETA

Community oriented policing training

The PPD academy includes an introductory course entitled *Police, Public, and C.O.P.* Course materials do not indicate the duration of this course, but interview participants generally believed that it was from six to eight hours. Although other courses incorporate elements of community policing to varying degrees, this is the only course that is devoted to the concept.

In 2013, the PPD conducted an organizational audit on community oriented policing practices through the Community Policing Self-Assessment Tool (CP-SAT), sponsored by the U.S. Department of Justice Office of Community Oriented Policing Services (COPS Office).⁹⁰ An independent contractor surveyed 593 PPD stakeholders, including line officers, first-line supervisors, command staff, civilian staff, and community partners, on the department’s commitment to community partnerships, problem solving, and organizational transformation.⁹¹ Specifically, two survey items related to training. We provide the summary responses in table 12 below. Responses were answered on a scale of 1 to 5 (1=not at all; 2=a little; 3=somewhat; 4=a lot; and 5=to a great extent). The responses to training-specific questions indicate that survey respondents, on

87. Ibid.

88. Ibid.

89. CNA observations.

90. “The Community Policing Self-Assessment Tool,” Office of Community Oriented Policing Services, accessed January 12, 2015, <http://www.cops.usdoj.gov/Default.asp?Item=2673>.

91. *Community Policing Self-Assessment Tool (CP-SAT) Results Report: Philadelphia Police Department* (Fairfax, VA: ICF International, 2013).

average, believe the PPD trains officers between “somewhat” and “a little” on problem solving and community partnerships. Notably, these questions do not refer directly to the recruit academy. Questions posed to command staff on recruit training indicate that recruits may be trained even less on important community oriented policing skills such as problem solving and developing partnerships.

Table 12. PPD CP-SAT training scores

Survey question	Number of responses	Average response
To what extent are officers in your agency trained in problem solving?	499	2.88
To what extent are officers in your agency training in building community partnerships?	500	2.68
To what extent does recruit field training in your agency include problem solving? ⁹³	17	2.29
To what extent does recruit field training in your agency include developing partnerships? ⁹⁴	17	2.18

Peer comparisons

Like all large agency academies, the PPD has a community policing course; however, it commits significantly fewer hours to community policing than other agency academies do. The average duration of community policing training for large agencies is 17 hours, whereas the PPD’s course is just eight hours.

Table 13. PPD peer comparison academy community policing training

Training variable	PPD 2014	Comparison agencies (1,000+ sworn)	Comparison agency source
Community policing course	Yes	100%	CLETA
Community policing hours	8	17 (avg.)	CLETA

Recruit perspectives

In this section, we review feedback on PPD academy coursework from recruits using evaluation forms developed and distributed by the academy. The academy evaluation form included the following five areas, and included space for the recruits to comment on each:

1. Was there enough time in each individual class to teach the subject?
2. Did you like the way the program was conducted and organized?
3. Were the objectives and purpose of the program achieved?
4. If any area(s) of instruction did not provide you with adequate information to the point where you do not feel prepared for your first assignment, please explain.
5. Last, in our continuing effort to provide the most professional training possible, please take the time to reflect on the entire training program.

92. As responded to by command staff only.

93. As responded to by command staff only.

We reviewed the evaluation forms and coded all responses into the following categories:

- Strengths
- Weaknesses
- More training desired

Strengths were indicated in all responses in which recruits stated that a particular aspect of training was the most beneficial. Weaknesses were indicated in all responses in which recruits responded in the negative to any of the survey items. “More training desired” was indicated in all responses in which recruits stated they wanted more of some aspect of training. In sum, our analysis of the survey responses found that they could all be put into one of three categories: what recruits liked, what they did not like, and what they wanted more of.

The academy survey accounted for 23 academy recruits. From these recruits, we identified 36 positive comments about some aspect of training they perceived to be exceptionally beneficial. Table 14 lists all areas of training that received more than one mention. We found that, among these recruits, training in the use of radios was the most frequently cited beneficial area, followed by firearms training, and scenarios.

Table 14. Academy strengths identified by recruits

Training aspect	No.	Percent
Radio training	8	35
Firearms range	6	26
Scenarios	5	22
Car stop training	4	17
Active shooter training	3	13
Criminal procedure class	3	13
Emergency vehicle operations course	3	13
Report writing class	2	9

Recruits frequently stated they wanted more training in the same areas they found most beneficial. Table 15 lists all of the areas of training in which more than one recruit commented that more instruction was needed. The most frequently cited areas of training were radio training, scenarios, and car stops.

Table 15. More training desired by recruits

Training aspect	No.	Percent
Radio training	15	65
Scenarios	14	61
Car stop training	10	43
Physical fitness training	4	17
Domestic scenarios	3	13
Defensive tactics	3	13
Crime scene training	2	9
Narcotics training	2	9

There were just three aspects of training that recruits stated were weaknesses—i.e., that they felt negatively impacted their academy experience. Those were inconsistent or contradictory instruction, too much downtime, and the sequence of training (see table 16).

Table 16. Academy weaknesses identified by recruits

Training aspect	No.	Percent
Inconsistent/contradictory instruction	5	22
Too much downtime	4	17
Sequence of training	4	17

Firearms training

All recruits are required to complete numerous firearms training modules. Although some of the training takes place in a classroom setting, the vast majority of recruit training at the range uses hands-on exercises. All recruits are required to complete the MPOETC basic handgun qualification course in order to be certified officers. In addition to MPOETC, the department has added several tactical shooting drills that exceed the requirements of MPOETC. Academy recruit training also includes a “simunition” (nonlethal training ammunition)⁹⁴ drill, which is not a part of MPOETC requirements. In total, there are approximately 50 exercises that cover various firearms tactics, including reloading, cover and concealment, stoppages and malfunctions, survival shooting, perimeter and containment, nighttime shooting, defensive weapons shooting, engaging multiple threats, barricade shooting, and judgmental shooting.

Basic firearms training

The basic firearms course is the recruit’s introduction to his or her service weapon. It covers the essentials of firearms safety, on-duty and off-duty carry, home safety, reloading, shooting fundamentals, a series of action drills, and a qualification course.⁹⁵ In all, it provides 80 hours of training, including about 35 range exercises. Among the range exercises are a basic warm-up, weak hand shooting, reactive target shooting, room entry, and a running-man target (i.e., the recruit is firing while in motion). Recruits also get a refresher on PPD directives 10 and 22 on use of force. Basic firearms training concludes with a 50-round downrange course. Recruits are required to score 75 to pass and be certified by MPOETC.⁹⁶

Tactical and judgmental firearms course

The PPD supplements the MPOETC-required firearms training with tactical and judgmental shooting courses. These courses cover advanced firearms tactics such as engagement of multiple threats, defensive weapons techniques, threat assessment, sympathetic fire, and moving targets.⁹⁷ In total, there are 11 exercises. In addition to shooting at metal plate targets, recruits complete a number of scenarios on the firearm training simulator (FATS) machine, a computer-simulated training program. With the FATS machine, recruits engage in a video scenario projected onto a screen or wall. They use plastic “drone” firearms and make “shoot/don’t shoot” decisions based on threat perception and the training they’ve received up to that point.

94. “Simunition” is a brand of non-lethal training ammunition. However, police departments have generally come to refer to any nonlethal training ammunition as “simunitions.”

95. *Recruit Lesson Plan Outline. Instructor Cues and Performance Objectives* (Philadelphia: Philadelphia Police Department, n.d.).

96. *Ibid.*

97. *Tactical and Judgmental Lesson Plan* (Philadelphia: Philadelphia Police Department, n.d.).

Reality-based training

The department has also developed a reality-based training module using simunitions. The simulated weapons discharge small pellets, which require students to wear protective clothing and gear to protect themselves. In the latest academy, all recruits completed a reality-based training module. The purpose of the training is to “give students an understanding of the effects of high stress” and “improve decision-making ability under stressful conditions.”⁹⁸ The department’s lesson plan includes all of the necessary safety precautions. However, scenarios are generally developed on an ad hoc basis and not documented.⁹⁹

Peer comparisons

Table 17 compares academy training conducted by the PPD’s FTU with the corresponding training at other large agencies. The PPD’s FTU devotes about the same number of hours to basic firearms skills as the other large agencies do. Also like other large agencies, PPD firearms training includes nighttime/reduced-light training, reality-based scenarios, and the use of simunitions. The PPD does not have any reality-based training related to the use of force continuum or, more broadly, use of force decision making. Based on our interviews with training staff and recruits, we do believe that the PPD’s reality-based training scenario trains officers in threat perception. The PPD does not train recruits in the use of electronic control weapons (ECW) (referred to as “conducted-energy devices” in the CLETA survey) or any less-lethal firearms (e.g., bean-bag shotguns).

98. *Simunitions: Instructor Cues and Performance Objectives* (Philadelphia: Philadelphia Police Department, n.d.).

99. CNA interviews.

Table 17. PPD - peer comparison academy firearms training

Training variable	PPD 2014	Comparison agencies (1,000+ sworn)	Comparison agency source
Basic firearms skills hours	80	78.8 (avg.)	CLETA
Nighttime/reduced light firearms training	Yes	100%	CLETA
Reality-based scenarios for basic firearms training	Yes	80%	CLETA
Reality-based scenarios using simunitions	Yes	87%	CLETA
Reality-based scenarios for use of force continuum	No	90%	CLETA
Reality-based scenarios for threat assessment	Yes	90%	CLETA
Use of Firearm Training Simulator system	Yes	100%	CLETA
Conducted-energy device training	No	51%	CLETA
Less-lethal firearms training	No	44%	CLETA

Recruit perspectives

In this section, we review feedback on PPD academy coursework from recruits using evaluation forms developed and distributed by the FTU. The FTU evaluation form includes a checklist of 10 items and asks recruits to comment if they have selected “No” on any item:

1. Were all classroom instructors well prepared?
2. Was the course material explained thoroughly?
3. Was time allotted in the classroom to answer any questions?
4. Were the topics covered in class applied by the line instructors?
5. Were the line instructors professional when making corrections on the line?
6. Were any problems experienced during shooting addressed and corrected by the line instructor?
7. Did the line instructors contradict the classroom instruction?¹⁰⁰
8. Was the program presented in an organized manner?
9. Was care and cleaning of the pistol explained thoroughly?
10. Were handouts distributed to the class?

In addition, the FTU evaluation form includes two open-ended questions:

1. What was the most beneficial part of the program?
2. What part, if any, of the program would you change? How would you change it?

¹⁰⁰ Although the evaluation form asked for explanations of any “No” responses, it was understood that for this particular question, the unit was soliciting explanations for “Yes” responses, meaning if any instructors contradicted each other.

The final entry is as follows:

3. Additional comments you would like to make.

Like the academy survey described in this chapter, we reviewed the FTU evaluation forms and coded all responses into the following categories:

- Strengths
- Weaknesses
- More training desired

The FTU survey accounted for 164 recruits from classes within the past two years. The most frequently cited “strengths” were the simunitions course, followed by scenarios, then basic firearms training. Table 18 shows a complete list of strengths identified by recruits.

Table 18. FTU strengths identified by recruits

Training aspect	N	Percent
Simunitions	61	37
Scenarios	39	24
Basic firearms training	23	14
Tactical shooting	13	8
FATS	8	5
Individual attention	5	3
Simulations	4	2

Areas of the FTU that recruits most often stated they wanted more of were the simunitions course, followed by scenario training, and the amount of time at the shooting range. Table 19 shows a complete list of these training areas.

Table 19. FTU more training desired by recruits

Training aspect	N	Percent
Simunitions	77	47
Scenarios	51	31
Time at the range	16	10
Tactical shooting	14	9
Nighttime shooting	8	5
Individual attention	8	5
Simulations	5	3
FATS	4	2
Basic firearms training	3	2
Weak-hand shooting	2	1

Aspects of training that recruits believed were not beneficial or detracted from their learning experience at the FTU included too much downtime, the sequence of training, dated classroom materials, and inconsistent or contradictory instruction. Table 20 provides a complete list of FTU weaknesses as identified by recruits.

Table 20. FTU weaknesses identified by recruits

Training aspect	N	Percent
Too much downtime	27	16
Sequence of training	16	10
Dated classroom materials	15	9
Inconsistent/contradictory instructions	10	6
Poor facilities	7	4
Restricted range use outside of instruction time	6	4
Lack of professionalism	4	2

Findings and recommendations

Finding 11

PPD recruit training is not conducted in a systematic and modular fashion. As a result, some recruit classes receive firearms training close to the end of the academy while others receive it early on.

The sequence of courses throughout the academy should generally flow from the instruction of foundational skills to more complex skills. However, that is not always the case in the PPD, because much of the schedule is determined by the availability of instructors and space due to overlapping academy classes. There may be as many as three basic recruit classes at the academy in different phases of their instructional progress. Given these constraints, the PPD does not have a standard sequence of coursework for their recruits.

On occasion, recruits are training in more advanced topics much too long after or occasionally prior to completing the necessary basic coursework. This appears to be most problematic in two areas: car stops and firearms. Recruits wanted car-stop scenarios to be conducted soon after classroom instruction on car stops.¹⁰¹ One of the graduating classes had a six-month lapse between classroom instruction and the scenario. Another recruit graduate commented on receiving this training in reverse order.

Similarly, firearms training may be completed towards the beginning, middle, or end of the academy depending on each class schedule. Some recruit graduates and officers commented that they would have benefited from completing some classroom-based courses, such as use of force law and policy, prior to training with the firearms training unit. Recruits also believed it was problematic that they were not permitted to use the range facilities on their own free time while they were still recruits, even with proper supervision. This could be particularly problematic for recruits who have never handled a firearm before.

Our review of feedback forms from recruits found that the sequence of training was among the areas most frequently cited as needing improvement. It was the second most frequently cited weakness we identified in FTU evaluations and the third most frequently cited weakness in general academy evaluations.

Recommendation 11.1

The PPD should revise the sequencing of its academy curriculum so that recruits are continually building on previously learned skills.

Academy training should build skill levels gradually and logically during the academy and reinforce the lessons taught throughout. The most advanced training should be conducted shortly before graduation and the subsequent patrol assignment. The sequence of training at the recruit academy should be restructured in a way that allows recruits to build their knowledge, skills, and abilities in a logical and progressive order. Coursework should also be grouped into modules. Where appropriate, there should be scenario-based training at the end of each module designed to test the knowledge and skills learned in that module and any preceding modules. For example, modules could be structured as follows:

- **Introduction to learning.** This module sets the stage for all the training that follows. It includes low-level legal aspects, simple crime scene work, customer service, first aid, community issues, and other introductory classes. The goal of this module is to expose recruits to the job and start to build the foundation for the more difficult aspects.
- **Nonemergency response.** This module includes low-stress materials such as specific legal instruction and crime investigation while beginning patrol-related activities such as street orientation and report writing.
- **Patrol activities.** This module is designed to include the more specialized aspects of the job and is the longest instructional module.

101. CNA interviews.

- **Emergency response.** This module introduces the higher-stress activities.
- **Criminal investigations.** This module is focused on the more advanced investigative tools and techniques that a patrol officer must know.
- **Academy transition.** This module prepares recruits to continue their learning into the field with a field training program.

Recommendation 11.2

Skills that require continual training and refinement, such as firearms, defensive tactics, communications, and driving, should be staggered throughout the length of the academy.

As it stands now, firearms training is conducted in its entirety in an 80-hour block of instruction. Recruits leave what they consider to be “the academy” and become immersed in what is essentially a firearms boot camp at the FTU. Instead, the PPD should stagger their firearms training throughout the academy and design its timing to coincide with the appropriate modules described above. The instruction should begin with basic skills and culminate with decision making and tactical shooting. The same approach should be applied to defensive tactics instruction and driving.

Finding 12

PPD training staff members are required to complete instructor training just one time during their careers, in accordance with minimum MPOETC standards.

In the course of our assessment, we learned that most PPD training staff maintains their instructor certification by continuing to teach. This is the bare minimum required by MPOETC standards.

Recommendation 12

The PPD should establish a minimum continuing education requirement for all training staff to remain certified by the PPD.

To ensure that training staff are educated in current training practices, the PPD should set a standard requirement for training staff to complete instructor development training at least once every four years. The training requirement should comprise a mix of instructor development and subject matter areas relevant to their training responsibilities.

Finding 13

On occasion, PPD training staff provides inconsistent or contradictory instruction to recruits.

Several interview participants commented that there was inconsistent instruction during recruit academy.¹⁰² Our review of class evaluations also found that inconsistency in instruction was one of the most frequently cited issues. The inconsistencies were described as being within firearms instruction, between firearms instruction and the academy, and within the academy. The area most often cited by academy recruits as needing improvement was consistency of instruction across training staff. Whether perception or reality, tone or substance, this issue is problematic for recruits, who are learning law enforcement concepts and practices for the first time.

Recommendation 13

The PPD should create formal, ongoing collaboration between the FTU and the academy.

The PPD should form a training working group, comprising training staff, street-level supervisors, field training officers, and command staff that meets quarterly to discuss use of force tactics, policy, and recruit development. This working group would help training staff identify common misperceptions among recruits and identify linkages in their curriculum and potential problem areas. It would allow for collaborative curriculum development between the two units, which would be particularly helpful for scenario-based training modules. In addition, it would facilitate proactive communications between the field and the academy and help identify any gaps that may exist when recruits transition to their patrol assignments.

Finding 14

PPD officers are dissatisfied with academy defensive tactics training.

In our conversations with recruit graduates, patrol officers, and sergeants, we found that disappointment with the current state of defensive tactics (DT) instruction was nearly universal. First and foremost, our interview participants were dismayed by the lack of routine refresher training in defensive tactics. (We discuss defensive tactics in-service training in detail in the in-service chapter, chapter 6.)

Interview participants generally thought that the defensive tactics training offered at the academy focused too much on legal liability and not enough on teaching practical and realistic methods for surviving a physical encounter. They did not believe that DT sufficiently prepared them for a physical encounter. Rather, DT partners were told to be compliant, which did not give recruits experience in handling a resistive subject. In general, interview participants wanted more realistic defensive tactics training, with less choreographed maneuvers.

Recommendation 14.1

The PPD should review and update its defensive tactics manual at least once every two years, taking into account PPD officer experiences and emerging best practices from the field.

102. CNA interviews.

At least once every two years, the PPD should review and revise its defensive tactics training. As part of its review, the department should conduct research into defensive tactics employed by other major city police departments, emergent and best practices, and advances in defensive tactics training programs across the country. The review should also include use of force reports, officer assault reports, feedback from academy graduates and officers in the field, and line-of-duty injury and fatality reports.¹⁰³ The review should examine each defensive tactic trained in the academy and consider updating, improving, or removing tactics that are found to be outdated. Considering the PPD is in the minority of large departments that train on the use of neck restraint maneuvers, and that officers do not regularly train on such tactics after the academy, special attention should be given to this particular tactic.

Recommendation 14.2

Ground fighting should be a part of the PPD's defensive tactics training.

A 2006 census of law enforcement academies showed that the vast majority of other large municipal agencies included ground-fighting as part of their defensive tactics training.¹⁰⁴ The PPD academy is not among those that do so. The PPD academy should update its curriculum to include ground fighting, because many physical altercations will necessitate this skill. Doing so will help address recruits' concerns about the relevance of defensive tactics training and better prepare them for physical altercations in the field.

Recommendation 14.3

The PPD should discontinue training on the use of neck restraints and eliminate its use from the field except in exigent circumstances when life or grave bodily harm are at risk.

The 2006 census of law enforcement academies showed that the majority of other large municipal agencies no longer train in the use of neck restraints.¹⁰⁵ Yet the PPD still does; and the danger of training recruits in the use of this tactic is magnified by the fact that the PPD does not have an in-service defensive tactics training program.

Finding 15

For some PPD recruits, de-escalation training has amounted to little more than lectures and observations.

The PPD officers we spoke with mostly recognized and appreciated the value of de-escalation training and practice in the field. Many wanted more of it. Recruit graduates wanted more scenarios and less observation. For example, although many of the scenarios involve student participation, not all students participate due to time restrictions, class size, or unwillingness of some recruits to volunteer. Scenarios were frequently cited as the most beneficial training, and academy and FTU evaluations indicated that recruits wanted more of them.

103. Francis Czarnecki and Reggie Miller, *Trooper-Trainee Active Countermeasures Training Evaluation* (Miami, FL: The Gables Group, Inc., 2006).

104. Bureau of Justice Statistics, *Census of Law Enforcement* (see note 60).

105. Bureau of Justice Statistics, *Census of Law Enforcement* (see note 60).

Notably, as of 2014, the academy began incorporating de-escalation training into a new vehicle investigation scenario. Each recruit participates in the scenario twice, once as a contact officer and once as a cover officer; thus, they are exposed to various roles and experiences in approaching a vehicle investigation. When recruits are not participating, they are observing. Although the scenario is not explicitly a “de-escalation” scenario, it offers recruits the opportunity to exercise several skills required to conduct a safe and effective vehicle investigation, including verbal de-escalation involving an agitated person.¹⁰⁶

Recommendation 15.1

The PPD should revamp its academy de-escalation training, ensuring that recruits receive more hours of scenario training, which allows each recruit to exercise and be evaluated on verbal de-escalation skills.

Lecturing on the importance of de-escalation is not enough. Recruits should be given the opportunity to practice those skills. The PPD should ensure that every recruit participates in at least three scenarios that enable them to exercise and be evaluated on verbal de-escalation skills. In 2014, the PPD academy staff developed vehicle investigation scenario is a good example of how de-escalation can be incorporated into scenario training and combined with other learning goals.

Recommendation 15.2

The PPD de-escalation training should be expanded to include a discussion of tactical de-escalation.

Traditionally, de-escalation is discussed in terms of verbal persuasion tactics to use with subjects who are in an agitated state due to, say, a limited mental capacity, the influence of drugs or alcohol, or a temporary emotional crisis. Another way for the officer to slow down the action is to create distance (if possible), set a perimeter, request additional resources (e.g., less-lethal weapon, supervisor, crisis intervention team), and continually reassess whether they need to be in that situation (i.e., whether there is any threat and whether any laws have been broken). These actions can reduce the likelihood that officers will place themselves in a position of peril and therefore use deadly force unnecessarily. The PPD should include these methods in their lectures, discussions, and scenario training related to de-escalation.

Finding 16

Academy recruits are not trained to use ECWs.

As of 2006, roughly half (51 percent) of police agencies with 1,000 or more sworn officers trained their academy recruits in the use of ECWs.¹⁰⁷ The PPD has not implemented such a practice. However, many recruit graduates and officers we spoke with stated they wanted more less-lethal force options. This was particularly pronounced in conversations with recruit graduates, who nearly unanimously expressed their desire to complete crisis intervention training (CIT) in order to obtain an ECW.

106. Philadelphia Police Department, *Vehicle Investigations Scenario Training* (see note 86).

107. Bureau of Justice Statistics, *Census of Law Enforcement* (see note 60).

Recommendation 16

ECW certification should be incorporated into the PPD's basic recruit academy.

As stated in finding 9 of this report, ECWs have the potential to reduce the number of officer-involved shootings (OIS) in the PPD. However, the increased distribution of these weapons must be handled with caution. Academy recruits should receive ECW training that focuses on how and when to use the weapons safely and within policy. The training should also comprehensively cover the impact and proper use of the weapon on persons in mental crises. Recruits should be trained and tested on the department's ECW policy through both classroom lecture and scenario-based training. All recruits should demonstrate their proficiency, both physical and mental, in using the tool. Training should cover force transition from both a policy standpoint (i.e., when it is within policy to use the tool) and a technical standpoint (i.e., how to physically maneuver the weapon and transition to a lower or higher level of force when needed).

Finding 17

Incidents involving discourtesy, use of force, and allegations of bias by PPD officers leave segments of the community feeling disenfranchised and distrustful of the police department.

Community members we spoke with in Philadelphia had polarized views on the state of community relations with the PPD. Some community members had very positive relationships with the department and believed that the PPD was generally responsive to their concerns. On the other end of the spectrum, some community members believed that the PPD was a closed organization that failed to address a host of issues ranging from discourtesy to use of force incidents. Most police departments have their share of supporters and detractors, each group driven by their experiences with the department. We did not survey the Philadelphia community, so we do not present this finding as a barometer of overall community support or approval of the PPD. However, it is clear from our outreach that some segments of the community have had very negative interactions with the department. These interactions have caused significant strife and distrust. The PPD can implement some reforms in its academy curriculum to better prepare recruits to work in these communities and develop productive partnerships.

Our analysis shows that the suspects in officer-involved shootings were overwhelmingly Black. That same pattern was apparent in unarmed persons shot by the PPD. Our analysis also shows that threat perception failures (TPF) occur with suspects of all races. Black suspects have had the highest TPF rate (8.8 percent), more than twice the rate of White suspects (3.1 percent). It is clear that the Black community is disproportionately impacted by extreme violence involving the police. The department must remain cognizant of this fact and improve academy training to better prepare officers for policing in a multicultural society.

Recommendation 17.1

The PPD's academy should significantly increase the scope and duration of its training on core and advanced community oriented policing concepts.

For community oriented policing to function as a core organizational philosophy, all members of the PPD, including recruits, must be familiar with and trained on the principles of community oriented policing, as well as what we consider emerging and advanced topics. The PPD's academy does not include a strong community oriented policing component, committing just eight hours of training on the topic per recruit class. By comparison, recruits in other large agencies receive, on average, 17 hours of training on the topic.¹⁰⁸ The PPD should update its community oriented policing curriculum to include the following key elements:

- *Unconscious bias and law enforcement*, which helps officers recognize and override unconscious biases related to crime, threat perception, and race.¹⁰⁹ Training recruits in this concept can play a large role in how they interact with community members. The academy should set aside approximately six hours for this training.¹¹⁰
- *Procedural justice*, which demonstrates that the fairness of police-public interactions impacts perceptions of police legitimacy¹¹¹ and, by extension, community partnerships.
- *Importance of problem-solving and building partnerships*, with specific examples of community partnerships already present in Philadelphia. PPD recruits should learn that police and the public have a shared responsibility for public safety and problem-solving approaches that involve the community are mutually beneficial.¹¹²
- *Cultural immersion* that allows recruits to learn about the community they are charged with protecting and serving. The PPD should implement a program in which recruits spend substantial time in the community, interviewing members of the community and participating in community activities, with a focus on cultural understanding and relativity. At the end of the week, recruits return to the academy and present what they have learned to their classmates. The department should consider reaching out beyond its normal networks to gain recruits the exposure they need to understand the community they serve in their social and historical context. The Austin (Texas) Police Department's community immersion program is a good example of such a program.¹¹³

108. Ibid.

109. Lorie Fridell, "Racially Biased Policing: The Law Enforcement Response to the Implicit Black-Crime Association," In *Racial Divide: Racial and Ethnic Bias in the Criminal Justice System*, edited by M.J. Lynch, E.B. Patterson, and K.K. Childs (Monsey, NY: Criminal Justice Press, 2008).

110. James Stewart, George Fachner, Denise King, and Stephen Rickman, *Collaborative Reform Process: A Review of Officer-Involved Shootings in the Las Vegas Metropolitan Police Department* (Washington, DC: Office of Community Oriented Policing Services, 2013), <http://ric-zai-inc.com/Publications/cops-p273-pub.pdf>.

111. Committee to Review Research on Police Policy and Practices, *Fairness and Effectiveness in Policing: The Evidence*, edited by W. Skogan and K. Frydl (Washington, DC: National Research Council, 2004).

112. See Tammy Rinehart, Anna Laszlo, and Gwen Briscoe, *Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships* (Washington, DC: Office of Community Oriented Policing Services, 2005), <http://ric-zai-inc.com/Publications/cops-w0686-pub.pdf>.

113. Jeff Adickes, "The Community Immersion Program: Building Relationships," FBI Law Enforcement Bulletin 78, no. 2 (2009): 16, <http://leb.fbi.gov/2009-pdfs/leb-february-2009>.

Recommendation 17.2

The PPD should develop and implement an action plan in response to the organizational assessment on community oriented policing policies and practices throughout the department.

Community oriented policing is an evolving concept and all police departments must keep up with changing cultural norms and community expectations in order to stay current in their policies and practices. The community policing survey completed at the behest of the PPD identified a number of weaknesses in the department's policies and training related to the principles of community oriented policing. The department should identify all areas in which the department needs improvement, review its current policies and practices related to each area of community policing principles, and identify practices within the agency and from other agencies that could address those gaps.

Finding 18

Academy instruction materials on the use of force policy and use of force continuum are inconsistent.

In our review of academy training materials, we observed that the use of force policy and use of force continuum were represented in various formats. For example, the continuum concept and visual aid presented in the department's use of force in law enforcement academy class is markedly different from the force decision model that appears in the PPD's policies. With the new use of force decision chart developed in 2014 for directives 10 and 22, these training materials need to be updated.

Recommendation 18

The PPD should conduct a complete audit of its use of force policy and legal instruction conducted throughout the academy and ensure that messaging is clear, consistent, and understandable.

All training materials that include use of force language and illustrations should be 100 percent consistent with current policies. The PPD should audit all training materials, including defensive tactics handouts, MPOETC materials, the constitutional law course, the use of force in law enforcement course, and training specifically on the department's use of force directives to ensure they are communicating the same message with respect to use of force and the use of force decision chart.

Finding 19

The majority of academy instruction and scenario-based training sessions related to use of force end with the officer having to use force.

The PPD academy presents too few "winnable" scenarios and case studies in which a recruit can peacefully resolve a situation by using proper verbal skills. Recruits often stated that the scenarios presented to them were invariably "no-win" situations.¹¹⁴ Instructors stated they wanted to expose the trainees to the "worst case scenarios."¹¹⁵ Although recruits strongly favor scenario-based training, they didn't believe the

114. CNA interviews.

115. CNA interviews.

academy's scenarios were realistic, because the recruit would always lose. The recruits are right in believing that their low success rate in scenarios is improbable. National estimates consistently show that only about 1.5 percent of police encounters involve use of force.¹¹⁶

Recommendation 19

The PPD should review all of its use of force course material, including lesson plans, case studies, and scenarios and ensure that they demonstrate the opportunity for a peaceful resolution.

Recruits must be trained on situations that turn confrontational and violent despite their best efforts. However, PPD academy instructors must balance this training objective with the reality that relatively few public encounters require some level of force. The PPD should review each lesson plan, case study, and scenario presented at the academy and ensure that, in addition to training officers on when it is appropriate to use force, it demonstrates how such encounters can be resolved peacefully when applicable. Scenario-based training should also afford recruits the opportunity to “win” a scenario, dependent on their performance. When a recruit is tentative, uses poor tactics, or communicates poorly, the scenario degenerates into a problem. Conversely, when a recruit is performing well, they are “rewarded” with a positive outcome. A good example can be found in the academy's current practice with their vehicle investigation scenario, in which training staff has developed a scenario that can “branch off” in various directions, depending on how well the recruit performs.¹¹⁷

Finding 20

There is a strong desire for more reality-based training throughout the department.

The greatest measures of actual performance in a training environment can come from reality-based and scenario training modules. It is widely recognized that reality-based training is the best proxy for real-life critical incidents.¹¹⁸ To the extent that training replicates real life, it is replicating the recruits' physiological responses to the event.¹¹⁹ Therefore, recruit performance in these scenarios is the closest the department can come to observing and evaluating performance in real time and in a controlled environment.

The department has increased the amount of reality-based training it offers. This improvement in training has been welcomed by all. In our conversations with PPD personnel, the desire for more reality-based training was expressed nearly universally, from the commissioner down to recruit graduates. Referring to “scenarios,” “reality-based training,” and “simulations,” recent feedback from recruits made clear that they wanted more of this training.

Our analysis shows that 15 percent (n=59) of subjects involved in OIS incidents were confirmed as unarmed. Over half (n=29) of these suspects were involved in TPFs, meaning that officers mistook the subjects' movement or an item other than a weapon as being life-threatening. The remaining cases involved physical altercations in which the offender reached for the officer's service weapon. Reality-based training can help recruits hone their decision-making and threat perception skills before hitting the streets.

116. Matthew Durose and Christine Eith, *Contacts between Police and the Public, 2008* (Washington, DC: Bureau of Justice Statistics, 2011), <http://www.bjs.gov/content/pub/pdf/cpp08.pdf>.

117. Philadelphia Police Department, *Vehicle Investigations Scenario Training* (see note 86).

118. Kenneth Murray, *Training at the Speed of Life: Volume One – The Definitive Textbook for Military and Law Enforcement Reality Based Training* (Gotha, FL: Arming Publications, 2004).

119. Federal Law Enforcement Training Center, *Survival Scores Research Project* (Glynco, GA: U.S. Department of Homeland Security, 2004).

Recommendation 20

The PPD should increase the amount of reality-based training offered to academy recruits.

At present, recruits complete two scenarios that involve recruit participation, actors, equipment (e.g., simulation service weapons, radios, etc.), and evaluations by a trainer. We classify these scenarios as “reality-based training.” We do not classify ad hoc or spontaneous exercises in the classroom as reality-based training. The PPD should increase the number of reality-based training modules to at least 10 throughout the academy. Not all modules should focus on use of force. The PPD should incorporate other important concepts such as procedural justice, de-escalation, crime scene investigation, and officer communication and coordination into reality-based training. The focus of reality-based training should be decision making in public encounters, not necessarily applying deadly force.

Finding 21

PPD training scenarios are not developed with a consistent method or evaluation process.

Whereas some scenarios are well developed with specified learning objectives and evaluation criteria, others such as the newly developed simunitions training are less so. We noted two key issues over the course of our assessment:

- **Design and evaluation.** According to the FTU, no method or lesson plan has been developed for simunitions drills; nor is there a formal evaluation process. These are essential components to a fully functioning training program.¹²⁰
- **Information sharing.** Training staff do not receive information (e.g., data or analysis) from other parts of the organization to aid in the development of scenarios. Yet such a practice could help make scenarios relevant to the situations that PPD officers are encountering on the street.

Recommendation 21

PPD scenarios should be developed in a formal fashion and include learning objectives and evaluation criteria.

Scenarios should be developed and implemented in a consistent fashion across the academy. The academy and the FTU should lead a working group of trainers, street supervisors, and analysts to identify trends in street encounters and develop training scenarios that reflect those trends. Each scenario should have a defined set of learning objectives and evaluation criteria.

120. Murray, *Training at the Speed of Life: Volume One* (see note 118).

Chapter 6. In-Service Training

Overview

This chapter provides a comprehensive assessment of the Philadelphia Police Department's (PPD) in-service training program. We focus on courses officially offered through the PPD. Classes taken outside of the purview of the PPD administration are not part of our assessment.

To understand current in-service training in the PPD, we reviewed lesson plans for all relevant training modules. We also discussed in-service training in interviews with line officers, supervisors, command staff, and community members. Last, we used our analysis of force encounters to help identify gaps and areas for improvement for in-service training.

The following sections provide a descriptive overview of the structure of PPD in-service training, officer requirements, and various types of in-service training available to PPD officers. We conclude with a series of 9 findings and 14 recommendations.

Management and administration

As training at the academy sets the foundation for an officer's career, acquired experience and exposure to in-service training opportunities will also shape the progression of their career, and the quality of performance during their time in law enforcement. Through in-service training, officers have the opportunity to acquire new skills as well as refresh, or update, those that were initially learned during recruit academy.

Whereas training in recruit academy is a set standard of coursework and learning objectives, in-service training is more of a fluid continuum of learning. We categorize in-service training in the PPD into four general areas:

- Mandatory in-service training
- Return-to-duty training
- Specialized training
- Commissioner-mandated training.

Two units are generally responsible for in-service training: the Advanced Training Unit (ATU) and the Firearms Training Unit (FTU). The ATU is the main delivery system of the classroom portion of mandatory in-service training, and delivers the courses for the PPD as well as several other police departments in the state. The ATU trains roughly a quarter of the police officers in the state of Pennsylvania.¹²¹ The unit is headed by a captain and has a total of 13 training officers. In addition to Municipal Police Officer Education and Training Commission (MPOETC) courses, the ATU is responsible for developing training bulletins, commissioner-mandated training, and bookkeeping related to department-wide training data. The FTU is headed by a captain and comprises 36 firearms instructors. The unit is generally responsible for the firearms portion of in-service MPOETC requirements, specialized training, and return-to-duty training.

121. CNA interviews.

Instructor requirements

Instructor requirements for in-service training are the same as academy instructor requirements. All instructors must meet basic MPOETC requirements, which include completing an instructor development course, possessing a teaching certificate, or having full-time employment with academic ranks at a higher education institution.¹²² Generally, instructors must have five years of police experience. Last, to remain certified, all instructors must remain active as instructors or provide documentation of qualifications in their subject areas. Instructors on specialized topics such as defensive tactics and firearms instruction have additional requirements to demonstrate their expertise in those areas.

Mandatory in-service training

Mandatory in-service training is mostly driven by MPOETC, which sets the standard for classroom and firearms training each year. Like all other law enforcement officers in the state of Pennsylvania, PPD officers must complete MPOETC training in order to remain certified by the state.

Classroom-based training

Classroom time consists of four or five courses, totaling 12 to 16 hours. Among the courses are two continuing requirements. A *Legal Updates* course is required every year, and *CPR and First Aid* is required every other year. Table 21 shows a list of classroom-based courses offered to PPD officers for in-service training between 2010 and 2014. During those years, PPD officers have received classroom-based training on a variety of topics; the most germane to our assessment are *Use of Force in Law Enforcement* in 2010, *Effective Communications* in 2012, and *Invisible Wounds: Traumatic Brain Injury and Post Traumatic Stress* in 2014.

Table 21. Mandatory in-service training program courses, 2011–2014

2010	2011	2012	2013	2014
Use of Force in Law Enforcement	Career and Personal Survival II	Search and Seizure	Threat Assessment & Management	Invisible Wounds: Traumatic Brain Injury and Post-Traumatic Stress
Initial Response to Police Incidents	Investigatory Uses of Digital Data Storage Devices	Effective Communications	Managing Public Events	Crimes against the Elderly: Transient Criminal Groups
Contemporary Forensics	Domestic Violence Risk and Decision Making	Officer Safety Awareness XIV: Mobile & Target Assaults	Emergency Vehicle Operation—Remain in Control	Technology Update: Introduction to Social Media

Use of Force in Law Enforcement covered the basic legal concepts and principles on use of force, including the use of force continuum and de-escalation. *Effective Communications* focused on interpersonal communications and was the basis for the newly established academy course on the topic, described in chapter 5. *Invisible Wounds: Traumatic Brain Injury and Post Traumatic Stress* was developed by MPOETC as the result of a Pennsylvania state law that required a needs assessment and subsequent training of law enforcement in recognizing and interacting with veterans and other individuals with traumatic brain injuries (TBI) or

122. 37 Pa. Code § 203.72 (effective December 21, 1996).

post-traumatic stress disorder (PTSD). The course provided instruction on the nature and prevalence of the issue, how to identify someone who may be suffering from TBI or PTSD, and strategies for managing and responding to such encounters.

Firearms training

PPD officers must requalify with their firearm once per year, as per MPOETC requirements. The PPD's in-service firearms qualification includes the standard MPOETC qualification course in addition to a tactical shooting course, reactive shooting course, and running-man target system.¹²³ Officers also receive a briefing on the department's use of force policies and are given a 10-question exam on the topic. In 2014, the PPD took the initiative to add a reality-based training (RBT) scenario using simunitions to PPD officers' annual requalification.

Return-to-duty training

Any officer who discharges his or her firearm at a suspect is required to complete return-to-duty training. The course consists of approximately 11 range exercises, mostly on tactical and judgmental shooting.¹²⁴ The officer also completes an undefined number of firearms training simulator (FATS) scenarios and a briefing on the department's use of force policies. The PPD has also taken the initiative to add a reality-based training module using simunitions for any officer completing return-to-duty training.¹²⁵ Any officer who has not completed the annual firearms requalification at the time he or she is scheduled for return-to-duty training must do so as part of the return-to-duty program.

Specialized training

Beyond the commissioner-mandated training, there are several specialized trainings that are available throughout the department but that are not required of PPD officers in the force. We identified and reviewed three specialized training courses in the PPD that are germane to assessment: long-gun training; crisis intervention team (CIT) training; and pre-promotional training.

Long-gun training

Approximately 500 PPD officers are certified to use long guns. Officers generally need recommendations from their supervisors to train and certify on the weapons. Long-gun training covers use of department-issued shotguns and rifles. Shotguns are typically .12 gauge pump-action models. The department's standard rifle is the AR-15 or other variants of the weapon such as the M4 or MP5 rifles, which are similar tactical rifles. Although MPOETC-required training includes a portion on use shotguns, the PPD requires additional training for its officers. PPD officers qualify with both weapons together in a five-day course.¹²⁶ Officers who are certified with long guns must recertify as part of their annual firearms qualifications.

Shotgun training entails an introduction to the weapon, its advantages and disadvantages, proper deployment from the patrol vehicle, carrying positions, effective functional range, and firing positions. Trainees complete a total of eight functional drills on various uses of the weapon, such as firing at multiple targets,

123. *MPO In-Service Lesson Plan. Instructor Cues and Performance Objectives* (Philadelphia: Philadelphia Police Department, n.d.).

124. *Tactical/Judgmental Lesson Plan. Instructor Cues and Performance Objectives* (Philadelphia: Philadelphia Police Department, n.d.).

125. CNA interviews.

126. *5-Day Long Gun Training Lesson Plan. Instructor Cues and Performance Objectives* (Philadelphia: Philadelphia Police Department, n.d.).

moving targets, transitioning weapons, and the use of nonlethal shotgun ammunition. Patrol rifle training also consists of eight functional drills, covering issues such as shooting positions, weak-hand use, and loading and unloading.

Of the 541 discharging officers between 2007 and 2013, less than 1 percent (n=5) used long guns. Of the five, three used shotguns and two used rifles. Four of the officers were special weapons and tactics (SWAT) and one was part of a homicide fugitive task force. Two incidents were barricade situations; one was a narcotics investigation; one was serving an arrest warrant; and one was sought out by a member of the public regarding three armed robbers.

Crisis intervention training

CIT was developed in the late 1980s to help police manage situations with mentally ill and potentially dangerous subjects. Since that time, it has become popular throughout the law enforcement community nationwide.¹²⁷ Studies have shown that such training can help improve officers' ability to recognize mental illness,¹²⁸ slow down and de-escalate their responses,¹²⁹ and use less force against persons in mental crises.¹³⁰

PPD CIT began in a 2007 pilot program, in which 500 PPD officers received the training. In 2009, the PPD opened up the training to all PPD personnel. The program is voluntary and subject to supervisor recommendation or approval. The six-day training program was developed in collaboration with the PPD, the police advisory commission, Project HOME (housing, opportunities, medical, education), the Family Training and Advocacy Center, and the University of Pennsylvania.

The department has aligned the issuance of electronic control weapons (ECW) with training in CIT, so that only CIT-trained officers are issued the weapon. The final day of training is devoted to learning about the weapon, its proper use, and the department's policy, and participating in a series of practical exercises.¹³¹ Approximately 1,800 officers have received the training so far. The PPD has not fully established recertification or any routine in-service training for crisis intervention or ECWs.

Commissioner-mandated training

In addition to regular in-service requirements and specialized training, the PPD issues commissioner-mandated training, which is often a department-wide requirement. Commissioner-mandated training can be driven by a variety of factors, including local or national crime trends, as well as upcoming events. For example, prior to the 2004 Republican National Convention, officers received crowd control training. The department is currently training officers in active shooter response. The training is an eight-hour course, taught by PPD SWAT. It includes classroom instruction on the history of active shooters, lessons learned,

127. Melissa Reuland, Laura Draper, and Blake Norton, *Improving Responses to People with Mental Illnesses* (Washington, DC: Bureau of Justice Assistance, 2010).

128. Natalie Bonfine, Christian Ritter, and Mark R. Munetz, "Police Officer Perceptions of the Impact of Crisis Intervention Team (CIT) Programs," *International Journal of Law and Psychiatry*, 37, no. 4 (July–August 2014): 341–350.

129. Kelly E. Canada, Beth Angell, and Amy C. Watson, "Crisis Intervention Teams in Chicago: Successes on the Ground," *Journal of Police Crisis Negotiations* 10, no. 1–2 (2010), 86–100.

130. Michael T. Compton, Masuma Bahora, Amy C. Watson, and Janet R. Oliva, "A Comprehensive Review of Extant Research on Crisis Intervention Team (CIT) Programs," *Journal of the American Academy of Psychiatry and the Law* 36, no. 1 (March 2008), 47–55.

131. Taser Lesson Plan. Instructor Cues and Performance Objectives (Philadelphia: Philadelphia Police Department, n.d.).

the concept of rapid deployment, team formations, and PPD directive 111 on crisis response. The course also includes practical drills in dynamic room entries. In 2014, the department used an abandoned public school building to stage practical exercises.¹³²

Findings and recommendations

Finding 22

The PPD lacks a field training program to help transition academy graduates into full-time work as officers.

A field training officer program is a common training component found in every other large law enforcement agency with 1,000 or more sworn personnel.¹³³ Currently, the academy-to-field transition process for rookie officers occurs through foot patrol beats, where these officers are paired with one another and assigned to patrol a three-to-four-block high-crime area. As a result, recruits can be thrown into situations where their only guidance comes from their rookie partner. Since their mobility as foot patrol officers is limited, they handle far fewer calls than they would in a car patrol. Rookies remain on foot beats for 12 to 18 months before they are moved to a car patrol.¹³⁴ Although the foot patrol provides officers with an immersive experience with one aspect of policing and close contact with the community they serve, it does not provide them with experienced mentors at this point, nor does it give them experience with a broad range of other law enforcement activities.

During interviews, officers and sergeants both mentioned this missing component of officer training and development as something that dramatically hinders the development of officers in the department. It was said that officers learn bad habits because senior officers are not there to correct them. In addition, rookie officers leave foot patrols lacking other basic skills, such as the ability to respond to many other types of radio calls.

Recommendation 22

The PPD should develop a field training program.

The PPD should adopt a formalized field-training program. Discussions with the ATU revealed that the unit had previously developed draft parameters and guidance for a field training officer (FTO) program for implementation within the department. The PPD should use this previous work to create a viable FTO program. The PPD can also consider incorporating the San Jose field training officer model and the Reno Police Training Officer (PTO) model into its program. PTO is a system that begins in the academy and continues through field training, allowing for a tight integration between the two instructional settings.¹³⁵ Ultimately, the PPD field-training program should be formalized with clear instructional goals and objectives, periodic evaluations, and established criteria for successful completion.

The recruits should be exposed to multiple FTOs as each one brings his or her own set of skills and experiences from which the young officers can benefit. This also permits a fair and balanced evaluation of the recruit prior to successful graduation from the FTO program, reducing potential bias on the part

132. CNA observations.

133. Bureau of Justice Statistics, *Census of Law Enforcement* (see note 60).

134. CNA interviews.

135. *A Problem-Based Learning Manual for Training and Evaluating Police Trainees* (Washington, DC: Office of Community Oriented Policing Services, 2001).

of any single FTO. It is also preferable that the recruits be exposed to different shifts while in the program; this would enhance the learning experience because the types of calls can vary greatly. There should be an objective and rigorous selection process for FTOs to ensure that only those officers who best represent the values of the organization are entrusted with this training program. The importance of this program cannot be overstated. The PPD has invested a great deal of time in academy recruit training, and this next phase is equally critical to recruits' success as police officers. It should be carefully crafted and last long enough to effectively transition the recruit to the field.

Each unit should have a training coordinator who monitors the recruits' progress and the compliance and effectiveness of the training officers. During the program, the recruits and FTOs should be assigned to patrol cars that field calls for service from dispatch. This will give them broader exposure to a variety of call types while still helping them learn the street rotation for that district. After successful completion of the program, the new officers may then be assigned to foot beats as desired by the commissioner.

Finding 23

The PPD's annual in-service training requirements tend to be limited to MPOETC standards. As a result, officers do not regularly receive in-service training on threat perception, decision making, and de-escalation.

The PPD's in-service training requirements are largely driven by MPOETC, which sets Pennsylvania state standards and certifications to be a police officer anywhere in the state. In the past five years, PPD officers have received in-service training on topics related to use of force on only three occasions.

Recommendation 23.1

The PPD should add at least one additional day of RBT to its annual requirements.

The PPD should develop an annual eight-hour RBT course around officer use of force. This class should maximize hands-on training that presents officers with realistic scenarios, while reinforcing departmental guidelines as defined in directives 10 and 22.

In addition to instruction on department directives and policy, the course should include training on use of force legal frameworks, verbal and tactical de-escalation, the use of less lethal force options, team tactics, communication with other officers, scene management (particularly for sergeants and lieutenants), and other tactical considerations.

The vast majority of officers interviewed indicated that RBT was the most effective training they had received while with the department and that they desired more of this type of training.

Recommendation 23.2

The PPD should include training in procedural justice during the next offering of mandatory in-service program courses.

There is a growing body of research showing that perceptions of fairness in police-public interactions impacts perceptions of police misconduct, legality, authority, and legitimacy.^{136, 137} To briefly summarize, when members of the public believe that their contact with the police was characterized by their being treated fairly, they are more likely to respect the outcome of that interaction and have more favorable views of the police and acknowledge them as legitimate legal authorities. These favorable views of the police can translate into greater legitimacy for the department and therefore more positive interactions with less resistance from the community they serve.¹³⁸ The PPD should offer its officers such a course either by developing their own through a train-the-trainer program or directly through another organization. Additionally, the department should identify opportunities to reinforce the concepts of procedural justice throughout other training modules, such as those related to use of force, crisis intervention, and de-escalation.

Recommendation 23.3

The PPD should include training in unconscious bias and law enforcement during the next offering of mandatory in-service program courses.

Our analysis found that Black suspects were subject to threat perception failures (TPF) in 9 percent of OISs, more than twice the rate of White suspects. Additionally, Black, White, and Hispanic officers each had relatively high rates of TPFs when the suspect was Black. Although the samples of white and Hispanic suspects are too small for a strong comparative analysis to black suspects, the pattern emerging out of the PPD's OISs would generally support the notion that unconscious bias plays a role in deadly force decision making and TPFs. However, we stress that this is notional, and our analysis found the differences could be due to chance and not a pattern. Nevertheless, the PPD should address the issue head-on in training.

Training officers to become aware of unconscious biases can play a large role in how police officers interact with their community members. The PPD should initiate new training for all officers to advance fair and impartial policing. Training should promote a controlled response from the officers that overrides potential unconscious biases.¹³⁹ The PPD should offer its officers such a course by either developing its own module through a train-the-trainer program or adopting one directly from another organization.

Finding 24

The PPD training staff lacks opportunities for exposure to day-to-day officer experiences.

Training staff and officers expressed concerns regarding the ability of the trainers to directly relate course materials to field officers' day-to-day experiences. In particular, the concern was raised that the training staff is too far removed from working in the field to effectively communicate course lessons in a context that resonates with those they are training.

136. Tom Tyler, "What are Legitimacy and Procedural Justice in Policing? And Why Are They Becoming Key Elements of Police Leadership?" in *Legitimacy and Procedural Justice: A New Element of Police Leadership*, ed. C. Fischer (Washington, DC: Police Executive Research Forum, 2014).

137. Tom Tyler and Cheryl Wakslak, "Profiling and the Legitimacy of the Police: Procedural Justice, Attributions of Motive, and the Acceptance of Social Authority" *Criminology* 42, no. 2 (2004): 253–281, <http://onlinelibrary.wiley.com/doi/10.1111/j.1745-9125.2004.tb00520.x/pdf>.

138. Committee to Review Research on Police Policy and Practices, *Fairness and Effectiveness* (see note 111).

139. Fridell, "Racially Biased Policing" (see note 109).

Recommendation 24

The PPD should require training staff members to work a patrol shift in a two-officer car at least twice annually.

At least twice annually, all training staff (recruit, firearms, and ATU) should be required to work a patrol shift in a two-officer car. This can help the staff keep current on changes in the line operations and reinforce their understanding of the issues faced by the officers on a daily basis.

In addition, the recruit training staff should ride with FTOs during these field experiences. This will help facilitate discussion about what works and what could be improved once recruits hit the street.

Finding 25

The PPD lacks a comprehensive scenario playbook that includes a diverse set of scenarios relevant to policing in Philadelphia.

The PPD is one of the largest law enforcement agencies in the country, where officers encounter a diverse collection of calls for service and individuals during their time as officers. These situations include persons in mental crises, foot pursuits in high-crime areas, and animals, among many others. Similarly, officers who have not previously spent much time in an urban environment are confronted with situations and individuals that are unfamiliar to them, adding yet another layer of complexity to their decision-making process.

Recommendation 25.1

The PPD should develop a catalog of scenarios based on real-world incidents experienced by PPD officers and other officers across the country.

A comprehensive scenario playbook or catalog would expose officers to a wide range of scenarios, increasing the likelihood that they will be familiar with a situation when they encounter it on duty. The playbook would also allow trainers to better assess an officer's abilities and help target any potential problem areas.

The playbook should include a variety of scenarios relevant to a large urban jurisdiction with particular attention to scenarios that focus on the following areas:

- **Foot pursuits.** Our review of the department's officer-involved shooting (OIS) incidents reveals that a 33 percent of OISs involved a foot pursuit. Scenarios should be developed that indicate the hazards associated with foot pursuits and that allow the trainer to analyze how the officer weighs the decision to pursue a suspect versus the potential danger to the officer (e.g., the officer loses sight of the subject and the possibility of an ambush).
- **Diversity.** Philadelphia is a diverse city comprising many cultures and ethnicities. Scenarios should reflect this and place officers in an environment in which they are interacting with individuals of different ethnicities.
- **PPD OIS.** As part of their return-to-duty training, officers are presented with a scenario that is similar to the incident they encountered while on duty. In each such instance, the PPD should document that scenario as a potential learning opportunity for other officers.

- **Threat perception failures.** Officers should train in scenarios that allow them to hone their threat perception skills and better identify behavior such as “waistband-tugging” where no weapons are present and avoid mistaking cell phones or other shiny objects as firearms. As a whole, the department shot 29 unarmed suspects in TPFs between 2007 and 2013, accounting for 8 percent of all OISs in that time period.
- **De-escalation.** Officers should be exposed to scenarios that allow them to exercise verbal persuasion and interpersonal communication skills with an agitated suspect.

It is critical that the department include scenarios that are not intended to be resolved using deadly force. In addition, all training scenarios should be carefully vetted against department policy to ensure that they do not conflict with one another.

Recommendation 25.2

Officer performance in training should be recorded as a way to track officer progress across the department and flag any tactical issues that may require additional targeted training.

In conjunction with the development of the scenario playbook, a rubric for grading officer performance in the scenarios should also be developed. During training, officers should be graded on each scenario with results entered into a PPD electronic training record-keeping system, thereby enabling the department to analyze and proactively address any department-wide or officer-specific tactical deficiencies.¹⁴⁰

Recommendation 25.3

The PPD should review its training on animal shootings to ensure they are consistent with the community expectations while considering factors affecting officer safety.

The PPD is involved in an average of 30 animal-related OISs per year. Nationally, there has been great concern generated by excessive animal shootings by law enforcement officers. To this end, some states have enacted legislation specifically designed to address this issue. Given the large number of PPD OISs involving animals, including family pets, it is recommended that the PPD review its policies on animal shootings to ensure they are consistent with community expectations and that they limit the shooting of family pets.

Finding 26

The PPD does not have a recertification program for CIT.

Officers who were interviewed consistently lauded the CIT as some of the most valuable training they received during their time with the PPD, citing the verbal skills learned as helping diffuse crisis situations. Nearly half of the PPD’s patrol officers have completed the training—far more than the widely used standard of 25 percent. However, the department does not have a recertification requirement or process in place. Officers receive the training just once.

140. George Fachner, *TRAINSTAT: Establishing a Training Statistics Program in the Las Vegas Metropolitan Police Department* (Arlington, VA: CNA, 2013).

Recommendation 26

The PPD should create a periodic recertification training program for CIT officers.

Recertification training is a core element of CIT.¹⁴¹ Without recertification training, the vital skills learned in CIT can perish. The PPD should establish a recertification process for all officers trained in crisis intervention. The course does not need to be as intensive and time consuming as the initial training, but it should cover all of the core concepts of crisis intervention and include hands-on scenario training. The training should be developed by PPD staff members who specialize in this area, in conjunction with mental health professionals. Officers certified in CIT should complete recertification training at least once every three years.

Finding 27

The PPD does not have a recertification program for ECWs.

When an officer discharges an ECW, the device is inspected by training staff. However, PPD officers receive no formal refresher training on use of the device.

Recommendation 27

The PPD should create a periodic recertification training program for ECWs.

The training program should include training on using the weapon, an opportunity for target practice, and a review of the department's ECW policy. Officers should be recertified to use ECWs at least once every three years.

Finding 28

Unique opportunities for scenario-based and simulated training have been eliminated from the department.

Prior PPD practices that allowed officers more hands-on and realistic training regarding use of force have been discontinued. In one instance, a portable firearms training simulator (FATS) was rotated through different operational assignments on a periodic basis. This program was ultimately discontinued. Similarly, the PPD previously made use of abandoned buildings at the Navy Yard for scenario-based training. However, this practice was discontinued after renovation began on the buildings.

Recommendation 28.1

The PPD should reinstitute the rotating simulation use of force training program.

The department should re-constitute the use of the portable use of force simulator across the department's operational units. Doing so will allow officers to take advantage of additional training in a simulated use of force environment. Both nondeadly-force and deadly-force scenarios should be included in the training program.

141. Randolph Dupont, Sam Cochran, and Sarah Pillsbury, *Crisis Intervention Team Core Elements* (Memphis, TN: University of Memphis CIT Center, 2007), <http://cit.memphis.edu/pdf/CoreElements.pdf>.

Recommendation 28.2

The PPD should investigate and obtain a sufficient facility or facilities, to house reality-based training.

To provide more realistic reality-based training, the PPD should look to obtain access to facilities that will allow it to re-establish this type of training. Options include partnerships with the owners of abandoned buildings throughout the city, or repurposing training spaces already in possession of the PPD.

Finding 29

The PPD requires that officers qualify with their firearms just once per calendar year.

Depending on an officer's scheduling in any given year, it is possible that an officer could go as many as 23 months between qualifications. Even if an officer shoots every 12 months, this is not sufficient for officers to maintain the skills involved with rapidly drawing a weapon and acquiring a proper stance and hand-hold in order to deliver accurate and timely shots. Poor accuracy endangers bystanders, other officers, and property. We calculated the PPD's accuracy in OIS incidents between 2007 and 2013 and found that officers hit their intended target 18 percent of the time.

Recommendation 29

The PPD should require that officers qualify with their weapons at least twice per year.

Although larger departments, such as the PPD, tend to have a difficult time qualifying their officers more than one or two times per year, it is important for PPD officers to maintain familiarity with their weapon and practice accuracy.

Finding 30

PPD officers do not receive in-service defensive tactics training.

After officers leave the academy, they do not receive any additional defensive tactics training during the course of their career. Officers who lack confidence in their ability to subdue a resistant or aggressive offender may be more likely to resort to excessive force or lethal options to gain compliance. This also means officers are not consistently trained on use of force decision making and how and when to stop applying force during such encounters.

From 2007 to 2013, a total of 27 suspects were involved in physical altercations with PPD officers that led to an OIS. A majority of these suspects were unarmed and reportedly reached for the officer's firearm. On five occasions, the suspect successfully disarmed the officer of their baton, ECW, or firearm.

Although PPD officers are able to subdue or apprehend an assaultive suspect without resorting to deadly force in the vast majority of incidents, in-service defensive tactics training can enhance officer and citizen safety and reduce the likelihood of assaultive incidents leading to an OIS.

Recommendation 30

The PPD should provide periodic defensive tactics training.

Defensive tactics refresher training could be conducted at the district level by certified defensive tactics instructors. This would minimize the time required for an officer to participate, as he or she would not have to travel to receive the training elsewhere. The PPD could employ several certified instructors whose purpose is to provide short training sessions that review one or more defensive tactics. Among other tactics, the refresher would specifically cover the following:

- Striking and close-quarters defensive tactics
- Gun takeaway defense
- Pressure points
- Takedowns
- Ground defense
- Arrest techniques
- ECW and baton control techniques
- Use of force decision making and de-escalation

Officers should be required to complete defensive tactics training that covers the topics listed above at least once per year.

Chapter 7. Investigations

Overview

This chapter provides a comprehensive assessment of Philadelphia Police Department's (PPD) investigations of officer-involved shootings (OIS) and other instances of deadly force, accounting for the criminal and administrative investigation of such incidents. By *criminal investigation of an OIS*, we mean the investigation that is intended to uncover any criminal wrongdoing by the officer, in addition to any by the suspect. By *administrative investigation of an OIS*, we mean the investigation that is intended to uncover any administrative or policy violations that occurred in the course of the incident. The PPD provides a comprehensive flow chart of the entire OIS review process on its website (see appendix B on page 134).

To understand the nature and quality of the PPD's investigative practices, we undertook several tasks. First, we reviewed all of the department's policies and manuals related to deadly force investigations. Second, we conducted interviews with investigators from the department's shooting team, which is part of the Internal Affairs Division (IAD); homicide detectives; district detectives; and command staff. Finally, we conducted a systematic evaluation on the quality of investigations.

In the following sections, we describe the PPD's investigative process, including how the department is organized to address deadly force investigations and the policies that are in place. We then present the results of investigation quality evaluation. We conclude with a series of nine findings and 18 recommendations, based on our assessment.

Criminal investigation

The criminal investigation of an OIS is handled by either the homicide unit or the detective division where the incident occurred, depending on whether the incident was fatal or nonfatal. If the incident was fatal or near-fatal or if an officer was struck by gunfire, the homicide unit handles the investigation.¹⁴² If the incident was nonfatal, the detective division of occurrence assumes responsibility for the investigation.¹⁴³

When an officer discharges his or her firearm, the officer notifies dispatch that he or she has been involved in a shooting. Dispatch, in turn, makes notifications to other appropriate personnel, including: the district supervisor; internal affairs; homicide division (if the shooting was fatal, or likely fatal, or if the officer was struck by gunfire); the detective division of occurrence; the district of the occurrence; the district or unit to which the officer is assigned (if different from the district of occurrence), the crime scene unit; and the real-time crime center.¹⁴⁴

The first supervisor who arrives on scene is responsible for taking what is known as a "public safety statement" from the discharging officer(s). The supervisor collects information regarding the scope of the crime scene, the location of any physical evidence, and the location of any suspects, victims, or witnesses. Investigators rely on the first supervisor's relaying of the public safety statement to assist them in establishing the extent of the crime scene and the initial steps needed to begin the investigation. The first supervisor then transports the discharging officer(s) to IAD headquarters.

142. Philadelphia Police Department, *Directive 10* (see note 20).

143. *Ibid.*

144. *Ibid.*

One internal affairs investigator is assigned to the scene while one remains at IAD headquarters. If the incident is fatal, an additional IAD investigator is assigned to the homicide unit at headquarters. If the incident is fatal or likely to be fatal or if the officer is injured with a gunshot wound during the incident, the homicide unit will respond to the scene with four detectives while two respond to the hospital. If the incident is nonfatal, the detective division assigns two detectives from the district of occurrence to the scene. The internal affairs investigator and lead homicide or division detective have joint responsibility for the management of the crime scene.

An internal affairs investigator interviews the transporting supervisor. The crime scene unit conducts a crime scene investigation. The homicide or division detectives conduct the neighborhood canvass and witness interviews as they would for any crime.¹⁴⁵ The internal affairs investigator participates in interviews and adds questions as needed. The officer is not interviewed at this point of the investigation.

The homicide or detective division completes its investigation of the incident and forwards the case file to the internal affairs investigator within seven days, according to PPD policy.¹⁴⁶ The IAD is the primary liaison with the district attorney's office's (DAO) special investigation unit (SIU), which is responsible for reviewing the actions of the officer. A different unit within the DAO is responsible for the prosecution of the crime suspect. The assigned shooting team investigator reviews the file and forwards it to SIU. If the DAO decides to pursue charges against the officer, the internal affairs investigator prepares an affidavit and arrest warrant. If the DAO declines charges, the internal affairs investigator essentially begins an administrative investigation, using the criminal investigative file as its backbone.

Administrative investigation

The administrative investigation is conducted entirely by the IAD shooting team, which comprises one captain and six lieutenants. During the criminal investigation, the IAD investigators observe the collection of evidence and witness interviews, ensuring that information pertinent to the administrative investigation is accounted for.¹⁴⁷

If the DAO declines charges against an officer, the shooting team investigator assigned to that case will give the officer what is known as a *Garrity* warning, which compels him or her to give an interview. This interview is legally protected, meaning that the information obtained from that interview cannot be used in any criminal investigation or proceeding against that officer.¹⁴⁸ This typically takes place several months after the incident occurred.

Figure 19 illustrates the average time in which each step of an OIS investigation has been completed. Each bar represents the average amount of time in which each step of the process is completed, sequentially. The total number of days lapsed is represented on the x axis. The DAO has been declining cases at faster rates in recent years. As a result, discharging officers are being interviewed by PPD investigators sooner. The blue bar, representing "DA declines case," indicates the earliest time that the shooting team can interview the discharging officer. In 2013, the DAO declined cases an average of 115 days after an incident.

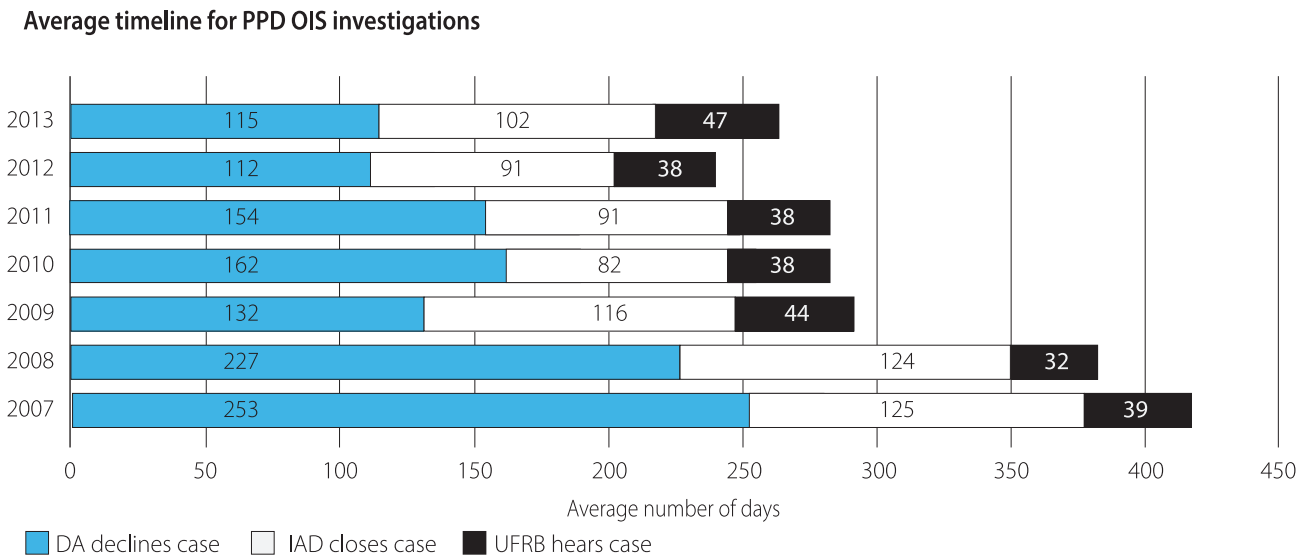
145. CNA interviews.

146. Philadelphia Police Department, *Directive 10* (see note 16).

147. CNA interviews.

148. *Garrity v. New Jersey*: 385 U.S. 493 (1967).

Figure 19. PPD OIS investigation average time for completion



After interviewing the discharging officers, the shooting team investigators prepare a report of their findings, which includes all other investigative files and documents (e.g., forensic reports, witness interviews, toxicology). The shooting team report is reviewed by the captain, chief inspector, and deputy commissioner of the Office of Professional Responsibility (OPR). Once approved, the report is submitted to the Use of Force Review Board (UFRB) for review and an administrative hearing is scheduled.

In 2013, the PPD modified the shooting team’s reporting procedures. Prior to this, investigators would make a conclusion regarding whether any policy violations occurred during the incident in their report. Since then, shooting team investigators have been collectors of facts only and do not draw any inferences about policy violations. That role is reserved for the UFRB.¹⁴⁹

Evaluation of OIS investigative quality

To support our assessment, we conducted an evaluation of the quality of PPD OIS investigations. We developed a 90-point evaluation tool based on practices we believe represent a fair, comprehensive, and progressive investigation. The evaluation covered the following general areas of an investigation:

- Crime scene investigation and incident reconstruction
- Interviews of civilian witness(s)
- Interviews of witness officer(s)
- Interviews of discharging officer(s)
- Incident analysis

The evaluation tool solicits a series of yes/no and Likert scale (1–5) responses within each of these general areas of an investigation. Evaluators were also able to comment in free-text form. Our evaluators were four independent, experienced current and former investigators with expertise in deadly force investigations.

149. CNA interviews.

We tested inter-rater reliability among the evaluators by distributing three identical case files to each of them and calculating the percentage of agreement on all evaluation tool items. The percentages of agreement were 80.4, 80.6, and 84.3, which demonstrated a high degree of reliability among the four independent evaluators.

We evaluated a random sample of 35 closed OIS investigative files from incidents that occurred between 2007 and 2013. Fatal incidents accounted for 18 cases and nonfatal incidents accounted for 17 cases. We present our key analytic findings below.

Crime scene investigation and incident reconstruction

We evaluated numerous aspects of the crime scene investigation and incident reconstruction. Major findings in this area were related to the public safety statement, crime scene diagrams, crime scene photos, neighborhood canvass, crime scene management, and incident chronology.

Public safety statements

Evaluators agreed that some form of a public safety statement was usually given and documented in the investigative file but generally believed that the statement was too limited, was too informal, and lacked a standard.

Crime scene diagrams

Crime scene diagrams were included in 30 of the 35 (86 percent) case files. However, just 12 (40 percent) were believed to be appropriately labeled and detailed.

Crime scene photos

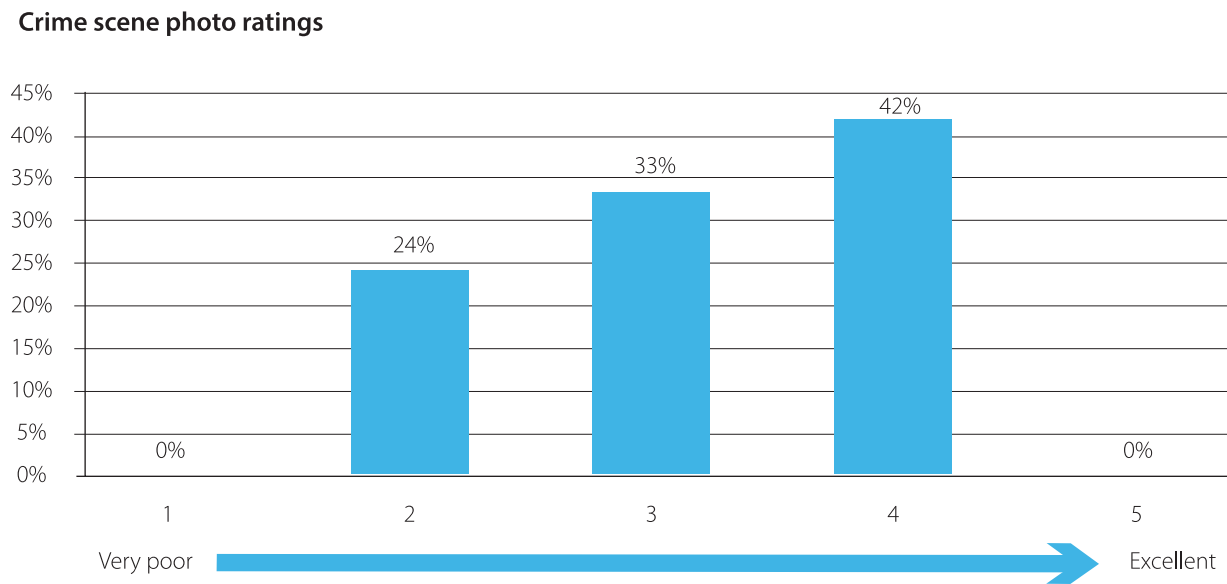
Our evaluation of crime scene photos accounted for whether they were taken from the appropriate perspectives and labeled accordingly. We found that crime scene photos were often missing the appropriate perspectives or not labeled appropriately so as to provide context to what was depicted in the photograph.

Table 22. OIS crime scene photo quality measures

Attributes	Percent
Crime scene photos were taken from appropriate perspectives	64
Perspectives were appropriately labeled	67
Items of significance in crime scene photos were labeled	58

Evaluators also rated photos on a scale of 1 to 5 (1=very poor; 2=poor; 3=fair; 4=good; 5=excellent). On a 5-point scale, crime scene photography was rated 3.2 on average. A plurality of investigations had crime scene photography which reviewers believed was very good. However, nearly a quarter of the investigations had poor crime scene photography. Figure 20 shows the distribution of crime scene photo ratings.

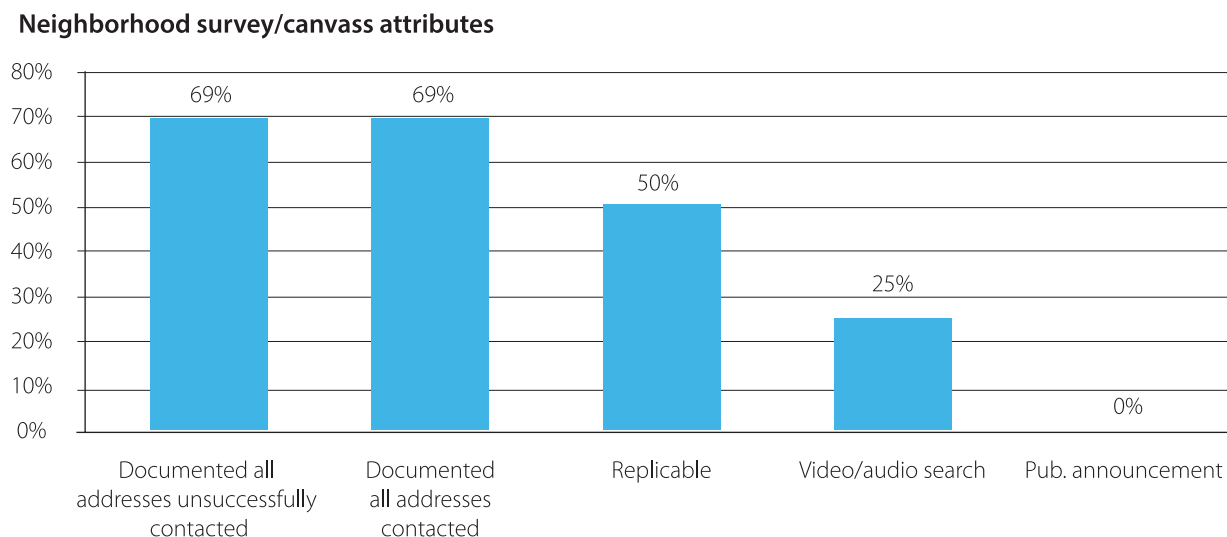
Figure 20. OIS crime scene photo ratings



Neighborhood canvass

Documentation of neighborhood canvasses was found to be poor. In 14 cases, evaluators were unable to discern whether a canvass had been conducted. In 16 cases, the canvass was documented. In three cases, it was noted that there was no canvass. Figure 21 shows the frequency of neighborhood canvassing attributes among the 16 cases in which a canvass was documented. The case file included all addresses that investigators attempted to contact, successfully and unsuccessfully, 69 percent of the time. Half (50 percent) of the canvasses were documented in a way that made them replicable. And one quarter (25 percent) of the canvasses documented a search for video or audio of the incident. None of the cases included a public announcement asking any eye or ear witnesses to come forward.

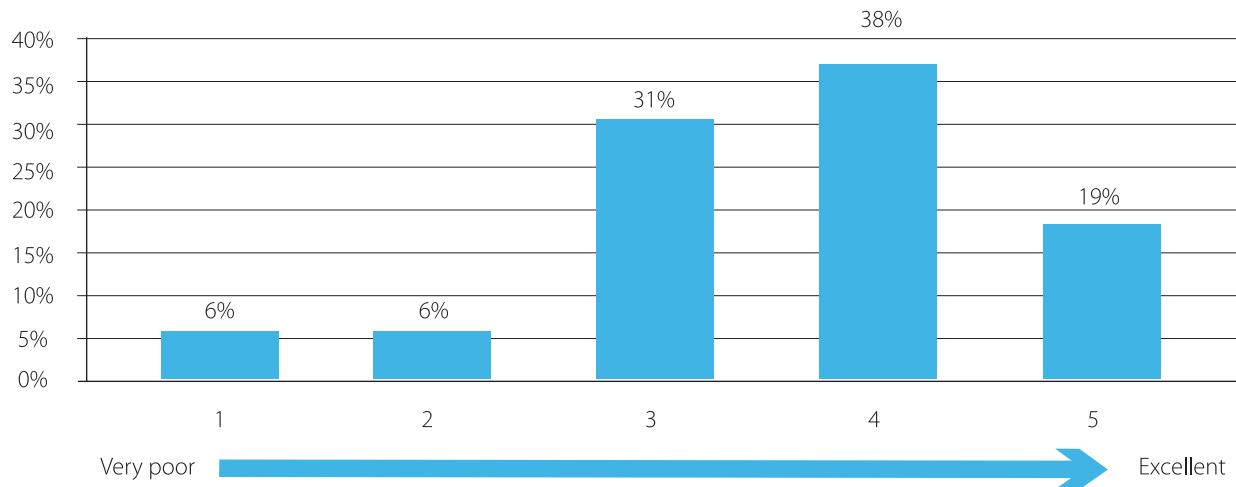
Figure 21. Neighborhood canvass quality measures



The quality of canvasses varied widely. Although the overall average rating for canvasses was 3.5, ratings ranged from 1 to 5. Figure 22 shows the complete distribution of canvass ratings. Most canvasses were rated as 3 or better.

Figure 22. Neighborhood canvass ratings

Neighborhood survey/cavass ratings



Crime scene management

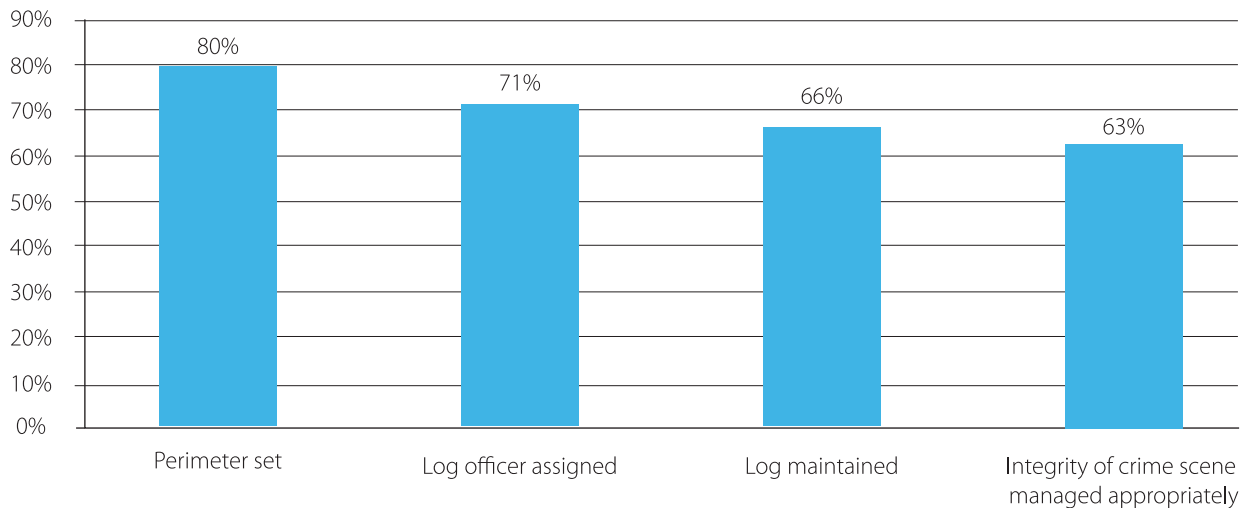
The documentation of the crime scene management varied. We evaluated whether the following aspects of crime scene management were documented adequately:

- **Setting a perimeter.** Was a perimeter set around the crime scene to control the flow of people?
- **Assigning a log officer.** Was an officer assigned to maintaining a log of all person(s) who entered and exited the crime scene?
- **Maintaining a crime scene log.** Was a log maintained that included all person(s) who entered the crime scene along with the time they exited?
- **Integrity of crime scene.** Was enough documentation provided to demonstrate that the integrity of the crime scene was maintained?

Figure 23 shows how frequently each of these crime scene management functions was documented in the case files. The setting of a perimeter was the most frequent (8 percent) aspect of crime scene management to be documented. Regarding the crime scene log, evaluators commented that often a crime scene log would be part of the case file, but be incomplete. In 63 percent of the cases, evaluators believed there was enough documentation to show that the integrity of the crime scene was managed appropriately.

Figure 23. Crime scene management quality measures

Documentation of crime scene management



Incident chronology

Our evaluation showed that incident chronology was difficult to discern from the investigative files and was often missing information. Just 60 percent of the case files had documented the chronology of the incident. Table 23 shows other key activities within the OIS that should be part of an incident chronology. Of the case files we reviewed, these were accounted for in an incident chronology between 23 and 54 percent of the time.

Table 23. Incident chronology documented in OIS investigative reports

Incident chronology	Percent
Incident chronology documented	60
Time of shots fired	54
Arrival of supervisors on scene	51
All radio communications	51
Arrival of discharging officers on scene	49
Initial call for service	40
Requests for additional resources	40
Arrival of medical	34
Arrival of all officers on scene	23

Interviews

We evaluated the quality and documentation of interviews of civilian witnesses, witness officers, and discharging officers. As described earlier, witness interviews are conducted by homicide or division detectives, whereas discharging officer interviews are conducted by shooting team investigators, and these interviews tend to occur several months after the incident. This context helps inform our analysis.

The number of civilian witness interviews conducted in a single case ranged from 0 to 28, with an average of 5.5. The number of witness officer interviews ranged from 1 to 21, with an average of 5.1. And the number of discharging officers ranged from 1 to 3, with an average of 1.3.

In all interviews, we assessed the following traits:

- Appropriate use of open and closed-ended questioning
- Thorough and exhaustive questioning
- Lack of bias or leading questioning
- Appropriate follow-up questioning
- Timeliness of the interview

For discharging officers, we also assessed whether tactics and decision making were appropriately addressed during the interview.

Because each case entailed a number of witness and discharging officer interviews, each individual measure was assessed in terms of frequency (i.e., never, rarely, sometimes, mostly, or always). We also rated the overall quality of interviewing of civilian witnesses, witness officers, and discharging officers on a scale from 1 to 5. We present the ratings on overall interview quality here.

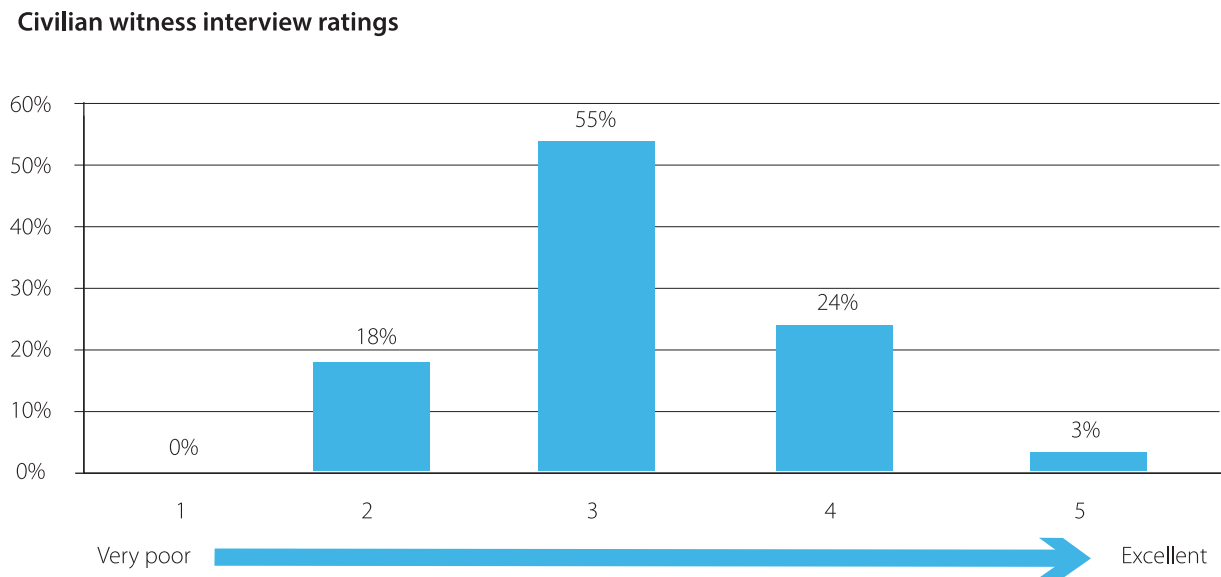
Documentation

The PPD does not audio or video record any witness or discharging officer interviews. All interviews are transcribed on either a computer or paper. Evaluators commented that some of these interviews did not appear to be verbatim and would be more accurately described as summary notes rather than an interview transcript.

Quality

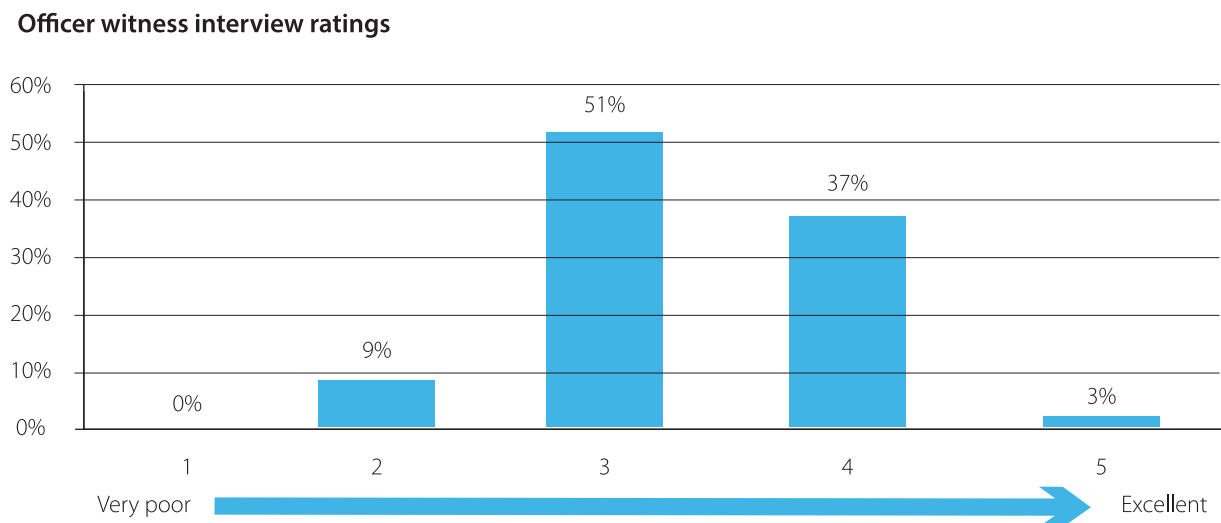
Interview ratings ranged from 2 to 5. Overall, civilian witness interviews were the lowest rated. Most civilian witness interviews were rated as 3; their average rating was 3.1. Figure 24 shows the complete distribution of ratings for civilian witness interviews.

Figure 24. Civilian witness interview ratings



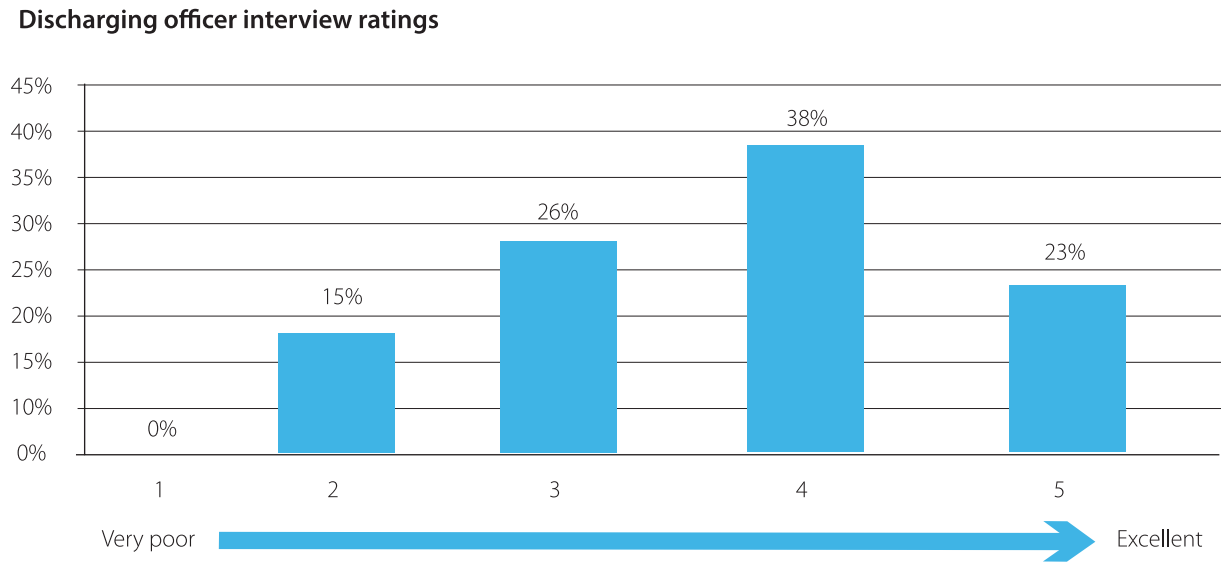
On average, officer witness interviews were rated 3.3. While 51 percent were considered to be a fair quality (rating=3), a large percentage were rated as very good (37 percent) and a smaller number were considered excellent (3 percent). Figure 25 shows the complete distribution of witness officer interview ratings.

Figure 25. Officer witness interview ratings



Discharging officer interviews had the highest rating on average (3.5). However, they were also the least consistent: 15 percent (n=5) were rated as poor. In four of these five incidents, evaluators cited the length of time between the incident and the interview as primary factors that negatively impacted the quality of these interviews. The secondary factor for each was the lack of a reliable recording of the interview. Figure 26 shows a complete distribution of discharging officer interview ratings.

Figure 26. Discharging officer interview ratings



Incident analysis

We identified 30 incident dynamics that should be accounted for when analyzing an OIS. Table 24 shows how frequently these incident dynamics were analyzed by PPD investigators and addressed in the case file. The officers' use of verbal commands and use of departmental policies were addressed in most incident analyses. The crime committed by the suspect is usually part of the case file. However, the analysis of that factor in the officer's decision to pursue the suspect and use deadly force was included less often (58 percent of the time). Other key factors are often missing from the incident analysis. For example, while most incidents involved more than one officer, either as witness or as discharging officer, just 19 percent of the case files analyzed coordination among officers. Very few (13 percent) of the case files reviewed the officers' tactics. Just one out of 35 case files included de-escalation as part of the incident review. Analyses of the officers' history in training, performance evaluations, discipline, and complaints were virtually nonexistent.

Table 24. Frequency of incident dynamics analyzed in PPD OIS investigations

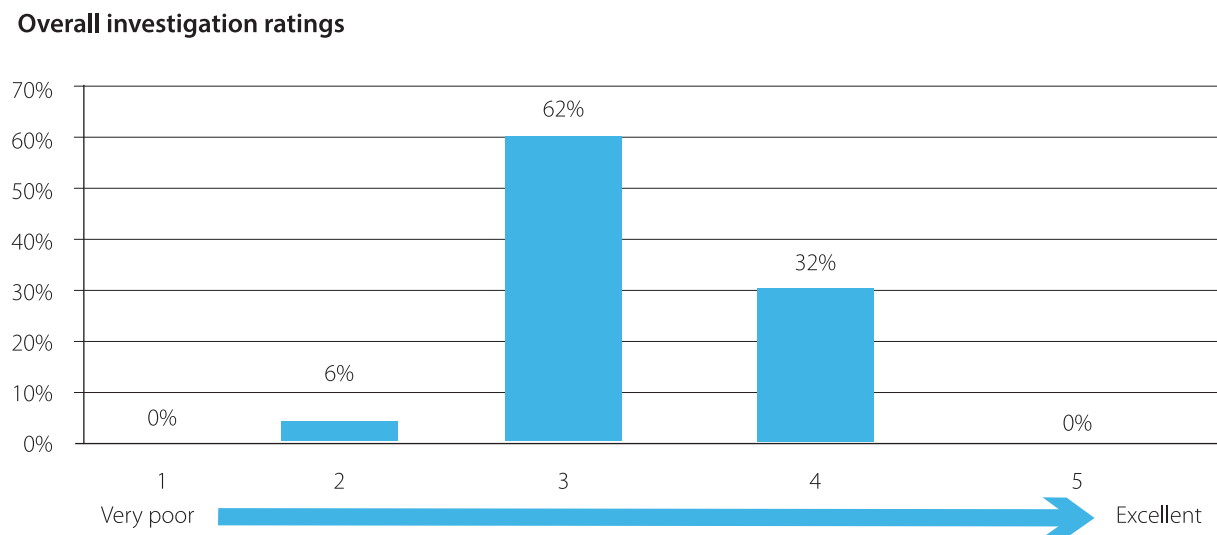
Incident dynamic	Percent (N)	Incident dynamic	Percent (N)
Verbal commands	77% (24)	Command and control	6% (2)
Departmental policies	74% (23)	Equipment	6% (2)
Crime committed by suspect	58% (18)	Sympathetic/contagious fire	3% (1)
Officer attire at time of OIS	48% (15)	Assessment of backdrop	3% (1)
Suspect criminal history	48% (15)	De-escalation	3% (1)
Witness officer actions	39% (12)	Proportionality of force	3% (1)
Laws	35% (11)	Reasonable suspicion	3% (1)
Probable cause	26% (8)	Communications with dispatch	3% (1)

Incident dynamic	Percent (N)	Incident dynamic	Percent (N)
Coordination amongst officers	19% (6)	Availability of cover	3% (1)
Supervisor actions	19% (6)	Officer complaint history	3% (1)
Officer safety	13% (4)	Exhaustion of alternatives	0% (0)
Use of force continuum	13% (4)	Departmental training	0% (0)
Standard tactics	13% (4)	Officer training history	0% (0)
Suspect mental health	10% (3)	Officer performance evaluation	0% (0)
Less-lethal options	10% (3)	Officer disciplinary history	0% (0)

Overall investigation rating

We rated the each investigation as a whole on a 1-to-5 scale. Overall, evaluators believed the investigations were of fair quality. The average rating was 3.2. Two investigations were believed to be poor overall. Figure 27 shows the complete distribution of overall investigation ratings.

Figure 27. Overall investigation ratings



Findings and recommendations

Finding 31

OIS investigations generally lack consistency.

Given the PPD’s current structure and process for OIS investigations, the only source of consistency and standardization comes from the IAD shooting team, which responds to all OISs and applies a standard protocol. Our evaluation of investigative quality also showed that shooting team investigators conducted the highest-quality interviews in our sample.

However, much of an OIS investigation is conducted by one of two units, which are vastly inconsistent in their approach. The homicide unit investigates fatal incidents and fields a team of six detectives to do so. The detective division investigates nonfatal incidents and fields a team of two detectives to do so. Notably, neither of these units has specialized training or experience in investigating OISs or any protocols in place for doing so. This distribution of investigative responsibilities can inhibit standardization across OIS investigations. Across all OIS investigations, we found a general lack of consistency in quality. Some investigations were very good and some were very poor. Crime scene photography and canvassing were among the most inconsistent aspects of the investigation.

Recommendation 31.1

The PPD should establish a single investigative unit devoted to criminal investigations of all deadly force incidents.

Deadly force incidents have unique characteristics that make the investigation of such incidents different from other criminal investigative work, even homicide cases.¹⁵⁰ Interview questions and techniques, crime scene analysis, and approaches to canvassing all need to account for the fact that the investigators are dealing with a police use of deadly force, as opposed to other homicides.

All deadly force investigations need to be conducted with the same thoroughness. Establishing a single unit devoted to these investigations will help ensure that a consistent standard is applied. For the purpose of this report, we will refer to this specialized investigative unit that conducts the criminal investigation as a deadly force investigation team (D-FIT). Whether the incident is fatal, injurious, or noninjurious, the decision by the involved officer(s) to use deadly force remains the same. The various outcomes (death, injury, or a miss) are determined by a number of factors such as shooting accuracy, distance, reaction time, and readily available medical care. Note that none of these outcomes is a result of the intent of the officer.

In response to a high number of OISs and calls for organizational reforms, other agencies have established specialized units. Examples are the Baltimore Police Department,¹⁵¹ Seattle Police Department,¹⁵² Portland (Oregon) Police Department,¹⁵³ and Las Vegas Metropolitan Police Department.¹⁵⁴ The PPD's newly established unit should investigate all deadly force incidents, excluding noninjurious accidental discharges and animal shootings. The PPD should staff the unit sufficiently to handle at least 50 OIS incidents annually. The unit should investigate not only OISs, but all deadly force cases and in-custody deaths.

The D-FIT will be the lead unit in the interviews of all civilians and officers, in collaboration with the shooting team. The one exception for interview officers will be any involved officers that must be compelled to give interviews under *Garrity*. Compelled officers should continue to be interviewed by shooting team investigators. D-FIT will compile the entire criminal investigation, gathering all pertinent facts, statements, and evidence.

150. David Hatch and Randy Dickson, *Officer-Involved Shootings and Use of Force: Practical Investigative Techniques* (Boca Raton, FL: CRC Press, 2007).

151. Independent Review Board, *In-Custody Fatality Independent Review Board for the Death of Tyrone West: Findings and Recommendations* (Baltimore, MD: Baltimore Police Department, 2014), <http://www.baltimorepolice.org/images/pdfs/newsroom/BPD-IRB-Report-Final.pdf>.

152. *Seattle Police Manual Use of Force Policy: Section 8.050* (Seattle, WA: Seattle Police Department, 2013), http://www.justice.gov/usao/waw/press/newsblog%20pdfs/Use_of_Force_Policy_11_27_2013.pdf.

153. *The Portland Police Bureau: Officer-Involved Shootings and In-Custody Deaths* (Los Angeles: Police Assessment Resource Center, 2003).

154. Stewart et al., *Las Vegas Metropolitan Police Department* (see note 110).

Recommendation 31.2

PPD D-FIT members should have the experience and training necessary to conduct thorough and objective OIS investigations.

Members of the newly established unit should have prior major case investigation experience with a strong preference for homicide investigations. Furthermore, all members of the unit should receive specialized training in OIS investigations. The training may be obtained from a variety of vendors or can be developed in-house by instructors who have been certified through specialized courses. The department may also consider consulting with other agencies on their training requirements and programs for OIS investigations.

Recommendation 31.3

The PPD should develop a manual for conducting OIS investigations from a criminal standpoint.

The manual should describe a detailed, step-by-step protocol for investigators to follow and have as a reference point when conducting OIS investigations. The manual will serve as another mechanism for ensuring that all OIS investigations are conducted with a consistent, standard quality. This manual should be developed by staff members who have attended training in the investigation of OISs. The department may also review manuals and operating procedures developed by other large agencies.

The manual should include, at a minimum, the following standardized practices:

- **Canvassing.** Neighborhood canvassing efforts should be thoroughly documented. The investigators should publish a media release with email and phone contact information requesting that witnesses come forward, follow up with all addresses not contacted, and keep a complete list of addresses with the names of those contacted who were part of the canvass. The goal of a canvass is for investigators to be able to identify and interview any potential eye and ear witnesses. The effort should be conducted and documented in a way that makes it replicable.
- **Crime scene management.** All crime scenes should be managed to a quality standard, including consistent documentation in a crime scene log, assignment of a log officer, and setting of a perimeter. The management of the crime scene should be documented in detail in the final investigative report.
- **Interviews and interrogations.** The manual should clearly describe the appropriate practices for interviewing or interrogating all witnesses and involved persons, including interviews of civilian witnesses, witness officers, and discharging officers (if applicable); supervisor roles and responsibilities; taking of a public safety statement; and documentation of interviews and interrogation.
- **Crime scene documentation.** The manual should describe the appropriate steps for a thorough documentation of the crime scene, including video-recorded crime scene walk-throughs, photography, distance measurements, development of crime scene diagrams, and identification of physical and forensic evidence. Photographs should always be labeled with the perspective from which they were taken and items of importance. All suspects, involved officers, casings, and projectiles should be photographed and labeled.
- **Report writing.** All reports should thoroughly document the investigation, including complete statements, all photos (in a readable format), crime scene diagrams, and complete forensic and analytic reports. In addition, there should be a single source narrative document that provides a chronological summary of the incident, to include all precursor events, enforcement, and investigative actions taken.

Finding 32

PPD officers involved in a shooting provide a “public safety statement” to the transporting supervisor regarding the crime scene, evidence, suspects, and witnesses. In practice, the statement lacks structure and consistency.

The purpose of the “public safety statement” is to address any emergency circumstances that may exist, such as the need to capture a fleeing felon or search for additional victims, possible witnesses, the extent of the crime scene, and the direction of all rounds fired. However, the utility of these statements varies widely, depending upon the questions asked by the transporting supervisor.¹⁵⁵ There is no established set of questions or information to be gathered by the transporting supervisor. A poor public safety statement can impact the ability of the investigators to reconstruct the crime scene and locate evidence and potential witnesses. Many of the public safety statements reviewed for this assessment were believed to be too informal. In many cases, reviewers did not believe that the statement collected from the transported supervisor constituted a “public safety statement.”

Recommendation 32.1

The PPD should develop a standard checklist of items constituting a public safety statement that transporting supervisors must obtain from an officer involved in a shooting.

The PPD should create a policy that specifies all pieces of information a transporting supervisor is expected to gather in the event of an OIS. All supervisors should be made aware of the policy and be issued a standard checklist to use when performing this duty.

The check list could include the following items:¹⁵⁶

- Type of force used
- Direction of shots fired
- Knowledge of any injured persons and their location
- Knowledge of any suspects at large
- Time lapse of the event
- Any knowledge of witnesses, including names, descriptions, and locations
- Any knowledge of evidence at the crime scene
- The scope of the crime scene

Recommendation 32.2

The transporting supervisor should conduct a walk-through of the scene with the discharging officer(s).

It is currently not standard PPD practice for the transporting supervisor to conduct a walk-through of the scene with the discharging officer(s). This is a limiting factor, because the supervisor cannot visualize the scene while the officer is describing what occurred. By conducting a walk-through with the discharging officer(s), transporting supervisors will be better able to assist investigators in the crime scene investigation and incident reconstruction.

155. CNA interviews.

156. “Administrative Investigations of Police Shootings and Other Critical Incidents: Officer Statements and Use of Force Reports Part Two: The Basics,” *AELE Monthly Law Journal* 8 (August 2008), <http://www.aele.org/law/2008FPAUG/2008-8MLJ201.pdf>.

Finding 33

The PPD's current practice for recording interviews of witnesses and discharging officers is through typed notes.

In all major case investigations, including OISs, PPD investigators take what they refer to as “verbatim statements” via typed transcriptions. This means that an investigator is sitting at a computer, typing in questions and answers as they occur in real time. These statements are often not signed by the officer.¹⁵⁷ The compelling concern with this practice is that the statements are not a verbatim recording of the information. Ultimately, responses will be summarized or rephrased when individuals without the skills and training or an actual stenographer are typing the transcriptions. This can lead to a number of issues, such as incompleteness, inaccuracies, or unintentional bias. This also poses difficulty in determining the appropriateness and thoroughness of interviewing techniques used by investigators.

Recommendation 33

The PPD should establish a policy that interviews of all critical witnesses and suspects in the course of an OIS investigation will be video and audio recorded.

Video recording interviews will increase public confidence and demonstrate fairness and impartiality in the PPD's investigative procedures. From an investigative standpoint, video recordings can provide investigators, courts, and juries with an added perspective that photos and audio recording cannot provide.¹⁵⁸ A video-recorded interview will allow for an unadulterated, objective view of the interview and allow viewers to observe the behavior of both the interviewers and interviewees.

The policy should specify that interviews with all critical civilian witnesses, officer witnesses, suspects, and discharging officers should be video recorded. At a minimum, critical witnesses should include any officer or civilian who witnessed the shooting, any officer who discharged his or her firearm, and any supervisors who were involved in managing the incident before or during the use of force either by radio or on the scene.

Segments of the video-recorded interviews should be incorporated into the UFRB presentation and hearing. In addition, all video-recorded interviews, with the exception of the discharging officer (unless voluntary), should be included as part of the OIS case file sent to the SIU for review.

Finding 34

Control of the initial crime scene is assigned to the criminal investigators on an informal basis. As a result, there is a general lack of consistency in the quality of crime scene control and integrity.

Based on our review of PPD investigations, crime scene logs were frequently messy and incomplete. Sometimes, people signed in but did not sign out. Other times, there were multiple crime scene logs that did not match. In general, crime scene management was poorly documented in the PPD case files we reviewed.

157. CNA interviews.

158. George Fachner and Steven Carter, *Collaborative Reform Model: Final Assessment Report of the Las Vegas Metropolitan Police Department* (Washington, DC: Office of Community Oriented Policing Services, 2014), <http://ric-zai-inc.com/Publications/cops-p287-pub.pdf>.

Recommendation 34

The PPD should establish a policy that control of an OIS crime scene must be assigned to the criminal investigative unit.

D-FIT should work collaboratively with the IAD shooting team to sufficiently document the scene before the scene is released. The time of the release of the crime scene should be documented in each OIS investigation. In addition, the person(s) in charge of the crime scene and who authorized its release should be documented in each OIS investigation. All incidents should document the perimeter of the crime scene, the assignment of a log officer, and a complete crime scene log to maintain the integrity of the crime scene and its documentation.¹⁵⁹

Finding 35

Crime scene photos of OIS incidents are inconsistent and often lack the appropriate perspectives and details.

We found that crime scene photos for OIS incidents were exceptional at times and inadequate at other times. This lack of consistency is evidenced in investigatory reviewers' ratings on the overall quality of crime scene photos and the account of perspectives and items of importance in crime scene photos. Although most investigations included adequate crime scene photos and labeling, a sizable proportion did not, indicating an overall lack of consistency.

Recommendation 35.1

The PPD should establish a standard for OIS crime scene photography to be incorporated into its OIS investigations manual.

The PPD's OIS investigation manual should outline or reference the proper techniques and documentation of crime scene photos from the lead investigator's standpoint. All crime scene photos should be labeled with the perspective from which they were taken and any significant items that appear in the photos should be labeled. All officers and suspects (when possible) should be photographed in the attire they were wearing at the time of the incident.¹⁶⁰ All photos should be included in the investigative file and sent to the DAO and all PPD personnel involved in the administrative review of the incident.

Recommendation 35.2

The crime scene should be video recorded.

Preservation of the crime scene is essential to the integrity of the investigation. Although a photo log has sufficed throughout much of police history, an emerging practice in crime scene documentation is the use of video. In addition to photos, the PPD should video record the crime scene. Doing so will provide supervisors and investigators with an additional perspective on the incident and the spatial relationships between different parts of the crime scene.¹⁶¹ In addition, still photos render light differently from video. For example, at night, photos show either a very brightly lighted scene or a very dark scene. Video shows a truer visual representation of the scene as it occurred. Investigators should conduct a video walk-through of the scene and capture relevant views and angles as they relate to the OIS.

159. National Forensic Science Technology Center, *Crime Scene Investigation: A Guide for Law Enforcement* (Washington, DC: National Institute of Justice, 2013).

160. *Ibid.*

161. Hatch and Dickson, *Officer-Involved Shootings* (see note 150).

Finding 36

The IAD shooting team waits for the DAO to decline charges against an officer before it interviews discharging officers and closes its investigation. As a result, most officers involved in shootings are not interviewed until three or more months after the incident occurred.

Presently, the IAD is the primary point of contact with the SIU, which reviews the criminal investigation of OISs and makes a decision on whether to pursue criminal charges. This puts the IAD in the peculiar position of serving as liaison for a potential criminal investigation of an officer and compelling statements from discharging officers that are protected from use in the criminal investigation. The PPD addresses the potential conflict of interest in part by not conducting the compelled interview with the discharging officer until after the DAO has declined charges.¹⁶² As a result, the interview is often not conducted until months after the incident. In other words, a detailed interview with the most critical witness (the involved officer) doesn't occur until many months after the incident. Yet research has shown that critical incidents can have a profound impact on officer memory.¹⁶³ The PPD's approach calls into question the reliability of the officer's recall and memory.

Recommendation 36.1

The PPD should revise its policy and practice so that the criminal investigative unit assigned to each OIS is the primary point of contact with the DAO. The IAD should be extricated from this role.

The criminal investigation of the incident should be led by a single investigative unit in the PPD. That unit should be the sole liaison with SIU and DAO's criminal prosecutors. By doing this, the department will ensure that compelled statements and information derived from those statements are completely walled off from the criminal case. It will also enable the IAD to interview discharging officers sooner without concern of contamination between the administrative investigation and the criminal investigation.

The IAD will still have access to the entire criminal investigation file. Shooting team investigators will still be able to participate in any and all interviews that are part of the criminal investigation. However, the IAD will not have any responsibility or authority related to the criminal investigation. The IAD must conduct its own parallel administrative investigation.

Recommendation 36.2

The shooting team should conduct interviews with the discharging officer(s) as soon as practical, but not later than 72 hours of the incident.

There is no consensus on the timeframe in which discharging officers should be interviewed in the wake of an OIS. There is little research specific to the effect of time on officer recall of an OIS. One noteworthy pilot study found that officers in simulated critical incidents had better recall immediately after the event than they had three days later. However, the authors urge caution and call for more research on the topic, concluding that police departments should consider the timing of officer interviews on a case-by-case basis.¹⁶⁴

162. *Office of Professional Responsibility Policy on Officer-Involved Shootings* (Philadelphia: Philadelphia Police Department, n.d.).

163. David Klingler, *Responses to Officer-Involved Shootings* (Washington, DC: National Institute of Justice, 2001).

164. Geoffrey Alpert, John Rivera, and Leon Lott, "Working toward the Truth in Officer-Involved Shootings," *FBI Law Enforcement Bulletin* 81, no. 5 (2012): 1–7, <http://leb.fbi.gov/2012/may/leb-may-2012>.

Some agencies have a policy to interview the officer immediately, as has been recommended by the Police Assessment Resource Center (PARC).¹⁶⁵ The International Association of Chiefs of Police (IACP) Psychological Services Section insists that officers be given some time to recover after an incident while noting that this can range from a few hours to several days. Many departments afford officers anywhere from one to three sleep cycles, which is consistent with guidelines set forth by Americans for Effective Law Enforcement (AELE).¹⁶⁶ In the PPD, administrative investigations should no longer wait for the completion of a criminal investigation or the declination of charges by the DAO. PPD shooting team investigators should interview officers as soon as all other interviews have been completed but not longer than 72 hours after of an OIS, which would bring the department within current guidelines and common practices for OIS investigations.¹⁶⁷

Recommendation 36.3

The IAD should set a goal to close administrative investigations within 30 days of the DAO's declination.

From 2007 to 2013, it took the IAD an average of 100 days to complete an administrative case after the DAO declined to pursue charges. With adoption of the new practice of discharging officers being interviewed soon after the OIS, this lag in the completion of the investigation should be significantly reduced. The PPD should set a goal to close administrative investigations within 30 days of the DAO's declination. This will, in turn, move up the timeframe in which the UFRB can take place and therefore improve the timeliness with which the department rectifies any issues identified in the administrative investigation.

Recommendation 36.4

All interviews of discharging officers should be video recorded.

Current PPD policy states that IAD investigators will take the officers' statements and ask them to sign each page as it transcribed by the investigators. This sort of documentation is subject to error through miscommunication or unintentional bias in the investigator's interpretation of what was said. Our review of investigative files noted that these interviews did not appear to be transcribed verbatim. Video recording interviews with officers can increase public confidence and demonstrate fairness and impartiality in PPD's investigation of officers involved in shootings. From an investigatory perspective, video can provide investigators, courts, and juries with an added perspective that photos or audio recordings cannot provide. Video recorded interviews should be part of the UFRB presentation and hearing. If the interview is compelled, the transcript and video should not be sent to the DAO as part of the investigative file, as they are protected by *Garrity*. All video interviews should be protected from public disclosure through policy and protocols set forth by the PPD.

165. Police Assessment Resource Center, *The Portland Police Bureau: Officer-Involved Shootings and In-Custody Deaths* (Los Angeles: Police Assessment Resource Center, 2003).

166. "Administrative Investigations of Police Shootings and Other Critical Incidents: Officer Statements and Use of Force Reports, Part One: The Prologue," *AELE Monthly Law Journal* 6 (June 2008), <http://www.aele.org/law/2008FPJUN/2008-6MLJ201.pdf>; Drew Tracy, "Handling Officer-Involved Shootings," *The Police Chief* 77, no. 10 (2010), http://www.policemagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=2213&issue_id=102010.

167. Hatch and Dickson, *Officer-Involved Shootings* (see note 150).

Finding 37

The PPD lacks official training requirements for IAD shooting team members.

The IAD shooting team has significant experience in conducting internal affairs and OIS investigations. However, there are no official requirements for shooting team investigators in terms of experience or training.

Recommendation 37

Current and future members of the shooting team should be required to receive specialized training in OIS investigations.

All shooting team investigators should be required to complete specialized training on OISs. The training can be obtained from a variety of vendors or developed in-house by instructors who have been certified in one of these specialized courses.

Finding 38

The shooting team does not have a formal process for consulting with subject matter experts to inform their investigation and findings.

The shooting team occasionally consults with other members of the department, but this process has not been formalized. These sorts of discussions and insights were frequently missing from investigative files reviewed by our investigation review panel.

Recommendation 38

The shooting team should establish a policy to review its investigation and findings with other departmental experts.

Investigators should consult with training staff, tacticians, and other experts to address officer decision making and tactics during the OIS. Experts in specialized topics such as defensive tactics, officer safety, firearms training, crime scene management, or crisis intervention can illuminate conflicts in the officers' actions and departmental procedure and training.

Finding 39

The scope of shooting team investigations focuses solely on policy while largely neglecting officer tactics and decision making.

Our review of OIS investigative files found that there was rarely any discussion of tactics and decision making by the IAD. The incident analysis was found to be minimal. Tactical reviews are an emerging best practice. They aid the department in identifying performance issues that do not reach the threshold of policy violation, but require remediation through training and possibly department-wide reforms.¹⁶⁸

168. Samuel Walker and Carol Archbold, *The New World of Police Accountability* (Los Angeles: Sage Publications, 2014); Stewart et al., *Las Vegas Metropolitan Police Department* (see note 110).

Recommendation 39.1

The shooting team should significantly enhance its investigative scope to include officer tactics and decision making.

In addition to their policy investigation, the shooting team should investigate the tactics and decision making of all officers, dispatchers, and supervisors, including but not limited to communications, assessment of backdrop, officer safety, officer coordination, cover and concealment, less-lethal options, exhaustion of other alternatives, supervision, incident command, and de-escalation. This enhanced scope should be reflected in interview questions, consultations with other department experts, and investigative reports.

Recommendation 39.2

Shooting team investigative reports should highlight findings and any inconsistencies in policy, procedure, and training for the UFRB to evaluate in its decision.

Shooting team reports, by design, describe the incident, crime scene evidence, and witness accounts of the incident. Given the shooting team investigator's knowledge and experience investigating the case, they should clearly delineate officer actions and relevant departmental policy, procedure, and training. This will foster better deliberation during UFRB hearings and ultimately more informed decisions.

Recommendation 39.3

The shooting team should develop an operations manual delineating all of its investigative activities, reporting, and role in the review process.

The manual should describe a step-by-step process for conducting an administrative investigation of OISs. It should be written in a way that each investigation will be standardized and replicable from start to finish. The shooting team manual should be separate from the criminal investigation manual for OISs.

Chapter 8. Use of Deadly Force Review and Officer Accountability

Overview

In this chapter, we assess the process by which Philadelphia Police Department (PPD) reviews officer-involved shootings (OIS) internally, holds officers accountable, and learns and self-corrects from those incidents. We assess the department’s case review program, which the department uses to monitor all officer behavior, including complaints, off-duty actions, uses of force, and deadly force. We also assess the PPD’s Use of Force Review Board (UFRB) and Police Board of Inquiry (PBI), which are distinct but related decision-making boards for deadly force incidents. Last, we examine the rate at which the PPD disciplines officers as the result of an OIS and the nature of that discipline.

We reviewed all of the Office of Professional Responsibility’s (OPR) policies, directives 10 and 22 on use of force, and a sample of memoranda regarding UFRB decisions. We interviewed members of the UFRB, the PPD’s charging unit, and various members of internal affairs. We also observed the UFRB in hearing and reviewing 20 OISs. Finally, we examined outcome and disciplinary data from all completed PBI cases arising from OISs that occurred between 2007 and 2013.

The following sections describe the case review program, UFRB, and PBI. We then present five key findings and 12 recommendations to reform the PPD’s OIS review and accountability process.

Case review program

Although over two decades old, police early intervention systems (EIS) remain largely untested and unverified. The PPD has operated an early intervention system, which it calls the case review program, since 1995. It is designed to identify officer behavior that indicates the potential for misconduct and address the behavior through counseling before it becomes a problem for the officer or department. On a 12-month rolling basis, the system collects various officer data and sets occurrence thresholds for each type of incident that trigger a review. Table 25 illustrates the PPD’s current data and thresholds.¹⁶⁹

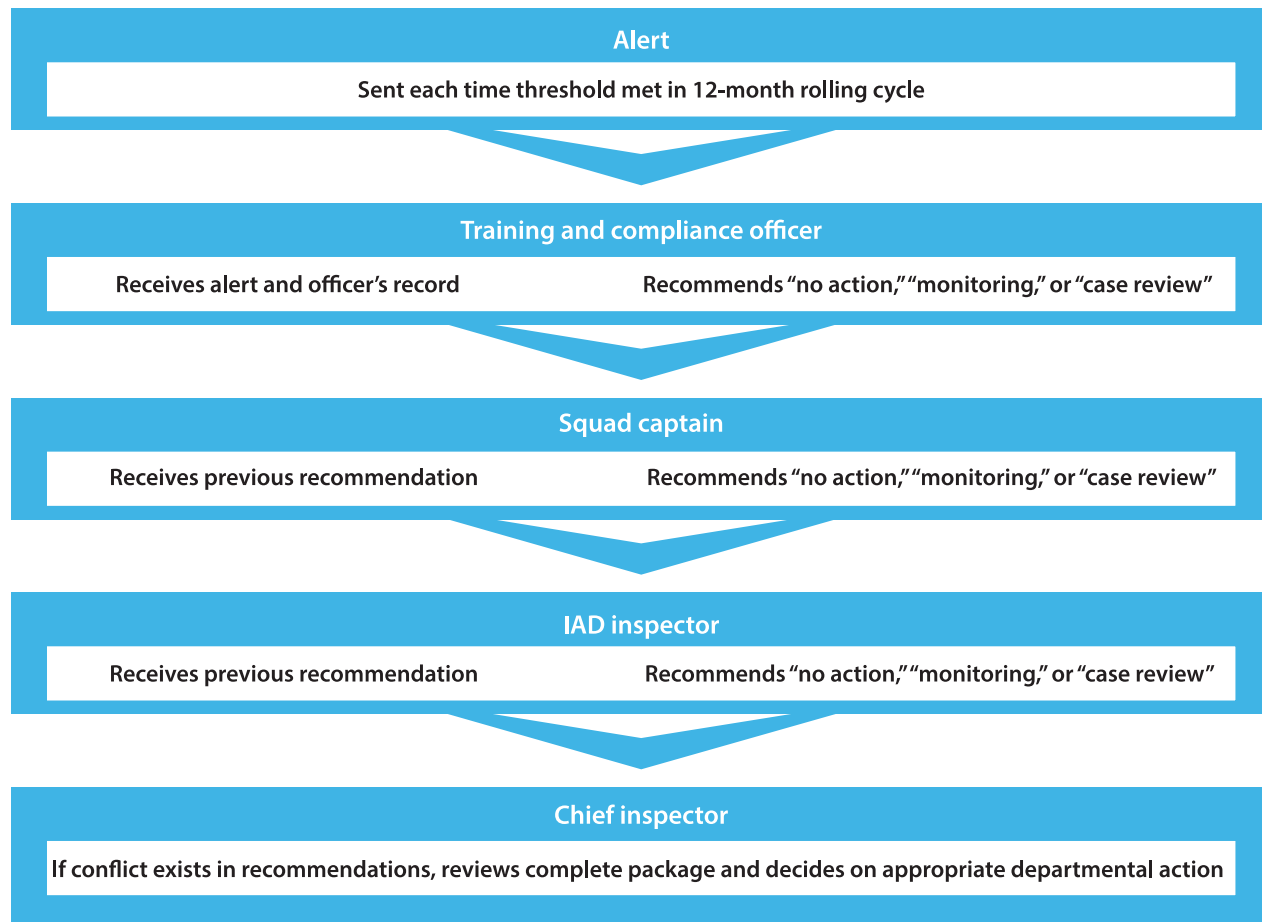
Table 25. Case review program thresholds

Incidents	Threshold
Public complaints	3
Internal investigations	2
Off-duty actions	2
Deadly force	2
Use of force on other officer	2
Use of force	6
Protection from abuse	2
Police board of inquiry	3
Any combination	10

169. Office of Professional Responsibility Policy # 35 IA Pro (Alert/Monitoring System) (Philadelphia: Philadelphia Police Department, 2014).

The case review program operates out of the Internal Affairs Division (IAD). When an officer reaches a threshold on any of the data points listed above, it triggers a series of reviews and recommendations based on the officer's record. Figure 28 illustrates the review process.

Figure 28. Case review program process



If it is agreed by all parties that an officer requires counseling, a review session is held at IAD headquarters involving the subject officer, the subject officer's commanding officer, the subject officer's immediate supervisor, and members of the IAD.¹⁷⁰

PPD internal review of OISs

Current PPD practice is for any sustained allegation of any policy violation to be forwarded to the PBI for a hearing.¹⁷¹ Typically, a complaint is investigated by the IAD and forwarded to the PBI if investigators find any policy violations. However, deadly force incidents are first reviewed by the UFRB, which makes the decision on any misconduct and forwards cases as appropriate to the PBI to charge the officer administratively.

170. Ibid.

171. "Complaints against Police and Internal Investigations," *Office of Professional Responsibility Policy No. 10* (Philadelphia: Philadelphia Police Department, 2014).

Use of force review board

The UFRB hears all officer-involved shootings, including accidental discharges and animal shootings. The board comprises the following members:¹⁷²

- Deputy Commissioner of Organizational Services
- Deputy Commissioner of Office of Professional Responsibility
- Deputy Commissioner of Major Investigations
- Deputy Commissioner of Field Operations

The purpose of the board is to “review the totality of circumstances and issue a final determination of whether the force deployed was appropriate or the officer had probable cause to use deadly force.”¹⁷³

The board meets quarterly to review multiple OIS cases. Prior to the hearing, the IAD shooting team sends the entire case file to the chairperson of the board, who then distributes the file to members of the board. At the board hearing, shooting team investigators give an informal briefing for each incident.¹⁷⁴ Board members may ask questions about the facts of the incident and investigation. However, the shooting team does not draw conclusions about the appropriateness of the officer’s actions. The board deliberates openly on the facts and circumstances of the case and whether the officer’s actions were appropriate. A formal vote concludes each hearing. A majority vote is required for the case to be sent to the PBI for a formal disciplinary hearing.

This past year, the board updated its selection of findings to be more comprehensive. The board can now make any of the following findings regarding an OIS:¹⁷⁵

- **Administrative approval.** If the review indicated that the officer’s actions were in accordance with departmental policy or objectively reasonable under extraordinary circumstances, the review will be terminated and the case will be marked “Justified Use of Force within Departmental Policy.”
- **Improve tactics or decision making.** If the review indicated that the actions of the officer were in accordance with departmental policy or objectively reasonable under extraordinary circumstances, but the officer’s tactics or decision making could be improved where the force became necessary, the review will be marked “Justified Use of Force within Departmental Policy—Tactical/Decision Training Recommended.”
- **No use of force violations, but other departmental violation discovered.** If the review indicated that the actions of the officers were in accordance with departmental policy or objectively reasonable under extraordinary circumstances, but other departmental violations not related to the use of force are discovered, the review will be marked “Justified Use of Force within Departmental Policy—Other Violations Discovered.”
- **Policy or departmental training issues.** If the review indicates that an undesirable outcome occurred regarding the use of force and the force appears reasonable, but no actual policy or training currently exists regarding the subject matter, the case will be marked “Justified Use of Force within Departmental Policy—Review of Departmental Policy or Training Recommended.”

172. Philadelphia Police Department, *Directive 10* (see note 20).

173. *Ibid.*

174. CNA observations.

175. Philadelphia Police Department, *Directive 10* (see note 20).

- **Administrative disapproval.** If the review indicated that the officer's actions were not in accordance with departmental policy or deemed unreasonable, unnecessary, or excessive, even under extraordinary circumstances, the case will be marked "Not within Departmental Policy." The chairperson will notify the police commissioner in writing and forward the case to the charging unit for the appropriate disciplinary charges to be filed against the officer.

Police board of inquiry

If the UFRB finds that an officer violated PPD policy, a memorandum stating the policy violation is sent to the charging unit of the PPD. The charging unit then reviews the UFRB memorandum and makes the following decisions:

- Can the officer be charged with a policy violation?
- If so, what is the applicable disciplinary action given the PPD's disciplinary matrix?

In cases where the charging unit agrees with the UFRB, a police advocate is responsible for presenting the case for discipline at the PBI. The police advocate makes the department's case while the officer and a representative make his or her case in an adversarial, due process hearing. A panel of three sworn officers, consisting of one captain, one lieutenant, and one peer officer, serve as a jury and decide if the officer is not guilty or guilty of the policy violation. Alternatively, officers can plead "guilty" and avoid the PBI hearing.

In contrast to the UFRB, PBI hearings have representation for the discharging officer(s) and the department. Witnesses for both sides of the case are called to testify, including the shooting team investigators who investigated the case.

Officers found guilty at PBI hearings may avail themselves of the arbitration process if they seek to overturn or reduce disciplinary action.

PPD OIS case processing

We analyzed all OIS incidents that fit our criteria, were reviewed by the UFRB, and were forwarded to the PBI for remedial action between 2007 and 2013. This accounted for a total of 88 PBI cases, each of which represents an involved officer. Table 26 shows the distribution of penalties in these cases. The most common outcome of a PBI hearing is "training and counseling," which the PPD does not consider disciplinary action. Notably, the UFRB may issue training and counseling without further review by the PBI. Cases forwarded from the UFRB to the PBI are explicitly in response to an identified policy violation. The next most frequent outcome is an "official reprimand" followed by a finding of "not guilty." Officers were suspended 20 percent of the time, with suspensions ranging from 1 to 30 days. Five officers were recommended for termination. One officer retired.

Taken as a whole, these 88 cases represent incidents in which the UFRB found that an officer violated a policy in the course of an OIS incident. Based on our review of PBI outcomes, the UFRB's findings were essentially invalidated nearly half of the time. This accounted for all incidents in which the PBI found officers not guilty (18 percent) or only in need of training and counseling (30 percent).

Table 26. Distribution of penalties issued by PBI resulting from OIS cases

Penalty	N	Percent
Not guilty	16	18.2
Training and counseling	27	30.7
Official reprimand	21	23.9
1 day suspension	4	4.6
2 day suspension	3	3.4
3 day suspension	3	3.4
4 day suspension	2	2.3
5 day suspension	1	1.1
7 day suspension	1	1.1
10 day suspension	1	1.1
20 day suspension	2	2.3
30 day suspension	1	1.1
Termination	5	5.7
Retired	1	1.1
Total	88	100.0

We requested arbitration outcomes from the PPD for all OIS-related arbitration cases. We found that disciplinary action for a total of four OIS incidents occurring between 2007 and 2013 have been challenged thus far. Of those four, the department has settled three times. In one case, the department agreed to pay an officer in lost overtime wages. In another case, the department agreed to expunge a counseling memo that resulted from an OIS. And in the third case, the department agreed to transfer an officer to one district rather than another. In the one case that has gone to arbitration, the arbiter reduced the officer’s discipline from a 30-day suspension to a seven-day suspension and awarded the officer compensation for lost wages. The OIS involved shooting at a motor vehicle.

Findings and recommendations

Finding 40

The UFRB and PBI are duplicative processes that at times have conflicting outcomes. This sends a mixed message to members of the department and causes unnecessary internal strife.

The PPD has two separate but connected review processes in place for OISs; at times they result in different outcomes. The UFRB comprises solely high-ranking command staff, whereas the PBI has a more diverse set of ranks and fewer voting members. In addition, the PBI process allows for the calling and questioning of witnesses, whereas the UFRB does not. Some interview participants believed that the PBI undermines the findings of the UFRB and has meted out too little discipline.¹⁷⁶ Our examination of PBI disciplinary data showed that half of the cases UFRB forwards to the PBI are resolved without formal discipline. We attribute this to the different process and voting membership of each of the processes.

176. CNA interviews.

Recommendation 40.1

The PPD should dismantle the two-board system for OISs and combine the functions of the UFRB and PBI into one integrated board.

The integrated board would eliminate the inherent conflict in the current two-board system, and allow the department to speak with one voice in terms of officer misconduct and accountability. Findings of the board should be forwarded directly to the police commissioner. The integrated board should be held only for intentional discharges involving persons, injurious accidental discharges, or other uses of force that result in death or serious bodily injury. The goal of the board should be to determine whether any policy violations occurred and whether there are any lessons to be learned regarding tactics and decision making of all officers and supervisors involved. The board should also ensure that when officers are present and being questioned, they have representation, affording them the due process afforded to all employees.

Recommendation 40.2

The newly established board should conduct a comprehensive review of each incident.

The board's scope should not be limited to the moment of deadly force itself. The review process should enhance scrutiny of these incidents from all angles, including department-wide policy and training deficiencies, tactical decision making of all officers and supervisors, from the beginning of the incident, up to the moment of force itself. This can help the PPD continually learn and improve as an organization, while also holding the officers accountable when needed.¹⁷⁷

At a minimum, the board should review the following incident factors, as presented by shooting team investigators:¹⁷⁸

- Communications
- Tactical decision making
- Officer coordination
- Tactical and verbal de-escalation
- Verbal commands
- User of cover and concealment
- Number of shots fired
- Use of force continuum
- Less-lethal options
- Legal justification for deadly force
- Exhaustion of other options
- Incident management
- Supervision

177. Fachner and Carter, *Las Vegas Metropolitan Police Department: Final Report* (see note 158).

178. Hatch and Dickson, *Officer-Involved Shootings* (see note 150); Stewart et al., *Las Vegas Metropolitan Police Department* (see note 110).

- Crime scene investigation
- Global PPD policy and training review
- Historical review of involved officers training, disciplinary record, and prior uses of force, including OISs

Recommendation 40.3

Voting board members should include command staff, a sworn officer one rank higher than the involved officer, a peer officer, and at least one citizen representative.

The board should always include the following command staff as voting members:

- Deputy Commissioner, Organizational Services
- Deputy Commissioner, Office of Professional Responsibility
- Deputy Commissioner, Major Investigations
- Deputy Commissioner, Patrol

In addition, the board should adopt the PBI policy of having a one peer member and an officer of one rank higher as voting members. Neither of these members should be from the same command as the involved officer.

Finally, the community should be included in the review process that rules on the most critical conflicts between the police and the public.¹⁷⁹ The board should have at least one citizen with voting power. The PPD and the Police Advisory Commission (PAC) should work together to develop a pool of citizen board members. The citizens will have to be trained and familiarized in the PPD's policies, procedures, and use of force training. The citizen representative should not be in law enforcement, have law enforcement experience, or have any close family members in law enforcement. In addition, citizen members should not have pending lawsuits against the department. Citizen members should sign a nondisclosure agreement related to the details of the case and hearing in which they participated.

Recommendation 40.4

Shooting team investigators should make a formal presentation of the facts to the board, highlighting any potential conflicts and key points for deliberation among the board.

At a minimum, the presentation should include the following components:

- Case summary
- Identification of all officers and supervisors involved
- Satellite view of the scene
- Timeline of incident
- Critical decision points
- Annotated crime scene photographs
- Photographs of involved officers and subject, if available, as they appeared at the time of the incident
- Any injuries or fatalities associated with the incident

¹⁷⁹. Hatch and Dickson, *Officer-Involved Shootings* (see note 150).

- Impact and recovery of all rounds
- Officers' training records pertinent to the incident
- Review of all training pertinent to the incident
- Review of relevant policies and officers' actions as they pertain to the policy
- Review of relevant training and officers' actions as they pertain to the training

Recommendation 40.5

Board members should have the opportunity to call witnesses and ask questions related to the incident.

Witnesses could include, but not be limited to, shooting team investigators, officer witnesses, civilian witnesses, departmental experts, outside experts, and discharging officers. Discharging officers should be required to participate on the board and answer questions.¹⁸⁰ If an officer's participation is not voluntary, the department should issue a *Garrity* warning and compel the officer to participate. Discharging officers may also have representation with them if desired. Questions may only be asked by voting board members. The questions should be nonadversarial and fact-finding in nature. Shooting team investigators should not be asked their opinion regarding whether a policy violation has occurred. They are present as fact finders and investigators only.

Recommendation 40.6

After board proceedings are complete, voting members should deliberate the case and issue a finding by majority vote.

All nonvoting members should exit the meeting space for the deliberations and return when a decision has rendered. The PPD's revised findings structure for UFRB hearings positions the department better to take remedial action as the result of an OIS. Recent experience with the Las Vegas Metropolitan Police Department, for example, showed the agency increased its ability to issue discipline and training with a similar change.¹⁸¹ PPD's board could further refine its findings to include the following:

- **Administrative approval.** The officer's actions were within PPD policy. The officer exhibited good to excellent judgment and tactics. PPD policy and training adequately addressed the situations. Commendations may be recommended if deemed appropriate.
- **Remedial training and counseling.** The officer did not violate any PPD policies, but better judgment and tactics were available. This finding should be accompanied by references to the exact circumstances in which the officer needs additional training or counseling.
- **Policy violation.** The officer violated PPD policy. This finding should be accompanied by references to specific policies and officer actions that violated said policies. Upon rendering this finding, the charging unit will determine the administrative action to be taken, as outlined in the PPD disciplinary code, and forward the charges to the commissioner for review.
- **Department-wide policy failure.** Current PPD policy failed to adequately address the circumstances and provide proper guidance to the officer. The finding should be accompanied by references to the exact circumstances and identified gap in policy.

180. Ibid.

181. Fachner and Carter, *Las Vegas Metropolitan Police Department: Final Report* (see note 158).

- **Department-wide training failure.** Current PPD training failed to adequately address the circumstances and provide proper skills and guidance to the officer. The finding should be accompanied by references to the exact circumstances and identified gap in training.

These findings should not be considered mutually exclusive. All findings should be forwarded to the commissioner's office for review and appropriate action.

Finding 41

The PPD's disciplinary code section on firearm discharges is too encompassing. As a result, the penalty for violating this code ranges widely from reprimand to dismissal for first, second, and third offenses.

The PPD's disciplinary code lists section 6-5008-10 as "Discharging, using, displaying or improper handling of a firearm while not in accordance to Departmental Policy."¹⁸² This sweeping charge covers all firearms-related violations, ranging from accidental discharges to excessive force. As a result, the disciplinary action for violating this code ranges widely from a simple reprimand to outright dismissal. No other section in the disciplinary code is structured in such an open-ended way. As written, the current code would allow for a reprimand for a third-time offender of the department's deadly force policy.

Recommendation 41

The PPD should delineate the various firearms-related violations in its disciplinary code and the penalties for first, second and third time offenders.

Discharging a firearm is one of the most important and consequential decisions an officer can make. Charges and penalties should reflect the various circumstances under which discharging a firearm may violate policy. For instance, accidentally discharging a firearm into a locker door should not fall under the same code as putting oneself in a position of peril and forcing a deadly confrontation with a moving vehicle.

Finding 42

The process for reviewing OISs in the PPD is separated from the department's commendatory process. As a result, officers may be issued commendations for actions that were less than commendable.

A supervisor or officer may compose a version of the incident that justifies a commendation but does not reflect the facts of the case or the opinion and findings of the board. Some interview participants commented on this issue during our conversations, citing that commendations occasionally did not resemble the incident they had reviewed. One problem with this practice is that it can result in an expectation that any officer involved in a shooting will receive a medal. There are many occasions on which officers display great heroism and deserve special recognition. Excessive commendation of officers for simply discharging their firearm does a disservice to the work of others.

182. *Disciplinary Code* (Philadelphia: Philadelphia Police Department, 2010).

Recommendation 42.1

The UFRB should review and, if appropriate, approve all recommendations for commendations related to deadly force incidents.

The board should be empowered to modify the narrative of the citation to ensure it is an accurate reflection of the event.

Recommendation 42.2

The department should develop a commendation that recognizes when an officer uses exceptional tactical or verbal skills to avoid a deadly force situation.

There is little official, department-endorsed incentive for officers to utilize good tactics and de-escalation skills in a potentially deadly confrontation. The department should recognize the good, life-saving work of officers who de-escalate incidents and resolve otherwise dangerous situations safely. The award could be called the Superior Tactics and Response (STAR) Award. These incidents may also serve as case studies for training purposes throughout the department.

Finding 43**The PPD's case review program has disciplinary overtones.**

We reviewed 11 memoranda of counseling sessions conducted in 2014 and found the language to be “boilerplate” and lacking any description of the unique context in which the officers’ counseling sessions were situated. Furthermore, it appears that counseling sessions mostly make officers aware of the impact of their behavior on career advancement and neglect any intrinsic motivators. This, coupled with the fact that officers are called out to IAD headquarters for an IAD-administered program, gives the system an overt disciplinary tone.

Recommendation 43

The PPD should refine its case review program and review its metrics, thresholds, procedures, and organizational structure to ensure that it is best serving the interests of the department, the officers, and the community.

Like many other aspects of police administration, there is no one-size-fits-all approach for EIS.¹⁸³ Ultimately, the department will need to work iteratively to identify what works best for its workforce, and continually assess and adjust as it deems appropriate. The department’s review should be guided by the following principles:

- The program should be proactive, not disciplinary in either perception or reality.¹⁸⁴
- The program should be procedurally just to the officers, meaning officers should understand the program, process, and its outcomes and be involved in its development.

183. Samuel Walker, *Early Intervention Systems for Law Enforcement Agencies: A Planning and Management Guide* (Washington, DC: Office of Community Oriented Policing Services, 2013).

184. Samuel Walker, Stacy Milliga, and Aanna Berke, *Strategies for Intervening with Officers through Early Intervention Systems* (Washington, DC: Office of Community Oriented Policing Services, 2006), <http://ric-zai-inc.com/Publications/cops-p093-pub.pdf>.

- Data points and thresholds should be grounded in a combination of normative and empirically driven concepts about errant officers and indicators of officer misconduct while recognizing that there is no panacea. Ultimately, the system will identify officers who are not at real risk of misconduct and will fail to identify errant officers. In this sense, the system is a tool, not a solution.
- Interventions should include informed and substantive conversations.
- Interventions should result in action plans with measurable goals. Supervisors should follow up with subject officers to ensure that courses are corrected and that goals are being achieved.¹⁸⁵

Finding 44

The PPD does not have an established process for organizational learning related to OISs or, more broadly, use of force.

Issues tend to be identified anecdotally and on an ad-hoc basis. No unit within the department is charged with conducting analyses on OISs, use of force or, more broadly, officer safety from a trend or pattern perspective. Yet the department regularly collects data related to these issues. The department manages a database containing all use of force reports, another database on all OISs, and yet another on officer injuries. Valuable trends and patterns can be identified from these data sources and used to inform the development and improvement of policy and training.¹⁸⁶

Recommendation 44.1

The department should establish a permanent office for organizational learning and improvement related to officer safety, tactics, and use of force.

The office should be responsible for conducting analysis and producing analytic products on a routine basis, accepting special study requests from command staff, and actively improving the department's record keeping related to officer safety, tactics, and use of force, including policy, training, and real-life incidents.

Recommendation 44.2

The newly established office should convene a working group at least bi-annually.

At least twice per year, the department should convene a workshop committed to identifying ways the department can improve officer safety and tactics, and reduce use of force. The working group should review department-wide trends on these topics, review current policy, training, and practice, and identify best and emerging practices from across the law enforcement.

185. Ibid.

186. Walker and Archbold, *New World of Police Accountability* (see note 168).

Chapter 9. External Oversight and Transparency

Overview

In this chapter, we describe the state of oversight and transparency of Philadelphia Police Department (PPD) operations related to deadly force. We focus on two key areas of interest: the relationship between the department and the Police Advisory Commission (PAC); and the release of information to the public regarding deadly force incidents and outcomes.

Our review included the department's investigative and review procedures and the participation of outside parties and policies and practices of the PPD, including reforms initiated in 2014, regarding the release of information regarding officer-involved shooting (OIS) incidents and outcomes to the public. We interviewed PPD personnel from the office of communications and command staff. We also discussed the issue of transparency and oversight with community members over the course of our assessment.

We conclude with four key findings and 11 recommendations to reform the PPD into a more transparent organization.

External oversight

The Philadelphia PAC is the official civilian oversight agency of the PPD. The commission was formed in 1994 as the successor of the police advisory board.¹⁸⁷ There are a total of 19 commissioners, one executive director, and two investigators. Each commissioner is appointed by the mayor for a term of four years.

The commission's mandate is to investigate complaints against the PPD, provide general advice on PPD policy and practice, and broadly study the concerns of the community. Most of the complaints investigated by the PAC involve physical and verbal abuse or abuse of authority.¹⁸⁸ PAC investigators have the authority to interview complainants, witnesses, and officers as part of their investigation. As an investigation and review body, in 2013, the commission investigated 56 complaints and audited 23 Internal Affairs Division (IAD) investigations.¹⁸⁹ The PAC also holds public meetings, conducts community outreach, issues position papers, makes recommendations to the PPD, and disseminates data on public complaints.

Regarding OISs, there has been a point of significant contention between the PAC and the PPD regarding access to data and files. The PAC has sought access to investigative files and statistical data regarding OISs, which the PPD has refused.¹⁹⁰ In February 2013, the PAC made a formal request to the department, which was refused by the department (see appendix C on page 135).

187. Bruria Tal, *Civilian Oversight of Police in Philadelphia: The First 50 Years* (2003), accessed January 13, 2015, <http://www.phila.gov/pac/PDF/HistoryofOversight.pdf>.

188. Philadelphia Police Advisory Commission, *2012–2013 Annual Report* (2014).

189. *Ibid.*

190. CNA interviews.

Transparency

The PPD's media policy states that members of the office of media relations may not release information related to an OIS with first conferring and obtaining approval from the appropriate deputy commissioner.¹⁹¹ The department, however, does not have a policy that describes the roles and responsibilities of departmental personnel for engaging with the public and media when an OIS occurs—e.g., what information is released, by whom, when, and how?

However, in 2014, the PPD began taking significant steps to enhance transparency and communications with the public about the circumstances and outcomes of OISs. The department has established a permanent web page that describes the department's policy and investigative processes.¹⁹² The site also provides a summary of annual statistics on OISs and a geographic overlay of crime and OISs throughout the city. OIS cases are listed in a table, which includes the date, the location, any injuries or fatalities, the district attorney's office (DAO) decision, and the Use of Force Review Board (UFRB) determination. Each case also includes a hyperlink that has a basic incident summary.

The department has also become one of many that are now launching pilot programs to equip officers with body-worn cameras (BWC). The department is equipping officers in several districts throughout the city with the equipment, and plans to test their implementation and effectiveness.

Findings and recommendations

Finding 45

The PPD has begun posting a significant amount of data and case information on its website. Still, more transparency is needed to properly keep the community informed.

The department's efforts to publicize more OIS data are laudable. Although it is becoming an increasingly popular practice, many police agencies still do not have such a practice in place. However, the PPD should release information in a more timely fashion. More information and context should be included in case summaries. In addition, the department does not publish its use of force directives on its website.

Recommendation 45.1

The PPD should, at a minimum, publish directives 10 and 22 and the yet-to-be-written directive on the UFRB on its OIS web page.

In addition, any updates and significant revisions of these policies should be published on the website, as needed. This transparency helps inform community members about the parameters of officer decision making related to use of force and the process for reviewing these incidents in the PPD.

191. *Directive 89: Subject: Media Relations and Release of Information to the Public* (Philadelphia: Philadelphia Police Department, 2011).

192. See "Officer-Involved Shootings," Philadelphia Police Department, accessed January 13, 2015, <http://www.phillypolice.com/news/police-officer-involved-shootings/>.

Recommendation 45.2

The PPD should update its website as case files are closed and available for public dissemination.

The PPD currently updates its OIS web page on a quarterly basis. This is too seldom. The community should not have to wait three months to learn the facts and circumstances of a deadly conflict involving a member of the department. Incident summaries should be posted on the website within 72 hours of an OIS.

Recommendation 45.3

The PPD website should be updated to include more detailed accounts of the OIS and DAO review of the incident.

When the investigation has been completed, the PPD should publish a redacted version of the DAO's declination letter. All subsequent internal review files and outcomes (i.e., administrative investigation, UFRB, police board of inquiry [PBI], and arbitration hearing) should also be posted to the website. Personally identifiable information regarding civilian witnesses and victims should be redacted from the reports. This enhanced transparency will demonstrate to the public what internal accountability mechanisms are in place in the PPD and the outcomes of those processes. The criminal investigation summary should be posted within seven days after the district attorney issues a declination letter.

Recommendation 45.4

The PPD should publish a detailed report on use of force, including deadly force, on an annual basis. The report should be released to the public.

The report should present statistical trends and analyses of incident characteristics of all uses of force, including deadly force incidents, for that year. The report should also highlight any major revisions in department policies and procedures related to use of force and, more broadly, public interactions.

Finding 46

The PPD does not fully accommodate the PAC in its role of providing independent civilian oversight of police operations in Philadelphia.

The department has not cooperated with the PAC's request for access to OIS investigative files and statistical data. Yet Executive Order No. 8-93 empowers the PAC to access such data related to any internal investigation into police misconduct. The order states that the commission will have "full access to relevant police department personnel for interview and to relevant documents, including, but not limited to, . . . all general summaries, statistical compilations, and other internal reports on shootings, injuries, complaints of abuse, training, and any other issues related to the work of the commission."¹⁹³

Recommendation 46

The PPD should work with the PAC and accommodate requests for important documentation, investigative files, and data related to all uses of force, including OISs.

The PPD should submit these files to the PAC to allow for the civilian oversight intended in Executive Order 8-93. These files should be sent in a timely fashion at their completion. If the PAC requests files related to completed investigations, the PPD should accommodate that request in a timely fashion. This

193. City of Philadelphia, *Executive Order No. 8-93* (n.d.), http://www.phila.gov/pac/PDF/Exec_Order_893.pdf.

recommendation applies to all files and databases maintained by the PPD related to administrative investigations, criminal investigations, UFRB findings, memoranda to the commissioner regarding UFRB findings and recommendations, PBI proceedings, and arbitration hearings.

Finding 47

Distrust in the ability of the PPD to investigate itself pervades segments of the community. Past and present scandals, high-profile OIS incidents, and a lack of transparency in investigative outcomes help cement this distrust.

From 2007 to 2013, approximately 15 percent of subjects in OISs were unarmed. These incidents included threat perception failures (TPF), toy guns, physical altercations, and accidental discharges that led to deadly force. There are no reliable national estimates on the prevalence and nature of OISs.¹⁹⁴ Therefore, we cannot say whether this number is high or low. However, we believe any police leader would agree that the law enforcement profession should take all efforts to reduce, in whole, the number shootings of unarmed persons. These incidents are undoubtedly the most controversial. Anecdotally, single incidents involving unarmed persons have led to significant upheaval and civil unrest in the past. Single incidents have also been the catalyst for significant reform in some police agencies.

Segments of the Philadelphia community do not trust the agency or any local partners to conduct a fair and objective investigation of OISs. This distrust stems from incidents in which members of the department have engaged in corruption and excessive uses of force and from the department's lack of transparency on these matters. We make no claim that the department is an untrustworthy agent when it comes to investigating OISs. However, we believe that the department can take significant steps to build trust with disaffected communities in Philadelphia.

Recommendation 47.1

The PPD should establish a policy stating that the police commissioner or designee will hold a press conference on an OIS incident within 72 hours of the incident.

All OISs, fatal and nonfatal, should be addressed in a press conference within 72 hours of the incident by the police commissioner or a designee. At the press conference, the commissioner or their designee should share basic facts and circumstances of the incident known at the time as collected and confirmed by investigators.

194. George Fachner, Michael D. White, James R. Coldren, Jr., and James K. Stewart, *Need for a National Center for Police Shootings and Deadly Force Research, Training, and Technical Assistance* (Arlington, VA: CNA, 2014), <http://www.cna.org/sites/default/files/research/IPP-2014-U-009377.pdf>.

Recommendation 47.2

The PPD should enter into an agreement with the PAC allowing a PAC observer access to all pertinent documentation related to an OIS investigation.

PAC observers should be called out to the scene and receive a briefing from the lead investigator prior to the release of the crime scene. In addition, PAC observers should have the names of all involved persons and witnesses so they can conduct their own interviews if deemed appropriate. PAC observers should be required to sign nondisclosure agreements, prohibiting them from sharing any information about any open investigations. However, PAC observers should be required to report any allegations of misconduct or violation of investigative protocols to the PAC executive director, the PPD IAD, and the police commissioner.

Recommendation 47.3

The police commissioner should enter into a memorandum of understanding with an external, independent investigative agency, through which the investigation of all OISs involving an unarmed person will be submitted for review.

Based on past years, this would result in the PPD submitting an average of approximately five cases to the agency per year for review. The PPD should make its request and the agency's response transparent. The PPD should notify the public when a case is submitted, whether the agency accepts or declines to recommend charges, and ultimately the agency's findings or recommendations for further action to be taken.

This does not mean that the PPD will not investigate the case or that the district attorney (DA) will not have the ability to prosecute if appropriate. Local law enforcement will always play a role in deadly force investigations. However, oversight by an independent law enforcement authority will provide the community with an outside, independent review of the investigation. The PPD should formalize this recommendation into policy. The department may set a sunset clause and revisit the policy two years from its implementation. The PPD should consider the Philadelphia field office of the Federal Bureau of Investigation (FBI) or the Pennsylvania office of the U.S. Attorney General to serve in this role. In addition to OISs involving unarmed persons, the department may also consider other controversial, challenged, or complex OIS incidents for external review at the discretion of the commissioner.

*Finding 48***The PPD has taken the initiative to launch a pilot program for BWCs in several districts in the city.**

BWCs have drawn much media attention and interest from law enforcement agencies and oversight agencies. Proponents argue that they will have a "civilizing effect" on police-public encounters and therefore reduce the amount of police misconduct and public complaints, as evidenced by one study involving the Rialto (California) Police Department.¹⁹⁵ However, research on the effectiveness of BWCs is still growing and privacy concerns remain.

195. Michael White, *Police Officer Body Worn Cameras: Assessing the Evidence* (Washington, DC: Office of Justice Programs, 2014), [https://ojpdiagnosticcenter.org/sites/default/files/spotlight/download/Police Officer Body-Worn Cameras.pdf](https://ojpdiagnosticcenter.org/sites/default/files/spotlight/download/Police%20Officer%20Body-Worn%20Cameras.pdf).

Recommendation 48.1

The PPD should collaborate with the multiple stakeholders in the development of policies and protocols for use of BWCs.

The department should engage with community members, particularly privacy advocates, to ensure the department deploys BWCs in a way that is in line with community values and expectations of privacy. In addition, the department should engage in a dialogue with the Philadelphia Fraternal Order of Police to ensure that officers' due process and privacy are considered and addressed in the policies, training, and protocols of BWCs.

Recommendation 48.2

The PPD should actively monitor the implementation of BWCs and study its effects on the department's objectives.

The department should pay particular attention to all uses of force and complaints. The PPD should consider conducting public satisfaction surveys to study the impact of BWCs on police-public encounters, paying particular attention to the impact that BWCs may have on public engagement in foot patrol districts and other high-crime areas.

Recommendation 48.3

The PPD should address major training and policy concerns prior to the deployment of BWCs.

Before deploying BWCs, the department should immediately address the following key policy issues:

- Training requirements
- Data storage location
- Data retention time
- Impact of Pennsylvania's two-party consent law on BWC use by the PPD
- Impact of Pennsylvania's public disclosure law on BWC use by the PPD
- Encounters in which BWCs should and should not be activated

The department will also want to address the following policy issues, if BWCs become a fixture in the department:

- Voluntariness of PPD officers
- Voluntariness of persons being recorded
- Auditing of BWC activations
- Auditing of BWC footage
- Sustainment costs of equipment and software
- Distribution of BWCs by police district
- Readdressing all policy issues listed above and uncovered during the pilot

Chapter 10. Conclusion

The Philadelphia Police Department (PPD) is a large, complex organization with a deeply rooted history and culture. The department's complexity reflects, in part, the growing complexity of the role of police in society, which has evolved from reactive to proactive in its fight against crime. We are recommending that the department take the same evolutionary steps in its approach to all interactions with the public, use of force, and use of deadly force. The first step was already completed when the commissioner requested this assessment from the Office of Community Oriented Policing Services (COPS Office). The department has been fully cooperative with our assessment and has both literally and figuratively opened its books to our team. For that, the department is deserving of praise.

Our overarching goal is to make the PPD a "best practice" police department for deadly force policy, training, investigations, and oversight. The department has much work to do in the months and years ahead. Our assessment uncovered policy, training, and operational deficiencies in addition to an undercurrent of significant strife between the community and department. It yielded 48 findings and 91 recommendations for the department to consider in reforming its deadly force practices.

We found the PPD's policies to be in need of significant refinement. Officers need more less-lethal options. In addition, the department's use of force policies need to be more explicit and officers need more training on them. Regarding training, it is essential that the PPD establish a field training officer (FTO) program. We also found that much of the PPD's training on use of force concepts and tactics is too infrequent, lacks the appropriate concepts, and, at times, lacks standards, which leaves officers inadequately prepared to make decisions in an increasingly complex environment. The PPD's investigations of deadly force incidents need to be completed in a more timely fashion. In particular, discharging officers should be interviewed within 72 hours of an incident. Furthermore, the scope of the investigation and reporting on the administrative side needs to be expanded to reflect the goals of the use of force review board. The PPD's review process needs to enable the department to hold officers accountable, learn from deadly force incidents, self-critique, and change as a result. Last, in an effort to maximize transparency, the PPD should request the independent investigation of unarmed officer-involved shooting (OIS) incidents from another capable and legitimate authority. The department also needs to improve its relations with the police advisory commission and be more forthcoming with deadly force investigative files and data.

Over the next 12 months, the assessment team will work with the PPD and the COPS Office to monitor and assist in the implementation of the reforms. The department's progress will be published in two monitoring reports. The reforms are intended to create a safer environment for the public and officers. By implementing the reforms recommended in this report, the department will be addressing a host of critical issues facing not only the PPD, but the entire police profession.

Appendix A. Table of Findings and Recommendations

Use of force policies

Finding	Recommendation
<p>Finding 1: PPD officers do not receive regular, consistent training on the department’s deadly force policy.</p>	<p>Recommendation 1.1: The PPD should develop a standard training module on directives 10 and 22 and require all sworn personnel to complete the training on an annual basis.</p> <p>Recommendation 1.2: The PPD should engage with officers and supervisors at the patrol level to seek their input on the clarity and comprehensibility of the department’s use of force directives.</p>
<p>Finding 2: The PPD’s use of force policies are fragmented, as are revisions of these policies. As a result, the PPD currently has two use of force models, which can be a source of confusion for officers.</p>	<p>Recommendation 2.1: The PPD should revise directives 10 and 22 at the same time to ensure the policies provide clear and consistent direction and guidance.</p> <p>Recommendation 2.2: For each district unit, the PPD should designate or assign an individual who is responsible for policy and training bulletin dissemination and auditing.</p> <p>Recommendation 2.3: The PPD should incorporate officers’ acknowledgment of receipt of training bulletins and policy updates into the PPD’s training record-keeping system.</p>
<p>Finding 3: Directive 10 is too vague in its description of use of force decision making, relying too heavily on the use of force decision chart.</p>	<p>Recommendation 3: The PPD should update directive 10 to include additional narrative context describing the appropriate level of force to be applied under various circumstances.</p>
<p>Finding 4: Directive 10 uses the term “probable cause” in the context of deadly force, which is an unnecessary and confusing departure from the traditional legal definition of the term.</p>	<p>Recommendation 4: The PPD should remove the term “probable cause” from directive 10 and expound upon the principles of <i>Graham v. Connor</i> to guide officers in deadly force decision making.</p>
<p>Finding 5: The definition of “objectively reasonable” in PPD directive 10 includes the terms “imminent” and “immediate,” which can be a source of confusion for officers in the field. Notably, the term “imminent” does not appear in the <i>Graham v. Connor</i> decision.</p>	<p>Recommendation 5: The PPD should remove the term “imminent” from directive 10.</p>

Finding	Recommendation
<p>Finding 6: The PPD’s “duty to intervene” clause in directive 22 creates a limited requirement—specifically, that officers are required to stop another officer from using force when it is no longer required. The policy is silent on whether officers are required to stop initial use of force when inappropriate and on whether any such abuses should be reported.</p>	<p>Recommendation 6.1: The PPD’s “duty to intervene” should be revised to account for any officers witnessing the inappropriate initiation of force.</p> <p>Recommendation 6.2: The PPD’s “duty to intervene” should be expanded to include a “duty to report.”</p>
<p>Finding 7: Directive 22 does not require officers to carry oleoresin capsicum (OC) spray.</p>	<p>Recommendation 7: Directive 22 should state that officers are required to carry OC spray on their duty belt at all times while on duty.</p>
<p>Finding 8: The PPD requires officers to complete crisis intervention training (CIT) in order to obtain an electronic control weapon (ECW). This requirement conflates the two tactical approaches and limits the distribution of less-lethal tools throughout the department.</p>	<p>Recommendation 8.1: The PPD should decouple ECWs and CIT both conceptually and operationally.</p> <p>Recommendation 8.2: ECWs should be standard issue weapons for all PPD officers assigned to uniformed enforcement units.</p> <p>Recommendation 8.3: All PPD officers in uniformed enforcement units should be required to carry ECWs on their duty belt at all times.</p> <p>Recommendation 8.4: The PPD should continue to dispatch CIT officers to calls for service involving persons in a probable state of mental crisis.</p>
<p>Finding 9: The PPD’s electronic control weapons (ECW) policy is not detailed enough on the circumstances in which use of the tool should be limited.</p>	<p>Recommendation 9.1: The PPD’s ECW policy should limit the number of cycles used per subject to three.</p> <p>Recommendation 9.2: The PPD’s use of force decision chart policy should clearly illustrate where using ECWs are appropriate and inappropriate.</p> <p>Recommendation 9.3: ECW discharges used against handcuffed persons should be permissible only in cases where the officer or another is danger of serious bodily injury.</p> <p>Recommendation 9.4: Officers who accidentally discharge an ECW and strike a suspect or nonsuspect should be required to complete a use of force report.</p>
<p>Finding 10: Between 2007 and 2013, PPD officers were involved in 30 OISs involving vehicles. The department’s policy does not provide enough limitations on this practice.</p>	<p>Recommendation 10: The PPD should amend its policy and include a stronger prohibition on shooting at moving vehicles.</p>

Basic recruit training

Finding	Recommendation
<p>Finding 11: PPD recruit training is not conducted in a systematic and modular fashion. As a result, some recruit classes receive firearms training close to the end of the academy while others receive it early on.</p>	<p>Recommendation 11.1: The PPD should revise the sequencing of its academy curriculum so that recruits are continually building on previously learned skills.</p> <p>Recommendation 11.2: Skills that require continual training and refinement, such as firearms, defensive tactics, communications, and driving, should be staggered throughout the length of the academy.</p>
<p>Finding 12: PPD training staff members are required to complete instructor training just one time during their careers, in accordance with minimum MPOETC standards.</p>	<p>Recommendation 12: The PPD should establish a minimum continuing education requirement for all training staff to remain certified by the PPD.</p>
<p>Finding 13: On occasion, PPD training staff provides inconsistent or contradictory instruction to recruits.</p>	<p>Recommendation 13: The PPD should create formal, ongoing collaboration between the FTU and the academy.</p>
<p>Finding 14: PPD officers are dissatisfied with academy defensive tactics training.</p>	<p>Recommendation 14.1: The PPD should review and update its defensive tactics manual at least once every two years, taking into account PPD officer experiences and emerging best practices from the field.</p> <p>Recommendation 14.2: Ground fighting should be a part of the PPD’s defensive tactics training.</p> <p>Recommendation 14.3: The PPD should discontinue training on the use of neck restraints and eliminate its use from the field except in exigent circumstances when life or grave bodily harm are at risk.</p>
<p>Finding 15: For some PPD recruits, de-escalation training has amounted to little more than lecture and observations.</p>	<p>Recommendation 15.1: The PPD should revamp its academy de-escalation training, ensuring that recruits receive more hours of scenario training, which allows each recruit to exercise and be evaluated on verbal de-escalation skills.</p> <p>Recommendation 15.2: PPD de-escalation training should be expanded to include a discussion of tactical de-escalation.</p>
<p>Finding 16: Academy recruits are not trained to use electronic control weapons (ECW).</p>	<p>Recommendation 16: ECW certification should be incorporated into the PPD’s basic recruit academy.</p>
<p>Finding 17: Incidents involving discourtesy, use of force, and allegations of bias by PPD officers leave segments of the community feeling disenfranchised and distrustful of the police department.</p>	<p>Recommendation 17.1: The PPD’s academy should significantly increase the scope and duration of its training on core and advanced community oriented policing concepts.</p> <p>Recommendation 17.2: The PPD should develop and implement an action plan in response to the organizational assessment on community oriented policing policies and practices throughout the department.</p>
<p>Finding 18: Academy instruction materials on the use of force policy and use of force continuum are inconsistent.</p>	<p>Recommendation 18: The PPD should conduct a complete audit of its use of force policy and legal instruction conducted throughout the academy and ensure that messaging is clear, consistent, and understandable.</p>

Finding	Recommendation
Finding 19: The majority of academy instruction and scenario-based training sessions related to use of force end with the officer having to use force.	Recommendation 19: The PPD should review all of its use of force course material, including lesson plans, case studies, and scenarios, and ensure that they demonstrate the opportunity for a peaceful resolution.
Finding 20: There is a strong desire for more reality-based training throughout the department.	Recommendation 20: The PPD should increase the amount of reality-based training offered to academy recruits.
Finding 21: PPD training scenarios are not developed with a consistent method or evaluation process.	Recommendation 21: PPD scenarios should be developed in a formal fashion and include learning objectives and evaluation criteria.

In-service training

Finding	Recommendation
Finding 22: The PPD lacks a field training program to help transition academy graduates into full-time work as officers.	Recommendation 22: The PPD should develop a field training program.
Finding 23: The PPD's annual in-service training requirements tend to be limited to MPOETC standards. As a result, officers do not regularly receive in-service training on threat perception, decision making, and de-escalation.	Recommendation 23.1: The PPD should add at least one additional day of RBT to its annual requirements.
	Recommendation 23.2: The PPD should include training in procedural justice during the next offering of mandatory in-service program courses.
	Recommendation 23.3: The PPD should include training in unconscious bias and law enforcement during the next offering of mandatory in-service program courses.
Finding 24: The PPD training staff lacks opportunities for exposure to day-to-day officer experiences.	Recommendation 24: The PPD should require training staff members to work a patrol shift in a two-officer car at least twice annually.
Finding 25: The PPD lacks a comprehensive scenario playbook that includes a diverse set of scenarios that are relevant to policing in Philadelphia.	Recommendation 25.1: The PPD should develop a catalog of scenarios based on real-world incidents experienced by PPD officers and other officers across the country.
	Recommendation 25.2: Officer performance in training should be recorded as a way to track officer progress department-wide and flag any tactical issues that may require additional targeted training.
	Recommendation 25.3: The PPD should review its training on animal shootings to ensure they are consistent with the community expectations while considering factors affecting officer safety.
Finding 26: The PPD does not have a recertification program for CIT.	Recommendation 26: The PPD should create a periodic recertification training program for CIT officers.
Finding 27: The PPD does not have a recertification program for electronic control weapons (ECW).	Recommendation 27: The PPD should create a periodic recertification training program for ECWs.

Finding	Recommendation
<p>Finding 28: Unique opportunities for scenario-based and simulated training have been eliminated from the department.</p>	<p>Recommendation 28.1: The PPD should reinstitute the rotating simulation use of force training program.</p> <p>Recommendation 28.2: The PPD should investigate and obtain a sufficient facility or facilities to house reality-based training.</p>
<p>Finding 29: The PPD requires that officers qualify with their firearms just once per calendar year.</p>	<p>Recommendation 29: The PPD should require that officers qualify with their weapons at least twice per year.</p>
<p>Finding 30: PPD officers do not receive in-service defensive tactics training.</p>	<p>Recommendation 30: The PPD should provide periodic defensive tactics training.</p>

Investigations

Finding	Recommendation
<p>Finding 31: OIS investigations generally lack consistency.</p>	<p>Recommendation 31.1: The PPD should establish a single investigative unit devoted to criminal investigations of all deadly force incidents.</p> <p>Recommendation 31.2: PPD D-FIT members should have the experience and training necessary to conduct thorough and objective OIS investigations.</p> <p>Recommendation 31.3: The PPD should develop a manual for conducting OIS investigations from a criminal standpoint.</p>
<p>Finding 32: PPD officers involved in a shooting provide a “public safety statement” to the transporting supervisor regarding the crime scene, evidence, suspects, and witnesses. In practice, the statement lacks structure and consistency.</p>	<p>Recommendation 32.1: The PPD should develop a standard checklist of items constituting a public safety statement that transporting supervisors must obtain from an officer involved in a shooting.</p> <p>Recommendation 32.2: The transporting supervisor should conduct a walk-through of the scene with the discharging officer(s).</p>
<p>Finding 33: The PPD’s current practice for recording interviews of witnesses and discharging officers is through typed notes.</p>	<p>Recommendation 33: The PPD should establish a policy that interviews of all critical witnesses and suspects in the course of an OIS investigation will be video and audio recorded.</p>
<p>Finding 34: Control of the initial crime scene is assigned to the criminal investigators on an informal basis. As a result, there is a general lack of consistency in the quality of crime scene control and integrity.</p>	<p>Recommendation 34: The PPD should establish a policy that control of an OIS crime scene must be assigned to the criminal investigative unit.</p>

Finding	Recommendation
<p>Finding 35: Crime scene photos of OIS incidents are inconsistent and often lack the appropriate perspectives and details.</p>	<p>Recommendation 35.1: The PPD should establish a standard for OIS crime scene photography to be incorporated into their OIS investigations manual.</p> <p>Recommendation 35.2: The crime scene should be video recorded.</p>
<p>Finding 36: The IAD shooting team waits for the DAO to decline charges against an officer before it interviews discharging officers and closes its investigation. As a result, most officers involved in shootings are not interviewed until three or more months after the incident occurred.</p>	<p>Recommendation 36.1: The PPD should revise its policy and practice so that the criminal investigative unit assigned to each OIS is the primary point of contact with the DAO. The IAD should be extricated from this role.</p> <p>Recommendation 36.2: The shooting team should conduct interviews with the all discharging officer(s) as soon as practical, but not later than 72 hours after the incident.</p> <p>Recommendation 36.3: The IAD should set a goal to close administrative investigations within 30 days of the DAO's declination.</p> <p>Recommendation 36.4: All interviews of discharging officers should be video recorded.</p>
<p>Finding 37: The PPD lacks official training requirements for IAD shooting team members.</p>	<p>Recommendation 37: Current and future members of the shooting team should be required to receive specialized training in OIS investigations.</p>
<p>Finding 38: The shooting team does not have a formal process for consulting with subject matter experts to inform their investigation and findings.</p>	<p>Recommendation 38: The shooting team should establish a policy to review their investigation and findings with other departmental experts.</p>
<p>Finding 39: The scope of shooting team investigations focuses solely on policy while largely neglecting officer tactics and decision making.</p>	<p>Recommendation 39.1: The shooting team should significantly enhance their investigative scope to include officer tactics and decision making.</p> <p>Recommendation 39.2: Shooting team investigative reports should highlight findings and any inconsistencies in policy, procedure, and training for the UFRB to evaluate in their decision.</p> <p>Recommendation 39.3: The shooting team should develop an operations manual delineating all of their investigative activities, reporting, and role in the review process.</p>

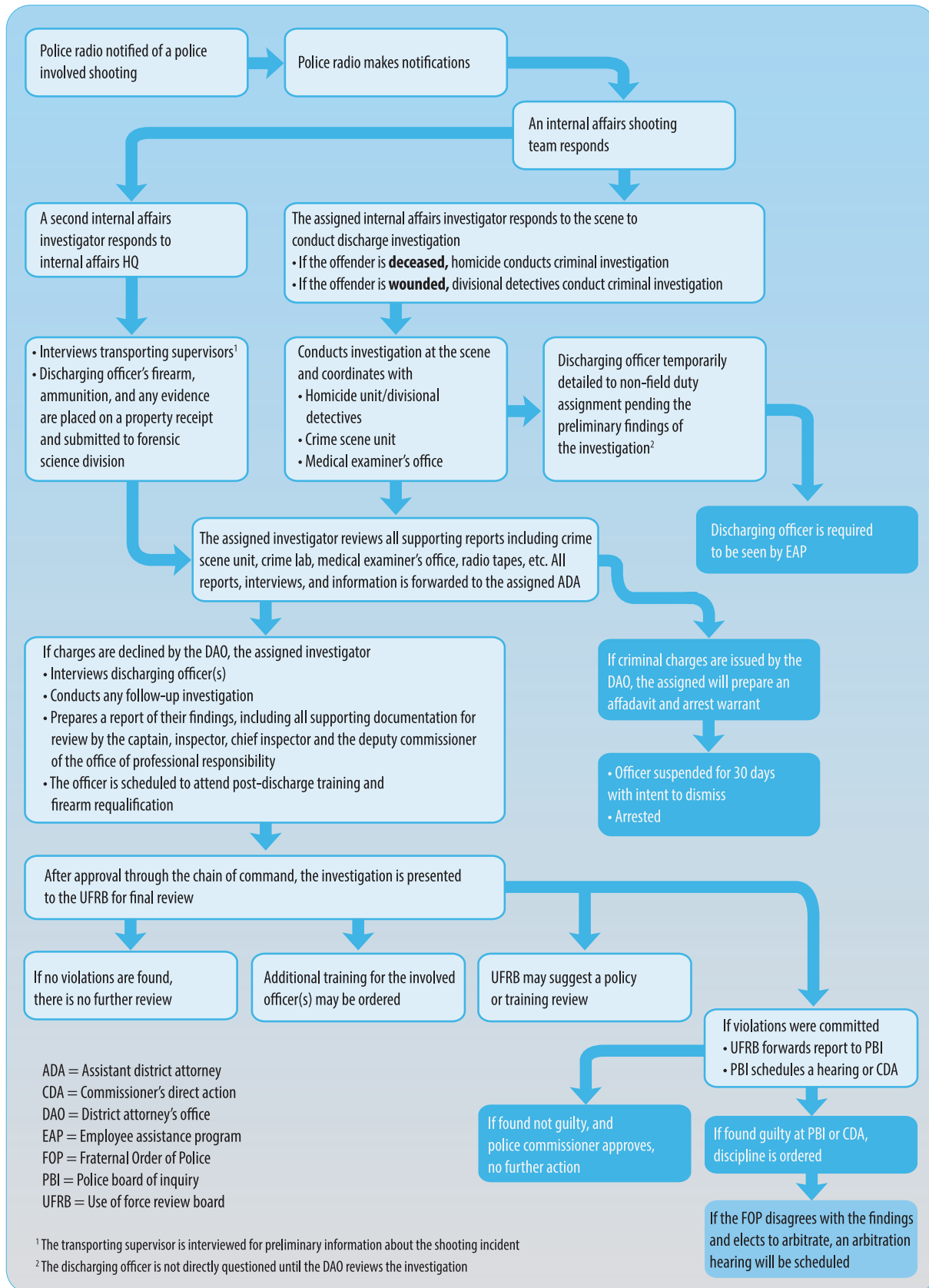
Use of deadly force and officer accountability

Finding	Recommendation
<p>Finding 40: The UFRB and PBI are duplicative processes that at times have conflicting outcomes. This sends a mixed message to members of the department and causes unnecessary internal strife.</p>	<p>Recommendation 40.1: The PPD should dismantle the two-board system for OISs and combine the functions of the UFRB and PBI into one integrated board.</p> <p>Recommendation 40.2: The newly established board should conduct a comprehensive review of each incident.</p> <p>Recommendation 40.3: Voting board members should include command staff, a sworn officer one rank higher than the involved officer, a peer officer, and at least one citizen representative.</p> <p>Recommendation 40.4: Shooting team investigators should make a formal presentation of the facts to the board, highlighting any potential conflicts and key points for deliberation among the board.</p> <p>Recommendation 40.5: Board members should have the opportunity to call witnesses and ask questions related to the incident.</p> <p>Recommendation 40.6: After board proceedings are complete, voting members should deliberate the case and issue a finding by majority vote.</p>
<p>Finding 41: The PPD’s disciplinary code section on firearm discharges is too encompassing. As a result, the penalty for violating this code ranges widely from reprimand to dismissal for first, second, and third offenses.</p>	<p>Recommendation 41: The PPD should delineate the various firearms-related violations in its disciplinary code and the penalties for first, second and third time offenders.</p>
<p>Finding 42: The process for reviewing OISs in the PPD is separated from the department’s commendatory process. As a result, officers may be issued commendations for actions that were less than commendable.</p>	<p>Recommendation 42.1: The UFRB should review and, if appropriate, approve all recommendations for commendations related to deadly force incidents.</p> <p>Recommendation 42.2: The department should develop a commendation that recognizes when an officer uses exceptional tactical or verbal skills to avoid a deadly force situation.</p>
<p>Finding 43: The PPD’s case review program has disciplinary overtones.</p>	<p>Recommendation 43: The PPD should refine its case review program and review its metrics, thresholds, procedures, and organizational structure to ensure that it is best serving the interests of the department, the officers, and the community.</p>
<p>Finding 44: The PPD does not have an established process for organizational learning related to OISs or, more broadly, use of force.</p>	<p>Recommendation 44.1: The department should establish a permanent office for organizational learning and improvement related to officer safety, tactics, and use of force.</p> <p>Recommendation 44.2: The newly established office should convene a working group at least bi-annually.</p>

External oversight and transparency

Finding	Recommendation
<p>Finding 45: The PPD has begun posting a significant amount of data and case information on its website. Still, more transparency is needed to properly keep the community informed.</p>	<p>Recommendation 45.1: The PPD should, at a minimum, publish directives 10 and 22 and the yet-to-be-written directive on the UFRB on its OIS web page.</p> <p>Recommendation 45.2: The PPD should update its website as case files are closed and available for public dissemination.</p> <p>Recommendation 45.3: The PPD website should be updated to include more detailed accounts of the OIS and DAO review of the incident.</p> <p>Recommendation 45.4: The PPD should publish a detailed report on use of force, including deadly force, on an annual basis. The report should be released to the public.</p>
<p>Finding 46: The PPD does not fully accommodate the PAC in its role of providing independent civilian oversight of police operations in Philadelphia.</p>	<p>Recommendation 46: The PPD should work with the PAC and accommodate requests for important documentation, investigative files, and data related to all uses of force, including OISs.</p>
<p>Finding 47: Distrust in the ability of the PPD to investigate itself pervades segments of the community. Past and present scandals, high-profile OIS incidents, and a lack of transparency in investigative outcomes help cement this distrust.</p>	<p>Recommendation 47.1: The PPD should establish a policy stating that the police commissioner or designee will hold a press conference on OIS incident within 72 hours of incident.</p> <p>Recommendation 47.2: The PPD should enter into an agreement with the PAC allowing a PAC observer access to all pertinent documentation related to an OIS investigation.</p> <p>Recommendation 47.3: The police commissioner should enter into a memorandum of understanding with an external, independent investigative agency, through which the investigation of all OISs involving an unarmed person will be submitted for review.</p>
<p>Finding 48: The PPD has taken the initiative to launch a pilot program for body-worn cameras (BWC) in several districts in the city.</p>	<p>Recommendation 48.1: The PPD should collaborate with the multiple stakeholders in the development of policies and protocols for use of BWCs.</p> <p>Recommendation 48.2: The PPD should actively monitor the implementation of BWCs and study its effects on the department's objectives.</p> <p>Recommendation 48.3: The PPD should address major training and policy concerns prior to the deployment of BWCs.</p>

Appendix B. PPD Investigation Flow Chart



Appendix C. Police Advisory Commissioner Letter Re: Officer-Involved Shootings

Commissioner Charles Ramsey

Philadelphia Police Department
Police Administration Building
8th & Race Street, Room 313
Philadelphia, PA 19106

Wednesday February 6, 2013

Commissioner Ramsey:

I write to formally request that the police department provide the Commission with copies of all completed shooting and discharge reports from 2007 to the present. Going forward, I would like to meet with police department officials to discuss a procedure for our office to receive these reports automatically upon completion, as was once done with shooting/discharge reports provided to the previous Integrity & Accountability Office.

It has come to my attention that Internal Affairs personnel have refused written requests (see attached 1/3/2013 letter) to provide this information to Commission investigators, under the mistaken assumption that these records are exempt from disclosure to our agency. This refusal has severely undermined the Commission's ability to bring closure in a number of formal complaints filed with our agency, as well as our larger mission of providing oversight of matters of importance to the board and the public.

Executive Order 8-93, Section 4 (Powers & Duties) grants the Commission access to a broad range of police department records, and specifically subsection 0(5) includes "*all* general summaries, statistical compilations and other internal reports on shootings, injuries . . . etc. (emphasis mine).

Our concerns regarding these incidents runs considerably deeper than the question of the Commission's access to records. When a Philadelphia Police officer takes an action that injures or takes the life of another, we have a responsibility to provide independent investigation, review and public analysis of those incidents. While we have no desire to reveal any confidential or statutorily exempt information, the conclusions reached in these inquiries are valid matters of public concern that the police department cannot keep hidden from scrutiny by the Commission.

In a related matter, I note that the department's latest crime maps no longer display basic information about justifiable homicides, which were the public's (and the Commission's) only way of tracking these incidents outside of media reports.

COLLABORATIVE REFORM INITIATIVE

An Assessment of Deadly Force in the Philadelphia Police Department

We need to collectively work to end the silence that lingers around fatal incidents in our city, erodes confidence in law enforcement, and allows misinformation to replace the honest public reckoning that our officers and the public deserve.



Kelvyn Anderson
Executive Director
Police Advisory Commission
990 Spring Garden St, 7th floor
Philadelphia, PA 19123

CC: Deputy Commissioner Denise Turpin, Internal Affairs
Michael Resnick, Esq., Director of Public Safety
Richard Negrin, Esq., Managing Director
Michael Nutter, Mayor

Appendix D. Acronyms and Abbreviations

AELE	Americans for Effective Law Enforcement
APM	Asociación Puertorriqueños en Marcha
ATU	Advanced Training Unit
BWC	body-worn camera
CLETA	Census of Law Enforcement Training Academies
CIT	crisis intervention training
COPS Office	Office of Community Oriented Policing Services
CP-SAT	Community Policing Self-Assessment Tool
DAO	district attorney's office
D-FIT	deadly force investigation team
DOJ	U.S. Department of Justice
DT	defensive tactics
DTI	defensive tactics instructor
ECW	electronic control weapons
EIS	early intervention system
FATS	firearms training simulator
FBI	Federal Bureau of Investigation
FTO	field training officer
FTU	Firearms Training Unit
IACP	International Association of Chiefs of Police
IAD	Internal Affairs Division
LEMAS	Law Enforcement Management and Administrative Statistics
MPOETC	Municipal Police Officer Education and Training Commission
NAN	National Action Network
NIJ	National Institute of Justice
NRA	National Rifle Association
PAC	Police Advisory Commission
PARC	Police Assessment Resource Center
PBI	Police Board of Inquiry

COLLABORATIVE REFORM INITIATIVE

An Assessment of Deadly Force in the Philadelphia Police Department

PDAC	police district advisory council
PPD	Philadelphia Police Department
OC	oleoresin capsicum
OIS	officer-involved shooting
OPR	Office of Professional Responsibility
PTSD	post-traumatic stress disorder
RBT	reality-based training
SIU	special investigation unit
SWAT	special weapons and tactics
TBI	traumatic brain injury
TPF	threat perception failure
UFRB	Use of Force Review Board

Appendix E. PPD directive 10

Note: This appendix has been slightly modified to adhere to COPS Office publication standards.

Issued date: 05-23-14

Effective date: 05-23-14

Update date:

Subject: Use of force—involving the discharge of firearms (PLEAC – 1.3.2, 1.3.3, 1.3.5, 1.3.6, 1.3.7)

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I. Policy

- A. It is the policy of the Philadelphia Police Department that our officers hold the highest regard for the sanctity of human life, dignity, and liberty of all persons. The application of deadly force is a measure to be employed only in the most **extreme circumstances** and all lesser means of force have failed or could not be reasonably employed.
- B. The most serious act in which a police officer can engage during the course of his official duties is the use of deadly force. The authority to carry and use firearms in the course of public service is an immense power, which comes with great responsibility.
- C. Police officers shall not use deadly force against another person unless they have probable cause that they must protect themselves or another person from imminent death or serious bodily injury. Further, an officer is not justified in using deadly force at any point in time when there is no longer probable cause to believe the suspect is dangerous, even if deadly force would have been justified at an earlier point in time.*(PLEAC 1.3.2)

- D. When feasible under the circumstances, police officers will give the suspect a verbal warning before using deadly force.
- E. Police officers using their professional judgment should not discharge their weapon when doing so might unnecessarily endanger innocent people.
- F. After using deadly force, officers shall immediately render the appropriate medical aid and request further medical assistance for the suspect and any other injured individuals when necessary and safe to do so and will not be delayed to await the arrival of medical assistance. *(PLEAC 1.3.5)

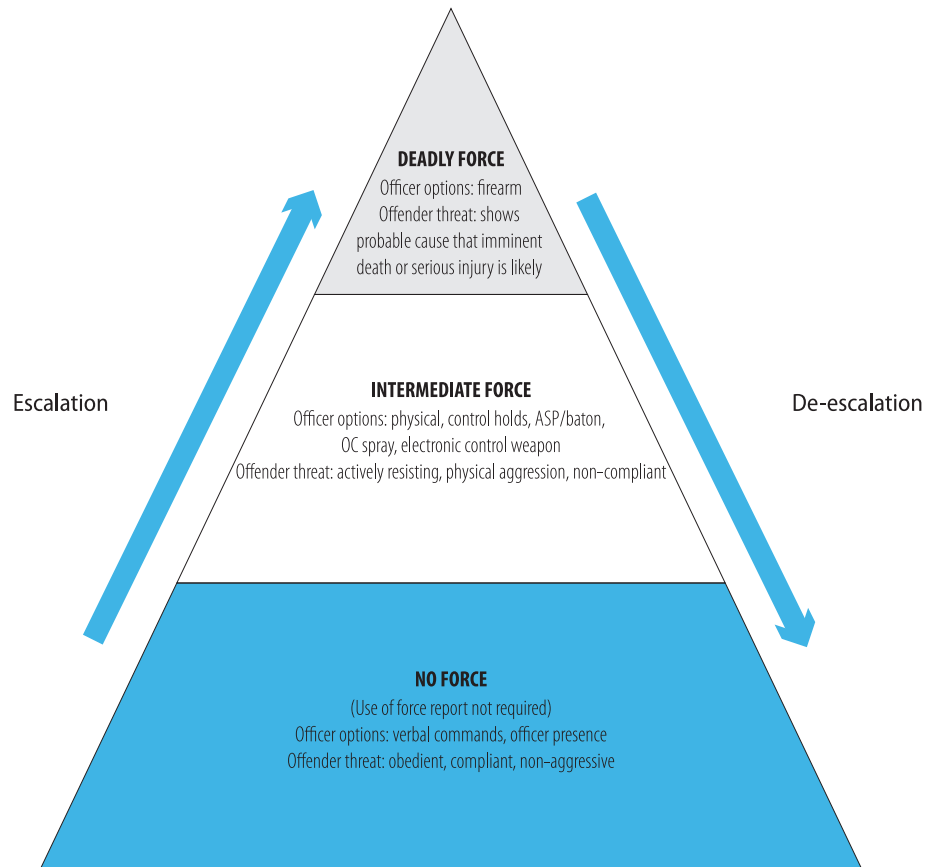
II. Definitions

- A. **Probable cause:** Facts and circumstances which would support an objectively reasonable belief that the officers must protect themselves or others from imminent death or serious bodily injury
- B. **Objectively reasonable belief:** A fourth amendment standard whereby an officer's belief that they must protect themselves or others from imminent death or serious bodily injury is compared and weighed against what a reasonable or rational officer would have believed under similar circumstances. This determination is made by reviewing all relevant facts and circumstances of each particular case, including but not limited to (1) the severity of the crime at issue, (2) whether the suspects poses an immediate threat to the safety of the officers or others, (3) whether the suspect is actively resisting arrest or attempting to evade arrest by flight.
- C. **Imminent:** Threatening, likely, and unavoidable.
- D. **Serious bodily injury:** Bodily injury which creates a substantial risk of death or causes serious, permanent disfigurement or protracted loss or impairment of the function of any bodily member or organ.

III. Use of force

- A. **GOAL: To always attempt to de-escalate any situation where force may become necessary. In the event force becomes unavoidable,** to use only the minimal amount of force necessary to overcome an immediate threat or to effectuate an arrest.
- B. The amount of force, the continued use of any force, and the type of police equipment utilized all depend upon the situation being faced by the officer. However, once the threat has been overcome or a subject is securely in custody, it is an officer's responsibility to de-escalate and immediately address any injuries the suspect may have sustained.
- C. **USE OF FORCE DECISION CHART:** The following diagram illustrates the amount of force an officer should use based on the offender's behavior and threat. It is the offender's behavior that places the officer and/or others in danger. The offender's threat is the primary factor in choosing a force option. However, the officer should also consider the totality of the circumstances to include but not be limited to an offender's altered state due to alcohol or drugs, mental impairment, medical conditions, or the proximity of weapons.

Use of force decision chart



Use the most appropriate option that is necessary to reduce and de-escalate the threat.

IV. Specific prohibitions

- A. Police officers shall not draw their firearms unless they reasonably believe a potential threat for serious bodily injury or imminent death to themselves or another person exists.
- B. Police officers shall not discharge their firearms in defense of property.
- C. Police officers shall not use a firearm as a club.
- D. Police officers shall not fire warning shots under any circumstances. *(PLEAC 1.3.3)
- E. Police officers shall ensure their actions do not precipitate the use of deadly force by placing themselves or others in jeopardy by taking unnecessary, overly aggressive, or improper actions. It is often a tactically superior police procedure to withdraw, take cover, or reposition rather than to immediately use force.
- F. Police officers shall not discharge their firearms to subdue a fleeing individual who presents no threat of imminent death or serious physical injury to themselves or another person present.

- G. Police officers shall not discharge their firearms FROM a moving vehicle unless the officers are being fired upon.
- H. Police officers shall not discharge their firearms AT a vehicle unless officers are being fired upon by the occupants of the vehicle. An officer should never place themselves or another person in jeopardy in an attempt to stop a vehicle.

NOTE: Barring exigent circumstances (e.g., the driver is unconscious and the motor is still running), an officer shall never reach into an occupied vehicle in an attempt to shut off the engine or to recover evidence, because this has been known to result in serious injury to officers.

- I. Police officers with revolvers shall not under any circumstances cock a firearm. Firearms must be fired double-action at all times.

V. Reporting discharges of firearms

- A. The discharge of any firearm, whether accidental or intentional, by sworn personnel on duty or off duty (except test or target fire at a bona fide pistol range or lawfully hunting game) will be reported as follows:
 - 1. The officer who fired the weapon will
 - a. immediately notify police radio of the occurrence and provide pertinent information regarding the need for supervisory personnel and emergency equipment if required;
 - b. inform the first supervisor on the scene of the location(s) of the crime scene(s) and the general circumstances relative to the preservation and collection of physical evidence;
 - c. make no official statements to anyone except personnel from Internal Affairs. However, this provision shall not be construed to prohibit the officer from speaking to any counselor or union representatives regarding the incident while at Internal Affairs or at any time afterwards.
 - 2. Each officer at the scene of a discharge of a firearm by any police officer will
 - a. notify police radio of the discharge unless the officer knows police radio has already received such a notification;
 - b. inform the first supervisor on the scene of the circumstances of the discharge and provide all relevant information concerning the incident;
 - c. ensure the provisions of directive 2 "Responsibilities at Crime Scenes" are followed.
 - 3. Police radio will
 - a. ensure that a district supervisor is dispatched to the scene;
 - b. immediately make the following notifications:
 - (1.) Internal Affairs
 - (2.) Homicide division (only when death occurs or is likely to occur or an officer is struck by gun fire)
 - (3.) Detective division of occurrence
 - (4.) District of occurrence
 - (5.) District or unit to which officer is assigned

- (6.) Command Inspection Bureau (CIB), if applicable
 - (7.) Crime Scene Unit (CSU)
 - (8.) RTCC to identify all city owned or privately owned cameras;
 - c. notify the commanding officer, Employee Assistance Program (EAP) of the police discharge. The commanding officer of EAP will have police radio notify the on-call peer counselor and he or she will contact police radio for details of the shooting.
4. The first supervisor on the scene will be responsible for the following:
- a. Ensure that police radio has been notified of the incident.
 - b. Ensure that the provisions of directive 2 "Responsibilities at Crime Scenes" are carried out and protect and secure the crime scene.
 - c. Determine which officer(s) fired their weapon(s) by examining the magazine/cylinder of the weapon of each officer present during the discharge.
 - d. Any officer having left the scene prior to the supervisor's arrival will be recalled in order to have their weapon inspected.
 - (1.) Glock (semi-automatic) weapon inspection: Instruct the officer(s) to remove the magazine for inspection and note the number of rounds. If the weapon has been fired, record the number of remaining rounds and take possession of the magazine. Supervisors who are not Glock-trained are prohibited from physically handling the weapon (excluding the magazine) during the inspection.
 - (2.) Revolver inspection: Pay special attention to the cylinder position before ordering the officer to open their weapon's cylinder. Note the condition of each round in all chambers and what chamber was located under the firing pin when the cylinder was opened. If the weapon has been fired, take note of the number of spent cartridges and take possession of all six rounds of ammunition, live or spent.
 - e. Allow involved officer(s) to retain custody of the firearm absent any exigent circumstances and reload their weapon with six new rounds or a new magazine. This will be done to ensure officers have a fully loaded weapon while being transported to Internal Affairs.
 - f. Ensure that information concerning the location(s) of the crime scene(s) and the general circumstances relative to the preservation and collection of physical evidence is provided by the involved officer(s) and disseminated to the assigned investigator by remaining at the scene until the arrival of divisional detective personnel.
 - g. Escort the involved officer, if not incapacitated, directly to Internal Affairs. When reasonable, discharging officers should be transported separately. If additional vehicles are needed, additional supervisors will be summoned to provide transportation.

NOTE: The first supervisor on the scene (corporal, sergeant, or lieutenant) will not delegate the responsibility of transporting officers to any other supervisor regardless of the district/unit assignment of the officer(s) involved. However, command-level personnel (captain or above) may assign a subordinate supervisor to transport involved officers in the event a commander is the first superior officer on the scene.

5. The operations room supervisor (ORS) of the district of occurrence will make notification via a computer terminal to Internal Affairs by accessing the Use of Force Notification Screen on the PPD intranet homepage.*(PLEAC 1.3.6)
- B. Reporting discharges of firearms OUTSIDE jurisdiction
1. The officer who fired the weapon will
 - a. call the local Emergency 9-1-1 to notify the jurisdiction of occurrence;
 - b. comply with the directions given by the local investigating law enforcement officials;
 - c. call the Philadelphia Police Radio Room at 215-686-1295 so the proper notifications can be made.
 2. Police radio will
 - a. notify Command Inspection Bureau (CIB) or district/unit commanding officer depending on the time of occurrence;
 - b. notify Internal Affairs and provide pertinent information regarding the discharge.
 3. Internal Affairs will
 - a. be immediately notified of any incident involving the discharge of a firearm by police. The Internal Affairs shooting team will be notified of any incident involving the discharge of a firearm by Philadelphia Police personnel. In addition, the shooting team will be notified whenever a city issued or privately owned weapon of a Philadelphia Police Officer is discharged, intentionally or accidentally, by someone other than the respective officer;
 - b. notify the local investigative agency, speak to the assigned investigator, and request if Internal Affairs can respond to the scene or meet with the investigator;
 - c. respond to any discharge within reasonable driving distance (2–3 hours);
 - d. if permissible, obtain any documents and/or interviews pertaining to the discharge.

VI. Investigation of police discharges

- A. The homicide unit will
1. investigate all cases involving the discharge of firearms by police personnel resulting in or likely to result in death of a human being. They will be responsible for the preparation of the Investigation Report (75-49) which will be forwarded to Internal Affairs within seven (7) calendar days; *(PLEAC 1.3.6)
 2. ensure that all pertinent death notifications have been made.
- B. The detective division of occurrence will investigate all other cases involving the discharge of firearms by police personnel. They will be responsible for the preparation of the investigation report (75-49), which will be forwarded to Internal Affairs within seven (7) calendar days. *(PLEAC 1.3.6)

NOTE: Other investigative units involved will coordinate their efforts with the assigned detective division.

C. Crime Scene Unit personnel will process the scene after conferring with the assigned investigator.

D. The officer's commanding officer will

1. ensure the commanding officer of Internal Affairs is notified;
2. contact the police department's Employee Assistance Unit (EAP) within five (5) business days in order to arrange confidential counseling whenever an officer has discharged their firearm except at an animal;

NOTE: Commanding officers may use their discretion regarding required EAP counseling when the discharge is at an animal.

3. be responsible for having the officer retrained at the Firearms Training Unit (FTU) before returning to duty (exception: discharges at deer);
4. whether or not the discharge results in death or injury to any person, the officer shall be temporarily assigned to non-street duties inside their command within their squad. *(PLEAC 1.3.7).

EXCEPTION: Officers who discharge at deer will be returned to duty immediately after arrival of an Internal Affairs investigator. Internal Affairs will not come out to the scene when SWAT has killed a deer or other wild animal, except canines.

5. An officer will return to active street duty as soon as possible after the officer has attended his scheduled visit with Employee Assistance Program (EAP), completed the required training at the Range and based on the recommendation of Internal Affairs.

E. Commanding officer, Employee Assistance Program (EAP) will

1. have the assigned peer counselor respond to Internal Affairs to meet the discharging officer for an initial assessment. During the initial assessment, the peer counselor will explain the emotions that the officer might be experiencing and explain the procedures that will occur following his/her discharge (i.e. reporting to the range and EAP, etc.);

NOTE: EAP peer counselors will only respond to police discharges where the suspect was fatally wounded or injured as a result of the discharge. The exception is when there is a request from the investigating shooting team, the officer's commanding officer, CIB, or the commanding officer, EAP.

2. have the peer counselor conduct a confidential follow-up assessment and provide referral information to the officer. The officer will be encouraged to contact Penn Behavioral Health (PBH);
3. have the peer counselor, at the completion of the session with EAP or the Penn Behavioral Health provided counselor, fax a memorandum to the commanding officer, Internal Affairs shooting team, stating the officer has attended their appointment with EAP. All other information is prohibited from being released. All EAP sessions are STRICTLY CONFIDENTIAL and information pertaining to the session can not be released without the officer's permission.

NOTE: EAP is a support service and is not involved in the investigation of the police shooting.

F. Internal Affairs will

1. assist in all investigations of discharges of firearms by police personnel;
2. ensure a member of the Internal Affairs shooting team interviews the officer(s) that fired the weapon separately;
3. prepare a supplemental report (75-52) detailing the results of the Internal Affairs investigation; *(PLEAC 1.3.6)

NOTE: Upon completion of the supplemental report, the chief inspector, Office of Professional Responsibility will forward a complete report to the deputy commissioner, Office of Professional Responsibility who will forward it to the police commissioner.

4. notify the commanding officer of the discharging officer's status.

VII. Custody and disposition of firearms discharged by police personnel

A. Internal Affairs will prepare a property receipt (75-3) at Internal Affairs containing the following information: the firearm's make, model, caliber, and serial number. A second 75-3 will be prepared for the fired cartridge(s) and unfired ammunition. The Internal Affairs police shooting case number will be indicated on both property receipts.

B. In discharges of firearms not resulting in injury and in any discharge (accidental or intentional) resulting in the shooting of an animal, the discharged firearm will be given to the transporting supervisor in accordance with the following guidelines:

1. When the firearm is to be returned, the assigned Internal Affairs investigator will designate, in the description section of the property receipt containing the firearm information, "FIREARM IS TO BE TEST FIRED AND RETURNED." The assigned Internal Affairs investigator's signature and date will follow. Internal Affairs will retain the white (control) copy of the property receipt for their records.
2. The transporting supervisor will transport the firearm, fired cartridge(s), and unfired ammunition and both property receipts directly to the Firearms Identification Unit (FIU).
 - a. When the Firearms Identification Unit (FIU) (843 North 8th Street, Room 022) is open, FIU will test fire and make every effort to expedite the examination and return the weapon to the involved officer. The test shots and firearm related materials (bullets, specimens, and/or fired cartridge cases) will be retained at FIU.

NOTE: Evidence intake unit is open 24 hours a day, weekends and holidays.

- b. When FIU is closed, the evidence receiving clerk, Laboratory Division will aid the officer in securing their firearm in the mobile firearm's storage box. A replacement firearm of the same caliber will immediately be issued to that officer. Subsequently, the FIU will contact the officer for return of their original firearm.
- c. The firearm will be unloaded and made safe but not cleaned prior to examination.

- d. Upon completion of the FIU examination, a copy of the findings will be forwarded to Internal Affairs and the pertinent detective division.
- C. In all deliberate shootings (not involving animals) where an injury or death occurs and all accidental discharges of firearms resulting in injury or death, Internal Affairs will do the following:
1. The assigned Internal Affairs investigator will interview the involved officer and determine if the firearm can be returned to the officer.
 2. If the firearm is to be returned to the officer, follow the procedure in Section V-B-1 and 2 in this directive except the actual transportation of the weapon to FIU will be done by Internal Affairs.
 3. If the firearm is not to be returned, the assigned Internal Affairs investigator will designate in the description section of the property receipt containing the firearm information one of the following:
 - a. FIREARM IS TO BE TEST FIRED AND RETAINED—ISSUE A REPLACEMENT WEAPON.
 - b. FIREARM IS TO BE TEST FIRED AND RETAINED—DO NOT ISSUE REPLACEMENT WEAPON.
 4. The assigned Internal Affairs investigator's signature and date will follow. Internal Affairs will retain the white (control) copy of any property receipt.
 5. The assigned Internal Affairs investigator will transport the firearm, fired cartridge(s), and unfired ammunition, and both property receipts directly to the Firearms Identification Unit (FIU).
 - a. When the Firearms Identification Unit (FIU) is open, the FIU clerk will take possession of the weapon and other material.
 - b. When FIU is closed, the evidence receiving clerk, Laboratory Division will aid the Internal Affairs investigator in properly securing the weapon and related material in the mobile firearm's storage box.
 - c. If a replacement firearm is to be issued, the involved officer, upon leaving Internal Affairs, will proceed to FIU or evidence receiving clerk, Laboratory Division.
 6. FIU will test fire the firearm in question and forward a copy of the findings to Internal Affairs and the pertinent Detective Division.
- D. City-owned or privately owned firearms
1. Internal Affairs will determine the disposition of the City-owned firearm and notify FIU to transport the discharged firearm to the Firearms Training Unit. All other evidence, including fired cartridge(s) and unfired ammunition will be stored at FIU until released by Internal Affairs.
 2. During the second week of January, a status review of City-owned firearms being retained under the above conditions will be conducted by the commanding officer, Firearms Training Unit. Internal Affairs will determine which weapons may be returned to inventory. The commanding officer, Firearms Training Unit will submit a final report to the deputy commissioner, Organizational Services by February 28th of each year detailing the status of all firearms being retained.

VIII. Use of force review board (UFRB)

A. Strict standards in the application of force by police personnel are necessary to provide guidance and to safeguard the public from unnecessary or unreasonable force. However, police personnel may be confronted with circumstances that were unknown or unanticipated when departmental standards were developed. Such circumstances may require extraordinary and unanticipated actions to be taken to protect police personnel or others, including suspects, from imminent serious bodily injury or death. In these extraordinary situations, written policies alone are often insufficient to properly evaluate the appropriateness or reasonableness of police personnel's actions. To fairly review these cases, maintain departmental integrity, and ensure the public is properly protected, the Use of Force Review Board (UFRB) will function as both an investigative and an administrative tool to objectively review the appropriateness or reasonableness of force.

B. Cases subject to review by the UFRB

1. All police involved shootings shall be reviewed.

C. The UFRB will be composed of

1. the deputy commissioner, Organizational Services, who will act as chairperson;
2. the deputy commissioner, Office of Professional Responsibility;
3. the deputy commissioner, Major Investigations;
4. the deputy commissioner, Field Operations.

NOTE: If a member of the UFRB cannot attend, a designee will be identified and approved by the chairperson (chief inspector or higher).

D. Procedure

1. All completed police shooting investigations will be referred to the UFRB. No final determination regarding the appropriateness of the force used will be made by Internal Affairs. Internal Affairs shall present the facts of the shooting incident to the UFRB. The UFRB shall review the totality of the circumstances and issue a final determination of whether the force deployed was appropriate or the officer had probable cause to use deadly force.
2. The chairperson of the UFRB will receive and distribute copies to all members of all Internal Affairs use of force investigations and investigative reports relating to cases referred to the UFRB. The UFRB shall have access to the entire investigative file, attachments, and assigned investigators to complete a thorough review.
3. The chairperson will convene the UFRB at least quarterly for the purpose of reviewing the investigative reports on each case. The chairperson may convene the UFRB as often as necessary.

4. The decision regarding each incident shall be made by a majority vote of the UFRB.
 - a. **Administrative approval:** If the review indicated that the officer's actions were in accordance with departmental policy or objectively reasonable under extraordinary circumstances, the review will be terminated and the case will be marked **"Justified Use of Force within Departmental Policy."**
 - b. **Improve tactics and/or decision making:** If the review indicated that the actions of the officer were in accordance with departmental policy or objectively reasonable under extraordinary circumstances, but the officer's tactics and/or decision making could be improved where the force became necessary, the review will be marked **"Justified Use of Force within Departmental Policy—Tactical/Decision Training Recommended."**
 - c. **No use of force violations, but other departmental violation discovered:** If the review indicated that the actions of the officer were in accordance with departmental policy or objectively reasonable under extraordinary circumstances, but other departmental violations not related to the use of force are discovered, the review will be marked **"Justified Use of Force within Departmental Policy—Other Violations Discovered."**
 - d. **Policy or departmental training issues:** If the review indicates that an undesirable outcome occurred regarding the use of force and the force appears reasonable, but no actual policy or training currently exists regarding the subject matter, the case will be marked **"Justified Use of Force within Departmental Policy—Review of Departmental Policy or Training Recommended."** The chairperson shall forward the case the deputy commissioner, Organizational Services, Strategy and Innovations. The deputy commissioner, Organizational Services, Strategy and Innovations shall, no later than thirty (30) days from the receipt of the case from the UFRB, be responsible to present to the police commissioner, through the chain of command, a proposed department-wide policy and/or training curriculum to remedy the issue.
 - e. **Administrative disapproval:** If the review indicated that the officer's actions were not in accordance with departmental policy or deemed unreasonable, unnecessary, or excessive, even under extraordinary circumstances, the case will be marked **"Not within Departmental Policy."** The chairperson will notify the police commissioner in writing and forward the case to the charging unit for the appropriate disciplinary charges to be filed against the officer.
5. Any departmental violations uncovered during the course of the Internal Affairs investigation will be forwarded to the Police Board of Inquiry (PBI) for their review and action.
6. Nothing in this section shall be construed to abridge, restrict, or otherwise limit the police commissioner's final authority relating to discipline in these matters, including the right to override the decision of the UFRB.

IX. Discharges involving animals

A. Destroying injured deer

1. Firearms should not be used to destroy injured deer when they are not presenting an immediate threat to the officer or another person. Attempt to contact the Pennsylvania Game Commission at (610) 926-3136 or (610) 926-1966.
2. If the above agency is unavailable, and the severities of the injuries are such that the animal should be destroyed for humane reasons, officers will first request the assistance of the SWAT unit, who will be responsible for its destruction.
3. SWAT personnel will do the following:
 - a. Upon destroying an animal, be responsible for completing the preformatted memorandum and a 75-48.
 - b. The memorandum and 75-48 will be submitted to the Internal Affairs shooting team within 24 hours of the incident.
 - c. If the SWAT unit is unavailable, the officer may destroy the deer, but only in the presence and on the orders of a supervisor.

NOTE: Usually one shot between the eyes or behind the ear of the animal should be sufficient to complete the task. However, in the event it becomes necessary for police personnel to destroy any animal suspected of being rabid by use of a firearm, it is preferred that the animal be shot in the body rather than the head. The head needs to be examined by the Philadelphia Department of Public Health.

4. Police radio will notify the Internal Affairs shooting team. The discharging officer and the on-scene supervisor will remain on the scene until their arrival. (Exception: when SWAT personnel have performed the task.)
5. Consideration should be given before discharging a weapon to destroy any animal (e.g., the close proximity of people and buildings, type of back stop or ground).
6. The Streets Department will be notified, via police radio, to remove the carcass of deer or other animals found or destroyed by police personnel. Suspected rabid animals that are shot by police will be transported by Animal Care and Control Team (ACCT). Dogs that are shot by police will be transported by ACCT or to ACCT by police personnel. They will not be transferred to any veterinary hospital or private veterinarian even if the animal is still alive.

B. Discharges involving other animals

1. Police officers shall not discharge their firearms at a dog or other animal except to protect themselves or another person from physical injury when there is no other reasonable means to eliminate the threat or when acting consistently with existing department guidelines authorizing the humane destruction of deer. When on location with an injured animal that is not presenting an immediate threat to the officer or another person, every attempt should be made to confine or contain the animal and notify police radio to have them contact the Animal Care and Control Team (ACCT).

2. In all cases where a dog is shot and injured by the police, the animal will be transported directly to ACCT for examination by a veterinarian.

NOTE: Police personnel will not transport an injured dog shot by police to a veterinary hospital unless exigent circumstances exist and upon approval of a supervisor (e.g., ACCT or SPCA is unavailable).

X. Annual review

Research and Planning, in conjunction with Internal Affairs and the Training Division, shall review this directive annually and recommend any updates and changes through the appropriate chain of command to the police commissioner.

RELATED PROCEDURES:	Directive 2	Responsibilities at Crime Scenes
	Directive 22	Use of Force
	Directive 74	Animal Control
	Directive 100	Firearms Policy: On or Off Duty
	Directive 148	Employee Assistance Program (EAP)

BY COMMAND OF THE POLICE COMMISSIONER

*Meets the standards of the Pennsylvania Law Enforcement Accreditation Commission (PLEAC).

Appendix F. PPD directive 22

Note: This appendix has been slightly modified to adhere to COPS Office publication standards.

12-20-10

Subject: Use of force

I. Purpose

- A. This directive outlines the proper use of force, particularly in situations involving the use of the baton/ ASP, oleoresin capsicum (OC) pepper spray, electronic control weapons (ECW), and other force which may be used by police, as well as the required reporting of incidents in which officers are called upon to use less than deadly force. The use of deadly force is fully covered in directive 10.

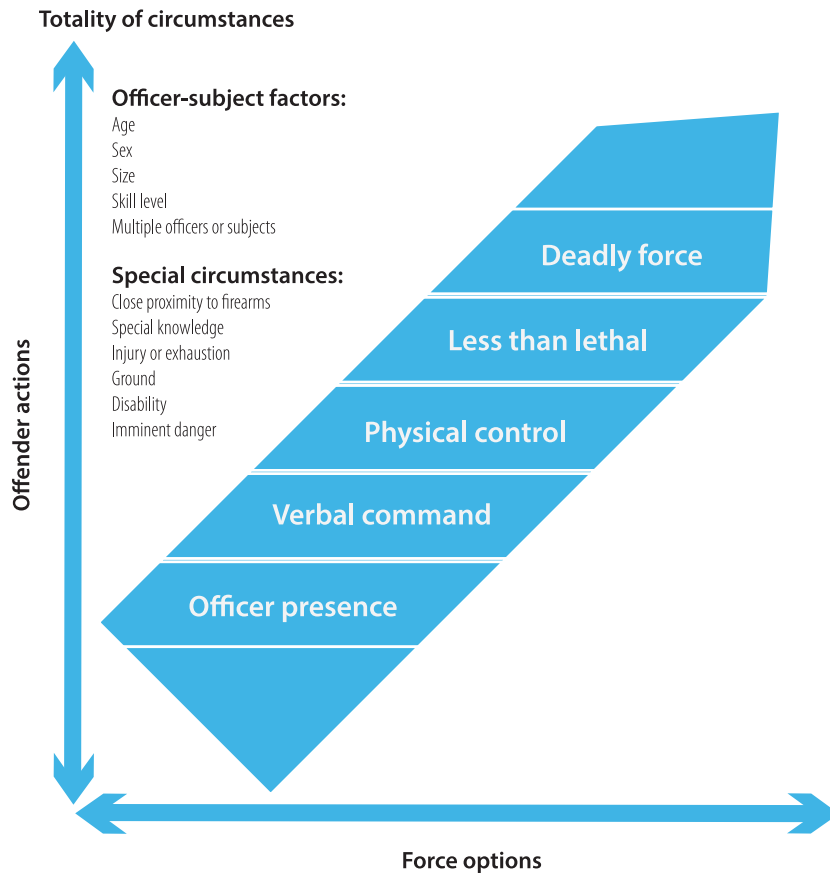
II. Policy

- A. The primary duty of all police officers is to preserve human life. Only the minimal amount of force necessary to protect life or to effect an arrest should be used by an officer. **Excessive force and/or gratuitous use of any force will not be tolerated.** Officers should exercise all safe and reasonable means of control and containment, using only the amount of force necessary to overcome resistance. The application of force by a police officer should be guided by principles found in the “force continuum,” which are

- officer presence;
- verbal commands;
- physical control;
- less than lethal force;
- deadly force.

Use of force continuum

Based on the totality of circumstances, use the appropriate amount of force necessary to reduce and de-escalate the threat



- B. *3 RENDERING MEDICAL AID – After employing any force including lethal or less than lethal weapons, officers shall render appropriate medical aid and request further medical assistance, when necessary, for the suspect and any other injured individuals as soon as it is safe to do so. Any aid provided shall be documented in the appropriate report.
- C. Additionally, personnel will not unnecessarily or unreasonably endanger themselves and others in applying these guidelines to actual situations.
- D. Though many officers may be at the scene of a police incident where force is being used, some officers may not be directly involved in taking police action. As officers, we have an obligation to protect the public and other officers. Therefore, it shall be the duty of every officer present at any scene where force is being applied to either stop or attempt to stop another officer when force is no longer required. Your actions will protect both the officer from civil or criminal liability and the civilian from serious injury.

- E. As outlined in section VI, Use of force notification procedure, the Internal Affairs Division (IAD) must be informed when
1. a person is treated at a hospital (whether or not admitted) or dies while in police custody as the result of actions taken by police;
 2. any time a person in police custody is treated at a hospital (e.g., prisoner complaining of chest pains or a prisoner assaulted by another prisoner);
 3. any incident involving the use of force where an injury or a complaint of an injury results;
 4. whenever a baton/ASP has been used to strike a subject, OC spray has been used by police, or the ECW has been used;
- NOTE:** Whenever the trigger on the ECW is pulled, it is recorded in the weapon and must be reported to the IAD. Accidental discharges will be reported to the IAD through the notification screen on the police intranet homepage. The use of force report will not be necessary.
5. whenever a subject is delivered a blow or strike with a hand, fist, foot, or other body appendage or other object.
- F. The department's use of force form described within will not be used when officers discharge their firearm. It will be completed, however, when the baton/ASP has been used to strike an individual, OC spray was used on an individual, another object was used to strike (e.g., police vehicle), a canine dog has bitten or been used to physically apprehend an individual, or an ECW has been used.
- G. Guidelines set forth in this directive will also pertain to police correctional officers at the Police Detention Unit when appropriate.

III. Utilizing force (general)

- A. When responding to any incident which may require the use of force, officers **WILL**
1. evaluate the situation;
 2. immediately establish control of their firearm;
 3. when feasible and safe, provide some warning to the individual;
 4. illuminate the subject, when possible;
 5. if force is necessary, coordinate appropriate tactics with a sufficient number of personnel to safely overcome any resistance;
 6. use the minimum force necessary;
 7. except when using an ECW, target the preferred or intermediate striking areas identified in section V-B-6.
 8. handcuff the individual behind the back, palms out, ensure handcuffs are double-locked, and do so at the earliest possible time to reduce potential resistance;
 9. notify a supervisor immediately;

10. ensure that the individual is checked for injuries;
11. take any individual who has been struck on the head or any individual complaining of an injury to the nearest hospital or appropriate trauma center immediately (prepare a complaint or incident Report [75-48] for the hospital case and have the individual sign the 75-48 if treatment is refused; also, note if the individual refuses to sign). In all cases where the ECW or OC pepper spray is used, the individual will be taken to the hospital;
12. prepare all necessary paperwork as required by department policy;
13. ensure that the investigator assigned is made aware that force had to be used to control or take the individual into custody.

NOTE: A description of the actions of the individual which caused the use of force as well as the officer's actions should be included by the assigned investigator within the investigation report (75-49). Should injuries occur, they should also be described within the investigation report to include treatment received.

- B. When responding to any incident which may require the use of force, officers **WILL NOT**
1. whenever possible, sit, kneel, or stand on a subject's back or chest;
 2. stand on a subject's head, face, and/or neck area;
 3. offensively kick and/or stomp on a subject;
 4. transport an individual in a face down position, especially when handcuffed. This will serve to prevent positional asphyxia that occurs when the position of the subject's body interferes with his/her ability to breathe. If an individual is having trouble breathing or is demonstrating life-threatening symptoms, medical assistance will be sought immediately.

IV. Use of OC pepper spray

- A. Oleoresin capsicum spray is an inflammatory agent that causes an intense burning sensation of the skin and mucous membranes. It has a near immediate effect on an individual sprayed, though the effects subside after about 30 minutes.
- B. If sprayed in the face, the individual's eyes will close, tear, and swell as a result. The subject may become disoriented and lose their balance. When pepper spray is inhaled, the respiratory tract will become inflamed and temporarily restrict breathing to short, shallow breaths. The subject may experience choking, gagging, or gasping for breath. A burning sensation of the skin may also occur.
- C. The use of OC spray is for defense or to assist in effecting an arrest. It may be used to
1. control an aggressively resisting subject such as an involuntary commitment or prevent an escape from arrest;
 2. overcome resistance to an arrest;
 3. protect an officer or another person from bodily injury;
 4. prevent an individual from injuring themselves;
 5. prevent a suicide.

D. It is not to be used

1. for the dispersal of non-violent persons;
2. for disorderly crowds;
3. in situations where people are exercising their Constitutional rights of free speech or assembly;
4. at random;
5. as a threat to gain compliance or information.

E. Once an individual has been placed under control, there is no further justification for the continued use of the OC spray.

F. When carrying or utilizing OC spray, officers **WILL**

1. carry only the departmentally approved OC spray;
2. ensure care is taken to protect infants, children, and the elderly from the spray;
3. deliver the spray directly into the face (eyes, nose, mouth) and, where practical, in two one-half second bursts;
4. be aware of cross-contamination, wind direction, and the presence of fellow officers before utilizing spray;
5. remember that the effective range of the spray is 10–12 feet;
6. safely secure the individual in handcuffs once under control;
7. calm the individual and reassure them that the effects are temporary;
8. expose the subject to fresh air and, if water is available, flush the contaminated areas (to decontaminate a premises indoors, ventilate by opening windows and doors);
9. transport the subject to the nearest hospital and take the spray canister along;
10. continue to monitor the subject during transportation for respiratory distress;
11. if the subject is or becomes unconscious, transport as an emergency hospital case;
12. have subject wash any contaminated areas of the skin with soap and water once arriving at the hospital;
13. when applicable, have subject remove contact lenses and wash same;

NOTE: Serious eye damage can occur if contacts are not removed within 4–6 hours of exposure.

14. prepare a 75-48 for the hospital case and have the individual sign the 75-48 if treatment is refused. Also note if the individual refuses to sign;
15. prepare a use of force report;
16. prepare other necessary paperwork relating to the incident where necessary (i.e., 75-48, 75-49);
17. treat OC spray as a weapon and store in a secure place when not on duty.

G. When carrying or utilizing OC spray, officers **WILL NOT**

1. spray directly into the eyes at a distance of less than three feet, when possible;
2. spray into the wind or in a confined area;
3. keep spray projectors in vehicles;
4. store where temperatures exceed 120 degrees Fahrenheit.

H. Miscellaneous OC spray information

1. All OC spray will be issued by the Firearms Training Unit (FTU).
2. Officers should check the expiration date on each canister. If expired or there is a leak or damage or the canister is empty, report to the FTU for a replacement. A memorandum will be prepared and distributed as outlined in section 4 below.
3. Lost or stolen spray canisters shall be immediately reported on memorandum in triplicate to the pertinent district/unit commanding officer fully explaining the circumstances. A 75-48 and 75-49 will be submitted to the pertinent detective division.
4. The memorandum will be distributed as follows:
 - a. commanding officer, Firearms Training Unit
 - b. district/unit file
 - c. finance unit
5. When the commanding officer determines negligence has occurred, the officer will be subject to disciplinary action and/or required to pay for its replacement.
6. Commanding officers will review and approve the memorandum and permit the officer to obtain a replacement.
7. Upon one's retirement, OC spray canisters will be turned in to the officer's commanding officer and sent to the FTU.

V. Use of the police baton/ASP

- A. The use of the baton/ASP is for defense and to assist in effecting an arrest. It should not be used as an offensive weapon. It may be needed to
1. block or deflect an attack;
 2. counterstrike in self-defense;
 3. control an aggressively resisting subject;
 4. overcome resistance to an arrest;
 5. protect an officer or another person from bodily injury;
 6. prevent an individual from injuring themselves;
 7. prevent a suicide.

B. When carrying or utilizing the baton/ASP, officers WILL

1. carry the departmentally issued baton, which shall have an overall length of 22–24 inches and a diameter of one and one-quarter inches (1 1/4") and shall be made of wood or fiberglass or a departmentally issued ASP;
2. carry the baton/ASP whenever leaving the vehicle (uniformed officers and supervisors);
3. carry the baton/ASP in their belt loop on the opposite side of the gun holster;
4. carry the baton/ASP in a non-aggressive (e.g., under arm) manner during vehicle or pedestrian stops, disturbances, crowds, or other potentially dangerous situations;
5. attempt to use alternate forms of control;
6. strike only the following locations of the body when necessary:

Preferred striking areas:

muscle in the legs (thigh and calf) and arms (forearms and biceps). These areas are most vulnerable to an effective strike;

Intermediate striking areas:

If striking the preferred areas is not possible, or unsafe to the officer, or other officers, the officer should attempt to strike the intermediate areas, which include the elbows, knees, and ankles. These are secondary strike zones, which may cause pain or injury but are not intended to cause permanent damage;

7. immediately notify a supervisor of the use of the baton/ASP;
8. take an injured individual or one complaining of an injury to the nearest hospital or appropriate trauma center immediately (prepare a 75-48 for the hospital case and have the individual sign 75-48 if treatment is refused. Also, note if the individual refuses to sign);
9. prepare a use of force report in all cases where the baton/ASP was used to strike an individual;
10. prepare other necessary paperwork relating to the incident, where necessary (i.e., 75-48, 75-49).

C. When carrying or utilizing the baton/ASP, officers WILL NOT

1. make modifications of, substitutions for, or additions to the issued baton/ASP;
2. intentionally strike the head, face, throat, chest, abdomen, groin, and collarbone of an individual;
3. use more force than is necessary to overcome the resistance;
4. use another object in place of the baton/ASP, unless unusual circumstances preclude the officer from reaching or using the baton/ASP or OC spray. If another object is used, the involved officer will follow the same reporting procedures outlined in this directive and explain why the object was utilized. The use of other objects may be reasonable and necessary.

D. Miscellaneous baton/ASP information

1. Damaged, lost, or stolen baton/ASPs shall be immediately reported on memorandum in triplicate to the pertinent district/unit commanding officer fully explaining the circumstances.
2. When the commanding officer determines negligence has occurred, the officer will be subject to disciplinary action and/or required to pay for its replacement.
3. The memorandum will be distributed as follows:
 - a. pertinent chief inspector
 - b. finance unit
 - c. retain in district/unit file

VI. Assault on police investigations procedures

- A. In order to ensure the integrity of assault on police arrests and to protect all police personnel, the guidelines below will be followed. Listed below are investigation guidelines and command oversight for **ALL** assault on police investigations. They will be in place whether the assault on police is the **primary** or **secondary** charge.
- B. Supervisor's responsibilities: a supervisor **WILL** immediately **respond to all assault on police/use of force crime scenes** (whether it is the primary or secondary charge).
 1. As stated in previous investigation guidelines, the responding supervisor will hold or release the crime scene after conferring with a supervisor from the detective division of occurrence.
 2. The supervisor will document all police involved in the assault and/or arrest and supply the names, badge numbers, and patrol car numbers to the detective division. The supervisor will also ensure that all personnel are interviewed by the detective division of occurrence.
 3. The supervisor will ensure that all civilian witnesses are documented on the complaint or incident report (75-48) (include all contact information, cell phone numbers, etc.) and will be supplied to the detective division. Transportation to the detective division (for interviews) will also be arranged as needed.
 4. The supervisor will observe and document (and supply the information to the detective division) all injuries to police and/or defendants (and ensure that they receive hospital treatment).
 5. The supervisor will ensure that all use of force paperwork is prepared and submitted in accordance with this directive.

- C. Detective unit responsibilities: a **detective unit supervisor WILL** be notified immediately whenever an assault on police (use of force) arrest or investigation is received (whether it is the primary or secondary charge). The supervisor **WILL**
1. confer with the responding supervisor on the street and determine if the crime scene will be held for processing;
 2. monitor the investigation, ensuring that all parties (police and civilian) are interviewed by detectives; review the interviews and ensure that any follow-up questions are addressed;
 3. ensure that all injuries (police and civilian) are documented and photographed;
 4. ensure that all interviews and evidence (photographs, property receipts, etc.) are entered in the PIIN system (as stated in previous guidelines, ALL preliminary discovery is required to be entered in PIIN on any arrest before charges are approved by DACU).
- D. **BEFORE** the arrest is entered in PARS, the detective supervisor **WILL** notify the detective division commanding officer (during business hours) so that they can review all paperwork involving the arrest. The detective division commanding officer will also review all paperwork on an investigation of an assault on police (no arrest) **PRIOR** to the detective submitting an affidavit for an arrest warrant.
1. If the arrest occurred during non-business hours, the detective supervisor **WILL** notify police radio for a Command Inspections Bureau commander to respond and review the arrest paperwork (**PRIOR** to entry in PARS).
 2. If during business hours and the detective division commanding officer is unavailable (vacation, etc.), then the detective division supervisor will notify the following in the listed order:
 - a. The divisional inspector
 - b. The available patrol commanding officer located in the divisional headquarters (in the same building as the detective division)
 - c. A district commanding officer in the division of occurrence (NOT located in the divisional headquarters).
 3. The detective supervisor WILL confer with the responding commander on the aspects of the case. DACU will be contacted by phone if guidance is needed in the charging procedure.
 4. The detective supervisor will then ensure that the PARS report is submitted (and approved by the supervisor) with the proper charges lodged. The supervisor will ensure that any requested follow-up by DACU is completed immediately and resubmitted for the approval of the PARS.
- E. The assigned detective **WILL**
1. ensure that their supervisor has been notified of the assault on police arrest or investigation (primary or secondary charge);
 2. ensure all investigative steps have been taken, including (but not limited to) crime scene processing, retrieval of available video, CCI information and/or radio tapes, etc.;
 3. document and photograph all injuries (police and defendants);

4. ensure all persons (police and civilian) involved are interviewed; make interviews available to supervisory and command personnel for their review;
 5. attempt to interview the defendant(s) (after advising their Miranda warnings);
 6. ensure the complete investigative package is available for review by the supervisor and command personnel and entered into PIIN;
 7. ensure PARS is submitted **ONLY AFTER** the case has been approved by the unit supervisor **AND** the reviewing commander.
- F. Responding commanding officer responsibilities: upon notification of an assault on police arrest, the assigned commander (detective captain, divisional inspector, district captain, or CIB commander) **WILL**
1. review all arrest and case file paperwork (including interviews);
 2. confer with detective supervisor (and DACU if needed) for proper charges; if **NO** charges are warranted, ensure the suspect(s) are released and the investigative paperwork is updated;
 3. the responding commander **WILL** ensure that an entry is made on the Detective Division Daily Complaint Summary (75-67) and that they list the rank, name, badge number, and unit assigned and review the assault on police arrest (list location of assault, DC# and Detective Control #);
 4. ensure that the required use of force forms are completed and submitted and the Internal Affairs Division is notified when required.

VII. Use of force notification procedure

- A. Whenever less than lethal force is used by uniform or plainclothes sworn personnel, the following notification process will be implemented:
1. A supervisor will be notified immediately.
 2. The supervisor will ensure that only one (1) 75-48 will be prepared describing circumstances of the incident as well as information on the use of force required during that incident. If more than one officer has utilized force during that single incident, only one (1) 75-48 is required, though the names of all involved officers must be included.
 3. The supervisor will assign one of the involved officers the responsibility for preparing a complete use of force form (75-632). If more than one officer has used force, he/she will only complete sections of an additional use of force form that pertain to their involvement in the incident, the top line of the report, and the signature block.

NOTE: All reports must be completed before the officer(s) completes his/her tour of duty.

4. Both the assigned lieutenant and the sergeant will be responsible for reviewing and ensuring completeness and accuracy of the use of force form. They will also sign the form.

5. When the use of force results in death or serious life threatening injury, a supervisor will immediately notify his/her commanding officer or Command Inspections Bureau (CIB) commander. That commander will then immediately notify Internal Affairs by phone. Police radio will be notified on the 12-8 tour or on weekends.
6. The operations room supervisor (ORS) will also ensure that the IAB incident notification screen is filled in completely and accurately. (Access the screen through the police intranet home page.)

NOTE: If more than one officer is injured or if more than one defendant has had force used against them as a result of a single incident, separate messages must be sent via the IAB notification screen.

7. When the use of force results in only minor injury or no injury at all, only the IAB notification screen need be completed. No phone call to Internal Affairs from a commander is necessary.
8. In all cases, the ORS will ensure pertinent information is entered on the district/unit daily complaint summary (75-67).

VIII. Distribution of the use of force form

A. When the use of force form(s) (75-623) is completed, copies will be made and distributed as follows:

Original: Internal Affairs Division within five (5) days of incident, where it will be kept for three (3) years.

First copy: District/unit commanding officer's file, where it will be kept for three (3) years.

Second copy: Commanding officer, Firearms Training Unit (OC pepper spray/ECW use only).

Related procedures

Directive 10, "Discharge of Firearms by Police Personnel"

Directive 111, "Barricaded Persons/Hostage Situations"

Directive 136, "Emotionally Disturbed Persons"

Memorandum 98-01, "Off-Duty Police Actions"

BY COMMAND OF THE POLICE COMMISSIONER

FOOTNOTE #

GENERAL #

DATE SENT

REVISIONS

*1	8209	3-18-11	ADD SECTION VI
*2	3736	10-27-11	ADD APPDX "B"
*3	7102	01-24-12	ADDITION

PPD directive 22 appendix A

SUBJECT: USE OF THE ELECTRONIC CONTROL WEAPON (ECW)

I. Purpose

The purpose of this policy is to provide guidance and direction on the use of the electronic control weapon (ECW) in the context of the use of force continuum.

II. Policy

It is the policy of the Philadelphia Police Department to use only reasonable and necessary force to overcome the resistance put forth by individuals who are violent, exhibiting threatening behavior, or physically resisting arrest. All ECW training will conform to this policy.

III. Definitions

Arcing: Pulling the trigger to activate an ECW that does not have an air cartridge installed. This may be done while the ECW in contact with a subject (i.e., drive stun mode) or in a non-contact situation such as to test the ECW (i.e., spark test).

Activation or activating: The act of pulling the trigger of an ECW, either intentionally or accidentally, causing it to arc or to discharge probes.

Active aggression: A threat or overt act of an assault (through physical or verbal means), coupled with the present ability to carry out the threat or assault, which reasonably indicates that an assault or injury to any person is imminent.

Active resistance: A subject's physical actions to defeat an officer's attempt at control and to avoid being taken into custody. Verbal statements alone do not constitute active resistance.

Air cartridge: Replaceable cartridge for the ECW, which uses compressed nitrogen to fire two barbed probes with thin connecting wires sending a current signal into the subject.

Confetti tags: Small identifying cards expelled from an ECW air cartridge when probes are discharged. Each confetti tag contains a serial number unique to the specific air cartridge used. Confetti tags are also referred to as "anti-felon identification" (AFID) tags.

Cycle: The time during which electrical impulses are emitted from the ECW following activation. In most ECWs, a standard cycle is five (5) seconds for each trigger pull. The duration of a cycle may be shortened by turning the ECW off. The duration of the cycle may be extended in certain models by continuing to pull the trigger.

Display: Drawing or exhibiting the ECW as part of a warning tactic, typically accompanied by appropriate verbalization.

Drive stun: A secondary function of an ECW. Drive stun is possible when the ECW air cartridge has been expended or removed from the ECW or when the probes are deployed at close range with minimal spread. This action requires pulling the trigger and placing the ECW in direct contact with a subject, causing the electrical energy to directly enter the subject or firing the probes at close range. Drive stun is frequently used as a non-incapacitating compliance technique. It may also be used to incapacitate a subject where at least one probe is attached to the subject's body and the ECW contact will complete the circuit.

Duration: The aggregate time that the ECW is activated. The duration of activation may differ from the duration of time that a subject is exposed to electrical impulses from an ECW.

Electronic control weapon (ECW): A weapon primarily designed to discharge a chain of small electrical charges into the subject sufficient to cause uncontrolled muscle contractions and override the subject's voluntary motor responses.

Laser painting: The act of unholstering and pointing an ECW at a subject and turning on the ECW's laser aiming dot to show the device is aimed at the subject.

Passive resistance: Physical actions that do not prevent the officer's attempt to control (e.g., a person who remains in a limp, prone position, passive demonstrators).

Probes: Small projectiles with wires contained in an ECW air cartridge. When the ECW is activated, probes are expelled from the ECW and penetrate the subject's clothing and/or skin, allowing for the application of the electrical impulse.

Probe mode: The primary setting on an ECW that allows the system's propulsion system to deploy two small probes that are attached to the ECW by insulated wires at distance up to 25 feet.

Serious bodily injury: Bodily injury that creates a substantial risk of death or that causes serious, permanent disfigurement or protracted loss or impairment of the function of any bodily member or organ.

Use of force continuum: A training model or philosophy that supports the progression and reasonable escalation and de-escalation of officer-applied force in proportional response to the action and level of resistance offered by a subject. The level of response is based upon the situation encountered at the scene and the actions of the subject in response to the officer's commands. Such response may progress from the officer's physical presence at the scene to the application of deadly force.

IV. Procedure

A. Authorized users, training, and equipment

1. Only those officers/supervisors who have successfully completed the approved, basic ECW training shall be authorized to carry an ECW.
2. To continue carrying an ECW, all personnel initially authorized to carry an ECW must undergo recertification training annually. Any personnel who fail to undergo recertification training and/or qualification shall be prohibited from carrying ECW until such time that recertification training and/or qualification is made.

NOTE: Officers that have successfully completed the crisis intervention training (CIT) will be issued an ECW. These officers are responsible for the safe handling and storage of this equipment while off duty. The protocols of this appendix shall apply equally to any off-duty actions.

3. Other personnel authorized to carry an ECW will be permitted to sign out an ECW at the beginning of the tour and the information will be recorded on the daily complaint summary (75-67).
4. Only departmentally issued ECWs shall be carried by authorized personnel. The use of privately owned ECWs, holsters, or other related equipment is strictly prohibited.

B. Device readiness

1. The ECW shall be carried in an approved holster on the side of the body opposite the service handgun.
2. The ECW shall be carried fully armed with the safety on in preparation for immediate use.
3. The ECW shall be set in "probe mode" as the primary setting option with "drive stun mode" used as a secondary option.
4. Officers/supervisors shall be issued one spare air cartridge as a backup. The spare air cartridge shall be stored and carried in a manner consistent with training and will be replaced consistent with the manufacturer's expiration requirements.
5. The ECWs energy level shall be checked and a spark test done prior to taking the ECW out on patrol. This is accomplished by first removing the air cartridge, then turning the power switch on, pulling the trigger, then turning the unit off as soon as a spark is seen. A visible spark between the electrodes at the front of the ECW will show the unit is functioning properly. Point the ECW in a safe direction prior to spark test.

*******CAUTION*******

BE SURE TO REMOVE TASER AIR CARTRIDGE PRIOR TO BEGINNING SPARK TEST

6. The battery indicator on the Taser model **M26 Taser®** may blink or be a steady red, depending on the age of the unit. This indicator in and of itself does not ensure that the components of the ECW are performing properly; it only indicates the unit has power. If there is no red LED visible then return the unit to Firearms Training Unit for evaluation and replacement of batteries if required.
7. The battery indicator on the Taser model **X26 Taser®** is visible on the central information display. This indicator in and of itself does not guarantee that the components of the Taser are performing properly. When the display indicates less than twenty (20) firings remaining, return the unit to the Firearms Training Unit.

C. Activating the ECW

1. **The ECW shall only be activated** against persons who are exhibiting active aggression or active resistance in a manner that, in the officer's judgment, is likely to result in injuries to themselves or others.
2. A warning shall be given to a person prior to activating the ECW unless to do so would place any other person at risk.
3. Personnel should not intentionally simultaneously activate more than one (1) ECW against a person.
4. Personnel may activate an ECW against an aggressive animal, but only if doing will not unnecessarily jeopardize the safety of the officer or civilians present.
5. Whenever an ECW is about to be used, it is the responsibility of the activating officer to make sure other officers on the scene understand that the ECW is being activated by announcing "TASER" several times before being discharging.
6. Personnel should not intentionally target sensitive areas (e.g., head, neck, genitalia).
7. When activating an ECW, personnel should use it for one (1) standard cycle (a standard cycle is five [5] seconds) and should evaluate the situation to determine if subsequent cycles are necessary. Personnel should consider that exposure to multiple activations and continuous cycling and exposure to the ECW longer than fifteen (15) seconds may increase the risk of death or serious injury. Any subsequent activation should be independently justifiable and should be weighed against other force options.
8. To minimize the number of cycles needed to overcome resistance and bring the subject under control, once it is announced that an ECW is being activated, all officers on scene should attempt to secure the subject while incapacitated by ECW power or immediately thereafter. All officers on scene must also be prepared for an ECW to be ineffective and immediately transition to other force options if necessary.

NOTE: In determining the need for additional energy cycles, officers must be aware that an energized subject may not be able to respond to commands during or immediately following exposure.

9. **Drive stun is a secondary** function of an ECW. Personnel must be aware that using an ECW in drive stun is OFTEN INEFFECTIVE in INCAPACITATING a subject. However, it may be used to effectively incapacitate a subject where at least one probe is attached to the subject's body and the ECW contact will complete the circuit (i.e., provide the second electrical contact to a subject) by creating uncontrolled muscle contractions and overriding the subject's voluntary motor responses.
10. The ECW **SHALL NOT** be used in the following manner:
 - a. Against a suspect exhibiting passive resistance
 - b. Against an unarmed suspect attempting to elude capture by fleeing that is wanted for a nonviolent misdemeanor, summary, or traffic offense
 - c. For the dispersal of nonviolent persons or disorderly crowds or in situations where people are exercising their Constitutional rights of free speech or assembly
 - d. At random or as a threat to gain compliance or information
 - e. In any environment where an officer reasonably believes that a flammable, volatile, or explosive material is present, including but not limited to gasoline, natural gas, propane, or alcohol-based oleoresin capsicum (OC) spray
 - f. Against any elderly/frail persons, young children, or any women who appear pregnant or where officers receive information that the women are or may be pregnant
 - g. Against a subject when in an elevated position where a fall may cause substantial injury or death
 - h. Against subjects in physical control of a vehicle in motion to include automobiles, trucks, motorcycles, ATVs, bicycles, and scooters
 - i. On handcuffed persons unless necessary to prevent the individual from harming themselves or others from serious bodily injury
 - j. Against a subject where officers receive information that the subject has any heart ailments or conditions or has a pacemaker

D. Post-deployment

1. Following an ECW activation, officers should use a restraint that does not impair respiration.
2. All individuals who are exposed to an ECW activation shall be transported to a medical facility for treatment. If the prongs are attached to the skin of the individual, cut off the wires between the cartridge and the prongs, leaving a twelve (12)-inch lead, prior to transportation. The ECW prongs should be treated as a biohazard risk.
3. If not incapacitated, the officer/supervisor firing the device will accompany the victim to the hospital. Prepare a separate 75-48 for the hospital case. Retrieve two (2) prongs from the hospital and place them inside cartridge holes and tape over and note: "Prongs are included." The cartridge and prongs will be placed on a property receipt and submitted as evidence.

4. If possible, the confetti tags will be recovered and also placed on the property receipt.
5. Detectives will ensure that the area affected by the ECW is photographed. The use of the ECW will be noted on the investigation report (75-49).

E. Reporting/notifications

1. Any officer/supervisor that activates an ECW either intentionally or accidentally shall notify police radio and complete a use of force report (75-632). Police radio will dispatch a supervisor of the next highest rank to the scene.
2. The responding supervisor shall conduct an initial review of the ECW activation and ensure a use of force report is completed for both intentional and accidental activations.
3. After medical treatment, if the suspect is being arrested, the activating officer/supervisor shall ensure that the ORS is notified that the suspect was exposed to an ECW activation. This information will be inserted into the detainee medical checklist. In the event the activating officer/supervisor is incapacitated, the responding supervisor shall ensure the proper notification is made to the ORS and on the detainee medical checklist. The ORS shall monitor suspects who have been exposed to an ECW activation every fifteen (15) minutes for any possible medical emergencies.
4. After medical treatment, if an individual is exposed to an ECW activation and transported to a crisis response center (CRC), the activating officer/supervisor shall notify a CRC supervisor that the individual was exposed to an ECW activation. The name of the supervisor and the time of notification will be inserted on the use of force report. In the event the activating officer/supervisor is incapacitated, the responding supervisor shall ensure the proper notification is made and the information is inserted into the use of force report.
5. Any officer/supervisor that activates an ECW either intentionally or accidentally shall report to the range no more than five (5) days after the incident for a replacement air cartridge and for range personnel to download the ECW's data.

F. Investigations

1. All use of force reports involving the activation of an ECW shall be reviewed by Internal Affairs.
2. Internal Affairs shall initiate an internal investigation when any of the following factors are involved:
 - a. A person experiences death or serious bodily injury.
 - b. A person experiences prolonged ECW activation (longer than fifteen seconds).
 - c. The ECW appears to have been used in a punitive or abusive manner.
 - d. There appears to be a substantial deviation from training.
 - e. A person in an at-risk category has been exposed to an ECW activation (i.e., elderly/frail persons, young children, or any women who appear pregnant or where officers receive information that the women are or may be pregnant).

3. Every ECW-related force investigation initiated under section F-2 above should include
 - a. date, time and location of incident;
 - b. whether the use of display, laser painting and/or arcing where attempted to gain compliance of the subject;
 - c. identifying and descriptive information and investigative statements of the subject (including whether the subject was an elderly/frail person, young child, or a woman who appeared pregnant or where officers received information that she was or may have been pregnant the time of the activation), all personnel firing ECWs, all witnesses, including the location of where all interviews (police and civilian) were taken;
 - d. the type and brand of ECW used;
 - e. the number of ECW activations, the duration of each cycle, the duration between activations, and (as best as can be determined) the duration that the subject received applications;
 - f. level of aggression encountered;
 - g. any weapons possessed by the subject;
 - h. the type of crime/incident the subject was involved in;
 - i. determination of whether deadly force would have been justified;
 - j. the type of clothing worn by the subject;
 - k. the range at which the ECW was used;
 - l. the type of mode used (probe or drive stun);
 - m. the point of impact on the subject in probe mode;
 - n. the point of impact in drive stun mode;
 - o. location of missed probes;
 - p. collection of ECW cartridges, probes, data downloads, any available video, and confetti tags;
 - q. the type of cartridge used;
 - r. photographs of cartridge/probes;
 - s. terrain and weather conditions during ECW use;
 - t. lighting conditions;
 - u. suspicion that subject was under the influence of drugs or alcohol;
 - v. medical care provided to the subject;
 - w. any injuries incurred by personnel or the subject;
 - x. forensic quality photographs (including a ruler to show distances) of subject and officer injuries.

4. When reviewing downloaded ECW data, supervisors and investigators should be aware that the total time of discharge registered on the ECW may not reflect the actual duration of ECW activation on a subject.

G. Auditing

1. All department ECWs will be subjected to periodic and random data downloading by Internal Affairs. The data obtained will be reconciled with existing use of force reports to ensure accountability between the cycles recorded and those documented in such reports and occurring in pre-shift testing.
2. Periodic and random audits shall be conducted to ensure all officers/supervisors who carry ECWs have attended initial and recertification training.

H. Lost or stolen ECWs

1. Lost or stolen ECWs and/or air cartridges shall be immediately reported on a memorandum to the pertinent district/unit commanding officer fully explaining the circumstance. The memorandum, 75-48, and 75-49 will be submitted to the commanding officer, Firearms Training Unit and to police finance.
 2. After the commanding officer reviews and signs the memorandum, the officer/supervisor will report to the Police Academy, Firearms Training Unit, with a copy of the memorandum and the investigation report (75-49) to obtain a replacement device for a lost/stolen ECW. Between the hours of 4:00 p.m. and 8:00 a.m., report to the Police Academy, Canine Unit, for issuance of a replacement device.
 3. The Canine Unit will notify the Firearms Training Unit of all such transactions on the next business day.
 4. When the commanding officer determines negligence has occurred, the officer/supervisor will be subject to disciplinary action and/or required to pay for its replacement.
- I. Revocation of certification/privilege to carry an ECW: the issuance and authority to carry an ECW is a privilege granted to specially trained officers/supervisors and is not to be construed as standard issued equipment. As such, the department reserves the right to revoke this privilege. Any such revocation shall not be construed to prevent or limit the department from invoking any disciplinary charges, penalties or other remedies available.

BY COMMAND OF THE POLICE COMMISSIONER

PPD directive 22 appendix B

SUBJECT: USE OF FORCE REVIEW BOARD

I. Policy

- A. Strict standards in the normal application of force by police personnel are necessary to provide guidance and to safeguard the public from unnecessary or unreasonable force. However, police personnel may be confronted with circumstances that were unknown or unanticipated when departmental standards were developed. Such circumstances may require extraordinary and unanticipated actions to be taken to protect police personnel or others, including suspects, from imminent serious bodily injury or death. In these extraordinary situations, written policies alone are often insufficient to properly evaluate the appropriateness or reasonableness of police personnel's actions.
- B. To fairly review these cases, maintain departmental integrity, and ensure the public is properly protected, the Use of Force Review Board (UFRB) will function as both an investigative and an administrative tool to objectively review the appropriateness or reasonableness of force used in those extraordinary cases that could not have been reasonably foreseen when creating a written policy.
- C. Only those cases where it appears extraordinary and unanticipated actions were required to protect police personnel or others including suspects, from imminent serious bodily injury or death will be referred to the UFRB. These cases will be referred by the deputy commissioner, Office of Professional Responsibility; however, the police commissioner or any deputy commissioner may also refer cases to the UFRB for review.
- D. The UFRB will be composed of
 1. designated deputy commissioner, who will act as chairperson;
 2. deputy commissioner, Major Investigations;
 3. deputy commissioner, Office of Professional Responsibility;
 4. chief inspector, Training and Education Services Bureau.

II. Procedure

- A. In those nondeadly use of force cases referred to the UFRB, no final determination regarding the appropriateness or reasonableness of the force used will be made by Internal Affairs. Internal Affairs shall attach its recommendations, but the UFRB shall review the totality of the circumstances and issue a determination of whether the force deployed was appropriate or objectively reasonable under the circumstances.
- B. The chairperson of the UFRB will receive and distribute to all members copies of all Internal Affairs use of force investigations and investigative reports relating to cases referred to the UFRB.
- C. The chairperson will convene the UFRB for the purpose of reviewing the investigative reports on each case. The UFRB shall have access to the entire investigative file, attachments, assigned investigators, and any witnesses necessary to complete a thorough review.

- D. The decision regarding each incident shall be made by a majority vote of the UFRB.
1. If the review indicates that the officer's actions were in accordance with departmental policy or objectively reasonable under extraordinary circumstances, the review will be terminated and the case will be marked **"Exonerated—Use of Force within Departmental Policy or Objectively Reasonable under Extraordinary Circumstances."** The chairperson will notify the police commissioner in writing.
 2. If the review indicates that the officer's actions were not in accordance with departmental policy or deemed unreasonable, unnecessary or excessive even under extraordinary circumstances, the case will be marked as **"Sustained—Not within Departmental Policy or Objectively Reasonable under Extraordinary Circumstances."** The chairperson will notify the police commissioner in writing and recommend a full hearing before the Police Board of Inquiry.
 3. If the review indicates that further information is required, the chairperson will schedule a hearing and summons the involved officer(s) and any witnesses necessary to enable the board to complete its review.
 - a. If the board determines as a result of the hearing that the officer's actions were in accordance with departmental policy or objectively reasonable under extraordinary circumstances, the review will be terminated and the case will be marked **"Exonerated—Use of Force within Departmental Policy or Objectively Reasonable under Extraordinary Circumstances."** The chairperson will notify the police commissioner in writing.
 - b. If the board determines as a result of the hearing that the officer's actions were not in accordance with departmental policy or deemed unreasonable, unnecessary or excessive even under extraordinary circumstances, the case will be marked as **"Sustained—Not within Departmental Policy or Objectively Reasonable under Extraordinary Circumstances."** The chairperson will notify the police commissioner in writing and recommend a full hearing before the Police Board of Inquiry.
 4. The UFRB shall have the authority to make final determinations on any other departmental violations cited by Internal Affairs in cases reviewed by the UFRB. The findings of the board will in no way be determinative of the final disposition of any hearing before the Police Board of Inquiry.
 5. Nothing in this section shall be construed to abridge, restrict, or otherwise limit the police commissioner's final authority relating to discipline in these matters, including the right to override the decision of the Use of Force Review Board.

BY COMMAND OF THE POLICE COMMISSIONER

About the COPS Office

The Office of Community Oriented Policing Services (COPS Office) is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territory, and tribal law enforcement agencies through information and grant resources.

Community policing is a philosophy that promotes organizational strategies that support the systematic 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.

Rather than simply responding to crimes once they have been committed, community policing concentrates on preventing crime and eliminating the atmosphere of fear it creates. Earning the trust of the community and making those individuals stakeholders in their own safety enables law enforcement to better understand and address both the needs of the community and the factors that contribute to crime.

The COPS Office awards grants to state, local, territory, and tribal law enforcement agencies to hire and train community policing professionals, acquire and deploy cutting-edge crime fighting technologies, and develop and test innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders and all levels of law enforcement. The COPS Office has produced and compiled a broad range of information resources that can help law enforcement better address specific crime and operational issues, and help community leaders better understand how to work cooperatively with their law enforcement agency to reduce crime.

- Since 1994, the COPS Office has invested more than \$14 billion to add community policing officers to the nation's streets, enhance crime fighting technology, support crime prevention initiatives, and provide training and technical assistance to help advance community policing.
- To date, the COPS Office has funded approximately 125,000 additional officers to more than 13,000 of the nation's 18,000 law enforcement agencies across the country in small and large jurisdictions alike.
- Nearly 700,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office-funded training organizations.
- To date, the COPS Office has distributed more than 8.57 million topic-specific publications, training curricula, white papers, and resource CDs.

COPS Office resources, covering a wide breadth of community policing topics—from school and campus safety to gang violence—are available, at no cost, through its online Resource Center at www.cops.usdoj.gov. This easy-to-navigate website is also the grant application portal, providing access to online application forms.

About CNA

CNA is a not-for-profit organization based in Arlington, Virginia. The organization pioneered the field of operations research and analysis 70 years ago and, today, applies its efforts to a broad range of national security, defense, and public interest issues including education, homeland security, public health, and criminal justice. CNA applies a multidisciplinary, field-based approach to helping decision makers develop sound policies, make better-informed decisions, and lead more effectively. CNA is the technical assistance provider for the U.S. Department of Justice's Office of Community Oriented Policing Services' Collaborative Reform Initiative Technical Assistance program.



COPS

Community Oriented Policing Services
U.S. Department of Justice

U.S. Department of Justice
Office of Community Oriented Policing Services
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Washington, DC 20530

To obtain details on COPS Office programs,
call the COPS Office Response Center at 800-421-6770.

Visit the COPS Office online at www.cops.usdoj.gov.

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CONSENT DECREE COMMUNITY ENGAGEMENT

JULY 2018



**Institute for Policy and
Civic Engagement**

SUMMARY OF FINDINGS PREPARED BY JOSEPH K. HOERETH AND NORMA E. RAMOS
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PRESENTED TO THE STATE OF ILLINOIS OFFICE OF THE ATTORNEY GENERAL

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Executive Summary

As part of the effort to draft a consent decree on police reform that meets the needs of Chicago’s residents, the Illinois Attorney General’s Office solicited input from the community through 14 community roundtables held in neighborhoods across the City¹; small group conversations with diverse communities; paper and online feedback forms available at ChicagoPoliceConsentDecree.org; and an email address and telephone hotline dedicated to police reform.

To assist with this effort, the Attorney General’s Office invited the Institute for Policy and Civic Engagement (IPCE) at the University of Illinois at Chicago to develop the plan for and lead the community roundtables and present a summary report of key findings and themes from those conversations and other sources of input. This report summarizes the ideas, concerns and experiences community members shared via the community roundtables, small group conversations, feedback forms and emails.² In doing so, this report also provides a voice for those who participated and responded to the Attorney General’s Office’s request for input.

Community Roundtables

Over 1,000 community members attended the community roundtables, which occurred in March and April 2018. A neutral facilitator sat at each table of participants and led small group discussions on three topics: use of force (“What can the Chicago Police Department (CPD) do to reduce its use of force?”), impartial policing (“What can CPD do to ensure that officers treat all Chicagoans fairly and equally?”) and community policing (“What can CPD do to work with your community to improve public safety?”). The facilitator or a note taker took notes on the ideas, themes and sentiments shared by participants. Participants generated more than 6,000 comments.³ The following themes—organized by discussion topic—emerged from comments made by participants at the majority of the 14 roundtables.

Use of Force:

- Using de-escalation strategies to reduce the need for force
- Reforming accountability and officer disciplinary systems
- Improving officer mental health screening and services
- Improving data collection and transparency
- Requiring officers to contribute to costs incurred by their misconduct
- Improving training and policies on interacting with people in crisis
- Improving oversight, reporting, investigations and supervision

¹ A full list of the locations of the community roundtables is included in Appendix A.

² The Attorney General’s Office provided IPCE with transcripts of seven voicemails that were left on the police reform hotline; however, none of the voicemails raised issues related to police reform and, as such, are not included in this report.

³ A full list of the comments recorded during the community roundtables is included in Appendix G.

- Eliminating the “code of silence” and rewarding and recognizing good police behavior
- Educating community members on their rights and requiring officers to respect those rights
- Changing CPD culture and instilling a CPD code of conduct

Impartial Policing:

- Establishing standards of respect and treating everyone with equal respect
- Training to reduce bias and increase cultural awareness and sensitivity
- Improving policies and procedures to ensure equal and fair treatment of all residents

Community Policing:

- Developing community policing as a core philosophy and approach
- Building trust and improving police-community relationships
- Improving engagement with youth
- Requiring broad and ongoing engagement in the community (including requiring police to live in the communities they serve)
- Focusing on restorative justice

Small Group Conversations

The Attorney General’s Office also held several small group conversations in April and May 2018 to ensure feedback from diverse communities, including youth, the LGBTQ community, survivors of domestic violence and sexual assault, people experiencing homelessness, violence interrupters and the deaf and hard-of-hearing community. Over 150 community members attended the small group conversations. In a format similar to the community roundtables, a neutral facilitator led participants in discussions covering use of force, impartial policing and community policing. More than 700 comments were documented as a result of these far-ranging discussions.⁴ These comments fell under several broad themes:

- Create a new system of police accountability
- Change CPD culture
- Improve relations with youth
- Address community and police trauma

Paper and Online Feedback Forms and Emails

IPCE reviewed and analyzed 140 feedback forms received either in paper form⁵— primarily from participants of the community roundtables— or online through the

⁴ A full list of the comments recorded during the small group conversations is included in Appendix F.

⁵ A copy of the feedback form is included in Appendix B.

ChicagoPoliceConsentDecree.org website as well as eight emails submitted to PoliceReform@atg.state.il.us.⁶

The feedback received through the paper forms raised some of the same themes as those expressed during the roundtables, including the need for mutual respect, reducing use of force, getting to know the community, requiring police to live in the communities they serve and holding officers accountable for misconduct.

The themes raised in the feedback received through the website were also similar to those that emerged from the roundtables, including the need for mutual respect; the need for anti-bias and cultural sensitivity training; the need for CPD to reduce their use of force through training, de-escalation and engaging in alternatives to force; the need for mental health screening for new police officers; and a police residency requirement.

Finally, the emails received referenced alleged incidences of harassment, cover ups, racial profiling, civil rights violations, failure to offer medical assistance, abuse of power and lack of accountability by Chicago police.

⁶ A total of 23 emails submitted to the PoliceReform@atg.state.il.us email address maintained by the Attorney General's Office were forwarded to IPCE for analysis and inclusion in this report; however, of these 23 emails, only eight raised points related to police reform and contained sufficient detail for analysis.

Background⁷

In early 2017, the U.S. Department of Justice (DOJ) concluded a yearlong civil rights investigation of CPD. That investigation found that CPD has a history of endangering the lives of residents and police officers. DOJ recommended that the City of Chicago enter into a court order—known as a consent decree—mandating broad police reform of CPD. Separately, the City of Chicago created a Police Accountability Task Force (Task Force), which reviewed the practices of CPD, heard from community members and released a detailed report with recommendations for reform.

Under the new federal administration, DOJ did not move forward with a consent decree to reform CPD. In place of DOJ, Illinois Attorney General Lisa Madigan filed a lawsuit against the City to seek a consent decree that would address the findings of DOJ and the Task Force. The goal of the lawsuit is to put in place reforms that govern police training and policies and provide officers with the necessary support to implement safe and constitutional policing practices.

An important aspect of a consent decree is that it requires an independent monitor, appointed by the federal judge, to evaluate and report on CPD's implementation of required reforms. And the federal judge will oversee compliance with the requirements of the consent decree and hold the City of Chicago accountable. A consent decree requiring effective, lasting reforms is the best way to build trust between Chicago's residents and police and improve community safety.

⁷ This background section is derived from ChicagoPoliceConsentDecree.org.

Community Engagement Plan

In an effort to ensure that the police reforms mandated by the consent decree meet the needs of Chicago’s residents, the Attorney General’s Office sought input from community members about how to best improve public safety and increase community trust.

The Attorney General’s Office solicited input by holding large community roundtables in neighborhoods across the City and small group conversations to ensure feedback from diverse communities, including youth, the LGBTQ community, survivors of domestic violence and sexual assault, people experiencing homelessness, violence interrupters and the deaf and hard-of-hearing community. The Attorney General’s Office also solicited input through feedback forms available at ChicagoPoliceConsentDecree.org and an email address (policereform@atg.state.il.us) and telephone hotline (833-243-1498) dedicated to police reform.

To assist with this effort, the Attorney General’s Office invited the Institute for Policy and Civic Engagement (IPCE) at the University of Illinois at Chicago to develop the plan for and lead the community roundtables, as well as present a summary report of key findings and themes from those conversations and other sources of input.

IPCE led 14 community roundtables throughout Chicago neighborhoods in March and April 2018.⁸ The roundtables were publicized on the consent decree website and information about the roundtables was shared with community organizations, the faith community and local media. The topics of discussions included use of force, impartial policing and community policing. Participants provided more than 6,000 comments.⁹

To encourage community input, the Attorney General’s Office needed a process to gather feedback in an accessible and engaging way that would allow all participants to contribute. IPCE chose a structure for the roundtables that involved small group discussions with a full group report out (or “group harvest”) at the end.¹⁰ This approach enabled groups of people to simultaneously participate together in revolving rounds of dialogue in small groups while remaining part of a single, larger, connected conversation. Discussions that happened at each table were connected through the movement of facilitators to different tables and through the group harvest at the end of the session. The “group harvest” afforded table participants the opportunity to hear at least some of what was discussed at other tables and was a powerful way to capture what was accomplished in the conversations, as the collective scale and scope of the feedback shared was evident to everyone in the room.

⁸ A full list of the location of each community roundtable is included in Appendix A.

⁹ A full list of the comments recorded during the community roundtables is included in Appendix G.

¹⁰ IPCE used the World Café model for these community roundtables but modified it by having facilitators change tables for each round of the discussion—rather than having the participants move—to maximize time and accessibility.

A neutral facilitator sat at each table of participants and led the small group discussions.¹¹ Facilitators asked participants to direct their comments to the group, rather than to the facilitator. This helped to foster a more natural dialogue. Facilitators also shared with the participants a common set of ground rules, or “group agreements.” Asking participants to commit to group agreements helped to create an open and respectful environment for dialogue. Given that the facilitators’ role was so important to this process, IPCE recruited many experienced facilitators from the Chicagoland region, the Morten Group, LLC and the Chicago United for Equity Fellowship. Additionally, IPCE hosted several facilitator training and informational sessions to provide background on the consent decree and the format of the community roundtables and share best practices on facilitation and note taking.

All 14 community roundtables followed the same agenda and format. The community host organization(s) provided an introduction and welcome; Attorney General Madigan and/or a representative from her office provided brief background on the consent decree; and the lead moderator, Dr. Joe Hoereth, explained the purpose of the dialogue, the structure of the conversation, the role of the facilitator and the group agreements.

All materials were available in both English and Spanish. Each participant received a folder that included an agenda, a consent decree fact sheet, a feedback form, the group agreements and a list of the upcoming community roundtables.¹² The opening presentations were interpreted by an American Sign Language interpreter. At least one Spanish-speaking interpreter and at least one Spanish-speaking facilitator attended each roundtable. The March 13 and April 3, 4, 14 and 17 roundtables included live Spanish translation of the opening presentations and group harvest, and a number of tables at those events were led by Spanish-speaking facilitators. A support advocate—a person trained to work with people who have experienced trauma—also attended each roundtable and was available to speak with community members if needed.

After making introductions and reviewing the group agreements, the facilitators began leading each table through one of three discussion topics:

- Community Policing – What can CPD do to work with your community to improve public safety?
- Impartial Policing – What can CPD do to ensure that officers treat all Chicagoans fairly and equally?
- Use of Force – What can CPD do to reduce its use of force?

Participants engaged in 20-minute discussions on each of the three topics, with a new facilitator arriving at the table after each round with the next discussion topic.

Facilitators also served as note takers; in some cases a separate note taker assisted. All notes were captured on large table-top pads of paper. Facilitators and note takers were instructed

¹¹ In the World Café model, a facilitator helps each table of participants understand the goals and guides them through the dialogue process.

¹² Copies of these materials are included in Appendices A–E.

to use the words expressed by the participants and to check for meaning.¹³ Anonymity was important in the discussion spaces and, as such, note takers were also instructed not to record any personal identifiers and to inform participants that their names would not be recorded.

After the final round of discussions, each facilitator shared several key themes that the facilitator heard during all three rounds of discussions. Approximately 30 minutes were dedicated to the “group harvest” portion of the roundtable.

At the conclusion of the roundtable, the discussion notes from each facilitator were displayed in the room, and participants were invited to review the notes and feedback documented to get a sense of all that was shared, as well as take pictures of all of the discussion notes. Attendees were also encouraged to share additional feedback via the paper feedback forms or online at ChicagoPoliceConsentDecree.org.

¹³ At Spanish-speaking tables, the notes were written in Spanish.

Summary of Feedback

Community Roundtables

The Attorney General's Office sought to make it as easy as possible for members of the public to participate and to speak freely and honestly; as such, no one was required to provide identifiers or demographic information to participate in the discussions and none are included in this analysis. Because the roundtables were open to the public, roundtable attendees were not a scientifically representative sample of Chicagoans, and any observations or conclusions made about their feedback cannot be generalized to the broader population with confidence. However, this process did result in gathering over 6,000 comments from over 1,000 participants from many neighborhoods and communities in the City.

The comments, which were typed into a single file, were wide-ranging and diverse, including everything from a brief story of an encounter with police to a short phrase describing a suggested policy change to just a single word. With the help of qualitative analysis software (QDA Miner) and coding (tagging by topic), these comments were analyzed to identify broad themes based on clusters of similar comments.

The key themes that emerged from the community roundtables were identified in one of two ways: through coding of comments captured in the table notes (or other source of input) or through word cluster extraction. Coding involved tagging a comment or section of a comment with a code (or topic name) that can then be used to sort the comments by meaning or reference. In the cluster extraction process, computer software analyzed the text and identified groups of words—or word clusters—that occurred together or near each other in a single comment. Comments that have the same words used in the same way may have similar meaning or reference. A researcher reviewed the group of comments identified by the extraction to determine if a theme is evident or whether the words tend to co-occur by coincidence or other reason.

The key themes were organized by the three discussion questions posed to the roundtable participants relating to use of force, impartial policing and community policing. A theme is a high-level grouping of topics (codes) that were consistently mentioned across all or nearly all roundtables. It described clusters of comments that may include multiple topics under that theme. A specific topic might have been mentioned consistently on its own, constituting its own theme. It should also be noted that some themes were not necessarily precise or mutually exclusive; they were often interrelated with quite a bit of overlap. Identifying the themes that were mentioned in most or all of the roundtables provides a way to determine the issues that were important to participants or resonated consistently across the conversations.

Table 1 below shows the topics used to code the comments and the number of roundtables in which each was mentioned.¹⁴

Table 1. Consistency of Topics Across Roundtables

TOPIC (CODE)	# of Roundtables Mentioned (14 Total)
USE OF FORCE	
PRACTICES THAT MINIMIZE USE OF FORCE	14
OFFICER WELLNESS AND SAFETY/DIFFICULT NATURE OF JOB	14
IMPROVE CITY AND CPD ACCOUNTABILITY MECHANISMS	14
POLICE SHOULD CONTRIBUTE PERSONALLY TO PAYOUTS	14
DATA COLLECTION AND TRANSPARENCY	14
IMPLEMENT CHANGES TO CITY'S DISCIPLINE AND DISCIPLINE REVIEW SYSTEMS	13
TRAINING AND POLICIES FOR INTERACTING WITH PEOPLE IN CRISIS	13
REPORTING AND REVIEW OF USE OF FORCE	13
CODE OF CONDUCT WITH ETHICAL STANDARDS	13
OVERSIGHT (IPRA, COPA, BIA, ETC)	12
SUPERVISION AND FOLLOWING POLICIES	12
CODE OF SILENCE	12
ENSURE AGENCIES HAVE RESOURCES NEEDED TO CONDUCT INVESTIGATIONS	11
REWARD AND RECOGNIZE GOOD POLICE BEHAVIOR	11
HUMAN AND CIVIL RIGHTS	10
HIRING AND PROMOTION	10
CULTURE OR SYSTEMIC CHANGE IN CPD	10
COLLECTIVE BARGAINING AGREEMENTS BETWEEN UNIONS AND CITY	9
UNION AS A BARRIER	5
UNION AS A RESOURCE	2
IMPARTIAL POLICING	
STANDARDS OF RESPECT AND EMPATHY IN INTERACTIONS	14
TRAINING TO REDUCE BIAS	14
POLICIES TO ENSURE OFFICERS TREAT ALL FAIRLY AND EQUALLY	14
HIRING AND PROMOTIONS	14
POWER/ABUSE OF POWER	11
LANGUAGE BARRIERS	4

¹⁴ Recognizing that there have been other public engagement efforts around the topic of police reform recently (U.S. Department of Justice, Police Accountability Task Force, Grassroots Alliance for Police Accountability), topics identified in the reports from these other processes helped to inform the coding and the themes identified in this report.

COMMUNITY POLICING	
DEVELOP COMMUNITY POLICING AS A CORE PHILOSOPHY AND APPROACH	14
BUILDING TRUST WITH COMMUNITY	14
ENGAGEMENT WITH YOUTH	14
RESOURCES AND COLLABORATIONS TO IMPROVE COMMUNITIES	14
POLICE SHOULD LIVE IN COMMUNITIES THEY SERVE	14
OFFICER FRIENDLY PROGRAM	13
COMMUNICATION WITH COMMUNITY	13
“WALK THE BEAT”	13
RESPONSIVENESS AND PRESENCE	12
RESTORATIVE JUSTICE	10
COMMUNITY SERVICE REQUIREMENT FOR OFFICERS	9
DEVELOP/IDEAS FOR BEST PRACTICES	5
REPLACE OR REFORM CAPS	4

Use of Force: Key Themes

Participants were asked to share thoughts on how CPD can reduce its use of force. Their comments in response were both broad in scope as well as rich with specifics. Overall, participants had many ideas and thoughts on this topic, indicating it was an issue that was likely top of mind for many participants. This section highlights the many themes that emerged from participants’ comments.

1. Using De-Escalation Strategies to Reduce the Need to Use Force

Participants in all 14 roundtables raised the importance of de-escalation strategies to reduce the need for and extent of force used. The comments reflected the fear, frustration and powerlessness that participants feel during encounters with officers. The comments also centered on training officers on alternative techniques to traditional use of force tactics and whether CPD’s perceived focus on “shoot to kill” training is necessary.

Participants repeatedly expressed the view that officers too quickly reach for their guns, which can escalate routine encounters. Many comments suggested that officers need training to ensure that they do not draw their weapons unnecessarily. A few of the comments that addressed this theme are below.

- *Police jump to draw their gun.*
- *Don’t arrive with gun in hand.*
- *[Police] approach cars/people (unarmed) with weapons drawn already.*
- *Weapons shouldn’t be drawn unless threat is already determined. May scare a person and escalate the situation.*

- *Stop drawing weapons when folks are already subdued.*
- *Don't come in on the draw (gun). Less aggressive interactions from start.*
- *They use gun[s] too much. [They] don't try to solve problems.*
- *Don't always need to approach someone with their gun drawn or request them to lay on ground....*
- *Why are police officers quick to draw their guns?*
- *They should not come to every situation with their guns drawn.*
- *We don't call police because if they come someone will be dead. They come with hand on gun.*
- *[Do] not pull out weapon unless necessary - too quick to pull out their gun and react.*
- *Talk it out. Stay calm. Do something other than use your hands or weapons.*
- *Don't be so quick to draw your gun or come up to people with your hand on your gun.*

As noted in the comments below, some participants specifically mentioned that officers need de-escalation training. There were repeated statements that this training must begin and/or be emphasized in the police academy and become a core part of officers' approach to situations perceived as dangerous. Participants suggested that police be trained to recognize that community members may be very afraid during stops and encounters. Participants also expressed that officers should be equipped with tools to help calm residents during interactions.

- *De-escalation training. Engage community in developing de-escalation tactics. Do not engage in behaviors that escalate danger.*
- *De-escalation training etc. sanctity of life, alternate conflict and resolutions, practical trainings on not escalating, counseling background, conflict mediation, appropriate approaches for situations.*
- *Training/skill around de-escalation; how to properly communicate with someone who is irate. So physicality isn't the first option.*
- *CPD needs extra training: de-escalation during interactions with young black and brown people to avoid excessive force.*
- *Look at other countries for de-escalation techniques.*
- *De-escalation tactics seem completely absent from CPD interactions.*

- *Ongoing de-escalation program to address excessive force.*
- *Include standards for language, e.g., cussing in de-escalation training.*
- *Take classes on not losing control.*
- *Self-control and training [on] when to use gun and how to respond when feeling threatened.*
- *Training more on when to use a gun (don't have weapon out right away).*
- *Training so that they don't pull out their gun if the person is Black or Latino ... racism.*

Participants' comments also clearly demonstrated the view that CPD training has a "shoot to kill" focus. Based on that perception, participants recommended that such training include an evaluation of whether shooting to kill is necessary in all situations. Some comments suggested that officers should receive training on alternatives to use of deadly force or techniques that avoid any use of force at all.

- *CPD is trained to "shoot to kill."*
- *Improve training to eliminate "shoot to kill"/military mindset and instead preserve life. Example: negotiation, de-escalation.*
- *Cultural shift in retraining officers to not shoot to kill but to learn to retreat or de-escalate.*
- *Training of officers to shoot to disarm/not kill – do not empty your gun.*
- *Teach police how to use other disabling forces – tasing; talking/negotiation – before using deadly force; or not "shooting to kill."*
- *Create training for CPD; sensitivity training to understand situations in each neighborhood. How to subdue without beating/weapons. No shoot to kill....*
- *Use least amount of force possible – not everyone is a threat.*
- *Training for officers should offer alternatives to lethal force.*
- *Know more about martial arts (alternative ways to stop).*
- *Rubber bullets that stop but do not kill.*
- *Push [police officers] to rely on Tasers and take away guns*

2. **Reforming Accountability and Officer Disciplinary Systems**¹⁵

Participants' comments reflected a deep sense of frustration with ineffectual accountability structures and weak discipline of officer misconduct. These two elements were mentioned repeatedly and in a wide variety of ways in all 14 community roundtables. Also, participants' comments described a sense of injustice associated with a police department that does not appropriately address police misconduct. While the text that follows includes comments from participants themselves, the statements alone cannot convey participants' frustration with regard to this topic.

Participants' comments reflected a sense that no one is in charge when it comes to accountability and discipline in the police department. These comments centered on a lack of a rational accountability system that includes a fair review of an incident and results in discipline when warranted. Many participants expressed a notion that police are not capable of objectively holding themselves accountable, and that the public is not clear on how the CPD structures of accountability work.

- *What is the accountability pathway?*
- *Develop accountability framework for cops who have lots of complaints against them.*
- *Same accountability standards for CPD and CPS teachers.*
- *Police should have consequences like everyone else.*
- *Accountability – look at the HR policies large corporations have in place for their employees; right now police only get a slap on the wrist.*
- *Accountability. Look at the history of complaints to look at pattern of behavior. Don't just look at a single incident.*
- *Need to be accountable. Self-investigation doesn't work.*
- *Police should be held accountable to make public safety the mission.*
- *Accountability – police not exempt.*
- *[Laquan] McDonald cop had 20+ complaints.*

¹⁵ It should be noted that this theme differs from civilian/police oversight, which is reflected in a separate theme and discussed below.

Many participants did not believe that current disciplinary measures are a deterrent to bad police behavior. Participants generally remarked that discipline measures taken against police for misconduct are too weak. In the view of participants, these weak disciplinary measures perpetuate a sense that police can do anything with impunity, even in the case of a shooting resulting in death. Participants also expressed a strong desire for harsh discipline related to excessive force. Many suggested a zero tolerance policy for excessive force. Some called for immediate firing of any officers found to have used excessive force. Generally, there was a belief that officers who engage in misconduct receive little to no discipline at all.

- *Fire officers who use excessive force.*
- *Penalties should be stiffer for police officers.*
- *Reform discipline system; make it more effective.*
- *More consequences when officers have violations (community service) and give incentives when they do something good.*
- *Treat them the same when they commit a crime.*
- *No pay if incidents of excessive force.*
- *Too hard to get rid of bad officers – take em off street, can't get along with community; preference/choice [is] to not deal with it.*
- *There needs to be consequences for illegal police behavior.*
- *If you make [a] mistake in your career you have to deal with the consequences, should be the same with [a] cop.*
- *Should be disciplined; suspended without pay, fired, imprisoned.*
- *Demote officers – less authority/responsibility.*

3. Improving Officer Mental Health Screening and Services

Participants in all 14 community roundtables expressed a clear concern that more attention must be paid to the mental health of police officers and how that relates to use of force and/or the use of excessive force. Participants spoke of a desire to see officers screened for mental health or personality traits incompatible with the stress of the job.

There were many suggestions for mandatory mental health evaluations during the hiring process for officers. Some participants acknowledged that there might already be such a requirement in place but indicated that it should be improved or more thorough.

- *Psychological analysis of police officers, before hiring them.*
- *Investigate the “background” of each officer in regards to abuse and aggression; give additional trainings.*
- *Improve screening for hiring/prioritize this training....*
- *Need psych eval of cops before hired – to find out psych health.*
- *Devise a psychological profile of who is suited for service. Only allow people who should be serving to hold that job.*
- *CPD should be psychologically vetted.*
- *Extend “schooling” to become a cop, or have evaluations every two years.*

Some participants suggested monitoring the mental health of officers more frequently in the early stages of their careers to detect mental health compatibility or needs. Participants also expressed that there should be a specific focus on anger management, family or household stress and domestic violence.

- *During [the probationary] period, they should be monitored very strictly (early detection of mental issues).*
- *Mental health evaluations: anger management monitoring.*
- *Free therapy for officers’ families.*
- *Take anger management classes before [they] get the job. Work on the way they approach.*
- *We need more screening of police for domestic violence (and we should send them to a rehabilitation program).*

Participants also suggested requiring mental health evaluations and providing mental health services throughout an officer’s career. Participants specifically mentioned requiring “trauma-informed” care following a shooting or other use of force incident.

- *Physical, mental and psychological exams on a regular basis, annually or twice a year.*
- *Regular stress evaluations to know the psychological state of officers.*
- *Be held accountable to full length of treatment after shootings/discharges. No cutting it short.*

- *Should be a cool down session/time after a traumatic call/situation.*
- *Psychological testing even when they are not involved in shooting – trauma-informed.*
- *Give officers therapy when they have been in traumatic situations, have lots of anger or a lot of stress.*
- *Mandatory mental health care for officers to combat PTSD.*
- *PTSD screening (annual and in instances when someone is shot).*
- *Psychologists may know more about this because there is something clearly missing. How to deal with trauma and anxiety? Better screening of officers who have issues.*

4. Improving Data Collection and Transparency

Participants referenced the need for more and better data collection and transparency with regard to how CPD tracks and shares information. The comments reflected that participants feel improved data collection and greater transparency could help reduce the use of force, by both supporting increased accountability and/or acting as an effective deterrent to officers who may use excessive or unnecessary force. In addition, participants conveyed that increased transparency would help to improve trust with the community.

- *Review body cameras on random occasions especially in high crime areas, when complaints come in about a rude officer.*
- *Be transparent, dep[artments] should be open. Not being transparent promotes bias by being closed and insular.*
- *More transparency with complaints and follow up with the victim/or person that filed the complaints. Let the CPD consequence be PUBLIC RECORD.*
- *CAPS should provide the data based on info from their community. Use CAPS to connect to community.*
- *Improve gang database process.*
- *Allow those who were on gang database to get off of it.*
- *App to automatically upload recording of stops.*
- *People sometimes don't trust police because it's not transparent if they work with ICE
→ lack of transparency about gang database, who is on it, why → lack of transparency creates fear.*

- *More transparency about crime activity in community and also unsolved cases of crime.*
- *Yearly, public visible reviews of cases; what cops need help? We'll help them!*
- *Democratization of data – make it transparent, accessible; audit the data.*
- *Highlight specific problem areas based on the collected data.*
- *Analyze patterns of shootings and CPD violence.*
- *Transparency: what are policies? Biases? Advocate for policy.*
- *Create a system survey so that the community can openly speak out.*
- *Have community feedback app/portal with officers in the community reading that feedback (positive and negative).*
- *Collection of data; feedback on interaction with police (survey).*
- *Better tracking mechanisms to capture data on pulling people over for small traffic infractions, minor tickets, by demographics.*

5. **Requiring Officers to Contribute to Costs Incurred by their Misconduct**

Another common theme was the notion that officers should contribute financially to the costs associated with their misconduct, specifically the costs to the City of Chicago for settling lawsuits that involve officer misconduct. Participants made this specific suggestion in all 14 roundtable discussions. The comments suggested participants believe that requiring these contributions would act as more of a deterrent than discipline alone, and that the city would begin to offset at least some of the costs associated with these expensive lawsuits.

- *Officers should have personal insurance to cover things like lawsuits, etc.*
- *Pay lawsuit settlements out of pension funds, not out [of] taxes.*
- *Liability insurance so taxpayers don't pay police settlements.*
- *Taxpayers are paying the settlements but police department and/or unions should pay.*
- *[Police officers should] take out insurance like doctors do for malpractice – they pay out of their pocket – after 5 years with no infraction, they can get a percentage back. City not paying for bad conduct.*
- *Each police officer has to have own liability insurance. Three strikes and you're out, lose your insurance card and therefore you're off the force.*

- *Police should be liable for misconduct, NOT citizens (have police take out their own insurance like doctors and lawyers).*
- *Require license and bonding....*
- *Officers should pay for their own legal fees.*

6. **Improving Training and Policies on Interacting with People in Crisis**

One simple step that participants identified as important for reducing the need for officers to use force is training and policies on interacting with individuals in crisis, particularly mental health crisis. Participants expressed the view that the ability to recognize that an individual may be suffering from a mental health crisis would help officers to more properly assess the threat that an individual poses to themselves or others and to quickly identify what type of assistance is needed. A few of the comments that addressed this issue are below.

- *Train officers to recognize common [mental health] conditions and train them on how to respond.*
- *Need to do more than C.I.T [Crisis Intervention Training].*
- *Not enough officers trained to work with people with mental illness.*
- *Capacity to recognize the mental status of people (victims).*
- *Training [on] how to interact with people with mental illness.*
- *Train cops [on] how to deal with mental illness; should be withdrawn if they are shown to have deficiencies, training should be continuous.*
- *More CIT (Crisis Intervention Training).*
- *Those trained need to be on scene when mental health is an issue.*
- *Identify drug abuse/mental illness.*

7. **Improving Oversight, Reporting, Investigations and Supervision**

While the theme of reforming accountability systems and discipline was present in all 14 conversations, other related but distinct topics also emerged in nearly all of the conversations and are important to highlight. Participants frequently mentioned the need for greater oversight of police conduct and, specifically, the need for review of cases involving police use of force. Participants also repeatedly mentioned the role of police supervisors and the extent to which officers follow department policy, as well as the need to ensure that well-resourced investigations occur when there is evidence of misconduct.

When participants discussed the need for greater oversight of police, they most often mentioned one of several public proposals for a reformed oversight committee or mentioned

a specific reform of oversight policy. They also often made a general statement about the importance of including the community in oversight over use of force. The following comments reflected the scope of the discussion related to this topic.

- *Accountability has to be independent of CPD/[B]IA/COPA – remove veto power of CPD superintendent.*
- *Have community person review incidents. Citizen group review not just police reviewing police.*
- *Superintendent should not have veto power to override a finding by independent review board.*
- *CPAC (or others) – some system people have faith in.*
- *Police review board needs to be independent of police and politicians. Should be made up of community members. Have no connection to the police.*
- *Each district should have a board that provides oversight of officers when there are too many complaints of “excessive force.”*
- *Superintendent shouldn’t be appointed by the mayor. Community members should do this, can be done by an election. Superintendent would have confidence to do what’s right vs. what the mayor wants.*
- *CPAC can review the complaints. Neutral party, help improve trust.*
- *Should be non-biased external body that asks about excessive force after someone has been apprehended or after it is reported.*
- *Independent arbitrator – elected civilian board – people from the community.*
- *Have a “true” civilian accountability board – independent organization with “policing powers” (arresting power) – level the playing field.*
- *Needs to be a middle man between police and community that holds police accountable.*
- *GAPA – grassroots alliance for police accountability. CPAC.*
- *No more police policing police – have lawyers, judges and civilians do that.*
- *If police does something wrong: the city should defend [the] citizen not the cop.*

Participants had many ideas regarding how to reduce use of force through changes to the reporting and review of incidents where police used force. Their comments addressed the ways citizens could file complaints, the ease with which citizens could file those complaints and the likelihood that complaints are reviewed.

- *Require discipline for offenses: poor responses to community complaints.*
- *Take seriously complaints and reports from the community.*
- *Have an independent place to file complaints (outside of police dept./city/county areas) because they all talk to one another (not confidential).*
- *When a resident makes [a] complaint they want to be taken seriously by the officer.*
- *Continue to wear cameras, beneficial for community members and police – show what takes place in an altercation.*
- *We need somebody we can go to complain about CPD officer actions and actually get results.*
- *Monitor use of force with database. Officers and supervisors. Consider during promotion periods.*
- *Follow up on complaints!*
- *When a complaint is filed against police it needs to be taken seriously: investigated, follow through, feedback, disciplinary action taken.*
- *There isn't a follow up on reports or taking of details.*

Some participants expressed specific concerns about the manner and effectiveness of investigations into police misconduct or use of force. These comments include ensuring that agencies have the resources needed to conduct investigations, the quality and nature of the investigation and the length of time involved. The comments listed here are a sample of the comments that referenced this topic.

- *Complaints (multiple) need to be investigated more thoroughly.*
- *Better CPD investigation than COPA; community-based.*
- *Officer-involved shootings should go immediately to the FBI for investigation.*
- *Start investigation 6-9 months – not timely.*
- *Complaints aren't properly investigated.*
- *Shorten investigation process.*
- *Due process for investigation of excessive force.*

- *Impartial person/group leading investigation.*
- *Breathalyze and drug test officers immediately after shooting.*
- *Independent investigation entities and neutral people to gather info.*
- *Speed up police misconduct investigation process.*
- *After an investigation, action needs to be swift.*
- *2-3 weeks for an investigation and action.*
- *Immediate investigations and interviews of officers accused of using excessive force.*
- *Offer rewards for information in investigations.*
- *More independent investigators not tied to city.*

Participants explained that one strategy to reduce the use of force is to mandate that officers have proper and closer supervision to ensure they are following department policies. The widespread use of body cameras or dashcams was also mentioned as an effective tool for achieving the same result.

- *Better supervisors (lieutenant, commanders) checking in on work and officers' well-being.*
- *Holding management/supervisors accountable for direct reports of misconduct; ex. If direct report is suspended 1 day then supervisor gets 2 days.*
- *Districts should be run according to guidelines set forth by CPD, punished if something wrong is done. Supervisors need to be supervisors not "friends" to the officers. Backed up by their supervisors.*
- *More supervision over the actions and attitudes of officers.*
- *Accountability – more supervisor to officer ratio.*
- *Have supervisors present who have to be accountable.*
- *Abide by rules of engagement (like the military).*
- *More stringent enforcement of rules.*
- *Commanders need to reprimand bad police.*
- *Real-time Sgt. arrives to review what's going on automatically, not on request.*
- *If firearm is discharged, you need a captain there.*

8. Eliminating the “Code of Silence”/Rewarding and Recognizing Good Police Behavior

Nearly all of the conversations included references to a “code of silence” in the police department. An analysis of the comments shows that the participants were using the term “code of silence” as a reference to a culture of not acknowledging the bad behavior of fellow officers, including failing to provide information to investigators, or even covering up or providing misleading information regarding such behavior. Some believe that this “code of silence” extends to intimidation or retaliatory behavior towards those who complain against an officer. In these discussions, the participants also suggested ways to reward and recognize good police behavior. The two topics are included together here because the suggestion to reward good behavior was often mentioned as a way to counter the “code of silence.” The following comments addressed the “code of silence.”

- *CPD is insular “code of silence.”*
- *Blue wall of silence, like the mafia.*
- *Eliminate code of silence to improve culture for black officers on the force.*
- *CPD should stop protecting bad cops. There are laws in place for them to legally abuse people and get away with it.*
- *Anonymous hotline to report police misconduct.*
- *Disrupt code of silence.*
- *Officers should have anonymous hotline they can call to report fellow officers.*
- *Encourage officers to be open about the wrongdoings of their colleagues.*
- *Address and monitor who is involved with code of silence and incentivize/create a way/ accountability if CPD is involved in code of silence.*
- *Protect whistle blowers so they feel comfortable coming forward. Discourage retaliation.*
- *“Good cops” need to hold “bad cops” accountable.*
- *Stop police from showing up to court proceedings, intimidating people in court. Shouldn’t be allowed unless directly involved in the case.*

Participants’ comments on recognizing and rewarding good police behavior included the following:

- *Incentives to report on illegal officer activities – more good cops needed, bad cops get people hurt.*
- *How do we reward good behavior? To reinforce what we want? Incentives for sharing when a fellow officer messed up or highlighting when someone needs more training. Inspire other officers to do better as well.*

- *Need incentives for good policing. Sanction system also about reward.*
- *Incentivize a manner for officers to break code of silence.*
- *Culture that allows CPD to break code of silence and rewards/incentiv[iz]es officers who speak up.*
- *What are the incentives for officers to be good officers? Need to reward those who do good.*
- *“Good cop” visibility is important. How can officers see other officers “being good” and be mentored by them?*
- *Model police districts that are doing good work – best practices and honor good programs and good police officers.*

9. **Educating Community Members on Their Rights and Requiring Officers to Respect Those Rights**

Participants at multiple roundtables discussed the civil rights of community members. These discussions centered on whether the community is being informed about their rights when engaging with police. One implication that emerged from these comments: participants believe that if members of the public knew their rights, they would better understand the limits of police power and would not normalize abuse from police. The following statements reflect the broader set of comments relating to this topic.

- *We need to know our rights. The community should do that.*
- *I think they could violate your rights even if you knew your rights.*
- *Police should respect the rights of the people (civil rights).*
- *They don’t even read you your rights anymore.*
- *Respect everyone’s rights.*
- *They abuse us because they know we don’t know our rights.*
- *“Miranda Rights don’t mean anything,” said to me by a cop.*
- *When someone is under the influence of drugs or alcohol...how do we give their Miranda rights?*
- *Teach CPS students know your rights.*
- *Help people understand what is happening! People don’t understand their rights. Help community members understand what is going on and why are you asking them questions. Includes language access issues and process.*

- *CPD should host “know your rights events” in their districts.*

10. Changing CPD Culture and Instilling a Code of Conduct

A consistent theme across the roundtable discussions was that CPD needs comprehensive change. In particular, participants believed that the culture of the CPD must change (a theme that also emerged in the comments regarding community policing) and that the standards for officer behavior must change. The following statements reflected the range of comments regarding the need for department-wide culture change.

- *Change the mindset and culture of the police.*
- *Systemic change is needed.*
- *Tackle systemic issues to enact reform at [the] agency level.*
- *Culture change is needed.*
- *To change the culture of police, change [the] culture of law makers.*
- *Mistreatment is a systemic issue – the whole system of policing is racist.*
- *Got to change culture up top before the bottom.*
- *Culture shift needed.*
- *Commit to full cultural shift, not just basic trainings.*
- *Need to change culture.*

Some participants described what they view as bad police behavior and made an effort to suggest ways to better instill standards of conduct in officers. The comments below highlight some of the observations of police misconduct.

- *I have seen police steal things.*
- *Stop trumping-up charges.*
- *They can deliberately plant something on you.*
- *Do not pick up youth and drop them off in a neighborhood that could put them at risk.*
- *Had drugs put on me and held for two days and no blanket.*
- *So many police officers are criminal. How can criminals fight crime?*

Participants also mentioned specific ways to better instill a code of conduct for officers. Some of the suggestions included the following.

- *Sign and commit to agreement that serves as a code of ethics.*
- *Annually commit to code of ethics/engage in training.*
- *Starts with behavior of officer.*
- *They are public servants – their salaries are paid by residents, promote the public servant mentality.*
- *Traits of a good cop – love the lord/humanity, integrity, discipline, listens, not judgmental, self-control, compassion, patient, psychologically sound.*
- *Develop and adhere to a code of ethics as part of consent decree.*
- *Uniform procedure of police conduct; do they “know” the law?*
- *Need new code of conduct to the profession/badge.*

Impartial Policing: Key Themes

Participants were also asked to share their thoughts on how CPD can ensure that officers treat all Chicagoans fairly and equally. Participants had many ideas and thoughts on this topic, which ranged from the simple notion of treating people with respect, to training to reduce bias, to implementing specific policies to eliminate profiling. Many participants drew from their own personal experiences in their interactions with police, resulting in some very powerful comments. This section highlights the many themes that emerged from the discussions of this topic.

1. Establishing Standards of Respect and Treating Everyone with Equal Respect

A key theme that emerged repeatedly when discussing impartial policing was the need for police to treat people with respect. Participants discussed their experiences and their view that officers are often very disrespectful during interactions with members of the community. Participants in all 14 community roundtables made comments associated with this theme.

The most typical comment was a simple observation that officers need to show more respect overall and to show it to everyone equally. Many participants described how police have acted disrespectfully to them or in their presence, with a threatening posture, conveying arrogance through their tone, or engaging people as though they were less than human. Comments indicated that officers simply need to start seeing residents as people and strive for more human interactions with the community, which participants said would go a long way toward building trust and helping officers to demonstrate that they are treating people in all neighborhoods equally.

- *Treat people like they are human – no matter what! Police need to understand that.*
- *Be a human being, not just a cop.*

- *We need police that treat people humanely.*
- *See us as humans, like their sons, daughters, nephews.*
- *They should treat everyone like they treat their kids/respect (or like their mom/grandma).*
- *Respect everyone, no matter what community you are in.*
- *Why stopped and cops pull gun? Treated like a criminal immediately.*
- *Police don't see communities of color as humans like people/residents. [Police officers] tend to dehumanize the people in comm[unities].*

Many participants focused on how officers talk with them—the tone, the language used and overall impoliteness of their communication. Some expressed that officers have approached them with open hostility, even using excessive and explicit profanity at times. Participants' suggestions included requiring officers to maintain a basic level of professionalism in their communication.

- *Stop "cussing" – talk with respect (not just swearing). Don't treat youth like animals.*
- *Talk to people with care, don't approach people with disrespect – pay attention to people. Treat them with love and kindness....*
- *Talk[] to us with no guns.*
- *They use offensive language.*
- *Greet community members, don't just investigate and interrogate.*
- *Maintain a standard (like nurses or doctors) – police don't seem to have standards.*
- *What's the protocol for interacting with people?*
- *Don't automatically put your hand on your gun when you stop to talk to people.*

Participants felt that it is important for officers to show respect in their interactions as a way to lead by example. Their comments expressed that if officers want residents—particularly youth—to be respectful to them, the officers need to show the same respect to those people. Participants' comments reflected the view that respect requires a two-way interaction, with both residents and officers demonstrating mutual respect.

- *Treat community members with respect, goes both ways/equals.*

- *Respect for us as men/citizens, we will respect the police for their authority.*
- *Give respect if you want respect.*
- *Less overreacting by police because they have a negative perception of the resident; give individuals [the] benefit of the doubt. Assume best intent, treat everyone with respect.*
- *We also have to give them their place. If we want respect, we have to also give respect.*
- *Community leaders and police should meet, create workshop, help create respect amongst each other.*

Participants also expressed the view that officers take advantage of or use their authority inappropriately and in subtle ways. These abuses of power contribute to participants' sense that some officers behave as bullies—taking advantage of their authority to regularly get away with violating laws or committing infractions for which residents would be cited or arrested. As a result, these officers make it difficult for residents to respect them.

- *Cops do whatever they want and don't follow the rules. Don't blow red lights, just them asserting their power "can do whatever I want."*
- *Make abuse of power more punitive – fines/accountability.*
- *Police need to obey the laws – why do they get to pass red lights when there is not an emergency?*
- *Stop the home invasions with no search warrants.*
- *They have the higher power, they are not [the] law but they uphold the law.*

2. Training to Reduce Bias and Increase Cultural Awareness and Sensitivity

Participants expressed in multiple ways that police officers would benefit from anti-bias training or education around cultural awareness and sensitivity. This strong sentiment indicated that participants believe officers have biases with regard to race, culture and, more indirectly, neighborhood. This theme was evident across all 14 roundtables. Participants repeatedly mentioned the need for “training to address racism” or made similar statements, as well as the need for “cultural sensitivity training.” Some participants acknowledged that this training would not just result in fairer treatment, but would actually help officers be more effective as they become more empathetic. Comments associated with this theme ranged from the need for racial bias training to the need for training to help officers be aware they may not be giving the same treatment to people in different neighborhoods.

Some participants specifically noted that officers need to understand the historical underpinnings of racism and other biases. Participants described how effective training in this area might need to go beyond a single required session for all officers. Participants believed this

might require long-term or regular training that would also have the potential to begin healing and build an understanding of how some communities view police in light of Chicago's history of the poor police-community relations.

- *Roots of inequalities/community history needs to be taught to the officers policing the community; power; privilege and oppression; implicit bias. Potentially this would result in more empathy/cultural history.*
- *Police need history and context for policing in communities of color. CPD don't seem to have that context.*
- *History lesson on relationship between police and racial/ethnic groups (religious groups) – say it's unacceptable.*
- *Address systemic implicit bias, especially in CPD history. Be aware of the ways this shows, e.g., body language and non-verbal communication.*

In one of the more common types of comments associated with this theme, participants expressed the need for training that would make officers more familiar with the communities they serve, and help officers understand and build empathy for the community members with whom they interact.

- *Cultural humility/competency training related to community they are serving – hopefully results in treating individuals with respect; empathy. More specifically have those officers trained by those living in the community.*
- *Sensitivity training. Get minorities involved to let them know what it's really like.*
- *Sensitivity training including humanizing people in the community....*
- *Training on how to deal/assesses different communities, communities of color.*

Participants indicated that implicit bias training would make police aware of biases they might harbor, which could be an important first step in eliminating that bias. As suggested by participants, this training could be informed by having officers complete some sort of bias test or exercise upon hiring and/or on a regular, re-occurring basis.

- *Training for police that police officers understand that everyone has implicit bias, accept that you have it; it doesn't make you bad; accept that you have [implicit bias] and need training for it.*
- *Reform CPD training, esp[ecially] re: implicit bias and how to work in diverse communities.*
- *Racism/bias test to be able to identify their thoughts and perceptions toward the*

community they serve.

- *Ensuring that the academy tests for racial prejudices/biases before being assigned to [a] community. Ensuring that [through a] refresher, include sensitivity training test.*
- *Implicit bias training on how to avoid stereotypes.*

Participants specifically mentioned the important role this training could play in building awareness of the distinct and sensitive challenges that specific populations face when interacting with police, for example, immigrant communities, the LGBTQ community, victims of domestic violence and people living with disabilities.

- *Biases: racism, mental health, special needs, intellectual disabilities, domestic violence, citizenship status. Need training around these special cases.*
- *Workshops for police when dealing with folks of color/immigrants (sensitivity training).*
- *Training and awareness of diversity within [the] community. LGBTQ community knowledge – bring in organizations in response to bigotry and hatred.*
- *CPD needs extra training: domestic violence.*
- *Beliefs about certain cultures minimize protections, i.e. domestic violence – “that’s just the way they are.” No charges. They can’t prevent a crime if they don’t feel that residents deserve protection.*
- *Implicit bias training on how to get to know your community – who has special needs (i.e., autism). Get to know who has special needs in your area, especially the people who are going to run/react.*
- *More frequent engagement with people with disabilities. Mislabeled as being drunk. More education for officers to recognize disabilities....*

One distinct thread of comments within this theme expressed the need for training that is informed by an understanding of individual and community trauma. Participants made a connection between police understanding trauma and interacting better with the community.

- *Increase officers’ awareness of marginalized communities, their needs, and results/ consequences of intergenerational trauma of police violence – sensitivity training.*
- *Trauma-informed training so CPD don’t take this personally. These communities have been traumatized for generations.*
- *Police need to understand what implicit bias is and what traumatic stress is.*
- *Trauma training. Should be fully aware. Understand mental health.*

3. **Improving Policies and Procedures to Ensure Equal and Fair Treatment of All Residents**

Another prevalent theme related to impartial policing pertains to the importance of CPD putting policies into place to effectively address racial profiling and racism within the department. This theme is associated with a very wide range of comments and was repeated in all 14 roundtables.

Participants described both the need for tracking instances of stereotyping and racial profiling and instituting practices to eliminate stereotyping and racial profiling by officers. They expressed a desire to see CPD develop a way to track officer interactions to identify profiling. Participants also suggested that CPD explore strategies and technologies to help officers avoid bias.

- *Conduct audits of what they are doing in the community. Statistics data on investigatory stops (who, what, why). Lets district[s] be more effective.*
- *Officers should be familiar with residents in community. Map neighborhood. Be cognizant of the physical and demographic makeup.*
- *People get profiled (at airports, for e.g.), but they use a “randomizer”... gets more perpetrators this way. Technology that eliminates personal bias.*
- *Investigate best practices used in other law enforcement such as state police and incorporate into CPD.*
- *Make policies with teeth and consequences for discriminatory and biased acts.*
- *CPD and its officers should constantly put up info for each other to see anti-bias info; posters, guest speakers, officers should come into community spaces to get to know residents (schools, community centers).*

Participants stated that CPD could address a culture of racism and bias through new or reformed hiring and promotion practices.¹⁶ Comments centered on the benefit of hiring and promoting more diverse officers, as well as changing policies on how officers are assigned to different neighborhoods and paired with other officers. Participants did not limit their comments about diversity to the race of officers but also addressed diversity more generally, including gender, neighborhood of residence, experience and personality traits of officers.

- *Have a pilot program to have officers who look like the community on watch to see if there are changes in incidents/crime.*
- *Put more women in CPD leadership positions (women have different approaches).*
- *Not to incentivize working in “certain” districts to get promoted.*

¹⁶ Reforming hiring and promotion practices was mentioned consistently in all neighborhoods and across the three main discussion topics as critical to reforming CPD to be more fair, representative and effective.

- *Mixed-race partnerships, black/white, Hispanic/white, black/Hispanic.*
- *Mix black/white/Hispanic officers at all times.*
- *Those officers with seniority get assigned to “nice” neighborhoods.*
- *Stanford experiment – originally thought it was all about power and then they looked at the recruiting posters; it starts with recruiting....*
- *Hiring more women and people of color and pipeline for police leadership.*

Participants made many references to the potential value of having officers live in the communities in which they serve, or at least having officers who reflect the demographic makeup of the community they serve. The implication is that officers would be more likely to treat that community fairly and equally if they were familiar with or even lived in the community. This theme emerged in all 14 roundtables.

- *Try to hire police officers who live in/are from that community or have ... investment in that community.*
- *They don't represent the people that live in our community, and they don't know us.*
- *Police should live in [the] precinct that they serve; should be mandatory; opportunity to hold officers accountable as neighbors.*
- *They need “skin” in the game which is why they should live in the community that they serve.*
- *Give officers vacant homes and help them rehab homes and live in communities.*
- *Incentivize cops to live within the community.*
- *Encourage CPD officer to LIVE in communities to develop better connections between people and police.*

Participants in some neighborhoods indicated it was important for officers who operate in predominantly Latino and immigrant communities to know the language of the community they serve. Language was noted to be a barrier for the residents and officers alike—bi-lingual officers and community members would be able to more effectively communicate and respond to each other. Participants also indicated that they viewed this issue as important for ensuring that residents understand their rights during interactions with the police (for example, the reading of Miranda rights).

- *Police should learn the language of the community.*

- *There is no one standard [translation] for Miranda rights. We need one standard [translation] (in other languages/ASL).*
- *CPD should provide language interpretation. Maybe also give bonuses to officers for learning new languages and dialects.*
- *Language problems – police don't know other languages. Have officers on the beat who speak your language....*
- *Language barriers – have more police who speak other languages.*
- *Language barrier between cops and inhabitants of community.*
- *More bi-lingual police – if they don't speak the language that is intimidating.*

Community Policing: Key Themes

Participants were asked to share their thoughts on how CPD could work with their communities to improve public safety. Overall, participants consistently made comments demonstrating that they value community policing strategies as important and, in some ways, consider these strategies as the foundation for reforming CPD. They offered ideas for refreshed community policing strategies that actually appeared to reflect a sort of “return to basics” approach to community policing. Participants most commonly mentioned the following ideas for how police can improve their relationship with the community: walk a beat, get to know individuals and the history of the community, engage in better communication and information sharing (including community dialogues) and have much more of a presence in the neighborhood and positive regular interactions.

1. Developing Community Policing as a Core Philosophy and Approach

A key theme that emerged from participants’ comments in the community policing discussions is that CPD needs to develop community policing as a core philosophy and approach. This theme overlaps with several other themes and is a consistent thread that undergirds all of the themes discussed in this section. The idea that CPD needs to wholly reinvent itself with community policing as its core philosophy was mentioned many times in many different ways. The comments below are a small sample of the comments that speak to this theme:

- *Whole system needs to engage with the community.*
- *Cultural issue...of service vs. enforcement.*
- *Community needs to create policing strategy; not only be told about the strategy CPD proposes.*
- *CPD is resistant to work[ing] directly with [the] public.*

- *Oak Park does it right. Racine, Wisc. = police chief serves as family members. How they relate, policing is incidental to their work and it's a philosophy of their work.*
- *Divert more funds to community policing.*
- *CAPS office needs [to be] more community centric vs. police centric; community groups controls CAPS funded by Dept. of Justice, ex. citizens can have more oversight of police recordings.*
- *Addressing issues around power dynamics and increasing community power in securing/ safe-guarding their neighborhood.*
- *Community policing good philosophy but has to be done well.*
- *Change dynamic of community being empowered to make decisions.*
- *Community-oriented policing is an art that cannot be taught in 8 months at Academy.*
- *Not everyone is fit to walk and build relationships w/ comm[unity].*
- *Shift from authoritarian to one of servant.*
- *What do cops say is their job description? To serve and protect? Who? Whom?*

2. Building Trust and Improving Police-Community Relations

Participants made a wide range of comments that speak to how the nature and quality of the engagement police have with the communities they serve directly affects how they are perceived and trusted. For some participants, police-community relationships are so poor that they mistrust and fear the police. A common thread in the comments associated with this theme was that officers need to have a deeper and broader knowledge of the community in which they serve. This theme and many of its related observations were present across all 14 community roundtables.

Participants at all but one of the community roundtables indicated that they would like to see officers walking their neighborhood, or walking a beat. This would help make the officers known to the community and increase opportunities for positive interaction with residents, particularly children and young adults, as well as the community more generally—such as businesses and community leaders.

- *Get out of the cars and walk the beat so they can interact.*
- *That officers walk more throughout the streets. Horseback, walking or on bike, have a schedule.*
- *Walk the streets! Meet people; good and bad. There is a reason for bad behavior.*

- *Walking, bikes, not show of force of 15-20 [officers] versus the 2-4 downtown.*
- *Police walking the beat – making themselves known.*
- *Bring back walk/talk – 1 hour walking community – find out needs, other engagement, not just confrontational.*
- *Connect with people by walking on the streets and checking in on businesses to build relationships with people.*
- *Meet people when it's calm – cop on the beat walking around who gets to know kids and store owners.*
- *Assign officer[s] to walk with community leaders to identify areas of concern.*

Some participants said that it would help community policing efforts to require police to live in communities they serve or at least serve in communities of similar background as their own, a theme that was also raised during the impartial policing discussions as a strategy to ensure fair and equal treatment. The community policing comments focused more on developing a knowledge of and familiarity with the community.

- *Live in the area where they police (to better understand the community/neighborhood).*
- *Get to know Chicagoans – [officers] don't live in communities, don't know communities. [Attend] events with kids, neighborhood meetings.*
- *Police live in community they serve to establish relationships.*
- *Teach how to respect police – they need to live and experience our community.*

Participants brought up the issue of police responsiveness and patrolling presence as a source of frustration that affects trust. Many of these comments related to participants' experiences with police response time when there is a call—participants mentioned a wide range of times, from five to ten minutes, to hours, to no response at all. Participants also expressed the view that police patrolling presence was inconsistent. Participants said that police do not respond quickly when needed but are often present when nothing is happening.

- *Respond quickly to all police requests no matter where the call comes from.*
- *They should arrive when we call them (not wait a half hour), especially in emergencies.*
- *Police can respond to calls on the Southside faster.*
- *Incidents [where] I have called police and they have not shown up.*

- *Get back to presence on the street[s] in neighborhoods.*
- *Best policing is patrolling – presence alone can help stop crime.*

3. **Improving Engagement with Youth**

In all 14 roundtables, participants consistently described the need for police to better engage with youth as a key aspect of community policing and improving their relationship with the community. These comments were quite varied but a common thread was a need to create opportunities for police and youth to have positive and regular interactions.

Some participants specifically referenced the positive impact of the Officer Friendly program, which they were not certain still exists. Participants indicated that this program worked through the schools, and many participants remember it as creating an opportunity for positive interactions between police and youth. While participants made occasional references to specific programs, the Officer Friendly program was mentioned in all but one of the community roundtables and was mentioned in a positive, nostalgic way as an effective approach that should be implemented again.

- *Police should go in schools more. “Officer Friendly.” Kids won’t grow up hating.*
- *Creating relationships is key, that’s what creates change → Officer Friendly walked around, knew everybody and that created a relationship. Relationships create trust.*
- *A protocol for engagement – Officer Friendly.*
- *Officer Friendly – engaged me as a kid.*
- *What happened to “Officer Friendly”?*
- *Bring back Officer Friendly, was like a mascot that got kids’ attention.*
- *Lifelong Chicago resident. As a Black man, have seen police relationships go from “Officer Friendly” to today.*
- *After “Officer Friendly” stopped and truancy officers stopped going to houses to get kids (and no precinct captains), kids acting out got away with more. Nobody is helping to keep kids accountable.*

Participants suggested developing mentoring programs where police would serve as positive role models for youth. Mentoring was mentioned both in the context of formal programming and through informal relationships to help build the kind of familiarity that residents expect to be at the root of community policing.

- *Professional mentoring of youth.*

- *Don't always attack – build them up, teach kids criminal justice (early on), mentor!*
- *Police should be required to be mentors (throughout their life). A new youth periodically – cross racial.*
- *Good cops can mentor and have something like “take your kid to work today” but with young Black men who are disenfranchised, disadvantaged, get in trouble.*
- *Police should engage with schools mentorship programs.*
- *Seeing residents as humans. Build relationships with the community. Every officer should be a mentor to youth in the community. No profiling. Should not die just because “young and dumb.”*

Participants also referenced the Bridging the Divide program, which is run in partnership with the YMCA and engages young people and police in dialogues and peace circles. Many participants said they view this program as a positive means for police and youth to engage. Some participants suggested that all officers should be required to participate in this program. They also said they recognize this program as a potential builder of trust between the community and police.

- *Bridging the Divide – getting to know the police and the community (mandatory).*
- *Bridging the Divide cops aren't the ones on the street. All cops upon graduating should go through this program.*
- *More programs like Bridging the Divide.*
- *Bridging [the] Divide: cops play basketball with youth in Altgeld Gardens.*

Participants said they see sports programs as potential opportunities for positive youth and police engagement. Some suggested that connecting police with existing programs, possibly as coaches or in other active, visible roles that engage directly with youth could be beneficial to building trusting relationships.

- *Build relationships with community and alderman's office, e.g. sports.*
- *Sports programs with the kids or video game tournament, card games.*
- *Host events – sports, chess, video games, exercising.*
- *CPD get involved with community sports.*

4. **Focusing on Restorative Justice**

Participants referenced the concept of restorative justice in a majority of the roundtables. Participants noted the importance of principles and practices that focus on balancing or restoring justice to the individual, stakeholder or community harmed by a crime, rather than solely focusing on punishing offenders. The statements below reflected the range of comments that refer to restorative justice.

- *Peace circles with CPD and community members.*
- *More restorative justice courts for people who commit crimes, different repercussions for crimes, something more collaborative, esp[ecially] for 1st time offense....*
- *Restorative justice vs. criminal justice system practices.*
- *Restorative Justice – help bring people in Justice of the peace (like in the south), could help engage with issues, stop police from being “revenue-ers.”*
- *Community jury or peer jury – restorative justice.*
- *Peace circle with kids, discuss what makes us good citizens to build trust.*
- *Restorative justice circles where they talk re: fear.*
- *Unless it’s life threatening, CPD should let [the] community take care of it. Support restorative justice.*
- *Use restorative justice principles.*
- *Restorative justice – needs to be incentivized.*

A handful of comments related to this topic specifically describe the need for a truth and reconciliation process in Chicago. A truth and reconciliation process typically involves a neutral commission charged with exploring a past injustice committed by one group of people, or a government, against another. These comments are included below.

- *City of Chicago should take on truth and reconciliation process.*
- *Truth and Reconciliation with various groups. Not just for show, no impunity, acknowledge we’re all people; no saints and no devils. How can we avoid making same mistakes?*
- *Go back and learn history and make it right....*
- *CPD and citizens alike need to address no snitch policy and code of silence. Truth and reconciliation process.*

5. Requiring Broad and Ongoing Engagement in the Community

Another prevalent theme that emerged in the discussions was the view that effective community policing requires ongoing engagement that forms the foundation for trust-building, as well as partnerships within communities that can help improve communities and reduce crime generally. Participants offered specific ideas for ways police can better partner with community organizations and other institutions. This theme also included comments regarding improving the nature and quality of communication between police and the community.

Participants expressed a desire to see police engaged in communities in ways other than enforcing the law and detaining criminals and engaged on a more ongoing basis in the spaces where one might not expect to see police but where their involvement and visibility is important.

- *Come to more community events; block parties, year-around presence, interest on both sides to get to know each other.*
- *Police presence in community outside of being a cop and demonstrate behavior they want to see. Recreation activities.*
- *Increase presence in the community (more beat officers, 1st time engagement should not be when there's a crime)...*
- *Create opportunities for positive interaction; develop regular interactions with kids so kids and cops know each other, block clubs, block parties.*
- *Community service hours to build familiarity and cultural competence; visit [high school]/ elementary, mentorship program. Provide more connections between youth and police through [community service hours].*
- *Incorporate community service to beat cops job with purpose of building relationships. Certain number, part of daily job.*
- *Police should do community service especially with kids.*
- *Work to decrease fear and increase trust with folks in the community who are undocumented. Relationship building is important for this.*
- *CPD presence on boards of different organizations in communities.*
- *Build relationships. Schools, high schools, middle schools, meetings, park district.*

Participants also recognized the potential for police to be a valuable resource to the community, particularly when officers and the department collaborate on neighborhood improvement and crime prevention efforts.

- *Build things and projects together, working side-by-side: what ideal[] community policing could be, will affect relationship for better when issues arise, ideas for projects should come from community, community gardens and murals, service holidays with CPD.*
- *Community cleaning projects [when] not in uniform with community members.*
- *Police partner with Guardian Angels.*
- *Before officers were more involved with the churches – this creates better relations.*
- *Partner with Mexican Consulate and Alderman’s offices to bridge relationship with undocumented individuals.*
- *Engage community leaders – take community organizing approach – block clubs, neighborhood watch, send them into community.*
- *[Illinois] State Police became active in community organizations – made all the difference.*

In another set of comments under this theme, participants talked about the need for simple steps to improve communication between CPD and communities it serves. Participants offered a variety of suggestions for such improvements.

- *Open communication lines for genuine-felt community presence – partner with other segments of the community.*
- *18th District coffee chats, commanders and officers. Get to know officer in department on a personal level. Not in stations/community centers.*
- *Hold more community forums (prevention, continuously).*
- *CPD needs to take community members’ opinions into account and treat them as experts.*
- *Regular focus groups between the police and the community; quarterly or once a month, sitting down at the table.*
- *Commanders hold community meetings to assess what community needs are.*
- *Have flyers in the cars about community activities to hand out to youth.*

Participants expressed mixed sentiments regarding current community policing efforts, mentioning the Chicago Alternative Policing Strategy (CAPS) specifically. Most comments indicated that participants see it is a resource to build upon, while a few comments indicated what is not working with regard to the program.

- *Community initiatives like CAPS have to have more follow-up and real impact, go to schools, parks, if people feel like getting involved doesn't produce any results....*
- *Reinstate CAPS, community has to grow it.*
- *CAPS – make a real investment in this. These positions should be given to folks who really want to make an effort and not assigned to friends/etc.*
- *Community policing/not CAPS. 95 percent [of] police didn't buy in – university study.*
- *CAPS has lost its allure...we have lost what it was set out to be.*
- *More face time with officers, beat cops. Better system than CAPS for old people, not seen as safe for residents – Kings go to see who tallies. Get cops out of cars not related to a stop, should be part of regular routine.*

Summary of the Feedback Received at the Community Roundtables

Overall, participants' comments gave the clear impression that use of force was most likely the issue that motivated them to attend the roundtables. To community members, it is important for police to de-escalate the tone and nature of their interactions with the community. Compounded by a lack of trust, many community members said they are simply afraid of police, who they believe are unnecessarily aggressive, which in turn affects how those residents react during an encounter with police. Participants expressed that it would help if officers approached non-dangerous situations in a calm manner and were trained in techniques that de-escalate tensions, rather than raise them. Participants also asserted that de-escalation techniques can reduce the likelihood that force may be needed in any given situation regardless of whether justified or not. In the view of participants who offered many suggestions on this topic, de-escalation efforts could be complemented by training officers in alternatives to using deadly force.

Another theme that very clearly emerged during discussions was a sense of frustration with ineffectual accountability structures and weak discipline of officer misconduct. These two elements were mentioned repeatedly and in a wide variety of ways. It is clear that the injustice associated with a police department that participants' feel does not appropriately address police misconduct is a tremendous barrier to improving police-community relations and feeds a strong cynicism that nothing will ever change. Participants expressed that a true reform effort will need to develop systems that effectively hold police accountable for any misconduct, from minor matters to the most serious cases—especially shootings and related cover ups. The sense that police can do whatever they want and get away with it was consistent and pervasive in all roundtables.

Establishing standards of respect and treating everyone with equal respect was also very important to participants. They described how officers lack a respectful tone or approach when interacting with them. This may seem like a minor issue when compared with the need for accountability systems or other reforms, but the forcefulness and emotion in the way participants conveyed this point reflects its importance. Participants said they feel that officers do not treat them with respect, whether due to racism, stereotypes or a lack of familiarity with their culture. Participants offered many suggestions for building respect, which were based on a belief that this small step could go a long way in improving and building trust and restoring a sense of humanity to the relationship between police and the community.

Finally, the need to build trust and improve police-community relationships was one of the most consistently mentioned themes in the discussions. This theme was also associated with the widest range of comments. Implicit in this theme is the belief that improved trust and relationships will help the police better ensure public safety in Chicago. Based on their comments, participants view trust as a necessary precursor for them to engage with police in a more positive way and for them to feel confident that officers are partners in protecting the community.

Small Group Conversations

The Attorney General’s Office also held several small group conversations in April and May 2018 to ensure feedback from diverse communities, including youth, the LGBTQ community, survivors of domestic violence and sexual assault, people experiencing homelessness, violence interrupters and the deaf and hard-of-hearing community. These conversations were held and facilitated separately from the roundtables. The full report on these conversations is included in Appendix F.¹⁷ The report demonstrates that many similar themes emerged in the small group conversations as in the roundtables, including the following:

Use of Force

- Train officers in de-escalation tactics
- Develop policies and train officers in alternatives to “shoot to kill”
- Improve accountability and officer discipline systems

Impartial Policing

- Train officers on historical underpinnings of racism, other biases, and police-community relationships
- Ensure officers adhere to basic standards of respect in how they communicate with community members, including members of marginalized communities
- Screen new hires for biases and require ongoing evaluation of officers

Community Policing

- Require more officers to “walk the beat” as part of an overall strategy to get to know the community
- Create opportunities for more regular police-community interactions that are not based on responses to calls, such as attending community-sponsored events
- Seek out meaningful partnerships with community-based and advocacy organizations to better facilitate communication and improve relationships
- Improve knowledge, awareness and sensitivity to specific groups
- Improve communication with specific populations; this includes hiring additional translators, such as sign language interpreters, specific to populations being served

Create a New System of Police Accountability

- Oversight – create a citizens’ review board that reviews cases of police misconduct
- Require officers to pay for the costs of misconduct

Change CPD Culture

- Shift power and exhibit respect in community interactions
- Ensure officers hold each other accountable and end the “code of silence”
- Ensure officers honor the humanity in people; show empathy

¹⁷ IPCE did not lead or facilitate these conversations. The small group conversations report was authored by Alysia Tate of Tate Strategies.

Improve Relations with Youth

- Create opportunities for police and youth to have positive and regular interactions

Address Community and Police Trauma

- Train officers to recognize and respond appropriately to people in crisis
- Require CPD to have paid mental health specialists on staff
- Support the mental health of officers – PTSD/trauma

Paper and Online Feedback Forms and Emails¹⁸

Paper Feedback Forms

IPCE received a total of 65 paper feedback forms on which Chicago residents were invited to share input on the consent decree process.¹⁹ These forms were distributed at the roundtables and made available on the consent decree website beginning on January 18, 2018.²⁰ As with the roundtable notes, themes and specific suggestions related to those themes are highlighted below. These comments were analyzed using the same process as the roundtable comments—using both the coding of topics and word cluster analysis to discover general themes.

The feedback received through the forms raised some of the same concerns as those expressed during the roundtables. Respondents described the need for officers to be respectful when interacting with the public and specifically used the word respect—“by treating people with respect” and “by respect and love.” Some respondents also stressed the importance of officers getting to know the community they serve in order to build trust. One comment suggested that officers should “know actual people on the blocks they serve and connect with organizations in that community.” Respondents also expressed a strong desire to see CPD hire and assign officers to neighborhoods where they live based on the view that this would build familiarity between the officers and the community, which would then support respectful interactions between police and the community. Additionally, respondents expressed the need to hold officers accountable for misconduct and the need to reduce the use of force by officers.

Online Feedback Forms

A total of 75 online feedback forms were submitted to the Attorney General’s Office through the ChicagoPoliceConsentDecree.com website. Respondents were invited to provide a response to any or all of the following prompts:

- How can CPD make sure that officers treat all Chicagoans fairly and equally?
- What can CPD do to reduce its use of force?
- How can CPD work with your community to improve public safety?
- What can CPD do to support officers as they work to maintain public safety?
- I would like to share a personal experience, a concern or a suggestion.

¹⁸ The Attorney General’s Office also provided IPCE with transcripts of seven voicemails that were left on the police reform hotline; however, none of them raised issues related to police reform.

¹⁹ A copy of the form is included in Appendix B. A minor formatting change was made to the form after the first few roundtables to make it easier for IPCE to analyze responses by topic.

²⁰ The Attorney General’s Office continues to accept feedback at ChicagoPoliceConsentDecree.org. This report analyzes the feedback received through May 13, 2018.

These comments were analyzed using the same process as the roundtable comments—using both the coding of topics and word cluster analysis to discover general themes.

A few themes arising from the comments in the online forms were similar to those that emerged from the roundtables. One theme evident in both the online forms and roundtables involves the need for mutual respect. The comments noted that having officers engage in a respectful manner with residents will result in interactions that are less likely to escalate.

- *CPD could possibly teach and enforce proper treatment of our residents. Maybe just speak to us like human beings? There are actual trainings for this. Acknowledging officers are humans and therefore have bias so that we can start breaking that behavior.*
- *[E]nter situations remembering people are human and act as such. Seems pretty straightforward. CPD always talks about safety, but any officer I interact with has been immediately defensive, bristling, and dramatic. This doesn't make me feel safe. It makes me feel scared and angry and wishing that I could be spoken to like a human and not another potential threat.*
- *Train officers to treat suspects as humans first.*

Comments referenced the need for CPD officers to have training around impartial policing, specifically anti-bias or cultural sensitivity training. Similar to the roundtable comments, this feedback was nuanced and suggestions people made often related to their personal experience.

- *The deep racial issue is still running ... between officers and citizens.... I do have good experience with minority officers in the district such as traffic [officers].... All officers (mainly white police) have to have experience or training dealing with the minority in their districts such as language or culture....*
- *I have seen social media posts and experienced conversations with a number of police who express aggressively racist and deeply disrespectful viewpoints when they think they are in "safe" (i.e. white or anonymous) company. Even as a white person, I am fearful of some of the police, including some in leadership positions, who live in my neighborhood because the viewpoints they express--especially on social media--are so aggressive and so distorted. Diversity in the CPD needs to increase, and white officers need serious anti-racism and cultural sensitivity training....*
- *Implement anti-racism [training] for all officers, staff, and 911 dispatchers. Chicago Regional Organizing for Anti-Racism (Chicago ROAR) is a local group that has excellent trainers and facilitators. Justice Informed is also a great resource [and]...will work with businesses, churches, and organizations for training and anti-bias education. I want to know that officers are thinking about their identities and reflecting on it just as much as they are scanning a scene and trying to understand how to keep people safe. We all make assumptions. We all have bias. We are human. Implementing anti-racism and*

anti-bias training for everyone would mean that CPD is claiming ownership of this and actively working to build a safer community without discrimination (or at LEAST less of it). There are resources in the city to help with this, too, so it must be a part of the work going forward. Some people might try to say the goal is to treat people 'fairly' a.k.a. 'objectively'. That is not possible – we all have biases based on where we grew up, who we know, etc. We need to embrace this as reality and learn from it.

- *Every recruit should be required to be tested for implicit bias and have a qualified individual discuss those results with him/her. Officers should be required to take this type of test regularly as well as receive concrete training on how to minimize the impact of implicit bias. A level of acceptable results should be set, and those who cannot meet that level shouldn't be on the force or should be removed from the force after a reasonable attempt to remediate...*
- *Chicagoans are from diverse ethnic groups and CPD should work and involve community leaders to collaborate in giving cultural competency training.*

An additional theme raised in the online forms is related to how CPD can get its officers to reduce their use of force. Comments related to this theme centered on the need for better training, de-escalation tactics and alternatives to force.

- *Train them in real de-escalation.*
- *Use of force issues can be resolved with better training, and penalties for body cameras being disabled or unused. And by stricter enforcement against gun possession that makes officers have to worry for their safety and resort to force more quickly than otherwise.*
- *U.K police are unarmed. Anything else can replace firearms. Martial arts are one of it. While some in London were issued with revolvers prior to 1936, from that date only trained officers at the rank of sergeant or above were issued with guns, and even then only if they could demonstrate a good reason for requiring one...*

Another theme emerging from the online forms related to hiring and the qualifications and requirements for potential hires, including a residency requirement and mental health screening.

- *Residency requirement: CPD should be required to live in the neighborhood they are assigned to patrol, not just a requirement to live in the City.*
- *[CPD] should only hire officers who live in and reflect the diversity of the communities they serve.*
- *Enhanced psych screening of cadets so that individuals with authoritarian tendencies or abusive tendencies are screened out.*

- *Attract smart, driven individuals who wish to serve their community.*

Emails

A total of 23 emails submitted to the PoliceReform@atg.state.il.us email address maintained by the Attorney General’s Office were forwarded to IPCE for analysis and inclusion in this report. Of these 23 emails, only eight raised points related to police reform and contained sufficient detail for analysis. These eight emails referenced general or specific alleged incidences of harassment, cover ups, racial profiling, civil rights violations, failure to offer medical assistance, abuse of power and lack of accountability by Chicago police.

The several emails that referenced harassment by police officers referenced threats, sexual assault and general intimidation. One email that referenced a civil rights violation indicated that police failed to read him/her and his/her partner their Miranda rights, then later failed to offer medical assistance when one of them became ill due to not having needed medication. One email expressed frustration with how CPD treats African-American males, expressing that a “shoot to kill” mentality is applied to African-Americans by police. Another email suggested making it easier to identify police who may be misbehaving by having their badge number match the plate number of the vehicle they use.

Putting Feedback in Context

This report has centered on identifying themes from feedback that community members have provided in multiple ways, including through community roundtables, small group conversations, email submissions and paper or online feedback forms. But written sources alone cannot capture the contextual information that is necessary for a deeper understanding of the community input described in this report. For example, in a number of instances during the community roundtables and the small group conversations, participants shared stories of their personal experiences with police. The notes from the roundtables and small group conversations do not capture these stories in detail as facilitators were also instructed to give participants a safe space to share their personal experiences without fear of exploitation. This section highlights the contextual information evident to the authors of this report, including the emotion with which comments were shared during the roundtables, the perspectives of the neutral facilitators who facilitated the roundtable conversations and small group conversations²¹ and the varied tone of conversations across diverse neighborhoods.

While all three topics of impartial policing, community policing and use of force elicited emotional responses, comments associated with use of force and impartial policing were often shared with a great deal of emotion, including frustration, fear, and even a sense of violation—even if a participant was not describing physical or verbal abuse. Their emotion was often evident in comments when the situation being recalled or recounted was rooted in a sense of injustice—for example in comments describing what participants felt as profiling or as an interaction with police with no explanation, such as being stopped and questioned with no reason provided. The following comments are examples of the types of personal experiences shared that were often recounted with a strong sense of frustration and fear.

- *I was pulled over by an officer for no reason, when I told him I was an attorney he was enraged. I went to reach for my wallet, and he pulled a gun and put it in my face. I had to tell him that my father was a cop.*
- *My experience was in my car with a friend at the beach when an officer approached with a gun at the window. My friend told me to get up slowly. When I got up an officer had a gun to the window. I was told to get up and the officer stuck their gun against my body, asking what I was doing. I had a button down on, like a jump suit. I felt like they could have raped or killed me. They searched my car and purse. Nothing came of it.*
- *Family experience. Police detain people for no reason. Racial profiling – racism, police have opinions without valid reasons, police look for reasons that aren't valid.*

²¹ Following the final community roundtable, IPCE hosted a de-brief session with the facilitators. Because the facilitators played a key role in this process, and many of them attended a majority of the roundtables, they each had a perspective both as a facilitator and as an observer of common themes and contextual factors across all the roundtables.

- *Anyone in the street in the evening is being stopped (especially young people). Stop targeting them. I have witnessed this. There's a lack of communication. We should report this to the commander.*

One theme expressed with strong emotion was the need for officers to personally contribute to the costs of lawsuits. Participants expressed indignation that communities that do not trust police have the added injustice of having their tax dollars go toward settling lawsuits at a particularly high opportunity cost. They indicated that these funds could be used to better fund schools, mental health social services or other community investments that might have a crime prevention impact. In addition, having officers contribute to this cost through a specific fund or malpractice insurance would create more of a deterrent to bad police behavior. The sentiment on these ideas was so strong that it elicited widespread applause among participants when mentioned at one event.

Participants expressed strong emotions when describing their fear that police will abuse their authority and take advantage of them due to a vulnerability or position of powerlessness. This fear was also particularly palpable at the roundtables in neighborhoods with high immigrant populations, where current federal policies on immigration have created a real concern that minor contact with law enforcement may have implications for one's immigration status or, worse, lead to deportation. With mistrust of police already high in these communities, participants' feared that even a roundtable discussion on police reform might be a trick to round up large numbers of people or collect their names and addresses.

When participants discussed the need for improved accountability systems and officer discipline, they expressed a high degree of frustration. These topics in particular were often expressed in the context of what participants viewed as CPD's history of poor accountability systems and poor track record of officer discipline—a history that conveys that officer misconduct is rarely punished. Participants' comments and emotions reflected their hope that the consent decree would directly address these issues.

Another overarching observation was the remarkable diversity of participants across all 14 roundtables. Although no personal or demographic information about participants was collected, it was clear that participants truly reflected the demographics of the communities within which the roundtables were held.

Conclusion

This report summarizes the key themes raised during the community roundtables and in other sources of community feedback solicited by the Illinois Attorney General's Office as part of the effort to draft a consent decree on police reform that meets the needs of Chicago's residents. All of the feedback referenced in this report was shared with the Attorney General's Office and the City of Chicago for careful consideration in the consent decree negotiations. We believe this report will serve as an important resource going forward for the Attorney General's Office and the City and will help community members in Chicago see how their input was included in this process as they review and comment on the draft consent decree. We hope the themes outlined in this report can serve the needs of the long-term efforts that will be necessary to reform a system that must work better for all Chicagoans.

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Institute for Policy and Civic Engagement

The Institute for Policy and Civic Engagement (IPCE) at the University of Illinois at Chicago focuses on transforming democracy by creating a more fully engaged community with more effective leaders. As a catalyst for learning and action, the Institute creates opportunities for scholars, students, community members and government officials to actively participate in social discourse, research, and educational programs on policy issues and social trends.

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Appendix A – List of Community Roundtables

CONSENT DECREE ROUNDTABLES



March 1, 2018

Apostolic Church of God
6320 S. Dorchester Ave.
Chicago, IL 60637

April 5, 2018

Chatham Business Association
800 E. 78th St.
Chicago, IL 60619

March 13, 2018

The National Museum of Mexican Art
1852 W. 19th St.
Chicago, IL 60608

April 7, 2018

Lawndale Christian Health Center
3750 W. Ogden Ave.
Chicago, IL 60632

March 15, 2018

Historic Pullman Visitor Center
11141 S. Cottage Grove Ave.
Chicago, IL 60628

April 9, 2018

By the Hand Club for Kids
415 N. Laramie Ave.
Chicago, IL 60644

March 26, 2018

South Shore Cultural Center
7059 South Shore Drive
Chicago, IL 60646

April 10, 2018

St. Sabina Church
1210 W. 78th Pl.
Chicago, IL 60620

March 27, 2018

JLM Life Community Center
2622 W. Jackson Blvd.
Chicago, IL 60612

April 12, 2018

Apostolic Faith Church
3823 S. Indiana Ave.
Chicago, IL 60653

April 3, 2018

Bernard Horwich JCC
3003 W. Touhy Ave.
Chicago, IL 60645

April 14, 2018

Casa Central
1343 N. California Ave.
Chicago, IL 60622

April 4, 2018

St. Michael the Archangel Social Center
1949 W. 48th St.
Chicago, IL 60609

April 17, 2018

Alternatives, Inc.
4730 N. Sheridan Rd.
Chicago, IL 60640

Appendix B – Consent Decree Feedback Form

Every Chicagoan can take part in shaping the police consent decree. Your voice can be heard in a number of ways, including through this feedback form. To learn more about the legal effort to reform the Chicago Police Department, please visit: ChicagoPoliceConsentDecree.org.



CONSENT DECREE FEEDBACK FORM

Your submission will be reviewed and considered by the Attorney General's Office and the City of Chicago as part of the police consent decree drafting and negotiation process. **You have the option of submitting this form anonymously.** However, providing your contact information will help us track community input and allow us to contact you if we have questions. If you do choose to include your contact information, it will not be published.

You can submit this form online at ChicagoPoliceConsentDecree.org/input. You may also mail, fax or email this form to the address below:

ILLINOIS ATTORNEY GENERAL
Attn: Civil Rights Bureau
100 West Randolph Street, 12th Floor
Chicago, IL 60601
Fax: 312.814.3212
PoliceReform@atg.state.il.us

Additionally, you can call the Attorney General's Office at **833.243.1498** and leave a message with your comments. If you are comfortable doing so, please include the demographic and contact information requested in the form below.

Feedback forms are public records, which are subject to the Freedom of Information Act. If the Attorney General's Office receives a request for copies of records that include your feedback, it may be required to provide a copy of your feedback to the requestor. However, information that would reveal your identity (name, home address, personal telephone number and personal email address) will not be disclosed.

If you wish to file a complaint against a member of Chicago Police Department (CPD), visit the Civilian Office of Police Accountability (COPA) website: <http://www.chicagocopa.org/complaints/>.

First Name _____ **Last Name** _____

Email Address _____ **Telephone Number** _____ **Required: Zip Code** _____

What is your age?

- Under 18 years 18 to 24 years 25 to 34 years 35 to 44 years
 45 to 54 years 55 to 64 years Age 65 or older

What is your racial or ethnic identification? (Select all that apply)

- American Indian or Alaska Native Asian / Pacific Islander Black or African American
 Hispanic or Latino White A racial or ethnic identity not listed here

What is your gender identity?

- Female Male Gender Nonconforming Prefer not to disclose

Are you a current or former member of the Chicago Police Department?

- Yes No

Please select one or more topics below and provide any thoughts you would like to share in the corresponding comment field. *Please submit additional pages as needed.*

How can CPD make sure that officers treat all Chicagoans fairly and equally?

What can CPD do to reduce its use of force?

How can CPD work with your community to improve public safety?

What can CPD do to support officers as they work to maintain public safety?

I would like to share a personal experience, a concern or a suggestion.

A large, empty rectangular box with a thin black border, intended for the user to provide their personal experience, concern, or suggestion.

Appendix C – Consent Decree Fact Sheet



REFORMING CHICAGO'S POLICE DEPARTMENT

In response to the findings and recommendations of the U.S. Department of Justice's investigation into the Chicago Police Department (CPD), the Illinois Attorney General's Office has filed a lawsuit to pursue reforms of CPD.

Similar to the process other cities across the country have pursued after U.S. Department of Justice (USDOJ) investigations, the Illinois Attorney General's Office is negotiating a plan with Chicago and CPD to require effective, lasting reforms that mandate police training and policies and provide officers the support they need to implement safe and constitutional policing practices. Ultimately that plan, legally termed a consent decree, will be filed with the federal court and enforced by a federal judge.

WHY NOW?

For decades, independent reviews of CPD have identified significant failures to act lawfully and protect and serve all Chicago residents equally and fairly. Most recently, the USDOJ and the City's Police Accountability Task Force (PATF) reviewed CPD's actions and reached these conclusions as well.

Mistrust between Chicago's residents and police reached a boiling point in November 2015 after police dash-cam video was released showing the fatal shooting of 17-year-old Laquan McDonald.

In response, USDOJ conducted a civil rights investigation of CPD. In January 2017, USDOJ released its findings. These findings confirmed what many Chicago residents already knew – that CPD has a history of serious problems, endangering the lives of Chicago residents and police officers. This history has had terrible consequences. The USDOJ found that CPD has

engaged in a pattern of using excessive force, including deadly force, disproportionately harming African American and Latino residents. City taxpayers have paid more than \$760 million in settlements for improper police conduct. And mistrust between the police and the community has hurt the ability of officers to do their jobs effectively and safely, making communities less safe and putting the lives of officers at risk.

When the Illinois Attorney General's Office filed the lawsuit against the City of Chicago in August 2017, Mayor Rahm Emanuel and CPD Superintendent Eddie Johnson committed to negotiate a court-enforceable plan. This plan will require the protection of civil rights and police accountability, as well as provide training and support CPD officers need to perform their jobs professionally and safely.

WHAT IS A CONSENT DECREE?

A consent decree is a detailed plan of police reforms that includes specific requirements and deadlines for action. A consent decree is approved and enforced by a federal judge with help from a court-appointed independent monitor.

YOUR VOICE MATTERS

The Illinois Attorney General's Office and the City of Chicago are currently negotiating the specific terms and requirements of a consent decree.

IT IS VITAL THAT THE CONSENT DECREE MEETS THE NEEDS OF CHICAGO RESIDENTS.

To achieve this goal, the Illinois Attorney General's Office is seeking input from the public about how to best improve public safety and build community trust. People are encouraged to share feedback by attending a Consent Decree Community Roundtable being held by the Illinois Attorney General's Office and/or by filling out the feedback form available at [ChicagoPoliceConsentDecree.org/input](https://chicagopoliceconsentdecree.org/input).

You may also share your personal experiences, concerns or suggestions by emailing policereform@atg.state.il.us or calling and leaving a message at [833.243.1498](tel:833.243.1498).

HOW YOUR INPUT WILL BE USED:

All comments will be reviewed and considered by the Illinois Attorney General's Office and the City during the process of negotiating and drafting the consent decree. Once the consent decree is drafted, it will be posted for public comment on this website: [ChicagoPoliceConsentDecree.org](https://chicagopoliceconsentdecree.org).

RECENT TIMELINE

- Nov. 2015** – Videotape is released showing the fatal shooting of Laquan McDonald.
- Dec. 2015** – Chicago Mayor Rahm Emanuel creates the Police Accountability Task Force (PATF).
- Dec. 2015** – Illinois Attorney General Lisa Madigan calls on USDOJ to conduct an independent, civil rights investigation of CPD. U.S. Attorney General Loretta Lynch agrees and initiates an investigation.
- Apr. 2016** – PATF releases a detailed report with more than 100 recommendations for reform of CPD.
- Jan. 2017** – USDOJ releases a report finding that CPD has engaged in a “pattern or practice” of using unreasonable force violating the U.S. Constitution and provides recommendations for reform. Mayor Emanuel agrees to negotiate a consent decree with USDOJ to ensure reforms.
- Spring 2017** – U.S. Attorney General Jeff Sessions issues a statement indicating that under the Trump administration, USDOJ policy will leave policing matters to be handled by state and local governments. As a result, USDOJ stops seeking a reform plan for CPD.
- Aug. 2017** – Attorney General Madigan files lawsuit against Chicago to seek reforms that address the findings and recommendations of USDOJ and PATF.
- Fall 2018** – Consent decree will be presented to the federal court.

Appendix D – Community Roundtable Agenda



Institute for Policy and Civic Engagement

**April 2018
Consent Decree Community Roundtable**

**Agenda
6:15-8:30 pm**

Check In/Welcome

Dinner

Opening Remarks

Overview of the Consent Decree

Illinois Attorney General's Office

Small Group Roundtable Discussions

Lead Moderator: Joseph K. Hoereth, Director
Institute for Policy and Civic Engagement

- Community Policing - What can CPD do to work with your community to improve public safety?
- Impartial Policing - What can CPD do to ensure that officers treat all Chicagoans fairly and equally?
- Use of Force - What can CPD do to reduce its use of force?

Group Harvest

Thank you

Appendix E – Community Roundtable Group Agreements

Group Agreements

- Listen to and respect all points of view.
- Seek to understand rather than persuade.
- Be respectful of self and others.
- Challenge the idea not the person.
- Share your discomfort. If something is bothering you, please share this with the group.
- Speak from your heart and personal experience using “I” statements.
- Honor and share airtime. Be mindful of taking up too much time.
- You can “pass” or “pass for now” if not ready to respond to a question.
- Confidentiality. We want to create an atmosphere for open, honest exchange.
- We share the responsibility for making the conversation productive.

Do we agree with these as a group? Any changes or additions?

Adapted from Conversation Café and the University of Michigan



Appendix F – Small Group Conversations Report

Small Group Conversations – Police Consent Decree

Prepared for the Illinois Attorney General’s Office

Alysia Tate, President, Tate Strategies

Introduction

In addition to hosting 14 community roundtables in neighborhoods across the city, the Illinois Attorney General’s Office also held several smaller group conversations to ensure input on police reform from individuals representing diverse and critical perspectives that may not have been fully expressed in larger groups. The Attorney General’s Office asked leaders and organizations representing many communities for their assistance in holding these conversations. More than 150 people participated, representing many of the most marginalized groups in Chicago, including:

- Youth
- LGBTQ communities, including a group of black LGBTQ-identified people
- Domestic violence and sexual assault (DV/SA) survivors and their advocates
- People experiencing homelessness and their advocates
- People working as violence interrupters (some of them formerly incarcerated)
- People who are deaf and hard-of-hearing

Participants painted a disturbing picture of how little trust exists between police and the communities they serve, and the significant work required to build that trust. The stories that participants shared during these conversations suggest that experiences of police misconduct are not uncommon among members of more vulnerable and disenfranchised communities. Many participants said they experienced or witnessed harassment or abuse of power by police and described their own interactions with police, including physical and sexual violence. They expressed their frustration, grief and anger around their own and their loved ones’ experiences with police. They expressed a strong desire to see significant change in the way police interact with their communities. But despite their experiences, many participants described a willingness to work with police to improve relations between their communities and police.

Methodology

As in the larger community roundtables, small group participants were asked to share their concerns and recommendations for improvement on three issues:

1. Use of Force – What can CPD do to reduce its use of force?
2. Impartial Policing – What can CPD do to ensure that officers treat all Chicagoans fairly and equally?
3. Community Policing – What can CPD do to work with your community to improve public safety?

In a format similar to the community roundtables described in the report prepared by the Institute for Policy and Civic Engagement at the University of Illinois at Chicago, a neutral facilitator helped participants understand the goals of the conversation and guided them through the process. Participants' feedback was captured on large pads of paper by either the facilitator or a note taker. More than 700 comments, ideas and recommendations were documented as a result of these conversations. A full list of the comments recorded during the small group conversations is included as an attachment.

The comments in each of the three categories above overlapped under several broad themes:

1. Create a New System of Police Accountability
2. Change CPD Culture
3. Improve Relations with Youth
4. Address Community and Police Trauma

In this report, each issue area includes a short summary statement followed by points made by the participants, as documented by the note takers, organized by topic.¹ Minor grammatical and sentence structure edits were made and some comments were grouped together to improve readability and clarity. Quotations below are the direct quotes of participants themselves, in their own words.

USE OF FORCE

"I have to think really, really hard about calling the police [when it involves a black man] because calling the police could be a death sentence for him The bottom line is, when you call the police, somebody could end up hurt."

"Every time you call the police it's a problem, or it could be a problem."

"I want to come home safely. Our children want to come home safely [T]here's got to be an attitude of mutual respect They've got to understand, just like you want to come home, I want to come home -- and I didn't sign up to be a police officer. I'm just a person."

¹ In addition to participating in small group conversations, several individuals also submitted comments in writing. Those comments are also summarized in the body of the report and are presented in their original form, edited only to protect participants' anonymity.

Participants felt strongly that changing CPD policies around the use of force -- which includes educating the public about what those policies actually entail -- is critical to building trust. Participants said they are deeply fearful of police, to the point that they do not view them as offering help in most cases. In explaining these fears, participants repeatedly discussed how they are often treated as suspects when they may actually be the ones who need help. Advocates for domestic violence and sexual assault survivors specifically cited numerous examples when CPD personnel were accused of physical or sexual assault against suspects, as well as girlfriends or wives, but experienced little to no consequences. Changing this culture of fear among many residents will require both a completely new approach to policing and real consequences when policies are not followed, participants said. Their suggestions and observations included the following:

- Acknowledge us and ask questions before making assumptions. Ask questions before pulling the trigger.
- Police slammed them against cars. Smacked one person in the neck.
- Police should be fired for shooting someone who did not have a gun or fire a gun. “I thought I saw a gun” shouldn’t be sufficient justification.
- Do not pull guns on youth and assume they have weapons.
- Train on shoot-not-to-kill; aim for non-vital areas. Train officers on alternatives to shooting and de-escalation.
- Stop shooting people in the back.
- Demilitarize CPD. If they look like soldiers, they feel and act like soldiers and act like they are at war. Talk to us without wearing military gear/weapons.
- Use Tasers or rubber bullets instead. Explore new technology/tools for responding short of shooting us.
- De-escalation skills are important -- police need to stay calm.
- Match officer’s skill level to the requirements of the area. Maybe send more experienced officers to higher-need areas.
- Do not have quotas for arrests or interactions because that decreases community safety.
- Police come into poorest communities to make numbers. Numbers of arrests should not be tracked as part of the quota.
- CPD escalates situations by over-responding -- you don’t need 6-7 officers to respond to a simple situation.
- Increase training in speaking to us with less hostility, instead using patience, self-control and empathy.
- We need better, more thorough, public reviews of officer reports of abuse and domestic violence. No accountability!

IMPARTIAL POLICING

“I like to go to Lakeview to feel like I’m part of the [LGBTQ] community. But when the youth or a transgender person goes to Lakeview, I don’t think there’s any training for [police] to know how to treat that person.”

Participants strongly believed that improved training -- with an emphasis on cultural competency around a range of issues (including gender and race) -- is a key tool to improving police-community relations. This training, participants explained, must go far beyond basic diversity training to be effective. It requires a true shift in mindset among police, including challenging the deeply held assumptions and biases upon which police may unconsciously or unwittingly base their actions. In particular, recommendations included:

- Use advocates/community leaders/academics as content experts to lead trainings and/or design curriculum for these trainings (ex: Chicago State University’s Black Studies program; DV/SA advocates; LGBTQ leaders).
- Training Topics needed: 1. Power/Privilege Training, 2. Oppression, 3. Cultural Competence, 4. Harm reduction approaches, 5. Self-Care and Therapy.
- Address the roots of white supremacy.
- Train in anger management. Police should become models of anger management.
- De-escalation training is not working. Police are still being abusive. Improve the training.
- Cops need to stay calm; don’t have an attitude.
- Specific training on communications skills -- verbal and other -- to ensure respectful contact (ex: empathy) that can de-escalate situations.
- Make training topics public and hold CPD attendees accountable for understanding and following them.
- Screen for different oppressions when recruiting and evaluating police (i.e., racial bias (particularly as relates to black people); misogyny; homophobia; transphobia).
- Ground trainings in historical context -- examine the roots of these forms of bias and how they have shaped our views and actions.

Participants made several recommendations to increase the diversity of CPD and acknowledged that officers of color also experience racial bias. Recommendations included:

- Mix partners up -- different ethnicities, newer with senior, white with black.
- Police officers and other CPD staff should reflect the makeup of the communities they serve and live in the community. This includes racial makeup but also single moms, seniors, formerly incarcerated, young black men, etc.
- Conduct community surveys about interactions with police based on race.

For participants, demonstrated accountability to the community by the police (a theme raised in all three conversation categories) is also a key component to ensuring impartial policing. This theme is developed more fully below, but participants repeatedly expressed the following point:

- Police act like they are above the law. They should obey the same basic laws we do (ex: traffic laws) because they work for us.

COMMUNITY POLICING

“They arrest us and tie up our hands Cuffing our hands is the equivalent of gagging us They ignore the sign on my belt that says I am deaf.”

“Don’t arrest innocent people and treat them like suspects. The community knows who the criminals are.”

Across all groups, community policing represented by far the area with the largest number of concerns and suggestions raised. Many participants expressed concerns about excessive force (as described in Use of Force section above), and a strong desire to simply be treated with respect. Over and over again, participants indicated that they would willingly treat police with respect if police respected them. Participants also said they need to see concrete examples of how police are putting into practice their stated goals of improving relations across different communities in Chicago and striving for good, thoughtful communication across cultures and languages. Additionally, participants felt that improving police accountability (as described later in this report) is a critical component in building community trust and increasing community engagement.

When asked what CPD can do to work with their communities to improve public safety, participants from all of the groups had numerous recommendations, including:

- Don’t just come around when you get calls.
- Stop by just to say hello.
- Believe us and honor our requests.... When I requested an interpreter for the interview [with detectives] I was denied, probably because I am able to use the phone and speak.
- Walk the beat (mandate this), get to know us, have positive interactions with residents.
- Show us you care (ex: give homeless people food/water from your cars).
- Make social activities (off-the-clock) part of training, especially for new recruits. Host more events with community (block parties, cookouts, etc.), especially areas with high rates of violence.
- Support creation of neighborhood watch clubs that include residents who are allies to local youth and who are unbiased and trustworthy.
- Host problem-solving get-togethers with community members twice a month. Invite

community members on ride-alongs.

- Frame this work not as “police” but as “law enforcement” work, rooted in the principle of “serve and protect.” Patrol and control vs. serve and protect.
- Get in the community and get a better understanding. Engage with the immigrant community, with homeless people, youth, LGBTQ people. Change approach -- talk to us, be friendly, no hand on weapon.
- When you stop youth, don’t assume they have something or have done something.
- Officers give subtle threats about “documentation status.”
- Change interaction through use of language; no use of foul, derogatory language.
- Institute better ways for the community to report issues and for police to share information with communities; we should be able to text/email information and pictures to CPD.
- Communication is a critical issue for deaf and hearing-impaired people. Use media -- television, newsletter, other communications tools -- to alert us about important crime trends.
- Create paid positions in CPD for community members to assist with outreach.
- Explore/recognize the benefits of real partnerships with advocacy organizations. We want to work with you in ways that help both of our organizations/communities.

Several of the groups also raised specific concerns about how police interact with them and, as a result, made particular recommendations for improving these interactions. For instance, members of the LGBTQ community expressed that CPD policy -- which they said requires police to transport transgender people separately -- puts transgender people at risk. Domestic violence and sexual assault survivors and advocates also expressed concern about disrespectful treatment of survivors. Comments from both groups included:

- Ask transgender and gender non-conforming folks if they would like a friend/advocate present during interactions with police. CPD is hostile to transgender people -- escalating situations, restraining transgender women to strip and search bodies to identify genitals, not following / ignoring transgender policy directive.
- Increase the number of LGBTQ liaisons in the department to work with advocacy groups to improve relations and reduce bias against LGBTQ officers.
- LGBTQ community members have been having conversations for years and seen no change in how officers act, even when policies change.
- Domestic Violence/Sexual Assault issues are not prioritized at the highest levels of CPD but must be. Police don’t see how domestic violence is connected to other forms of violence.
- Only one team working on human trafficking in CPD, which is insufficient.
- Officers threaten to call the Illinois Department of Children and Family Services when survivors report DV and SA. “Are you sure you want to move forward with this?”
- Police most skilled in dealing with DV/SA survivors should be first to respond, not the people at the front desk. Snide remarks made by officers to victims (sexual assault) in the E.R. Even advocates are disrespected and not allowed to serve as advocates.

People experiencing homelessness and their advocates described the significant problems they encounter with police, including:

- Homeless people regularly have stuff taken by police and are told they don't have the right to know where stuff is taken. Police throw whole life away -- wedding ring, watch -- called police and made report but nothing happened.
- Police see bar patrons as young revelers, but what would have happened if we had beer in our hands? We would be ticketed.
- Shelters/advocates should provide us with fliers and palm cards on our rights and who to call when we are arrested.

Similarly, people who are deaf and hard of hearing described specific difficulties they experience when interacting with police and offered many ideas for ways to improve those interactions, including:

- CPD needs more sign-language interpreters and far greater sensitivity in communicating with the deaf and hard-of-hearing community. A Certified Deaf Interpreter in addition to an ASL interpreter may be needed to fully communicate. Do not rely on writing notes or lip reading.
- The willingness to try to communicate will be appreciated.
- Create a unit that has some understanding of deaf culture and can make the links between what the police need to know and how to get it from the community. Deaf and hard-of-hearing people need to move and gesture to communicate. Often movement and wild quick gesturing may be seen as a sign of potential danger to officers who may then escalate the situation. Handcuff deaf and hard-of-hearing people in the front if possible so their hands may be used to gesture slightly since they cannot use their ears or mouths to communicate well.

THEMES

Across the three categories above, several consistent themes emerged. Below are additional recommendations participants said are essential components to building trust between residents and police.

1. CREATE A NEW SYSTEM OF POLICE ACCOUNTABILITY

“A civilian review board is critical. A lot of these issues won’t change until there is accountability.”

“It really takes egregious situations for [discipline] to be enforced.”

According to participants, a new structure for a system of accountability which is led by residents -- not police officials or politicians -- is a critical component of building trust and increasing community engagement in this process. They believe that police are not held accountable for their behaviors in the same way police hold residents accountable for theirs.

- Create a citizens’ review board to review cases of police misconduct, and make sure it includes members with expertise in key areas, including domestic violence and sexual assault, LGBTQ, disabilities, and homelessness.
- Police should not be investigating complaints against police.
- Hold police accountable with surveillance.
- Provide incentives for good interactions with communities.
- Stop using government money to defend officers. Individual officers should have their own money/personal liability insurance. Both the individual officer and department should be held accountable for misconduct.
- Train residents in their rights and the law, on how to file complaints and how to file reports. Offer these trainings in schools and to youth.
- Increase the power of community to influence police policy and shift the focus of the police union contracts from only protecting police to also protecting the community. For instance: if police are found to be lying, they should be dismissed; elected community board should be formed to do periodic review of policies and contracts.
- Administrative hearings should be open to the public. Create community report cards for police (with consequences for poor scores) to increase transparency about how police are performing.
- Study/evaluate officers’ behaviors and actions, and when problems are identified, take away their badges and weapons after a small number (ex: three complaints).
- View these issues in a broader political context. Aldermen and judges play a role in holding police accountable; they should be held accountable when they allow police misconduct.
- Challenge the nepotism and political cronyism at every level, which prevents true accountability.

2. **CHANGE CPD CULTURE**

“There’s too much of a culture of letting things slide.”

“The system is broken. You need to tear it down and rebuild it.”

Participants described repeatedly witnessing police ignoring the very laws they are charged with upholding and flouting the power they hold. This erodes trust and gives residents little faith that police are concerned with the well-being of community members. Rather than describing this as “a few bad apples” or “rogue” officers, these residents said they see problems with the overall culture of CPD and are skeptical things will change on the ground until this larger culture is addressed.

- Public promises are made about improving things for our group (example: DV/SA survivors) but nothing happens.
- Improve protections for whistleblowers. Good cops need to police bad cops. Pair “good” cops with “bad” cops (mentorship).
- CPD policies and procedures must articulate that, despite culture and politics, CPD does not tolerate discrimination and police violence. There must be accountability when it happens. LGBTQ officers experience bias/prejudice discrimination from fellow officers, so why would they treat non-officers any better?

Participants also felt that CPD culture negatively affects many groups, including transgender women and domestic violence and sexual assault survivors (most of them women) who are spoken to dismissively when they report crimes against them.

- Address the culture of “brotherhood”/male bias.
- DV/SA survivors are told, “He’s in the other room. He really loves you. Are you sure [you want to press charges]?”

3. **IMPROVE RELATIONS WITH YOUTH**

“There are a lot of cops riding bikes.... Maybe they can use that as an opportunity to do something different with youth, like teach them how to take care of bikes and ride safely. It’s a different way to connect with youth and get to know them better.”

Most groups specifically cited youth as a population deserving particular attention from police when it comes to improving relationships, partly because of the long-term consequences this can have for young people’s own health and well-being. Participants also said young people, particularly young women, can be vulnerable to physical or sexual abuse at the hands of the police.

- Police pull us over, handcuff us, swear at us for no reason. Pull us over on the way to school and make us late, order us out of our cars for no reason.
- Police plant evidence (guns, etc.) on us. We are watched, and then harassed, when we haven’t done anything.
- Avoid handcuffing people in front of children.
- Get young people involved in community town hall meetings, etc. Develop more programs to get young people off the streets and have people they can connect with.

Play basketball with youth. Look for opportunities to build relationships with young people, such as bike safety/maintenance.

- Officers talk to children [sometimes to ask them to translate]. NOT appropriate (in all communities of color, Asian, Latino).

4. **ADDRESS COMMUNITY AND POLICE TRAUMA**

“They cannot be scared of the people they are serving.”

Participants described their own trauma as well as that of loved ones at the hands of police. They also acknowledged and expressed empathy for the stress and high levels of trauma that police officers themselves experience and expressed concerns that such trauma affects police officers’ ability to effectively de-escalate situations and to treat different groups in an unbiased manner, making it critical to address.

- Officers should deal with their own trauma and have regular support groups. Officers need to understand the psychology of why they behave the way they do. Should be mandated.
- Therapy should be required throughout officers’ careers -- not just screening and training. Counsel officers on the pros and cons of their jobs. Traumatized officers should be removed from the force.
- Help officers understand their own biases/psychology and how they experience compassion fatigue and vicarious trauma.
- Mandate higher quality psychological screenings for recruits.
- Address the element of panic many officers experience in crisis situations.

Participants also reiterated the importance of police better understanding the trauma caused by poverty, violence and other factors in many communities. Rather than adding to it, police can work to fully understand it and minimize it, which participants believe will improve police-community relations.

- Train officers in recognizing and addressing mental health issues of community members.
- Training for cops on trauma-informed care -- understand perspective.
- Educate officers on trauma, where people are coming from, PTSD and how it affects people.
- Increase the number of mental health specialists in CPD (example: social workers) and take them on calls involving vulnerable populations. Unlike many major cities, CPD does not have social workers.
- They must be accountable for the hostility created by PTSD and the way this can (wittingly or unwittingly) be targeted at certain groups (ex: transgender people).

Conclusion

Too often, the voices of those who most directly experience our city's greatest challenges go unheard. These small group conversations captured important recommendations and concerns, which should inform the larger effort to build trust between Chicago police and community residents. Participants in each conversation were frank in their concerns about, and recommendations for, police. They also acknowledged the challenging work of police and expressed a willingness to work to improve the relationship between police and the community. Their comments were provided to the Attorney General's Office and the City so they could be reviewed carefully as they negotiated the draft consent decree. Of equal importance, their comments also provide an important path forward for both CPD in guiding its future policies and practices, and for the advocates who represent the public safety needs and concerns of community members.

Small Group Conversations Attachment

Participants' Comments

Use of Force

- Severe penalties: suspension, no pay; fired; diff levels of penalties; warnings; pay cut; demoted; retrained.
- A suspension can range from a month to a year; sometimes w/pay, sometimes w/out.
- Take away badge.
- Anger management, self-control, retake training.
- Go to jail if they shoot someone.
- Follow same laws as everyone and pay same punishment.
- Take away weapons and replace with toy as form of punishment.
- Train on shoot-not-to-kill; aim for non-vital areas; non-lethal.
- Sue police department for misconduct.
- Pair “bad cops” w/“good cops” – mentorship.
- Take emotional/psychological test during training.
- Don't be too harsh and don't be too soft.
- Limit police benefits and restructure how much money police get.
- Handcuff [youth] for no reason.
- Police harassment and violence when people don't obey.
- Pick people up, handcuff, drive around and drop-off in “opposition” neighborhood and they have to walk back home.
- Cops don't turn their body cameras on.
- Order [youth] out of their cars for no reason.
- Stop getting scared – they shoot because they're afraid.
- Stop going undercover.
- Stop breaking the law.
- Be role models.
- Anger management.
- Exercise patience.
- Self-control
- Empathy
- Use speakers to warn people about patrols.
- Grab gun first, not stick.
- People falsely accuse people they don't like – call police for no reason.
- Cops pull them over just to see if they have a record.
- Talk vs. violence.
- Smacked one person on the neck.
- Slammed them against cars.
- Cops lie and say they got a call.

- Training for cops on trauma-informed care – understand perspective.
- Educate officers on trauma, where people are coming from, PTSD and how it affects people.
- Cops should know that community people are raised to fear police.
- Cops say they “fit the description of a shooter” but can’t describe shooter.
- Why do cops ask if they want receipts??
- 6 squad cars of cops jump out and accost 4 people walking.
- Cops watch them and harass when they aren’t doing anything.
- No suspensions with pay after violence against resident.
- Prosecution and jail time for CPD who use excessive force.
- De-certification and loss of pension.
- Deadly force is the “go-to,” at least that is the perception that needs to change.
- De-militarize CPD. If they look like soldiers, they feel and act like soldiers and that they are at war.
- Being human to others and see us as humans! LGBTQ officers experience bias/prejudice/discrimination from fellow officers. So why would they treat non-officers any better?
- CPD policies and procedures must articulate that, despite culture and politics, CPD does not tolerate discrimination and police violence. There must be accountability when it happens.
- CPD must recognize that Trans folks are not always the “offenders” in the situation.
- CPD escalates situations by over-responding – you don’t need 6-7 officers to respond to a simple situation.
- Take away cops’ guns and give them Tasers.
- Train cops to ask the right questions, be empathetic.
- Fire officers who use excessive force.
- Training on use of force.
- Sensitivity training.
- Cops need to be held accountable on the first complaint.
- If not terminated, suspended and additional training, refresher course.
- People need training classes on how to file complaints v. police – need education, maybe even in school, about rights/filing a report.
- City should step into incidents of excessive force.
- Need to police the police, raise awareness of issues.
- Need to be able to send texts, pix to police online.
- Real-time police camera streaming.
- Cops shouldn’t be allowed to switch cameras off.
- Take money, pay from officers with allegations of misconduct.
- Satellite stations in NYC, phone both sized, with cameras, can see for 10 blocks.
- Policies to raise the bar for officers to use guns.
- Hold officers accountable.
- Don’t use fear to justify deadly force.
- How will conflicts between court cases and reform policies be resolved?
- Community is forced to respond based on treatment by police and fear for their lives.
- Stop shooting people in the back.
- Stop chasing for small crimes – stealing candy.

- Don't stop teens without cause.
- Tenants need recourse for neighbor issues other than calling police.
- Accountability for cameras turned off and muted.
- Fired when officers file false reports and enforce.
- De-escalation policy instead of use of force.
- Ongoing psychological evaluation.
- Rework psychological evaluation – find upbringing and how they relate to fear and respond.
- Don't arrest innocent people and treat them like suspects when community knows who the criminals are.
- Need better whistleblower policies for officers
- Models need to change! (Don't only make it deadly use of force!)
- CPD abusers using force tactics against wives.
- Body cams are good. Penalties if their device "is not working."
- De-escalation training is not working. Police still doing it (being abusive). Improve the training.
- Feels like they purposely provoke.
- Not good psych screening (get GOOD psych evaluations)
- Element of panic that takes over. Don't know how to handle crisis.
- DOJ said current training is laughable – OLD, poorly executed, not frequent.
- Screen for misogyny, predatory behavior, homophobia, "-ISMs."
- Roots of white supremacy.
- CPD may have personal history of family DV (as children).
- Officers more absorbent at academy – more intensive training up front.
- Enforce ability to FIRE (although firings have resulted in homicide of victim).
- Commanding officers have bonded abusers out of jail!
- Citizens Review Board (neutral parties) – but people with expertise!!! Content Experts – DV, Sex Assault, Trafficking, Mental Health, Trauma.
- Better, more thorough, public reviews (an officer abuser beat up his girlfriend!) – No Accountability!
- Know the advocacy community more intimately! Don't dismiss us! We want to work with you!
- Stop using government money to defend officers.
- Changing policy around use of excessive force
 - acknowledge us
 - ask questions before making assumptions
 - respect the law and the people
 - Have to be more than "I thought I saw a gun."
- How do we take the fear out of the community and police?
- Alderman play a role in holding police accountable.
- Have heard of specific cases of rape of small children.
- When administrative hearings they are not paid.
- Make policies public.
- If you shoot and they didn't fire a gun or have a gun they should be fired.

- Better access to OPS officers.
- Community based pressure on CPD and elected officials.
- Admin hearings should be open to the public.
- Institute a better way for community to report police issues and be involved in the hearing.
- Quit being bullies.
- Disarm police.
- Code of Silence, impunity – can kill someone – even if justified – and go back to work – not fired. Burge gets pension.
- Have consequences especially if use of force - interviewed by police officer I complained against.
- Suspension, firing, w/o pay, criminal charges.
- Investigate and address it.
- Do police job because you want to be there, stand up for people's rights.
- Macho cops
- Police impacted by trauma – stigma of seeking mental health services – If responding to violent situation forced to see therapist and get acute trauma help.
- PTSD
- Trauma and men can be explosive anger.
- Some are psychopaths.
- Untreated trauma – time off.
- Required therapy – throughout career – not just screening and training.
- Hands on weapons when interacting with homeless so fearful of what said because then be shot.
- Feed off our fear.
- Change approach – talk to us, be friendly, no hand on weapon.
- Police confront co-workers who don't respect rights.
- Use of force not always physical – mental force – intimidation – military style dress for intimidation.
- Shoot in shoulder – why shoot to kill? Shoot to wound.
- Tasers
- Drop stuff off – water, food – to [homeless] community.
- Approach – stay, talk, be human – shoot the shit – what do we need? Collect money.
- Justified force – (if someone has a pipe – doesn't deserve to be shot – Disarm without shooting – Force equal (to situation), citizen would have broke law (if responding the same). Bully club.
- Home, our people who we are to defend, won't turn his back on his boys (police).
- Officers incite incidents, push you to give them a reason to use force, take pride in it – is that a quota?
- Body cams
- Code of Silence – get rid of – punish them right away then other officers see it.
- Leave with pay is a vacation.
- State's Attorney or OAG – have to prosecute officers when break the law, accountability.
- Cops don't police other city agencies – police civilians – not city workers when they violate rights.

- Make sure other city departments follow the law.
- FOP Book – Rules of Engagement – remove discretion – so don't get in people's faces.
- Cop off-duty when off-duty – not in uniform – but still harassed (by off duty police).
- Cop not in uniform, not on duty but still accused of assaulting a police officer when kid harassed (and they responded).
- City Police, Alderman's Office – all involved, interagency issues, not following protocols – too many people being lax.
- Too many hands in the cookie jar.
- If someone throws food and spits on you – police say why are you panhandling, get a job when complaining.
- Police want to make me cry.
- Need protection from the police.
- Threaten to call animal control on my cat for panhandling.
- Not on the books - the rules [police] cite.
- (Police who are) Off-duty security guards – plant drugs – and off duty but arrested them – when they complain their pay shorted.
- McCormick Place using temp-staffing firm run by off-duty cops.
- Sometimes the police wear uniforms to off-duty security jobs.
- Temp agencies cut short checks and if complain then accused of crimes.
- Victim blaming and shaming especially to teens.
- Drunk teens abusing homeless.
- Parents support kids so police don't do anything.
- Put homeless in category, labeled (but community meetings are by neighborhood), have homeless community meeting with Police – because homeless are a community.
- Limit contact between homeless and cops unless qualified.
- Rather police not be involved with community – same power and rights as everyone else.
- Justifiable force
- Real and clear accountability
- Bad behavior and silence shouldn't be supported.
- Feb. 1996. – I was cuffed and asked if want to go to jail or treatment! I was deaf not drunk!
- ACLU!
- 40 hr. training to learn what they did wrong.
- Make them deaf for a while (put plugs in their ears).
- Sue them!
- No other culture puts up with people being grabbed. [Deaf and hard-of-hearing people] need to yell about this abuse.
- Sometimes interpreter is not good! (They should be fired if interpreter is bad) – Fire them!
- Suspend Officers.
- Cuffing our hands is the equivalent of gagging [deaf and hard-of-hearing people]!
- We need to scream so people videotape this abuse!
- Have police work with organizations that work with us.
- Bring the superintendent to us! We will tell him our issues.
- Offer more sensitivity training.
- Consequences of excessive use of force [need to] be felt.

- Renegotiate the police contract so that (fellow) officers that lie about using excessive force have to go.
- More substantive progressive discipline for officers who receive repeat complaints.
- Psychological evaluation.
- More transparency about how police are performing.
- Tie behavior / discipline to pay (unpaid leave, demotions, paying penalty when you receive multiple complaints).
- Forced time off w/ no pay.
- Punish police financially for the decisions they make.
- Incentivize those police who are doing really good work. For instance if you go through a year w/out incident you get a bonus/promotion.
- Recommendations from COPA are final w/an appeals process.
- COPA should not be appointed by mayor (hybrid/city council).
 - Mayor should have input but not final authority.
- Let's look at good police dept and learn what they are doing right. Best practices.
- Independent group to take recommendations and reinforce.
- In DC they required police to take cultural insensitivity training but hired a white guy. Do not do this. Should come from trained professionals from that community. (Training by and of the People).
- Let's think about equipment. Let's change what they are carrying as a means of reducing excessive force.
- Maybe use rubber bullets.
- Let the weapon fit the occasion.
- Look at new technology.
- Explore qualifications, training of people who are allowed to use weapons.
- Match skill level to requirement in the area. Maybe more experienced officers to higher need level [areas].
- Gentler police culture within the police department.

Impartial Policing

- Open minded; don't attack on race.
- Stop being prejudiced.
- Don't be aggressive to people of color.
- Treat each other with respect and equally.
- Study/evaluate officers' behaviors and interactions.
- Look into their past.
- Get to know the community.
- Body cameras on CPD bodies and cars.
- Community surveys about interactions based on race.
- Counsel CPD on pros and cons of their work.
- Ask questions before judging.
- Training on verbal skills.
- Look into patterns of who is kicked out of restaurants and has the police called on them.
- Regular evaluations of CPD.
- Training how to talk to people and be less hostile.
- Police should follow the same laws as everyone else.
- Program for CPD to discuss what they can do better.
- Alternatives to shooting and de-escalation training.
- Soft gestures and polite language; not strong or aggressive tone.
- Taser vs. gun
- Police pull them over for no reason.
- Crooked police – hear about them stealing evidence.
- Plant evidence – guns, etc. – when they don't exist.
- Treat others as they would want to be treated if they didn't have a badge.
- Serve and protect.
- People try to stay out of their way.
- Cops say "I can tell you've done something wrong by looking at you."
- Police cameras should be on and used.
- Cooperation
- Equal rights for all not racism.
- Follow their rules – their own rules.
- Not abuse their authority.
- Not to put cases on people.
- Plant guns from old people on young people during stops.
- Officers judge them on juvenile cases even though they're legally adults.
- Cops pretend they're going to chase them to make them run away.
- Have white and black cops together.
- CPD should have community show cops how they want to be treated.
- Obey leadership of CPD.
- Training in bias, socialized to believe black and brown people are guilty.
- Have cops from neighborhoods patrol neighborhoods.
- More black and brown cops.
- Cops: stay calm, don't have attitude
- Get to know communities they work in – interrupt preconceived ideas/biases.

- Provide LGBTQ competence training, especially increase understanding re: interacting with Trans folks with respect.
- Mandate a routine of on-going LGBTQ training to keep up with community, including commanding officers.
- LGBTQ community is intentionally built and very diverse so do not provide a “this is the community” approach. LGBTQ people are from and part of all Chicago communities.
- Screen for Transphobia in Academy applicants – reject those with Transphobia.
- Additional LGBTQ training for officers coming to Lakeview from other Districts for special events.
- Experienced bias against Trans – women personally – making assumptions about your life and judging situations.
- Police need to start fresh with every interaction – don’t bring attitudes / baggage from home or work to community members.
- LGBTQ community members should be involved in training CPD on LGBTQ issues. Those most impacted should lead trainings.
- CPD needs to provide officers with ways to leave their stress or bad attitudes behind before going out into community.
- CPD should ask [Transgender / gender non-conforming (TGNC)] folks if they would like an advocate or friend present during interactions. Protocol?
- CPD does not Mirandize TGNC folks when arresting.
- De-criminalize sex work in order to decrease interactions with CPD.
- Trans-specific trainings are necessary.
- Make public the trainings provided to CPD: (1) topics (2) training providers (3) frequency.
- CPD is hostile to Trans people
 - escalating situations
 - restraining Transwomen to strip and search bodies to identify genitals
 - not following / ignoring Trans policy directive
 - Trans policy directive decreases safety by isolating Trans people for abuse by officers
- CPD must be accountable for the PTSD their hostility inflicts on Trans people.
- When CPD provides training on LGBTQ issues, attendees must certify that they know the info and will follow the training accordingly.
- CPD must enact real consequences when officers do not act according to training.
- CPD gets away with a lot of violence and harassment. We are creating our own ways to solve conflict without CPD.
- Stop making assumptions.
- Ask the right questions.
- Psych test before become officer.
- Cultural sensitivity training.
- Prohibition for folks with mental illness (being law enforcement).
- Control gun violence – not using guns to attack.
- Not create gun violence.
- Serve and protect.
- Don’t instigate violence.
- More cops who grew up in neighborhoods – esp. poor hoods – West Garfield Park, Hyde Park.

- Connect with young people also from same neighborhood.
- Good cop from neighborhood is part of community, will give benefit of the doubt.
- Need more court advocacy to explain things after people are arrested.
- Lack of community knowledge on legal system/process.
- Need people in CPD to educate on rights, court system.
- No cop academy – money should go to education.
- Lessen the police in neighborhoods – creates pipeline to prison.
- More training for police – longer police academy.
- More education for police on laws and what they mean.
- After arrest, juvenile / LGBT person there to advocate, create safe space – LGBT – friendly person as arresting advocate.
- Not enough people from neighborhoods want to be police.
- People are PC while working, bias is hidden / they're on patrol.
- Cameras need to be out to record – changes actions and creates accountability.
- Understand history of police.
- Patrol and control vs. serve and protect.
- Police protect property not people.
- Even orders of protection don't protect.
- Understand how to govern ourselves around police.
- Teens need to be taught how to engage with police, i.e., be quiet – what we can say, can't be.
- Manners prevent conflict v. conflict resolution (manners).
- Know the law and know your rights.
- Workshops for people in communities – will minimize problems on interacting with police.
- People need to work in communities to foster respect – we need to take care of each other.
- Psychological exam for whether people are stable enough to be police.
- Accountability needed – if you don't "get it," you shouldn't be a police officer.
- In the 1950s, cops knew people in neighborhood, would interact with community.
- People say hello and they're reaching for their guns.
- The media has hurt us – representations as gangsters, etc.
- Police shouldn't always come in big groups.
- Embrace and love each other.
- Pop culture needs better representations, i.e. Black Panther.
- Complaints need to be investigated.
- Officers should be pulled after 3 complaints.
- Police shouldn't investigate police complaints.
- Just like police want to go home – so do civilians.
- Need mutual respect.
- Employ social workers and other staff to respond to situations.
- Teach implicit bias to officers.
- Give fines to officers who rack up complaints.
- Start working with existing agencies.
- Police policy foundation is rotten needs overhaul.
- FOP too strong.
- Police liability insurance for officers (strong group support).

- Change police culture.
- Community police report cards with consequences for results.
- It's almost impossible!
- Officers' subtle threats about "documentation status."
- Constant theme. "Are you sure...?"
- Character assassination – (because of background) – Esp. sex trafficking
- Threats to call DCFS ... "Are you sure you want to move forward with this?"
- "He's in the other room. He really loves you. Are you sure?"
- CPD abusers – if victim is the lover they discourage the report.
- There's bias – male to male (in favor of male perpetrators) loyalty – brotherhood.
- (Do not see the victim side).
- SOLUTION – understanding of the psychology – your own psychology / own biases – examine self.
- Officers should deal with their own trauma – regular support groups – help them understand the psychology of why they behave the way they do. MANDATED.
- A minimal amount of Mental Health Specialists in CPD → Needs to be increased!
- External to CPD – MANDATED, REGULAR, NOT INCIDENT RELATED.
- Don't call it mandated – there needs to be a culture/environmental shift led by superiors. A NEW MODEL IS NEEDED.
- Services need to be confidential.
- Compassion fatigue / vicarious trauma.
- Too much stigma for it to be optional
- Police need to know why we have these systems (historical).
- Training Topics needed: 1. Power/Privilege Training, 2. Oppression, 3. Cultural Competence, 4. Harm reduction approaches, 5. Self-Care and Therapy.
- Higher Ups need content expert advisors!
- No investment in good programs!
- No prioritization!
- There are events but small scale but a disconnect with front line.
- (Warm fuzzies v. responders) (not "real" police – what peers think of them).
- No real investment from higher ups.
- Don't see correlation between DV and other violence
- Training –
 - anti-racism training
 - more sensitivity
 - more black police
 - police from community – hire people that can relate to urban community
- Change culture inside police department.
- Pre training/relationship with the community they are going to work in.
- Need accountability.
- Follow through on real consequences if someone is killed then they should go to jail.
- Ask first; before you pull the trigger.
- Stop profiling – track community's geography and race and report publicly.
- Maybe have a community member ride along.
- Penalize putting mics on mute.

- Officers sometimes don't follow thru on the report – how can we alleviate that.
- Come into poorest communities to make numbers. Numbers of arrests should not be tracked as part of the quota.
- Follow the money – and the politics.
- Public office – officer to be held accountable – [by] community based organization (may mess with grants) – independent from the city – maybe faith based – someone that works in conjunction with ACLU, not to succumb to the pressure.
- Mandate community service for officers to work in the community.
- Lot [of] talk about the “dirty” cop and personal experiences.
- Lack of respect for authority because police act above the law.
- Stiffer penalties.
- Judges need to be held accountable for letting police officers off when they have been indicted.
- Be able to sue officers individually.
- Individual officer to have their own money – personal liability insurance.
- Home with no pay if someone is under investigation.
- [Develop] Homeless Rights with cards to distribute by [Chicago Coalition of the Homeless]
- Don't discriminate.
- Stop aggression towards homeless.
- Police need to see them.
- Give [homeless] water/food, have in car.
- Show you care.
- Respect – Golden Rule.
- FOP Book – chapter on homeless and homeless youth.
- There are layers – race, class – not just homeless.
- Mentally challenged.
- Team/coalition/group going to police – go to roll calls to help police understand.
- Homeless men accused of sexual offenses and other crimes they don't commit.
- Bar patrons – young revelers versus what would have happened if we had beer in our hands – ticketed.
- Money talks.
- Root cause – accountability – psychological vetting before hired – not because dad is on dept.
- Job attracts people you don't want as police.
- Screening – transparent screening.
- Stopping patronage / nepotism.
- Pre-Screening and post screening.
- CIT training mandatory – helps with mental health interactions.
- Empathy – Mental Health First Aid Training.
- Mental Health First Aid Training – NAMI [National Alliance on Mental Illness] – young people and adult certifications.
- Above the law feeling.
- Accountability – they work for us.
- Bully – take advantage of the situation.
- Afraid to stand up for themselves because they want the situation to go away.

- Everyday threaten to throw away tents.
- Illegal searches of tent.
- [Homeless] told don't [they] have the right to know where stuff taken.
- [Police] throw whole life away – wedding ring, watch – called police and made report but nothing happened.
- Response to stuff taken.
- Paper with your rights – carry and plaster under the bridges.
- Local teens attack homeless – police took a while to show up, no response to report.
- Rogue cops – bullies.
- "I'll tell you when you have rights" police break IDs in half, confiscate ID, steal bus cards for standing up for rights.
- Elected Citizen Body to review the police for better recourse.
- Every [homeless] shelter should have palm cards of who to call if harassed.
- Blue code of silence.
- Most of police bad – not rogue.
- Officers – nicer to white people, issue with interracial relationships – [hundreds] of stories – physical violence – choke, threats.
- Same officer bullies lower Wacker – discriminates, takes cardboard boxes on ground, air mattresses. Targets homeless drug addicts.
- Vetting of police.
- True accountability – serious investigation in response to complaints – lose jobs.
- Police tell homeless – "I'm the law."
- Trained officers for each district on mental health and homeless interactions.
- Sensitivity Training to understand deaf culture.
- Communication!
- They arrest us and tie up our hands ... how [do deaf and hard of hearing people communicate?]
- Do they write for you? No!!
- Police don't care about [deaf and hard-of-hearing people]. Just move their mouths.
- They won't write to me at all. They pull guns, they won't try.
- They ignore the sign on my belt that says I'm deaf.
- When police ask about writing I get frustrated. I waited 30 min for an [ASL] interpreter. Then they sent me home.
- Go back to class!
- If police signed it would be AMAZING!
- We need MORE [ASL] interpreters!
- A cop was following me when I left work and they saw I was deaf and they said they made a mistake. I was so afraid then I went home I spoke to my wife and it ruined our night.
- They shut off their bodycams! I don't even know why they stopped and cuffed me.
- Sometimes there's cops that won't show badge or give me their names.
- Hire deaf police!
- Last year I was arrested and requested an [ASL] interpreter and they laughed at me! I said it's my right but they wouldn't do it.
- Learn sign language! Write! Get an [ASL] interpreter!
- Basic sign [language]! (ABC cards)

- Get a deaf unit. D.C has a deaf unit! (BIG REQUEST by all)
- Supervisors need to get it! So they can respond appropriately. They need to go to class too!
- Situation Cards →
 - VRI (Video Report Interpretation) – controversial but better than nothing
 - VRI technology is horrible / it freezes!
 - I'd rather have an [ASL] interpreter
 - 2-D screen
 - Not help with cognitive issue.
- If use then ask deaf person if they want and use it=>BUT only till deaf unit shows up.
- Police department is needed to reflect the community it polices.
- Policies that promote, support, enhance impartial policing.
- Institute cultural competency.
- Attend actual classes taught by cultural competency [experts].
- Develop a psychological tool that shows if you are afraid of black people.
- Decrease incentives for bad policing and increase the punishment for bad behavior. Increase incentive for good behavior. If there are a lot of write-ups, there should be some way to flag that behavior.
- I don't like the word "policing." We need to change it.
- Institute constitutional law enforcement.
- Frame it as law enforcement. Is there a real difference?
- They need to teach police to practice what they preach.
- Range master should be held accountable if s/he allows someone who is dangerous to be allowed on the street.
- Pull out people who are traumatized.
- Whenever a murder occurs as a result of a police shooting, the police should be reassessed and then reassigned (progressive discipline).
- If they have a black target w/white target at shooting range. They have to know it is not ok to kill black people.
- If they kill someone, they [should be put] on unfunded administrative suspension until a full review can take place.
- Not taught to shoot to kill.
- Minimum penalty requirement of policeman for significant payout. Proactive policy.
- Held personally financially liable.
- Should be dismissed if don't check your equipment.
- Teach people to understand views and bias.
- Significant turnover of staff. You have to change the culture. Old dogs out.
- Better protection for police officers who speak up. Better whistleblower protection.

Community Policing

- More neighborhood cameras.
- More police presence.
- Go in groups for accountability/witnesses.
- Have allies/neighborhood watch who aren't biased and trustworthy.
- Police problem-solving get-togethers twice a month with community members – track results.
- Get to know people.
- Interact and do fun things like sports with people.
- Encourage diversity.
- Have officers' identities reflect that of the community.
- Be nice and stop criticizing teenagers.
- Be friendly.
- Talk to young people.
- A way for cops to discuss community problems.
- Interact in a positive way with a good attitude and non-judgmental.
- Transparency so community knows what's happening within CPD → use TVs/media.
- Police don't serve and protect.
- Cops refuse to capture killer – turn the other way.
- Laugh and joke at serious crime scenes.
- Police pull people aside to ask questions while crime is happening.
- Cops swear at them.
- Police pull [youth] over on the way to school and make them late – often.
- Check on them, see if they're ok, etc.
- Give youth opportunities to explain themselves, not always pull firearm.
- Assume they have something, have done something – when they stop them.
- People tell the police false info.
- Basketball between young people and police.
- Police like slave masters – capture us and take us to jail.
- Get to know me, get to know the community, not just lock people up.
- Pull guns on them, assume they have weapons.
- Build trust by coming to events – give back to the community – mentor.
- Stop by just to say hello.
- Picked up a kid with pot, told him he could go if they found a gun, then planted a gun on him.
- White shirts wait in the car, don't discipline, supervise.
- More accountability for cops – not punished for wrongdoing.
- Cops aren't held accountable.
- Same standards of accountability for cops as the community.
- LGBTQ members have been having conversations for years and seen no change in how officers act even when policies change.
- LGBTQ people must be on the independent monitor team.
- CPD makes LGBTQ people feel unsafe:
 - joking and side remarks disparaging LGBTQ people
 - come into space very aggressively to dominate, not be part of safety of community

- Do not have quotas for arrests or interactions because that decreases community safety.
- Increase LGBTQ identified liaisons.
- Good cops need to police Bad cops – no collusion!
- Cross-cultural competency at all levels throughout employment at CPD.
- Officers should live in communities they work in.
- Protect CPD whistleblowers.
- Block party hosted by CPD – grill, DJ, bouncy houses.
- More events within communities with high rates of violence – i.e., talent shows, basketball, soccer, etc., people vs. police.
- Outreach to build relationships.
- Bring back the beat cops.
- More programs to get kids off the streets and have people they can connect with.
- More respectful interactions between cops and community.
- CAPS meetings – we have to go out and engage – it concerns us.
- We need to be engaged – activities are happening, we aren't involved.
- Sense of community is missing in general.
- By better being engaged with training.
- Cops need to remember they're public servants.
- Continuing education re: we pay you, goal = human relations.
- Expand the meaning of diversity – inclusion, etc. – what the public thinks diversity is.
- Focus on human relations.
- Community engagement opportunities to impact systems to better define boundaries / guidelines.
- Need strong leadership at department – maybe from outside Chicago as Supt. and human relations.
- Need metrics when things go wrong – accountability measures.
- More people like us in the police dept. – GLBTQ – i.e., no trans officer, intersex, i.e. – we need them to be represented.
- Sgts need to police the police – should be ensuring accountability – don't seem to be doing anything.
- Need to follow up on complaints against officers.
- Grievance process needs to get better – complaints need to be investigated.
- Cops with multiple complaints should be off the force.
- “You look like you're about to commit a robbery” – cops are disrespectful, stop and abuse for no reason – needs to stop.
- Some police want to be part of community but are not the ones that are responding.
- Get out of their cars and talk to people.
- Engage with people, especially immigrant community.
- How do we challenge stereotypes police have for black and brown people.
- Need beat cops – positive interactions.
- Halloween parties for kids and events where people can have positive interaction.
- Consistency with neighborhood officers.
- Cultural training.
- Mix race of officer and partner – mostly white police.
- Policies for greater accountability.

- Enforce policies.
- Change culture of letting things slide.
- Break Code of Silence.
- Don't use officers of color to make example of accountability.
- Make sure officers don't discriminate.
- Need to bring education to schools and students.
- Police should give back to community teach kids how to ride bikes.
- Planned programs and activities.
- Need options other than police ex. Police don't have good relationship with trans women of color – can they work with other groups or agencies.
- Need more confidentiality and transparency.
- Transparency – let people know they are actually working on issues community members call about.
- Human / Sex Trafficking – very little training received. No safe mechanism for reporting.
- One trafficking team in the whole system – not enough.
- No response from the highest level.
- The inconsistency of responses. Base of humanity or compassion lacking. (lack of training) and insensitivity – no general order – don't be Judgmental -- “Why calling so late?” “Why did you get in his car?”
- Police are just not nice.
- Cultural competency/sensitivity training needed.
- Do not profile the victims.
- Spanish victims – rarely have officers that speak Spanish – abuser only tells the story.
- Some areas don't have any Spanish speaking officers – or leave messages in English.
- Officers talk to children. NOT appropriate (in all communities of color, Asian, Latinos).
- As a victim –2 experiences – one in an open area police was trying to talk the law, nervous. Second amazing officer – very sensitive, non-judgmental.
- Snide remarks made by officers to victims (sexual assault) in the E.R.
- Cultural Competency – different types of normal.
- CPD does not have Social Workers. Many major cities do have. There's some good partnerships with some of our organizations but not enough.
- Accountability is not there for mistakes made.
- Victims not treated with dignity at police stations – further victimize the victim – some make them mad on purpose to make them leave.
- Front desks at stations are poorly trained, SOLUTION – tell bosses.
- SOLUTION – Superintendent and leadership need to understand the issues and dialogue about them.
- Look at internal policies and procedures.
- Firing is not recommended for CPD DV perpetrators for officers D.V. actions. Public promises (when they rarely happen) but nothing is implemented.
- Even advocates are disrespected (by Sergeant) not allowed to serve as advocates.
- Explore the benefits of the partnerships – convey that to the front desk staff. Key 1st point for victims (should be best trained).
- Mandated time they walk the beat.
- Avoid putting handcuffs on in front the kids.

- More youth centers in the community.
- Get in community and get better understanding.
- Young people to get mental health counseling / rehab.
- Police officers be trained in mental illness.
- Trained to kill – we need to stop this.
- Community to be trained in procedure of arrest.
- Be required to talk [kindly] with residents when they are walking the beat – don't come around only when they get call.
- More social activities off the clock, should be part of the training, especially all new recruits.
- Go to their beat and have hours they have to do in service to community to build relationship.
- Have background checks.
- Mix the partners up – different ethnicity – new/senior.
- Officers should reflect the makeup of the community.
- Change interaction through use of language, no use of foul derogatory language.
- ACLU to be trained to ride along.
- Obey laws (basic) stopping traffic – making violations.
- Take the reporting out of the Police Department.
- The problem is the negative interactions that the police department have when in the community.
- Revenue from business to support community / police programs – and the community in general.
- Make more instances for police to have positive interactions with the community – not just when something happens.
- Communities – long term residents should be reflected in percentage the makeup of community – ex-felons – single moms – seniors – young black men.
- Hold town halls to get the communities perspective.
- Get kids involved.
- Citizens should be educated about the law.
- How to get someone off the gang list?
- Back to School Fairs – police [have] table for community relations, they have gigantic guns and vests, look terrifying.
- Shouldn't look like military to talk to kids – think they're going to shoot me – scary.
- Unless evidence of crime – police shouldn't deal with homeless.
- Police are about law enforcement – why necessary for police to interact with homeless.
- Do police know of community resources? Be knowledgeable of food, housing, health resources.
- Don't label.
- No relationship between police and homeless because abuse power.
- [Homeless] have to prove [they] have own the stuff – receipts – [to get it back from police] – but police throw away receipts too.
- Police talk about property values when removing body from the tent.
- All have power – police pick on homeless because they don't see our power and hear what we're talking about.
- [Advocacy groups go to] Springfield to get laws changed, why can't we go after police dept?

- Be in the room, ongoing until something is done, we need to take it to them, organize every day – make presence known, need allies.
- In every district – assigned CIT trained officer, that homeless trust, gets to know them, take complaints and resolve situation.
- [Police] came after me when testified, got involved [in activism]
- Random police interactions seem to be to throw out stuff, sweeps when this [activism/ testifying] happens, how are they supposed to act?
- Trying to survive day to day – you are going to see us, if you wouldn't approach other citizen why approaching homeless?
- CAPS is a joke – get rid of and start over.
- Police have a gun so showing our power doesn't work, they have institution, code of silence, have gun – threatening calls when advocate.
- Homeless citizens on Citizen Review Bd.
- Get rid of gangs in the neighborhood.
- Police need to hear older people too!
- Ongoing training not just one time!
- I think there's no real partnership. It's deals instead of honest partnership.
- People laugh at me. It was mistaken identity.
- You have to give training ONGOING – monthly.
- Direct contact w/our community! It's an attitude change that's needed.
- I got cops always watching me. I use a walker and I get frightened.
- Community Events with CPD! Recently we had a basketball tournament!
- I have a photo with police that I use to show them to leave me alone.
- Police notice color of skin first – ALWAYS!
- Hangout with us. Don't judge by our color!
- Education is important. We are complex.
- Police talk, they need to be patient with us. You gotta work with managers, neighbors and businesses.
- Idea: FB idea—a deaf woman went around training cops!
- Cops profile me! There some bad stuff going on with cops (i.e., dirty cops).
- Cops drink too much!
- I'm walking with friends and cops go around the block to follow us. They're not comfortable that I'm deaf.
- It's important with DUI's – [deaf and hard-of-hearing people] have balance issues! Get the facts!
- Story: ACLU got involved because some people that are disabled.
- DEAF COMMUNITY PRIORITY: Communication access. POLICE PRIORITY: Safety. Need to meet in the middle.
- (Some basic culture was not known!)
- Constant exposure to each other!
- High School deaf track team to jog with recruits.
- Overlap the 2 cultures.
- Deaf people are everywhere!
- No policy about cuffing in front – you disable the ability [of deaf and hard-of-hearing people] to communicate!

- Serve and protect.
- Gain trust of community for police force.
- Those who work for CPD need to represent the community culturally. NEED TO UNDERSTAND CULTURE DYNAMICS.
- Respect segment of community working with protect – view as individuals as they should. Protect community and engage in activities that are not punitive.
- They cannot be scared of the people they are serving.
- CULTURE FROM TOP DOWN (Mayor-Supt) – community policing has to believe.
- Hire from within the community.
- What do you mean by policing?
- Why was the police started for to bring back property?
- More about us and them.
- Proactive campaign to integrate people of color life experiences as part of training, discussion interaction.
- Satellite police presence. Decentralized policing.
- Accountability for minor infractions – public forum.
- Paid positions for community [members] to help with community.
- Study of best practices of community policing across the nation.
- Police need to live in the community.
- Use story catchers (NFP) model around police candidates' engagement.
- CSU can teach CPD Black studies – could be online.
- Police cadets could engage in conversations with affected youth.
- Check the policies and change those that are outdated. Like raise your hand and then you get shot.
- And allow community to influence those changes.
- Update and periodically review [policies].
- Communicate those changes.
- Policy dictates actions.
- Union contracts that are signed by/on behalf of CPD should be forced to change policies that protect community / community policing. Contract language should protect community too! For instance:
 - If police are found to be lying, they should be dismissed.
 - Elected community board should be formed to do periodic review of policies and contracts.
- Should be no push back from mayor and police on community involvement.
- Better communication about “crime” trends taking place in a community. Sit in the corner and warn me that there is potential danger. Patrol more frequently.
- Use the news, newsletters, direct communication to alert the community.
- Two-way communications, a forum or text message (inform and alerts).
- A clear timeframe when a complaint or concern is raised.
- More police presence (you should be able to see them). Don't take so long to respond. Just drive down the street.
- More monetary accountability (reward or punishment) / job description to achieve the higher goal of hiring people of color (99% white).
- The composition of the police department should reflect the demographics of the city.

- We want to know they are there.
- Quality of (their) presence. Do not harass but engage us constructively.
 - actively participate in events
 - they have to care
 - require them to build intentional relationships with the community
- More beat cops.
- More officer friendly, not unfriendly.

Appendix G – Community Roundtable Comments

USE OF FORCE – What can CPD do to reduce its use of force?

- Police include clear directives when they pull people over (for those who don't know).
- Consider adjusting training around use of force.
- Educate youth on law around use of force.
- Police to follow procedure if they exist.
- Develop clear procedures around traffic stops.
- Develop educational ops around cultural awareness by district.
- Take time to get to know a beat.
- Develop supports that help address stress/triggers.
- Required stress management and counseling.
- Evaluations around how potential/current officers deal with stressors to determine fitness for work.
- Continual academy training and testing.
- Unarm CPD and give them nonlethal weapons (rubber bullets/tranquilizers).
- Use body cameras that can't be turned off.
- Fine officers who manipulate security equipment.
- P.O.'s/Union to take out liability insurance.
- Sergeants and P.O.'s alike to pay penalties.
- Use Tasers more than guns.
- New procedures around escalation.
- Union to be involved in officer training.
- Officers to live in the communities that they serve in - they should know the people.
- Education around black history and multi-cultural history to help them understand cultures/contexts in a community.
- Meet with community before working in it (internship) as a prerequisite.
- Evaluations should be public and include community input.
- Therapy.
- Take tests to determine bias (ex. Lie detector to determine racism)
- Oust officers with records of racism and other forms of bias.
- Fire officers who use excessive force
- Prosecute officers as civilians when they use excessive force.
- Train officers to recognize common M.H. conditions and train them on how to respond.
- Methods for de-escalation that don't include tasing children.
- Should follow same laws they enforce.
- Anger management
- Supports for annually testing PTSD
- Officers whose use of force results in settlement should pay a portion of this via pension funds.
- Officers who are found guilty for any jail able offence to lose pensions and benefits (have convictions).
- Police to have liability insurance.
- Superintendent should not have veto power to override a finding by independent review board.
- Random drug testing for all schedule drugs, synthetics and performance enhancement drugs/human growth hormone.
- Address property damage caused by officers and pay restitution (clear system).
- Financial audits.
- Sensitivity training to help understand difference in terms between communities.
- Police should see "First Blood"
- Disarming of police - even if temporary
- Is it the right officer responding to the issue or a non-violent issue? Police are armed with tools to enforce.
- Valuable lesson can be learned without resorting to use of a deadly weapon- however acknowledges may not be viable.
- How do you police without using a gun- beings with training (e.g.. Teacher training

- vs. police training).
- Types of trainings needed: implicit bias, mental health 1st aid, de-escalation- and consistent training.
- Why are cops trained to kill and not disarm? Maybe there needs to be a cultural shift.
- Trainings continued: role playing because without practice you don't recall. Continuing education credits
- Recording with sound on- at all times- hold police accountable at all times. Transparency to show footage.
- Guns/violence in the US is fetishized- will take a large cultural shift and mindset to "retrain" officers to not shoot to kill.
- What is the value we place on lives?
- Need to address power dynamics at play; humanizing those who they interact with.
- Look at people in their communities as humans - humanizing.
- Better training; specifically those who are on the streets now - bring them in to train.
- Comprehensive: mental health disorders.
- Officers should undergo mental health evaluations yearly; also stress test/ psychological eval.
- Use least amount of force as possible- not everyone is a threat.
- Cultural change - weapons training and don't train to kill; too much weapons training- now do you train to retreat or deescalate?
- How do you hold them accountable - outside/independent prosecution/ investigation; held accountable to policies in place.
- Easier to fire - can be terminated for breaking policy immediately. Don't make it easy for them to stay. E.g. officers put on desk duty or admin leave yet still paid. Need to make it challenging so that if they violate policies or use excessive force, they have a lot to lose.
- Investigate police officer history; particularly those who have a pattern of using excessive force. Retrain them; also psychological eval, potential reassignment.
- Roots of inequalities/community history needs to be taught to the officers policing the community; power, privilege and oppression; implicit bias. Potentially this would result in more empathy/cultural history.
- General Themes (4): Cultural shift in retraining officers to not shoot to kill but to learn to retreat or deescalate. Enhanced trainings focusing on mental health of officers, stress test/ psychological evaluations. Providing them with appropriate supports/therapy. Analyze history of those with patterns of/history of use of force - and why? They should be retrained, reassigned or disarmed.
- More training on how to deal with psychological issues in the community.
- Suspended, no desk duty, until investigation is complete (with no pay). Other officers may think twice about using their weapon.
- Use other weapons (mace, Taser, etc.) instead of guns.
- Rotate officers between districts- high crime/low crime.
- Review body cameras on random occasions especially high crime areas, when complaints come in about a rude officer.
- When is it necessary to use deadly force?
- Better definition of "feared for my life"
- Officers should have personal insurance to cover things like lawsuits, etc.
- Training has to be changed (attitude, training and respect).
- What is excessive?
- Have psychological evaluations throughout their career not just in the beginning.
- Required to go through some type of therapy, especially if they've experienced a violent incident.
- Examine what rules and regulations are set up to deal with the community?
- Have a sense of power thru their job and they take advantage of it.

- During PPO period, they should be monitored very strictly (early detection of mental issues).
- Better records need to be kept on officers actions (has nothing to do with race).
- Have to break the “blue code”
- Program for officers to prove they can do this job.
- Should be able to report officers anonymously.
- Community should know the beat officers.
- Narrative should be trying a criminal, not police officer, when they have acted outside of the law.
- Penalties should be stiffer for police officers.
- Police review board needs to be independent of police and politicians. Should be made up of community members. Have no connection to the police.
- Should patrol for a period of time without weapons.
- Why do they have to shoot to kill?
- Dash and body cameras should be on at all time.
- Should be terminated if found guilty of using excessive force.
- Complaints (multiple) needs to be investigated more thoroughly.
- Sensitivity training/cultural training.
- Once a month or so, police should have a workshop in the community around community concerns that they have. Community training. Community can learn about certain things that trigger reactions from the police.
- Officers should have to stay xx amount of time in districts so they can get to know the community and vice versa; patrolman, supervisors.
- Better communication between police and community.
- Stop police from showing up to court proceedings, intimidating people in court. Shouldn't be allowed unless directly involved in the case.
- Testing to see how officers use power (ongoing).
- Superintendent shouldn't be appointed by the mayor. Community members should do this, can be done by an election. Superintendent would have confidence to do what's right vs. what the mayor wants.
- Immediate and real consequences for shooting people in the back/unjustified shootings.
- Create more understanding/empathy, both CPD and community by increased transparency, info sharing (victims etc.), make sure all cameras (dash and body) are active and used.
- Improve training to eliminate “shoot to kill”/military mindset and instead preserve life. Example: negotiation, de-escalation.
- Why shoot to kill?
- Police provoked Sterling Brown selling cigarettes. They escalated situation. Same with Philando.
- All they have to say “I feel threatened”
- They are not required to give first aid
- They should have to go through extensive de-escalation
- Teach them the value of human life
- They don't shoot white people
- They are not afraid of us
- Should have a list of people with mental health issues in neighborhoods. Just like sex predators.
- Why are cops compelled to shoot first... They have been getting away with killing us since slavery.
- They need to track data.
- FOP trying to get rid of personnel records, can spot patterns with officers so they can intervene.
- Immediate termination of cop causing offense and same for cops who cover up.
- Instead of raising taxes to pay families, police should pay out of their retirement.
- Consequences should be issues swiftly
- Rekia Boyd killer retired so he could still have his pension.
- Once release from CPD should create a system they can't work anywhere in law

- enforcement.
- COD should test for steroid usage of force regularly, should be random drops. Also mental health evaluation two times a year.
- We have to bring CPD and community together and sit down. We should determine if they are culturally sensitive.
- Let us review the officer.
- Has to be external review board, has to be community driven.
- This consent decree is not going to...
- We can get involved, Alderman put in ordinance for civilian oversight.
- Police have a lot of friends and they can make an order to have an informant, take you out.
- We don't need a George Zimmerman case.
- Nuanced situation.
- We have to get deeper.
- 1st police were slaves.
- What does accountability look like?
- Let them pay taxes.
- Consent decree goes before a judge.
- L.A. consent decree did change the police department. Younger cops know they have to tell. Took years.
- Consent decree has a separate judge so they can enforce.
- Violence against Black people is sanctioned by a state. All of this is political, corruption in Springfield.
- I don't have strong community ties.
- I believe consent decree is the change we have...NYC and LA has lower incident than Chicago combined.
- What is policy for using stun gun/Taser?
- Educate young people on how to behave with police.
- CPD is trained to "shoot to kill"
- Training of community "keep hands in plain site"
- Training should be demonstrated in schools, YMCA, etc.
- Police should be engaged and treated people as human beings.
- Educate on both sides (police and community).
- Mental evaluations.
- Trainings on how to shoot.
- Mental training class for CPD officers.
- CPD fires ex-military.
- Should learn how to deescalate situations.
- Community should not resist arrest.
- Anger management training for police and community.
- Police are too angry.
- Pre-required before hiring have mental and anger management training.
- Citizen review boards should help with accountability.
- Citizen panel should be in each community and then report to main board.
- Defined standards when to use Tasers.
- Define "excessive force"
- Keep body cameras and volume on 24/7. If off press guilty charges against officers.
- Same accountability standards for CPD and CPS teachers.
- De-escalation training.
- Training to address issue vs. kill.
- When should a gun even be brought out?
- How many weapons does one officer need?
- Publicize and hold accountable number of reports/complaints against officers
- Address verbal abuse force and provocative language.
- Zero tolerance for police bullying
- Zero tolerance for harassment
- Punishment for CPD must be suspension with no pay or termination
- Better CPD investigation than COPA; community-based.
- Liability insurance so taxpayers don't pay police settlements.
- No pension for officers like Jon Burge.
- Include standards for language, e.g. cussing in de-escalation training.
- CPD must reflect community demographics.
- Identify and remove "bad apples"
- Imagine if there was documentation and evaluation of police violence, example how many black people have

stories about Jason Van Dyke? CPD must acknowledge how many human beings like Laquan McDonald would still be alive.

- Know your rights trainings for community and youth. How youth can access legal help and fill out complaints against CPD.
- Force is used because of fear- they are nervous and are behaving irrationally.
- Training to reduce fear, help to think rationally. To reduce stereotypes/racism.
- I'm afraid so I can't blame the police for being afraid.
- Kids are afraid of the police and that is part of the problem too.
- Talk to people with care, don't approach people with disrespect - pay attention to people, treat them with love and kindness, deescalate.
- Make police pay for mistreatment. Let them pay or have union pay. Not tax payers.
- Trauma informed training, so CPD don't take this personally. These communities have been traumatized for generations.
- Mental health/de-escalation, Enhance the social psychological/component of cops.
- Make path to becoming a cop, start early in high school to establish connections.
- Screening for cops = "Call of duty" video games. Is it militaristic? Cops are lower stress, military is higher stress. How do they do their job with fewer casualties?
- Monitor cops.
- Training - is there a frank discussion of power and control. It needs to be contended with.
- Officer-involved shootings should go immediately to the FBI for investigation.
- How to trust to intervene self.
- If cop uses excessive force, the partner should be held accountable. They are observer and are there to serve/protect.
- What about the mayor? What's his role? Or all the elected officials?
- Here to share experience
- Here to learn and give opinions
- Have to give input about methods
- Hear others' ideas and experiences
- Observer and listener
- Here for community organization and to learn others' experiences
- Issue of concern and observed experiences in students
- Start from minimum force and evaluate if increased force is needed before going to max force. Seems like they start interactions at max force.
- CPD seems to approach situations like they are the victim which makes them feel like they need a weapon to defend themselves. Don't approach from defensive position.
- Dash and body cameras should always be on for every step. If a resident wants to record the situation, officers may feel threatened. If CPD increase accountability by always recording interactions, situations may not escalate the way they can now.
- Provide more training on trauma-informed approaches to policing.
- Train to recognize mental health issues.
- Don't have 10 CPD cars show up to stop and talk to someone. It escalates the entire community.
- De-escalation tactics seem completely absent from CPD interactions.
- Treat the community like your own.
- Use more police officers in the communities they live in.
- Get to know the community and the people.
- Improve body language. CPD come in to situations very aggressively.
- Don't swear at people!
- Have sympathy for people- you don't know what they're going through.
- Take classes on how CPD officers can calm themselves and also help others calm down.
- Increase language access to help improve communication; get to know people in the community who can help w/ communication.
- CPD should be out of cars and on foot. Get to know community members- stop and talk. Kids are afraid of police these

days.

- Attend community events: Hoops in the Hood, block parties, b-ball on the block.
- Show interest and caring for residents: create opportunities to be together for fun, make a program with park district for interacting with kids.
- Create programs like DARE so people and CPD get to know each other.
- Use CAPS
- Get to know community, people feel like their rights don't matter, fear in CPD and residents
- CPD needs to officer officers ways to vent, debrief so they don't bring it to interactions in community. (Work and personal stress)
- CPD needs to provide support that "toxic masculinity" is not good for keeping calm.
- Before Academy and on regular basis during career, officers must take test to see how well they keep calm or lose their tempers.
- Be held accountable to full length of treatment after shootings/discharges. No cutting it short.
- Offer holistic health/de-stressing opportunities - not just talking. Provide consistency in who offers these opportunities so relationships can be built and trust.
- Increase training for responding to people having mental health crisis.
- Use Tasers instead of guns.
- Use less damaging bullets.
- Know when to use Taser, versus a gun that shoots mace, versus a gun with bullets. Use your training about when to unholster!
- Be respectful to community.
- Decrease level of Force. Perception that force is necessary, dissolve bias that influences aggression.
- Build genuine relationships. Get out of cars and talk, get to know individuals. Community dialogues/sports. Connecting officers and schools.
- De-escalation training. Engage community in developing de-escalation

tactics. Do not engage in behaviors that escalate danger.

- Systemic culture change. Accountability. Swift consequences for wrong doing, celebrate success - "extra vacation day"
- Training protocol for handling/de-escalating mental crisis.
- Patience - slow down - train officers by leading by example.
- Officers should be familiar with neighborhood and community members.
- Monitor use of force with database. Officers and supervisors. Consider during promotion periods.
- Protection feels like harassment.
- De-escalation training etc. sanctity of life, alternate conflict and resolutions, practical trainings on not escalating, counseling background, conflict mediation, appropriate approaches for situations.
- Non-violence training to change perspective.
- Self-care for officers. Consider hours worked, decompression/meditation exercises, reducing stress levels, cool-down session after high pressure engagement, addressing trauma.
- Treat everyone equal.
- Better training - should be trained to deescalate before they shoot.
- Military - not always pull out gun and shoot. This should be used.
- Body cameras for all to see if training helps.
- They use gun too much. Don't try to solve problems.
- They are too aggressive.
- More accountability, more discipline.
- Actual consequences for their action.
- They can get away with paid or admin leave.
- CPD should stop protecting bad cops. There are laws in place for them to legally abuse people and get away with it.
- Cops need to listen to community.
- Invite them to schools for prep rally.
- They ask police to patrol areas where they have events.

- Organization can send letters of invitation to CPD to hear the community.
- Family arguing - I call 311, takes too long and calling 911. May not be at that point yet. Need something in between. 911 does not respond timely.
- Took them 5 minutes to arrive. So community had to take in suspect people take gunshot victims to hospital in their cars.
- They make some situations more tense.
- They are more focused on locking people up.
- Not de-escalating.
- They have a quota to fill county jail.
- They said no more quotas, they just built more space at county jails.
- Should be hot line to give complaints on cops. Some organizations that do this but community need to be made aware of these groups.
- When something happens to cop they find suspect. They do searches. Not the same regard for citizens.
- I look at the number on top of car. Officer should identify their beat when interacting with citizens.
- Suggest regular newsletter to community from police to show they are here to serve.
- 7th District commander puts forth effort to engage with residents. They attend events. Up to commander to be more involved.
- Englewood is taking action have to involve police to work together.
- Invite police to attend 'Increase the Peace' events.
- Them showing up in community is important- parks, block parties.
- CPD should host community events, they do 'National Night Out' only 1 event. Need more.
- When officer dies it is a big deal, commemorate out community neighbors deaths too. It's a big deal to us. They can show empathy. They say hurtful comments: you a gang boys.
- Breathe
- Overhaul the whole system.
- Lack of weapons.
- Lots of workshops - how to slow down/ deescalate.
- Anger management.
- Be truthful, don't lie, be honest about what happened.
- Therapy- anything helps relieve stress. Work on the stigma, how to admit, how to seek help.
- Break up their rides with walks so not 8 hr. rides. Even just 30 minutes.
- Get there faster when they are called, taking too long and situation escalates.
- Police present at programs like Reflections to get insight on young people in schools.
- Look at policy of "shoot to kill".
- Extend "schooling" to become a cop, or have evaluations every two years.
- Check their social media- to know who they are outside of their job.
- Workshops for wives and girlfriends of police officers to understand their job more. Equip the families to understand.
- Scenario training - when it's appropriate to use which weapons.
- Don't yell when people are just offering help.
- Don't regulate how people move, i.e. walk or run.
- No stereotyping- don't label everyone as dangerous.
- Don't release your anger on everyone.
- Don't use handcuffs when not necessary and not tight.
- No invasion of privacy.
- Don't abuse power, let people ask questions.
- Keep body cameras turned on at all times.
- Listen to the needs of the person
- Learn to control your fellow officers as well as yourself
- tolerance
- treat everyone as a person
- patience and respect
- analyze a situation
- Be calmer

- Continuous training like teachers, return to training in certain intervals. Training: how to control anger. React. Psychological exams, speaking about oneself, courage
- Therapy for police officers
- Set an example of control
- Change the idea of profiling
- Be attentive
- Do not abuse their power
- Language
- Trust for the community
- Be more patient and treat every situation individually
- What are the consequences? -cameras
- Have more, stricter consequences
- Cameras in cars and bodycams
- Ideas for consequences: take away license or job -suspensions without pay - be arrested for hitting someone
- Training in language basics or officers who speak Spanish
- Get involve in the community as a person, not an officer
- Have respect for the community and police. Walk in the neighborhood. Go onto side streets, not just staying on the big streets
- Equality with other communities
- Control discrimination against youth
- Be nicer, figure out a way to control their emotions
- Incentives for being good. If there are multiple complaints, send them to training
- Arrive with the idea that they are going to help the community
- Have the same urgency as anyone
- Do not use unnecessary violence
- Respect everyone's rights
- More patrols during day time and at night
- Police training that takes into account use of force (de-escalation training)
- Change the relationship so that there is not a sense of discrimination and there is no fear of police.
- Before acting, ask...inform yourself on the situation.
- Don't shoot to kill, if you are scared shoot at another part of the body.
- Psychological training to know how to handle different behaviors before using force.
- Background screening of stress to combat violent actors before they become officers.
- Define better situations in which use of force is needed or arrest.
- Regular stress evaluations to know the psychological state of officers.
- Before use of force was the only option.
- Training against racism.
- Don't think that in a neighborhood with violence there are no good people with values.
- During training, give guidelines for when to use force.
- Parents want to feel secure about letting their kids out of the house.
- Take them out without pay.
- Treat them the same when they commit a crime.
- Be friendly with people, say hi.
- Don't stop people just for being Latino.
- Do not use stereotypes
- Ensure the identity of those arrested
- Do not allow officer to continue in order to correct
- Take seriously complaints and reports from the community
- Fire officers who do not use force.
- In order to correct them, put them in classes so they reform.
- Limit on violations.
- That they do not protect one another.
- Be more present within school and everyday places.
- Cameras
- Training on how to feel.
- Anonymous hotline to report police misconduct.
- Inform the public how to identify a officer and report them. Schools, workshops, media.
- Presidential administration has created a sense of fear in Hispanic community and a sense of empowerment within police force.
- More surveillance at red lights.

- Identify other tactics.
- More trainings.
- Don't discriminate people because of their skin color and police should stop abusing their power.
- Have it be known that use of force creates more violence.
- "Better de-escalation training"/they should learn how to not escalate the situation.
- Police should shoot to detain not to kill.
- Police need to know how to talk to people/use of force is not just with a gun but how they use that force "speech"
- Concerns of racial lens, cover-up for officers misconduct
- Police should have liability insurance like doctor's malpractice insurance
- Take issues of use of force to supreme court. Concerns; employing officers from community.
- Concern over police chiefs views of shooting.
- Policies need to be reviewed and changed by civilians and officers.
- Inform community on use of force policy
- Officers should receive more training around mental health issues.
- At least three people (officers) need to be present before force is used.
- De-escalation training.
- Fire after certain number of civilian complaints. Complaints investigated by committee, oversight from community (substantiated).
- Changes around pension after they have been charged, no paid-leave until cases are settled.
- Concerns over racism impacting use of force. Training to address "racial" bias and other types.
- Employing officers who are from the community.
- Inform community of complaints filed against officers e.g. on flyers, in neighborhood.
- Training civilians to understand how officers deploy use of force.
- Training around dealing with civilians with health issues including diabetes and mental health.
- Training on how not to use excessive force.
- Accountability over misconduct regarding use of force.
- Accountability on use of body camera, e.g. if it is turned off then officer may be punished.
- Improving relationship with community, e.g. have a bigger presence; getting out to walk.
- In conjunction with community, relationship building efforts; building relationships to understand local mental health concerns
- Use of indictments; any officers who shoot someone should be indicted by special prosecutors.
- Possibly have access to database of students and action plans with IEPs.
- Track department infractions about policies for minor offenses e.g. traffic stops: demand that department be transparent.
- Monitor informal quotas, have basic law training.
- Better training. Make it current. Look at subliminal things (Targets are in Black outlines. Let them shoot at all RED or White targets).
- How can you train people whose minds are to shoot Black boys?
- Selectiveness in the department, character assessment.
- Cannot keep moving forward with a contract that citizens do not know what is in it.
- Public needs to see the CPD contract.
- I believe there should be extra measure to patrol the police but we have gone too far.
- It is a social problem. When I was growing up the gangs were organized, back in the day there were only 5 gangs. The degree of murders was low.
- We need to see more police that look like us in our communities. White people don't always know our body language.

- Knowing our culture.
 - Chicago's one of the most segregated places in the country.
 - In the South, Black/White kids have been doing to school together for a long time. They know each other.
 - Change perceptions about Black communities.
 - Gentrification causes some people to be punished
 - They are not doing anything for us but pushing us out, we want the same thing they want.
 - We need to define what is excessive force. Laquan McDonald is excessive. But what do you do when someone is running toward them with something in hand? Stop without Killing! Body cameras should be on.
 - Train them not to use deadly force. Train to injure and not to kill.
 - My daughter is a police officer and they react to what is in their mind at the time.
 - Civilian input on policing is very important.
 - No set rules to go by when body cameras and recorders
 - There should be consequences for police killing (and body cameras).
 - Put civilian review board/oversight committee.
 - Larger caliber weapons to use fewer bullets (stop person with maybe 1 bullet as opposed to 15 or...)
 - Maybe use rubber bullets to stop.
 - Stop choosing clothing that intimidates.
 - Stop using guns and go back to the other ways.
 - Stop using cell phones
 - Keep their minds focused on not thinking about a cellphone as a weapon.
 - Police do not seem to be concerned by what you are saying.
 - Some police are very insensitive to what you are saying.
 - Contact the commanders and have meetings to talk about police misconduct.
 - More public/community meetings to see why police are acting the way they are/
- their problem.
- Body cameras can be utilized more.
 - More review of body cameras/dash cams, recording on a daily basis (in an expedited process).
 - Find more ways to create transparency.
 - Do not keep so hidden.
 - Call or door knocking to notify residents about events taking place in a community.
 - They do not bother me and I don't bother them. They treat me with respect.
 - I have a good rapport with police. Not all are bad.
 - Mind business and keep your mouth closed. Don't instigate the situation.
 - If the officer is rude take notes, but do not engage them. Turn in to Chief of Police.
 - Citizen accountability is also important. There is a way to be strong.
 - Make sure the police are writing reports.
 - Get badge number to keep them accountable.
 - Go down to Daley Center and report him.
 - Rely on cameras to know what happened.
 - Hold parents accountable for what the kids do. Make parents pay for what the kids do (retribution).
 - Lots of kinds of force, define what is?
 - They need to be trained to use less force, especially in a minor situation.
 - Even if it is escalating, they don't have to use force, especially if no weapon.
 - Better understanding and not so anxious to shoot.
 - Slow down and check them before they shoot.
 - They don't come when there is a shooting. Too many come late. They should respond immediately.
 - They want to terrorize.
 - Patrol the area more.
 - More cops dispersed required.
 - The same people are doing most of the shooting.
 - These cases seem to be lingering, pile up of cases of excessive force. They need to review them in 60 to 90 days. Why are

- they backed up? Do you need more.
- What is the protocol? Maybe it needs to be revised so they are getting quicker answers.
- Cases are up to review a lot quicker. In the internal system process should be 15 days not 3 to 4 years.
- Hire people if you need to do these reviews.
- Why are you not promoting people to do this?
- The judge is giving the police too much time. They keep throwing out the case. The McDonald case keeps go.
- How much time are they tried? It should be faster.
- No more than 1 or 2 people touching a person. You don't need 5 or 6 people. That is excessive.
- Some kind of medical training when someone complains they can't breathe.
- Two when they are resisting.
- They add excessive force in the application of handcuffs.
- There's power in numbers- need more police officers in hoods and to handle situations.
- Have more people two have presence.
- In situations, don't be hostile/angry- calmly explain, be respectful.
- Things happen if the heat of the moment and police are afraid.
- Numbers should be deployed base on the situation.
- More cops will reduce their fear.
- Need to be able to talk to people.
- Brand CPD needs improvement.
- Need training around the "brand" of CPD and what it means.
- Use of force in our community to kill vs. shoot to wound.
- Can't they shoot not to kill?
- If suspect isn't gunned don't shoot.
- If there's a scuffle, tase them, don't kill.
- Example: bomber was shot not killed because they wanted him for info.
- Training needs to be a hybrid- how to handle different situations without use of force or fatal force?
- Why are so many bullets used?
- Training in conflict resolution.
- Training in non-fatal force: aim low.
- Change sensitivity training in academy, how to defuse situation- not escalate.
- Call for backup before engaging in situations where people are upset.
- Cops need to articulate what they're doing and not arrive angry.
- Training on how to deal with people of all races.
- Train: don't shoot out of fear.
- Need psych evals of cops before hired- to find out psych health.
- Eval of how they handle situations: role plays with different races...
- Update training for today's youth
- Training after incidents to address issues.
- Need whistle blowing within the force for bad actors.
- Cops need to hold each other accountable.
- First, use your voice.
- Imagine the person is your child.
- Use a Taser.
- Don't shoot in the back,
- Response doesn't fit the violation/crime.
- Don't shoot to apprehend.
- Education of community on use of force, in schools, etc.
- More trainings with Tasers and how to use
- Use rubber bullets for suspects without guns, additional gun.
- Drug testing/alcohol tests for cops in incidents.
- Make by standing officers accountable.
- Accountable if cameras aren't on
- No pay if incidents of excessive force.
- Dues taken for liability insurance for cops/lawsuits.
- Public liability insurance, for each officer.
- Look for patterns of bad cops.
- Get help for community after cop shootings.
- Look at patterns of complaints vs. officers and fire repeat offenders- three strikes and permeant do not hire
- Shorten investigation process

- Require reports of incidents within hours. Not 48 hours.
- Computer program to gauge what kind of officer a cop should be? Screen for certain behavior.
- How respond to threats.
- Behavioral assessment of certain situations
- Train to
- Mandatory interaction with the community
- Hold supervisors accountable
- Better leadership - not buddy-buddy with cops they supervise
- Pair rookies with veterans.
- A good head can lead a body
- Fair and quick handling of force incidents.
- Can't have two sets of standards: 1 for cops and 1 for citizens
- Remind cops they aren't judge and jury.
- Refresher courses on Use of Force.
- Procedure on traffic stops to make them safer
- Cuff them window, etc.
- Mental health treatment for officers- take out of field, etc.
- Rotate in/out of high crime areas- after burnout period
- Training in using fun appropriately.
- Use cameras
- Have good reason to pull people over
- Get data from police cars as evidence of speeding, etc.
- More sensitivity training
- Better customer service at police stations
- Don't assume everyone is a criminal, especially if reporting a crime.
- Be respectful, courteous
- Training on how to keep their cool, deal with people who get defensive.
- Train community what to do when pulled over, how to interact with police.
- More training in communication
- Change mindset and treating people of different races different
- Professional development/training in a continuous basis.
- Automatic training for misconduct
- Fire officers - misconduct/excessive force.
- Take off street (unpaid) - investigate
- Due process for investigation of excessive force
- Impartial person/group leading investigation
- Talk to the youth
- Starts with the parents
- Police should participate with the community
- More community meetings
- Cultural competency
- Re-education
- More "officer friendly"
- Accountability is HUGE!
- Bad officers need to be weeded out
- Change has to come from the top down
- More funding to community members
- Race is an issue
- Prejudice on part of officers breeds bad interactions
- More stringent enforcement of rules
- Institutional racism
- More training
- Officers need to have "mandatory community service"
- More officers sponsor Boys and Girls Club
- Sports programs with the kids or video game tournament, card games
- Tours of the police station
- Talk to the kids, not at the kids
- Tour of lock-up or "scared straight"
- Kids need to feel that they can talk to police officers
- Use body cams. If it is turned off, that officer needs to be suspended
- Suspension and community service, i.e. street cleaning, helping children
- "Demonstration" of excessive force
- Officers should know what excessive force "feels like"
- Graduated consequences
- Financial penalties
- CPD has become a gang
- Officers should be criminally charged. Max penalty
- Think before they react
- Train the youth to respect their elders and officers
- Get more info before escalating a

- situation
- Reduction in “Black on Black” crime would reduce use of force
- Commanders should take responsibility of his subordinates
- Officers should have anonymous hotline they can call to report fellow officers
- Officers accused of wrongdoing should be “demoted” to tougher areas of punishment
- Implement the recommendations of neighborhood
- Family counseling
- Crisis intervention for families who have been impacted by shooting
- Give police training on trauma informed care
- People/residents should be taught how to engage police (The Talk)
- Police need to be trained in escalation process
- They need to be trained about other alternatives to using force
- Community needs to be educated in new police protocol
- Stop the violence before it happens
- CPD needs a crisis intervention unit
- Hold more community forums (prevention, continuously)
- They give the talk
- Do not override recommendations of the oversight body
- Don’t pay police officers when under investigation
- They need to change policies about shootings
- Until their finding is entered no desk assignment and wages should be withheld
- State changes to police dept
- Speed up police misconduct investigation process
- Intermittent training
- Lockup police who use excessive force
- Acknowledge wrongdoing
- Think about how would want your family handled
- Have to know difference between weapon and cell phone
- They see guns where there are no guns
- No sunglasses at night
- No shoot to kill
- When someone runs, don’t shoot in the back
- Why are multiple shots fired to stop people?
- Assess threat of those who run
- What’s in the middle of shooting to kill and to disarm
- Accept findings of responsibility
- Police seen as largest “gang” in Chicago - change image
- De-escalating training
- Don’t ID citizens who call 911 to expose them as targets to wrongdoers in community
- Officers need to be held accountable without pay
- Examples need to be made
- Discipline is needed, otherwise bad behavior is reinforced
- Partner should be held accountable too
- Judges need to know exactly what police do when excessive force is used
- 3 strikes and out when excessive force is used
- Don’t erase incidents of excessive force after 4 years
- Tasers vs. guns - underutilization of firearms
- Mental health and abuse - onsite mental health specialist
- Persecute to full extent of law when found guilty/liable
- Training - trauma-informed care, de-escalation tactics
- Specify the language around arrest - assess theories on human behavior
- Trained to shoot in another part of body (target arm/leg)
- Disarm
- If life is in danger - “ok” for use of force when necessary
- Lasers/tasers - especially when there is no weapon
- Must know community - community engagement, lack of familiarity makes you use force

- Officers don't know community - too many rotations, trust, establish relationships, respect
- Training
- Testing - physical fitness testing
- Mental health and physical condition has a direct reflection on decisions
- Police Academy training is bad
- Poor training quality of being a police officer
- Officers should not be trained to kill
- Should be evaluated every 6-12 months
- Mental health training
- Make abuse of power more punitive - fines/accountability
- Culture
- Police to become bonded
- Police union would never go for bonding
- Positive/negative reinforcement/fines
- Rewarded for good service
- Tools for de-escalation
- Bonus for black history training, use of training, negative reports
- Must know current state of poverty in community - redlining
- Take training and pass test
- No military weapons (i.e. AK47)
- Should have rubber bullets
- Police are trained to kill
- Police should share stories/picture about what can happen, Ex. "Scared Straight"
- There is no discipline in school
- Need updates/reports on crimes in communities - need to know solved cases; cases take too long to solve
- Need to hear good stories
- Police need to be more humane
- Coroner need to get dead bodies off street quickly
- Officers can "adopt" a school - will help with community engagement
- Expand explorer program - use social media to expand/market program
- Use marketing program for youth - officers get bonus to participate
- Taser vs. shoot to kill (shoot to stop)
- Know more about martial arts (alternative ways to stop)
- It's so far gone. Work at the root (no mutual trust). Involve in community!
- Police should work in community where they came from
- Neighborhoods are segregated, everyone is profiled!
- Be trained to recognize differently abled people
- Police are very political
- We are colonized and conditioned
- Violence from police has a history (what made it fall off the track)
- Undo racism as a police then you can address violence
- Root of violence - racism is taught and reinforced by systems
- To change - community should know its history
- See people for yourself with your own eyes (don't judge)
- Listen to neighborhood historian
- No respect, no ties
- Treat the black community the same as white community
- More accountability. Police are not above the law
- No incentive to change behavior
- Accountability goes both ways
- Enforce all laws on the books - tinted windows, sagging pants
- Good police need to hold bad police accountable
- The older police need to train young officers better
- Culture change is needed
- FIRE the officers
- Liability insurance policies taken
- Abused becoming the abusers
- The first interaction should not be force
- Respect all citizens
- Officers should pay a fine for bad behavior
- After enough offenses, they should be fired
- There should be better training in use of force
- Should shoot to wound, not kill
- Cultural sensitivity
- Need to spend quality time with the community

- RESPECT
- Black cop have a “slave mentality”
- Need a civilian police review board; police need to have fear of the consequences
- Leadership change at the top of the city government
- After an investigation, action needs to be swift
- FOP contract needs to be reviewed
- 2-3 weeks for an investigation and action
- Police who cover up for bad police should be prosecuted
- Stop using taxpayer dollars and make the officers spend their money
- Accountability/follow through with consequences - police accountability
- Police should have consequences just like everyone else
- They have supposed to be trained
- Screen police for bias and racism; equal consequences for everyone; they shouldn’t be above the law
- Training: anger management
- They get away with excessive use of force
- They look at everyone like a criminal
- They don’t even read you your rights anymore
- Build a relationship with the community
- Need better defense lawyers
- Should be non-bias external body that asks about excessive force after someone has been apprehended or after it is reported.
- Police offenders should be fired or have to do community service
- Should have more restrictions around weapons use
- Weapons shouldn’t be drawn unless threat is already determined. May scare a person and escalate the situation.
- Once pulled over, once shown officer license and insurance- shouldn’t be made to get out of car.
- Right when they pull up- they cuff everyone right away.
- They should treat everyone like they treat their kids/respect (or like their mom/grandma)
- Equal rights; treat people the same regardless of color.
- If my friend is yelling at police or being arrested, shouldn’t arrest me/everyone just because we are there.
- Officers suspended work without pay (a month), happen again he is fired, and criminally charged for misconduct.
- Classes to deal with people with mental health issues; how to calm them down, should be basic training for police.
- Approach cars/people (unarmed) with weapons drawn already
- Should immediately identify themselves on scene- tell badge number when asked.
- Police stand by while people getting beat.
- Immediately walk up and start menacing.
- Shouldn’t lock us up just because don’t have an ID. Will have to spend time in jail.
- Better seats in police cars/more space in back.
- Cuffs too tight; surrounding you with officers in cars; handcuff us to seat belts or doors.
- Should be seat belted when driving in back.
- Person who arrested us should be person who takes us in.
- Part of the problem is that I’ve used handicap plates because I want to avoid harassment (despite the fact that I’m a vet and 20 years of community service)
- We have Mayberry syndrome - military force that does not know its community
- Abide by rules of engagement (like the military)
- Confirmation bias - when you have someone agree with you and it sticks and you repel what is different
- Develop rules of engagement; consider Master Resilience Training Skills Model (US Army Reserve)
- You have a body policing us that don’t respect
- Hasn’t changed since Daley (especially around race)
- Military is a microcosm of society (also - father was a former police officer)
- “I’m a grown man. I shouldn’t be harassed.”

- This is still 2 Chicagos - for decades (i.e. communities that get directly impacted by unfair policing)
- In terms of use of force - if Mt. Green_/ Mt. Claire don't see the issue like we see it you don't have collective community consensus
- Need to agree on some level of facts, even if you don't agree on solutions (solution - get other communities to agree on problem)
- Change the mentality that it's only a few bad apples
- What helps is that this initiative is recognized from the top - the Mayor - then everyone down the line is held accountable
- A loop of accountability (e.g. - officers being trained on implicit bias)
- Training - that is accountable with buy-in at the highest level
- Fat officers - meaning you have no discipline to stay healthy enough to do your job - so how do I believe in your capacity to police me/my community
- Use of force diminished increase in physical standards (Hanover Maryland)
- Mandate physical (spiritual?)
- I'm no longer a target because I have grey hair
- How do police shoot individuals that don't have a gun?
- What is the training on use of force? Community doesn't know. If we know we'd be able to identify right/wrong.
- There should be a protocol - REAL training on de-escalation
- Police don't behave the same across race
- Talk more. They go off of FEAR ("I was fearing for my life") - BUT they're trained to say that for legal reasons
- Visit the community like physicians - make it required! (For all new officers)
- Big black men should not be intimidating
- Training that increases HUMANITY
- Renegotiation around city's contract with F.O.P (Frat Order of Police) - "pay into that protection"
- Have police take out malpractice insurance (like physicians)
- Familiarity with community! (youth is also sweet and comfortable) Eat and drink together!
- Racial bias comes from childhood - training has limitations!
- Demilitarize the police!
- Don't incentivize bad behavior
- Curb abuse by doing better psych evals and treatment when you abuse
- Flip policies - reduce salaries if you have been found in violation
- Have police live in communities they work in!
- Stop learning "shoot to kill" - instead shoot to stop
- More/different training towards responding to the threat instead of the person
- Force should equal the circumstance (e.g. stealing potato chips does not equal shoot)
- What type of therapy/training is being used? We don't know their training looks like? Why? So I can trust their action, has been broken
- See perpetrators as humans
- I don't generalize - I get a different response, depending on the neighborhood. I don't trust officers in certain neighborhoods
- Training - on behavioral response (e.g.: technologically advanced mannequins) - act out the situation, simulation - to recognize emotions that come up and how to manage them - beyond the fight or flight, not reactive
- It's a high skill to manage emotions
- Stop being verbally abusive; "stop cussing us out!" - my son complains about this and he is a professional
- Need people to oversee the process (citizens) - current systems are biased because they are internal
- Teachers are held accountable, so should police officers
- I want to know who they are - meet them! Have their picture, I'm just gonna love them!

- Stop shifting police around (i.e. longer assignments)
- Picnics with them
- Let community review the cases in their beat; so you can see patterns
- Yearly, public visible reviews of cases; what cops need help? We'll help them!
- Don't move them around like pedophile priests
- Fire them and monetary punishment
- I want pictures/profiles of my police officers - ornaments on my X-mas tree
- Having familiar PO's who work a beat and know the people
- Having a # of police proportional to the problem
- Have supervisors present who have to be accountable
- Stop drawing weapons when folks are already subdued
- Stop shooting to kill, instead train to disarm
- Having cameras on that can't be manipulated or shut off
- Stricter punishments for abusing power
- Officers face charges instead of administrative leave or no consequences
- Cops doing ride arounds shouldn't have guns - only backup PO's should have guns
- Background checks
- Develop process to establish who on the force can get guns
- Push PO's to rely on tasers and take away guns - many of those shot don't have weapons
- Harsher punishments for PO's than civilians
- Push to serve and protect, not hurt and neglect
- Police shouldn't have total control over feedback, public accountability
- Deadly force isn't necessary
- Use non-lethal means to de-escalate
- Have specialized jobs within police dept (ex. Traffic stops, drugs, gang violence specialists)
- PO's should live within communities and build relationship
- Knock on doors and get to know folks in community
- Public knowledge of police training
- Communities aware of and involved in determining what happens in police training
- Increase in public announcements and education about their rights
- Sensitivity training - including humanizing people in the community, interpreting body language
- Addressing issues around power dynamics and increasing community power in securing/safe-guarding their neighborhood
- Police held accountable for breaking the law
- Mandatory annual mental health evals
- Training that helps PO's address acting out of their sense of fear
- Public awareness about what happens in the Police Academy
- Extend time in Police Academy
- If community policing is practice, use of force will be lessened.
- Police and community get to know each other - bridging the divide.
- Community looks at police as occupiers. Police view teenage boys as dangerous.
- Bridging the divide cops aren't the ones on the street. All cops upon graduating should go through this program.
- Training on cultural sensitivity. Know the community you are working with. Connecting.
- People may get defensive or scared with police. Some are not good at diffusing situation.
- Learn other ways to solve problems. Goes back to communication. Kids do jump back, sometimes they don't hear you the first time.
- With a cop, a part of their job is to put teens away. Part of that resistance, is resistance with authority.
- Why should you have to learn how to act around police?
- In Portland, I saw the most cordial arrest of a man in his 20's. "If we could have that approach." It was not

- confrontational. Two policemen - one older and one younger.
- Force escalates as resistance escalates.
 - “Protect and serve.” “I’m protecting everybody instead of serving.” Cops have this mindset and it needs to change.
 - How are black people vs. white people portrayed in movies? Male blacks are seen as dangerous. We have to change that mindset. The perception starts at a young age.
 - Need a full background check. Half of these officers have histories, but still get jobs. To see what happened in their past and how it comes up in present interactions.
 - Extensive training.
 - On-hands training - put in real life situations.
 - We live in a stressful world. A lot of people bring in home life to work.
 - Don’t sweep complaints under the rug.
 - Fear becomes a powerful tool.
 - Talk it out. Stay calm. Do something other than use your hands or weapons.
 - Limitation to “Bridging the Divide”
 - School to learn how to relate to people. Coping mechanisms.
 - Communication and understanding. It may take months or years. It’s deep and far. We don’t have any police here tonight. You have to have them here.
 - I had a police tell me “I’m the law.” Brutality lies within him. How far do you want to push it? It’s one of those things that you can’t win.
 - We had a regular beat officer. Learning the people and then take them away. You can’t build relationships. There’s no cohesiveness or trust.
 - Once they understand the community, you can stop the force.
 - Don’t abuse your power.
 - When the situation is quick the police don’t think straight.
 - Training/skill around de-escalation; how to properly communicate with someone who is irate. So physicality isn’t the first option
 - Training around cultural competency; humility to know who/what community they are policing
 - Statutory presumption that an individual is innocent until proven guilty; that can/needs to be put in the consent decree
 - Re-evaluation of officers (mental eval, PTSD) to ensure they are psychologically prepared
 - Need to define what/when can they apply and appropriate use of force; identify what weapon can/should be used
 - Training of officers to shoot to disarm/not kill - do not empty your gun
 - Training in CPR - make it an expected performance of duty
 - Ensure officers are reflective of the communities they are serving; ensures they understand who they are serving
 - Need to change hiring and assignment practices
 - When you have unfamiliar officers there is already opposition
 - How does use of force tie to their performance? Would this make them think twice when it impacts their livelihood?
 - Keep young people involved/interacting with officers-social services
 - Goal to change view/perspective of the police - not as adversaries
 - Thinks there is a cultural/mentality difference between current officers in place (they get away with a lot; no consequences for actions) vs. those who grew up in the system
 - Independent monitor to have access to crime scenes/information
 - Officers reflecting community they are serving
 - Training/testing around unconscious/implicit bias (certain percentage)
 - Cultural competency education; understanding of historical inequities/issues in the community
 - Training specifically coming from someone in the community; ensure officers are paired with an officer from the community

- Accountability - look at HR policies large corporations have in place for their employees; right now police only get slap on the wrist
- Ex. If an officer has X number of complaints, then perhaps they are removed from their position or reassigned
- What are the incentives for officers to be good officers? Need to reward those who do good
- Disarming them altogether; you're policing people, not animals
- Lack of empathy/care because officers don't view individuals as humans (us vs. them) - need to dismantle power dynamic
- Need to address racial disparities
- Systematic overhaul; starting with replacing those in charge
- Specify when force is appropriate
- Oversight on incorrect use of dash cams and body cams - penalize misuse of body cams
- Better screening of officers with mental health and/or anger issues
- Encourage officers to be open about the wrongdoings of their colleagues
- De-escalation trainings - identify disability, mental health
- Trainings on non-lethal force
- Protect whistle blowers so they feel comfortable coming forward. Discourage retaliation
- Proactive about hiring police reflective of community
- Officers should be familiar with residents in community. Map neighborhood. Be cognizant of the physical and demographic makeup
- Trainings should be ongoing
- Transparency that does not jeopardize ongoing investigations. Ex. LaQuan McDonald video vs. police written reports
- Repurpose money paid in lawsuits against the police department and invest that \$ into trainings
- Immediate investigations and interviews of officers accused of using excessive force
- Identify and flag officers with multiple complaints and violations - follow officers across cities and municipalities
- Try to calm the situation
- Make sure they have all the information before arriving
- Don't arrive with gun in hand
- Don't be so aggressive
- Trainings: psychology, martial arts, business tactics
- Don't shoot to kill
- Have respect for the person and community
- Responding with the situation. Force to force.
- Apologize for your mistakes
- Be careful in situations where children are there
- Lack of respect + White officer= discrimination
- Don't keep hitting when you have wives
- Collaborate between officers so the abuse stops. i.e., hitting when they have wives and other officers for their partner.
- Avoid group aggression, make stack of people
- Avoid destruction of property
- Be more respectful towards the women
- More education for the officers
- Evaluate every situation or crime and make sure the drug amount is the minimum
- Use force when necessary
- More direction from the commanders and monitor use of force
- More supervision over the actions and attitudes of officers.
- Cultivate more trust in officers
- Police officers have rights that civilians don't/how can this be changed? What makes this process different? How do we hold police officers accountable?
- CAPS program- where's the community?
- Training use of discretionary force- more/better trainings
- Police officers seem insulted- we pay their salary (taxpayers) and we deserve an amount of respect.

- Let's analyze each situation- how can we make encounters better/CPD conditioned to escalate a situation. De-escalation of a situation- psychology training.
- Implicit bias and mandatory training and counseling.
- Crisis and mental health/CPD trained to recognize and handle the situation.
- Stricter standard for use of force.
- Videos/footage should be released immediately and not wait months. CPD officials should not have the power to turn on and off the cameras/mic.
- Police officers treat black and brown differently/they have to be trained in the academy.
- Academy teach proper behavior and use of force.
- POD cameras on the streets are erased within 30 days- this needs to stop.
- Educate the public on what's going on. We tend to demonize victims.
- We need to know what all of this is costing us (the public)/the wrongful convictions, excessive use of force, settlements, etc.
- Get rid of guns...
- Police and community relationship is broken. How can we make this better? Can we change the narrative?
- What can the AG office do to hold them accountable?
- Officers have hundreds of use of force complaints and they still remain on the force and payroll. Why?
- What are the consequences for this sick behavior?
- Need for a definite timeline for results and accountability/transparency.
- "Grand Jury" tend to find police officers innocent- we need to change this...
- Civilians file complaints about police brutality but nothing happens.
- Police falsely accuse civilians because they fit the description/but community may not have resources for representation.
- No faith in elected accountability boards because hands are tied- this needs to stay on the ground.
- Revise the use of force guidelines. Police unnecessarily use force because they have to "defend" themselves. Civilians end up in the emergency room because police over use Tasers- it's an attack.
- We don't need to give the police more power to use force than what they already have/we don't need to give them more ammunition.
- Treat us like human beings/hospitality.
- All police have to say "my life is threatened" and this justifies their use of force...
- Use of force...it's not just physical but how they talk to you...
- Can police get over the assumption of guilt/dangerous toward civilians (people in North Lawndale)?
- "I want to look how I want to look without being considered a threat." Police have an issue with profiling people. Perceptions of fear police officers have towards people of color/they have fear of us...
- Internal affairs need to do a better job because they do the investigations when police officers are being investigated. Need to work more independently.
- Sue police officers who are committing the act. Hold them accountable.
- Press charges to individual police officers who use excessive force. Take their licenses away/if they're found guilty. Administrative leave without pay. If a police officer is convicted in another city, they should not be able to come to Chicago and work.
- Psychological analysis, especially for people who came back from the military. Mental health support/state of police officers.
- Police officers need to represent the community they serve/change the makeup of the police force.
- Background check of all police officers and their families too/do they belong in the KKK or any other cults?
- Racism/bias test to be able to identify

their thoughts and perceptions towards the community they serve.

- If there's no point for them to use the Taser then take them away.
- Shoot to stop not to kill.
- Evaluation 3-6 months/psychological evaluation to check in how the officers are doing.
- If cops shoot people, their guns should be taken away and given desk duty but some shoot people and go straight to work.
- We need a judge with compassion to really listen to us...we don't need another report to sit on the shelf!
- Fire the officers with too many complaints of "use of force," excessive misuses of force.
- Stop hiring from officers from other districts with too many complaints of excessive "use of force".
- Citizens should be represented on panels that review "excessive force complaints." Citizens should be elected to the panel, not appointed.
- Witnesses involved in "excessive force" complaint, should be included in the review.
- More technology/use CPD technology to hold officers accountable.
- Body cameras should be on and in working condition. Illegal to turn off microphones/body cameras.
- Increase in de-escalation training.
- Tying their body cameras function to their authority as an officer of the law. If the camera is off, then they are not acting in their capacity as an officer.
- Citizens should have access to the police union contract as it relates to "excessive force".
- Compare data of excessive "use of force" complaints in impoverished areas vs. affluent areas.
- A cap/threshold should be created for excessive use of force complaints that triggers a citizen review process.
- Officers should be voted in by the community to represent their community.
- Police have shown that they cannot police themselves.
- Each district should have a board that provides oversight of officers when there are too many complaints of "excessive force."
- Retraining when there is a hostile situation; combative situations, deescalate.
- Communicate better; why someone is being search, why someone is being stopped.
- Should think people, not guns, this includes skin color. Look at everyone as humans.
- Cultural shift.
- Treating everyone equally.
- Better screening for white supremacy groups. What/who are candidates associated with.
- Background check
- Police should know the community where they work. Be known when there isn't anything going on. Talk to people more.
- Start shift with more positive things, not just the negative.
- Making connections with community.
- Police need to address their own health and mental problems (ongoing screenings).
- Percentage of officers should live in the area where they work.
- Better communication from CPD to the community; Citizens Police Academy.
- Treat community members with respect, goes both ways/equals
- Be required to make xx amount of community connections per shift.
- Get rid of the "business as usual" mindset.
- Police needs to be more approachable.
- Walk the beat to engage with the community, especially the youth.
- Police should go through a community academy to learn the areas more.
- Body cameras on at all times/sound and video.
- Training on how to address conflicts, especially in community of color.
- Accountability.

- Treat everyone equally, eliminate the bias.
- Should live in the community/helps keep officers honest.
- Regular public reporting about certain (key) things; over policing, mental health evaluation.
- Should be sensitive to community needs.
- Support what neighborhood needs.
- Have someone with social services background on the beats.
- Educated on the community where they serve; organizations, community concerns, block clubs.
- Not targeting the CAPS officers for this discussion.
- Do some type of community service.
- Be required to work different shifts to get a different perspective of the community (night and day).
- Have flyers in the cars about community activities to hand out to youth.
- Training more on when to use a gun (don't have weapon out right away)
- Holding officers accountable for certain situations. Justified vs not justified.
- Review body cameras to get a sense of what happened.
- Do audits of body camera footage.
- Can judges do something about officers that keep arresting the same person over and over again for small offenses (red flags).
- Build a safer community from within.
- Leadership has to put procedures in place and enforce it. Has to buy into this.
- Alternative options for arrest (safer options); deescalate, crisis training.
- Has discretion that goes unchecked.
- What is the accountability path way?
- Pay reward and incentivize officers that use alternative use of force options; pepper spray, Tasers.
- Target practice for other parts of the body.
- Bridge legitimate concerns between police and community (realities of life situations).
- Police seem to be more goal oriented vs process oriented. Outcome doesn't have to be forceful.
- Need better training.
- Definition of "feared for my life" made clearer.
- Find more creative ways besides force.
- Law-abiding citizens shouldn't be afraid of the police.
- Officers need to get rid of the irrational fear.
- Race shouldn't play a factor into who or how a person is treated when they are stopped by the police.
- Positive feedback internally and externally when an officer doesn't use force and how to award that officer.
- "Serve" in a better way, community involvement, police should work with the community, not make people feel like you are using them to get information.
- Plan and participate more in community events.
- Don't go for gun quickly - Taser, deescalate situation.
- Better training - not to use deadly force.
- Constant training schedule.
- Cultural training: most cops white don't understand.
- De-escalate don't just jump.
- Training de-escalation
- Need quarterly role model to keep kills up.
- Help them calm.
- Them not having gun would be good, need stun gun.
- Body cameras on constantly.
- Neighborhood police did have training but people or 911 call didn't have skills, 911 police.
- CAPS had program Bridge and Divide for kids - this would be good for them to interact with community, attend events. Go back to schools, students at young age don't want police.
- Build relationships with people, you police.
- Program brings kids and officers, all officers don't shot. All kids aren't thugs. Police and kids teamed up for activities.

They got to know each other. No Lawndale doesn't have program anymore because of funding.

- People training - mandatory- union contract, legislation
- Train cops how to deal with mental illness; should be withdrawn if they are shown to have deficiencies, training should be continuous.
- We should have a say how they do job. They come in our neighborhood from other cities, neighborhoods. They don't understand culture.
- Older police give young cops bad training.
- Many cops are not bilingual. Spanish speaking cops, take control. Other police officers may not understand.
- They target kids based on what. Caps put them in discussion. Relationship building.
- Some areas get more support than North Lawndale.
- We don't get info we need. We don't know what's going on.
- Back and forth. Cops don't want to work with community. Hard to get them believe residents.
- Us vs. them relationship. Should be mandated they interact. Just riding writing tickets. They can stop.
- "You don't know why they are stopping you"
- Police on bikes were supposed to come in, they only talk to each other.
- Situation - Stopped by police, found some amount of weed. They booked driver. Tow fee \$2k. Who came up with the rate?
- Police do what they want.
- They can use probable cause to get your car.
- What fails us- don't go all the way through with police because of fear so try continue to do it.
- Community should be able to press charges when they ask you to come back. They don't go.
- People have to be educated on law, police contract.
- People scared of retaliation from police.
- Have to be careful or you will be dead.

- Need citizen review board.
- Need quarterly public report on officer's performance.
- Move commanders too much. Lacks availability.
- Is suspect clearly have weapon use force as last resort. Can be candy, phone.
- Use a Taser.
- Call for backup. Say if you are not sure if they have a gun.
- You have to make split second decisions.
- Let him go instead of shooting.
- So many die because of these quick decisions.
- Are there places they shoot to stop someone; arm, leg.
- Shoot to kill should not be an option.
- Why are they shot to be killed.
- Last resort to shoot. Need strategies.
- Call for backup. Wait it out. Flood light. Need a procedure for this situation.
- Don't force the situation, all life is valuable.
- WBBM- UIC officer on air told student to put rod down. He shoot him in the arm. The officer backed up and disable.
- Deescalate is a must. Mental illness should be taken into consideration.
- Slow the process down.
- Training to deescalate should be at the beginning.
- Can't count on internal training.
- Need monthly or bi-annual training, ongoing.
- Data should dictate how to deal with common occurrences.
- Cops use frame of reference to make decisions. Need to learn about ourselves (cops).
- Training should be reflective of biases.
- Contradicting mindset-Only as good as we know ourselves.
- Police get in for right reason
- Need experienced trainers to work with cops to become knowledgeable about their emotions in extreme circumstances.
- When it goes across radio everyone hears it. Captain or commander should direct cops on the ground. Someone in office

- should communicate with beat officer for support. Coaching them to follow procedures. Hear it on radio.
- Laquan McDonald only had a knife. Need checks and balances.
 - PTSD training for officers because they are traumatized which makes them trigger happy. Starts in the department.
 - Laquan - What frame of mind to shoot 16X. More evaluation of the cops. Knife not a threat.
 - Don't stigmatize police seeking mental help, this viewed as sign of weakness.
 - Dr.'s have procedure to debrief after situation. Police should.
 - Why wasn't Laquan's shooter history checked. No checks and balances.
 - Need legislation to make it illegal to shot to kill. Guns are last resort.
 - Sitting at desk for punishment.
 - What happened during that time.
 - Should be mandated mental evaluation if you are involved in a shooting, all officers involved.
 - Better investigation techniques.
 - Shorten time when you can tell.
 - They literally get away with murder.
 - Blue wall don't ask don't tell.
 - Code of silence. Put a stop to it.
 - You should be punished if you cover up.
 - If you're an accomplice you should go just like civilians. Need outside form of justice.
 - There must be negative consequences for bad behavior, just like how we raise kids. No suspensions; fire them, lock them up for violence, just like us.
 - No current accountability in CPD for each other's actions.
 - Create training for CPD; sensitivity training to understand situations in each neighborhood. How to subdue without beating/weapons. No shoot to kill. Don't come in on the draw (gun). Less aggressive interactions from start.
 - Create opportunities for positive interaction; develop regular interactions with kids so kids and cops know each other, block clubs, block parties.
 - Training opportunities: learn how to leave baggage from personal life at home, training refreshers every 6 months, learn how to keep self calm.
 - Study if CPD officer increase in violence starts to increase after some a month of time and then develop protocol to move officers to other duties at that time so they get a break and a sort of "time-out" to start over. (Example: if average officer violence up at five years on beat, all officers move to 1 year of other duty before going back to beats at year 7.
 - Focus on next generation because teens and older are already afraid of police and only want to stay out of the way/keep distance.
 - Re-create "Bridge and Divine" programs at community organizations/churches/block clubs.
 - Have community conversations between residents and police, like we are doing now, so we can get on same page.
 - "Good cops" need to hold "bad cops" accountable.
 - See residents as people/humans! This is why we need to talk at times other than when trouble is going on.
 - Make eye contact when talking to people.
 - Get out of the cars and get to know people on the streets and in community.
 - Detention- starts here.
 - We need to make sure that the person being detained understands their rights (Miranda rights)
 - There is no one standard for Miranda rights. We need one standard (other languages/ASL)
 - Have one standard way to translate
 - When someone is under the influence of drugs or alcohol...how do we give their Miranda rights?
 - Police can shot but not to kill/but to stop (injure)
 - Give officers therapy when they are in traumatic situations, have lots of anger or a lot of stress.
 - There is a "culture" within the police institution that allows for violence.

- We need more screening of police for domestic violence (and we should send them to a rehabilitation program)
- Police need therapy outside of the department due to the trauma they deal with (“safe space” to speak about the challenges and the trauma of police officers) ...this can help lower use of force. Self care, meditation, etc. especially dealing with police male chauvinist (machismo) - they need to have self care.
- Every day police should be “reminded” to avoid use of force.
- Who is investigating the police who used ‘use of force’? It needs to be someone from the outside/not from CPD. A group of citizens or experts (law, doctor, etc.). These need to be groups of experts.
- A training to learn what are their “triggers”. Therapy can help this.
- Implement psychological evaluations regularly. Can be part of their regular evaluations for the department. Rewards for police that involve themselves in a program like this.
- Perception of racial profiling heightened tension/reactions to CPD
- South and Southwest profiling more palpable here than Northside.
- Family in the force
- Taught to respect to respect authority
- More police officers that look like/ability to reflect community and connect with residents.
- Hire with purpose. Mismatch/ disproportion of CPD staff vs. demographic of city.
- family disappointment/friendships and harassment via relationships with gang affiliation
- Police engagement, experience with family/language
- No accountability, not enough
- Morale down with CPD due to (no) accountability
- Shift of reporting vs. accountability. Training of CPD officers. Chore vs. collective impact.
- Legacy of interactions with CPD...officers rounding up people.
- Shit of officers, they don’t get to know the community. Less threatening social events, no uniforms in schools, more relatable to community.
- We shouldn’t judge all CPD officers but they shouldn’t judge communities either- they should have some context too.
- Perceptions...education around the neighborhood...community policing has to go beyond CAPS meetings.
- Misperceptions of CPD and community. How do we remedy this?
- Training...mental health support... there’s stigma with training as well...
- Programs taking place in the streets and officers would interact with residents- example Hoops in the Hood.
- Leadership...setting the example...there has to be change where people are meeting each other.
- We come from communities (counties) where the last person you trust is police.
- Experience skew young people.
- Hiring and screening processes need to be looked at...cultural sensitivity
- CPD can be seen as gang too...legacies.
- How do you build the pipeline to CPD careers/jobs?
- How do we make it a respectful career option for our communities?
- “Police explorers” ... programming
- Build a bridge...community and CPD
- Family experience - CPD and gangs. Brother asks me to ride with him...less of a threat.
- Excessive force has been over used... training to determine force vs. excessive force.
- What kind of force: physical, verbal
- Impartial policing/racial profiling
- Gap...does community understand criteria for “use of force” ...“excessive force”
- Police officers understanding context of community.
- Transparency
- Police brutality/racial profiling

- Youth...future...have classes of procedures/criminal justice...for youth to know...how can youth be more informed
- Being able to articulate our rights.
- Reactions to CPD officers.
- Children...positive reactions to officers but that stops at some point
- Friendly officers in schools
- Body cameras - when videos are released public will know that the person tried to do something/interaction
- "Officer friendly" at schools...officers are currently in schools but they are not seen as positive
- Do we understand "force" similarly
- Assumptions we make about people
- Hard to assess force...how do we evaluate it? How much is too much?
- Why are we so willing to accept a stranger beating on someone just because they have a badge?
- Need to rethink theme...metal sticks we allow them to electrocute people.
- We need to rethink what we allow them to do
- Lock up police officers/accountability
- Officers should pay for their own legal fees
- Take officers' guns away
- Preconceived notions...can become volatile
- Veteran officers training new officers... how do we vet officers?
- Training in other areas: social services, mental health
- Cultural issue...of service vs. enforcement
- Benefit to department and community, what we want are positive outcomes.
- Peace officer
- Why have guns with real bullets/rubber bullets
- Militarization of police officers. Decrease back from this.
- Reduce penalties for people who respond to police.
- For those that resist charge...don't punish people for this.
- Give space...sometimes people are freaking out or reacting to their own experiences/history with CPD officers.
- CPD car sirens - remove them and no chases
- More women on the force
- More accountability
- More transparency
- They don't need weapons - alternative solution, crisis intervention, give them tasers
- Peoples' police
- More de-escalation training; ex. crisis intervention
- Psych profiling of police (and vetting)
- More cultural training; ex. address prejudices
- CPCA - union accountability vs. city creating individual accountability for police
- Training around mental health and first aid
- If there was gun reform for everyone to stop having guns then this may facilitate cops having no weapons
- Ongoing de-escalation program to address excessive force
- Scheduled (once a month) opportunity for self-care/debrief/gain clarity in space of high pressure situations
- Address FOP influence in contract - mayor's office should re-negotiate contract and inform citizens; transparency with constituents on renegotiations
- Quicker timeline on investigations involving shooting
- Holding management/supervisors accountable for direct reports of misconduct; ex. If direct report is suspended 1 day then supervisor gets 2 days
- Economic aspect - \$750m to settle cases, not a good way to hold officers accountable
- The contract protects the bad police
- Lack of monitoring increases the power; then they feel they can get away with it
- More inclusive monitoring to review the problem
- Officers cover for each other
- Police need more training - conflict

- resolution, mental health (how to recognize, how to de-escalate), diversity
- They need to stop going into survival mode, instead serve and protect
 - Need customer service training - if you can't talk to me properly can I trust you?
 - Pulled over - police 'I can give you a ticket'
 - Need to learn how to communicate
 - Contract - if we had issue we go to jail, officers have 24 hrs to make statement, protects bad police
 - "If they can't handle public, give them another job [in] admin"
 - Need crisis management training when someone not thinking straight; need compassion, not enforcement
 - Situation - mom and kids had crisis at home, pastor en route to help, police stopped her; police should obey laws you enforce
 - Don't have to be reminded of their authority
 - Police should be prosecuted, terminated, or suspension with pay - which is a vacation
 - You make people miss work, have to go to training, mental health evaluation; police should have to go too
 - Recommend mental health evaluation - include stress testing
 - Some people can't handle power so don't need a gun; that's dangerous
 - Mental evaluation should be annual because their job is stressful
 - Mandatory therapy - not in-house
 - Training should include child development - learn how to work with children, grandchild terrified of police and how to handle parents in front of children
 - Need training on when they have to draw weapon
 - Hyper charged police make bad decisions
 - Are officers med monitored; drug tested? How do you know if they are high?
 - Need to understand core curriculum
 - We could better understand focused on identifying a threat; need to revamp protocol, how they address threats
 - They aren't social workers
 - What de-escalation techniques are they learning? How they take action matters.
 - Social workers have to de-escalate without using force
 - CPD needs to know how to differentiate
 - Scenario - dark alley - only a split second to decide but may need to 'take a moment'
 - Have to have certain mindset to chase criminals
 - 2am - dark - adrenaline pumping in fear - how do you reassess situation
 - They should be trained not to reach for gun 1st
 - Traffic stop officers come with hand on gun - "that's scary"
 - The lights scare you! Even if you've done no wrong. Scary reality - we see it all the time
 - Police tell you whatever they want to tell you
 - Don't want to see officers at night
 - Parolees already at odds with police; may not have friends who are officers
 - "Us against them" in the street
 - Majority of time if you run, you've done something. Then they beat you because you made them run
 - We have to stay calm, that's hard when people and cops are at odds
 - Cops should be trained to stay calm - book training, real life training with adrenaline flowing
 - We need to understand cops training - to read about bipolar and to see it is totally different, then they can be reprimanded based on training received
 - Need to mandate that camera is on - they play tricks with camera so they don't get clear video
 - I pulled over when I was on phone before he put his lights on
 - 20% of police being trained for mental health awareness different way to deal
 - Know how to recognize signs of domestic violence
 - No direct experience

- Police can do a better job of educating young people about the role of police and how to interact when dealing with police
- Some officers have macho attitude and they don't want to back down
- Police they use machoism as a defense
- Young peoples' attitude putting police at risk
- Police will react when you are acting proactively
- Police judge young people on appearance
- Responsibility of officer to stay if they are wrong or back down
- In '68-'70 police got more respect; we had a lot of pride
- I would think twice about my child going to the Academy
- Female police were dressed like ladies, more lady like, women didn't patrol before '78
- We deal with more family issue, force wasn't a factor
- They did a use of force model for training, it was very specific, they were different
- What changed? Cops are dealing with social media glorification of guns
- In the past, you didn't challenge police
- Society as a whole were more respectful
- Think body cameras are great. Once it's done it's over. It happened them but not everyone
- Accountability - camera helps but they still can get let go, so no accountability
- Camera can help both ways - statistics work against level field; murder solution rate 50% never caught
- Community involvement
- Change attitudes from racial, see A-A as "less than"
- Ratio of white and black officers, lack of A[African] A[American] police represented, need more
- Use of natural defense tools (karate, psychology of motivation)
- Self-defense strategies where guns are the last resort
- Look at the type of weapons that are given to police
- What steps/language do you use when asked why don't you shoot them?
- Examine the shoot to kill policy - why is it necessary?
- There are ways to subdue a person without harming them
- Rubber bullets that stop but do not kill
- Go back to the psychology of motivation (police act on their own ignorant stereotypes)
- The focus should be on subduing/restraining
- Emphasis on safety for both officer and civilian
- What does police accountability look like?
- What familiarity do you have with the neighborhood in which you serve?
- Why are building a \$90 mil cop academy but won't invest in education?
- Why are they not investing in understand what damage these guns can do?
- They react irrationally
- The Southside is diverse and so police should not go off the narrative that they have heard about the Southside or the stereotypes about the people who live there
- Suspend officers without pay
- Demote them
- Talk to a higher up
- Stop acting out of feelings
- Respect everyone no matter what community you are in
- Steps - talk things out 1st, try to de-escalate, not be too forceful - weapon should be the very last thing
- Community responds in reaction to excessive force
- Use words instead of physical action and weapons
- Type of officer you are - depends on how you handle the situation
- Think first, need a better way to respond
- Need more training - communication training with community residents together
- They use offensive language
- Need a process to speak out and be heard for the youth
- Need resources

- News portrayal of black community teens is negative - fair coverage
- Should have more positive stories in media about the good that people and organizations are doing; Like the community orgs like community impact family center
- Excessive use of force, i.e. Laquan McDonald, should be fired
- Not all police are bad but few abuse their authority - they are still citizens
- Should have mental health screenings
- Driving speed limit. See light/enforce. He was rude, made me nervous, may be having a bad day.
- Know people who have teens with wrong group. Teen ran, young man shot and died. Questionable if they had gun as police said.
- Why do you shoot someone running away? Don't know if they are held accountable. Agencies establish but don't know if that works. Police have to make judgment call. They are supposed to protect. Like a parent.
- When they go overboard makes citizens afraid. Seems to be more police force in Chicago than other cities. Haven't heard of police and danger within cities like Chicago.
- Need periodic evaluation, continued training they see so much bad. They don't care. Lack of empathy isn't healthy.
- Need police to feel their job is meaningful.
- Citizen who have had bad experience. There should be clearing house to receive these complaints, to report what they experience or see. People are not comfortable talking about it.
- People should get together regularly with CPD district leaders for residents to speak out and have officers there so they can communicate.
- Let [police officer] know you appreciate their service. It makes a difference.
- Not aware of any community groups.
- Parents in a safe neighborhood. If people interact with fellow man. People can't help where Lincolnwood is, home and safe they live. Lincoln Square is where I grew up and it's safe.
- You can be a victim of crime anywhere. I think media blows safety out of proportion.
- We've been to Englewood and it's very welcoming. Same experience in Little Village. People think if you go to Englewood you'll be shot. Not the nicest looking because businesses gone. People trying to live. Saw posters, emails for this meeting.
- No experience with CPD, softer interaction.
- Give cops a range of jobs so they aren't always confined with highly charged situations.
- You hear more about Chicago use of force. Police misconduct wasn't part of the new in Boston. Not part of public consciousness as it is here. Boston problem, Chicago has more nonwhite populations.
- More prevalent Chicago force is nonwhite. Obvious they treat nonwhite people different.
- South side high school students have a different experience with COPS. When I lived in Hyde Park, police never bothered me.
- In U.K. went to black hairdresser. I heard black guy complain. Sometimes it's perceived because more aggressive.
- Police not need accountable for excessive force. Not many checks and balances. Nationally you hear about shootings of black men and no cop being charged. Totally unprovoked on video. Very easy to charge. Disturbing they are not charged.
- People in Charge - State Attorney current former prosecutor. People in charge holding them accountable are their colleague.
- In U.K. cops trained not to use guns. They work as a team not one person can deescalate situation without gun. Working in teams.
- UK training non-lethal tactics are used.

- Use Tasers, mace. Tasers can kill.
- Force loose circle around suspect, let suspect come to them. They don't run toward victim. Different style of policing.
- Mentally ill patients get into lots of conflict. People with training to work with mentally ill patients aren't on ground 1st. They should be dispatched 1st. Train who is at scene first is important.
- Army technique - reach back to connect with expert.
- Give all cops mental health checks.
- How much therapy do cops get? Give them proactive training.
- Not fair to put owners on people. Police should be more engaging. People are scared of the cops.
- Unfair to say "if they had done what cop said, it wouldn't have happened." But they may have been scared from previous incidents.
- Role playing for COPS and residents. Cops can brief residents how to interact. Educating people on how to interact with cops. Who should conduct training? Police could implement, lawyers from nonprofits. No cops. Ex-con would have a perspective.
- Accountability. Look at history of complaints to look at pattern of behavior. Don't just look at single accident.
- When you say you are from Chicago. Chicago has a reputation.
- Been stopped by police but no -experience.
- Should use more Tasers.
- Paying too much money in settlement. Money could be used in schools.
- 1 death is too many.
- Shooting through doors without knowing on the other side "where is the training"
- Big picture, high number of incidents/day
- I think they are held accountable based on what I see on the news.
- Who pays for defense of cops who hurt citizens?
- Ask first, don't shoot at all.
- Human problems wherever you live. Chicago has gone decimation in the past years.
- Thought police would have been here tonight. Glad this about forward thinking.
- Less beating on the people and police.
- Have police be more engaging.
- Hear age of police is old. May need younger. Always recruiting new police.
- Younger cop may be more involved in city's culture. Young are probably less racist.
- Going to take time. Won't happen quickly.
- Grew up in white neighborhood. White school. My son went to mixed schools and it is a good thing.
- No interaction with Blacks/Hispanics. Chicago is segregated, so are citizens.
- Deescalate- heard word for dangerous situations required training, takes background in psychology how to reach people without gun - assess angry vs sick.
- Mental illness
- Code of secrecy - break so inappropriate use of force isn't covered by buddies. Speaking from news.
- Don't presume it will be bad. Stay open without expecting innocence or guilt. Certain situations perhaps- imagine they're called and know kids in that neighborhood- assume they're messing around. Assumption about individual based on circumstances.
- Racial distribution of police force? More recruitment of minorities is important. Black officers may understand black culture better. Cultural behavior might strike as offensive when it's not.
- Sensitivity training.
- Heard from CPD - new officers are put into dangerous districts, w/ seniority they'll be placed elsewhere with less likelihood to shoot/be shot. Puts officer in jeopardy and if an officer with more experience were there perhaps the result wouldn't be deadly. Blend seasoned and new officers - may be less code of silence.
- Don't aim at a person to kill, could they disable? Shoot in leg, don't have to shoot in the back.
- Self-defense experience - told to take out

- knee not kill.
- Death as last resort
- Record what's happening
- Get to know the neighborhood. I hardly ever see police, they should be known in a non-threatening situation
- Police come visit over the weekend in the summer would go visit and chat and meet them. Nonthreatening paying them to visit, but they're still on duty.
- I live on corner with frequent accidents. Two cars involved with one accident with hotheads in one car, ready to pick a fight. Police calmly separated the two groups and made sure they were across the street when police come it may not look like they're doing anything but they do have an eye and their presence is significant.
- Local police woman goes to play ball with kids on off hours to get to know her. Kids know she's police, they respect her because she care about them. Avenue for opening communication, in case something happens and needs to share that.
- Training, evaluation of the training. Gun range doesn't make a good officer. Older officers - renew their membership, need to be updates with new info.
- Suspend or take off beat if they do use excessive force- set example.
- Emphasize actual crimes not immigration status. Robberies in markets recently, focus there not undocumented folks.
- Patrol system in busy markets at night and on streets. Never seen any by my house.
- Diversity education and training- nuances in different cultures when people see stereotypes, they don't see them as people, so they aren't treated as people. Someone who looks like them treated differently. Calm down.
- Meet people when it's calm - cop on the beat walking around who gets to know kids and store owners.
- Story - undocumented person working in restaurant, police came with warrant
- help people know their rights for translation that warrant is necessary (signed by judge with right date), people don't know that.
- New system for immigration documentation
- Onus on not just police but people as well-education. Have police in school to teach kids how to react. Education if you don't interact with police all the time you don't know how to act.
- Language problems - police don't know other languages. Have officers on the beat who speak your language. Lawyers - communicate with people.
- Hold them accountable - no blue wall. If bad apples held accountable and good officers can report without reprisal it'll help improve and build trust.
- How can police know if someone's holding a gun? Only licensed people should be allowed to carry guns.
- Story - traveling by bus - friend working two jobs, customer showed gun overnight and stole money. Left second job - life is important to me, threatened.
- Reduce guns out there and prevent them from being available.
- Only gun if they've applied and license for personal protection/safety stop illegal selling and free availability. No concealed carry, used for theft and robbery.
- When people fear police then they can't get information they need, if relations improve, policing improve.
- Language barriers - have more police who speak other languages.
- Superior police officers should also be communicating with new police.
- Do good service, but need more patrolling in this neighborhood, stop local robberies at stores - more police walking - late too. Been doing better, could do more.
- Theft in indo center recently - engaged officers to come
- Keep them off street, young people, going to high school engage at school and work

- Training tactics - use Taser or baton not a deadly weapon
- Stop using force
- Worry about protecting public not police self
- Can they hold themselves accountable
- Fine them
- Make termination easier
- Mayor/City Council stop being scared to hold accountable
- Civilian accountability board is needed
- Deputy inspector general needs to be disconnected from the city. They need there needs to be independent.
- Change city policy
- Use model of LAPD and other that have independent accountability
- There are working models, like Seattle.
- Training so that they don't pull out their gun if the person is Black or Latino... Racism
- One time they detained a white person who had robbed an office...and they let him go because there was not enough evidence.
- Educate...they need a lot of intelligence.
- They need to understand the people more and everyone...the criminals too.
- A lot of people are scared, they don't have confidence in them
- They are the protectors of the people
- "Phone-tree" residents are connected, block-club
- Announcements "we call the police" they are important so that people know that the residents are united.
- Don't shoot to kill- shoot another part of the body
- Listen
- Avoid racism/lots of racism geared towards Latinos and African Americans
- Develop the ability to build relations/ integrate more into the community
- Overdo use of force, they should enforce the correct use of weapons, a training that uses other tactics of force.
- Develop tolerance
- They should control themselves more
- They treat everyone like criminals
- Manage emotions - training
- They should use "Tasers" instead of weapons
- The gun should be the last option, not the first.
- Punish police the same, shouldn't be dependent on the race of the officer.
- More trainings on negotiation
- Develop trainings/cultural competencies in order to deal with people from different cultures.
- A drunk officer who was not on service crashed and the police arrived and intimidated the victims
- Avoid abuse of power between them (police)
- They abuse police power to protect themselves
- Keep the cameras on
- Have police that speak the language of the community
- Have more diversity between police
- Put officers of the same race as the community they work in
- Cultural sensitivity
- Better training on all subjects, like domestic violence
- Reduce the abuse of power
- More female police officers
- Training about the community for all police- Classes with credits in order to change people's mindset so they work well/they don't just attend the class but they maintain the training
- Work in order to understand stereotypes and prejudices
- Leadership training
- Mechanisms to protect not to restrict
- Work the community so that undocumented people feel like they can confine in the police.
- In order to gain control a police may feel contact is needed to get situation under control.
- Personal experience- police should be more conscious of words.
- Police officer rude because Spanish stereotype.
- "Not everyone is the same." Police pre-

- judge based on experience.
- Improved community relations
 - Mandatory vehicle and body cameras. Policy they must be on at all times. Repercussions if they turn off (dock their pay).
 - Police involvement/participation in existing community groups.
 - Relationship building between beat cops and homeowners.
 - Annual mental health evaluations for officers (PTSD). Internal CPD support system to help officers and ensure appropriate staffing levels.
 - Evals has to be mandatory, everyone has to adhere.
 - Officers who served in military combat should have additional mental health evaluations.
 - Mental health evaluation at hiring
 - Website/hotline civilians can report negative and positive things.
 - Only deadly use of force as final measure in specific circumstances.
 - Deadly force policy needs to change. Policy should require nonlethal options/ weapons FIRST, unless specific conditions exist.
 - Engage youth to help design weapons system w/ lethal and non/lethal options. Research needed! Prototype weapon.
 - Training on non-lethal use first.
 - Officers need appropriate tool for non-lethal
 - Implicit bias/unconscious bias training. Cultural sensitivity too. Negative perceptions drive unwarranted fear.
 - Attempt to corroborate deadly force is warranted, if possible (e.g. body cameras that's monitored).
 - Police union policies need to change so officers are immediately detained after a shooting. Terminate desk duty w/ pay and require community service. Remove incentive to shoot someone.
 - Better training to teach officers how to avoid use of force.
 - Raise standard to determine shooting is necessary, not just "justified". Case by case analysis.
 - Address verbal abuse first - start w/ how you talk to people.
 - Lessons to learn around starting to use force. Real time analysis. Trending and learning opportunity.
 - Gradation - convo (respect, etc.). Starts with a convo, let's start analyzing convo between officers and civilian that led to use of force, then how to proceed.
 - Reduce "them vs. us" mentality.
 - Police leadership meetings with community leadership.
 - Separate entity to help analyze – objectively - incidents of what led to use of force.
 - Think before they act.
 - Have better training
 - All officers have some exposure to bias, regardless of race. Training for implicit bias can apply to all officers, not just white officers. Training can happen at the Academy (best practice training on implicit bias in Boulder).
 - Mindfulness training, being intentional in the moment, recognize when you need to step back.
 - Have checkout process at end of the day to reflect on action.
 - Have check in self-assessment about where you are.
 - Training-diffusing conflicts nonviolently.
 - Use cultural awareness and reorient their oppressive ways that have been place due to colonization.
 - Sensitivity training.
 - Change the way police/politicians perceive crime and help train the community.
 - Help people see each other as humans-love thy neighbors.
 - Set standards for patrolling the community. Unions need to enforce rules and if they cannot, the paper trail should justify letting bad officers go.
 - Oversight and power needs to transfer from police to community - needs to be collective, not just relying on institution.
 - Elected police (and school board) to have

- more accountability.
- Reform the Blue Gang- largest gang in the city.
- Stop making unnecessary arrests for small crimes (loitering).
- Add more mental care facilities on the south side- refer to clinics, not jail.
- Police need to respect citizens- esp. black men. Community needs to be able to have supports for people who are harassed continuously.
- More training about engaging police and a fair complaint process if one needs to be made.
- If the police is considered a part of the community they should know who the fools are and leave the law abiding citizens alone.
- Trained on how to de-escalate situations.
- More training, better training.
- Better communication.
- More humility and respect.
- No profanity.
- Hire more police. Stop culture of trying to do more with less. OT budgets are high and lead to over tired, over worked police who may make poor decisions. Budgeted for 13,000 P.O's but we only use 10,500.
- Hire more Chicago high school grads for the job instead of out sourcing people who are from other communities: from the community, know the community, will respect the community.
- Stop discriminatory requirements for hiring (ex. education/debt).
- Make sure there are actual consequences when there is a violation.
- Check equipment and ensure that things like cameras are functioning.
- More civilian control and accountability to communities.
- Transparency.
- Work for oversight within police unions.
- Dismantle the FOP/address misconduct.
- Police super intendent should be elected instead of being appointed: increases accountability to the public.
- Look for best practices.
- Chang hiring practices to be inclusive of elders in community, more women.
- Address the culture around code of silence.
- More fire able offences.
- Develop and adhere to a code of ethics as part of consent decree.
- Use of force and lying about use of force fire able offences.
- Violations investigated by internal affairs to be reviewed by independent civilian council.
- Training around serving citizens with mental health conditions.
- Demilitarize police culture and training.
- Greater accountability when violation occurs.
- Build more procedural accountability (i.e.- forms). Make info available to the public.
- Schedule P.O's like Fire Fighters and eliminate overtime.
- Institute mandatory mental health supports like therapy for P.O's
- Mandate that officers to engage de-escalation tactics with peers.
- P.O's go through social justice training. Engage in oppressions impacting communities and investigate their role.
- Address discriminatory shooting, e.g. shoot to kill with POC but non-lethal shootings or other forms of de-escalation in white communities.
- Commit to full cultural shift, not just basic trainings.
- CPD officers need to do what they were trained to do. Use of force is their last resort. They need to go through their escalation chart
- Problem is that CPD profiles people and CPD officers jump to the red zone.
- It's rare for officers to just shoot someone in the arm or leg vs. 20 shots, officers claiming their lives were in danger.
- Residents...there's an expectation. Since we don't have police officers getting ambushed...there's something missing.
- Psychologists may know more about this because there is something clearly missing. How to deal with trauma and anxiety? Better screening of officers who

- have issues
- Have police go through community service in their neighborhood. Get to know each other.
- Get to know understand each other. Community events for police to interact. Sit at the same table. Understanding is everyone trying.
- Lack of understanding by police.
- Media pushes fear.
- CPD in dire need of cultural and sensitivity training. Get familiar with neighborhood, won't have to react with excessive force, sensitivity training be a peace officer.
- Sensitivity and aggressiveness.
- Wolfing: our people may be wolfing but are not dangerous.
- You don't know what a person will do.
- How do CPD deescalate in White community but not in a Black community.
- We understand our cultural gestures.
- More community engagement. Community service hours before they start working.
- Problem: racist cops have no respect for Black people. They don't know how to...
- Police view as insurgents not citizens. They patrol out neighborhoods like...
- Can't compare use of force with military.
- They should get death penalty.
- They need liability insurance.
- Revoke their certification.
- Too many police in the area.
- Other agencies beyond CPD when you lose certification, can't work anywhere.
- Enforce consequences. No desk duty with pay, no salary.
- Need cameras everywhere, consequences for turning off
- Eliminate code of silence.
- They are taught "how we do it" when they get started.
- Training reform for new officer. Mandatory re-training for old officers throughout carrier.
- Police liability insurance.
- Need to follow rules in handbook. Do what's on the book.
- FOP not to enforce bad behavior.
- We need gun control because police are scared they are out gunned.
- Need to be fired.
- Need sanctions and a maximum number of sanctions.
- Eliminate chain of command review. Police are reviewing themselves.
- Stress of job causes knee jerk reaction trauma.
- Need counseling for officers whatever they ask for.
- Stigma if they ask for counseling
- Make counseling mandatory
- Need paid sabbatical.
- Pattern Fire Dept. schedule 1 on 2 off
- What happens after desk duty before back on the street. Need retraining. You can see officers not getting physical training shoot don't run.
- Need incentives for good policing. Sanction system also about reward.
- Need whistleblower protection, anonymous reporting. They are afraid to tell because officers won't have their back.
- Have community person review incidents. Citizen group review not just police reviewing police.
- Community should select their own citizens to sit on the board.
- Who is independent monitor- Have they been selected, if yes how were selected?
- Kick their ass
- If community is too involved may hand cuff police.
- Do more to educate youth how to have correct response when dealing with police.
- Sensitivity training on both parts. College did orientation for boys how to deal with police, families do this, can't expect respect from police, more Black cops can work both ways.
- Community service: 20-40 hrs. of college. Make it a requirement.
- Are they trained to disarm or shoot to kill?
- Can they shoot to harm?

- Use Taser instead of guns. Man in CA - he wasn't armed.
- Guy shot in back in Jackson Park. Police felt guy could turn around and shoot. Police need training to tap down anxiety.
- People are not against people. They need to know how to actualize the level of treat. Determine if you need Taser, stun gun.
- Need perception training. Study shows police are similar, personal connection with people on the other side of the law.
- Some police take cases personally, you shouldn't take it personal it's a job.
- Problem how they address people.
- Police are looking for justice.
- Skill set-most police are not mentally prepared to handle life or death situation. Their job is to put their life on the line.
- They are hiring cowards and bullies.
- Police have fear because they are not competent.
- Can't be scared.
- Your job is to be first responder.
- Evaluate each scenario
- Officers need specialties: domestic, child abuse, mental health, rape, fast chase.
- Every cop can't handle every case. They can make it worse. Need to do assessment.
- Accountability: Complaints against cops should make it impossible for them to work with.
- You can't police if you're scared.
- Life must be in danger before using a gun.
- We want high standard of expectation for cops like judges.
- Cops need increased training where we are in deficit.
- They have to shoot only if someone shoots.
- Police shoot first and ask questions later.
- We want to come home to our families. Like police say they want to go home to their families.
- Police will do anything to find a way to justify.
- If police does something wrong: the city should defend citizen not the cop.
- Police should separate from officer- fire. There should be an arbitration.
- Identify, isolate, distill- don't cover up. Don't move police officers to another job awaiting trial.
- Everyone not prepared to work with people.
- When citizen is wrong they are removed from public.
- If you make mistake in your career you have to deal with consequences, should be same with the cop.
- Police need culture perception, need sensitivity training. View blacks as insurgents. Suggest community service for police as part of trauma.
- Lack of understanding on police's part. Don't understand our ways, gestures, conversation.
- Officers need liability insurance. Sanctions for - and service
- Enforce consequences. Have citizens review in addition to police. Police are reviewing their own. Need camera everywhere.
- We need gun control - police are scared they are out gunned.
- Police need specialties. All police can't do everything, mental, health, rape, domestic.
- Give police more time off, stressful job.
- Police shoot 1st and ask questions. Show pattern of military. Use Tasers, stun guns. Don't shoot to kill. The city should defend citizens not defend police.
- Incorporate a mediator to deescalate the situation; if no mediator police need to be trained in this skill.
- Reinforced mental/spiritual training specifically being church led.
- Training around what is the appropriate use of force based on situation.
- Accountability - discipline by suspension, provide mandatory therapy/retraining before they are allowed back in service.
- Unnecessary force is used when someone is in custody/already handcuffed: circled back to training to prevent officers from doing so.

- Shoot to disable not to kill
- Learn/use martial arts
- Deescalate conversations
- Harassed by cops while jump starting his own car, exiting his garage.
- Tone of cops is confrontational ques her and not car criminal
- They profile Blacks
- Cops have no reason to carry guns... reserve guns for special squads
- Need Community Development team of officers.
- Cops are snotty.
- Treat you like 2nd rate citizen
- Do not know how to talk to young people, teens
- Automatically assume guilty.
- Community members be more engaged with cops
- Cops inability to deescalate
- Community compensates for cops to calm a situation
- Come out of cars screaming...need to work beat more and engage more
- Cops step over bounds in what they can do legally.
- CIT training for every cop
- More accountability
- Police don't come to keep peace, total agrees ion
- Cops use a militaristic approach
- Engage community
- Build relationships
- Deescalate situation
- Don't shoot to kill, kill less
- Cops need to ask questions first
- No guns or plastic bullets
- Don't shoot to kill, shoot in leg.
- More disclosure of a shooting event, transparency.
- Expedite review, info re: shooting
- Need tougher laws for bad cops behavior, stiffer penalties.
- Martial arts training and alternative use of force
- De-escalation training
- Story of hearing impaired man shot by cops
- Need mental health training
- Arrest records, audits on use of force- annually or bi-annually
- Citizen needs to know what to do when cops stops you.
- More engaged with people, business organizations in the community
- Cops should be more like a public servant to the people
- Story about police friend...mentor, church volunteer, speaker.
- Cops should go to schools and talk to kids, involve in community
- Discussion at quotas- more transparency, community needs to know more about what they do.
- Interact with community, not just when there's problem.
- Need a formal timeline to review cases of shooting, etc.
- Should be disciplined; suspended without pay, fired, imprisoned
- Why have to use excessive force/Need more training to reduce force.
- Psych testing/training.
- Need self-control, excessive tasing, beating, shooting.
- Take away the cop's guns depending on their role.
- Regular psych testing
- Mandatory counseling
- Cops need to be aware of situation before engaging
- Guns with rubber bullets
- Martial arts training
- Accountability - more supervisor to officer ratio
- Ethical training
- More value of human life
- More aware of their power for use of good and not abuse it
- Understand what is power
- Need to be peace makers
- Need to be public servants
- Rotate low/high crime community due to psych effects on the officer
- Community rep attend daily roll call
- More conversation, less interact with weapon
- More contact with community

- Measure training (data) on how de-escalation training works.
- Have social workers with police especially those with mental health issues
- More training for officers
- More social workers to be police rather than ex-military
- De-escalation training
- Change personality profile standards
- Intensively develop de-escalation training
- Those trained need to be on scene when mental health is an issue
- Need to know culture of community language knowledge
- Accountability - police who use too much force frequently need to be fired. They are protected.
- Those harmed are afraid
- Change state laws that give supra-constitutional rights to police
- Retraining/re-evaluation of police
- Identify when officers have coping issues/signs of violent behavior prior to incidents
- Address “wall of silence”
- Change language that protects officers, in contract
- Transparent recording from officers on duty
- Get immediate statement without delay
- Carry insurance
- Much have liability insurance or no job
- Independent review board with no police affiliations
- Review background each time there is an incident; mentally, ethics, performance
- Reward- good job of de-escalation, if ongoing history of abuse, needs monetary consequences - encourages behavior.
- Demote officers- less authority/responsibility
- Take them off street
- Must have camera that works; review, made public
- Intensive anti-racism training; from hiring process, aid employment
- De-escalation training
- Diverse force; more women, transgender
- Reassign to different districts
- Make accessible the training practices to public, in language that can be understood.
- Extended education/training term in Turkey it’s 8 years.
- Work on communication skills, training; study
- Criminal psychology
- New officers should “shadow” for 1 year
- Bigger problem in high crime areas is fear in high crime areas
- De-escalation training
- Police need to be less afraid, not just use force because of fear
- Deal with stress of officers
- More guns need to off street
- Role play situations of high stress encounters
- Social workers on staff
- Mental health teams/task force to deal with these issues
- Take officer off street, until discovery
- Break up the “team” of officers who cover for each other. Behavior will change if they can’t get away with lying.
- Burden of proof for use of force should be low for employment action, high for hiring
- Zero tolerance for excessive use of force
- Contract rights too strong
- Look at beatings not just shooting
- Police should be recorded by citizens
- In encounter the least amount of force should be used; violations get prosecuted
- No penalties for less force used.
- Liability insurance paid by officers
- If no demotion, lose years of seniority
- Clearly define “use of force” practices
- Cultural, sensitivity
- Look into language access plan, feds use it
- They are trained to be afraid of everyone
- Accountability - civilian elected oversight
- Not all officers should carry guns
- Alternatives to guns; flashes, water
- Use Labrador retrievers not just German shepherds
- After incident de-escalation training then

- shadow other officers
- Newer officers need more intervention
- All officers need mental health training significant
- Community control of cop academy
- Involve community in de-escalation training; role play, model
- Psych training to become officer
- Anger management training
- Mandatory extra house of training when excessive force is used
- Contract changed to address consequences
- Culture of CPD needs to change
- Go back to being beat cops not enforcers
- History of violence, current domestic charges or rape
- Accountability - allowing citizens to choose supt.
- Define use of force
- Better shape throughout their career (fat cop)
- Apply different degree depending upon gravity of situation
- Take martial arts classes
- Run interference when police officer is losing temper (de-escalation)
- Start indicting police officers for excessive force
- Pursuing excessive use of force through the court
- Increase review of complaints (look for patterns)
- PTSD screening (annual and in instances when someone is shot)
- Police officers must break two balloons between talking and action
- More fidget spinners or stress balls
- Address what are objects and what are not
- Change policy about emptying their guns/ weapons when discharged
- Wait before they shoot
- Shoot to kill is not necessary maybe never warranted
- Only police officers trained in the military can carry weapons
- Officers should be trained to de-escalate the situation first
- Be mandated to know CPR
- Change protocol about when to call medical services in shooting situations
- Make people in the community more comfortable to share what they seen without repercussions
- Armed different according to their roles (traffic cop may only need Taser) they play in the community
- CAPS police not having guns
- Police should have a program/dept. to help train care takers/guardians on how to help their youth who are in gangs.
- Explore this issue within the police contract
- Respect
- Listen
- Training; friendlier, educated, reduce violence
- Cooperate between communities
- Punishment when someone uses excessive force; without pay, don't let someone get to two or three complaints; given days off. Fire them after two or three complaints. After the first complaint send them to additional training, after three complaints arrest them.
- Training; on how to treat people, listen, learn to distinguish when someone uses excessive force and when someone does not, how to express themselves, morals, respect (the officers).
- Have them see psychologists to have them checked; archive
- Treat them like the community
- We all deserve respect
- Become more involved with the community so that the community knows them and they know the community
- Know the officers more and the workers
- Community tasks to know the community; know your rights, once a month, becoming familiar with the community
- Assure yourself of each situation; make sure you have the right information
- Investigate the 'background' of each officer in regards to abuse and aggression; give additional trainings

- Learn more about human relations-customer service
- Behave like everyone else
- Limit hours; don't give overtime
- Do not double fines in time limit
- Mental health checks every three to six months; evaluations - tolerance, emotional, stress. Give help (therapy)
- Free therapy for officer's families
- Each police officer should be taught to exercise his work instead of authority
- Learn how to separate their personal matters and their job
- Be fair
- Be conscious of their family problems - don't go out on the street, stay in the office
- Know how to communicate between the community and officer
- Have gatherings in schools and churches within the community
- The department should respect sick days
- Know how to leave personal issues at home
- Give officers more assistance
- Better training
- Share what they need from the community
- Have better customer service
- Survey the community
- Motivate treating people right; bonus
- Have rotation between hours and community
- Available data, talking to new candidates; what has the excessive force done? Look at the data. It has meaning
- That the academy values it
- Loaded it on the front end
- Know better - do better
- Not all is addressed in the training
- Very dated, old training; ex. Broken window
- Scared - CPD for their lives
- Not react/understand the situation
- Training
- Do better by assessing
- Officers have family/need to get back safely so the training should reflect that
- Records of excessive force can't be out there have history
- Training of CPD
- Need to be part of the community as officers - live there/from there
- If the police are scared, why go through the training and be an officer?
- They have the power
- 8 out of 10 police officers are not scared
- We think they just want to wipe us out
- They have the higher power, they are not law but they uphold the law
- Example. Construction worker on top of building (know what they are signing up for)
- We all are human beings
- We bleed the same
- Leave us alone, if they are not in the wrong
- Too much authority
- They don't know what's going on in our neighborhoods
- Police need to help the people who need help
- I feel more safe in the house. I'm more worried outside because the police
- If you're not black I don't want you to be a police officer...because I feel they don't know what the back story of the community is
- They don't let us say stop, don't shoot us/ me
- They don't need to send us right to jail
- Whatever it is when they police in white communities. Fear repercussions, not from community they policing, mental health screenings + resources for PTSD every 2 years
- Community control over police recruitment + hiring
- Community at table to make decisions
- P.O. take out insurance like Dr.'s due for malpractice - they pay out of their pocket-after 5 years w/ no infraction they can get a percentage back-city not paying for bad conduct.
- Personal liability. Personally charged or sued.
- Need to make some kind of example to demonstrate repercussions.

- Discipline those that use excessive force.
- No more shoot kill.
- Police don't see communities of color as humans/like people/residents - P.O.'s tend to dehumanize the people in comm.
- Officers are not from community they serve.
- Police don't have respect for residents (respect is a two way street) and young people in communities of color.
- If excessive force automatic suspension-30 day w/o pay.
- Independent arbitrator- elected civilian board-people from the community.
- Shifting power to community-community has a real seat at the table.
- Society dictates what happens in black and white communities.
- Change the mental framework at the top including judicial reform.
- Break the blue code and how the judicial system supports negative police behavior.
- Same repercussions city wide not related to race or socio-economics. Anyone shot unjustly no matter their race they have to serve punishment-judicial system to carry out
- Zero tolerance for excessive force and not make excuses.
- Prosecute to the fullest extent of the law, look at the crime and not the position. Choosing the right charge to fit the crime.
- Have to examine the whole scope of the police system and judicial system
- Training-diversity/implicit bias
- Hiring more women and people of color and pipeline for police leadership.
- Crisis intervention to reduce force.
- Police to have social worker on site or social worker training.
- Sensitivity training.
- Deadly force is the last resort.
- Hire people who want to be in the communities of color (impoverished communities).
- If repercussions are strictly enforce.
- Hire dist. Commander who cares about the community - could co-share position w/ someone from the community.
- Allocate funds to support training and mental health.
- Only shoot to injure; if they shoot to kill they should be held as same standard as public. They have to ask to use deadly force...clear characteristics for when.
- Mandatory 6 month suspension w/ no pay when you use excessive force while under investigation.
- If someone is killed that is unarmed should be jailed.
- There are various levels (punishments based on the levels) of categories of when to use excessive force.
- Lie detector test on initial recruitment on sensitivity-racism-bias
- Shift from authoritarian to one of servant.
- The community wants respect.
- Community "feels" like police are looking for excuse to do excessive force.
- Listen first, hear everyone out, more diversity (hire people familiar with the neighborhood), stop abuse of power, if not warranted take officer off the street, if history of excessive force retrained and pay taken (reduced), not just desk duty.
- Stop stereotyping, prejudice, stop negative talk about people they are supposed to protect, counseling.
- More sensitivity training. Not to be so afraid when they stop someone.
- Acquire more culture care about the community.
- More respectful of people. Assess the situation before the act. It not justified, loose job and prison time. Don't try to alter video to cover for other officers. Police should have 3-strike rule. More college classes dealing with humanity. Community members can be instructors. Think before they act.
- Diversity of CPD (top to bottom). Increase presence in the community (more beat officers, 1st time engagement should not be when there's a crime). Public should be involved when excessive force is used.
- Zero tolerance when excessive force is used. More severe consequences when excessive force is used. More integrity

- within the force.
- Seeing residents as humans. Build relationships with the community. Every officer should be a mentor to youth in the community. No profiling. Should not die just because “young and dumb”.
- Hiring practices need drastic changes (stop hiring the same “type” of people that have a tendency to cause problems).
- Value the people’s lives that they are supposed to protect.
- Need more training on how to diffuse and de-escalate situations before force is used. Force should not be their first option. Use other options, like a Taser. Eliminate code of silence. Make sure trainers are committed to the goals (academy and in the field).
- More policing programs in the community. Training for specific areas of the city (related to that particular community). Force is more blatant, even with the cameras.
- Get all the facts (evidence) to evaluate if excessive force was warranted. Go through court system. Process has to be more transparent. Clear consequences (potential suspension, firing from CPD, and/or prosecution). What can be done about un-reported cases of excessive force? Make sure cameras are working properly - always on, not a case by case situation. Legal system doesn’t support evidence (body cameras, dash camera, etc.). Seems like there are always in place that protect police.
- Automatic criminalization of young men.
- Socialization for white officers.
- Recognition of danger with police officers.
- Rules in place for police.
- The community needs to be aware of rules.
- The police officers use to engage with community.
- 3rd district police are receiving training on socialization with community.
- Sensitivity to young men, some youth are coming from homes with issues.
- Police officers identify based on dress and appearance.
- Young man was not knocking on doors. The police asked the young man what he was doing. The young man wanted help with his tie.
- Reduce the force with consequences.
- All cops are not bad.
- I don’t want our youth hurt or profiled.
- Training in nonlethal force. Don’t shot to kill.
- Police engage in criminal activities.
- Building relationship- involved in the community.
- Being human
- Training youth development.
- Accountability of community.
- Handle police with respect as an authority figure.
- We are human too.
- Youth see mistreatment.
- Don’t lose your peace get a peace maker.
- Respect for police.
- Weapons are not toys.
- Police jump to draw their gun.
- Policies and procedures.
- Training with youth.
- Core competencies.
- Identify drug abuse/mental illness.
- Learn how you treat people.
- Learn the community.
- Recruit qualified, select only the best.
- Ground rules.
- Training on community relationship.
- Police need to have officers mirror the community.
- New police officers should be from the community.
- Comparison for behavior of all.
- More cameras/and Tasers.
- Relationship
- Taser statistics according to crime.
- Restorative justice.
- Trust.
- Measured response (for) crime.
- Technology improvements.
- Tools are needed.
- Don’t use force for minor crimes.
- Body camera must be on.

- Make community aware of Dept. of Justice report.
- Engage in conversation and hire more qualified officers.
- Use of cameras and Tasers in neighborhood.
- Concern and interest about how this process is linked to the transformation of the problem.
- Concern to see how this will engage the community- how is this process accessible and transparent?
- Here as a community advocate- how can CPD improve safety and community relationships?
- How will this build relationships between youth and police?
- Concern about whether this will be enforce?
- See what this process will entail- show investment from community.
- Create pathways through CPS for youth to become police and get invested in their community.
- Hire more minority officers - improve hiring system, change hiring policies.
- More training for Black and Brown students.
- Proactive policing - more beat cops
- Police should know the average income of the communities they work in. Empathy and understanding on behalf of CPD for community members.
- More money for funding program reform.
- Have beat cops from the community they are working in. Goal of having police as part of the community.
- Changing attitudes about interaction/ confrontation.
- Looking at infrastructure - lighting, business places where seniors go. Make things more vibrant.
- Beat cops engaging in building relationships with the community - business owners and residents.
- More block clubs- reinvigorate block clubs
- More lighting
- Working w/ CTA
- Engaging the community about what they actually need.
- Less profiling and judgement.
- Supporting people who are homeless- connecting to figure out what they need.
- More public art.
- Better training for police officers.
- Hold functions for people to come to-meet and greet, social engagement.
- Talk to people in the community- hear people more
- Play sports w/ community members.
- No weapons/no uniform time.
- More training and education - get cops more cultured.
- More beat cops/foot patrol.
- More bike riding.
- Cops should like their jobs - CPD invest in making sure cops like their jobs.
- More people oriented.
- Teach police to respect citizens w/o judgment.
- Less intimidation, hostility, abuse of power, superiority.
- Sensitivity training- no one should be treated as "less than"
- Ideas about what "serve and protect" not in alignment with what community wants/needs.
- They constantly abuse their power.
- They make community less safe because of abuse of power.
- Stop treating people with contempt and disrespect.
- CPD needs to train all cops to treat each community the same.
- Stop discrimination against some people.
- Hold police officers accountable for their actions.
- Need to be able to rely on police- more community policing engagement if you could trust police.
- Police don't care or think people are important - so they take their time to show up in certain communities.
- Stop racial profiling!
- Respect and care about citizens!
- No tough guy.
- Think before they react.
- Follow up on complaints!

- Stop categorizing everything as gang related.
- Efforts for gun control.
- Train officers - more compassion, empathy, and understanding - stop abuse of power.
- More beat cops invested in community engagement - respect!
- Stop racial profiling
- Hold police accountable
- Who CPD uses force against: mental health
- Who CPD uses force against: race (African Americans, Black/Brown)
- Who CPD uses force against: media (presentation of young males, urban communities, rural, low income... criminalized as threats)
- Consider other big cities (LA/NYC): Segregation/institutional racism, lack of inclusion.
- Consider other big cities (LA/NYC): Gang populations
- Training: Who administers it?
- Training: How to teach someone to be human
- Training: disarming training
- Training: sensitivity training
- Training: cultural competency/education
- Training: build trust with community. How to interact with community/community engagement.
- Training: 0 deadly force, alternative techniques
- No police intervention for crisis
- Retreat requirement
- Mental evaluations: anger management monitoring
- Mental evaluations: full evaluation every 5 years
- Mental evaluations: on-the-job trauma counseling
- Complaint history: consider history of officer's relatives
- Complaint history: every 6/months if multiple
- Complaint history: set cap for number complaints before termination
- Complaint history: officers with high number of complaints and zero disciplinary action more likely to become shooters
- Require license and bonding: people who serve public
- Require license and bonding: community service
- Require license and bonding: recreation classes
- Require license and bonding: external checks and balances
- Require discipline for offenses: intimidation
- Require discipline for offenses: Poor responses to community complaints
- Require discipline for offenses: Arrest and dismissal
- Require discipline for offenses: No talking within department. Code of silence
- Require discipline for offenses: Community led police accountability
- Require discipline for offenses: Separate sexual assault violations investigations
- Require discipline for offenses: Fear for life excuse
- Require discipline for offenses: Body cams
- Disarm Police: examples in U.K.
- Disarm Police: no guns (keep batons, Tasers, etc.) Currently more restrictions on use of Tasers than guns.
- Hiring practices: create outline
- Hiring practices: reconsider former military preference, they are trained to kill
- Hiring practices: education requirement
- Hiring practices: increase salary
- Hiring practices: extensive background checks
- New department policies: create role for body cam checks (2x)
- Sensitivity Training: learning how to react to on a personal and professional level
- There's a tension when police are around, even when on public transit. They have a bravado that is abrupt. Reserve that when needed.
- In South Shore, the police is not respectful. They say shut up.
- All white cops in the black community.

- They told me “go home”
- CL #1 #5 “racism”
- How to have an accountability for “use of force.”
- The “code of silence” is real. They protect each other. Code of silence needs to be adjusted.
- Encourage CPD officers to LIVE in communities to develop better connections between people and police
- Police have too much power and the mindset. The mindsets shifts depending on race of individual
- Who do police value? They equate some people as an animal or cat in tree.
- Police set up a dynamic of force: They respond to one “call” and they don’t understand cultural differences.
- Difference of opinions: Northside = folks on street is fun, revelry. Southside = folks on street is a riot
- They systematically respond to different groups differently.
- CPD should be psychologically vetted
- CPD are cowboys
- A reminder card to reference: this type of action → this type of force.
- CPD need to see their jobs differently. They need to see job not a force mentality. CPD is known as baddest gang in Chicago. They can’t reconcile “life threatening” vs. negotiable and calm
- Shoot to kill? Why not shoot in arm or leg to stop them. But to kill a person?
- Told by officers - shoot to kill, it’s less expensive if you are sued
- Police culture needs adjustments - there are generations of cops
- What do cops say is their job description? To serve and protect? Who? Whom?
- What is the ethnicity of current CPD? Education helps adjust behavior, not training, education
- Do we realign training based on ethnicity of cop?
- Suppressing the rights in communities of color
- How about “shooting training” a black silhouette on a white background. How does this impact the psychological effect of the cops?
- Tough cop image is a mentality
- What if CPD were called ‘peace’ officers?
- If a cop saw his cousin on the street acting out, would he shoot to kill?
- Psychological testing on a regular basis
- Woodlawn should be policed by officers who know the community. Who can name an act as “he’s just drunk,” not a real danger
- Police are not above the law. They are the law, they need to be held accountable. They think they are superior to the neighborhood they are protecting
- Police force needs to be overseen by someone to do the right thing.
- Cultural training. They don’t understand the AA community because it’s been criminalized.
- Invisible lines of race.
- A culture orientation of who they are dealing with. Police don’t try to understand the community.
- All police officers need to understand.
- Despite training, they act like other cops. Is there a deficiency of knowledge or deficiency of education?
- Us vs. them mentality. CPD feel attacked and that drives them away from community.
- How do you do crime prevention if everyone has a gun.
- More proper training is needed.
- Penalized for use of excessive force.
- What is definition of force? Can be subjective.
- Sensitivity training
- Need cultural training. Must feel connected to community.
- Must treat everyone the same.
- Humanity is important.
- Requirement for officers to live in communities that they serve- should be enforced.
- May not be effective to live in community that they serve.
- They need “skin” in the game which is why they should live in the community

- that they serve.
- Must be vested in community. Example, alderman live in district.
 - Accountable for where they live.
 - Every few years officers should have a mental health checkup.
 - Self-defense class
 - Funds should be allocated to funding and educating communities.
 - Judges should have sensitivity training.
 - Was invited to attend and concerns about the issue.
 - Divert more funds to community policing.
 - Less adversarial relationships.
 - More resources to help community to lessen crime.
 - Create a space for open channel communication.
 - Lack medium to speak to police.
 - Informative and interesting, meal. Find out by finding out about things.
 - Experienced only good things with police, heard of negative interactions around the city. Read about bad things, know it's important, want to be part of change.
 - My city, my neighborhood - want to stay abreast of what's happening. Haven't experienced anything negative. District 24 different color maybe? Different acts? Police are friends. Protect and serve - good motto, many join to do that.
 - Better understand the people in the community
 - Interact with people in the community (e.g. play basketball, have conversations)
 - Get to know the people in the community
 - Facilitate structured meetings and activities between the police and community members to encourage dialogue.
 - Have community feedback app/portal with officers in the community reading that feedback (positive and negative)
 - Randomly stop at establishments and businesses in community to build relationships and learn the community.
 - Community junior police league organized by community not police department.
 - Community accept responsibility for its own wellness.
 - Resources: no employment center, community literacy, business development center (not known), sharing information to lowest person on totem pole, communication, job training.
 - Access to resources.
 - Young people have no place to go.
 - Lower fees for business license.
 - More sense of invested in community.
 - Homeownership.
 - Economics: young people need greater sense of investment in neighborhood

IMPARTIAL POLICING – What can CPD do to ensure that officers treat all Chicagoans fairly and equally?

- Suspension without pay, if found to be biased.
- “Test” for biased, as social workers do.
- Mental health check in during one year probation period.
- Third-party complaint board, to hold officer/agent accountable, within the community.
- Sensitivity training, before/after.
- Former military who become police need retraining to adapt to nonmilitary youth.
- Training/simulations, based on possible situations.
- Body cameras: necessary for impartial policing.
- Area/counselor to “help”/assess police officers who know they are biased and tell them, “you can’t do that on the job” (Edgy)/change goal.
- Reprimand/disciplined if found biased.
- Random checks from management on police, for accountability.
- Sensitivity training, informed and aware of different people they would deal with.
- Intern/apprenticeship with the community they will serve.
- Live in the communities they serve.
- Tackle racism head on; lie detectors, essay writing, psychological test.
- Rookie/apprentice, work 6 months on different communities.
- Regular focus groups between the police and the community; quarterly or once a month, sitting down at the table.
- Know who is doing the work, who is in charge.
- Accountability on both community and police, addressing violence.
- Every year the training of a police officer, the assessment.
- Discipline: part of suspension/actions, face the people they harmed.
- Public records of police to the community.
- Sergeants should be held accountable for rookie cops who mess up. That’s both the higher ups and trainees been held accountable.
- Revise contracts with union in how they are held accountable to community.
- Interaction with community.
- Take anti-racism training for all of them (clerks included).
- “Brotherhood of police” is not helping.
- More training, not just race-wise. Sensitivity training, being empathetic.
- Deal with kids better. Appropriate ways to deal with situations, deescalate and try to help not just get you in trouble.
- Mental health training and substance abuse training for officers
- Don’t try to assert power and belittle people, be empathetic; people have a MH/substance abuse problems.
- Learn when to use gun and when not to
- How to talk to young people; Build relationship with youth so officer is more empathetic and students will respect them more.
- They need to be more involved in students life so they can see triggers and when some.
- Treat everyone with respect. It’s a problem with the individual if they don’t respect people.
- Better officer recruitment. People who will protect others and treat people fairly. Ensure safety.
- Cops do whatever they want and don’t follow the rules. Don’t blow red lights, just them asserting their power “can do what every I want.”
- Priority should be to help people.
- A tested way to approach people.
- Cops in schools is a disadvantage. Not supposed to be getting kids felonies. Prison is a business. School to prison pipeline. Need to look at this to reform the police department.
- Cops need to learn real history. Why is

the hood the hood in the 1st place? Need to understand poverty and racism. They are that way because of systemic racism.

- Don't see cops in white neighborhoods, they oversee Black and Latino communities. Keep us in check.
- Communities under resourced on purposed, it's intentional.
- Cops should be in schools to build relationships, youth focused forums and help humanize people on both ends.
- Equity training.
- Role playing workshops.
- In academy and throughout career.
- In schools as a teaching assistant, no uniform or weapons. Get to know each other without fear of arrest or consequences.
- Humanize, starts with kids- personal relationships so as kids grow up relationship continues.
- CPD is insular "code of silence"
- Post academy and with other officers "let me show you the ropes" is where it goes off course.
- Be transparent, depts. should be open. Not being transparent promotes bias by being closed and insular.
- What they're doing now is not working, difficult to force new ideas/thinking to come out.
- Started 100 years ago, must take this police, main mechanism for racism.
- Elected officers for terms, representation.
- Have to break and rebuild with community, diff accountability, give them tools, active discussions, accountability.
- Police know they can get away with it.
- People resist change - accountability, case by case? Cookie cutter.
- Representation is important.
- Unexperienced white officers in Englewood...what...don't know culture, culture clash and they can't deal.
- Insurmountable amount of training to help rookie cops.
- Officers in Englewood should mirror black population i.e. - 90% Black, 90% Black officer...but race isn't only qualification.
- Officers don't understand the district. Train them cultural understanding, officers from that community.
- Embed in community understanding and change people
- 100...racism, police instrument so starts with recruitment. Authoritarian personalities, predisposed to violence, dictatorial approach.
- Better screening to weed out.
- Need structures in place to evaluate, more metrics.
- We know it's happening, city monitors it!
- Cultural competency training.
- AA's can be loud and police take it as aggression but it's not a threat.
- Implicit association test at entrance to academy; do poorly they can't enter academy and can't re-apply.
- Accountability.
- Make them live in the neighborhood they serve.
- Police are hostile/rude from get go.
- Should deescalate! Scared when I get pulled over. They can calm the situation.
- Police encounters go somewhere they don't need to go
- Officer rude and don't care what's going on- sick kid in car, etc.- and they're not trying to figure out what is going on.
- Blue wall of silence, like the mafia.
- Cops are not always right, they need to follow the rules.
- Eliminate code of silence to improve culture for black officers on the force.
- More officers from communities in which they work.
- Enable deployment of most experienced officers to highest crime areas, incentivize this, make this more equal.
- Learn how to respect community, especially youth.
- Make them community partners- bring them into our schools and churches, etc. example officer friendly. (Can't trust you if I don't see you/know you and we need to go to beat meetings, require police to come to.)
- Better training: bias, discrimination.

- Better screening before hiring, psychological.
- Nothing can be done about how they police. They have a blue culture, only way to change culture is through better training with new officers.
- More involvement in community collaboration.
- Community should come out with police.
- Young men have been killed for minor incidents.
- Community has to be there.
- They are trained to shoot and kill/Should shoot to stop.
- Cops need to live in our community.
- They are not invested in our community. It's a job.
- If you live in neighborhood like alderman the approach would be different.
- It works in other countries, Denmark because they are homogeneous country.
- They deescalate in White communities.
- Racist cops.
- Should do a background on the cops- schools, parents.
- We never say anything. We feel disenfranchised.
- We have been silenced for so long.
- Where are the young men tonight?
- They know nothing is going to change so they don't come out.
- FOP right there to make sure police protected.
- Cops that are inexperienced should not be assigned night- high peak for crime and they should not only work at night.
- Should see people during the day.
- Increase in crime in our areas but the money go to more affluent neighborhoods.
- We are not treated with equal value, bigger problem than policing.
- Downtown they are going to get their own police force.
- Number of...seen as more valuable, we don't see police officers.
- Has to be a bigger shift.
- They focus on neighborhoods that are economically established and white.
- We don't call police because if they come someone will be dead. They come with hand on gun.
- Psychological testing or background check that includes family history, attitude assessment about races (what contact does s/he have with others).
- Sensitivity training about how to engage other races and ethnicities.
- Required to do so many hours in other racial/ethnic communities other than their own. Provide services in those communities without guns.
- Build relationships while you are in the academy.
- Adapt to the ways/habits that they are not used to.
- Give certain scenarios/role play to help them think about what you could do (Black man, baggy pants, dreads, running down the block...what would you do?)
- Picked up off the street charged and convicted.
- They stop me for no reason (bogus charges).
- My business partner was arrested just for asking about what was going on.
- CPS employees... Friends were leaving school and were profiled
- Change the mindset at the training level.
- Don't hire people who are unstable.
- Standard operating procedure when there is no eminent threat.
- There have been times that I have not been treated fairly (police reports).
- Get rid of the code of blue.
- Police should not police, it should be the community who police the police.
- Oversight body should be chosen and comprised by citizens.
- Witness testimony should be heard/taken to account before any arrest is made (2-3 people). Often times it is just the police.
- Dash camera and video must be working, or not allowed to cut them off. Officer should not be able to control.
- Consequences for failure to have camera/recorder on.
- Respond quickly to all police requests no

- matter where the call comes from.
- My father was a CPD, shot in the line of duty.
- Police has to do community services based on ethnic/cultural differences. We are a segregated city and each neighborhood has its differences.
- Police (some) can be real rude when they encounter you. When I am on the north side there was a bunch of police but they were not rude.
- They were not rude to Caucasians.
- We have to engage them early.
- 90-day neighborhood orientation in the neighborhoods.
- We watch how they react. More experienced officers provide guidance.
- Issues within the ranks. There are some internal matters that get expressed externally.
- Look at infrastructure of how they are treated as employees of the City.
- More new police ride along.
- Pick the right senior officer.
- Senior officer should have his cameras on.
- Two officers with an experienced officer in the back seat.
- Ask why people don't want to be a police officer (some reasons bad experience).
- Training who is terrible. The number of hours...short, the instructors are not as strong.
- They should not come to every situation with their guns drawn.
- A lot of it is training and their (police) expectations.
- Certain crimes should be addressed at the police station.
- Address unfair sentencing (don't clog up the system by having certain perpetrators pay for the cost of the crime).
- Something other than arrest
- Black people do not talk to the police.
- Pool of funds for solving crime.
- Sometimes senior officers are so judged.
- Civilians working with police officers (new police) and to better understand what the community
- CAPS has stopped in West Englewood, bring back CAPS. Civilians and police.
- Needs to be real commitment (not much action).
- Must learn the community (no situation is the same).
- Be fair with the people you are working with.
- Police should not block streets.
- Be part of the communities
- Talk to people in the community. Talk to people like family.
- Show us that you are there for us.
- How would they want their family to be treated.
- Don't treat like we are invading.
- Police came in my house, took my radios. Walked through my house like they owned it.
- Get rid of the police who enter my house improperly. Who stole from me.
- When they do things they are not disciplined. PROPERLY DISCIPLINED.
- Arrest the police who commit crimes while on duty.
- Anything that would be done to a citizen. Should be done to them.
- It should be a public accountability.
- I have seen police steal things.
- Go to the news to lift the issue.
- Who policies the police.
- Maybe complaints against the police could go to CAPS (demand disciplinary action in the meeting. We would get updates at CAPS).
- Reinstated CAPS, community has to grow it.
- If CAPS is not started, community forum weekly or monthly.
- Why are the police not addressing the people who are known criminals.
- Even when we call police, they do not show up. Why?
- Treat out community like their own. Integrate into the community. Go to the gas station. Talk to the people.
- Don't congregate on the streets. It needs to stop.
- They should stop socializing with each

- other and work.
- Do your jobs and solve crimes, instead of doing nothing.
- Act when crime is being done.
- Don't turn your back on the criminals/ crime.
- The community has to stay vigilant too.
- COPA should have community residents as part of board should be accountable to citizens.
- Problems start in academy- need sensitivity training.
- Must talk to people humanly.
- Police need bench marks in order to get mental health treatment.
- Look at yourself in mirror. Should be part of training.
- Children are looking/listening to bad music and videos.
- Need to have equal resources.
- Laws should be enforced equally.
- Judges don't give equal sentences. Should be the same. Accountability. Interpretation of laws are different. Policy issues are different.
- Judges records should be made public. Transparency.
- The laws are not equal.
- There is a difference in how people treat citizens in different communities.
- Racism is rampant.
- Improve anti-racist training and mental health training.
- De-escalation training
- Options other than shooting
- Increase officers' awareness of marginalized communities, their needs, and results/consequences of intergenerational trauma of police violence- sensitivity training.
- Hold police accountable like teachers are- cussing, n word, etc.
- Recruit diverse police force beginning in elementary school.
- A police force that reflects the community.
- Assessment of CPD state of mind during hiring and then ongoing- address de-sensitization, emotional intelligence.
- A framework that holds CPD accountable/a program for when officers commit infractions and/or are under too much stress/psychological distress.
- Liability insurance so CPD officers are sued rather than City of Chicago.
- Approach people with a more respectful tone; more calm.
- Don't react so quickly out of fear.
- Got pulled over driving- young cop yelled at me- I was worried because of his tone- older officer told him to calm down. I was able to not escalate the situation but someone else might not.
- Recently officers have chased people. People run not because they've done something but because they are afraid for their lives.
- Put black officers in black communities. If you're from the suburbs and white, you might not know how to talk to people in community.
- Understand black culture.
- Stop trumping-up charges.
- Starts with behavior of officer.
- Officers should have just cause.
- More police from community they're policing- not automatically set up as enemy.
- Recruit officers of color in African American communities.
- There is nothing CPD can do- it is bigger than CPD.
- Training in cultural sensitivity.
- Need to do more than C.I.T Training.
- Not enough officers trained to work with people with mental illness.
- Teach people by example.
- Root out corruption. Nothing will change until the corruption stops.
- No more police policing police- have lawyers, judges and civilians do that.
- CPD held accountable, financially= Police directly, not the tax payers.
- More transparency with complaints and follow up with the victim/or person that filed the complaints. Let the CPD consequence be PUBLIC RECORD.
- If there's a course of corrective action let

- it be known publicly.
- Police union should pay consequences.
 - CPD should be screened for hiring and not just come from three white communities.
 - US v. them mentality= we need to break that down. I see it on CPD faces/demeanor/bodies= why? Cause cops see us as “them”.
 - Mandatory CPD lives in community where they work or attend high school basketball games then youth know them. People fear what they don’t know.
 - Culture change= Told to be a “good cop” where one officer can report coworker or stop another cop or be a whistleblower.
 - We need an outside force to recommend corrective action.
 - Police need to be monitored. Both within the force and outside too.
 - Body cameras= let’s go back and look at the tape, like a sports team, for good and bad. It shows us how we are acting.
 - Police need history and context for policing in communities of color. CPD don’t seem to have that context.
 - Communities can train police= tell them what works in our community.
 - At prom time, people were aggressive with kids taking pictures.
 - When friends were play fighting cops intervened aggressively. Partner did not go against partner.
 - Be out of car and walk the beat. Participate as a community member.
 - If they only connect in tumultuous situations, you miss the laughter and connections.
 - Put resources (money) into arrests with most crime. Policing newly defined= not just policing but engage CPD, ask them what constitutes safe and what does a healthy community look like.
 - Two times a month officer does community service.
 - CPD should get engaged in community, schools, church, library.
 - Give cops a community project they have to produce.
 - CPD needs community engagement quotas.
 - Get police stations to be welcoming with resources and activities = not just to put people in jail.
 - CPD shows up when folks are doing nothing = police show up, but when there is trouble there are no cops or they are slow.
 - Domestic violence - CPD still believes they should not be involved.
 - Elected officers should be part of this conversation.
 - Deconstruct the “othering” of the institution CPD is not of the community.
 - You cannot build trust with community if you kill community members.
 - CAPS should provide the data based on info from their community. Use CAPS to connect to community.
 - Official apology = CPD needs to come clean. A step in the right direction. These are the steps we are taking...acknowledge history. Why is this Austin Forum so empty? How could CPD have helped to fill the space and been present? Oak Park does it right. Racine, Wisc. = police chief serves as family members. How they relate, policing is incidental to their work and it’s a philosophy of their work.
 - We see cops everyday- there’s good cops and bad cops. Recently met a good one named Ms. King who gave cops a different light in my eyes.
 - I’m in ‘Increase the Peace’. People underestimate kids. I want them to know that we are powerful and have a voice.
 - I’m in ‘Increase the Peace’ and I want to say how I feel about everything going on and see how we can change it.
 - Seen changes in different neighborhoods. I want to see how I can help make change in areas
 - Want to learn more about solutions to police violence.
 - Be more open-minded.
 - Treat everybody the same.
 - Training is important - police come to these areas (urban areas) and are scared.

- I respect CPD and would love to see them leading more by example. How they drive, being on their phone, stopping people, treating people.
- Hold CAPS meetings in every community.
- More 1 on 1, more communication.
- Not enough funding for police to interact with youth.
- Kids get stopped just because of color of our skin, get picked on.
- CPD should stop judging people just because of neighborhood, a lot of neighborhoods.
- CPD enforces the law, they are not THE law (laws are already written).
- Can do better by having same background as community members, i.e. CPD from South Side policing South Side, greater understanding/less fear.
- If you have a connection to neighborhood it could be positive but could have negative perspective. Could be from anywhere and do good.
- Add criteria for community engagement. Evaluate community engagement.
- More thorough evaluation on person (CPD) before hired - mental state, background.
- Do unconscious bias testing (would need to take it seriously).
- Building relationships with public figures in community. If you don't have relationships with residents you are connected to someone who does.
- Approaching situations without violence/ weapons.
- Don't assume that you are in a gang.
- Don't put people int. in gang territories that are not safe.
- If gangs do something and cops know who it is they will tell rival gang and then endanger neighborhood.
- We call police and they show up an hour and a half later.
- Will come fast to tell us to turn music down but if we need them they take their time.
- CPD could go to elementary schools (genuinely interested) and talk to kids and build relationships on South Side and West Side.
- Don't be so tough - treat every kid like your own - teach CPD that in training- everyone is someone's kid.
- Policy that ensures that police are representative of community. (If community is 80 percent Mexican, officers should be).
- Replace school officers with old ladies- kids won't swing at grandma.
- Get rid of gang database - just because I got pulled over with my friends.
- Allow those who were on gang database to get off of it.
- Offer ethics class as part of training to address bias.
- Different treatment for same thing (white people get off, brown folks don't).
- Cops need to pay attention to detail.
- CPD reflect residents of community they are policing.
- Respect and understand different cultures to stop racial profiling (i.e. telling someone to take off head scarf who can't do that).
- Have dashcams on if they are stopping someone for more than 1 minute. Better standards for dash cam.
- Publish dash cam footage to make it available to the public.
- App to automatically upload recording of stops.
- Checks and balances for giving people a ride - documenting rides.
- When females are pulled over female cops should be searching.
- Change from the top - has to be embraced, has to be supported by supervisors.
- Culture change.
- Leadership has to be the example. If a cop violates law/policy then superior needs to be disciplined as well.
- Noticed in white community police were not as harsh. In my neighborhood more profiling.
- Embedded in police (not official training) what's passed on from older cops.

Poverty neighborhoods.

- CPD make false accusations, don't treat with respect.
- They assume we are with gangs based on how we are dressed.
- Stopped for no reason. Frisked for no reason.
- We're supposed to respect police because they have higher power.
- Lack of trust between community and police. When we see police it doesn't make us feel safe.
- Police see everyone in a neighborhood as criminal.
- Look at you based on neighborhood. It puts us on edge.
- Get nervous even if you aren't doing wrong.
- They can deliberately plant something on you.
- Cops searched my car for nothing. They want to find something.
- Police will pick you up and drop off in another neighborhood.
- Would help to have open discussion with police.
- Give you confidence when you know your rights.
- I am a cannabis user. So I know how much I can legally have.
- We don't know any cops that live near us.
- Having cops from our neighborhood would help.
- A CPD hiring process not open to communities of color. When Black/Brown apply they are turned away because of credit check.
- Don't trust police will follow up on complaints. Not likely they will follow up.
- We won't believe it until they see it. Start investigation 6-9 months - not timely.
- Have spaces where we can meet vs. the CPD District. My district is far from my house.
- Need police 'office' in our neighborhoods.
- Want to interact with police to humanize our community.
- CAPS meeting didn't have Spanish translation. Wasn't helpful. Felt like they

weren't concerned enough to needs.

- Needs to be more mental health options.
- Make laws equal for everyone (everyone should be treated the same, despite neighborhood or nationality)
- Ask specific questions before taking action(s).
- Improve training (updated and overhauled) including cultural diversity and constitutional policing (have a unit in charge of this).
- Better supervision (comprehensive database on officers- if sued, discharge of firearm, etc.) be available to all supervisors. Improve management.
- Complaints aren't properly investigated.
- Reform discipline system, make it more effective.
- Improve recruitment and hiring (more diverse).
- Better sensitive to the communities they serve, officers will get respect from those community residents.
- Respond to calls in a timely manner, regardless of severity of call/ neighborhood.
- Conduct audits of what they are doing in the community. Statistics data on investigatory stops (who, what, why). Lets districts be more effective.
- Anti-racism course in the training academy.
- Live in the area where they police (to better understand the community/ neighborhood).
- Retraining officers on their approach (eliminate profiling of appearances).
- Hire more Chaplins, etc. to work with police officers.
- Create different platforms for communities to express concerns/their voices about police issues.
- Treated fairly on every case.
- Have to build trust with the community (officer friendly, etc.).
- Have officers work in a variety of areas of the city so they don't get overwhelmed, balance the stress levels/rotation.
- Not to incentivize officers working in

- “certain” districts to get promoted.
- Should be a cool down session/time after a traumatic call/situation.
- Focus on their wellness more (mentally and physical).
- Diversity of teams of officers
- Accountability board not connected to CPD, unbiased/community based.
- Organic/genuine relationships with the community- take time to get to know people and community/vice versa.
- Personal connections between officers and community.
- Screening process to become an officer needs to be more detailed/specific.
- More respectful to all races.
- Should be required to watch the YouTube documentary titled “Human” by Yann Arthus-Bertrand.
- Deep value of differences and similarities. Given value to different forms of respect based on race. All importantly different.
- How different is an officer’s response to certain situations, including prosecution.
- Impartial laws- revisit this.
- More positive re-enforcement.
- Language, officers that speak various languages but specifically fluent in Spanish. Including people on phones.
- Understand this is Chicago, there’s a lot of pain in this city and people have histories, cultures in how they act and talk the way they do.
- Have officers that are from Chicago.
- De-escalation training.
- Give respect if you want respect.
- Balance crime statistics with success stories.
- Train in the strengths of the community, not just deficits.
- No stereotyping.
- Psychology class - learn how people “work”
- Be more accessible when we need them, not just when something bad/violent happens.
- Coffee talks “cafecitos” with community members. The more you know each other the less we want to hurt.
- Bikes, bike trails...bike with cops night.
- Participating in community events, play with the youth. “Sit at the tables” join block parties.
- Whole system needs to engage with the community.
- It’s frustrating to feel like they don’t care about what happens to us.
- Updates on cases shared with the community.
- Cut out the middle man to call officers in my community.
- The police should take classes about how to treat people
- Stop being racist
- Communicate with the community (get together, play, spend time)
- Work to gain the confidence of the community
- Activities with the youth (games, meetings), be involved with community
- Stress to officers that there are laws that they are supposed to treat everyone the same and with fairness or they will face the consequences
- All police officers should set an example (i.e. don’t drink and use their phones)
- Police should respect the rights of the people (civil rights)
- Investigate more into every call (equally)
- They should arrive when we call them (not wait a half hour), especially in emergencies
- Language - give us officers that speak our language (immediately, without waiting)
- Respect us and our community (i.e. an officer told me that’s what happens when you live in our neighborhood)
- Know how to respect the youth and do not view us all as gangsters. They catch and beat all our youth. Do not discriminate
- Get involved in the community, improve beat meetings
- Be more tolerant with everyone
- Listen to our community more (like this event)
- Give them behavior classes when there are complaints against them (do not wait

- until they do a lot to fire them)
- They should have the ability to deal with all types of people (i.e. disabled) (be tolerant)
- Take classes on not losing control
- Communicate with respect (don't yell)
- Demonstrate what you should not do (respect stop lights when there's no emergency)
- Make reports on every call (i.e. I reported a robbery and they did not make a report)
- Take every case seriously
- Don't be arbitrary (i.e. they give tickets when they shouldn't give tickets)
- Do not abuse their power
- Be more patient and understanding
- Do not be afraid of us
- More consequences when officers have violations (community service) and give incentives when they do something good
- There should be an easier way to identify officers (to give comments on one's experiences with officers)
- Do not cooperate with immigration/ICE (it makes the community scared to talk to the police)
- Fix streetlights, more patrols in the morning, they should matter to our community
- Return to block meetings, have more presence on the streets and in meetings
- Do not be arrogant (greet us in the streets)
- Do not pick up youth and drop them off in a neighborhood that could put them at risk
- More tolerance
- Walk in the streets and meet people in the community
- Do not be corrupt, do not wait when there have been many complaints against the community
- Do not steal from people
- Do not intimidate undocumented people (do not ask for "bites")
- Make it more easy to identify who is a police officer (i.e. don't respond with "it's not your problem")
- If they identify a youth who needs help, they give them the appropriate help (social services, advice)
- Bilingual line
- Do not be violent with us (i.e. violence with youth) → abuse of power
- A type of requesting investigations when we see or are witnesses to unjust acts (i.e. a number to make reports and request immediate investigations)
- Training: how to treat people not based on looks/not judge by their race
- People going to work early in the morning getting stopped for nothing. They are hardworking
- More dialogue, learn to talk to people
- They are not focusing on people who are doing wrong things, driving recklessly in the community
- Some police talk to community members: They are nice. Others scare you, you can't trust them
- Stopping people for no reason, pretext, just because of the way they look, their race
- Training to reduce bias/prejudice
- More friendly: when they are not, they create fear
- People are worried about speaking to the police because gangs notice, know how to look for information, gang members can find out who cooperated
- The community thinks that they have deals with the gangs
- They are scared to tell what happened.
- Police/ambulance take a long time to arrive, they think that everyone is a gangster "let them kill themselves"
- Good background checks to know what bias they have
- How they see people has to change. Comes from their own home, they come with baggage
- May need deeper training or even therapy to uncover/reduce deep bias
- They are public servants - their salaries are paid by residents, promote the public servant mentality
- Case studies in training to show different

- treatment of white v. minority residents
- Multicultural assessors, consultants during training and ongoing basis
- Assess where they are coming from, what cultural notions they bring
- Beliefs about certain cultures minimize protections, i. e. domestic violence - "that's just the way they are." No charges. They can't prevent a crime if they don't feel that residents deserve protection
- We are scared of them, but in white communities they are "friends"
- Even if they are Latino police officers, they don't speak Spanish - must know language well to communicate
- Know where police officers are needed in the community, at what times, at what hot spots
- They feel Latinos are ignorant and don't know anything, but they are afraid of police, not ignorant
- They are abusing their power, especially under this presidential administration
- They give Latinos more tickets because they know Latinos will pay them, they are afraid not to pay.
- We have to go around the block if we see a police for fear. Latinos avoid the police, we do not feel protected
- Need more opportunity to hold them accountable to the community. If we have information and can complain and they know it, they will change their behavior.
- More humanitarian, more sensitive to people's pain
- Thorough assessment regarding bias/discrimination
- Have a number to complain, tracked by community area
- More respect and dignity
- Improve community "know your rights"
- Badge # so they can demand better treatment
- Fear of holding accountable because of negative consequences, i.e. get arrested
- Community initiatives like CAPS have to have more follow-up and real impact, go to schools, parks, if people feel like getting involved doesn't produce any results. Or worse, means the police will strike back at the community, there will not be real community input
- That the police get involved in the community in order to understand the culture: -more shared ethnicity, more Latinos. -increased recruitment and selection of more Latino officers. At least 1 Latino in predominantly Latino community, the other non-Latino police officers to learn the culture.
- Come to events, not just in the squad car, be part of the community and activities
- Speak in the schools, children are scared now. Students can get to know them and what they are doing
- Increased sanctions - real consequences - for police who don't treat people with respect and dignity
- Abuse of power - we have to wait 5-10 minutes while two squad cars talk to each other, or go down one way streets, inconsiderate, no respect
- More respectful with more principles and better manners
- Don't complain because they will know the cell #, they can identify us and come after us
- Cameras - want them to be used. Was there an abuse of power? Once they are being taped, they will reduce their discrimination
- Psychological training and assessment, not just at academy, but ongoing. If stressed, they will explode and not treat people fairly
- Partners of different races - so they have more empathy
- Physical, mental and psychological exams on a regular basis, annually or twice a year
- Should have ongoing professional development like teachers
- Must understand culture and customs
- One participant talked at a picnic she attended at McKinley Park, with police parents and children. Why not have that in all communities?
- Police imposes (1) by language (2) no

- culture to raise complaints
- More police that understand the community and language.
- Fear and lack of trust.
- Racist police for being Latino.
- Police grab Latinos outside of “el guero”
- Instead of punishing the community do your jobs.
- They go to the wrong address and end up causing destruction
- They scare people.
- Before the license they just stopped Hispanics.
- The community is vulnerable.
- They abuse us because they know we don’t know our rights.
- We have problems during the immigration process.
- When we make reports they do not listen. They accuse us (domestic violence).
- Police don’t listen (lack of cultural knowledge). Domestic violence, too lack when they final act.
- Police give tickets for things that aren’t there.
- Police prefer us to be ignorant.
- Latino police are also part of the problem.
- Educate officers about all cultures during their training.
- Educate the community about their rights.
- Creation of a civil officer.
- Community participation- phone number where you can complain about officers.
- That officers walk more throughout the streets. Horseback, walking or on bike, have a schedule
- Only when it’s a Anglo-Saxon activity are there police in the community.
- More officers when the kids get out of school.
- Have officers at kid activities, like San Miguel.
- When we really need the police where are they?
- More officers in the summer time.
- Have officers go around the community.
- We need better officers not more officers.
- That the officers see us like humans.
- Get to know the community and that they community know them.
- Reciprocal trust.
- Some officers have links to gangs.
- Public units is our security, our neighborhood, our parks, our schools.
- That they become involved in community events. Not only Dunkin Donuts.
- Get to know the police, they will get to know the community more.
- Tour the police station and see what else it offers.
- Programs for youth and parents.
- More information about where the CAPS meetings are. Have meetings in churches, schools and other institutions.
- That the police integrate with the community.
- They need to be clear on what the mission is.
- That officers come to community events.
- That they police participate in community events
- See police in the community.
- Patrols at schools, during school hours.
- Safe community people feel are not scared.
- Not to be scared to leave our homes.
- More security within the parks.
- Ignorance on behalf of the police.
- There isn’t a follow up on reports or taking of details.
- They reports are lost cause.
- The police do not pay attention because we are Latinos.
- When you call the police they hang-up on you because we do not speak English.
- In neighborhoods where there are more Latinos have there be officers who speak Spanish.
- Respect the people.
- Don’t be racist.
- Morals
- That they be friendlier.
- They need to change their appearance.
- The police know where the gang members are.
- That the police listen to the community

because we know where crime happens and where the drugs are sold.

- Better training/education. Sometimes they do wrong and treat people badly. Respect- if you treat me right I will treat you right.
- Background checks for officers. What problems do they have in their personal lives, psychological evaluations/mental health, example...what if they suffered bullying or they have problems within their family, investigate their childhood. Sometimes they can act innocent.
- Racism - they stop people because of the color of their skin.
- Psychological training- treatment and respect for people. They need to want to work with people and that it is not for the money.
- That they don't intimidate people- they are proponents, people are scared of them. Feelings of lack of trust, we want to talk to them reasonably but they don't want someone to be questioning them. Afraid to report crimes due to immigration status.
- Lack of respect - they shouldn't abuse their power. Bilingual officers/that they speak a lot of languages. We Latinos don't speak Spanish because we came with what we had to work.
- They should determine how they are going to treat people/sometimes they have to be aggressive sometimes they don't.
- Capacity to recognize the mental status of people (victims).
- Police should try to become involved within the community - events. At this table there should be an officer to listen.
- As community members we have to be involved within the community in order to know the officers.
- Fire the racists
- Have policemen live in the community they're policing.
- Needs to be some kind of protection for the good police.
- 2 year education (higher ed) for police, four would be better.
- Police should be trained on how to handle mental illness and other illnesses, i.e. on diabetic health related illnesses.
- Community should be informed on who to call.
- Multi-cultural training for police, including recruits, but also veterans.
- Sensitivity training.
- How do you teach someone to be fair?
- There should be people observing behavior in police academies: social media, background checks, who do you associate with, and everyday job.
- Don't train "shoot to kill"
- 5th complaint, they should be off the force.
- Give officers pre-counseling before they join the force (mandatory). Also counseling for veterans.
- Hire more African American cops.
- White police officers volunteering in Black organizations, schools or anywhere they can get to know someone different from themselves.
- Accountability from and by the community.
- Consent decree should cover/apply to those that work in the streets and inside.
- Police review board should be comprised of citizens.
- Bring back residency requirement, so you have to live where you're policing.
- Transparent data about demographics etc.
- Eliminate gang database.
- Diversity in hiring, hire more black and brown officers. Majority of force officers of colors.
- Change the bully culture (mindset)/power dynamic needs shifting.
- Change the mindset and culture of the police.
- Improve the screening process, application process.
- Bring back foot patrol to stay in touch with the community. This will also change the power dynamic, car vs. walking.
- No more assholery.

- Hire police persons from the community/ neighborhood.
- Make there sure legislation proposes that police officers fill out a contact card about what happened and why they stopped them, etc.
- Fraternal Order of Police change the contract, change union contract. Consent decree reach out to them.
- Each police officer has to have own liability insurance. Three strikes and you're out, lose your insurance card and therefor off the force.
- Police board should be selected by people separate from the Mayor, instead should be voted on. There should be community people on the board.
- Go through yearly mental evaluation for officers, if "unfit" they have to be dismissed.
- Process/testing prior to hiring. Testing for racism using computerized tests.
- Sensitivity training
- Set tone from the top. Supervisors must hold people accountable to zero tolerance.
- Address systemic implicit bias, especially in CPD history. Be aware of ways this shows, e.g. body language and nonverbal communication.
- Training on how to approach people without intimidation and bullying.
- More Black and Latino and low income police officers
- Provide know your rights trainings and share legal resources.
- Work experience with people of color- Black and Hispanic. Minorities as a whole. Two to three years.
- Admit that when you didn't grow up around a different race, there are things you must learn.
- Self-control and training when to use gun and how to respond when feeling threatened.
- CPD supervisors must stop enforcing disproportionate quotas in neighborhoods of color.
- Breathalyze and drug test officers immediately after shooting.
- Provide social workers and psychological resources for officers at least once per quarter.
- Hold officers accountable for not telling the truth.
- Disrupt code of silence.
- Regular psychological evaluations.
- Training how to interact with people with mental illness.
- A mole to watch discrimination.
- Have CPD force reflect the community.
- Train CPD about nonprofit/social work resources and referrals.
- In addition to community policing, be trained on community, history, issues and known entities.
- Police committed to beat and doing good.
- Independent investigation entities and neutral people to gather info.
- Utilize outside attorneys and circuit clerks and address conflicts of interest.
- Make investigation info public ASAP.
- Don't brutalize before booking- judge and jury vs COP
- Treat people with respect; don't use profanity.
- Police must follow same laws as everyone else.
- Share same info (especially missing children) about cases regardless of race.
- Tell the officers to stop shooting people and just because people reach in their pocket doesn't mean they have a weapon.
- Address disproportionate pullovers and tickets to people of color.
- Diversity training
- Training to identify emotional and mental challenges; ability to treat them effectively
- officers should undergo mental and emotional evaluations as well
- Cultural humility/competency training related to the community they are serving- hopefully results in treating individuals with respect; empathy. More specifically have those officers trained by those living in the community.

- Diversity training- enter communities with an open mind and not enter with hostility. Feels police have a disposition/ mindset that everyone is “guilty”
- Treating residents fairly - don’t always need to approach someone with their gun drawn or request them to lay on ground (gender bias).
- Officers should reflect the community they are serving; if not ensure they receive cultural humility training.
- Officers should work with community organizations; speak to/interact with individuals at the senior building- creates level of comfort; develop a relationship.
- Would like to see more officers walk the beat; currently seeing less of this in the neighborhood. Brining this back would have officers to get to know the neighborhood; understand regular activity.
- Ensure you acknowledge and protect the good officers who are doing fair policing.
- Less overreacting by police because they have a negative perception of the resident; give individuals benefit of doubt. Assume best intent, treat everyone with respect.
- Training: power, privilege dynamics, need better understanding. Questions based approach with community residents.
- When a resident makes complaint they want to be taken seriously by the officer.
- Response time to resident cause; timely manner
- Consistent patrolling of the neighborhood to understand culture and community.
- Need to address systemic issues- starts with leadership
- Cultural competence/humility training; education.
- Engage in community dialogue between officers and residents.
- Accountability when officers cross the line; more often than not they are not properly disciplined in a way that has lasting impact.
- Have officers engage with the community at a younger age; perhaps this will lead to a trusting relationship earlier on (e.g. come talk to them in the school).
- CAPS funding decreased; without it they aren’t able to make a real difference.
- Talk about police brutality
- Want to see police reform
- Why do police have to shoot people for no reason
- CPD can learn to better recognize the different between who is up to something and who is not.
- CPD can practice not judging people by how they look.
- Stop making groups of girls who are walking together to make them break into small groups separately.
- Don’t automatically put your hand on your gun when you stop to talk to people.
- Provide training on impartial policing strategies and CPD needs to determine how frequently training needs to happen so it is always on their minds, just like gun safety routines.
- No more “slap on the hands,” multiple paid suspensions. Similar process to “zero tolerance” like kids in schools. Lives are at stake.
- Develop trainings that are up to date to the current culture. Especially, psychological trainings so that officers can’t know how to learn the “right” answers. Trainings should include real life scenarios that help officers see their biases are necessary.
- Officers must reflect neighborhood they work in.
- Partner white officers with officers of color to understand across cultures.
- Attend ten hours/month at community events- just attending or volunteering.
- Be present in community and get to know people and let them know the officers.
- GAPA should continue and include asking community for feedback about interactions with police.
- Good cops can mentor and have something like “take your kid to work today” but with young Black men who are disenfranchised, disadvantaged, get

in trouble.

- Make policies with teeth and consequences for discriminatory and biased acts.
- The CPD must destroy the “blue wall” itself.
- Stop stereotyping and racial profiling
- Focus on issues at hand, not color of skin
- Oversight committee, not chosen by police/city
- Overhaul unions, Foxes guarding henhouse
- Reporting misconduct without consequence
- When confronting misconduct, police spat in face
- Bad attitudes
- Historical patterns of abuse need to be addressed
- Police need to be aware of community they patrol, Police raised in community have more knowledge of community
- Classism from some officers
- More officers of color in community
- Eliminate BLUE CODE
- Psychological testing even when they are not involved in shooting - trauma-informed
- No shoot to kill training
- Dry runs of incidents
- Historical education of racism
- Reevaluate what police officers are put in certain communities
- Why in black community a person is shot and in white community a person is tased - why is there a difference?
- Training in sensitivity
- Police get numb to violence; address this issue
- Tinted windows of certain cars get stopped
- Lack of respect towards citizens
- Disrespectful attitudes - talk down to people
- More interaction with community organizations - block clubs
- Once out of academy they should be interns/mentored by other in community
- Provide extensive remedial training;

impartial, ongoing

- Change out of silo; some people get assigned to remedy problem, are assigned to make policy that are discriminatory
- Systemic change is needed
- According to policy - shootings are justified
- Police officers believe that Black people are more “animalistic”
- Address racialized belief system
- Deprogramming of race-based beliefs
- Empathy and compassion training
- Hold police accountable - no lies, coverups, suffer consequences, they should be held to a higher standard
- If officer breaks law, hold them accountable
- Has to be incorporated into new FOP contract (consequences for actions)
- Too much leeway
- Administrative leave after a shooting is like a vacation! Should be legal consequences
- Community policing by officers familiar with the culture of the area
- Culturally sensitive policing
- Training...some BS. They don’t act like that in white neighborhoods; they do know, don’t need training, they know not to act like that in white neighborhoods
- New officers should do scenarios/role playing around shooting response
- Clean it up on front end during hiring process - psychological tests to see if they’re police material
- Culturally sensible
- Police officers should be licensed and carry insurance; part of accountability
- Abuse of power starts with command and trickles down to rank and file officers
- Mayor should be more concerned with the people
- Fair is subjective, need more equitable prosecution
- Normal people commit crimes and are held accountable, police should be too
- Taxpayers should force city to stop paying out settlements; carry insurance!!

- AG charge CPD with Rico act
- Huge payouts - half billion - in payouts; no return on the \$, payouts to victims rewards bad behavior, lawsuits drive up taxes
- Serve and protect instead of intimidating people
- Elected officials fail us on this
- Officers trying to intentionally dominate parts of the population
- They ignore the problems
- Have officers that look like us police us
- Increased supervision for officers with complaints
- Incentives for officers to live in the area they work
- Merit pay - like CEOs are paid
- Hiring decisions/people making the decisions
- Fund actual neighborhood watch programs
- Police viewed as threats, don't trust them to protect
- Stop using \$ to cover up
- Incentives to report on illegal officer activities - more good cops needed, bad cops get people hurt
- More community engagement from officers
- Officers need to carry liability insurance
- ID bad officers
- FOP contract should be renegotiated to hold officers individually/personally accountable
- Too hard to get rid of bad officers - take em off street, can't get along with community; preference/choice to not deal with it
- Get the \$ out of payouts. Taxpayer
- Hold leadership more accountable
- Police lawsuits take too long
- Fire bad officers - no paid leave, mess with peoples \$/things will change
- Obtain camera footage as soon as a shooting happens
- After a shooting put em on probation with no pay - stay on probation until trial, send to prison if guilty, fire immediately if guilty, no questions asked!
- No central way to hold officers accountable
- Communication between districts re: complaints, overseen by independent authority, not associated with police or elected [officials]
- No bond for cops
- Not bring feelings to work; put on vest, they're working
- Anger management/therapists to talk to for officers
- Police need someone to talk to - therapist
- Feel safer with police around
- Need trust with cops
- Cops all over the city, not just Southside
- Police can respond to calls on Southside faster
- Anti-bias/sensitivity training that's offered regularly
- Police have power and treat young people differently
- Recruitment strategy - revisit psychological assessment
- Training - cultural sensitivity, add /revamp
- Instance of abuse - intimidation tactics, isolation/physical assault
- Issue must be addressed at city level
- Tackle systemic issues to enact reform at agency level
- Do community service hours in the places they work in to get to know the people
- Police should service areas they live in/ near
- Sign and commit to agreement that serves as a code of ethics
- Annually commit to code of ethics/ engage in training
- Engage in black history training and take exam to capture knowledge of discriminatory practices/policies
- One on one training and community development with black/brown male youth within schools
- Engage in diversity and sensitivity training
- Training on de-escalation practices
- Dept. to allocate funds for training
- Develop incentive program based on better engagement with community - bonuses for positives, deductions for

- violations
- Greater accountability with supervisors
- Penalize union whenever there are incidents of police misconduct (Ex. Death, lawsuit)
- Camera in every car that gets monitored after every shift
- Cultural sensitivity evaluations and training
- Overhaul training for officers and assessments for new recruits
- Hire P.O.'s from the area who understand community context
- Qualifications for CPD need to shift - get degree/complete program
- Stop rotation of officers and start officers working beats again
- Enforce humanization of citizens they engage with
- Stop practice of South Side communities being training grounds for police
- Police to be personally bonded for misconduct
- Assessment needed to identify bias. To detect impartiality
- Thorough training (some have power problems)
- Need behavioral science evaluation (personal trauma) - that involved a black person
- Continual evaluation (intensive) because they get traumatized
- If police spend time in prison to know the entire system
- Get cultural competence training
- Hire police from community they serve
- Trained by people from community
- Socialize with community
- You are here to serve - what does that mean? Ask us what we need!
- My child needs protection, not harassment. I fear for my professional male cousins' lives.
- All people are not regarded (not just males); black females are also being shot
- "I really fear for my life. I never used to." - A woman
- Bottom line - there's a lack of respect. It's not just the individual - it's the system.
- Not about black power, it's about justice
- EG. Johnson who came from our community is now victim to a racist system
- See my humanity first!
- 7th District Commander has tried to make change (you could see the change)
- Community doesn't see the good
- Treat youth how they treat their own kids. With respect, no cussing out, etc.
- Stop racism and stereotyping.
- Put a voice recorder on officers, not just video cameras.
- To understand what's really going on-cops can't make deals, etc.
- Voice recorder will save lives.
- Audio and video need to be monitored.
- Officers should get in trouble if camera, etc. goes off on duty.
- Provide more training and be professional.
- Put professional and rookie together on patrol.
- "We need more respectful cops"
- Support officers
- Training- to learn more about work
- More good cops to work on investigations
- Look at everybody the same - not treat them like criminals.
- Cuff people who are witnesses and miss out.
- Cops just grab you and put drugs on you
- Stop harassment and abuse of authority
- Stop extortion
- Stop cuffing our black brothers
- Black detectives are harder on black folks
- Have young men hold cold gates, cars, hoods in the cold
- Stop tasing the wrong people
- Had drugs put on me and held for two days and no blanket
- Don't let you use the phone till 2 a.m. - families worry.
- Let people call at least two people.
- Have to pay for calls at station, if no money, can't call
- Stop making people sit behind bars for 23 hours/day in jail
- Talk to me how you want to be talked to

- 1-2 officers in each neighborhood from 'hood'. Have them run officers in hood- have them direct policy.
- Every other week, new officers need to stay
- Need more good officers protecting our kids
- Everybody wants to be treated fairly
- Cops use past actions against them
- Cops ride by and throw against squad car for no reason.
- We just need better cops.
- Had one good cop in hood- wouldn't bother anyone, was respectful to people if they were respectful to him.
- Create a bond with youth- get involved with block club parties.
- Go to park district basketball tourneys
- Go into school career day and talk about what they see every day
- Talk to the kids on the regular when they go to the schools.
- Be more compassionate and understanding.
- Not approaching angry and loud tone.
- They try to scare us, put us on defense.
- Necessary force, etc. not all the time
- When come on scene, already know someone is going to jail.
- Never come and just leave
- De-escalate, not just put people in jail.
- Arrive on scene, escalate to rile people up
- Have people from hood be in hood- know people, aren't on defense mode.
- They probably more afraid of us than us of them
- Make a program where kids can tell their stories to police.
- Start at age 8 and up when kids start seeing this- traumatized, develop fear and distrust of police.
- Just stay in house to avoid trouble with cops
- Lot of patrols, looking for trouble, don't patrol like that in other areas.
- Cops should sit and wait for calls vs. patrol
- Want to see what training they have that has them act the way they do.
- Stop people for nothing, provoke fights.
- Cops cover for each other
- Cops should be held accountable.
- Officers should treat
- Do role play with kids to understand how to get treated
- Cops should be accountable for parties actions same way criminals are- guilty by association.
- Worry about crime.
- Do job
- Stop being judgmental that everyone sells drugs, threat to society just for walking in neighborhood.
- More police of same race in neighborhood.
- Other cops see stereotype first.
- Be in community with a more positive outlook.
- Take care of homeless.
- Mediator between police and community like churches.
- Walking, bikes, not show of force 15-20 verse 2-4 downtown.
- Address problems in community and police. Balance is needed. Both corrupt.
- Not trust among community members or police.
- Church or community organization should mediate relationship
- More police stations (Madison/Austin)
- More patrols.
- More public relation events (CPD) exclusively.
- Less undercover cops and more marked cars.
- Less harassment.
- More officers from area who are familiar with area.
- Learn culture of area, different cliques.
- Police should patrol same area.
- Comfort level with community
- Community centers funded by police speak to youth
- Know new faces but don't harass community.
- Not to discriminate a person for how they carry themselves.
- Assess a situation fully--it's lacking, based

- on personal experience.
- How police handle situations, change depending on neighborhoods.
- For police, not to assume too fast on a person (not to profile).
- Training on how to deal/assess different communities, communities of color.
- Be held accountable for their training, if they didn't act upon it.
- "Who look over/reviews reports after been filed?"
- Independent/third-party over-seeing reports filed.
- Conflict-resolution training.
- Bridging the divide-getting to know the police and the community. (Mandatory)
- Work with non-profits/neighborhood associations in/for working in events of Bridging the Divide
- First assessments, should not be "he's dangerous"
- "What is the mission statement?" (of police, that they say themselves in the morning)
- CPD has "blind eye" not judging people on the way they are dressed, appearance - think about approaching people as human and overcoming prejudices
- Is it possible to safeguard against implicit bias?
- CPD consider impact of residential segregation on policing
- More intentional about who is serving community
- Police should live in precinct that they serve; should be mandatory; opportunity to hold officers accountable as neighbors
- Concerns about "protecting and serving" - Maybe should be removed from media/cars; community doesn't have faith in relationship to protect and serve
- CAPS office needs more community centric vs. police centric; community groups controls CAPS funded by Dept. of Justice ex. citizens can have more oversight of police recordings
- Compare and contrast oppressor view vs. oppressed
- Interact more with community; have
- some officers stay in same area for extended amount of time
- Does training empower officers to see people through a more humanized lens?
- Officers should learn to shoot to stop as opposed to kill?
- Train new pipeline of officers who are black
- Build relationships with community leaders /pastors for new officers
- CPD developing better relationships and broadening definition of police officers
- Is this possible?
- Training to understand personal biases and how it impacts policing
- Longer training period for officers - certain # of hours of training, increase educational requirement for admission, 90+ credit hours, embed continuous training within culture, enforcing physical training to improve physical health of officers
- Continue to have community conversations in geographical communities where relationships are positive; tie into promotion standards
- Portion of training should be residential (kind of like Basic training)
- Continued education should be required for advancing in dept. and possible gaining tenure
- Physical training everyday
- Resiliency training; similar to army
- Field Training Officer need more power to hold officers accountable
- Better etiquettes training around conversation in decorum for example saying "sir or ma'am"; asking how to address people
- Stereotypes not equal to ethnic groups, black with dreads not equal to gangs; not everyone in a particular community is the same
- Stricter rules for CPD officers
- CPD officers need X to patrol their actions - they should be helping not making the problems worse
- Be comfortable doing the job - they should be...not be paranoid, can't just use

- force because they're scared
- Stop using shield as a guard
- CPD aren't professional at their jobs
- There should be valid reasons behind their actions - pulling people over for no reason
- Remove all corrupt officers/officers related/connected to gangs
- Protocol/disciplinary actions for CPD officers when they shoot someone, kill someone
- Guide (training), telling CPD officers what they can/can't do
- Constantly being pulled over for no reason - unnecessary policing
- CPD cameras are not effective - body cameras, if the cameras record something incriminating, they control that
- We shouldn't have to wait to go to court for footage to be released
- More familiar officers in the area - know the community, understand the context, know residents = this can lead to less harassment; constant turnover doesn't help build relationships
- Officer familiar with beat should live in the area
- Excessive use of force
- Why are police officers quick to draw their guns?
- CPD officers behaviors are out of control; there's no one to hold them accountable
- Trainings - police academy, sensitivity training, being able to distinguish who is in the community and the makeup of the community
- Chicago we have hot spots
- Community involved in their training
- Officers should be required to live in the beat they work in
- We need somebody we can go to complain about CPD officer actions and actually get results
- CPD officer culture
- CPD officer should reflect the community they work in, commonality = understanding, shared experiences
- White police officers can't relate to black people - when they see us, they see us a threat
- Police officers are there to keep us in check - not to serve - Ex. Laquan McDonald video is clear and it sends a message
- Laquan M. video - nobody was outraged but black people
- We need to clean house
- How can we change their minds beyond training if they already see us as a threat
- CPD officers would need some level of experiences to relate to us
- Civilian watch group - members of the community elect people to the board... committee would hold CPD accountable
- Culture of CPD - cultural representation...I couldn't be an officer with my hair like this because I'm seen as a threat. I have to show up as something I'm not.
- Be transparent about current non-bias trainings
- Ongoing non-bias training and training on determining how to respond to mental health crises
- Establish funding sources for trainings. Meaningful trainings
- Incorporate impartiality into the culture of the institution of police
- Closer analysis of data collected on the race of individuals stopped by police - annual reports
- Democratization of data - make it transparent, accessible; audit the data
- Highlight specific problem areas based on the collected data
- Encourage cultural competency and understanding
- Hire officers that reflect community
- Create consequences for biased/partial policing
- Union contracts content and the way they impact accountability measures
- Training with police and citizens together and create dialogue - heritages, likes, dislikes, past experiences
- Neutral places to meet that aren't police stations
- Cultural competency training - history and details of when the divide between

- police and people began long ago
- Recruit officers from the community who know the community and the issues and are invested in the community
- Require police to be in the streets and create employment for civilians at desks
- Maintain community members as officers at the desks to keep accountability
- Monthly/regular meeting where police/perpetrator/victims/community come together
- Hold individual officers accountable - will send a message that you can trust police, look at models that HR uses
- Build relationships in elementary schools
- New shift system, perhaps similar to CFD
- System of self-care/well-being for CPD - options and encouragement to do it
- Include regulation to take vacations after X amount of hours worked
- Cognitive exam during hiring process
- Test for implicit bias/prejudice during training/hiring
- Self-evaluation for prejudice
- Incentivize a manner for officers to break code of silence
- Create incentives for early retirement because of high stress
- Partnerships with fitness clubs - physical health affects mental health
- Create support groups among themselves
- Address quota requirements
- Address and monitor who is involved with code of silence and incentivize/create a way/accountability if CPD is involved in code of silence
- Training CPD about how to handle first 15 seconds of interactions and take a pause
- Hiring CPD and assigning them to areas they understand culturally
- Requirement to participate in community events to learn culture and barriers
- Discuss resident concerns of that beat/district during roll call
- Pro-active community-building before issues arise
- Hold supervisors accountable to uphold details of the consent decree and model a shift in CPD culture
- A consistent framework (standards/procedures) on what is said and asked when approaching a community member
- Investment in helping people vs. "there's nothing I can do" - know resources and referrals, address root problems and do more to help
- The monitor must have independent power and must be present at key moments the same way first responders are present - must be on the scene and go on calls with same power as police
- Continue working on human relations like respecting people
- Mutual respect
- Training on cultural sensitives, for example generalizing people and blaming them for something.
- Don't judge people by the color of their skin (racial profiling)
- Changes at a higher level: federal/state/local governmental
- Become more involved in the community; examples, schools/sports. Summer programming for youth.
- Social services for officers after they get out of the Academy.
- Mental health and psychological assessment to determine if the officer is racist.
- Much more severe fines and punishments in regards to excessive use of force
- Return the death penalty
- Harsher laws and punishments for criminals
- Better treatment of allies
- Learn to respect people.
- Listen respectfully and let people explain.
- Respect women.
- Don't have quotas (eliminate)
- Based on the population have the same people working in the community.
- Rotate police between communities.
- Get to know other communities.
- They are harsher on minority communities compared to White communities.
- Equality between people
- Be more human; training

- Get to know the communities customs
 - Communicate with the community
 - Diversity within the police force
 - Better practices
 - Eliminate favoritism
 - More community meetings with a lot of announcements.
 - Friendships
 - development of more intimate relationships
 - create more security through friendship
 - Have police live in community.
 - “I grew up w/ 3 officers in my neighborhood. We all knew them.”- take on the culture.
 - Police surprised that White people live “in this hell hole.”
 - “I have tenant. I asked her input. She had an incident where cop asked her to put her hands up.”- White land lord. (0 in Lincoln PK)
 - Have more regular team- I.e. long-term assignments to this neighborhood.
 - E.g.: Bridgeport, IL- 30% of the officers police their own community (and it works!) Knowing neighborhoods is good.
 - Change the language, the frame of reference.
 - Serve and protect vs. policing.
 - Body camera- is good but can be improved. Can be disengaged. Accountability or consequences. Check it when you start your shift or make sure it’s not turned on.
 - AG should pursue infrastructure and consequences (bigger risk of losing their jobs) all the way to the top (superiors).
 - Zero buying that they feel “afraid” (officers)
 - Control issues...deal with those. They also abuse power.
 - Already come into their job with bias.
 - Bias is a personal choice- it comes from the crib.
 - We are all perceived as criminals.
 - These deaths are casualties of war. This perception is bad.
 - Psychological evaluations.
 - Officers have military approaches. PTSD
- as well is not being addressed.
- Assumption/prejudged. TV/history/kids of haters.
 - Police should reflect our culture composition. Culturally competency (beyond 2 hours...ongoing!)
 - Train our own children- i.e. new pipeline to police department.
 - Stop “cussing”- talk with respect (not just swearing). Don’t treat youth like animals.
 - Discrimination is class, race, age
 - I’m a college grad and police questioning about why I live here.
 - “Miranda Rights don’t mean anything,” said to me by a cop.
 - Get good officers to educate people what their rights are (plus AG office) because can’t trust CPD to tell us the truth.
 - “I was driving. My passenger was a black young man. Officer asked him for his ID.”
 - If you crack your window (instead of all the way) they get upset.
 - Police doing things nots opposed to 9violating your rights) look at your phone, trunk, glove compartment, etc.
 - People should be able to sue individual police officer. (Not only the department).
 - Police don’t use Taser- why do they have it. (Know when to use them).
 - People (community) should be EDUCATED on what’s excessive force.
 - When exercising our rights cops don’t like that and talk violently.
 - City needs to do a better job of teaching community. Where to complain and processes and what they should expect.
 - Police stalk you even if your case was dismissed. They hate losing.
 - People get profiled (at airports, for e.g.) but they used a “randomizer”...gets more perpetrators this way. Technology that eliminates personal bias.
 - Some bias is not intentional (train on implicit bias) There’s cutting edge curriculum available! To minimize profiling (these are constitutional violations). Being aware of it yourself is the only way to change it!
 - Condition the change (pavlovian) (i.e.

- with negative reinforcement)
- Call out implicit bias in a way that takes the demonization out of individuals- instead of condemning it, use awareness to change.
- If identified tailor the officer's job- extra supervision, check-in, limit their work.
- There's also explicit abuse.
- Catch this at the academy! (Assess level of bias) to dismiss vs. supervising.
- If individual not worthy of change.
- Do random video reviews- how are officers interacting with community- don't wait to review when there's a charge.
- Legal standards are just not being followed. System is a mess. Changes have to come institutionally.
- Black and Latino cops are also behaving discriminatory. (but need different training).
- Militarization of police department! (Reinforces the negative view- community is the enemy).
- CONTACT CARDS - officers should be required to provide proof that they've disseminated the "receipts" to the folks they've stopped. That way community can track patterns.
- Need checks and balances among CPD and supervisors.
- Re-train. How to deal with the public.
- Hire more minorities, specifically Hispanic and African Americans (especially who are part of the community).
- More promotional opportunities for minorities.
- Transparency about what CPD training currently is.
- Training on human tendencies (psychology, contradicting behavior) and familiarity and implicit bias in crisis situations
- Improved customer service. You serve community; aren't against.
- Confidentiality when you call cops; don't go to that house.
- Shadow personal/lived experiences of what it is like to be incarcerated and get to know folks there.
- Evaluation - transparency about what weeds out candidates.
- Performance review regularly (6 mo. or year). Look at number of shootings and other early warning signs.
- Analyze patterns of shootings and CPD violence.
- Back to checks and balances of supervisors to hold CPD accountable.
- Disrupt CPD code of silence.
- Polygraph tests.
- 1st aid training for 911 responders.
- Thorough reference checks for people applying to CPD.
- Second-chance program to become CPD.
- People who automatically treat all others with respect should be the ones hired to CPD.
- Rotate experienced police around city so they don't get stuck in a mindset and one-size fits all approach to residents.
- Officers feel untouchable no matter what they do. Who is going to act accountably to residents?
- Follow training and protocols. Must write contact ticket when you stop someone so there is paper trail for accountability for how police are interacting and using their power.
- Address favoritism at all levels- perhaps have trails of CPD officers happen outside of Chicago/Cook for fresh perspectives of Judges/Juries.
- Body cameras on 24/7 - no turning off/on at will.
- Hire officers from the district. They understand the residents.
- Test/screen applicants for bias during int. process.
- Provide training to understand neighborhood.
- Provide training to understand psychology of people/residents.
- Develop accountability framework for cops who have lots of complaints against them.
- Culture that allows CPD to break code of silence and rewards/incentives officers

- who speak up.
- Don't allow FOP contract to include opportunity to change their statements.
 - More independent investigators not tied to city.
 - Laws and legislation by AG Lisa Madigan that address police accountability IN ADDITION to the consent decree.
 - More diversity training, including neighborhood trainings.
 - More respect.
 - Actually respond to calls and promptly.
 - Better triage for calls (loud music vs. shooting)
 - Develop ways to minimize CPD fear. Address causes of fear, understand how adrenaline works.
 - Eval training across CPD districts to see if equal.
 - Policing needs to be culturally sensitive, personalized, police need to know people and language of community.
 - Community oversight for districts as well as for internal and city hall oversight. Annual community review of police by community.
 - Casual disregard for laws by police and it disrupts neighborhood. Abuse of power.
 - CPD should use data and info (historical background) they have to determine a customized approach to situation. Ability to better assess situation before going in aggressively. If you know neighborhood- you may know more about family situation.
 - Police don't have same respect for some communities as they do for affluent areas. Police have bias and perception of communities that make them act different when it comes to their specific actions.
 - Police should take sensitivity/cultural competency classes on a regular basis.
 - Feel police pull over/interact with on basis of color alone, even when person is "victim". People are stereotypes when color and nice car. Should be a standard way to approach people across city of Chicago.
 - Need more transparency into individual police complaint history; need regular access to that info
 - Follow the law. Arrest are illegal, illegal search.
 - Address culture within department. Some neighborhoods are 'starting' ground. Stop peer pressure. Accountability.
 - Common respect.
 - Some kids get stopped for no reason.
 - Police come on private property- treat people with respect.
 - Assume innocent vs. guilty.
 - Police stop with guns drawn.
 - Don't stereotype. Unfairly stopped by police in underserved communities. Police draw guns unfairly.
 - Need to know community leadership, groups, organizations. Police harassment.
 - Police should let community organizations help with residents.
 - Training; how do you approach community de-escalation.
 - Conscious bias training.
 - Trauma training. Should be fully aware. Understand mental health.
 - Must learn mental health evaluations.
 - Secondary trauma. What resources are provided to police officers.
 - Use of force training, people of color are treated differently. Must be aware.
 - Accountability.
 - Cameras. Must be on with sound. Consequences if not on.
 - Difference between equal and equitable treatment.
 - Police are in positions of power. Everyone should be equitable.
 - Ethics are important.
 - Police are not experts about community.
 - Should have understanding of communities. Should understand various biases.
 - "Lazy policing"= relying on gang database. Stop/search if three or more are gathered. May turn into illegal immigration.
 - Provide "know your rights" training to community. Police should lead discussion.

- Implicit bias training. Police need to understand what's going on.
- Must see community in positive light.
- Must be involved in "non-policing" ways.
- White police officers have biased training.
- Training should be done for various communities.
- Recruiting the right people. Getting ex. Military and former KKK, Nazis recruits. There is a division between white/black officers.
- Mental testing for recruits.
- Warning shots or don't shoot to kill. Daley driving DNC convention shoot to kill order.
- Enforcement must come from top.
- What are requirements to be officers? Training is important.
- Transparency: what are policies? Biases? Advocate for policy.
- Need more structures for community feedback.
- Fire officers who don't do job well; prosecute, fire, take away paychecks, accountability. (Laquan McDonald case)
- (Laquan McDonald case) Depends on before or after mayor election if things will change. Ex. Homan Square Community; trust of community, accountability starts from top.
- Civil litigations cost are tax payer funded. Large financial payouts.
- Police officers should pay from personal funds for criminal activity.
- Police contracts. Unions are untouchable, contracts should be revised; monthly pay, benefits. Contract process should be transparent.
- Review origins of policing; off shoot of slavery, whites were threatened.
- Civil settlements should be reviewed.
- Police are responsible for community; should know community residents, would be able to apply "restorative" principles, how you see people and sometime it is biased.
- Must be stakeholders; may need to live/work, must know community. Example was handcuffed at work officer was biased.
- Don't stereotype.
- The police act better in the Beverly Community.
- Should get bonus for living in community.
- If they lived in community they would know children.
- Too many racial divides within community.
- Do not redline communities.
- Must know culture in communities.
- All officers should be certified in diversity training.
- Police has a fraternity and stay loyal to each other; police have a "gang" mentality, it is about control.
- Share stories of what it is like to be officers- training is important.
- Mental health training; don't label people.
- What is mental stability of officers- are there red flags?
- This process should be completed before 5-10 years.
- Most pay attention; community may be labeled by mental health.
- How do you balance out bias among police vs. community.
- Police should be responsible for community, police should walk communities.
- Cultural training.
- At what point should police provide input: safety, jobs, speak up for more resources on behalf of community.
- If they are already in the community they could serve as ambassadors; too political.
- Know the community!
- Need personal involvement.
- Put financial resources in community.
- Use acronyms about how to be reminded in dealing with folks. That acronym will help in the rules of engagement
- Not the predisposed assumption of individuals of color (profiling)
- Some folks are not allowed to file police reports, because the police does not consider the situation a crime.
- Workshops for police when dealing with

folks of color/immigrants (sensitivity training)

- Checking the language police use when dealing with folks of color
- Workshops with communities to know their rights
- Demand data of cases where police were biased/impartial
- Hiring more minority police officers
- Hiring/assigning police to the neighborhood they are natives
- Psychological analysis of police officers, before hiring them
- Transparent/database record complaints made against police
- Third-party database/independent agency to review complaints made against police
- Working with communities, with community organizations
- Better training of police on the use of their weapons. It will be less likely they pull their gun
- Experienced leadership on the top
- More experienced police officers mentoring younger generation (but officers of quality)
- To be conscious of their unconscious bias (the police). Emotional intelligence training.
- Change the 'crappy customer service' at police stations
- What would unarmed police officers on the streets look like?
- Relatable, empathetic to the community, bilingual officers
- Diverse police force. Moving color/ minority officers up the ranks (leadership)
- Pipeline' hiring of police to reflect the communities they'll serve
- Top down practices... get rid of quotas for tickets/violations
- Biases: Racism, mental health, special needs, intellectual disabilities, domestic violence, citizenship status. Need training around these special cases.
- Implicit bias training on how to avoid stereotypes
- Implicit bias training on how to know

your community- who has special needs (i.e. autism). Get to know who has special needs in your area, especially the people that are going to run/react.

- Keep protecting those without documents "Sanctuary City"
- There are also positive instances with police and they should give the community a way to share the good with the police. Community groups can help with this through either training and facilitation of conversations
- There are also positive instances with police and they should give the community a way to share the good with the police. Community groups can help with this through either training and facilitation of conversations
- We have to change the culture where police protect "their own". They need to clean house.
- We have to first heal this trauma.
- System is so deep rooted...so much distrust. There is no trust.
- "Entrapment" - needs to stop (on the part of police)
- More programs like Bridging the Divide
- Less profiling and stereotyping
- Police needs more hands-on training (internship with the community) - build relationship with ALL organizations - help community know their face
- See our humanity
- Our parents experienced a holistic _ factor (intimate relationship with police and vice versa)
- Stereotypes exist because you (police) think you know what WE want
- You can't say who we are or what we need based on stereotypes or unchecked privilege
- Increase familiarity with neighborhood
- Come to other events (other than CAP meetings) - block parties - "see us" - don't show up late
- People even care about pets better (don't treat us like wild animals)
- Police need to make time to talk to US!!
- It all goes back to the academy. Train

- better - NOT using stereotypes
- Understand that certain criminal behavior is due to SURVIVAL (selling drugs, prostitution); understand that media plays a role in creating this stereotype
- Let people tell their own stories; Ex. Donald Trump dominates the narrative. Let people tell theirs.
- Police only see part of the story.
- Trained to be reactive instead of proactive - one way to be proactive is know community and its needs AND don't only "know" but be invested in it!!
- Don't rely on stats (read between the lines)
- Language is important. What is a crime? What happened before? What are the before stories?
- Understand OUR narratives!
- Take time to figure out the issue
- They react first. What if I have a disability; training to identify "disabilities"
- "I knew someone who got shot who was deaf."
- Stop judging book by its cover
- "Young man was stuttering. Police thought he was being smart. He had a cigarillo. He was choked."
- Why are they using force? No consequences, not culturally sensitive; they don't know how to control themselves.
- Screen abuse
- Calm down - take a break
- Police that come from community should police community
- Know the community
- Very few black police
- Northsiders are working on the Southside (police was nice guy but didn't know the community)
- Self-defense (meet force with force necessary to do the job)
- It's ok to use violence (not excessive) to protect a life
- Hold police accountable. If guilty, have them really pay for it - not just suspension. Equity in accountability.
- Independent investigators (outside of CPD)
- L McDonald was excessive
- Understand mental illness!
- Violations are being met with desk duties for full salaries
- "When I got arrested, I was mad and they said they were gonna drag me outside the car."
- Excessive force could be mental, emotional, psychological
- Excessive numbers of police show up for 1 incident
- Officers that are familiar with perpetrator; know your community (personal)
- Need an officer that is an expert at negotiations
- All need mental health training
- All need better psych evaluations
- Know various disabilities
- Police (large #) get off on an adrenaline high
- Police we probably bullied
- Community is saturated by white (non-blacks)
- Trained to kill NOT resolve issues
- "We are not your target practice!"
- To change the culture of police, change culture of law makers
- Higher up jobs should be on the line if their supervisees are found guilty
- Police should be liable for misconduct NOT citizens (have police take out their own personal insurance like doctors and lawyers); * all [table attendees] liked this!
- Gun owners need their own insurance too (liable)
- Excessive justified? No, not excessive. Not shoot to kill, shoot in the back is murder.
- It's a dangerous job so quality of life needs to be high (you need to be healthy)
- Maintain a standard (like nurses or doctors) - police don't seem to have standards
- People don't collaborate w/ police because of fear of retribution from perpetrators. "We cannot be afraid!"
- Counter argument - police will tell on the whistle blower! (Have a healthy suspicion

- of police officers)
- Support community moving forward and keeping informed
- Interested in topic and conversations
- Love my community and police dept. but there is disconnect
- Concerned about DOJ findings and want to contribute
- Improve impartial policing classes; academy - better content, more/longer session, take it seriously
- Maybe screening before being accepted into Academy
- Offer experiences that can decrease bias toward some
- Offer opportunities for officers to have more positive interactions with community - CAPS engagement
- Engage with youth so positive relationships have a chance to develop
- Create a continuing and robust cultural diversity program that is conducted in local precincts; not centralized. Ongoing.
- Figure out how to decrease fear on both sides that are informed by negative perceptions.
- Example: son was often stopped by officers while out and about, seems like some officers are always looking around them to find “bad” even when it’s not there
- Communities need to make CPD understand boundaries and consequences for their behavior - like a child
- CPD needs to really come down on officers who profile and act from bias. Make a really tough code and enforce it, not allow a code of silence.
- CPD should offer annual trainings to help people recognize and decrease their bias.
- CPD and its officers should constantly put up info for each other to see anti-bias info; posters, guest speakers, officers come into community spaces to get to know residents (schools, community centers)
- Examples - tried to arrest brother on false charges. Said he looked like someone and had drugs on him. He was walking to his car to get his backpack.
- It’s a moral issue - no amount of training will help people with deep bias and prejudice
- CPD needs to make “code of silence” illegal/unconstitutional
- Nothing happens when bias happens. COPA and other oversight bodies have no impact/teeth
- City of Chicago needs to be sick of settlements! Why do we pay for this? What about schools? Divesting of positive to pay for being abused
- Get back to community police stations. Most officers at station lived nearby, not commuting from far away.
- Commands need to commit to at least 2+ years
- Get rid of police state. It’s lazy policing. It targets communities based on bias and reinforces prejudice because then those are the people more often targeted for negative interactions
- Life experience, smaller groups in community more interaction with community, youth and others process will take time
- Deal with recruits psychological background check. Need right people employed in community. To know how to deal with impoverished communities.
- Need to have morals. Believe in people you police.
- Safety and security, not to judge
- They need to care and value for people you serve
- More CAPS meetings. One on one with community
- More in-depth background checks
- Employ officers who want to serve/help community without fear base
- Diversity is needed in officers; must look like people they serve
- Bring back walk/talk - 1 hr walking community - find out needs, other engagement, not just confrontational
- Know neighbors and neighborhoods - give a thug a hug sometimes

- Diversity training is needed more
- Police should police one another in conduct that is bias, without fear
- No code of silence
- Officer friendly, know people in community
- CAPS liaison promote respect and nonjudgment of youth
- Listen to people first
- What are consequences of arrest and what is the impact on the life of youth
- Be more engaged with families who experience crime/trauma
- Commune with community, not just overseers
- Mental evaluations ongoing
- Running doesn't make one guilty
- Training needed to de-escalate
- Community informed about what to expect from police when stopped
- More community interaction
- Role playing and critique on situations of bias and proper response
- Diversity, cultural, and sensitivity training
- Be a part of community activities without uniform
- Magically erase racism
- Discuss and handle racial discussions
- Address trauma of community - tension with community
- Discuss public image of police - humanize police image, they are seen as hunters or predators
- Training on identifying bias and work on it
- Identify what bias officers have
- Root out bullies v. those who want to serve and protect
- Revamp protocol, modernize training
- Identify bias as it comes up in training - ongoing, every other year
- Check on developing bias that come up in the course of working as an officer
- Have more connection with community
- Officers need to become comfortable with the neighborhoods they police
- Walking the community, not in cars, be more personable, boots on the ground, be more accessible, build trust
- Consistency with leadership
- Good cops v. bad cops
- Have the trust factor - everyone is not a criminal, it's ok to say hello, reciprocate courtesy
- Racial sensitivity training
- Teach rookie cops - psychological training
- Keep authority check
- Understanding officer friendly - play ball at the park, got to the schools; change the narrative from negative to positive
- College graduate tassel was a reason to pull over and run a check on her - 22nd district
- False arrest (June 2011) - 20 squad cars for one person
- See each person as a human being - think about the value of every life, see the humanity
- Mistreatment is a systemic issue - the whole system of policing is racist
- More training - racial, cultural, historical
- Psychological assessments/evaluations - weed out racists, keep off of force
- Survey CPD - stereotypes, assign communities based on preconceived notions
- How do you stop racial profiling when it's a part of America? - it's unseen and abstract
- Work with a community of a different race for one month under observation; if they fail the observation they can't be a cop
- How many black cops are in white community?
- Traits of a good cop - love the lord/ humanity, integrity, discipline, listens, not judgmental, self-control, compassion, patient, psychologically sound
- Negative experiences with cops - assaulted by police in police station, mistreatment by AA police as well, treat young people better, handcuffing too tight, being abusive
- Stop hiring racist police - morality test, round table discussions ("it starts at the table"), personality audit quarterly
- Journalism - media will keep CPD honest by efficient reporting in each community,

- small community media outlets, truthful reporting
- Community policing through media
 - transparency, open discussion, commitment to better the community
 - Negative experience - being accused of stealing a bike in Beverly at 13
 - Traits of a good cop - integrity
 - Race and equality training for officers
 - Need ethics training for police
 - We have an “inhumane” problem
 - White offenders treated differently (better) than black offenders
 - More body cams
 - Pair up black with white officers
 - Partner beat officer with a community volunteer to walk the neighborhood
 - More training
 - Investigate “best practices” used in other law enforcement such as State Police and incorporate into CPD
 - More alert by more police in neighborhood
 - More body cams and that they are on
 - Free the people who are innocent from jail
 - Don’t judge a book by its cover
 - Train police to see people differently than they do now
 - Talk to people in a calm way
 - The police should be more respectful
 - Give respect, and give up
 - Put on desk duty if reported
 - Provide them counseling
 - Remind them that we are all the same
 - Rethink some of the behavior
 - Don’t criminalize us
 - Publicly embarrass CPD who treat people unjustly
 - They pulled me over for no reason
 - Stop making trumped up charges
 - Don’t harm people physically
 - Stop calling me derogatory names
 - There needs to be consequences for illegal police behavior
 - We are running out of fear
 - Hire people who live in our community to police our community
 - Get to know people in the community
 - Stop changing police in the neighborhood
 - Make police accountable for their actions
 - Hold them accountable. Disciplined and fired.
 - Change the big dogs way of sick(sp) on little dog
 - Put a camera on them
 - Walk the beat
 - Watch the police group of individuals who are neutral and cannot be chosen by the Mayor
 - Every police has to submit a monthly report
 - Improve GAPA/COBA/COPRA
 - Every police must be told to treat everyone the same
 - Stop training police to occupy communities
 - Demilitarize CPD /public safety officials
 - Recruit different kind of police officers
 - Prior military experience should not be a consideration
 - Build community policing
 - Put the most seasoned police in toughest communities
 - More training for police on handling mental health issues
 - Raise the age of police
 - Stop profiling (racial)
 - Admitting police officer errors (mistakes)
 - Youth help with police training - teach how to interact, youth tell how they feel about police
 - Be more polite - how they greet residents
 - Have a positive attitude - make small talk, smile
 - Cameras in neighborhood - too many, intrusive
 - Understand their role in escalating
 - Be more encouraging to the young people in the community
 - Approach with respect instead of full force
 - Police should not use authority to be above the law
 - Not pull out weapon unless necessary - too quick to pull out their gun and react
 - Try to talk and reason with the person
 - They shouldn’t be prejudiced; interact

- with the residents - get to know them before they judge them
- Training - diversity, sensitivity; won't change an officer's attitude, they need to be shown different
 - Create programs that get teens and police to interact on a regular basis
 - Do need training on how to act positively in communities they don't live in
 - Police should be more involved, come out play with youth, play basketball, interact with youth groups, volunteering at community organizations
 - Block parties hosted by the CPD and residents together
 - Legitimate cause to stop, getting all the information
 - Mutual respect
 - Morality training
 - Live feed/video recording
 - Rigorous, reliable references that can vouch for the police officer trainee before being a cop
 - Understanding cultural diversity (training)
 - Understand the district/community they will serve (everyone district is different)
 - Have them be in the community they will serve, schools and parks. Walking.
 - Sergeants/people in the top been out and about on the community
 - All these points are to be used and applied to the higher-ups
 - Education probation period (being objective)
 - Being objective training
 - Regular training, even after graduation
 - Evaluation (constant, periodically)
 - Advanced, more familiar cops with the neighborhoods. Someone with leadership.
 - Getting the officer familiar with people, and people familiar with officer
 - "Community" policing - know the community
 - Periodic training, in dealing with different cases (domestic dispute, mental health, teenagers, etc.)
 - Partnership with courts
 - Analyze/evaluate people on top
 - Legislation will affect/should affect leadership
 - Theory of Accountability (Legislation), looked into because it's corrupt, unjust
 - Culture of how to see people equally
 - Not judge a book by its cover
 - Eliminate external influence i.e. the union, nationally and locally.
 - The contract between CPD and union creates and reinforces.
 - 21st CPD District had CAPS it was successful but they dissolved that CAPS group.
 - Systemic change.
 - How do we get officers to see themselves as part of us.
 - If police were part of us...our neighbors.
 - Need for private citizens to help CPD to be held accountable- external body for police accountability- hire/fire superintendent
 - GAPA - grassroots alliance for police accountability. CPAC
 - Pulled over last week with car tinted windows. Get out for...
 - Pulled over- police pumping their muscle to show who's'
 - Lots of personal examples of misconduct
 - Family experience. Police detain people for no reason. Racial profiling- racism, police have opinions without valid reasons, police look for reasons that aren't valid.
 - Racism- detaining people and making up reasons. "They stopped me because I ran a red light and it's not true."
 - Because the police don't detain people/ or stop cars what have...
 - People becoming alarmed from what they heard on the news- how they talk about the police on the news
 - Racist and corrupt police. Before police were respectful.
 - Officer friendly
 - We have to do something soon- what will our kids think of the police
 - Called the police when people got in my home to rob me- the police never came.
 - Better communication between police

and residents. Example: a mother/resident went house to house with the police and that reduced the violence in the community.

- Educate the community...and educate the police.
- What do the weapons do the police have
- “probable cause”
- Cultural sensitivity trainings
- Apply trainings in the community
- Don’t accept racist views
- Develop a psychological profile in order to find racist people.
- Avoid racist/have therapies in order to identify/process and understand emotions that produce prejudices.
- If we monitor police better we reduce use of force.
- Impose in a way not so top down
- Examine moral objectives
- Help them with the trauma/stress they see daily
- Help them with their morals and the problems that they have.
- Evaluate the corruption/why? Control the internal corruption.
- Treat everyone fairly and don’t use tactics that pressure people into giving false confessions/declaration of guilt
- Equality within society not only with police but also within schools/media
- Work better with the legal system, including the judges, lawyers.
- When you are involved in the community there is less use of force.
- Don’t need to ask about immigration status.
- Have more empathy and cultural competency
- Cultural understanding will take time.
- Personality test/quizzes for officers.
- Diversity reflected in policemen.
- Different training-no more “shoot to kill”
- More de-escalation tactics.
- Communication.
- Use Tasers or other weapons besides guns.
- Regular therapy for police officers.
- Training. Role play. Looking at the make-

up of your team and how you might interact with different types of people.

- Having a diverse police force and the pairs are diverse.
- Diversity in leadership positions.
- Understand, recognize biases. Acquiring expertise from others organizations that are doing this work.
- Background checks
- Zero tolerance for a history of domestic violence.
- Paying more attention to sexual harassment caused by police.
- Systems to collect data. Making sure collection is un-biased.
- Take a scientific approach.
- Affirmative outreach to help diverse populations to become police.
- TFA for police. Strategy for teacher recruitment.
- From my experience, the police and fire department respond quickly and take care of the problem. They seem to take our situations seriously.
- In Chicago, they are happy when we report problems to them.
- Police should be friends to the community. People should not have reasons to fear police.
- Having help for language access to communicate with police will help with understanding. Especially for immigrant populations.
- Be visible!
- Change of heart and mind. How officers grew up or who they were influenced by might need to change.
- Figure out how to undo prejudices.
- The only way to break down prejudices is to be together. People need to spend time together to get to know each other as people.
- How are people chosen for admittance to Academy? What is diversity like in CPD?
- Is there any strategy to having officers with similar identities work in districts with those demographics?
- Serious discipline and consequences need to be implemented and enforced if

- officers are acting unfairly.
- Officers of varying backgrounds should spend time together outside of time “on the job”. Maybe retreats together focused on getting to more deeply know each other- family life, hobbies, etc.
 - In a past job, a boss did a lot to encourage staff socializing. It brought us together. People who worked there before that boss said it made a BIG change. It is a slow process.
 - It’s bigger than just CPD. Chicago, in general, has problems with impartiality.
 - “Good cop” visibility is important. How can officers see other officers “being good” and be mentored by them?
 - Be around. Don’t only show up because a crime has happened.
 - Diversity training. Get to know other people’s cultures. See people as people, not just an aspect of the job you interact with.
 - Help people understand what is happening! People don’t understand their rights. Help community members understand what is going on and why are you asking them questions. Includes language access issues and process.
 - CPD should provide language interpretation. Maybe also give bonuses to officers for learning new languages and dialects.
 - CPD should get training on being welcoming and friendly to residents.
 - Partner with community organizations on events for people to learn: Know your rights, who to call at CPD for what, who to call instead of CPD (311, etc.).
 - Diversity trainings, like sexual harassment trainings, need to happen each year (not one-and-done is Academy). Look at what businesses do for diversity training.
 - Learning to communicate well and respectfully-MOST IMPORTANT!
 - Teach more cultural topics. Civilians can help teach the above topics if there is a bias person teaching in the academy, the cycle will repeat.
 - Change starts in the academy. Districts should be run according to guidelines set forth by CPD, punished if something wrong is done. Supervisors need to be supervisors not “friends” to the officers. Backed up by their supervisors.
 - Understand their job better (CPD) wouldn’t treat people unfairly if they understood the job more.
 - Definition of impartial policing needs to be clearly defined in the academy. How many communities are represented to help with this discussion in the academy?
 - Back to where the bias mentality comes from to get people to hopefully change their views of people that’s not like them (stop segregating).
 - No tolerance for racism or sexism (depending on the severity of the offense).
 - Educating youth at the elementary level on diversity CPD can go into schools and educate the public.
 - Incentive for police officers if they go a certain amount of time without an infraction (maybe 1 year) i.e. no complaints, on time for shifts.
 - Punishments for offenses needs to be quicker. If officers know there will be some type of punishment for doing something wrong, then maybe they will do jobs more efficiently.
 - Trainings need to be required not optional.
 - Break the chain of bias thoughts about certain communities.
 - Avoid hiring racist people at all cost. What is the motivation for officers to want to police in neighborhoods that they aren’t familiar with.
 - Better job of screening potential new officers.
 - Diversify officers while patrolling certain neighborhoods.
 - Have a “buddy” from someone that lives in the community.
 - Close the gap between the authority figures and the community.
 - Earn community service credits for volunteering in the community (positive

response to community needs) where they serve, should be mandatory whatever the needs of the community are. Nature of the engagement determines how long the community serves.

- Apply the same procedures to everyone.
- Do not prejudge based on skin color and dress, hoodie/attire.
- Officers should have culturally relevant training, around race and implicit bias
- Change policy so that officer conducting the chase cannot be the officer who makes the arrest (best practice from another city, maybe Minneapolis).
- Own the fact that they have made some mistakes.
- Structures in place to ensure police are assigned to communities they are connected to
- Follow up with experience survey (face to face) or phone call
- Police need more CIT (crisis intervention training) - this needs to be mandatory, not optional.
- Need more mental health first aid training.
- Certain procedures need to be created/ updated/ revised to engage different populations.
- Get the proper training on the front end.
- Community oversight and follow-up like customer service from stores and other companies.
- Real-life training should have rookie-veteran partnerships in the community; not rookies with no experience.
- Police officers need to wear regular clothes to blend in with the community more.
- Have more dialogues as Chicagoans- not civilians vs. police.
- Community needs to help police bridge the gap-socially, culturally and intergenerational. Use CAPS as a resource.
- More transparency-employment history, complaints filed against them; etc. all records on officers.
- Body cams should be on at all times or there should be severe consequences if they cut them off.
- Administration of CPD needs to evolve and be held accountable (and the rank and file).
- Mandatory mental health care for officers to combat PTSD.
- Police need to engage communities outside of policing-come to block clubs, festivals, churches, and schools and require it or they cannot patrol the community. Partner with safe haven spaces.
- Work with business and build relationships with community.
- Model police districts that are doing good work - best practices and honor good programs and good police officers.
- Engage youth as people not troublemakers.
- Community and respect - LGBT community. Prep and healthcare citywide
- Teaching nonviolence, faith communities, schools, detention center
- Sociology-bridge
- Training and awareness of diversity within community. LGBTQ community knowledge - bring in organizations in response to bigotry and hatred.
- Group founded after incidence 2006 - gay family in Woodlawn house attacked during a New Years party, 3 guys shooting and anti-gay epithets. Most offensive to community was the city response - "We don't have hate crimes in that area, just crimes." "We tried to tell those people this was not the right neighborhood for them." Perpetuating bigotry, police didn't acknowledge it as a hate crime within black community - "repulsive."
- Police do training and awareness well on N. side, but as you get further south there's a different attitude.
- Change practices and change attitudes-takes different sorts of work - self-examination, encountering different people, dialogue, takes challenging people.

- Different people have different skill sets- emotional, academic, etc. If there's a circumstance like domestic violence there should be someone trained for that. Bring a police officer who is suited- training, questions, knowledge.
- Unprofessional police bring their own cultural habits and miss deeds.
- Police would say they're not social workers.
- What created the situation where black guy harassed by black guy? Unprofessionalism and system wide.
- Set a high standard for law enforcement- each person has the ability to enact the harshest penalties up to death so the expectation of quality must be higher than a sanitation worker or other profession- life and death.
- Recently lowered standards for college education required.
- Union has a role- blue wall is unique, doctors don't defend others who mess up like police do.
- Black police in black neighborhood? They don't want to do it. Someone returning from service, stressed life already higher pay alternatives available.
- Police should have to report back w/ community members they engage with. Community should be asked about their interactions with police and listened and believed.
- Community should not be dismissed. They often base the charge on info that's discovered after the arrest- unfair.
- It's hard to prove when people have bias in their heart, we have to follow the data- a minority at 30 percent shouldn't be 90 percent of arrests or shootings.
- Stronger ramifications for police who step out of bounds.
- New policy under CPD- if a police officer sees another officer doing something wrong, he can get in trouble for not speaking up too.
- Independent police board in Boston (Youth active in the community) who review police.
- Inherent racism needs to be dealt with- respectful engagement- measure predisposition to racism.
- I want to be 5 fifths of a person.
- Who is training these new officers? People who have been stripped of their duty, people who have lied, etc.
- Trainees should have to learn history of the community, racial sensitivity, awareness.
- Generational racism in policing is hard to root out- politics, deep rooted
- Have more black officers in positions of power, not just Eddie Johnson.
- Moratorium on white officers, "moratorium hiring all police".
- In London they don't have guns.
- People get defensive about someone from the outside coming in.
- Testing and requirements to apply for police test- economic bad credit is a limitation, culturally-shaped perception affects psychological exam- people think it's threatening.
- Predatory lending- affects credit.
- Training- diversity training with teeth, not just from a book but also with life examples.
- Hiring should match the racial makeup of Chicago, if we didn't go to church/school together then bias is grown.
- Orientations should occur before assignment in a community, experience culture and community, closely monitored so it can be evaluated how they report.
- Number of hours required in their police districts that isn't policing- block clubs/ other. The people you're policing are people.
- They're trainings, it's not the right training. They're not hitting white people.
- Personal liability insurance - officers should carry it no consequences - paid desk leave, 30/40 complaints yet nothing will change it, gradual scale, start low or paid partly by police department like auto insurance, eventually more expensive or license revoked if you mess up.

- Continual retraining
- Time off for police- look at fire department and other units for example to rejuvenate, esp. those in high crime areas.
- Responsibility on citizen's side - talk respectfully with police too. Bring back officer friendly.
- How do we reward good behavior? To reinforce what we want? Incentives for sharing when a fellow officer messed up or highlighting when someone needs more training. Inspire other officers to do better as well.
- Training: Making sure officers go through training/culture of policing- how to treat Chicagoans fairly.
- Academy: their approach...anti-bias training.
- Recruitment: diversity...more concerted effort, promotions lead to choice- communities they want to work in, etc.
- Exchange program- rotate officers through various community...understand the differences in Chicago cultures.
- Understanding of all processes...biases/ understanding we have of each other: interaction we can get on the positive level the better we understand.
- Not too many positive places (POC) Chicagoans can be in Chicago.
- There has to be some type of response when something happens: accountability, wrongful settlements, police officers penalized for their actions.
- What if the police officer responsible for X paid out of their own pocket or pension or wages are garnished.
- Burn-out of the job/what are the interventions - help hem (CPD officers) get better or get out the door.
- Prejudice/learned from one officer to another.
- Experience of children being pulled over by police. CPD officers refuse to own up to their mistakes/errors, pulling parents in the position of telling children/kids police officers are the enemy.
- Sensitivity training.
- People getting stopped for running- this is wild.
- CPD exchanges in other districts
- Tools are at their disposal
- Cultural sensitivity is key
- Live in neighborhood that they serve
- Develop a relationship with neighbors.
- Training: hours in community that they serve. Not enough hours spent interacting with community, i.e. youth-school age "officer friendly"
- Officers used to be friendly.
- Officers knew young youth and were influential.
- Know in social context
- Know your officer
- Build relationships
- More emphasis on "knowing" the community.
- Sensitivity training is not important, i.e. lip service.
- How do you connect police with community. Must immerse in community.
- Relationship to community, connection to community.
- People disconnected with community, people want to be connected.
- More black police officers don't equal fair treatment
- "We need police officer that treat people humanely"
- Police need more training to stop assuming bias
- Police acting on racist stereotypes
- Training is needed to address the problem directly
- "Stop covering up their crime" need for transparency. Community control of policing.
- "My husband, my son, most black men treated unequally...pull out the car and sit on the curb...stop me in my car for a traffic stop...why I have to sit on the curb..."
- My husband, 60, with group of friends, they were arrested then...and ask officer.
- "Black officers aren't sympathetic toward black people"
- "Incidents I have called police and they

- have not shown up”
- Police showed up four hours later
- At my church we have to teach young boys how to respond to the police.
- Training young black boys as a result of implicit bias
- They need to “go out of their way” to teach officers to see folks humanity. Society went out their way to point those people to be inhuman. Beyond taking a video.
- Feeling that as a police officer you can get away with it. This idea that I am in this community and make assumption you can act with impunity.
- Accountability and the need for metrics.
- Declining return on allocating more police in community
- Capped resources for a particular neighborhood
- NYC and the strike on policing and stop
- Police should have mandatory cool down time, police should not be allowed to work overtime at all like fire fighters.
- Stopping them from being in: three days on four days off, get out that part of their brain, mandatory therapy once a month
- Acknowledge the fact there is burn-out, major concern.
- When a complaint is filed against police it needs to be taken seriously: investigated, follow through, feedback, disciplinary action taken.
- CPD knows the 100-200 officers are problematic, what they are going to do about it.” I bet you his background tell you this was coming” referring to L.M. murder.
- Better job keeping track of the dirty: files should never be erased, “if we do something wrong it stays with us”
- All issues be “found” and “unfound” still document.
- If CPD see one officer with multiple complaint, see a pattern
- YP report that police officer call him a “nigger” that be a complaint: Call me a “n”, some guys you see every complaint they see, it starts off with it.
- Police don’t even know the power that word has (n).
- The use of the word (n) and a power dynamic. They are an agent of the state and shouldn’t use language to demean its citizens.
- “My experience was in my car with a friend at the beach when an officer approached with a gun at the window. My friend told me to get up slowly. When I got up an officer had a gun to the window. I was told to get up and the officer stuck their gun against my body, asking what I was doing. I had a button down on, like a jump suit. I felt like they could have raped or killed me. They searched my car and purse. Nothing came of it.”
- Importance of integration of church- “everyone in God’s eyes are equal”. Humanize individuals, innocent until proven guilty, show love of god; empathy, teaching of the commandments.
- Continue to wear cameras, beneficial for community members and police- show what takes place in an altercation.
- Change guidelines for recruitment. Testing for unconscious bias to see how they interact with different communities/ individuals.
- Emotional/mental evaluation; therapy if necessary to ensure they are fit to police and interact appropriately.
- Continuous training/Education
- Programs with youth- building trust; change perception of how they community views the police. So when they come around here is a healthy fear/ respect on both sides.
- Add training; cultural training, discrimination, cultural sensitivity
- More present in community; satellite office
- Live in city or constant contact with residents
- Better communication; de-escalation
- Evaluation includes body camera; if not doc, escalation
- Community service hours to build

familiarity and cultural competence; visit HS/elementary, mentorship program. Provide more connections between youth and police through CSH

- Creating spacing for interaction- youth, parents, police - lunch
- More publicity around meetings CAPS
- leverage local leadership; Alderman, church
- Tap in social media to reach community members
- Organize recreational events by city in most fractured community
- Ethics class; rapport-budding, cultural diversity
- Volunteering in community; summer programs, weekend activities, sports, agency vs agency acts
- Collection of data; feedback on interaction with police (survey)
- Neighborhood watch once a month
- Employ social workers; liaisons- family, police. Independent contractor (3rd party)
- Expand community service officers; interdisciplinary team
- CPD host cultural fairs
- Cameras; mandate they remain on, if turned off reported-fired, use in training to improve policing.
- Training; cultural sensitivity, same training as social workers
- Screening; at beginning when applying
- Ensure officers understand laws they are enforcing; training
- Concerted effort to collect and maintain record of grievances
- Integration of police in everyday activities; Officer friendly, physical act.- cadet simulation with youth
- CPD lead initiative of which is shaped by individual community
- Apply all laws regardless of sex, race and creed and all protected classes
- Guidelines/checklist of accountability so CPD can verbally hold each other accountable in the moment
- Mandatory training for diversity inclusion and implicit-bias
- De-escalation training implemented across all neighborhoods the same
- Interact with communities aside from incidents; humanize everyone
- During hiring ban tattoos and symbols of hate groups/racist groups and membership of white supremacy groups. Example on application have, have you ever been a member of a Nazi group?
- Address code of silence
- Background checks during hiring; pre-screening childhood, knowledge of community; biases
- Self-reflection in addition to community and CPD bias accountability
- Body cams/audio on 24/7
- Two officers of different ethnicities riding together
- Real time A.I mechanism for CPS to record their thoughts and hear them repeated
- Diversity in recruitment and hiring that reflects Chicago's demographics
- Tiered system to have tier 1 (trainees) and tier 2 so more folks have the opportunity to join CPD
- Host public forums for community feedback
- Pre-screen for biases/beliefs
- Intentional placement in beats that are a good fit based on pre-screening
- Add social workers and teachers to be part of CPD
- Therapy resources for CPD; mandatory
- CPD get a sense of the communities to get cooperation; the people, the violence
- Intensive implicit bias training repeatedly
- Learn to check own snap judgements
- Foreign consulate: inform consulate; CPD should know the rights of foreign nationals
- Relationships matter- connect repeatedly
- Community needs to trust police- two way street
- Police need to understand the community
- Shit union rules to concentrate police where they live- incentives for policing close to home
- Mixed-race partnerships, black/white,

- Hispanic/white, black/Hispanic
- How to desensitize police? Cynicism?
- Service- is about welcoming others, duty is about love
- Hard to regulate respect
- Test call translation services on phone
- CPD are on the defensive all the time
- Keep records for data management
- Need 3rd party for translation, translation must be mandatory
- Provide trauma reduction information for CPD
- Provide Dei training
- CPD need interpreters of all languages- not just Spanish. No acknowledgment of need of other languages
- Access to many languages
- CPD could view each person as a family member. Shift from "other" to loved one
- Screen police psychology
- Cultural sensitivity training- bring different scenarios
- Continued education of policing
- Professional development mandatory. One example, neighbor threatened called CPD, they couldn't do anything because nothing happened yet.
- Teach compassion, empathy, sympathy; not serve and protect. Respectful and care taking of all
- Work with youth of incarcerated adults- show, demonstrate a different way
- Proper training
- Acknowledge and address bias to talk about it and deal with it
- Every shift the other officers share how the others are doing
- Community events; YMCA, Churches, mandated community participation
- Exposure leads to desensitization with strategic guidance
- Antiracism training
- Common activity like CircEsteem to connect and deflect bias
- Cultural exchange; training based on demographics of area
- Intersectional nature of 'isms'- create a universal feeling of humanity
- Engagement
- Introduce each other - less separatism
- Training- how to work with people
- D.V. resources and thoughtful recommendations that leads to results
- Placement rotation for visible variety- exposure
- address the structural issues of race and class
- Mixed partners of different races
- Connect aspiration with action = accountability
- Generational education, start young, bring youth to CPD. One summer Chicago- youth employed in CPD
- Restorative justice perspective throughout society
- CPD conducting racial violations, once they see someone is Latino they use excessive force vs Caucasian people
- Block together - get rid of gangs in the area- commit to residents. Benefits are a better relations with police. Strategies: involve home owner - warning if they have a gang member in their house, warning/fine if they do not kick them out of the unit, warn that house will be closed
- What can someone do if the police stops them?
- Racial profiling - police look for reasons to stop people
- Racism - psych study on police. We are all equal and there should not be different
- Abuse of authority; this is wrong because they are supposed to be taking care of the people
- More training on human relations- how to treat and how to speak with people. They are very rude and don't treat people well.
- Create small groups in communities in order to establish better relationships with police. Example, block clubs.
- Abuse of poor and authority; CPD needs to know their officers, we all deserve respect, protect, don't imitate people, have higher authority
- "Officer friendly campaign"- the officer is our friend, advertising that the police are

- our friends and not enemy (campaign).
- Connection between police and immigration; what does one have to do with the other? That is why people are scared of them.
- Diversity training- cultural understanding
- Cultural sensitivity
- Police should reflect the diversity of the community
- They need to be sensitive to the people
- “serve and protect”- have them truly do this
- More bilingual police - if they don’t speak the language that is intimidating
- Use keywords, correct words- they are here to help.
- Study psychology- more studies
- That they follow a decree to be able to exercise with wisdom.
- Police need to obey the laws - why do they get to pass red lights when there is not an emergency?
- Assign officers who speak Spanish to areas with Latinos/Hispanos. These are the more vulnerable communities.
- Respect one another because we are human
- What is the police department doing to protect kids in schools?
- Police, a majority women officers, don’t treat people well and abuse their authority. Need more education, they need to be fair to communities, not only because someone does something wrong do they have the right to offend the individual
- Abuse of authority
- We don’t need more officers, we need to educate the officers we currently have
- More round tables in our communities in order to talk about the problems and the needs of our community.
- fear of god- people instead of stopping crime and calling the police
- We are all equal- they should treat everyone well no matter the race of the individual. Stop racism; trainings. Lots of discrimination, treat people better in Latino and Black communities.
- Activities in the communities- youth- so that the community doesn’t fear them
- A mental health check before entering CPD. Sometimes they arrive to the department already violent. Investigate their lives...who are they. Police officer background checks.
- Positive presence of officers/beat walks. You only see officers when something bad happens/they should be present in the community.
- The same officers make people nervous, they think we have something or we are up to no good but it is them that don’t treat us well, they don’t even let us speak.
- The south side of Chicago is where they stop and detain more Latinos
- The laws here in Chicago should be the same as in the country and state, they should be just laws
- Surveillance to see/know what is happening in the city. We all need to collaborate.
- Training, deprogrammed and retrained to treat our community equally
- Training from Watch Commander; sensitively/mindset, more familiar with area, more adapted to community members
- Video of behavior that highlight differences in behaviors of treatment of races
- Selection/screening of police should mirror population
- Uniform procedure of police conduct; do they “know” the law
- Some precincts operate in different ways than others
- Measured response to crimes; bat v. guns, knife v. guns
- Change heart needed - not seen as humans due to racism, do black police shoot people in back?
- Recruitment procedures improved demographics
- Psychological fitness to carry gun
- Restorative justice practices
- History lesson on relationship between

- policy and racial/ethnic groups (religious groups) - say it's unacceptable
- Fairness is possible not equality; know your own bias
 - Cultural exchange/work on cultural isolation/work on innate biases
 - Work towards dispelling biases/undo bias with facts
 - Training on culture/video examples of bias in action
 - Do they know what policing without bias looks like?
 - Work against cultural isolation
 - CAP meetings: what is the mindset of white officers in meeting when they go home to their own communities?
 - Break barriers racially/culturally
 - Repetitive training/exposure, not just after incident
 - Deprogramming cultural bias formulated as cultural norms in upbringing
 - Police not interacting with criminal activities, i.e.: drug dealers, prostitutes
 - Police should live in neighborhoods, outsiders/spy, no harassment
 - Focus is on ALL the people, not the situations in community; not addressing the "what" but "who"
 - Policing people "young adults", not crimes
 - How police approach groups of young people
 - Training in evaluating situations
 - Approach groups of young people differently
 - Don't parade youth when they are cooperative to display "power"
 - Internally CPD should go back to basic sensitivity and diversity training so that they will know and understand the people, to help them understand the people they serve, because people are different
 - Basically don't profile
 - The Anti-Defamation League (ADL)'s A World of Difference training should be used as a resource - prejudice bias --> leads to stereotyping (1991-1995) CPD + CFD
 - Police should lead by example, respect each person
 - Not cookie cutter solution. This should be tailored to fit each officer individually
 - Conduct a needs analysis
 - They have to understand each generation...elder, teen, etc. in order to do it efficiently and effectively
 - Reset environment and culture
 - Acknowledge problems (all departments) then address training moving forward
 - Mentorship programs to support and guide officers
 - "Snitches get stitches" - same code within CPD
 - When they look the other way to cover up officers; you can't expect a code of conduct they have to tell on fellow officers when they do bad; protect each other more than protect the community
 - You can't expect change without being a change agent yourself
 - CPD has to get involved in the community; sensors community, be part of the community; basic speak good conversation, say "hello"
 - They are not invested in our community, it's just not policing it's a community
 - You have to pay people well. You can't expect people to put their lives on the line for a little amount of pay
 - Policing is hard
 - It takes a village
 - They need to bond with the community
 - Police officers can do extra courses to earn financial bonus
 - Needs to incorporate psychological evaluations on a regular basis, all of CPD
 - Do more of a background check
 - Some activities outside the force that may lend to excessive force that is sometimes displayed
 - No more lazy cops. No 30016 cop who shoot instead of chase - physically fit
 - Health and mental checks
 - Station by station score cards to track behavior; comparing stations with their peer groups - calling out unacceptable; "behavioral demerits"

- Think CAPS does this? - go deeper!
- Old behaviors and ways, maybe these officers need early retirement packages
- “Weeding” system, dealing with old mentality; has to be standard, if standard is not met then five cultural benchmark
- Ongoing, constant culture and diversity training is critical
- Hire more officers that live in our area
- Teach how to respect police- they need to live and experience our community
- You cannot judge a person by the way they look
- Stop profiling; stopping young men for nothing
- Crime happens all over the city, when it happens downtown, it’s taken care of, but when it happens here in our community - people need to demand the same treatment (expectations) to stop crime
- If unions protect bad behavior, how do we change that? They condone/cover it up. This is large part of the problem
- Needs to be a middle man between police and community that holds police accountable
- Community needs to hold police accountability - no middle man needed
- The top is not doing that → report
- We have to have community control over police (hire, fire, SOP, excessive force vs. necessary force, community engagement)
- DOJ said CPD is a racist institution/ examples from the top down
- Discipline officers who mistreat people in our community - community has to set the standards
- A CPD applicant shouldn’t apply to be a CPD if they are fearful; fear should not be used as an excuse for his/her actions
- Police are people too
- If there is a pattern of misconduct, disciplined and removal - next steps
- Hiring practices that psychological evaluation of their character
- Training and psych evaluation throughout their careers - they see things that other people do not see and you need to process that
- Police need to understand what implicit bias is and what traumatic stress is
- Implicit bias affects how we react - receiving training to be aware of them, understand them, and then react appropriately
- Understanding - extremely tough job, how their experiences affect how they react, their trauma effects how they respond, they will over react because of their trauma
- Diversity and inclusion - we’re hearing these terms a lot these days. These phrases are occurring a lot because of the killings. They need a CPD program that expands diversity and inclusion
- Training that police officers understand that everyone has implicit bias, accept that you have it, it doesn’t make you bad, don’t get defensive, accept, having training that’s sensitive to that
- Psych evals should be mandatory 1x a year. Constantly retooled.
- Same accountability for police officers as for civilians, if the police officer does something wrong they should be held accountable, no more code of silence
- Officers should have to sit down with community members to hear what people say
- Classes on diversity and cultural competency to interact with different cultures
- Need to be culturally accountable
- Trained in trauma informed practices, so they understand how to interact with people
- Probationary period for hiring (6 months to 1 year) to see if you can handle the job, so that there is accountability, so you can see if they are racist or aggressive, can they handle the stress?
- Treat everyone fairly - so make sure they can identify people with mental health issues
- When officers have complaints about discrimination, racism, or force because of this they should have a time-out
- Officers should be paired - but should be

black with a white officer, not two white officers together never

I was pulled over by an officer for no reason, when I told him I was an attorney he was enraged. I went to reach for my wallet, and he pulled a gun and put it in my face. I had to tell him that my father was a cop.

- I went to the Bridgeview Billiards and there was a noose. When I asked the manager about it he told me I was making up stories.
- Better tracking mechanisms to capture data on pulling people over for small traffic infractions, minor tickets, by demographics
- Officers should have no gun during the probationary period
- Not sure about psychological evaluation - depends on who administers that
- Stanford experiment - originally thought it was all about power and then they looked at the recruiting posters - it starts with recruiting - recruit right then you type it right with the community
- Then create a psychological test based on good officer that been "typed"
- Police officers used to know people in the community
- It has to be incentivized for officers to be non-biased and you have to look at the whole criminal justice system
- Conflict resolution, crisis intervention needs to be incentivized
- Restorative justice - needs to be incentivized
- Get out of the cars and walk on the street and walk the whole community, beat
- This is a difficult question because African people have been de-humanized and we are not dealing with this at that root. If all of your life you have been indoctrinated to believe, it has to start in white peoples' homes, schools, and at the top.
- You need to respect that everything started in Africa and it started with us. And you need to teach evolution
- It needs to be directed at institutional

racism

- Abolish the police
- Chicago Police needs a turnaround team
- They need to release some of the police
- It is an old boys club - they gotta be gone
- Be trained on how to treat people equally
- Remember the purpose/mission of/in each interaction: To serve and protect the community at all times
- Police have lost the meaning of protect
- Officers have become nonchalant re. training, i.e. you don't shoot a man just because he's running
- Police have become too lackadaisical
- Things police should enforce, they do: run lights, etc.
- Police act like they are above the law
- Obvious that police in McDonald shooting were being biased
- Cops need to be corrected by their own
- We don't need to hold police accountable, we need to hold administration accountable
- 1st experience with being aware of police misconduct - police killed young man, brother came from Vietnam for funeral and police shot him too
- Teach black history in schools - need recognition
- When you call police, someone should call and follow up: how were you treated?
- CPD should follow up
- Police are bullies
- McDonald cop had 20+ complaints
- Dept. needs to hold officers accountable and ensure community that their voice is being heard
- There is no correction
- Survey and follow-up with action
- Lack of respect
- Need to work on code of silence
- If cops publicly get away with misbehaviors, what message does that send? That he's boss
- I have very little trust
- What's the protocol for interacting with people?
- P asked question, cop told her to go in her house, very disrespectful

- There's no repercussions
- No follow-up on calls, no word on what happened
- People aren't notified of what's happening
- If officer lives in community, kids know they'll see officer again, attitude changes, respect
- Cops are moved from schools too often, build trust then to move on
- Used to offer incentive to cops to move to hoods they don't live in, inner city
- Offer incentives to encourage cops to stay in hoods where they work
- Great for kids in schools
- Cops have their own world/community
- Less likely to abuse power if they live in these hoods
- Don't have picture of what non-abuse is; show people how they should be treated during stops, etc.
- Basketball game between cops and firefighters - kids play
- Knowledge is power
- Fun trip between police and young people
- More money for community patrols
- Want racial mix in communities - black cops and white cops in different hoods
- Attend community meetings, etc. to know people, become sensitive, churches, service hours
- [Illinois] State Police became active in community organizations - made all the difference
- Know families
- After shooting, body left in street for hours, doesn't make sense - disrespectful - needs to stop
- Need sensitivity training in A.M. meeting, especially if there's an incident, need psych training
- Norm seems to be aggression across the board, police need more sensitivity, not just react with violence
- Code of silence of police is now in communities - people don't talk
- Police is gang, too - black, etc.
- Need cultural sensitivity
- Diversity in police cars
- Psych training
- Anti-racism train
- Real-time Sgt. arrives to review what's going on automatically, not on request
- Violent situation - next chain up, immediately _ as next level of observation
- Should be a captain - next level may be too close and biased
- Levels of police - in Philly this is done
- If firearm is discharged, you need a captain there
- Shots fired detection
- Cultural sensitivity training; i.e., language barrier
- No cultural training
- Make review of sensitivity part of their evaluation, to get the job; conducted by outside agency
- Outside agency should vet candidates
- Police need to see their jobs differently - not _, should be serving and protecting
- How many officers come from the military? Trained to kill in combat - can use gun but shouldn't necessarily transition to police - have issues
- Vets are 1st to get hired
- Vets can't dial down
- Trained with weapon
- Vets - need to go from war to peace
- Transition is not easy - get in society
- Vets need help making transition to police force
- Psych vetting
- Need to know military history - background and whether they had psych issues in military, people know but don't say anything
- Need to police themselves from within
- Proper mental services aren't provided for vets before they're hired
- Military doesn't report
- Review policy on domestic situations - so many different dynamics - contain people should be trained for domestics - don't send trigger happy guy - can talk people down
- Train cops how to de-escalate

- 1968 - used to be true - cops sent to city colleges to take sociology classes - to commune with hippies - diffused tensions in community
- Richard J Daley said shoot to kill in 1968 - attitude gets ingrained - that black lives are worthless
- 1919 - Race Riot in Chicago, National Guard brought in because cops were involved
- Require CPD to be mentors in the communities they serve: baseball, tutoring, etc. for 1 shift per week
- Social justice issues
- Citizens demand change, improve process
- Observe - listen, learn, participate
- Why A.G. in Woodlawn
- Hear others - learn culture of community
- Sometimes mental issues with community and may have issue with police
- Community doesn't respect community - mental health training
- Community people are not afraid to be incarcerated
- Mental health specialty training for police department
- Have mental health team or specialist on staff
- How many complaints (times) does it take to create a profile
- Aggressive police officers may need training due to complaints
- Complaints are not effectively recorded or disciplined
- Officers need accountability
- The officers' job is hard and under paid
- Stressed without funding
- They work in life-threatening situations - should not quickly accuse/report officers
- No consequences if there is provable offense
- Difficulty in implementing change: starts with training, skills, oversight, understand how to interact with hostile community
- May be in adversarial situations with community
- Need specialized training for various communities
- Specialized programs are needed
- Need money for programs
- Government took away funding
- New Warden Cook County is a psychiatrist; has new program, medication
- Most crimes - sometimes people want to go to jail because they get services
- Officers can get training in social settings
- Must be acclimated to communities
- Should attend community meeting - get to know neighbors
- Officers should be assigned to communities based on race
- Should understand culture/background of community
- Must know what's going on
- Need multicultural training
- Must be aware of cultural traditions
- Need diversity training
- More black police in black community
- Must be broadly educated
- Need communication skills training
- Should not stereotype
- Don't pre-judge
- Community should not be judged by what they wear or look like
- Need to be more respectful
- Community sometimes "fears" the police
- More required courses and training
- Chicago is a segregated city
- Proper training - if they don't know, then they don't do
- How is training done?
- Schools are still segregated; sometimes "white" have no interaction with "blacks"
- Legalize marijuana - people are getting arrested, whites don't get arrested, black/brown gets arrested for small amounts
- Same offense should be treated equally
- Police should not harass; i.e. anti-loiter ordinance
- No political to change disparities
- Black/brown people are dying from gun violence, i.e. Florida High School shooting and now laws are being changed
- Police can address "our" causes to gun violence, no one is addressing racism
- CPD should implement review to

- monitor officers individually, i.e. they act differently in different communities
- Pay attention to red flags to officers' actions
 - People (communities) are no longer being silent
 - Need a paradigm shift
 - Should be a law against "code of silence"
 - Policing for profit should stop - traffic tickets, biking tickets, traffic stops - happens in low income communities
 - Cannot legislate morality, police should treat fairly
 - Need new code of conduct to the profession/badge
 - It should not be personal
 - More transparency and severe penalties
 - Deadly force should not be first choice for people of color!
 - Need more communications
 - Need diversity training
 - Way they talk to each other, more respectful
 - How do we keep them accountable?
 - Misconduct - consequences for their actions
 - Mental health training
 - Does not know how to respond to us
 - Public servant jobs
 - Stop instant criminalizing black and brown, ex. FL shooting
 - Unconscious bias training
 - Stop the automatic profile, targeting
 - Do not like talking to officers
- D boys - worse ones
 - More police in community that look like them
 - Stop the home invasions with no search warrants
 - Talk to us like normal people - their tone
 - See us as humans, like their sons, daughters, nephews
 - Citizens panel - accountability; include youth
 - Impact needs to impact them personally
 - Training - Qs in assessment, ex. Do black lives matter?
 - Training - on the assessment position on the test before they hire/ask them about psychological
 - They need to do community service (the police); add an incentive
 - Police officers reflecting the community and context in which they serve
 - Perceptions...community and CPD officers
 - Hiring practices
 - Common understanding of "force" and "excessive force"
 - Training...transparency...as it related to use of force
 - Overall common theme: training for CPD and community
 - Police accountability, have them pay for their own legal fees.
 - Rethink/ask ourselves why are we so willing to accept the use of force?

COMMUNITY POLICING – What can CPD do work with your community to improve public safety?

- Officers should live in communities they serve
- See more police walking beat
- Show more respect to community.
- Before becoming police officer, community service/in community apprentice in community.
- 18th District coffee chats, commanders and officers. Get to know officer in department on a personal level. Not in stations/community centers.
- Involve young people, allow them to have talks with police outside of conflict situations (high schools/grad schools).
- Officer friendly, to know police more personally.
- Help children to not be afraid of police.
- Combat fear factor that children have
- Disarmed, rubber bullets.
- Union issue - should teach to serve and protect. What are the tools the officers need to do this?
- Write essay on what is racism and why it should not be in police department. Lie detector test on racism.
- Teach protect and service in training. They are not above the law, uniform doesn't give unjust power over community, wrong-doers should be fired.
- Policy needs to change with regard to actions sanctioned as being in accordance and justified actions.
- Officers need to be more physically fit.
- Address stenotype attitudes.
- Mentor youth in detention center.
- Ongoing training in human relations.
- Need more engagement with community, community is not the enemy.
- More diverse officers
- Police should reflect community
- Some white officers have no sensitivity to community.
- Remove Ed Johnson - over ruling COPA. Bad public relations.
- Rookies in CAPS meetings
- Restore trust
- Listen to advice of community when they give them information about trouble makers.
- Movie "First Blood" should be seen. Example of bad policy and actions city wide.
- Assign officer to schools so that kids are more familiar with officers.
- No police in schools - school to prison pipeline.
- Train them to deal with children/ community that is marginalized.
- Get to know people in neighborhood.
- Community is over policed.
- Those officers with seniority get assigned to "nice" neighborhoods.
- Have pilot program to have officers who look like community on watch to see if there are changes in incidents/crime.
- Stop intimidation.
- Officers who have fear should not be on force.
- Generational police have bias.
- Recognize police who do what works.
- More training to recognize mental health problems.
- Help victims on the spot with support services. Cultural training.
- Crisis team dispatched to incidents.
- There is more respect when police and community interact.
- Be more respectful of community.
- Get clergy more involved.
- Community service for officers two times a year/paid time.
- More than CAPS meeting.
- Community cleaning projects not in uniform with community members.
- Work with churches and clergy in districts.
- Police in schools, work more with principals.
- Commanders hold community meetings

- to assess what community needs are.
- Commanders need to be more involved. Hear from “top dogs” of districts.
- CPD should have block club parties.
- CAPS address gun ownership and their responsibility (gun in home) safety practices.
- Discuss how to keep your home safe.
- Include support services at CAPS meetings.
- What to do when you can't call 911.
- Be interested in community safety.
- CPD visit community centers.
- CPD should build relationships, with “kid on block.”
- Present factual information.
- Local TV program: inside look at CPD weekly, station to station.
- Use social media with relevant info, currently boring, more relevant.
- Police should live in communities they serve.
- Their heart needs to be in it.
- Be nicer to the people they police.
- Police should build relationships with community members and be less judgmental.
- Use CAPS meetings to build more trust between police and community.
- Police should respect community members more.
- More positive interactions with police and community (outside of CAPS meetings).
- Need to happen/have the same officers in the same communities (prevent high turn-over).
- Convict and sentence officers that commit crimes to build more trust with the community.
- Maintain communication between police in the field to prevent deaths.
- South Side Task Force should not be made up of police officers in community-should be independent.
- Have an independent place to file complaints (outside of police dept./city/county areas) because they all talk to one another (not confidential).
- Convicts and sentences will lead to more trust; financial investments in communities that have been adversely impacted.
- Hold meetings to let police hear what the community wants - not assume they know the community.
- More empathy between police and community. Have more humanity; learn the real history of the U.S.
- Stop marginalizing the communities they serve - policing is a profitable business, so it is hard to reform - perform radical change.
- More security does not mean more safe- school with no detectors have no problems, while school with more security/metal detectors have more problems.
- Align community and police values to improve community relations - be more engaging with each other to create a unified strategy.
- Beat officers should use radios not cell phones (transparency).
- Body cameras should never be turned off.
- Mix black/white/Hispanic officers at all times.
- Stop lotteries to win bets on number of people they charge or convict people (even falsely).
- Merit pay should be based on community feedback and preventing crimes; not number of arrests and convictions.
- Serve and protect; not serve and arrest
- Community needs to create policing strategy; not only be told about the strategy CPD proposes.
- Accountability has to be independent of CPD/IA/COPA - remove veto power of CPD superintendent.
- Go back and learn history and make it right (reparations, MONEY from FOP).
- Police officers should be liable for damages- not City of Chicago- make the union pay for damages, not taxpayers (put financial burden on officers - house/ debt, etc.).
- Pressure aldermen to pass laws to

- enforce damages paid by FOP.
- Stop offering paid leave; make officers payback money if they are convicted of wrong doing!
- Racial sensitivity training - Type? Effective? Need for healing work, focus on anti-black racism.
- Reform overtime policy/work on the side (implications for how community is treated and their families)
- Trauma-informed training/mental health of officers
- Improve screening for hiring/prioritize this not training. Need to understand and know about issues in our communities, periodic psychological assessments, forced retirements of current force.
- Pay lawsuit settlements out of pension funds, not out taxes.
- Change the mindset -they come with preconceived notions - assumed that everyone is from gangs (thugs).
- Police needs to be familiar with community.
- Socializing - e.g. Light the Night Project
- In Englewood 3 events/work, once a month volunteer- police involved.
- Barbeques, movies, block parties (we need to know more about these).
- Anyone in the street in the evening is being stopped (especially young people). Stop targeting them. I have witnessed this. There's a lack of communication. We should report this to the commander.
- Community should step up, I witnessed theft from a school. It took 15 calls before CPD came.
- I think it's a lot of lack of communication. Parents threatened kids with calling police as a form of discipline.
- Lack of respect on both sides.
- Profiling based on media bias.
- Lack of knowledge of community. Police need to learn to earn trust. If I get injured/abused then I spread the story. It take a long time for us to come back and community to come back.
- You can't even assist- because you're viewed as not knowing your place (if you socialize then you'd recognize allies).
- Allies
- Not approached with respect
- Lack of training on sensitivity.
- Can't train a bad person to do good.
- Teach community to complain- they complain to each other. Police should train. If police are not trusted then co-facilitate with...
- Seniors (adults and elders) should bring youth to these conversations.
- Adults need to step up with youth - connect public ____ (but we are afraid of youth).
- Lack of youth dealing with seniors.
- Partner with community organizations.
- CPD has to be present in community when not policing- businesses, parks... take part and get to know.
- Get to know the "ways" of a community (e.g. socio-economic backgrounds).
- Has to do with ethnicity/different education/backgrounds.
- Internships (mandated) without the gun, badge or Taser.
- They are afraid of community (and community afraid of them).
- Militarization (with military equipment) and military behavior.
- Trust is built in relationships
- Ride along with citizens (for a shift); activists, teachers, barbers, advocates for community (bridges).
- Bike and foot patrols (get out of their cars just because not as a response to a call).
- Relationship building allows you not to be on the defensive.
- Woodlawn - I've heard of some.
- Tie police to places/organizations that work with youth - partnerships.
- Police should patronize the community.
- Psych testing - do police have biases? Were they exposed to other people?
- Police may be brought up by biased parents/communities.
- Informed story sharing among CPD and community.
- Police should be required to be mentors (throughout their life). A new youth

- periodically - cross racial!
- Pair police with different ethnic or socio-economic backgrounds.
 - Set aside fund for police to fund needs in the community. Forces them to research the community. E.g. gym equipment, adopt an elementary neighborhood project.
 - Foot patrol, engage people.
 - Ex-offenders are similar to police (they know how to create crimes).
 - Use ex-offender as partners. Use violence prevention money (AG money). Ex., offender-CPD-potential offender. Key untapped source. Long term plan.
 - Sports programs exists already... Washington Park, Back of the Yards, Englewood, Woodlawn
 - Police should go in schools more, "officer friendly". Kids won't grow up hating.
 - Professional mentoring of youth.
 - Leave desks and be in the field- clerks need to be civilian. Police should be out! Misusing their training!
 - Police are not physically fit. Community workout centers for CPD and community - use the park districts.
 - "Work out, work up together!" Let's get mind and body in sync with each other.
 - Separate police officers by ethnicity. So folks speak truth from an ethnic perspective.
 - Teach officers how to have restraints.
 - Have police talk about what happens with their own colleges (i.e. discrimination within own CPD). Rotate police in different precincts.
 - Put more women in CPD leadership positions (women have different approaches).
 - CPD should live in community
 - They don't want to live in city, even if they live in community they may not be engaged.
 - Get out of the cars and walk the beat so they can interact.
 - Why are they intimidating? They abuse authority.
 - South Shore incident, person training dog in park, police told her to leave. He said he got a call from neighbors.
 - We don't complain, nothing they will do.
 - Don't feel safe in my neighborhood. I feel more safe in Englewood than Bonneville.
 - I tell young people to stay away from CPD. We don't trust them. They don't like us. They don't come when you call.
 - Cops arrive for accidents two hours after it happened.
 - CPD doesn't come out anymore for car accidents.
 - In domestic violence incident they didn't come.
 - Do your job. Come out when you call.
 - If you come out for small things I don't see them doing their job.
 - If I go to work and not do my job my colleagues would not trust me.
 - Different methodology to engage.
 - They think everyone in our community is a criminal.
 - You keep causing harm, I can't trust you.
 - Trust can never be rebuilt.
 - If I call I'm not the criminal.
 - White police wanted Black lady to give him her phone but she didn't give it to him. She knew her rights.
 - Get to know people. Know how to deescalate. Police escalate situations.
 - We need to know our rights. The community should do that.
 - I think they could violate your rights even if you knew your rights.
 - What are we paying taxes for?
 - CPD should have liability insurance. Need to up it.
 - They should be licensed; like lawyers lose license they should lose theirs.
 - FOP has in contract they get to change stories, it's in their contracts. They are negotiating contract they do it in the dark and it should be open to us.
 - FOP contract should not address police miss conduct. Contract should focus on sick days, days off. FOP is their union. Union should have no bargaining rights. Should have power over police board contract.

- Police walking the beat; interaction/w communities are different, must be more involved and sincere, build trust.
- Transparency
- CPD is resistant to work directly with public
- CPD has to earn respect of community.
- CPD should be open to Chicago residents.
- CPD should share information with the public.
- Security monitors in schools or public places.
- CPD should have open forum (monthly) regarding dangers of carrying “play” guns.
- Hard for CPD to distinguish “real” vs. “play” guns.
- Trainings for children to learn how to deal with police when stopped. What do you do?
- Expungement seminars.
- Community should know their rights; enforce curfew (make parents accountable).
- Community should be educated.
- Funding for legal representation.
- Be available after school.
- Educate community.
- More officers in the community
- “Officer friendly”
- Open communication lines for genuine-felt community presence - partner with other segments of the community.
- Peace circles with CPD and community members.
- Decrease police hostility
- Strong relationship with beat officers
- Programming with youth to build trust at a young age; in schools
- Do officers actually like the community they’re in?
- Training to understand the community
- Address CPD attitude and motivation for pulling over black people; understanding for how that affects their reputation with other children and trauma responses.
- Respect people regardless of past behavior; understanding that people with background have difficulties accessing jobs and housing.
- Create employment training and opportunities.
- Address CPD judgement and bias without understanding people’s intentions and goals.
- Invest in youth and education.
- Psychological evaluations for CPD every 6 months.
- Officers committed to the school who want to build a rapport and stay there.
- Community members dedicated to helping must be part of COPA; committees in each district.
- Community events like sports.
- Consistent and recognizable presence- not staying in one place; walking.
- Public postings of officers’ names, photos and also the complaints against them.
- Collaborate with local institutions to build trust- don’t walk in silos.
- Don’t forget kids on the corner- mentor them.
- Understand circumstances of people’s lives. Don’t make assumptions about who people are. Know what is happening in kid’s homes.
- Police culture is not going to change.
- Hold police accountable - external review (COPA).
- Change needs to come from the top down.
- Remove bad cops from the force.
- CAPS meetings could be helpful if done right - opportunity for communication.
- What information community members share needs to be said in confidence- fear that police will tell gangs that someone said something.
- Police called my son a name and spoke in a hostile way to him. Told him to get a gun.
- Treat people like they’re human- no matter what! Police need to understand that.
- Be more involved in community. Don’t just be spectators.
- Improve gang database process. Not inaccurately logging stereotypes and families.

- Sensitivity/empathy class. Re: racism, rudeness.
- Rehabilitation; prioritizing resources/ jobs other than gangs (don't just preach, practice it!)
- Try to hire police officers who live in/ are from that community or have trust investment in that community.
- Reallocate or donate to success of kids, money to after school programming that is accessible (tutoring, sports, Big Bros Big Sis, etc.).
- Formalized method on how to approach people with pre-written questions that don't attack people, e.g. "are you okay?"
- Build relationships with community and alderman's office, e.g. sports.
- CPD engage with community leaders like teachers and religious leaders.
- Much address institutional racism.
- Reform CPD training esp. re: implicit bias and how to work in diverse communities.
- Provide mental health evaluations alongside physical tests, esp. in hiring
- CPD must get to know community members, including panhandlers and gang members.
- Employ officers who live in the community
- Meet and greet with local beat cops, not just CAPS officer.
- Holding giveaways and other ways to give back to community.
- Advocate for us instead of fighting us
- Improve training and culture to have courage to address "bad apple".
- Don't include shoot to kill in training.
- 90-day probation before carrying gun.
- Community vote to choose neighborhood watch police.
- Training to address racism.
- Address laziness and lack of motivation to do their job of serving and protecting. Call over to window; unwilling to get out of car, dispersing groups even while acknowledging "you're doing good"
- Use community events rather than CAPS meetings for outreach and to share info and stats.
- Recruitment and retention for POC, analyze increase in white CPD.
- Look at who is involved in hiring process.
- Recruit POC ex-military and work with ROTC.
- Don't discriminate against people with family members in gangs or jail and see benefit in hiring them as CPD.
- Police partner with Guardian Angels.
- Use Guardian Angels as bridge between the community and police.
- Training to interact with mental illness, differentiate between medicated and not.
- Independent review board for hiring process.
- Evaluate interactions for racial bias and violence.
- Practice confidentiality and don't "out" who called police.
- CPD must give people second chances. Just because you did something once doesn't mean you are again.
- Understand that if you treat people badly and or violently, they won't call you for help.
- Stop profiling!
- Do your job; don't forget why you became a cop.
- Participate in community events.
- Train community members to act as liaison between cops and community, esp. for events, e.g. police explorers and traffic control (under 18 training).
- More funding for police and activities, community programs- reallocate for something like community service hours.
- We see something harmful, gang members, vacant houses, we tell.
- Taking communities back is up to us.
- People scared to file complaint because of police retaliation. It becomes record that police can see.
- Real cause of crime is poverty. Out of necessity they commit crimes.
- Help people with skill building. Help them with resources.
- Don't feel safe in neighborhood. Scared of gang members. Police are usually on main streets.

- Afraid of gangs, sometimes afraid of cops.
- Feel that gang bangers would protect us. I knew who didn't belong in our neighborhood. Not afraid of gangs, more afraid of police.
- Cops just sit back, they are scared. They let us shoot each other.
- Wish police would pull over and talk to me when they slow down.
- More trusting of gangs than police.
- Young Latino cop was able to have conversation, it helped.
- They should be out knocking on doors when something happens.
- They should come to these events. They need to hear this.
- Police should listen to community. Police shouldn't feel threatened. We have to let them know what's wrong so they can correct it.
- What's the date for the consent decree, we need to know so we can hold the process accountable.
- These same questions have been asked for past three years.
- They have enough info to make decree. Gets disgusting because nothing changes.
- We are hopeful that's why we are here. This turnout shows you this is important to us.
- Translation is important, police force should be 40 percent to 50 percent/ police should reflect community.
- Back of Yards has high youth population. Need more young cops.
- They won't have the old style training. Once they are in squad old cops (who are more adversarial) pass on their 'them vs us' mentality.
- Unless we talk about it, nothing changes.
- Legalization of cannabis will bring on new issue. Cannabis users have been viewed as criminals.
- Not stereotyping, generalizing.
- Step back, let people step forward.
- Don't just come from a position of power.
- Take anger management classes before get the job. Work on way they approach.
- Build relationships.
- Stop rapid change in personnel and commanders. They don't know the people, relate to us all the same.
- Mental health checks before get the job.
- Police more involved in setting agendas like CAPS, so it is a joint effort.
- Officers don't participate with the community, bad optics.
- Organizing more events where the cops can play.
- Various races in one car/unit/partnership.
- Join the open nights at St. Michael, on open gym nights.
- Walk the streets, hard to talk to them in cars.
- More bikes.
- Give a more friendly vibe, not use power to intimidate.
- Community members are #1.
- Police should come into schools and interact in classrooms.
- Make sure one of the partners speaks Spanish, fluent or some phrases.
- Palm cards for the police to hang out/ begin in friendly way. Also something for community members to give police.
- Don't assume people are gang bangers because of how they look.
- CPD has tried to implement a lot of changes but none have worked
- Creating relationships is key, that's what creates change → officer friendly walked around, knew everybody and that created a relationship. Relationships create trust
- People sometimes don't trust police because it's not transparent if they work with ICE → lack of transparency about gang database, who is on it, why. → lack of transparency creates fear
- Have more officer friendly → no trust, no safety
- It was us against them, the more we got to meet officers (friendly) became less of 'them' and built trust
- Don't trust enough to report crimes, need to be able to be anonymous when reporting
- Worry about corruption, can't trust police because cops would work with group to

- get info
- If officers were a community resource, that would build trust
- More transparency about crime activity in community and also unsolved cases of crime
- More resources, social services, resources for people committing their first crime, esp. petty crimes → if police could be positive influence
- In regards to quotas, feels like they are trying to get you, it's monetized. End of the month → feel targeted. Should not be incentives to ticket
- Dialogue
- Sometimes the hostility police approach situation that escalates, need to work to deescalate/police should set the tone
- Cops should be held to professional standards, be empathetic, don't have quotas. Dignity and respect
- Build things and projects together, working side-by-side: what ideally community policing could be, will affect relationship for better when issues arise, ideas for projects should come from community, community gardens and murals, service holidays with CPD
- More restorative justice courts for people who commit crimes, different repercussions for crimes, something more collaborative, esp. for 1st time offense (one person thinks separate issues at the court)
- Police should set the example; should be patient: training for how to stay calm, use military as example. Currently feel cops approach with aggression and provoking. Tone starts at the top
- CAPS officers are often at the office; not in the community. Change who they report to.
- More contact
- More community get together
- Spread the word about existing meetings
- More involvement from people.
- More communication about get together.
- Have dates on calendars (in regards to events).
- Signs outside of halls where events are taking place.
- More vigilance at parks.
- More police.
- More lights.
- Block club meetings and getting kids involved.
- Have more interaction between officers and police, soccer basketball.
- Police do not arrive on time.
- On occasions they do not want to write the reports.
- When there are fights the police do not show up.
- They are late to respond.
- More attention when we call the police.
- More police in the neighborhood.
- Treat people well.
- That they SPEAK SPANISH.
- DON'T BE RACIST.
- There is discrimination between officers of the same race.
- Do not intimidate people.
- Schools, churches.
- Better attitude.
- That they walk around the neighborhood or be on bikes.
- That they give the opportunity to get to know people.
- That they bring back block parties.
- Don't have meetings at libraries or in schools but on the BLOCK.
- That they be honest.
- That when they call, don't give names.
- Keep confidentiality.
- That they show interest in the communities.
- That they don't take long (to arrive).
- Do not generalize youth.
- Respect for their jobs so they are more honest and human.
- More surveillance; investigations.
- Commit more to the situation.
- More training to learn how to handle the situation.
- The police sometimes arrest youth of one part of the community and then they leave them in another part of the neighborhood on purpose because there

- are opposite gangs.
- Police crashed into my son and unjustly arrested him.
- That officers have more cultural training.
- That when they make a mistake they know how to recognize it.
- Diversity among personal.
- That they walk more.
- That they go into the neighborhood and not just on the avenues.
- That they respond quicker.
- That they interact with people from the neighborhood.
- That they respect the privacy of anonymous calls.
- Don't be racist.
- That they be present even if they are not needed.
- That they love their profession and they don't be proponents.
- That they respond to calls.
- That they take more time to analyze situations.
- More training for the officers so they aren't proponents.
- That they do not abuse their authority.
- That they participate in social events.
- That they participate in events over the summer.
- More information: schools, online media, church, between us, strategic flyers.
- Events with officers, CAPS and having officers present at community events.
- For new officers they use to give them a gang training in order to tell them apart. We have to bring this back.
- Before officers were more involved with the churches- this creates better relations.
- People are scared to speak up at CAPS meetings due to "retaliation"
- Parents need to be more involved in their children's lives.
- Police should have a meeting with the community to create better relationships/ interact with residents and inform them of what is happening in the community.
- The community needs to organize themselves better and work with the police. "Block Clubs"
- Police need to be accessible.
- We also have to give them their place. If we want respect, we have to also give respect.
- "Block parties"/engagement activities.
- Have more communication with them/ police.
- Police let us know that we can contact them. If my neighbors don't let me sleep because they are making noise until early morning hours...what can we do if our neighborhoods are an issue?
- Have a guide - when you call 311 and when you call 911.
- When we call you have to answer. One time I was robbed and it took them five hours to arrive.
- Get involved in community activities during the summer. Our community has a basketball league it would be good if the police was a part of this.
- Show up, Speak up, Step Up
- Go around and meet people. Foot patrol.
- Community policing is very strong in District #2 (Wentworth/51st). We have beat meetings- they are well attended.
- Reach out more, door to door (trust-building). I have been attending beat meetings for over 20 years.
- Need more community reps., an advocate trusted by community. Example, Ald. [] used to come to us - how we go to CAPS.
- Walk the streets! Meet people; good and bad. There is a reason for bad behavior.
- Be respectful.
- Don't profile everybody!
- Have enough officers in the area.
- Police that look like the community that they police. (They have recruiting for CPD in our church- good!)
- Proper training; to respect, psych training (not just physical), taught to shoot vs. deescalating. Knowing the citizen will tailor your behavior.
- CPD doesn't stay long in 1 neighborhood. Make mandatory terms- at least three years.
- Talk to gang members. Get to know them.

- CPD doesn't know us! How could they trust.
- We don't trust each other to watch each other's kids (police can't do it all).
- People tend to come out (to beat meetings) when there's issues.
- Have events like these to talk about= consolidating to solve the problem.
- Why tell the neighbors to report on each other.
- Ask police to tell on each other! (If I turn my son in- there's really no reform). System is broken!
- CPD is broken- why is there no internal reform there? Fix this then I'll collaborate.
- Officers have stress (lots) - they can't vent on the citizens!
- Get the crooked people; take money under the table, shaking down drug dealers (and keeping their drugs), don't abide by the laws they're supposed to be upholding.
- Can't be judge and jury - your job is to protect and detain - not judge and administer punishment (beat detainees). Know your place.
- Get out of cars. In a friendly manner ask people what's going on - nicely, they'll tell you.
- Serve and protect - live up to your mission! Like Varney Fife! (Andy kept him in check). Superiors are not acting wisely and in the best interest. Superiors need to go out and observe their people in action and reprimand them accordingly.
- In some social meetings they are still throwing around their power. Don't expect free donuts (be humble).
- Move to neighborhoods that will help them grow professionally.
- Engagement with community and communication.
- Police should be from the community.
- Build relationships.
- Three to four hours walking the beat! (Rotate them after three to four hours if cold).
- Youth especially have a terrible relationship (officer friendly). Have them see cops in a different light!
- Don't always attack - build them up, teach kids criminal justice (early on), mentor!
- Basketball/baseball games (make it so youth have options when making choices- won't want to disappoint officers).
- Bring kids to jail - in a creative way - explain what happens when you have a record. (kids live in the here and now).
- Mandate that prior to academy, have two to three years interacting with minority communities.
- Assess cultural and community competency. This is as serious as a doctors jobs - you're dealing with people's lives! Mandate internship hours like doctors, social workers.
- Give out rewards for identifying drug homes, etc.
- Concealed weapon carriers (licensed), train CPD how to deal with those folks.
- Police should reflect ethnic make-up of the neighborhood. (a majority).
- Mental health screeners weed out potential candidates of colors (more culturally sensitive screen tools).
- Have neutral people doing the hiring - no nepotism!
- Police cars parked on the block - in park area, shooting, police able to catch them. Having them present provides me with safety.
- On news, brutality.
- They're doing their job out there protecting.
- Parked here at night, coming in, makes me feel safe to building.
- Hope this takes place in other communities.
- Females - less targeted to abuse (unknown cause: lack of respect). Resisting when you did something wrong?
- Have trust issues with police officers.
- They interact, if I see them, I feel better
- Building management may have a relationship with them. Surveillance after

- shootings (presence stayed).
- Children out playing, drive by, at a fence-dangerous, police were there at the corner and caught them.
- Some areas with loitering had more policing and that changed it.
- You know it's their job, but important that they are not just sitting there. Some things happen with a shift change.
- Police don't live here.
- They don't represent the people that live in our community, and they don't know us.
- They should have a certain percentage of people on the force that live in our community. Should be our neighbors, know our names.
- Should be personable, kids are threatened when they don't know them- need to build relationships.
- They come here just to work, nothing else.
- Other neighborhoods have tons of them- should be visible.
- Officers were always Caucasian in the past, Chicago is so segregated - police should be partnered with someone in our community (would diffuse what happens).
- Don't give us respect (language: "boy"), disrespect.
- Sensitivity training, get minorities involved to let them know what it's really like.
- Technology
- Rarely see Black officers unless something happens, no relationship if nothing's going on.
- Community events should take place to get to know us Black men might be intimidated to come.
- Like quota rule: requirement to spend time in community (e.g. bball game, events). Set percentage of time.
- Pro GAPA (?) ordinance
- Should be community input with PD (not watered down advisory boards- doesn't work).
- Regroup, we want a say/voice.
- Follow through, power sharing.
- Don't promote bad cops (cycle).
- Want accountability not "trigger happy"
- If you're scared, get off the force - don't shoot every time.
- Chicago phenomenon: high murder rate.
- Other states may have more oversight.
- Media/technology with misinformation.
- Systemic racism ignores some factors in black communities (ignored).
- When white folks want it, crime goes down and change happens.
- Gentrification - not for it.
- Combat racism in PD: need people to speak up, when people see oppression, speak up and work together.
- Work in a community = multiple factors.
- Vibrant, active community
- Allow community ownership.
- Need role models of color, investment in our community and diversity.
- Visibility to be a help, here for us, not a threat.
- Fundraiser, more jobs and services 1:1 working with the community, be a part of it.
- Work together
- Disinvestment in some community puts people in isolation.
- Go to Springfield together, accountability for money.
- Good rapport with PD in my community - I see them at all times of day (they have to be because of drugs).
- Shoot but don't kill when committing a crime.
- Don't see how they can get better when problems are in a community - they also have toughest constraints.
- The city could be doing something but won't (bias).
- Parents should be held accountable.
- Have more communication (one time a week, month). Talk about what's going on- have a meeting to hear both sides CPD/Community.
- Pants sagging - how can PD have respect?
- Low income, families stick together with lower accountability of community

- members in taking ownership of issues.
- Need to reach the trouble makers to lead to change.
- If police take the teeth of these issues, could see change.
- Address gangs and get them to be held accountable.
- CAPS doesn't foster truth
- "Talk to the people" to earn trust.
- Understand the community and culture
- "Give up some of the power," the police for the community to trust them.
- Police should pay for their own lawsuits, it shouldn't be covered by tax money.
- The second pastor's opinion, not in agreement with the table. It led to a bad start.
- Police should come from the community. Hire from the community.
- Guardian Angels (org) should be part or involved in investigations.
- More African Americans into the Police Academy.
- Management/higher ups, should be diverse, Black and Brown folks.
- Weed out corruption, it's on the system.
- Stop criminalizing the community, petty crimes.
- More Black police officers.
- Sensitivity training.
- Know the history of the community, each community.
- Re-instruct/re-construct social engineering of policing.
- Officers should live in the community.
- Bring back "officer friendly" ("151" squad car)
- Partner with orgs that are already in the communities.
- What is the root of "I feared for my life?" How it started?
- Test/do psychological exam to find if/when there is racism in the trainee/officer.
- Town hall meeting/introduce themselves.
- Live in the community they serve.
- Help with employment in low income communities.
- Higher visibility, more foot patrol.
- Know people in the community who can help with members of the same community, if there's a mental health issue, for example.
- Better education to deal with folk with mental health issues as well as other health issues like diabetics.
- Community meetings with police.
- Police to go to the community, not the community to them (go to church events, etc.).
- Community should have ownership.
- Go back to the days of "officer friendly" as in going to school, attending assembly.
- Police's job shouldn't be so hard if mental health clinics/funding for mental health services were available.
- Address different needs from different communities. Not all communities are the same.
- Get to know residents in communities - spark up conversation
- Officers need to be from community
- Being held accountable for misconduct - bring back trust in judicial system
- Community cooperation - barrier: no snitchin from history of mistrust
- Leverage ethic officer to bridge communication gap
- Other systems to keep officers accountable
- More police - crime deterrent
- Community events to bridge - movie night, BBQ, back to school event
- Address need within community through an event, forum
- Reinvest funds in community events - CAPS, Officer Friendly
- Re-educate community through integrated approach
- Officers living in neighborhood - find local talent, targeted recruitment
- Attend block club meetings
- Beat officers
- Meet and greet (semi-annual) - maybe more frequent
- Visit schools in neighborhood - change mindset of youth
- Host events - sports, chess, video games,

- exercising
- Officer required to collect service learning hours
- Dept. retreat for officers (quarterly)
- Nice acts for officers in district - baking, "community day" at precinct
- Officers supporting community gardens in communities
- Good police officers making it known of bad officers without any retribution
- More of a presence, not of intimidation - officer friendly
- Clear up distrust
- Police escalate the situation negative
- Educate about the difference in the communities (Autism, learning disability, death)
- In black/brown communities there are people with disabilities
- They need trauma-informed care
- Education, training about unique aspects of our youth
- A protocol for engagement - officer friendly
- Get to know the community and its residents
- Sensitivity and racial equity training
- There needs a police defense fund
- Small interactions affect relationship
- Officers do not need be big weapons
- No need for occupying force - we have seen tanks it does not make us any better Iraq/Iran (chemical weapons)
- They are deporting immigrants out here. We need to stand with them
- When they kill one us they should be fired and jailed
- No gray areas in police shooting
- Get rid of desk/desk duty
- Not get paid when they have done wrong
- Should be a transparent in contract negotiation
- Community oversight
- Proper time to withdraw weapons
- Mindful of what police officers in what community (police who can relate to the community)
- Come out to community meetings
- Get to know the block club presidents
- Walk the beat
- Police officer should be known not just when is occurring
- Crisis intervention before things jump off
- Bicycle, walk around
- Officer friendly
- Police maturation is important. Take a younger person as an understudy. Pair a seasoned officer with a new officer.
- Recruit police officers from their own communities
- Engage with residents
- Listen to resident concerns
- Maybe if we can come together to solve a problem
- Don't come in blindsided
- Be more involved with people/ community
- The shift in the morning should have a report for the next shift
- What happens in my community, effects in other community
- There is a political consequence when people work
- Citizen watchdog
- Get rid of the stereotypes of people outside of police
- Put the police and community together
- Both parties are trying to prove whose territory it is. STOP IT, it does not solve the problem.
- Talk to people
- Participate with youth more
- No beat cops - limited interaction, bicycle?
- Not residents of community, lack of investment
- Lack of integrity, not doing work so they can stay
- Create events to interact with residents - basketball league, forums
- Increase diversity of interactions
- Come to events in community - included in credit hours (community service)
- Make apart of evaluation process - create measures to assess community engagement, certain number of events and community reports as measures
- Stop harassing African-American people

- Hang out place for police and youth to play basketball, play video games, etc.
- Stop being aggressive and demanding
- Police to get rid of guns and knives off the street
- Not have officers present inside of the schools - have a different way to keep schools safer
- Don't always use excessive force
- Figure out ways to get to know community members
- Advertise community events more
- Have more African-American police officers in urban areas
- Have an afterschool program for youth - performing arts
- Group talks with youth - youth that have lost family members to police shootings
- If police are having a bad day, find a way to leave negative attitude "at the door"
- "Taste of CPD" - food cookout between police and community members
- Mood check-in/check-out
- Certain amount of community service hours before graduating from the academy
- Stop talking to people like they are beneath the police
- Culturally diverse/sensitive - introduce this through training in the academy
- Be involved in community activities that's not connected to the job/social involvement
- Walk the beat/get out of their cars more; help community to feel safe/what can they do to help/helps to build bonds with the community
- Has to be community based
- License and insurance policy to hold police accountable
- Engage the community/build trust
- Fraternal Order of Police - How can we change the dynamics?
- Change has to start within the department
- Holding police officers accountable to help weed out the police. Must being to suffer consequences when something unjustified happens
- Have a "true" civilian accountability board - Independent organization with "policing powers" (arresting power) - level the playing field
- More beat police/walk and engage the community more
- Restorative Justice vs. Criminal Justice System practices
- Have community boot camps that police can bring non-violent people to get help vs. going into the system
- More positive interactions between police and community members
- Police officers to teach and talk to students in the schools
- Having officers in the school in full uniform can be frightening, intimidating - should be in plain clothes
- Engage the youth more
- Police have to stop criminalizing what black youth do, especially protesting
- Is this done on purpose? Lack of police accountability, reason why police act the way they do in certain neighborhoods
- Get back to presence on the street in neighborhoods
- Invest in relationships by attending community meetings; also host meetings at the district building
- Invest in having consistency in officers assigned to particular beats - less rotation of trainees
- Develop a social media strategy for alerting and communicating within districts
- Improve communication between shifts - after an incident, officers on the next shift seem to not know what happened
- Hold roll call trainings out in community
- Be more present regularly, not just during intense, escalated situations
- CPD should not identify/point out when a business reports folks loitering (or other reports). It can decrease safety due to retaliation.
- Partner with community business associations to provide a layer of protection/anonymity
- "Coffee with a cop" - host in community,

- supports community businesses, shows visibility of working together
- Develop continuity with officers on beats; stop using specific communities for training only
 - Sponsor community activities to get to know community
 - De-escalation is a MUST - don't come into every situation at max force
 - Develop a "volunteer police officers" program. Flint, MI did it.
 - Officers should police the neighborhoods they live in
 - Increase the # of African-American detectives
 - Young people do not trust police - develop ride-along program for young people, interact with young people
 - Solve more crimes and public safety will improve; people will trust better if more are solved
 - Offer early retirement to all current CPD and start over to make a new CPD culture
 - Have police come out of their cars and interact with people
 - Know people by names. Interact.
 - Check their attitudes; they don't want to talk to you. Interaction.
 - Trained on how to talk to people - communication skills
 - They are afraid. Mutual fearful
 - Carry rifles - they say they're afraid (image of fear)
 - Racial composition - most are white
 - Don't live in community. Training at Dr Sable - ~ 20 block faces
 - Black people tend to be effusive. Culturally sensitive
 - Integrate with community. Know non-profits. More CAPS meetings
 - Go into the schools - "officer friendly" - police could change image
 - Develop mentorship
 - See police when there's no crime
 - Attend community meetings
 - See me as neighbor vs. a criminal
 - Have a system when police speak with caller. No accountability because police never show
 - Double-edged sword - you can also jeopardize caller's safety - this a problem to be figured out (3rd party call)
 - Time to use technology
 - What doesn't happen is new recruits are not assigned to business/organizations/ bus stops intro self. (2 weeks at least) - should be ongoing
 - Social events
 - Expectations from above
 - Don't get out of car to greet each
 - Cluster in a group
 - Afraid in business district!
 - Taught to be aggressive
 - Continue community outings like baseball outings, crime nights, etc. - Helps communication with the community
 - Officers should live in the districts they work in, at least a high percent
 - Police need to rotate district assignments every 2-3 years; no whole careers in one district
 - More accountability when an officer abuses residents. There should be a system for tracking no matter the assignment.
 - Fellow officers must be held accountable for reporting bad behavior
 - More diversity officers in CPD that represent all the areas of the city, including gender diversity
 - Provide ongoing training/continuing education once/week that supports them in understanding the cultures of Chicago communities
 - To build trust, host regular community events: community days/open houses
 - Study what works in businesses for keeping employees invested in their co-workers and reporting bad behaviors - 360s?
 - Train specifically on: mental health, cultural competence
 - Don't be so quick to draw your gun or come up to people with your hand on your gun
 - At least one officer in a car/on a beat needs to be from the community
 - Test applicants to see what their biases

- are and if that will interfere with their ability to be a good officer in Chicago
- Program in Palo Alto, CA where officers ...
 - Be in the community at times when they are not on patrol. Get to know people.
 - Do site visits at community orgs in their districts to see what the org does, who they serve, and how the orgs would like to interact with law enforcement
 - Hiring within the community is critical. No outsider policing.
 - Host open houses at stations to get to know community. Same with block parties.
 - Some people had officers they knew from school while growing up and that helped when feeling they were trusted for help with problems
 - Study what NYPD is doing in relation to decreasing violence in NYC. They have more people and less cops.
 - CPD should NOT share info to ICE to build trust
 - Prevention > reaction
 - Relationship building - familiarity with one another, address language barrier (speak in Spanish)
 - Establish trust
 - Pay officers for Spanish. Compensation for translation and engagement in Spanish
 - Foot patrol officers - integration into communities
 - Be more responsive to concerns of community agencies
 - Police should prioritize issues brought to the attention of officers especially when it affects vulnerable populations (schools, community agencies)
 - Active CAPS programs - encourage residents to attend
 - Partner with Mexican Consulate and Alderman's offices to bridge relationship with undocumented individuals
 - Specific events hosted by Police, with schools, soccer matches, with the youth, raffles
 - Youth spend a day with Police working, showing a human side
 - Expose pre-teens to what it is like to be a Police Officer
 - Help create work experience, work as mentors, 8th graders and HS students
 - Get to know the community, not everyone with tattoos is a gangbanger
 - Get to know the youth, see potential in the youth/those who can change paths
 - Help gang members reform, help clean misdemeanors in criminal records
 - Go to communities of low income families and help/invite youth to register in extra curricular
 - Community leaders and police should meet, create workshop, help create respect amongst each other
 - Approach people with humility, be kind
 - Manners, dialogue training to police trainees
 - Sergeants, captains, lead by example
 - Police should approach people with education, respect, not intimidating
 - Offer rewards for information in investigations
 - Get to know the community. You won't know them when you only come to do a job/investigation
 - Report Card Pick Up Day: Police should go to school and know the youth, create relationships with youth and their parents
 - Patrol all areas, not just 'hot spots'
 - Foot Patrol, foster trust with community
 - Stronger neighbors, united, help create the bases of a community
 - Communities who already work together help create
 - Why is there a cost to call 911? 311?
 - Police on bikes, where are they now?
 - Now they just come to look at the security cameras
 - A police officer on a corner helps create safety
 - Monitor if police/squad cars are covering all of the neighborhood
 - Distribution of police officers, they should not be huddled up in one single area or hot spots
 - Make sure police officers like doing their job

- What happened to “officer friendly”?
- Current relationships is fear and no trust
- CPD connected with us back in the day - knew my name, knew who my parents were. I run from the police today. Rapport building is two-way, also.
- Have police in district be assigned to specific blocks to get to know people on those blocks. Start smaller.
- CPD used to come connect at block parties.
- Stop profiling.
- Stop letting the bad cops define who CPD is. This is part of the job of protecting citizens.
- CPD and residents should meet regularly to build trust. Show up.
- Be more involved with community, especially with young kids (5-6 years old). Schools, churches, community organizations, start with kids who do not already have bad perception of CPD.
- Make opportunities for kids and others to see officers as people - interactions out of uniforms, badges, etc.
- Police need to improve attitudes about residents. CPD generally just order people around0 no conversations.
- Role model for kids. Be accountable for your actions and the actions of people on your team/unit/district.
- Get out of cars and be in the neighborhood. What does “serve” in “serve and protect” mean?
- Lead by example.
- Be present. Interact. Don’t just show up and order people around.
- CPD needs to figure out how to support/ cultivate emotional intelligence of officers, not just physical intelligence.
- Have this conversation with others. Those who are most negatively impacted by police.
- Have more CPD reflect the race of the communities.
- Build relationships. Schools, High schools, Middle Schools, Meetings, Park District.
- Target specific generations with different strategies.
- Lift bias of CPD.
- See residents as people.
- To see police as human.
- In community.
- CPD on bikes- should talk to people. Get a....
- Build dialogue. Build relationships.
- Have conversations = Talk
- Relationship building in the schools.
- Parents held accountable.
- Restorative justice
- Parenting supports, child support.
- Incorporate, “nonprofit mental health” assistance.
- Peace circle with kids, discuss what makes us good citizens to build trust.
- 1980s - 19 public health centers, now only 5 today- strip that away and Cook County Jail is largest mental health facility in the County. Take a full look at current situation.
- Holistic view = respond to all the issues.
- AG should hold youth focused forms.
- App non-violent. Communications kids/ youth can be heard.
- Evaluate CAPS p-m. Why did it stop? Tax payers should have a say in programs.
- Eliminate racial profiling- CPD accountability.
- CPD need to have their public records shown- captains can look at the report and address the community.
- Build relationships: make contact human to human.
- Events hosted by community police or police for community. To talk- have conversations.
- Police live in community they serve to establish relationships.
- Block parties where fire fighters come. Why not bring in cops?
- Serve people, proactive meetings with youth, relationships are human.
- How am I driving 800#...how am I policing?
- A report card/phone #
- Start young... officer friendly to talk to kids.
- CPD needs to change what is means to be

- a cop.
- Social worker = mental health worker
 - The police need to respond to calls.
 - All cases should be treated seriously.
 - Police have a stake in building trust.
 - Cultivate dialogue- familiarity
 - CPD to receive a report card from community: to better themselves.
 - Officers in schools is questionable?
 - Get to know the community, will make community and police feel safer. Know where people live.
 - Needs to be a two way street to build trust.
 - Engage the youth, officer involved activities.
 - The make-up of your district should reflect your community racially - some percentage.
 - Recruit youth to motivate them to become officers.
 - Have a beat cop walk the beat.
 - Police should attend meetings developed for communities to have transparent communication.
 - At CAPS meetings have people who are from the community attend, give those meetings more empowerment. AREN'T WORKING NOW.
 - Police should actually arrive in a timely manner, we can't trust the police force if they can't get there in a timely manner.
 - Start with the youth, sporting activities- use over time money for things like this; art, music, other entertainment.
 - Intervention is key.
 - Require volunteer hours for CPD in the community- could be paid, would have to consult union contract.
 - Open houses at houses of community members, attend block club meetings so not a one-sided dialogue. Not everyone can go to the police officers.
 - Getting to know officers on the beat; pictures with names, event annually to come together (community meetings for interactions), how many have complaints (accountability) in some way we treat sex offenders/pedophiles.
 - CAPS meetings, internet for each district, calendar. Special safety meetings (send officers the orientation). Rotating location for roll call - in a place that's visible to community.
 - have officers start show up at youth programs
 - Having a pipe line from schools to motivate them toward that- police, law enforcement. Accurately reflect the community. Recruit from community.
 - Growing com ex-offenders- coming back into the neighborhoods (revolving door). Elected officials are not focusing on this issue.
 - Mental health resources; addressing stress around work/to address mental health.
 - Psychological evaluations for officers, bias training.
 - Mentally stable.
 - Taser - why nee them
 - Program to get youth and police (new recruits from the start). 3-day to build empathy, athletic events, "police explorer".
 - Clarify expectation to community on body cameras for tactical officers and other CPD officials - ensure police officer always wearing cameras.
 - Address the legacy of slavery, therapeutic. Discuss/background. What happen discipline/without discipline.
 - Incentive for police officers to live in the community where they are assigned.
 - Hiring efforts, ensuring that the people in law enforcement actually reflect the makers of our diverse community. Residency requirement is not enough. Recruit directly from the communities.
 - Show of military force- not approachable- when responding to incidents in community. Is there a repeat focus on the same individual by the same officers? Comparing...the response of officers on the street by management.
 - Are prosecutors properly prosecuting the police? Or do we have the same officer using the same monologue in every

situation regardless of the player. Less focus on prosecuting vs. getting to the truth.

- Police should be filling out contact cards about why they stopped someone and when they stopped them- having community know that they should ask for them, many supervisors demand this.
- Community education.
- Money spend in lawsuits-
- Is community policing being taught in the academy?
- CAPS assignments are addressed as a disciplinary response to officer misconduct- incentivize officers to attend these, choosing officers who love outreach/serve.
- Change language from “policing” to “serving”. Don’t want to pay you to harass me.
- Addressing fear of police and lack of trust. Interaction with adults- not just at CAPS meetings. Social events (athletic events), ensuring that there are genuine interaction opportunities with community. Not where cluster of police hang - be in middle shake hands.
- Required to attend community events- interactions outside of events run by police- events run by community groups.
- Bridge the divide to increase contact with police presence.
- Increase the officers’ awareness of the community they serve.
- Requirement of certain level of walking the beat/bike patrol to encourage interaction.
- Customizing the approach of the situation in an appropriate manner- not showing hostility from the start.
- Ensuring that the academy tests for racial prejudices/bias before being assigned to community. Ensuring that refresher, include sensitivity training test.
- Make opportunities for community members to get to know officers working in their areas
- When a community has a certain “reputation” from view of CPD, they treat

everyone in the community based on that reputation

- CPD does not know how to engage with community members. They need training for developing relationships - ongoing training
- Collaborate with community organizations who can support CPD knowledge of referrals and to build relationships
- CPD does not always wait for language access support for Spanish speakers or ASL so they do not understand what is happening in terms of outcome of talking with CPD
- CPD needs extra training: domestic violence
- CPD needs extra training: de-escalation during interactions with young black and brown people to avoid excessive force
- CPD needs extra training: responding to folks with issues of mental illness
- CPD needs to feel like part of “the village,” not just patrollers of the village. Be part of the village.
- Work to decrease fear and increase trust with folks in the community who are undocumented. Relationship building is important for this
- Relationship building/exposure for students in primary school. What does “officer friendly” mean these days?
- So many young people only know about “bad encounters” with CPD and need to be exposed to positive interactions. Interactions are only adversarial: story telling groups, ask to participate in community events, talent shows, sports interactions.
- One-time positive interactions do not have staying power. Must be ongoing.
- If CPD was serious about having good relationships, they need to support it and put money into it. One CPD officer cannot cover all the schools in the 12th and 13th districts.
- CAPS used to be very effective.
- CPD leadership needs to support relationship building in local areas - can’t

move officers to other duties that take them away from relationship/interactions with the community

- Have officers volunteer a certain number of days per year at activities in the communities they patrol.
- Community engagement needs to be a basic component of an officer's job description. (Consider this when interviewing applicants.)
- Assign a certain amount of activities per month for officers to engage in community activities that are positive to outweigh the negative things CPD are exposed to every day.
- Hire the right people from the beginning
- Walk in the shoes of community members
- More outreach to community organizations. New orgs open, staff changes, so continual outreach and relationship building needs to happen. Know the organizations/agencies on your beat.
- Past relationships with officers who gave contact information to community members in unsafe situations brought comfort and increased feelings of safety for those community members
- CPD should have more officers with identities that represent the community members they are serving
- Help make open spaces feel more safe by being present.
- Not all residents feel more safe when interacting with police. People need to know their rights. People need to know what they can expect if they call police, including how police will keep their reports confidential in dangerous situations.
- CPD needs to be kind.
- More interaction/personal. Beat walks... not just in their cars
- Before police were on the street and this helps. Treat youth/model of "mentorship"
- More resources in our neighborhoods (programs that officers can offer)
- More relationships with youth
- Police should be a resource. They should know all of the activities in the neighborhood.
- Give them training about the resources in the community
- Too many "groups"/task forces that have fragmented. They have lost contact with the people.
- Beat walking police is down- separation between the community and police.
- Routine...where police know the organizations of the community
- CAPS...too formal and negative. Agenda is too strict/short/rehearsed without advice from the community. There is no tradition- it is extremely short
- With CAPS instead do an event "block party"/open space.
- Block party...police can give information, resources, our culture.
- Police should also participate in community events (boy scouts, car wash)
- "Officer friendly" program- go to the schools to give presentation to the kids ... read to the kids
- Humanization - community to police and police to community
- Conversations between each other (community and police) are so important
- Police need to know the job they are signing up for. If you sign up to be a fireman you know you'll be running into burning buildings → don't sign up to be a policeman and say you are scared to go into the community
- Police need to be properly vetted and psychologically assessed for their jobs - if they are not fit they should not be police
- Police need to remember that they can only enforce the law - they do not have the right to rough people up or be rude just because they want to be - they are here to protect and serve that's a key part of their job
- Be a human being, not just a cop
- Training for officers should offer alternatives to lethal force
- There needs to be more publicity about CPD community-related programs

- We need programs that help acclimate officers unfamiliar to their assigned communities
- Lack of support - programs need more support from community organizations
- Lack of community engagement - officers need to have an understanding of residents, e.g. community leaders; have mentors (senior officers) train officers to help introduce them to the community
- Should an organization be responsible for helping bridge the police with the community?
- Police dept. doesn't "like being told what to do"
- More efforts to bring diversity to CAPS
- Place senior officers from the community in their native communities
- More individual contact with the residents; "sharing is caring"
- Community policing requires an investment from the department and officers
- Ex. 5th District - Community Tree Lighting "Hop w/ the cop" - community investment
- Bridg[ing the] Divide: cops play basketball with youth in Altgeld Gardens
- Community should provide information to police; e.g. community code of silence
- Community should help the police, too
- Community policing requires the youth and community without living in fear
- Officers have to know what resources are available in the community
- More training for officers dealing with residents having mental illnesses
- Registry for residents with disabilities
- "Meet and greet" with officers during town hall meetings
- If you are in the community and "off-duty," take your uniform off
- Keep the community informed with informational meetings
- Officers should get involved with the life of the community
- Police departments should hold community events at local police stations. "Let us come to your house, instead of our when there's trouble."
- More talk between black and white
- Job training skills - adequate training for police
- Sad how wealthy America treats its citizens
- Education needed from ground up; children not treated well, parents too
- Mental health also important, we don't want to admit - so much pain
- Got to change culture up top before the bottom
- Accept people and let them live
- How can we have righteousness if 14th amendment infringed upon? Not equal protection, prejudice
- Leave attitude at home - don't pull people over because you had a bad night
- People treated differently when pulled over (white) didn't get believed for living on West Side, shopping or lost?
- Police should solve crimes - murder clearance rate @ 17% - worst in US cities
- People go to jail for running stop sings not murder
- Problems of narrative
- What profits law enforcement not community? Reform isn't addressing real problems, but \$ to police
- New Police Center - funds them to watch us more closely - why spend all that \$ and they still don't respect?
- Goes back to slavery/constitution - voter suppression, mass incarceration, poor education
- Get out of the station and introduce
- Emphasize serve human life, not protect property
- Consent decree is public ask for 14th amendment
- Stereotyping - people shouldn't be pulled over just for walking down the street
- Police could be more in the community on bikes or on foot to get to know what's going on
- Stereotyping in schools - school to prison pipeline - refuse to bring in complex literature, students mostly studying white saviors

- Violence - looks like us, people who protect - don't look like us
- Administrators - lack of understanding of trauma
- At a young age - automatic assumption and connection with gangs
- Schools could help improve things - stakeholder within the community, can attest for kids they know; schools should have more role of setting up kids with the resources they need, not criminalizing
- Language - problematic "attitude" "sassy" - stems from internalized trauma; kids are overly criminalized, stressors not being addressed
- Some communities - people aren't afraid to walk around Winnetka, but here afraid not of own people but police
- Public transit doesn't exist because they don't want people from other neighborhoods in Winnetka
- Greater Chicago area - how do they prioritize what police should be?
- Teachers are policed all the time
- Assumption of authority you don't have - asserting your arrogance - forgot knife, immediately guns and harassed, assumption of violence
- Accountability - when police don't treat people fair
- Should come to the scene right away when they're called; fair response time
- Accountable for their actions
- Police should get out of cars - get to walk community, would make it harder for criminals
- Culturally sensitive
- Black police - higher percentage in black community
- Should be about serve and protect, not control
- Shift away property to protect people
- Attend community meetings
- Take away guns - also if you can't just get them at Walmart
- Think before they react
- Make them live in communities they serve
- Gun control in US would help internationally too
- Folks are leaving Chicago - policing contributes
- Gun control - connect Florida to Chicago too
- Volunteer with residents to enhance and improve community
- Police, parole officers, community leaders have discussion panel, re: proper response to police
- Get parents involved (with community, police, organizations); need whole community to come out to meetings
- Certain aggression in police, therefore, understand why a parent won't come out or be involved
- Do not trust CPD to self-police
- No respect for human life, a disregard
- Be more forthright/honest in how they operate and with info. Give community more info
- We need explanation of police policy
- Fear to give evidence to police because of retaliation
- Be more discrete, use tips the community provides
- Be more receptive to person giving tips
- Develop relationship with community
- More police walking the beats
- Drive by (throughout) the community when not on a call
- Meet the community
- Have a trust with the community
- Boots on the ground, not just sitting in cars
- Need to learn how to trust the community more to work together better
- Doesn't feel community policing is viable
- Presence is important
- Needs to be visible
- Officers should serve in the communities they come from (can earn respect and trust)
- Close the revolving door with officers and commanders always leaving
- Should be required to stay a minimum of 2 years
- More minority officers in non-minority communities

- Equal distribution between nationalities amongst the districts
- Segregation laws that are not enforced depending on race
- Stop profiling
- Weed out law enforcement that behave with segregated thoughts/actions
- Actually make a realistic commitment to community policing. Add the resources to support these efforts.
- Be committed to the process.
- Support from Headquarters and the city
- Create a budget to fill the needs of community policing
- Need more officers to be effective
- A community effort, starts with community block by block, block clubs, etc.
- Public officials to be more involved to help with this movement
- How to engage a disengaged community? Communication is key, trust
- Get to know the community better. Getting out of cars (walk and talk program), talking to residents, specifically the youth
- Talking to community, police can learn things about the neighborhood
- Visibility
- Community to be sensitive to police officers' fears and help them overcome them
- Should not work in district where they live initially
- Take the blinders off
- Interacting with youth more (playing basketball, hopscotch, double dutch, etc.)
- Community has to be their own police (like black panthers), offer protection
- Community needs to work together to protect themselves
- More united home front
- Block parties in different neighborhoods throughout the entire year; calmer through these activities
- Older age officers and youth need to communicate more
- More police in the schools talking about their experiences
- Youth help with police training - teach how to interact, youth tell how they feel about police
- Come to local school events to show interest and not just as security
- Being there and being present at positive times not just when sometime pops off
- Act like they care; don't be snappy and nonchalant
- Don't see police until something happens - need to have more visibility - positive
- Participate at the career days in their beat
- Police presence consistently at the schools not only when something happens
- Make time to be present
- Ex: National walk out day, stereotypes of the school and who is attending
- Look at every person as an individual and not judge
- Respect - for us as men/citizens, we will respect the police for their authority
- Incidents where both sides of the story were not investigated properly
- The Golden Rule - human beings live here; also want to understand what police officers face
- Teach police how to use other disabling forces - tasing; talking/negotiation - before using deadly force; or not "shooting to kill"
- More frequent training (once every 14 months)
- Make them take lie detector tests - "are you afraid to go into this community..."
- Take lie detector tests for investigations for claims that are deemed "unsubstantiated"
- Police should go under psychiatric evaluation if people are killed or shot
- Trained officers with experience should come into the neighborhoods with rookies
- Use cameras more often - enforce usage (since it is mandatory)
- Keep educating residents on how to engage the police - do not provoke each other
- Teach officers to not come with attitudes

and self-evaluate themselves - work on people skills

- Police should engage communities more and build relationships with residents so they know who is in charge (authority figures)
- Using surveillance cameras in the communities to connect to CPD feed (or vice versa)
- Connect with people by walking on the streets and checking in on businesses to build relationships with people
- Stop killing people
- Question first.
- Culture shift needed
- Train to deescalate situation
- Listen and act accordingly
- Abuse/neglect of those with mental illness
- First responders not allowed to do their job
- How to be held accountable
- Lack of respect for poor people and [people of color]
- Consent decree
- Use of force policy - what is the contract agreement between police and union
- Police need to work on force
- Start from scratch
- Hire from within the community
- Police are scared of those they patrol, so they don't care what
- Tax payers are paying the settlements but police department and/or unions should pay
- CPD gets 40% of city budget, but it's not working. It's not improving the quality of the police officers.
- Residents working one with another- helping each other
- The work of the police is not easy- they need training...in order to detect different types of victims...how to better treat victims. Police are under stress, they are acting like robots - they (police) also are passing the trauma.
- We judge all police the same.
- Mad- police knocking on the door to my house, at 1-2am...relating to the arrest

of a truck with people connected to the house. However one time they entered my house without just cause.

- Sometimes I see something but I keep my mouth shut because then that problem becomes my own. I don't believe in unanimity
- On occasions police are not where they should be
- The police have to give the example. One time they pulled me over because I didn't let them go when it was my turn... they pulled me over and handcuffed me. Experience...they pulled over a friend and she had her kid.
- Notification that they had killed a guy- the police were looking for details and information. They do this in Evanston and why not in Chicago? When something happens in the community they should notify the residents.
- Have more police on bikes instead of in their cars
- The administration's policies/they should be friendlier with the community so that the police can work better
- The police enforce the laws so the laws should be kinder towards community members.
- Do more "round tables" with police and community
- Avoid that police become involved with ICE so that the community can trust the police.
- That they don't reported undocumented persons to ICE
- Avoid a deportations with CPD
- Help increase the community participation
- Have events in the language of the community
- Have social workers that work for CPD outside of the police
- Increase social workers in communities
- Create a system survey so that the community can openly speak out
- Listen to the community even if they are not grave problems
- Humanize the intuition

- Try harder to integrate the community even if it's just on Facebook or other platforms
- More training in working with kids and youth in order to systematically create more trust and relationships with officers
- They need to be seen in the communities, starting with the youth in order to create a positive image of the police.
- Define clearly that it is about public safety and not only about imposing rules.
- It's not only about making money
- That the police don't have a certain number of reports they have to do or tickets.
- Show effectiveness in other ways and not just through giving tickets.
- Have a leader within the community
- Create a community movement.
- Don't humiliate minorities/avoid prejudices
- Attitude of CPD officials needs improvement. Display of lack of concern for residents.
- Language barrier between cops and inhabitants of community.
- Police should have frequent contact with community.
- They should place translators in the police department.
- Police should patrol the area at night.
- Police should work more closely with community leaders.
- Police should learn the language of the community.
- There should be friendly relations between CPD and community.
- More oversight from superior officers to monitor community interactions.
- Police should patrol the Devon-area more frequently due to crime; robberies.
- Police response time takes 10-15 min.
- Install more surveillance cameras in the community.
- More police officers on foot patrol/walking the beat. "Car is a barrier to communication."
- "Presence" of the officers is important.
- Plan for an officer to have contact with one person on a block.
- Implement programs to introduce police to school-age children and adolescence.
- Police should be present in block activities and peace walks. Be present at neighborhood and community events.
- Police should live in a district that they work in; work in a community that doesn't require long-distance travel.
- Expansion of CAPS Program, every block should have a representative at CAPS meetings. Problem-solving block clubs.
- Utilize CAPS old method of block captains.
- Can police stations have open houses?
- More police visibility/cars. Increases safety for woman walking alone at night.
- Less police visibility. Presence of guns creates feeling of unsafety. If police present, something is assumed to be wrong.
- CAPS officers must be open to all feedback.
- CAPS shouldn't be run by police; needs third party.
- Police engagement with students to improve trust. Teaching about their job. Teaching what to do in an emergency.
- Employ CPD employees who aren't cops and don't carry guns.
- Don't have cops with guns in schools and do not arrest children at school.
- Use intermediary or unarmed police to survey communities.
- Designated community officers who are known and can be called on a cell phone and emailed.
- Fire police for beats they are from/live in
- More police training to teach all humans are equal.
- Build relationships and reward positive behavior and softer, more long-term interactions.
- Online map to show locations of cops in the area who can help.
- Have community members knock on doors with CPD to handle calls. Also on corners or in buildings squatting.
- GPS police like CTA app. could increase

- response time.
- Police should always be in uniform and full gear for their own protection.
 - Visible police to greet community members; engagement outside of safety and punishment. Uniform, radio, no gun.
 - Engage youth. Teach youth Know Your Rights. Teach DARE program/invest money. Incorporate DARE with CAPS.
 - Have people present at CAPS meetings who will hold group accountable to what is discussed.
 - Engage pre-k youth so they build trust between CPD and youth. Go into school. Will build interest in police as a career in marginalized communities.
 - More beat cops/known faces. Community outreach. Assigned cops to walk the beat.
 - Aldermanic outreach to disseminate info to community about cops assignments, what's happening, what they do in cars/ why and where they sit.
 - Police have not relinquished authority to community. Community hasn't had power to direct police. Police department has kept its hold on community.
 - Communities are different, some issues: crime, parking.
 - Ask what is community problem in neighborhood. Community should tell police what is the problem.
 - CAPS determined the agenda program
 - Social services/resources in community
 - Get out of the car, crime prevention, intervention.
 - Community policing/not CAPS. 95 percent police didn't buy in - university study.
 - CAPS used one/two agencies. We don't need to be policed/but served.
 - Police didn't buy into Community Policing.
 - Militarization of police is a problem
 - Police as part of community not separate
 - Occupy force not servants. No one wants to interact with police.
 - Change in culture
 - True community policing was not a part of agenda
 - Occupying force. Them against us. Some districts considered war zone. Police that think this way should not be on force
 - Not an occupying force. Community is not enemy. Protect not suppress.
 - Training is important.
 - Push arrests, not service, no awards for common service.
 - Evaluation process, emphasis on punitive things.
 - Re-orientate police on basic calls for domestic services- baseline services.
 - No stats on helping people every day.
 - Influence youth to respect police.
 - Police athletic league/coaches, arts, chess
 - More community input/demands from community.
 - Walk more, get out of car "beat cop"
 - It would help if they lived in neighborhood.
 - Change philosophy and mindset of police, shoot first mentality
 - Training of kill first, ask questions later.
 - More community invoice.
 - Monthly neighborhood meeting
 - Churches, alderman involved in community policing.
 - Encourage organization.
 - Neighborhoods getting to know one another
 - Invite police in
 - Students field trip to station
 - More interactive practices and solutions
 - We should see more accountability from police who do wrong to build trust.
 - More black police officers in our community.
 - More frequent engagement with people with disabilities. Mislabeled as being drunk. More education for officers to recognize disabilities. Training can't fix this, it's about relationships.
 - Key is relationships
 - Are officers required to do volunteer work off duty?
 - Should be less about quotas
 - Should become regulation that officers volunteer to get more involved with communities. Might help officers who are

- more jaded in their mindsight.
- CPD is currently investigated more heavily in technology, which is a poor substitute for person to person interaction. Dehumanizing, relying on algorithms/ predictive analytics- should be transparent.
- Gang database- labeling people off of indicators that aren't accurate.
- In many cases, can't tell the difference between perpetrator and victim.
- Trust is earned
- More transparency around police misconduct investigations.
- More policing in communities of poverty and not solving crime. Harassing for money issues.
- Feel like being hunted down whether you're committed crime or not.
- Can police without flexing power.
- Trust is about accountability.
- Laquan McDonald cover up validated mistrust.
- Police union gets to set the story. City and CPD need to play a more proactive role in putting union in its place. Union dictates the narrative/framing.
- Need civilian police accountability board.
- Law enforcement deflection/diversion. Rolling Meadows (see as an example), social workers in police cars with officers.
- CAPS - make a real investment in this. These positions should be given to folks who really want to make an effort and not assigned to friends/etc.
- Need to hire more people.
- More money for agencies working with communities, partner with agency/ stakeholder.
- Need real buy-in from CPD, not just checking boxes, real investment.
- Bring all stakeholders together (churches, businesses, etc.). Help focus funding to connect with community.
- But in some communities, gang members and teens are stakeholders- need to bring these to the table. Selecting church as stakeholder is easy, we really need to bring in the entire community.
- Shouldn't be only city government (park district, etc.) (seen as stakeholders).
- Need to go grassroots, door to door.
- CPD needs to get more entities/ community to the table.
- CPD should be doing less, and we should be doing more. We need to be respectful to our own communities, we pay taxes and this isn't coming back to us.
- CPD should know our children.
- We used to have officer friendly. CPD no longer involved.
- Kids aren't being taught how to properly interact with kids.
- How do we improve these relationships?
- Best policing is patrolling- presence alone can help stop crime.
- Need more programs for kids. Connect these kids to social service agencies. We don't have any resources in South Shore.
- Bring back officer friendly - like a mascot that got kids' attention.
- More training for kids- policing 101- as part of driver's ed training (how to interact with police during traffic stops).
- If you want to have good results in community then be a friend.
- Our community needs money. South Shore doesn't have resources.
- All elected community police accountability council.
- CPAC = more community control over things.
- CPAC can review the complaints. Neutral party, help improve trust.
- Each ward would have its own member (or police district). Someone would really listen.
- Current system is appointed by Mayor and no one trusts.
- All criminal sexual assault by CPD officers are still investigated by CPD.
- Union and prosecutors are corrupt.
- Need to investigate and prosecute misconduct by CPD.
- Need to change culture.
- Need to respect people.
- People are getting killed b/c being stopped by police.

- Humanity can't be taught
- Tell the truth
- Zero tolerance for abusive behavior.
- Require a stronger psych exam
- Best practices in human resources- customer satisfaction survey.
- Officers should live in communities they serve.
- Need to be accountability. Self-investigation doesn't work.
- Give officers vacant homes and help them rehab homes and live in communities.
- They have total impunity.
- Need to know the people they police.
- Officers eating at local restaurants doesn't help
- Zero tolerance for lying and cover up.
- Hire older women- we would keep them honest (too male-oriented)
- Multi-cultural training.
- Work with churches, schools, and leaders of the community. Meetings to discuss challenges, solutions/strategies.
- More patrol on smaller streets; currently less visible.
- Sport league between community and officers to build trust/create an ongoing relationship/should be done in collaboration.
- Job/cultural fairs in community (e.g. provide tips to residents - self-defense class, how to avoid being burglarized).
- Assign officer to walk with community leaders to identify areas of concern.
- Officer should learn Spanish especially if they are assigned to a Spanish speaking community - this should happen in training- hopefully decreases miscommunication.
- Training (ethical, moral) led by church- better understanding of cultural nuances.
- Car = stigma ominous
- More police in high crime areas; on foot/ bikes, engage with community, division of power when they are in cars, get to know people better, volunteer in the communities they serve.
- Come to more community events; block parties, year-round presence, interest on both sides to get to know each other.
- Communicate with community members; hi/good morning, human connection/ relationships, break down the fear, community ride along, power dynamics- sense of humor, generalize.
- Cultural competency; understanding different cultures, respect the people they serve, understand the impact of their behaviors.
- Listen to community members; interact, have conversations, positive community gatherings, build relationships with community, come around the community without gun, connect with the community, be helpful/not punitive
- Respect
- Non-negative/integrative setting; police come to the community, engage with youth in non-neg environments, structured in to their job, bike cops/meet neighbors/learn names.
- A yelp for cops/a place to leave "cop reviews"; use technology.
- Community events (Christmas, Halloween).
- Cultural training.
- Notify community of CAPS meetings
- Visibility; be present, get to know people, block parties, kids and parents, visit schools, learn the community, not just bad guys.
- No trust
- Work with colleges and social media strategy
- Work with young people; career day
- Communication; get an understanding of community needs, consistency.
- Be friends/not enemy; interact before infraction or criminal event.
- Better marketing for CPD
- Volunteer with community; respect/ cultural/sensitivity training
- Work with young people on how to interact with the police.
- Mutual positive interactions with police and young people.
- Police explaining their job and consequences of certain actions.

- Police need to respond to community members when they report patterns- i.e. traffic concerns
- People misbehaving know police won't do anything and won't stop.
- Police aren't responsive
- People say safest time is after incident
- Police come but don't help, i.e.- DV situations
- Police don't tell you re: right to a police report and follow-up etc.
- No proof of report given
- Sense of apathy in Dept.- police don't go above and beyond
- Need to improve morale in dept. (CPD)
- Hire people from the community they serve
- Recruit people from communities- they used to do it, seemed to have stopped.
- Police who know communities, beat-from hoods
- Be nicer and more respectful overall
- People don't have pleasant interactions with cops
- It's about respect not just race, etc.
- Training is key - re-ups in training
- Building intentional relationships- just policing. Not trying to connect.
- Police need to work on customer service.
- Cops treat everyone as suspects
- If it's about trust, don't trust someone who's looking for what you're doing
- Learn to deal with different ethnic groups- need interpreters, cops on scene
- Cultural sensitivity training needed
- Expect a certain level of help, even if speak another language
- Police need to be role models to build trust- need to follow laws themselves.
- Show up when we don't need you
- Come inside to cheer for high school sports not just to watch
- What happened to beat cops walking the streets. Just seem to drive now.
- Proactivity- don't want to wait until someone is injured to respond.
- Cultural sensitivity training
- Police need to be walking on the street, esp. youth
- Police basketball games with youth- more of these interactions
- Youth interactions now and into the future
- Get out of the cars
- Engage with residents, say hello, communicate
- Incentivize cops to live within the community
- Community volunteers - leaders in hood
- Mandate that police volunteer
- Hire more cops
- Maybe we don't need police, need more social workers
- Relationships with natural leaders in cultural communities and high rises
- Cultural humility vs. competence
- Police involved in mentorship- ride-alongs for youth, etc.
- Externships for youth
- Training for cops to be open
- Alter requirements to be a cop- world has changed
- Build trust, not fear
- Definition of being a cop has changed, but resistance within department
- Masculinity re: law enforcement, needs to change. Need to be open- minded
- Look at other countries for de-escalation techniques
- Look at feminine traits for strength, not so masculine.
- Disarm the police- camera, Tasers, no guns- arrive after incident
- Police need to be problem solvers vs. just "jumping the gun"
- Training shouldn't teach escalation
- More women in police leadership
- Training should be transparent- focus on where they go wrong.
- Analysis of where this went wrong- more of that
- Sensitivity training for cops
- Event at CAPS meeting - police become defensive
- Recruit right people for community liaisons
- Internships for youth before become cops
- Community should have a say in

- qualifications
- Profiles of cops in communities in media to humanize them
- Cops get desensitized to violence, horror, need to connect with being human again
- Mandatory therapy
- Social workers in department
- Mandatory self-care plan for each officer
- Cops are overworked
- Cops on bikes/bikes more.
- Get out of cars
- Bikes are great alternative to cars
- Mopeds maybe, too
- Community support policing - don't give tickets, just listen to people - encourage people to interact with police (in Turkey) - prevent crime, based in communities.
- Image is important- feel like part of community
- Police in schools to build relationships, kids will trust police, report- uniforms special for schools
- Turkey - Special 911 line for kids
- Start with youth interaction in schools. Youth center, sports.
- Block party- invite police but have them interact
- Cop - let kids play with car and turn on siren.
- Sports, music (police band, i.e.), arts- capture hearts of kids.
- Community sports vs. police - competition, etc.
- Relationships are what matter
- Have people of different cultures serve area where that culture lives
- Why always lethal force? Why not shoot in the leg?
- Use Tasers more
- Put people to sleep?
- Cops chase people down and maybe shouldn't
- People get shot running away
- Restorative justice circles where they talk re: fear
- Never see same cops in communities- need longer rotations
- Need to change way response is structured- send people familiar with beats to incidents- assign cops to certain blocks to build relationships
- CAPS - CAPS should come to us, not the other way around
- Engage community leaders - take community organizing approach - Block Clubs, neighborhood watch, send them into community
- Don't fire arms too soon
- Don't use gun if person doesn't have a weapon
- Don't use violence against non-violent people
- Don't discriminate against and kill black youth
- CPD should be in the neighborhood aside from incidents/walk; not drive
- Body cams and mics on 24/7
- Spread CPD out; too many in certain neighborhoods
- Don't stop someone right away; observe
- Pants sagging doesn't equal criminal
- More CIT (Crisis Intervention Training)
- Pay for crimes just like every else; punishment; jail; fired; etc.
- Create consistent way to handle all crimes and arrests regardless of neighborhood, race, etc.
- Teach CPS students know your rights.
- Show more respect
- Don't shoot to kill
- Understand history of police violence
- Talk to long-time CPD who never used guns
- Address racial profiling
- Speak to people like they're humans; speak to everyone like they're your mom
- Don't overreact
- Ask questions before using weapons
- Limit guns to certain officers
- Don't shoot people in their back
- Prioritize non-lethal force
- Use feet or Tasers before guns
- Stop participating in gang database
- CAPS more accessible all over the city
- Provide childcare for people who participation (in CAPS)
- Conduct regular 24/7 police action
- Change what they are wearing (clown

- suits)
- I am conditioned to respond to what they are wearing
- Militarization, like the vest, like we are being occupied.
- Commander should introduce its officers to our social service agencies. Build a relationship with us just in case something happens we can contact immediately
- Helping people access services creates long-term stability for the community
- So instead of breaking up “negative loitering” have a discussion with those people
- Introduce yourself to the community (especially to the kids)
- Introductions should take place outside of formal setting
- Discontinue working/sharing information with ICE. It is to use profile (expectations would be like murder). Some parameters/ stricter parameters so this would not happen
- They can have street karaoke and double Dutch. The energy between the police and the policed needs to change (for the positive).
- Police should be part of the community
- Actual show of a demonstrated commitment to be in the community (like maybe the face painting, basketball, etc.)
- Play , interact, get to know
- Ban on any law enforcement participation in any white nationalist/supremacist/anti-Semitic
- Anti-bias training ongoing (independent, mandatory)
- Re-occurring mental training
- Let the community choose or give feedback about the police who will serve in the community
- Follow-up on complaints
- Hangout at bus stops at the time people are getting off work at night (when people are working walking home)
- Police cook night out (Marquette Park example with hot dogs being served by police officers) see police officers from different perspectives
- Racial profiling is a real problem
- Really think about the attire of both those apprehending and those apprehended
- More free conversations with the passerby’s
- Change from German Shepard’s to Poodles for k-9 patrol
- Mindset change from helping instead of punishment
- Be a peace officer instead of law officer
- Communication with the community
- Communication on both sides; polite, specific
- Become involved as a parent in events like these
- Patrol the community
- Eyes set
- Contact with neighbors
- Meetings at the schools, monitor the schools.
- The police do not do enough surveillance. Police should assist as soon as possible; police are late.
- Surveillance/security is a good idea. More officers, cameras/boxes (blue light).
- Open forums with the police; issues in the community, give complaints.
- Making decisions together between the police and the community; block clubs preventing violence, block parties.
- Getting to know one another more
- Include churches, schools, social services, owners of buildings
- Gangsters
- kids
- Race
- Religion
- Example: Someone complained about a house where drugs were being sold and the police said, “That side does not belong to me.” The police should have at least given a suggestion, give a solution, called another District, or taken responsibility. The police do not want issues with gang members. Police cooperate with drug dealers.
- To improve: more cameras, act as appropriate when there is evidence.

- Community security: speak up when we have to speak, when there are shootings or acts of violence and we are parents don't take action...sometimes its due to fear that people do not speak up. Police do not protect the people, there is so trust, security and instead fear.
- When people get out too soon from jail
- The laws aren't strong enough
- The penalties they give to criminals are not enough
- Bring back capital punishment.
- Racism in our systems laws.
- How do we trust the police? Work more with the communities, be fair, serve and protect
- Work together with the community; get involved in meetings/events, at least once a month (churches, libraries, schools, parks)
- The police need to be present within the community. Union makes a strong force/groups linked to the police.
- Civilian groups can put themselves at risk, they could receive training from the police.
- Violence cannot be beat with violence. A team between the police and the church working together, churches from different dominations. Churches can work with young gang members...counseling...work with single moms. The city and the police training church leaders.
- How to great trust between the police and community. There is fear that the police are working with immigration... the police need to be clear about their policies around immigration...campaign.
- Declare their policy on discrimination based on race or color.
- Meeting with the police in the communities
- If the police really want a relationship with the community, there should be one.
- An official and formal presentation between the police and the community
- More forums between the police and the community; and work with the churches
- in regards to gangs.
- Follow your own motto "serve to protect" because people don't feel safe or protected.
- Explore what would be better/good relationship w/ police in Woodlawn
- Lifelong Chicago resident. As a black man, have seen police relationships go from "officer friendly" to today. Also, father of black sons and patriarch of family. Want to be part of identifying solutions.
- CPD 3rd district is excellent. We go to meetings regularly. They hold special meetings when needed. "Keep It Real" program with offenders teaching residents how they committed crime. 3rd dist. outreach staff know us by name. Should be a model.
- CAPS Block Club are across the city. Some are more active than others.
- Would like to see officers walk beats again and partner with residents. That is important for young people and parents-need relationships w/officers.
- Been saying for several years CPD need to be back on the beat to know people in community. Not being out there causes problems.
- Need to also deal w/guns.
- Don't assume there are not issues in some areas that have less overall crime. Sometimes false sense of security. Some seasonal crime. Officers can help us understand how to help improve our safety.
- Community policing should be a trust-building vehicle. Trust is a big problem to address
- Gang members/drug dealers get away with everything. CPD says they are present but the guy get away because they know CPD moves and can plan for it. Police can be sitting right there.
- Police need to work by how they are trained instead of just shooting.
- Unless it's life threatening, CPD should let community take care of it. Support restorative justice.
- CPD I have encountered do not respect

- community elders.
- Police are supposed to serve the needs of the community.
- Devise a psychological profile of who is suited for service. Only allow people who should be serving to hold that job.
- Community-oriented policing is an art that cannot be taught in 8 months at Academy. Not everyone is fit to walk and build relationships w/ comm.
- CPD Academy needs to watch documentary “13”.
- As a former patrol officer, I am proud that I served my community.
- CPD sometimes act the same as the “riff-raff” in having a code of silence. They protect their own.
- After “officer friendly” stopped and truancy officers stopped going to houses to get kids (and no precinct captains), kids acting out got away with more. Nobody helping keep kids accountable.
- CPD+CAPS should support classic social centers where people gather.
- Block-to-block mini-gangs need to be disrupted.
- As resources (“officer friendly”, arts, truancy officers) were taken away, including staff and materials, things went south.
- CPD presence on boards of different organizations in communities.
- CPD is not getting out of their cars to build relationships.
- CPD should host “know your rights events” in their districts.
- Only promote commanders who can build good relationships.
- Enforce internal controls in CPD.
- CPD doing a fantastic job (Woodlawn).
- Residents more engaged.
- Engage youth at younger age (child lead by example).
- Police living w/in proximity (familiarity w/ residents (approachable)).
- Add solutions/interactions w/ community members (variety of interactions).
- Issues w/ trainings and political forces
- Create community relations specialist (person from community).
- Participate in CAPS. Officers need to be “at the table”. Abuse authority- mend community communication
- Top-down approach (senior officers guiding interactions)
- Apply uniform standards of interactions.
- Need to have “examples” of justice being served.
- Community-oriented policing. SOP driven by community.
- Interactions outside of policing.
- Revamp training.
- Need to bring diversity of voice into spaces.
- Believe consent decree is a joke (failed in other states).
- CPD needs to be revamped in order to work effectively with community.
- Through documentation of abuse to bring transparency.
- Top-down intervention.
- Account for all parties involved w/ community policing to change perceptions (mayors, judicial system).
- Officer convicted of wrong doing brought to justice
- Watch every episode of “Mister Rogers Neighborhood” (communicate, conflict resolution, empathy/compassion).
- Officer that serve impoverished communities donate towards development.
- Back “on the beat” (recreational activity).
- Using non-profits as “bridge” to mend community relations.
- This process based on flawed premise (definition). Lots of assumptions. Framework is flawed.
- So many police officers are criminal. How can criminals fight crime?
- Police officers have low rates of response. Send youth city program instead of cells. Juvenile intervention Services Center (JIST). Station adjustment determine what to do w/ kids. Make it mandatory under 21 don’t go to cell. Under 18 call parent.
- Police don’t care about children.

- Police shouldn't question young person <21.
- Have adult present when youth are questioned.
- Dynamic of power has to shift. Police should answer to public.
- Police's function is not for public safety.
- Police should be held accountable to make public safety the mission.
- Programming can fix public safety. Take money from CPD budget.
- Less interaction police has with mental health cases, young people hanging out racial profiling...creates problems.
- Can't restore trust, trust has to be established.
- CPD must be willing to sit with impacted community to hear out stories.
- Transparency and data. Want to see what they are doing. Want them to use independent data for CPD behavior and community behavior. Data should be easily accessible to community.
- CPD keeps using transparency. What does that mean?
- Family has to do a lot of research to get the story.
- Support advocate org. build a bridge.
- Officers should get same process when committing a crime as civilians.
- Police should be aware of and trained to deal w/ homeless, mental patient community
- CAPS meetings. See something say something. Not well attended.
- Need community involvement.
- Cops and community need to get know each other
- Mistrust - police are biggest "no snitch".
- Need to see good police to hold bad police accountable.
- People feel CAPS meeting don't make change.
- In the past neighbors/block clubs to hold us accountable.
- Commanders need to reprimand bad police.
- Laquan's murderer should have been locked up.
- Police are criminals in blue
- 7th district coffee w/ cops in school setting. Good starting point, they established relationships w/ police. Has to be a starting point.
- Cops have to be a part of community to build trust.
- Their responsibility to be engaged.
- Accountability - police not exempt
- Family structure is damaged. Proactive programs for single moms.
- 1st hand experience - dirty officers. Personal encounters w/ force, false evidence. All have a story.
- Police don't hold each other accountable.
- Kids need to have positive relationships w/ officers.
- CPD has track record of exonerating bad police.
- Still don't hear what is happening w/ officer who killed Laquan Mc.
- Others disagree
- Have officers participate in community meetings so they will know how we feel.
- Police should do community service especially w/ kids
- Come to block club and bring family
- Coach youth teams, participate as mentors. Sponsor a team.
- Make our neighborhood safe.
- Level of investment.
- Walk the beat. Get out of the car ride park bikes.
- Know the community.
- Block club works w/ CAPS
- Deter vs punish - there's a difference
- Communication is key.
- Officers should be at the table.
- More support from CPD to show you are involved.
- Invested.
- Sponsor workshop w/ community and police to learn how to work together.
- Have police in right setting to have "the talk" w/ police in addition to w/ family when arrested.
- Only 1 police at CAPS meetings, should have hosted CAPS meeting here.
- More involvement builds relationships,

- builds trust.
- Working w/ CAPS helps.
- CAPS police officers have relationships w/ youth.
- Police should engage w/ school mentorship programs.
- A 5 minute conversation w/ child means a lot.
- Community has lack of trust of CPD based on personal experiences and family/ friend experiences.
- Police are not held accountable for their crimes.
- Police viewed as criminals.
- Should be different responses to deal w/ youth. Don't just lock them up. Police shouldn't question them. Refer to programs i.e. JIST
- Community engagement is key. Police can attend block clubs, sponsor youth teams, come to sporting events, coffee w/ cops in 7th district, walk the beat-get out of the car, level of investment from police, cops should be part of the community
- Give budget money for programming.
- Police know people they are interacting with and have relationship.
- About more than just enforcing the law.
- Take time to listen to people and be mindful of people's feelings.
- Don't make assumptions.
- Training to know how to deal with other people (age, race, ethnicity, culture, home life, emotional state, mentally ill).
- Include youth voice and participation.
- Police presence in community outside of being a cop and demonstrate behavior they want to see. Recreation activities.
- More police presence when crime happens.
- Recruitment reform: ethnic sensitivity, psychological screening.
- Police should be on foot and bikes to build relationships. Car windows open.
- Use restorative justice principles.
- Use technology to use body cameras that officers can't manipulate to gain community trust.
- Taser training to gain trust - taser grows as deadly force declines.
- Use community best practices.
- Stability with officers when relationships exist (5 commanders in - 5 years).
- Community outreach by community members to assist community members (help police out).
- Establish a real partnership.
- Do right by the community
- Show the same respect
- Serve and protect - "what happened to that?"
- Educated, and aware of those who made the call (speaking to the parties on the real issue)
- What happened to them driving in the community
- Talking to us with no guns
- They think the community knows the law
- Engagement (need)
- Mentor - have a conversation with them
- Be more empathetic
- Stop being hostile
- More hosting community activities, i.e. block parties
- De-escalate the situation/better train
- Be required to live in community
- Get to know community. Understand community is important. Don't assume knowledge. Personal relationship.
- Harassment needs to be reported.
- Camera evidence in neighborhoods.
- More foot patrols. Family contact and conversations. Know families in neighborhood.
- Community activities where everyone is invited.
- Stop by park in casual clothes, relate to people in different way.
- Relationship, contact, engagement.
- Don't target minorities.
- Racial profiling is a problem
- Address police sealing and planting drugs is a problem.
- Community meetings where police, neighborhoods and gang bangers are all there together. Need to improve safety/ communication.
- Residence are paralyzed when police

condone conflict between gangs and community.

- Police treat everyone in community as if they are a gang member. Where is the protection and safety?
- Relationship building is key.
- Distinguishing between criminals and citizens.
- Get involved with community, namely the youth
- CPD get involved with community sports
- Communicate with people aside from punishment interactions
- Greet community members; don't just investigate and interrogate.
- Improve communication skills of CPD and social skills
- Mandated anger management training
- Hold CPD accountable to crimes the same way every else is held accountable.
- Attend court dates of people CPD arrested and testify at same court dates each time.
- Regular evaluation of CPD officers work
- Mental health evaluations, including childhood history
- Community BBQs with CPD, sports etc.
- Warning shots and or rubber bullets
- Police involvement with park district; interaction with kids to create relationships
- CPD community service/volunteering
- Change treatment of inmates; listen to them when they ask for help
- Leadership programming for CPD.
- Sports with community
- Everyone treated fairly.
- Tasers as option vs. guns
- Stop violence
- Accountability for police harassment; termination if necessary.
- CPD trained to actually listen and act as public servants.
- CPD respond when folks ask for help
- Address police who swear at people, flash gang signs, break your phones, drop you off across town, take your money, etc.
- Change hiring process to include officers interested in actually serving and

protecting

- Less strip searches, especially publically and in the cold.
- Exam or undercover test to test for racism (like a secret shopper)
- Better prosecutors who are on clients side not police
- CPD must show they sincerely care about the community.
- CPD need to be self-aware if they are having a bad day.
- Better supervisors (lieutenant, commanders) checking in on work and officers' well-being
- More police cameras and voice recorders that remain on 24/7
- Zero tolerance for racism.
- Less excessive force- don't handcuff to door in cars with hard seats.
- Come around my area more often, something happened today; only come when something real bad happens and then leave, we need them every day. More than I know, something happens everyday
- Safety; get to know businesses - stop in and be in the neighborhood, greet people, see their face, "regular presence," businesses in community
- Officer Friendly - we know who officers were in our community
- Safety to know they were here
- Dynamics changed with community
- In school - talking to kids
- I don't want to go to police station - nieces in school on south side, mother didn't pick up, 71st and Cottage Grove - no one greeted me, went over to my nieces, no one came over, sat 30 min, rolled their eyes, so rude, just walked out. I felt like a criminal. Didn't know who the girls went with. Elementary age children. I don't like that police station, can't trust to help. Perception stays with people. Nieces - happy to see her, Terrified. Scared. I was told no one checked on them. School dropped the girls off. Preschool teacher. All of us felt bad.
- Wouldn't have treated like that if we

- dealt with bridging divide
- Happens every day - detectives “play with them” - young boys; police don’t do anything, you can see this every day, shouldn’t do that, should protect the neighborhood. By not playing with the boys. Draw a line.
 - Black guy crashed his car. Guy in the house (help) shot and killed him. Same thing happened with a woman. Called police. Police shot and killed her. Perception. How are we perceived?
 - Perception. How are we perceived?
 - Negative images on TV - Scandal, How to get away with murder. What does that put into society? If I saw a skinhead - I would get nervous. They would have to prove that they wouldn’t harm me. It shouldn’t be that way.
 - D.W. Griffith - Birth of a Nation, South end of slavery
 - KKK protect society - all perception
 - Music videos - depict/promote “f the police.” “all black women are bs.” “money over everything” - cops growing up seeing this
 - Build trust - police laughing and ignoring what the young men are doing (bad) - could be tutors/mentors, get to deal with teenagers in a different level
 - Laugh/joke and then pick the boys up on a drug charge - detectives in blue cars. Another woman agrees (neighbor)
 - Boys always on her property - playing dice. Always call. Go to police station - they say “dial 911”
 - They need to do better
 - Police playing and not enforcing the law
 - How can they enforce without abusing? Good questions.
 - If someone would talk to them - it would be a different thing
 - Better relationships with people
 - Assign beat officers - unless it’s a situation where they have to be reassigned - needs to be stabled. Don’t flip flop. Stability/cohesiveness
 - Train on “ill issues” - adapt to culture
 - Predominantly black neighborhood - officer who grew up in predominantly white - is he the best? Or is he learning the community?
 - Triggers - maybe he doesn’t like seeing trash.
 - How to build relationships.
 - If my kids were in different group homes - what does that do for them? It’s the same thing.
 - End of our block is a school - used to be drugs and people standing on the corner - even when school was getting out - police drive by and don’t do nothing, police sitting down the block - see homeless people and don’t do nothing about it, police should do something
 - Should improve relationships; interact with them more, officer used to come by a lot.
 - We felt comfortable - he left. Made us feel safe.
 - Shouldn’t assassinate black people.
 - Black people get their feelings hurt - police say something rude
 - People park in our spot - the police
 - Hard to say how to mend the situation - need more class, more training
 - Have to understand - I’m a black man - how can they trust me? How can I trust them?
 - Communication - learn how to talk
 - De-escalate a situation
 - It’s not just here - it’s everywhere
 - Training is the key
 - Need to be able to accept and listen / communicate
 - Don’t give me a chance to express myself
 - Respect
 - “Knock out punch” - shut up and listen
 - When police approach - you pull ID, they think it’s a gun
 - Police have their job. Have role. Don’t exceed. Fear.
 - Lack of respect.
 - Issue is lots of training needs to be updated, needed every 2 years, constantly kept abreast of changes, communicate changes to entire team/ dept, keep it going

- Police dept know? None showed up
- Police see kids my age (15) instead of driving by or staring, get out and be friendly, staring is rude - intimidation
- I be curious but I don't want to ask a question
- People driving around, also get out of the cars walking around experience the community
- Also highlight trash, physical garbage; police should report and help clean up community concerns
- Report street lights out, work with different departments to get things fixed
- Community need to work heavily with police so they can do their job and solve crimes and determine what happened
- If someone sees something, they're shutting the door and don't want to get involved
- Police shouldn't identify who called the police to the people who've had the police called on them; anonymity would build feeling of trust to report
- Pizza man comes before police when they're called
- Neighbors should have a responsibility to be good neighbors and talk to folks about what's inappropriate
- Culturally insensitive police officers
- Police are heavily present, but for different reasons; in South Loop there to protect, out here to arrest
- Trainings - culturally sensitive, police should live in the neighborhood, trauma training
- Police should live in community - leaders said it'd be unsafe, depends on how you're policing - shouldn't be unsafe
- Community should know how many police are in the neighborhood; get their names and photos, then neighbors can build relationships with them, attend community events, dances together
- Develop a new pipeline (other than school to prison) to guarantee a certain % of people who look like us in police system and school system too
- We know what culturally insensitive policing does - shoot first
- Police walking the beat - making themselves known
- Community should be of all kinds of people
- To recruit people from neighborhoods where people are afraid of police - start at young age and build trust and positive associations (like young explorers program) - officer friendly
- Even beyond that to become police themselves
- Change the name "police" to "public safety" or "constable" or "department of public safety"
- Police is loaded - law and order, Elliott Ness, rockem sockem, militarized
- State police - treat people more like a human being, professionalism shaped by continual training
- Officer Friendly - engaged me as a kid
- Restorative Justice - help bring people in Justice of the peace (like in the south), could help engage with issues, stop police from being "revenue-ers"
- Re: different policing in different communities - we're like 2 cities, 1 Chicago vs. the other. People who live in Edison Park/Galewood, working in Gage Park/Englewood and it gives a sense - consistent - of being occupied like an occupied force
- This other Chicago doesn't understand that- that they would be anything but helpful is a foreign concept. Beyond CPD's power to totally change, CPD needs to take this seriously. 50+ years.
- Senior leadership here is from CPD, so they especially should be aware of this, they're not going city to city and shouldn't be to be part of community
- CPD rejects leadership from outside - if they're not going to take kind advice then the leaders that rise up need to not just be held accountable and hold others accountable
- Technology - not just new cameras, phones now too, have a set group of police officers and divide them to a

certain # of people or addresses. Those people who have personal cellphone # of that officer so they could contact directly

- Resident beat officer - assigned for your community, could build a relationship with that person so you don't have knuckleheads who think they're military
- New folks coming in need to learn neighborhood, walk the beat and learn people are people
- Participant experience with police - experienced disrespectful language to me and wasn't disciplined by someone who witnessed it
- Army has an institutionalized creed - formalized manner and mechanism of communicating with the public. Should be professional.
- "Don't want to turn CPD into Army", response: it's too late
- If it's as simple as saying "sir" or "ma'am" at every interaction, that should be standard
- Creed not rule - accepting a certain ideal or standard needs to be believed or accepted by the individuals; though that can't be enforced, so police need law
- Has to be top-down with leadership buy-in; elected leaders must be held accountable other way (Alderman and mayor), not just within police
- Live in the community where you're policing!
- Not on the same block; the calmest, nicest block shouldn't be separated
- Can't work from institution at, it has to be community in
- Most organizations are working from persistent bias
- If CAPS meeting would be held elsewhere, change the money flow, run by State, not CPD
- Community jury or peer jury - restorative justice
- Police tell shooters family who's coming to court - unsafe
- Police were doing shootings themselves - stop violence
- Police training academy - where was

community input on that? We want proven evidence community asked for it

- "Whether real or fabricated, there's an opportunity" - Milton Freedman; God create Katrina or war in Iraq and corporations can benefit from the chaos
- We gotta go vote
- Transparency - Chicago 20/40, 20/50
- Police body cameras - shouldn't ever go off, where's the integrity? It qualifies them
- Having police and firemen training together - not a good idea, more Anglo-Saxon/Irish combining should be racially equitable, bias and racism in what they're doing in policing in CPS common core
- That young man was shot 16 times and we didn't know about it
- The police won't stop if there's no response, if they escape into their utopia. They transform into supremacy/ domination at work, separate
- Living in community would be accountability and familiarity with people as people to know they have mannerisms like talking while pointing cell phones
- They shouldn't shoot without KNOWING it's a gun; shooting in the back, running away, up the stairs
- Bicycling while black too is overly arrested
- Kids walking out to protest - arrested at school 90% black, unlike Lakeview, Oak Park
- Do community service, other than policing - go feed people, go listen (duct tape on mouth), go sit in churches, houses
- They only send one breed of police to community events now, should be sending all kinds to learn. They won't disrespect people and talk bad about people if they were face to face with them next Sunday
- Cowards with guns
- Young person - when I was younger I wanted to be a police officer, I don't know if I want to be now. I'd be like a traitor to my friends. We stay away from

- police because we fear for our lives.
 - The only way to make it right is to even the playing field
 - Black man to son - put your hands up when comes come. I don't want you to die, but I don't want you to look at me like a coward - problem being a Black parent in US in police state
 - Hotline at Attorney General's office - give police name by community and something can actually be done
 - We feel defenseless
 - You got a badge, you got power
 - We need something beyond the body cameras to protect our community. We need cameras that never go off. CPD officers - they need surveillance 24/7
 - The irony of talking about protective ourselves from police.
 - Police don't protect us...so who are they serving
 - Accountability - hotline, giving residents an avenue to call out the police and hold them accountable
 - Percentage of officers who live in the area they serve
 - More face time with officers, beat cops. Better system than CAPS for old people, not seen as safe for residents - Kings go to see who tallies. Get cops out of cars not related to a stop, should be part of regular routine.
 - Don't see cops when I need to (e.g. drug transaction). Need to talk and interact or being present in cars.
 - See open illegal activity, no police presence till after it occurred.
 - Generational areas of illegal activity that police "give up on"
 - Lots of people with mental health issues, crisis intervention training should be mandatory.
 - Police could divert...arrest but need to know what resources available.
 - "50 and 50" in jail but he has mental problems. Alt meds so need mental hospital, not jail
 - Increased trust and accountability IPRA -COPA, COPA appointed members elected
- ...
- CPAC (or others) some system people have faith in
 - Problem with officers not necessarily with whole system; address problems seriously.
 - Terrified of cops- this should not be the case. See lights no idea what will happen.
 - More police respect for life.
 - Larger community respects police, but don't have that belief. "Occupy force" department/mayor respect for life.
 - Why stopped and cops pull gun? Treated like a criminal immediately.
 - Policy of how police see us, they're supposed to protect and serve but not us (black) they are/have to protect you (white).
 - Lack of respect for black people, talk to white people much nicer.
 - Cops get away with whatever look to justify it; close ranks against community they save.
 - Why protect themselves?
 - Blue line- don't talk. Expect us (black) to snitch.
 - Help for police to walk community; helps humanize.
 - Community does what they can (call) police needs to do more, go to community agencies and serve community.
 - See them solve crimes! Solve some murders! And solve crimes they want to.
 - Trust!
 - Mayor's son beat up- school
 - "anyone see anything" - no one says anything
 - Have them walk around, coffee at local place.
 - Stop
 - Stop shooting people
 - Something changes between hiring and streets.
 - Not trying to communicate; de-escalate, disarm - doesn't happen with black people, does happen with white people.
 - Schools across from 10th district and never see police till a shooting. Great

platform for officers to reach out to students and missed opportunities.

- Not event cars out.
- Interaction is good!
- Church beings in officers to after school programs, starts dialogue and this is a police initiated program.
- Can go into places
- Bureaucracy is a mess, don't need invite to walk across street- play basketball!
- "Lets walk across street to meet them where they at"
- We are human being and want to be treated as such.
- Do like they do in Lincoln Park.
- No more excuses.
- Mayor and Spt. should ask us how they want their community policed.
- Beat 10-14 implemented stuff that works so spread it to other beats "we demand they do things"
- Police doesn't respect community and community doesn't trust police, change perception on both ends.
- Kids need to see police in good light. Starts young! 5-6 yr. olds. Bridge gap.
- Works here, spread
- 5 yr. olds have negative perception of police.
- Kids traumatized and police bring more
- "be a police man so I can shoot people" NO
- Why do have to demand they do their job? "We used to it" no we don't like this!
- How do we tell bad from good?
- Body cameras must work and all units should wear, gang unit doesn't have cameras.
- Hard to get info to ID officers without body cameras; badge number.
- Only certain officers but all need to (body cameras)
- "Blackmail" violates civil rights. You must not want us to police, either we protect civil rights- fight crime. No false choice.
- Not against police but please don't bash my head in.
- BLM does not mean we have police.
- People have bad times that doesn't mean

to shoot people!

- Whether we call cops or did a crime we're treated the same.
- More community policing could deter "bad seeds"
- Incorporate community service to beat cops job with purpose of building relationships. Certain number, part of daily job.
- CAPS are engaging, not beat cops
- CAPS training for all officers.
- Tone of culture starts at top.
- Read and de-escalate without use of force and keeping body cameras on.
- Body cameras can create false sense of protection, security. Slice of time "didn't see what happened before." could be less impactful. Not always source of justice. Can do more harm. Haven't been around long.
- Build trust, training.
- Healthy fiscally? Mentally?
- Cultural change
- Cops impacted by trauma. Need support that's not stigmatized.
- Leadership issue! Tone set from top "one hand clapping w/ alt leadership."
- Work with community to improve community.
- Investment.
- Live in community, incentive to support community. Are there people in the area from the community who can leverage those relationships.
- Cultural/organizational peer pressure.
- Officer churn w/in black or brown communities then can level up to white districts.
- Cops attend meeting like this round table.
- Police presentations on "know your rights"
- We want officers at these conversations.
- Everyone needs to be at the table to have regular conversations with community members and police- join discussions.
- Perpetuating cycles; community change takes time and effort from everyone.
- Show of good faith in consent decree. Something "painful", quick wins.

- Community oversight
- How is community involved in consequences included in consent decree?
- Participate in clean ups and community events in regular clothes- not uniforms.
- Follow up with people more.
- Stop criminalizing small crimes and minimizing larger crimes for their “numbers”.
- Citizens need to know the rules and regulations/language of the police- police should inform residents of crimes and how they are described and certain crimes are given as fines and ruin peoples’ lives- change petty theft to community service hours.
- Police procedures should be open to community online or accessible at public places.
- Go back to beat cop. Understand who lives there. Understand issues. Be proactive rather than reactive. Interact with community members.
- Required to do non-policing activities with young people, sports, homework help.
- Expand interaction beyond CAPS officers and CAPS meetings.
- Training: mental health issues, interaction with young people, diversity, racial profiling/unconscious bias.
- Incorporate training understanding in recruitment.
- Retrain police to new understanding
- Unconscious bias/cultural competency training and demonstrations. Not manual.
- Monitor trainings: are individual officers following trainings? If not, retrain.
- Monitor trainings, invite community members to participate and facilitate/be trained.
- A means for community members to hold CPD accountable to trainings.
- Personal liability insurance after numerous infractions (create threshold) CPD will be up for review and City won’t cover insurance of CPD pays increase. Take misconduct expenses off of tax payers.
- Make sure union agreements with CPD don’t supersede the consent decree. Make sure new union agreement doesn’t contradict consent decree. Accountability from alder people.
- Simplicity in consent decree so it’s not just another piece of paper.
- Ensure state laws don’t contradict consent decree. E.g. how long to wait before interviewing police? How long to keep documents?
- CPD needs to take community members’ opinions into account and treat them as experts
- CPD don’t take voices seriously and cherry pick what they want to address.
- CPD and citizens alike need to address no snitch policy and code of silence. Truth and reconciliation process.
- City of Chicago should take on truth and reconciliation process
- Don’t shoot kids in the back.
- Level of professional code of conduct.
- Truth and Reconciliation with various groups. Not just for show, no impunity, acknowledge we’re all people; no saints and no devils. How can we avoid making same mistakes?
- Spend more time solving crimes and address clearance rate.
- Accurate weekly crime from data- not just the weekend, true data.
- Protect witnesses and people/their families who report crime.
- Address the overworked public defenders.
- Equal funding for public defenders and prosecutors (with tax payer money)
- Remove community policing process from elected officials (and control of funding).
- Community policing autonomous from political and electoral issues.
- When police officers have misconduct or suspicion/complains from community, keep them in filing room/desk/etc. away from people.
- Address violence among homogenous groups (racially, money, etc.).

- Address the monolith of FOP contract + culture + unions.
- Understand lack of community's faith in addressing violence + over policing
- If CPD expresses regularly fear, do not police on the block.
- De-escalation training.
- Less agencies dealing with same case; de-centralize gov't involvement.
- Higher standards/requirements for hiring and training, e.g. don't let officers with pending misconduct cases train new CPD.
- Evaluate CPD: what they've done, complaints, compliments.
- Mental health resources for CPD like First Responders.
- Serve and protect
- Commanders pay attention to officers exposure to death, violence and implement evaluations for mental health.
- CPD to work with your community to improve public safety?
- CPD has to engage with the community.
- They have to be more responsible to resident calls...people don't want to hear nothing can be done.
- Expectations...no responsiveness-people begin to think this is a norm-this is not good.
- Community policing good philosophy but has to be done well.
- Beat meetings/CAPS: five step process... where solutions were created by CPD and residents/partnerships. Today the meetings are just about venting/officers are not collaborating.
- We have to create the conditions to work with police versus working against the police. Meet and greets with officers. What if Beat meetings were like cocktail hours or coffee sessions. We don't have enough positive interactions.
- More police presence at gatherings where people are open to dialogues.
- We need more positive interactions.
- Even the consent decree seems like we're forcing them (CPD) to do something rather than us build together. It would've been nice to have uniform/non-uniform

officers at the table...would be nice to hear their perspective. There may be things we want officers to do but they may just not be able to do for varying reasons.

- Community Cafes, officers live in the community.
- "Normal" everyday interactions
- "What can the community do to improve community policing?" Question should be posed to officers as well. We need to build an understanding. It's a two-way street.
- In the community we have to get comfortable working with police and police has to be comfortable with us.
- We don't get the interactions.
- CAPS has lost its allure...we have lost what it was set out to be.
- Come to meetings and actively engage.
- Beat officers should come to meetings.
- Beat meeting model does not work.
- To be effective: engage people when there is not a problem.
- Officer should check on seniors.
- Must know community
- Police may have preconceived notions.
- Police dept. is under staffed based on population. Interaction is important.
- Training is not effective.
- How will more police officers improve public safety?
- Recommend citizens police academy for residents.
- Different rules for different communities. Chicago police are understaffed and overworked.
- Get to know people in community.
- Personal engagement.
- Work with: community partners, clergy (will keep youth off streets), social service agencies, local parks.
- More access to alderman in South Shore. More than one office in community. For neighborhood folks that maybe intimidated...satellite offices/precincts.
- Who reports to whom?
- Change dynamic of community being empowered to make decisions.

- Specialized organizations used as resources in community. Empower community to make decisions.
- Intuitions provide support and partnership with community
- Instead of police believing “they” are in charge, the community need to be in charge. Flip power dynamic.
- Communication through community center.

ATTACHMENT D

Attachment D: Proposed Methodology for Community Surveys

This attachment details ideas and a proposed methodology from UIC's IPCE and SRL about the design of research to address ¶622-628 of the draft consent decree. The proposed methodology below includes two different surveys and four sets of facilitated meetings applied once within 180 days of appointment then every two years thereafter (¶622).

Panel Survey

The draft consent decree calls for a broad based survey of residents of the City of Chicago to understand their perceptions of, attitudes toward, and experiences with CPD. While a broad-based random probability sample drawn from the full set of Chicago residents would be ideal, cost considerations, low response rates, and the need to ensure specific minority populations participate in the survey are significant challenges to that approach. IPCE proposes surveying a panel of participants recruited to participate in the survey. Panel recruitment will strive to reflect both the city population demographics and geography, while also ensuring appropriate participation by specific minority groups named in the consent decree particularly those who have had contact with the police. This panel may be longitudinal, attempting to survey the same individuals at intervals required by the decree. This approach allows for individual trend analysis, which can be more powerful than group analysis which does not guarantee that the same individuals are being surveyed at different intervals. The cost savings of a panel approach are significant, possibly one third of the potential cost of a probability sample. The costs of a panel approach involve recruitment and repeated follow up to ensure consistent response rates over time, although some attrition over time is expected. The UIC Survey Research lab, led by Dr. Timothy Johnson, a nationally renowned expert on survey methodology, will advise IPCE with regard to sampling and weighting issues.

Survey of Police

The draft consent decree also calls for a survey of police officers. IPCE will design and field a survey targeted to officers. With the full support of the city and police leadership, the survey would be made available to all 12,000 officers to complete anonymously. The specific method of delivery would be determined once the monitoring team has a full understanding of the list of officers and what associated contact information will be made available to IPCE. The survey will be fielded during the intervals required by the decree.

Input Sessions

The draft consent decree requires the monitor to host input sessions to solicit input from specific groups "to identify emerging issues or concerns." IPCE will design and facilitate sets of meetings with the audiences of particular interest to the court. IPCE has designed a dialogue process using "world café" concept to gather community input during the consent decree negotiations and will consider a similar method for these input sessions. The sessions will ensure all voices present have equal opportunity to share input on progress of the decree with regard to implementing its reforms.

ATTACHMENT E

Attachment E: Overview of UIC's IPCE and SRL

As our University partner for this project, the University of Illinois at Chicago's (UIC) IPCE and SRL will lead the community survey work to address consent decree ¶1622-628.



The Institute for Policy and Civic Engagement (IPCE) focuses on transforming democracy by creating a more fully engaged citizenry with more effective leaders. As a catalyst for learning and action, the Institute creates opportunities for scholars, concerned citizens, students, and government officials to actively participate in social discourse, research, and educational programs on policy issues and social trends. www.ipce.uic.edu



SRL is a research and service unit established in 1964. It is a division of the University of Illinois at Chicago's College of Urban Planning and Public Affairs that provides survey research services to the faculty, staff, and students of the University of Illinois campuses; other academic institutions; local, state, and federal agencies; and others working in the public interest. SRL has offices on the Chicago and Urbana-Champaign campuses of the university and can undertake complete survey projects from initial study design through data analysis. www.srl.uic.edu

ATTACHMENT F

Attachment F: Prior Experience and References

Team Member Prior Experiences, Matters, or Projects	References
<p>Maggie Hickey, Monitor</p> <p>After several sexual harassment complaints recently emerged involving the Illinois House of Representatives, Ms. Hickey was handpicked by multiple State representatives to investigate sexual harassment within all departments of the office of the Speaker of the House. House Leadership stated that it was Ms. Hickey’s reputation for integrity, and her experience in conducting investigations, including instances of workplace harassment that led them to believe she would identify past failures and mistakes, and recommend reforms and new policies that will help create a better culture throughout the operations of the House of Representatives.</p> <p>Following the Chicago Tribune’s "Betrayed" series, which determined that CPS failed to protect students from sexual misconduct, the Chicago Board of Education retained Ms. Hickey to lead an independent review of CPS policies and procedures for preventing and responding to sexual misconduct against students. A copy of this report appears in Attachment C.</p> <p>As the Executive Inspector General for Illinois, Maggie created within the OEIG a Division of Hiring and Employment Monitoring (HEM), which is a compliance-based unit specifically devoted to reviewing State hiring and employment decisions and processes. HEM staff continues to work closely with Special Master Noelle Brennan and her associates as they conduct their court-appointed duties regarding the ongoing Shakman litigation and IDOT’s employment practices. HEM staff also consults to facilitate justifiable and merit-based State hiring and employment decisions.</p> <p>As the Executive Assistant U.S. Attorney for the Northern District of Illinois, Maggie supervised the Anti-Violence Program, implementing new initiatives sponsored by the Department of Justice aimed at deterring gang and gun violence through prevention, enforcement and reentry.</p>	<p>Jessica Basham Chief of Staff Office of the Speaker Illinois House of Representatives 401 2nd Street, Room 300 Springfield, IL 62707 217-782.6360 JBasham@hds.ilga.gov</p> <p>Joseph T. Moriarty General Counsel Board of Education, City of Chicago 1 North Dearborn St, 9th Floor Chicago, IL 60602 Direct: 773-553-1641 Email: jtmoriarty@cps.edu</p> <p>Douglas A. Henning First Deputy General Counsel Board of Education of the City of Chicago 1 North Dearborn St, 9th Floor Chicago, IL 60602 773-553-1714 dhenning@cps.edu</p> <p>Sidney Schenkier Magistrate Judge Dirksen Courthouse 219 S. Dearborn, Chambers 1846 Chicago, IL 60604 312-435-5609</p> <p>Zach Fardon Managing Partner King & Spalding LLP 444 W. Lake St., Suite 1650 Chicago, IL 60606 312-995-6304 zfardon@kslaw.com</p> <p>Patrick Fitzgerald Partner Skadden Arps 155 N. Wacker Drive Chicago, IL 60606 312-407-0508 Patrick.fitzgerald@skadden.com</p>

Rodney Monroe, Deputy Monitor

Chief Monroe provided subject matter expertise and technical assistance in the review of the November 15, 2015 shooting of Jamar Clark by police officers. This incident triggered a movement of protest, demonstrations and a three week occupation on the grounds surrounding the 4th Precinct headquarters. Occupiers called for reform of the department along with better relationship with police. The protest shut down stores, light rail trains, and vehicular traffic during the busiest days leading up to the December holidays. Key issues explored during the critical incident review, which was conducted by the Police Foundation, included: training, policies and procedures; existing police community relationships; response to civil disorder; use of force; use of equipment and technology; officer safety and wellness; community perspective and engagement; public information and media; impact of social media; and community engagement.

As Chief in Charlotte-Mecklenburg, NC from 2008 to 2015, Chief Monroe realized many successes. In leading the largest municipal police department in the state of North Carolina, he refocused the Charlotte Mecklenburg Police Department's efforts on crime fighting and crime prevention through a more accountable organizational structure, new technology and an enhanced strategy of community policing. Under his leadership, the homicide rates in Charlotte were the lowest since the 1970s. His organizational changes in the department have sustained, and city residents continue to experience reductions in crime rates. Chief Monroe was also praised for his emphasis on officer accountability and the manner in which he handled the high profile officer-involved shooting of Jonathan Ferrell in 2013.

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James "Chip" Coldren, Deputy Monitor

Dr. Coldren worked closely with the Las Vegas Metropolitan Police Department (LVMPD) on two federal initiatives that proved transformative to that agency: BJA's Strategies for Policing Innovation (SPI; formerly known as the Smart Policing Initiative) and the NIJ body-worn camera (BWC) experiment. In SPI, Dr. Coldren examined the effectiveness of the LVMPD's saturation teams in reducing violent crime. In the body-worn camera study, Dr. Coldren led a team that examined the effect of BWCs on officer-community interactions.

Dr. Coldren led a team to assess and make recommendations about use of force for the Philadelphia Police Department (PPD) for the COPS Collaborative Reform Initiative. The CNA team monitored Philadelphia's progress in implementing the recommendations and provided TA throughout the engagement. Within 2 years, CNA led the PPD to full or partial implementation of 91% of its recommendations. A copy of the Initial Assessment Report, along with links to the other Philadelphia Collaborative Reform Reports, appear in **Attachment C**.

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<p>Stephen Rickman, Associate Monitor</p> <p>Mr. Rickman serves as an Associate Monitor for Community Engagement on the Independent Monitoring Team for the Albuquerque Police Department’s Court Approved Settlement Agreement (CASA). In this role, Mr. Rickman regularly engages with the Albuquerque community, provides TA to the Albuquerque Police Department, and assesses compliance with issues of community-police relations and trust, including working with the Community Policing Councils established by the CASA.</p>	<p>Jim Ginger, PhD Independent Monitor President Public Management Resources, Inc. 210-240-2159 pmrinc@mac.com</p>
<p>Dennis Rosenbaum, Associate Monitor</p> <p>Dr. Rosenbaum serves as the Compliance Officer/Community Liaison (COCL) for the Settlement Agreement between the USDOJ and the Portland Bureau of Police. Under the Portland Settlement Agreement, the COCL is "responsible for synthesizing data related to PPB’s use of force, reporting to the City Council, DOJ, and the public and gathering input from the public related to PPB’s compliance with this Agreement. The COCL shall not be attached to any one City office, shall be wholly independent of PPB, and shall be responsive to the entire City Council, the public, and DOJ."</p>	<p>Jared D. Hager Assistant U.S. Attorney District of Oregon Civil Division 1000 SW Third Ave, Suite 600 Portland, OR 97204 503-727-1120 jared.hager@usdoj.gov</p>
<p>Julie Solomon, Associate Monitor</p> <p>Ms. Solomon served as Chief Administrative Officer of CIT International, an organization that promotes safe and human responses to those experiencing a mental health crisis and promotes community collaboration using the CIT program to assist people living with mental illness and people in crisis.</p>	<p>Nick Margiotta Police Officer (Ret.) Phoenix Police Department Former Board Member, CIT International President, Crisis System Solutions 602-316-9267 margiotta.nick@gmail.com</p>
<p>Paul Evans, Associate Monitor</p> <p>Mr. Evans served as Commissioner for the Boston Police Department in Boston, MA from 1993 to 2003. During his over thirty-year career with the Boston Police Department, he held every civil service rank and command staff position from patrol officer to Commissioner. He addressed difficult policy issues concerning use of deadly force and protection of civil liberties, created innovative crime strategies that dramatically reduced crime, and engaged communities in order to reduce tensions and build community collaborations.</p>	<p>Dennis DiMarzio Chief Operating Officer (Ret.) City of Boston 617-361-4869</p>
<p>Rick Fuentes, Associate Monitor</p> <p>Dr. Fuentes serves as an Executive Policy Advisor for the Center on Policing at Rutgers University. The Center on Policing (COP), formerly known as the Police Institute, was founded by Dr. George Kelling in 2001. In 2018, our Center joined the Miller Center for Community Protection and Resilience (CPR) and the Center for Intelligence Studies under the Rutgers Institute for Secure Communities (RISC).</p>	<p>Thomas O’Reilly Executive Director Center on Policing, Rutgers University 973-803-1473 thomas.oreilly@cop.rutgers.edu</p>

<p>Michael Nila, Associate Monitor</p> <p>Mr. Nila is a sought after law enforcement trainer nationally and internationally. He is known for his charismatic and energetic teaching style and has taught sworn officers on topics including leadership, community policing, ethics and integrity, decision-making, implicit bias, and Blue Courage. Training across the U.S. gives Michael a set of unique experiences about the evolution of accountability in policing.</p>	<p>James O’Keefe Vice Provost of Staten Island Campus St. John’s University Deputy Commissioner (Ret.), New York City Police Department okeefej@stjohns.edu</p>
<p>Gil Kerlikowske, Associate Monitor</p> <p>Mr. Kerlikowske serves as Distinguished Visiting Fellow and Professor of the Practice in Criminology and Criminal Justice at Northeastern University where he teaches courses in drug policy and a Distinguished Senior Fellow at Northeastern’s Global Resilience Institute.</p>	<p>Anthony Braga Professor and Chair, School of Criminal Justice and Criminology Northeastern University 617-373-3327 a.braga@northeastern.edu</p>
<p>Will Johnson, Associate Monitor</p> <p>Chief Will Johnson is an accomplished law enforcement executive; he leads the Arlington (TX) Police Department where oversees 650 sworn officers and nearly 200 professional staff members. Chief Johnson is well known for advancing community policing and his innovative officer safety and wellness programming. He has also been active in police reform initiatives across the country, including the Collaborative Reform Initiative, where he worked with the Fayetteville, NC Police Department and the Calexico, CA Police Department.</p>	<p>Ed Medrano Police Chief Gardena Police Department Team member, Collaborative Reform in Calexico, CA 310-217-9601 chiefmedrano@gmail.com</p>
<p>Dan Giaquinto, Associate Monitor</p> <p>Mr. Giaquinto serves as Deputy Monitor for the Albuquerque Police Department’s Court Approved Settlement Agreement, specializing in Internal Affairs and Civilian Oversight.</p> <p>He also serves as an Independent Investigator regarding Investigations and Discipline for the <i>Melendres v. Arpaio</i> case involving the Maricopa County Sheriff’s Office. Mr. Giaquinto also served as an Assistant Attorney General and Director of State Police Affairs for New Jersey and as a compliance officer and liaison to DOJ and Independent Monitoring Team for NJ State Police consent decree.</p>	<p>Jim Ginger, PhD Independent Monitor President Public Management Resources, Inc. 210-240-2159 pmrinc@mac.com</p>
<p>Scott Decker, Associate Monitor</p> <p>Dr. Decker is a highly respected scholar and Professor in the School of Criminal Justice and Criminology at Arizona State University. Dr. Decker has authored countless research studies and publications, and has always applied his research findings within police departments. Dr. Decker has long been involved with Strategies for Policing Innovation (formerly known as the Smart Policing Initiative), in which local police departments are paired with researchers as they implement evidence-based policing strategies; the researchers conduct evaluation research to determine the effects of the new programs.</p>	<p>Michael D. White, PhD Professor School of Criminology and Criminal Justice Arizona State University Research Partner, Strategies for Policing Innovation 602-496-2351 mdwhite1@asu.edu</p>

<p>Denise Rodriguez, Subject Matter Expert</p> <p>Ms. Rodriguez served as lead investigator and monitor for the Spokane, WA Police Department Collaborative Reform Initiative. She also led the investigation and monitoring for the Fayetteville, NC Police Department, Collaborative Reform Initiative. Mr. Rodriguez also previously served as an Advisor for the Las Vegas Metropolitan Police Department Collaborative Reform initiative specializing on Use of Force, Internal Investigations, and Civilian Oversight.</p>	<p>Craig Meidl Chief Spokane Police Department 1100 W. Mallon Ave. Spokane, WA 99260 509.625.4215 cmeidl@spokanepolice.org</p>
<p>Terry Gainer, Subject Matter Expert</p> <p>Chief Terry Gainer has served as the Sergeant at Arms for the United States Senate, Chief for the United States Capitol Police and Chief of the Metropolitan Police Department, District of Columbia. His leadership positions in various types of law enforcement agencies have given Chief Gainer unique insights into the evolution of law enforcement across the nation.</p>	<p>Mark Sullivan Director (Ret.) United States Secret Service 202-360-6410 smark215@gmail.com</p>
<p>Thomas Woodmansee, Subject Matter Expert</p> <p>Mr. Woodmansee served over 20 years with the Madison (WI) Policing Department, retiring as a Lieutenant. Mr. Woodmansee serves as Advisor on national DOJ initiatives and is an expert in body worn camera technology, policies and procedures, and operations.</p>	<p>Noble Wray Chief (Ret.) Madison Police Department Madison, WI 53704 608-346-3835 lynn53wood@gmail.com</p>
<p>Blake McClelland, Subject Matter Expert</p> <p>Mr. McClelland serves as lecturer at the Arizona State University where he teaches research methods, statistics, police use of force, internal affairs, and ethics. He served as Police Commander and Assistant Chief (Ret.) for the Phoenix Police Department.</p>	<p>Hank Fradella, PhD Associate Director and Professor School of Criminology and Criminal Justice Arizona State University 411 North Central Avenue Phoenix, AZ 85004 602-496-0237 hank.fradella@asu.edu</p>
<p>Brandi Burque, Subject Matter Expert</p> <p>Dr. Burque serves as a psychologist with the San Antonio Police Department where she offers clinical services to police officers and their families, teaches officers about stress management and psychological wellness, and implements innovative officer safety and wellness initiatives.</p>	<p>John Price, Ph.D. Director Psychological Services San Antonio Police Department 343 West Houston San Antonio, TX 78205 210-207-2180 john.price@sanantonio.gov</p>
<p>Laura McElroy, Subject Matter Expert</p> <p>Ms. McElroy is the Principal of McElroy Media Group; she previously served as Director of Communications for the Tampa Police Department. Prior to working for the Tampa Police Department, she was a television news reporter for various networks in the Tampa Bay area. Ms. McElroy currently consults with police departments across the country on issues of policy-community engagement, crisis communications, social media and transparency.</p>	<p>Jane Castor Chief (Ret.) Tampa Police Department 813-309-1000 castorconsultingllc@gmail.com</p>

<p>Tom Christoff, Subject Matter Expert</p> <p>Mr. Christoff serves as the Project Director for the Compliance Officer and Community Liaison in the Portland, Oregon Settlement Agreement. He has also served as a Case Manager for the National Police Research Platform. Mr. Christoff serves as a Partner Rosenbaum & Associates, LLP, which provides evaluation and auditing of law enforcement agencies and programs.</p>	<p>Jared D. Hager Assistant U.S. Attorney District of Oregon Civil Division 1000 SW Third Ave, Suite 600 Portland, OR 97204 503-727-1120 jared.hager@usdoj.gov</p>
<p>Derek Barella, Legal Team</p> <p>Mr. Barella has experience with enforcement actions arising from court-entered consent decrees. He has represented clients in investigatory and adjudicatory proceedings before quasi-judicial boards, and in one instance represented the board itself in defending against a collateral attack on its authority.</p>	<p>Kevin D. Eack, JD, CPP, CAFP, CERP Principal The Brannan Group 3703 Harvard Ave Peoria, IL 61614 309-533-2541 kevin@thebrannangroup.net</p>
<p>Sodiqa Williams, Community Engagement Team</p> <p>Ms. Williams is the Vice President for External Affairs and General Counsel for Chicago’s Safer Foundation, one of the nation’s largest nonprofit social impact organizations focusing on human capital development for people with criminal records.</p>	<p>Victor Dickson President & CEO Safer Foundation 571 W. Jackson Chicago, IL 60661 312-922-4767 Victor.Dickson@Saferfoundation.org</p>
<p>Elena Quintana, Community Engagement Team</p> <p>Dr. Quintana, Executive Director of the Institute for Public Safety and Social Justice at Adler University, has been active in Chicagoland’s restorative justice movement. She participates in community led restorative justice approaches to youth crime and conflict, known as “RJ Hubs” and evaluates the effectiveness of the Restorative Justice Community Court in Chicago’s North Lawndale neighborhood.</p>	<p>Father David Kelly, CPPS Executive Director Precious Blood Ministry of Reconciliation 5114 S. Elizabeth Street Chicago, IL 60609 773-562-8861 dkelly@pbmr.org</p>

ATTACHMENT G

Monitor, Deputy Monitors and Associate Monitors

	Maggie Hickey	Rodney Monroe	James "Chip" Coldren	Stephen Rickman	Dennis Rosenbaum	Julie Solomon	Paul Evans	Rick Fuentes	Michael Nila	Gil Kerlikowske	Will Johnson	Daniel Giaquinto	Scott Decker
Policing and Law Enforcement Practices: Providing formal and informal feedback, technical assistance, training, and guidance to law enforcement agencies on law enforcement practices, including community policing and engagement, use of force and force investigations, crisis intervention and de-escalation techniques, impartial policing, intake, investigation, and adjudication of complaints of officer misconduct, civilian oversight, police-youth interactions and policy development and officer and staff training; review of policies, procedures, manuals, and other administrative orders or directives and training programs related to law enforcement practices.	●	●	●	●	●	●	●	●	●	●	●	●	●
Monitoring: Monitoring, auditing, evaluating, or otherwise reviewing the performance of law enforcement agencies; monitoring and ensuring compliance with settlement agreements, private agreements, consent decrees or court orders and management or oversight of law enforcement personnel.	●	●	●	●	●		●	●		●	●	●	●
Communication: Preparing complex public reports for dissemination to diverse audiences; development and administration of surveys; ability to communicate with diverse constituencies; conflict resolution and management; preparing and distributing summary information for public audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrated ability to collaborate with government entities, the City, CPD and the State: Collaboration with government agencies, including municipalities, elected officials, civilian oversight bodies, collective bargaining units, and other stakeholders interested in policing issues.	●	●	●	●	●	●	●	●	●	●	●	●	●
Law and Civil Rights: Assessing the legal sufficiency and compliance by law enforcement with constitutional and other legal requirements; mediation and dispute resolution, especially mediation of police complaints; familiarity with federal, state and local laws; knowledge and understanding of constitutional and other civil rights legal protections, and skills in court as a judge, monitor, counsel, or expert witness or providing other types of testimony.	●	●	●	●	●		●	●		●	●	●	
Experience working with various constituencies: Engaging effectively with diverse community stakeholders to promote civic participation and strategic partnerships; capacity to work with English Language Learners or limited English proficient persons and communities.	●	●	●	●	●	●	●	●		●	●	●	●
Knowledge of Chicago communities: Familiarity and understanding of local issues and conditions; local experience and expertise within Chicago's diverse communities, and with the issues and challenges facing those communities.	●		●		●	●	●		●				●
Project and Change Management: Evaluating organizational change and institutional change, including applying qualitative and quantitative analyses to assess progress and performance and outcomes; development of effective quality improvement practices; development of flexible, but durable continuous improvement infrastructure and practices; evaluating, developing, or implementing processes for supervisors and managers to oversee accountability in a large organization; completing projects within anticipated deadlines and budgets.	●	●	●	●	●	●	●	●	●	●	●	●	●
Budgeting: Municipal budget development and budgeting processes.	●	●	●	●	●	●	●	●	●	●	●	●	●
Data Analysis and Information Technology: Use of technology, analytical tools, and information systems; data collection and management; statistical analysis of law enforcement practices, including internal and external benchmarking techniques; regression analysis and other related statistical methods; and experience with the development of and use of analytical tools.	●	●	●	●	●		●	●		●	●	●	●

Analysts and Legal Experts

	Keri Richardson	Vivian Elliott	Tammy Felix	Valerir Schmitt	Meredith DeCarlo	Anthony-Ray Sepulveda	Darek Barella	James Stewart
Policing and Law Enforcement Practices: Providing formal and informal feedback, technical assistance, training, and guidance to law enforcement agencies on law enforcement practices, including community policing and engagement, use of force and force investigations, crisis intervention and de-escalation techniques, impartial policing, intake, investigation, and adjudication of complaints of officer misconduct, civilian oversight, police-youth interactions and policy development and officer and staff training; review of policies, procedures, manuals, and other administrative orders or directives and training programs related to law enforcement practices.	●	●	●	●	●	●	●	●
Monitoring: Monitoring, auditing, evaluating, or otherwise reviewing the performance of law enforcement agencies; monitoring and ensuring compliance with settlement agreements, private agreements, consent decrees or court orders and management or oversight of law enforcement personnel.	●	●	●	●		●	●	●
Communication: Preparing complex public reports for dissemination to diverse audiences; development and administration of surveys; ability to communicate with diverse constituencies; conflict resolution and management; preparing and distributing summary information for public audiences.	●	●	●	●	●	●	●	●
Demonstrated ability to collaborate with government entities, the City, CPD and the State: Collaboration with government agencies, including municipalities, elected officials, civilian oversight bodies, collective bargaining units, and other stakeholders interested in policing issues.	●	●	●	●	●	●	●	●
Law and Civil Rights: Assessing the legal sufficiency and compliance by law enforcement with constitutional and other legal requirements; mediation and dispute resolution, especially mediation of police complaints; familiarity with federal, state and local laws; knowledge and understanding of constitutional and other civil rights legal protections, and skills in court as a judge, monitor, counsel, or expert witness or providing other types of testimony.	●	●	●	●	●	●	●	●
Experience working with various constituencies: Engaging effectively with diverse community stakeholders to promote civic participation and strategic partnerships; capacity to work with English Language Learners or limited English proficient persons and communities.	●	●	●	●	●	●	●	●
Knowledge of Chicago communities: Familiarity and understanding of local issues and conditions; local experience and expertise within Chicago's diverse communities, and with the issues and challenges facing those communities.					●	●	●	●
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Budgeting: Municipal budget development and budgeting processes.	●	●	●	●	●	●	●	●
Data Analysis and Information Technology: Use of technology, analytical tools, and information systems; data collection and management; statistical analysis of law enforcement practices, including internal and external benchmarking techniques; regression analysis and other related statistical methods; and experience with the development of and use of analytical tools.	●	●	●	●				

Subject Matter Experts and Community Engagement Team

	Hildy Saizow	Bruce Johnson	Denise Rodriguez	Terry Gainer	Tom Woodmansee	Blake McClelland	Brandi Burque	Laura McElroy	Tom Christoff	Rod Brunson	Joe Hoereth	Sodiqa Williams	Elena Quintana
Policing and Law Enforcement Practices: Providing formal and informal feedback, technical assistance, training, and guidance to law enforcement agencies on law enforcement practices, including community policing and engagement, use of force and force investigations, crisis intervention and de-escalation techniques, impartial policing, intake, investigation, and adjudication of complaints of officer misconduct, civilian oversight, police-youth interactions and policy development and officer and staff training; review of policies, procedures, manuals, and other administrative orders or directives and training programs related to law enforcement practices.	●	●	●	●	●	●	●	●	●	●		●	●
Monitoring: Monitoring, auditing, evaluating, or otherwise reviewing the performance of law enforcement agencies; monitoring and ensuring compliance with settlement agreements, private agreements, consent decrees or court orders and management or oversight of law enforcement personnel.	●	●	●	●		●			●	●			
Communication: Preparing complex public reports for dissemination to diverse audiences; development and administration of surveys; ability to communicate with diverse constituencies; conflict resolution and management; preparing and distributing summary information for public audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrated ability to collaborate with government entities, the City, CPD and the State: Collaboration with government agencies, including municipalities, elected officials, civilian oversight bodies, collective bargaining units, and other stakeholders interested in policing issues.	●	●	●	●	●	●	●	●	●	●	●	●	●
Law and Civil Rights: Assessing the legal sufficiency and compliance by law enforcement with constitutional and other legal requirements; mediation and dispute resolution, especially mediation of police complaints; familiarity with federal, state and local laws; knowledge and understanding of constitutional and other civil rights legal protections, and skills in court as a judge, monitor, counsel, or expert witness or providing other types of testimony.	●	●	●	●	●	●		●	●	●		●	●
Experience working with various constituencies: Engaging effectively with diverse community stakeholders to promote civic participation and strategic partnerships; capacity to work with English Language Learners or limited English proficient persons and communities.	●	●	●	●	●	●	●	●	●	●	●	●	●
Knowledge of Chicago communities: Familiarity and understanding of local issues and conditions; local experience and expertise within Chicago's diverse communities, and with the issues and challenges facing those communities.		●		●			●		●	●	●	●	●
Project and Change Management: Evaluating organizational change and institutional change, including applying qualitative and quantitative analyses to assess progress and performance and outcomes; development of effective quality improvement practices; development of flexible, but durable continuous improvement infrastructure and practices; evaluating, developing, or implementing processes for supervisors and managers to oversee accountability in a large organization; completing projects within anticipated deadlines and budgets.	●	●	●	●	●	●	●	●	●	●	●	●	●
Budgeting: Municipal budget development and budgeting processes.		●	●	●		●					●	●	
Data Analysis and Information Technology: Use of technology, analytical tools, and information systems; data collection and management; statistical analysis of law enforcement practices, including internal and external benchmarking techniques; regression analysis and other related statistical methods; and experience with the development of and use of analytical tools.	●	●	●	●		●	●		●	●	●		●