

#2/9

## Response to Police Executive Research Forum (PERF) Recommendations

Status of recommendations (59 total) as of 02/03/05:

Completed	24	In Progress	28	Need Resources	7
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(PERF Identified 18 Key Recommendations – designated in bold type)

### RECRUITMENT AND SELECTION

- 1. The recruiting staff should continually conduct assessments of the effectiveness of each recruiting element in light of the need to recruit candidates who can successfully complete the academy. These assessments necessitate a strict coordination with the Academy, where attributes of successful candidates are identified and factored into the recruiting process. The assessment would correlate the individual techniques or efforts which brought effective police officers to the department. Effective police officers could be defined as the recruits who have finished the academy training in the top percentage of their class and have had high performance outcomes in their initial field activities. [IN PROGRESS]***
  - Currently, the Recruiting staff surveys applicants when they submit the long-form (second phase in applying). The survey provides general information about what recruiting techniques got their attention.
  - Beginning in January 2005, Recruiting and Training staff will meet semi-annually to
    1. list attributes of successful Cadets
    2. identify recruiting techniques that will attract applicants with these attributes
    3. review the recruiting activities that took place over the previous 6-months to assess success in finding strong candidates.
  - In the spring just prior to Cadet graduation, Recruiting and Training staff will interview the 20% of the class to determine what contributed to their success including the recruitment method that brought them to APD.
- 2. The Austin Police must continually monitor demographic trends in the city to ensure it can identify growth in ethnic populations and adjust its recruitment efforts to attract quality candidates from those populations. Early identification of target populations will offer greater opportunities for the department to become more familiar to the communities and their youth, with the overall objective of attracting quality individuals for recruitment. [COMPLETED]***
  - The APD Planning Unit gets updated information about race and ethnicity from the City demographer each year. The Recruiting Unit will supplement those statistics with information from the District Representatives about increases in special populations within specific neighborhoods.

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3. *The data suggest the department must continue efforts in attracting members from the Hispanic and Asian communities to balance its workforce ethnic distributions.*  
[COMPLETED]

- The goal of the Recruiting Unit is that each class will be representative of the community. The Recruiting Unit will continue the practice of forming Citizen Police Recruiting Boards comprised of representatives from the African American, Asian and Hispanic communities. These groups provide input on recruiting strategies.

4. *The department should continue in its recent successes in attracting and assigning higher proportions of females to cadet classes. Census data show that females comprise nearly 50% of the total population. While the department is currently within the range of other police agencies in terms of the overall proportion of female members, the current trend of organizing cadet classes with a minimum of 13% female population should be sustained.*  
[COMPLETED]

- Many of the otherwise very qualified female applicants have trouble passing the physical tests. APD will continue to offer physical strength training twice a week at the Academy beginning in January. It is important to start this preparatory training early in the process since strength development takes time.

5. *The department should develop a formal recruitment plan that establishes goals, specific activities that are to be undertaken, assignment of responsibility for activities, a timetable for completion of events/activities, and a budget that adequately supports the plan. At least quarterly, the chief should be briefed as to current status, successes and roadblocks to meeting plan goals.* [IN PROGRESS]

- The Recruiting Unit will document their current activities in a formal plan that reflects outreach, testing, background checks, etc. A draft of the plan will be completed by May 1, 2005 and will be included in the Unit's Operations Manual. The Training and Recruiting management team currently meet with the Chief on a monthly basis.

6. *The department's effort to recruit a diverse cadre of talented and highly motivated applicants depends largely on the image each applicant has of the department. Some part of that image stems from the department's standing in the community it serves and the perceptions that develop from media attention. But, another – and powerful – image is portrayed by the recruitment team. The team should include representation from the minority groups it hopes to attract, male and female, and at more than entry-level rank. The point being that every applicant should be able to "see" him/herself in uniform with an understanding that opportunities – including promotion – exist for them.*

*The members of the recruitment team should be fit and appear impeccable in uniform. Their vehicles, equipment, and facilities should be among the best in the department. In every way, the recruitment team should represent the very best image of the department. They should reflect the very highest standard since they are seeking to attract applicants of the highest caliber.* [NEEDS RESOURCES]

- The department already has a diverse recruitment team that exhibits fitness, comes from several ranks, and wears the proper attire while working. Brochures were redesigned last year to appeal to a younger, broader audience. Whenever possible, graduates from

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the institution where the team is recruiting are asked to join the recruiting team on their visit. These temporary recruiters provide valuable knowledge about the culture and students of the targeted institution.

Recruiters will update their presentation boards this cycle and will look into getting their vehicles thoroughly cleaned with a paint touch-up. These are high mileage vehicles, but the department prioritizes putting new vehicles in the field with patrol officers where safety is of greater concern.

7. ***The recruiting staff should conduct regularly scheduled and on-going assessments of the effectiveness of each component of the recruitment process. The assessment would correlate the individual technique or element which brought effective police officers to the department. The assessment would provide a focus on the techniques which have been most effective in meeting recruiting objectives, and lead to the elimination of techniques with poor results or which do not justify the resources expended on them. An assessment conducted in 2003 prompted changes to the pre-screening processes that resulted in a 50% increase in the number of qualified applicants. Outcomes such as these prove the positive value in conducting on-going assessments, and support this recommendation.***

***[COMPLETED]***

- As mentioned above, the department already does these assessments of recruitment strategies. For example, the department moved to advertising on the internet instead of in newspapers when applicants indicated that it was more effective. Recruiting will look at the cost-effectiveness of the strategies as well as evaluate their performance. The evaluation process will be added as an element in the strategic plan.

8. ***The recruiting team should routinely and periodically conduct follow-up interviews with recent graduates of the academy to verify their suppositions about the effectiveness of various recruiting tools. The review process should also include periodic focus group discussions with representatives from various local minority communities who can provide additional insight as to the effectiveness of various recruitment strategies.*** ***[IN PROGRESS]***

- Three months after completion of field training (began Jan 2005), Recruiting and Training staff interviews a random sample of 20% of the probationary officers to get their ideas on recruiting and the training Academy experience.
- Just prior to the start of recruiting for any Academy class, Recruiting staff will conduct two focus groups with community members to get their feedback on the planned recruitment strategies. District Representatives (DRs) will assist in inviting community members to the focus group and a DR will attend each meeting.
- ACM Rudy Garza has formed a community Recruiting Advisory Committee. These committee members will be invited to attend police recruiting events.
- Recruiting has already started gathering applications for the 111<sup>th</sup> cadet class (begins Dec 2005), and hosted two focus group meetings in January 2005.

9. ***Many departments have found that the best possible applicants – including the best minority applicants – are often attracted away from law enforcement by opportunities in the private***

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*sector. One successful counter approach has been to ensure that recruiters are fully informed as to just who the competition is – both within law enforcement circles, and in the private sector. Recruiters can then develop matrices comparing the salaries, benefits, issues of job satisfaction, and more. In some instances the department may not be competitive, in other instances it will excel. This prepares recruiters to stress the department's most admirable features when attempting to attract the best possible applicants to the department. [IN PROGRESS]*

- Recruiting staff will research and create the suggested matrices of elements that draw potential recruits away from APD. The elements will include compensation; work hours; benefits (our retirement system is one of the best); opportunities for promotion; travel/relocation required (comparison to FBI); ability to earn GI Bill funding for college as a Cadet and during field training; etc. The comparison should be completed in August 2005 in time for the next recruiting cycle.

**10. Due to the well identified need for inherent communication skills for law enforcement officers, the recruit process should include a validated testing procedure to determine the maturity level of the potential officer's communication abilities. [COMPLETED]**

- The Austin Police Department psychological screening of police officer applicants is designed to assess the maturity level of all police officer applicants who have reached the final phase of screening for employment. The screening focuses on maturity in communication and is accomplished by means of three distinct processes: a clinical interview with a licensed psychologist, administration of the Minnesota Multiphasic Personality Inventory, Revised (MMPI-2), and administration of Inwald Personality Inventory.

The clinical interview is a one-hour, face-to-face in-depth interview with a Ph.D. level licensed psychologist who has a specialty in police psychology. A psychological history is taken in which careful attention is given to the developmental progress of the individual from childhood. Thus, this interview not only assesses the current maturity of communication, but it also tracks the progression of maturity and communication development within the individual's lifetime.

The Minnesota Multiphasic Personality Inventory, Revised (MMPI-2) which is a part of our battery, is the most researched and widely used personality test in psychology. It is a comprehensive personality inventory and includes measures of emotional maturity and communication. The MMPI-2 is one of the three most widely used tests in police psychology for psychological screening purposes. In adopting this personality test as an integral part of our screening process, we are adhering to the toughest standards of accepted practice within police psychology.

The second comprehensive personality test that we employ is the Inwald Personality Inventory. This test is also among the top three most widely used tests within police psychology. It was developed and validated for the specific purpose of the psychological screening of police officer applicants. As with any comprehensive personality inventory, maturity level and the configuration of qualities that constitute communication are measured.

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By contrast, there is no specific psychological test of "maturity of communication" that meets the generally accepted standards within police psychology. We feel that the inclusion of such a narrowly focused measure, if it exists, is unnecessary given the comprehensive nature of our current psychological screening process.

### **CADET ACADEMY**

**11. The Austin Police Academy's goal is consistent with the mission of the organization as a whole, vividly stated in terms of its own transformation into an academy of national distinction. This, then, should serve as a driving force and defining principle behind the organization's decisions on the academy's leadership, staffing levels, coordination and acquisition of facilities and equipment, and to support development and delivery of superb training programs to all members of the police department. [NEEDS RESOURCES]**

- The department agrees with this statement and supports the formation of a Public Safety Training Facility, revisions to the training curriculum, and the development of highly qualified training staff. The Chief is considering allowing Training to "draft" the people they want as instructors. Internal Affairs and the Officer Involved Crimes Unit are currently able to draft personnel to fill vacancies regardless of their whether they want to transfer or not. The ability to draft Training instructors exists in policy, but it has not been used recently because of concerns about what it would do to the motivation of the instructor.

**12. The academy should develop organizational guidelines and associated performance expectations for cadet instructors that specify the amount of activity each instructor should devote to course preparation, instruction, counseling and oversight, and professional development. The Academy has no clear basis from which it can determine whether a cadet instructor is devoting an appropriate amount of time to important functions like lesson planning and cadet counseling, or if they are overwhelmed with other administrative tasks. A better understanding of their use of time will assist the academy in better aligning duties with available personnel. A secondary benefit will be that the academy may then develop a stronger business case for enhancements to the existing personnel roster. At the present time, the data cannot either support or reject a call for more instructors because of the absence of complete time usage data. [IN PROGRESS]**

- Performance expectations are being addressed in a new Staff Instructors Operations manual that is more detailed than the existing Training Unit Standard Operating Procedures. The new manual will include examples of appropriate dress, templates for lesson plans, etc. and should be completed in May 2005.
- In 2005, the Training staff will begin tracking their time in a log designed to gather information on workload characteristics (see also recommendations 13 and 14).

**13. Time and task measures should not be aggregates of the activities of all instructors in the academy. The current measures cannot distinguish between the time cadet instructors develop to cadets, against time to the same functions offered by instructors from learned skills and advanced officer training units. A more rigorous set of measures would produce a better understanding of how much time non-cadet instructors apply to specifically cadet training. [IN PROGRESS]**

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- Training staff is in the process of developing activity logs to accurately measure the varied workload among instructors. The new logs will reflect the different responsibilities associated with cadet training, advanced officer training, and learned skills training. When the design of all three logs is completed, and the necessary overlapping measures are identified, the training staff will begin recording what they do on a daily basis (see also recommendations 12 and 14).
14. *The academy should begin a process of analyzing instructor time allotments to the actual demands on their time, especially in light of the trend toward larger classes. To fully understand the impact of larger classes on the quality of instruction, the academy needs to entrench a practice of consistent measurement of instructor activity so that reasonably accurate comparisons can be made across time, and against servicing cadet classes of various sizes. [IN PROGRESS]*
- The activity logs mentioned in recommendations 12 and 13 will be maintained over several years' time. This is especially important for advanced officer training because mandatory TCLEOSE training operates on two-year cycles.
  - Even though the logs will be kept on an ongoing basis, a preliminary review of their contents will be done in Nov 2005 with a summary report provided to the Commander and Chiefs in Dec 2005. After that, an annual analysis of the workload data will be done based on the fiscal year.
15. *The academy should strive to develop a single and standardized form on which instructor certifications and related professional development can be recorded. The material provided showed attempts at separating certifications from courses completed, and many of the submissions appeared in the form of a resume. A standardized form of verified qualifications assists the academy in the development of a reasonably accurate assessment of the strengths and weaknesses in the credentials of the instructor corps. [IN PROGRESS]*
- A standardized form to record instructor certifications and related professional development will be designed and implemented by July 2005. The information from the instructor forms will be used to develop a matrix that compares the learning objectives associated with course offerings, instructor responsibilities and instructor qualifications. The matrix will facilitate Training's ability to determine appropriate training needs for instructors and ensure quality instruction.
16. *The academy should identify key learning objectives for individual instructors, that support a more global and strategic approach to enhancing instructor training, from a personal perspective (for each instructor's own development) and form an organizational perspective (in terms of future developments at the academy, such as increased cadet class sizes). The academy would be able to identify, for example, a need to cross train more instructors in certain areas earlier on so that it can meet future demands. [IN PROGRESS]*
- The matrix of course offerings, responsibilities and instructor qualification mentioned in recommendation 15 will serve as a visual indicator of the strengths and weaknesses of instructor qualification levels as well as identify the need for more instructors in a given area. The learning objectives included in the matrix have not been fully identified and it will take some time to systematically go through course lessons to list them. The target completion date for the instruction matrix is December 2005.

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**17. The department should recognize the value of a highly committed training staff and that these are the individuals who will shape the future of the department, and one way to encourage quality people to apply is through the provision of compensation commensurate with responsibilities. The efforts of instructors will play a major contributing role in future community relations, officer safety, safe community encounters, and more. When the department properly conveys that assignments to the academy are highly valued and represent a sign of trust and respect, the most capable officers will seek out transfer opportunities. Supplemental pay for FTOs is typically offered because it represents additional work and responsibility while the officer is entrusted with a cadet. This should be extended to regular full-time assignments to the academy as instructors. [IN PROGRESS]**

- At present, supplemental pay represents compensation for duties an officer performs in addition to his or her assigned duties. Supplemental pay would require a change in the Meet and Confer contract that amends State civil service law. It is likely that the change will not be considered until the next opportunity for contract negotiations which will take place in 2007. APD will seek other methods to recognize the commitment and contributions of training staff, for example, the creation of a service ribbon for FTOs and Academy instructors.

**18. The PERF review of the existing training facility, the list of dysfunctional components of the existing facility, the documented expansion of training demands and the future growth of the department all clearly highlight the need for a new (or greatly enhanced) training academy. In addition to meeting previously identified needs, a new facility will categorically provide many new opportunities to meet both organizational as well as individual training needs. It is PERF's recommendation that the department begin formally identifying financial support and developing the objectives which will provide the outline for a new facility. It is imperative for cadets to be trained in an environment conducive to learning – with adequate classroom and desk space, and appropriate physical development and defensive tactics facilities. They must have proper restroom, break and meal facilities. Until a new/improved training facility can be provided, the maintenance budget for the current facility should be restored to an acceptable level. [NEEDS RESOURCES]**

- The Training Facility underwent minor renovations (i.e., painting interior walls) in four classrooms and the audio system is being reworked in three classrooms. Temporary solutions to space issues are being explored including getting an additional portable building to house the new driving simulator and possibly the firearms simulation training system.
- APD agrees with the recommendation to build a new training facility that will house Training and Recruiting together. We anticipate requesting funds for the facility in the next bond election.

**19. Instructors should have ample quiet and secure work areas in which they can conduct research, prepare lesson plans, and conduct private meetings with other instructors and subject matter experts, and cadets. [COMPLETED]**

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- We concur that the Training Academy's facility is inadequate and does not provide private, quiet space in which instructors may work. Overcrowding at the current facility makes it impossible to increase the level of privacy for instructors at this time. A new facility with individual offices for instructors will alleviate this dilemma.
- In the interim, Training is working with Building Services to find a more efficient way to utilize the existing workspace. They have identified a different type of workstation and variation in the floor plan that will provide more privacy for the workers.

**20. Necessary administrative/clerical assistance must be provided to the academy staff so as to allow instructors and supervisors to perform the tasks required to ensure fully trained cadets. When the instructional staff is burdened with clerical duties, not integral to their duties, the quality of the instruction they provide can be expected to decline. [COMPLETED]**

- Training has filled the vacancies in administrative staff positions. There was 1 FTE working at the time of PERF's review and there are now 2.75 FTEs working.

**21. The department should aggressively move forward in securing funding for a driving track. Officer involved collisions are the cause for innumerable on-duty injuries and civil claims from the public. Enhanced training in this area is vital to all law enforcement departments. [NEEDS RESOURCES]**

- The current driving track is too small to simulate realistic driving conditions. The track needs to incorporate intersections and simulated objects that can potentially obstruct an officer's view. The current driving track has a skid pad, which no longer works and the paved area designed to run various exercises is too small to run multiple courses. Plans for the new training facility include a running track and either a new or reconstructed driving track.
- The department is getting a driving simulator this year that will be used to supplement what is learned on the driving track. The simulator should assist in reducing injuries and civil claims.

**22. The department should reconsider its mandate to produce a large number of cadets in one sitting. The state of the current facility, reductions in administrative staff, crowding in classrooms, and supporting data relating to failure rates and cost per cadet suggest there is greater long term value in running smaller classes on a more frequent schedule. [IN PROGRESS]**

- The department will explore doing more than one Cadet class each year based on the outcome of the workload analysis described in recommendations 13 & 14. For 2006, we will retain the one class per year concept.

### **CADET TRAINING**

**23. The department should continue to take advantage of every opportunity to reinforce verbal and de-escalation skills through scenario-based training. As with other training**



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***Issues, completion of blocks of training, especially in use of force, need to be related to the broader policing skills and techniques that are learned in other component blocks of instruction. The academy should ensure cadets can practice their skills in realistic settings as frequently as possible. [COMPLETED]***

- The department will continue to reinforce verbal, de-escalation, and other critical skills through scenario-based training. The last Cadet class included approximately 40 role play exercises for each Cadet and this practice will continue and or increase in future classes. For example, cadets are observed in how they react to being provoked by suspects; how they interact with persons with mental health issues; what language they use prior to administering a shock from a Taser; and what they say and do at a homicide scene.
- Scenario-based training is also utilized in advanced officer training. For example, the training for new Corporals and Sergeants includes role play as well as training procedures.

***24. Scenarios written by the academy should have a variety of resolutions that adequately test communication skills and competencies relating to the use of force. [COMPLETED]***

- Scenarios or role-plays currently have documented learning objectives and performance based resolutions. The grading of the role-plays is done on an eight point likert scale that evaluate many skills including communication and use of force. The structured grading scale was created to facilitate equity in evaluation.

***25. Curriculum development should be part of a broader, more strategic process where the fundamental principle is to continually reinforce lessons from cadet training throughout an officer's career. Thus, the design of the Field Officer's Training course, and all In-Service courses should spring from this fundamental principle. Currently, the academy develops its various curricula to fulfill Independent (unit-based) objectives. [IN PROGRESS]***

- Training is continuing to focus on a unified curriculum that takes into account career development, identifying and addressing core competencies for career advancement, and integrating key lessons throughout the curriculum (i.e., leadership, problem-solving, ethics and the value of diversity.) The desire to strategically design the curriculum is in place and the details of how to implement the vision are being worked out. For example, Training is drafting a course catalog to document the content and sequencing of courses, as well as outline tracts to follow in career development.
- Cadet curriculum and the field-training program has been developed along a continuum and will be used for the current cadet class. The related skills and expectations are taught in the academy and then reinforced in the field.

***26. The Austin Police Department should institute a continual practice of evaluating its entire training curriculum. Each component of training (i.e., cadet, FTO, learned skills, advanced officer or in-service training) should be evaluated in terms of its effectiveness and for its support of the other components. [IN PROGRESS]***

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- At present, training evaluation consists of instructors and FTOs receiving student critiques, an end-of-class evaluation for cadets, cadets doing peer evaluations on each other, and focus groups evaluating the cadet training experience. The new civilian position described below (see recommendation 27) will be tasked with developing an objective process for continually evaluating the curriculum. Determining the effectiveness of training and whether training components support each other will be central to the revisions of the current evaluation methods.

***27. The Austin Police Department should consider developing a new civilian position that is responsible for continual evaluations of the entire training curriculum and the development of new courses and lessons. This position would be ideally suited to assess the training curriculum to determine if training is meeting the organizations mission and objectives. [NEEDS RESOURCES]***

- APD has assigned Dr. Ronnelle Paulsen from the Planning and Analysis Division to Training to begin work on training evaluation and curriculum. The department's vision for training includes several civilian positions to 1) administer and track course and instructor evaluations; 2) maintain student and instructor records; 3) assess and design curriculum; and 4) monitor the link between evaluations, outcomes in the Guidance Advisory Program (early warning), and training development.
- The department also recognizes that supplementing sworn training instructors with civilian support personnel for instruction, primarily retired officers, will build a stronger foundation for training over time.

***28. As identified elsewhere in this report, APD staff have noted gaps in the follow-up training of officers after they leave the academy. The noted gaps include changes in tactical procedures, differences in paperwork and processes, variations in standard procedures, and new strategies as identified by the department's executives. Many of these issues could be resolved through utilizing more roll call training sessions and continued use of standardized videos that are widely distributed and/or available through the department's Intranet. Visual media are always a powerful method for communicating changes about procedures, processes and strategies. [NEEDS RESOURCES]***

- Advanced training has historically been conducted in piecemeal fashion. The Advanced Officer Training section is currently in the process of creating a career development model in which the core competencies of officers at all levels will be identified and training will be provided to address the competencies. It is also imperative that incumbent officers are trained in the latest techniques and procedures that the cadets learn at the Academy.
- The department recently purchased software to implement an online training and testing system. Utilizing this system to administer short follow-up training modules will reduce the need to pull officers off the street and into the classroom.
- To fully implement a consistent and thorough advanced training curriculum, the Academy will need to implement a multi-media program with personnel and the proper equipment (see also recommendation 39). Examples of ways multi-media can be used includes:

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- Video taping role play exercises so that cadets/officers can see what they are doing
- Demonstrations of skills can be video taped and analyzed in slow motion
- Basic production of multi-media segments in traditional instruction so that the sworn Training Instructor can focus on lesson plans

**29. *The department must create a fundamental communications course which is delivered to recruit officers early in the academy setting. The skills which are the foundation of the communications course would be supported and reviewed within the context of all other tactical and community engagement classes. [COMPLETED]***

- In response to comments made by PERF during their site visits, the Training Academy created and implemented an additional 16 hours of instruction in communication for cadets. This is considered basic level communication and includes verbal judo. Including the 16 hours, there is a total of 48 hours of training on communication during the cadet academy.
- The Advanced Officer Training section is developing intermediate and advanced communication courses to address additional skills that officers need as they progress through the ranks. Elements from the communications courses are also reinforced in other courses, for example, courses on mental health issues, Taser deployment, or interviewing techniques.

### **FIELD OFFICER TRAINING**

**30. *The FTO manual should be restructured to incorporate the specific components that a probationary officer will need to know about in their development process. The officer should be able to find answers on how they will be evaluated, what standards will be used for evaluation, what timetable will be used and who will be conducting the evaluation. [COMPLETED]***

- APD's FTO program has been re-evaluated and the new standard operating procedures (SOPs) were signed in January of 2005. The FTO manual (same as SOPs) was restructured and rewritten and will be used in May 2005 when the FTOs are trained (see recommendation 33).

**31. *In order for new officers to be fundamentally effective, it is suggested that the academy training staff integrate elements of community policing, problem solving, and diversity awareness into all curriculum events, including working with special populations. FTOs should be taught how to complement academy training in these areas. [IN PROGRESS]***

- The FTO recertification course and basic FTO course will be designed with community policing, problem solving, and diversity included as a key elements. FTOs will be updated on the cadet "community immersion" experience so they can further reinforce the related concepts in the field.

**32. *The Austin Police Department must continue in its path of always encouraging continual learning and improvement, which includes an organizational demand for sustaining a high level of cultural competence. Cultural competence could be defined as the ability to value the importance of culture in the delivery of services.***

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*Activities that support an environment of cultural competence would include creation of department-wide strategic objectives for reaching competency, development of cultural knowledge through training, reinforcement of academy training during in-service and FTO phases, reinforcement of objectives at the supervisor level within each work unit, utilization of self assessment techniques for department members and department programs, utilization of clear objectives for policies and practices related to cultural engagement, inclusion of cultural competency within the evaluation of each sworn officer and using continuous quality improvement practices to reaffirm and support cultural engagement activities. [COMPLETED]*

- Cultural competence is already being addressed both in the academy and the field-training program. Specific programs such as community policing and the cadet community immersion program, and courses on topics such as communication, leadership, and Tools for Tolerance all emphasize making the cadet and probationary officer more self aware and better equipped to serve the Austin community.

**33. The APD's Field Training Officers (FTOs) should receive 8 hours of annual follow-up training regarding the latest changes to procedures and practices. The annual event would also provide an opportunity for feedback to the academy staff on the product of academy training for recruits. The one-day block of training should be delivered just before FTO's receive a cadet. This would ensure that FTO's are fully briefed on the training the cadets have received as well as an opportunity to pass along specific information about individual cadets. [IN PROGRESS]**

- In 2006, APD will begin an 8 hour annual follow-up with FTOs.
- Beginning this year, the FTO curriculum has been reviewed to be sure it reinforces what is taught at the Academy. APD will implement a new 40-hour FTO re-certification course for current FTOs that will take place in March 2005, prior to the graduation of the next Cadet class. The new FTOs will be required to take an 80-hour Basic Field Training Officer Course also in March. The re-certification and basic courses will cover:
  - Communication/ de-escalation techniques
  - Leadership
  - Policy
  - Adult learning concepts
  - Reinforcing the problem-solving techniques taught at the academy
- All current and new FTOs must meet the new standards related to discipline, passing a written examination and having positive evaluations from peers and supervisors. Only those officers who receive approval from their own Commander and the Training Commander will be selected as FTOs. FTO Supervisors will attend a four-hour orientation course to be sure they are knowledgeable about new procedures. Finally, there is a new process to remove FTOs who cannot meet the qualifications or have been suspended from the department.

**34. Each FTO should be debriefed regarding the field training process after each recruit. The debriefing would examine what functioned well and what was not functioning well over the course of the training process. The FTO would also receive feedback from the recruit officer. [IN PROGRESS]**

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- It is the current practice to bring the FTO's and recent graduates back in focus groups to evaluate the FTO training process. In the future, closer attention will be paid to documenting the outcome of the focus groups to track the pros and cons of training program over time.
- Individual FTOs will also receive specific feedback from the recruit they supervised and the information will be tracked over time to gauge their performance. The FTO will get this feedback in December of 2005 and the feedback process will repeat in December each year thereafter.

**35. The PTO program should be strategically evaluated as a possible replacement for the current FTO program. The basis for assessment would include alignment with organizational values, long-term strategy, and objectives. As part of the assessment process, the agency should involve current FTO's, patrol supervisors, academy staff as well as recently trained officers who have demonstrated a high level of maturity in their current police officer role. The assessment should verify that the PTO program had clear advantages over the current recruit orientation process before implementation. [COMPLETED]**

- Training staff visited the Reno Nevada's Police Training Officer (PTO) program and their assessment of the program resulted in revisions to APD's FTO program. The revisions include the most important elements of PTO: employing adult learning techniques, officer participation in structured community oriented policing projects, and enhanced expectations of Training Officers. The FTO training includes DR participation during the Problem Solving Project and the Neighborhood Analysis project.

**36. District Representative Officers (DRO's) should be incorporated into the standard assessment of the academy's effectiveness in preparing recruits for their job as patrol officers. [IN PROGRESS]**

- District Reps will be included at several stages in the process of recruiting, hiring, training and assessing probationary status for new officers. As mentioned earlier, DRs will be included in the focus group assessment of recruiting techniques, they already participate in diversity training for Cadets, they will work with FTOs on POP projects, and they will serve as a member of the officers' Field Training Review Board.

### **IN-SERVICE AND CAREER LEARNING**

**37. The academy should develop organizational guidelines and associated performance expectations for in-service instructors that specify the amount of activity each instructor should devote to course preparation, instruction, oversight, and professional development. The academy has no clear basis from which it can determine whether an in-service instructor is devoting an appropriate amount of time to important functions like lesson planning and course delivery, or if they are overwhelmed with other administrative tasks. A better understanding of their use of time will assist the academy in better aligning duties with personnel. A secondary benefit will be that the academy may then develop a stronger business case for enhancements to the existing personnel roster. At the present time, the data cannot either support or reject a call for more instructors. [IN PROGRESS]**

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- With the understanding that preparation for each class is different, the aforementioned activity log measures such factors as course development, preparation time, facilitation and coordination, as well as instructor classroom hours and training hours. This tool should better provide a benchmark from which to develop expectations of how instructors should utilize their time. (See also recommendations 12 – 14 regarding cadet instructors.)
38. *Time and task measures should not be aggregates of the activities of in-service and contract instructors. The current measures cannot distinguish between the two so it is difficult to measure the actual classroom time of in-service instructors, or their cost effectiveness. A more rigorous set of measures would produce a better understanding of how many instructors are actually needed. [IN PROGRESS]*
- Advanced Officer Training intends to expand the classroom time of its instructors once the training needs for both officers and instructors have been identified. The new activity log will measure both classroom instructor time and time spent coordinating outside instructor training. The summary reports will also reflect the difference between officer time as instructor versus coordinator. (See also recommendations 12 – 14 regarding cadet instructors.)
39. *As the academy moves toward a greater reliance on video and computer-based instruction, consideration should be given to placing the bulk of the scripting and production responsibilities in the hands of civilians with related competencies. In-Service Unit instructors should, at the most, be consulted on the subject matter of the production, and where an outside subject matter expert is not used, as the on-screen instructor. [NEEDS RESOURCES]*
- The training Academy has much use for an on-site video production expert; video training can replace and/or complement actual instruction (see also recommendation 28). A civilian production expert would allow officers to serve as subject matter experts, although officers serving in that role will still be needed during filming and editing processes to ensure quality training. The department will explore requesting a civilian position for video production in the Fiscal Year 2005-2006 budget.
40. *The Austin Police Department must review its policy on providing incentives for specialized assignments such as instructors at the academy. The instructors hold key responsibilities over the professional development of all members of the Austin Police Department, and the organization should signal a commitment to professional development by attracting only the most highly qualified personnel to the instructor corps and providing commensurate compensation. [IN PROGRESS]*
- The response for this recommendation is the same as recommendation 17. At present, supplemental pay represents compensation for duties an officer performs in addition to his or her assigned duties. Supplemental pay would require a change in the Meet and Confer contract that amends State civil service law. It is likely that the change will not be considered until the next opportunity for contract negotiations which will take place in 2007. APD will seek other methods to recognize the commitment and contributions of training staff, for example, the creation of a service ribbon for FTOs and Academy instructors for those that serve a minimum period of time in those assignments.

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**41. Where possible, the department should try to integrate use of force, communication skills, and valuing diversity into training courses that can be delivered either through electronic media or on-site lectures. These courses should be mandatory and incorporated into a schedule of annual qualifications. The APD should consider creating a modified 'use of force' curriculum for 'roll-call' training. Providing mini-blocks of instruction structured to be imparted on officers intermittently throughout the year will reinforce the department's use of force requirements. A twenty-four hour curriculum can potentially be apportioned into ten-minute 'roll-call' blocks, allowing a continual stream of reinforced principles on use of force. [IN PROGRESS]**

- Use of force training will be integrated into annual refresher training for FTOs and into the upcoming Corporal training program. Corporals will be given a use of force lesson plan and trained by Academy staff. The corporals will, in turn, be responsible for refresher training for their shifts and they will also conduct use of force refreshers each time they train with officers on the new weapons simulator that is planned for 2006.
- Communication training for Cadets includes 8 hours of verbal judo, 8 hours of communication excellence, and 16 additional hours taught by APD training instructors. Diversity training for Cadets includes the Tools for Tolerance training that is also being provided to all police officers within the department.
- The Training Instructors are beginning to use electronic media for roll-call training. Video of the training topic, for example an update on Taser operations, is distributed to patrol for the officers to watch at the substations. This method would be used more often if the Academy had a dedicated Multi-media support person- preferably a permanent civilian position- to video, catalog and distribute the training tapes (see also recommendations 28 and 39).

**42. As mentioned, most agencies limit use of force to what each State certification body requires. A positive enhancement to the training of new police recruits should be in "Training to Reduce Police-Civilian Violence". Rather than focusing entirely on when levels of force are to be employed, a concentration on strategies and techniques to prevent and reduce police use of force is equally important. Stressing realism, tailoring the training to Austin's officers and community experiences and needs, ensuring training does not create a fear factor on the part of the officers, and concentrating on officers conduct rather than incident outcomes should be the underlying training philosophy in use of force. [COMPLETED]**

- The current lesson plan on use of force addresses far more than levels of force. The training emphasizes gaining compliance through an understanding of psychological factors and how officers should use communication skills to minimize use of force. Cadets are taught strategies to reduce the need for force, including officer self-control and understanding of prejudices, emotions and attitudes. The scenario-based use of force training was revised to include role-play exercises where cadets learn how to deescalate situations. The training is currently being implemented in the cadet class.

**43. APD has an opportunity to utilize the corporal's position in a unique and organizationally needed format. It is PERF's recommendation that the job description be developed to include responsibilities for organizing, delivery, testing, and documentation of recurrent training programs such as the recommended roll call sessions. [IN PROGRESS]**

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- APD already uses corporals in the training process. They have provided patrol training on in-car video, pursuits, high-risk traffic stops, and Homicide In Progress Scenes (HIPS). They have also provided roll-call training on swift water rescues, using stingers, and updates on Taser policies and Identifying Weapons of Mass Destruction (WMD) and Chemical, Biological, Radiological and Nuclear (CBRN) training. APD will review and revise the Corporal's job description to reflect these new responsibilities.

### **COMMUNITY ENGAGEMENT**

- 44. The department should place greater emphasis on its commander forums. These currently are missed opportunities for valuable two-way communication between the police and the community. Attendance has reportedly diminished to a small group of "regulars" because most members of the community find the meetings non-productive. The police release what they want to say, and little more gets accomplished. The commanders need to expand the meeting agendas to cover information they want to release, but also encourage their public to air concerns about crime, disorder, traffic, quality of life issues, police activities, and more. There needs to be more representation from other components of the department to make presentations on what the department is doing to address a myriad of problems. From time-to-time, the commanders may wish to bring representatives from other areas of government to keep their public up to date on matters of interest. Most importantly, the meetings must also allow the public to ask pointed questions to which they should get answers. Not all questions can be answered immediately, but researched and honest answers should follow. This establishes dialogue and a greater ongoing interest in future attendance.**

***Much was said about the department's failure to widely announce meetings and activities, and with sufficient lead-time. This was even evident in the meetings the department arranged between PERF and various community representatives. Several such meetings were poorly attended. Meetings should be announced with significant lead-time along with the proposed agenda, to create broader community interest in the forums. [IN PROGRESS]***

- APD will evaluate the process of notifying neighborhood organizations and businesses about upcoming Commander's Forum meetings.
- A calendar of Commander's Forum meetings for the first quarter of 2005 has been established and posted on the City website, newspapers and newsletters. The posting will be updated quarterly and the Commanders will be strongly encouraged to hold the meetings on a routine date, for example the first Tuesday of the month, in the same place each month.
- Several discussion topics are being suggested to the Commanders for use in their meetings. For example, this spring and summer they will be providing citizens with copies of APD's recent publication entitled "Unlocking the Mysteries of Policing" funded by a grant from the Dept. of Justice, COPS Office. The Commander will have a pre-tested list of discussion questions and access to alumni from the department's Citizen's Police Academy who can help lead small group discussions.



## **Response to Police Executive Research Forum (PERF) Recommendations**

**45. The department should consider adding uniformed personnel to its Public Information Office.** *This is not to suggest that the current staff is ineffective, but the PIO is the face of the department to many members of the public. The face the public sees should be a recognizable uniformed member of the department. Many departments seize the on-camera opportunity that accompanies press releases and interviews about newsworthy events to establish a relationship between the "face of the Department" and the public. The uniformed face they repeatedly see becomes an icon and symbol of trust and integrity. For example, in Washington, DC the same police sergeant has been the PIO for three decades. He is recognizable throughout the city and he brings great credibility to the information he releases. Departments with diverse populations find PIO positions an ideal opportunity to showcase that they are also represented by a diverse group of officers. Again, each of these possibilities can be in combination with the current PIO operation, not in place of it.*  
**[COMPLETED]**

- APD has tried including uniformed personnel in the Public Information Office as recently as 2003. The mix of personnel did not work out well, public relations suffered, and media representatives strongly supported going back to a civilian-run PIO. It is possible that the "right" officer(s) for this job will emerge in the future, but the department is not planning to add uniformed personnel to our PIO anytime soon.

**46. The department should increase its efforts at publicizing its good news.** *Understandably, when a department is the focus of negative media attention, it is unlikely that the local news outlets will be interested in "feel-good" stories about the department. But many departments have acknowledged that good relations with the media must be cultivated at all levels. By maintaining an honest and open relationship, offering whatever is possible to the media on a regular basis, the media is more likely to pick up news releases that focus on the department's positive initiatives. The San Jose, CA Police Department enjoyed such an open relationship with the media, there was a desk for the Mercury-News in the outer office of the chief. This may not be ideal as it would not be possible to accommodate all the news outlets in a major city, but it speaks well of the level of close relationship that can be achieved.*  
**[COMPLETED]**

- APD works on an ongoing basis to publicize good news. Most news stories are neither positive or negative, they're just informational regarding murders, traffic fatalities, rapes, suspects sought, etc. About 45% of all the news that is generated by APD's PIO is positive in nature. APD regularly receives coverage for "feel-good" stories even when the department has been the focus of negative publicity. The PIO staff has worked exceptionally hard at cultivating the relationship with the media. In fact, in October of 2004 the Chief and Assistant Chiefs along with PIO staff met with all media outlets to discuss the relationship between APD and the media. The media had no complaints and several commented on how the relationship now "was the best it had ever been". APD will continue to host meetings with the media at least once a year.

**47. The district supervisors need to acknowledge the importance of meeting community needs through the DRO program. The supervisors should assertively support the DROs efforts to maintain contact and support for community interests, and not consider the work of the DROs as expendable.** **[COMPLETED]**

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- The importance of District Representatives is routinely reinforced throughout the department in statements from the Chief, internal and external commendations regarding the benefits of their work, and newsletter articles on their efforts. The Assistant Chief over Patrol and the Patrol Commanders will make every effort to reinforce the importance of the DRs.

There are a few higher priorities such as maintaining critical levels of first response staffing or problem solving projects to reduce serious influxes in crime. These priorities may require DRs to work temporarily on other assignments, but that should not be interpreted as labeling the work of DRs as expendable. Hopefully reports to PERF about being expendable are not simply misunderstandings about the department's primary mission and priorities.

**48. *Since DR officers are seen by the community residents as a primary bridge for addressing local community concerns, they [DRs] should contribute to the short-term district strategies for responding to crime and disorder issues in neighborhoods. [COMPLETED]***

- The Assistant Chief over Patrol talked with the Commanders about methods to include DRs in strategy sessions about neighborhood crime.

### **ENGAGEMENT WITH ORGANIZED COMMUNITY GROUPS**

**49. *The department must strengthen the ties between its patrol officers – from the very top to the officer on the beat – and the public they serve. Repeatedly, the PERF team heard that in several communities there were disconnects between commanders and community representatives, DROs who were utilized in other capacities, and patrol officers who were not interested in community engagement. Despite the best efforts of the chief and others in various components of the department who do their best to strengthen relationships throughout the city, it is at the patrol officer level where the greatest potential for strife, distrust and dissatisfaction lies. The farther removed the patrol officers, their supervisors, and their commanders are from their public, the likelihood increases that diminished public support will prevail. The department must seize every opportunity to strengthen these everyday relationships at meetings, commander's forums, through DRO activities, in problem solving initiatives and through the resolutions of quality of life issues, in every district, every beat and every block. [COMPLETED]***

- The department has several initiatives aimed at getting Patrol Officers involved in community activities. Some of those initiatives include:
  - Officers participating in the APD Speaker's Bureau are provided training on public speaking and they practice a clearly defined departmental message. The speakers present information at neighborhood and civic events where they discuss issues and answer questions from citizens.
  - Officers working in the Downtown Area Command participate in a "Meet and Greet" program where they go to door-to-door to business establishments. The officers introduce themselves and inquire about issues the merchants might have.
  - Operation Restore Hope is a quality of life initiative that focuses on small neighborhoods (usually a couple of blocks or a large apartment complex) in the North Central Area Command. Officers work with residents to clean up the neighborhood, bring facilities up to code, introduce social services, and implement

## **Response to Police Executive Research Forum (PERF) Recommendations**

strategies that will sustain the positive changes. This initiative is being expanded into other Area Commands.

- Community Liaisons routinely pull officers from patrol into safety fairs and other civic events.
- Most Commanders require police officers, beyond their District Representatives, to attend their Commander's Forum meetings.

**50. *The department should develop a multi-phased survey strategy with results translated into a formal policy and practice development process. An annual community survey to understand community perceptions about crime, fear, police relations is a valuable tool for the department to use in identifying areas that need to be strengthened. A separate, random, quality control initiative – aimed at persons who were the recipient of police service – provides more specific insight into satisfaction as it relates to the service provided in particular events. This can be accomplished by formal "staff inspection" style random contacts of persons who reported incidents/crimes, received traffic citations, complained about police service, and others who had contact with officers, to establish overall levels of satisfaction, and to identify high- and low-performing officers. [COMPLETED]***

- Austin already does an annual citizen survey that measures community perceptions of crime, fear and police relations. This survey asks the subset of respondents that were in contact with the police about their satisfaction with police services. We do not use the results to identify high and low performing officers because the survey doesn't ask for names, but we do look at an analysis of the data broken down by the area commands. This survey information is fully funded, reliable and consistent with what is gathered in other cities.
- The Victim Services staff sends customer satisfaction response cards to the persons they have worked with, but the research is small in scale. Overall, the department does not have the staffing necessary to systematically get in touch with police contacts. We will look for opportunities to partner with academic researchers who might be interested in this type of information, but until that occurs we will rely on the annual citizen survey.

**51. *The department should strive to understand the issues of importance to its employees. Recognizing that a great many suggestions and requests from employees are not always fiscally possible, and others are better handled through bargaining and contracts, the department would benefit from periodic evaluations submitted by members and rating issues such as; training, equipment, teamwork between units and workgroups, supervision and guidance, the state of community relations, effectiveness of community policing, community projects, etc. Officer and civilian employee input on topics they deal with first-hand, is invaluable. Practicing excellence in communications internally will translate into excellence in communications externally. [COMPLETED]***

- We recognize the importance of improving internal communications. APD currently involves employees, sworn and civilian, in numerous efforts to gather information about operations. The topics range from process improvement to resources needed in budgeting to rewarding excellence in the workplace. The City also does an annual survey called "Listening to the Workforce" and the police department routinely looks at the analysis of the police employee responses. While maintaining open communication is a constant struggle, executives will continue to remind department managers of the importance of gaining input from first line employees.

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- There is also a mechanism in place for employees to communicate private issues that are important to employees. Every 1<sup>st</sup> and 3<sup>rd</sup> Tuesday from 5:30 to 7:00 p.m., Chief Knee has "open door" time where any police employee can talk directly to him. During this time, all other Executive Staff must leave or close their office doors in order to protect the anonymity of the employee. Chief Knee has been holding these sessions since February 18, 2004.
- In February 2005, APD Finance distributed a survey each to all police employees to gather their input on equipment needs and department operations prior to crafting the department's proposed budget. This practice will continue in future years.

### **COMMUNITY AND OTHER FEEDBACK MECHANISMS**

**52. The TCLEOSE Advisory Board should undertake training in the evaluation of curricula and other related courses, when appropriate. If the Board is to institute a process of detailed examination of police training programs, it would be helpful to their efforts to have certifications in the basics of adult-based learning principles, police and law enforcement training methods, and other similar topics. [IN PROGRESS]**

- Training instructors routinely provide the TCLEOSE Advisory Board demonstrations on subjects like use of force, Taser deployment and crowd management techniques. They are also debriefed when police have been involved in a critical incident. Recognizing that the Board has not received general training on the training curriculum, the Training staff began a series of presentations in November 2004 on what is currently being offered at the Academy. Board members are also encouraged to attend the department's Citizen Police Academy. This will prepare the Board to take on more proactive roles in the future.
- The second phase of the process will involve two elements: identifying the strengths of Board members and consulting members on important training decisions. The Training staff will regularly present any major changes in the training curriculum or training-related activities to the full Board in order to get their feedback. However, some of the Board members will be interested in the details of curriculum development while others may prefer assisting with outreach efforts in Recruiting or supporting fundraising efforts associated with building a new facility. The Board is a diverse group of people, some of whom are college professors who are actively engaged in adult education. Other Board members have strong community ties and staff will rely on their expertise in recruiting.

**53. The monthly briefings provided by the academy staff to the TCLEOSE Advisory Board can be enhanced through the advance distribution of briefing notes to members of the Board. The briefing notes can be reviewed prior to the Board meeting, thereby reducing the need to have an extended briefing at the start of the meeting. Members of the Board will be able to develop on their own a series of pointed questions that can then lead into more substantive work on the development of measures of effectiveness. [COMPLETED]**

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- Since the November 2004 meeting, briefing notes have been distributed to Board members prior to the start of any TCLEOSE Advisory Board meeting.

### **CITIZEN COMPLAINT PROCESS**

*54. Information that emanates from complaints against officers can be an excellent compilation of training shortfalls. This data offers insight relative to mistakes officers make, where the public thinks the department or officers fall short of meeting their expectations, the circumstances in which policies are not properly adhered to, when the ineffective communication takes place, and more. The department recognizes this and does informally, pass information from internal affairs to training about a specific officer's remedial needs. However, detailed information as to opportunities to reduce complaints through an aggressive in-service training program that focuses on actual departmental experiences is not being pursued. The training and internal affairs commanders should meet regularly (semi-annually) to surface training opportunities from real experiences. When extraordinary issues surface, the meetings should be as needed. [COMPLETED]*

- The Guidance Advisory Program (GAP) is an early intervention program in development for the Austin Police Department. Six different areas indicative of problem behavior are examined and evaluated by the GAP administrator and alerts are sent to appropriate chains of command if thresholds are exceeded. If a need exists, the chain of command then intervenes with the officer and recommends appropriate training and/or counseling. One of the six areas examined is Internal Affairs' complaints. As a consequence, the GAP administrator has access to IA case files and attends weekly IA briefings. The GAP administrator is in a position and should be alert to patterns of behavior that suggest training in a particular area may be indicated. He has access not only to IA files, but the investigators and chain of command of the Internal Affairs Unit. The GAP administrator can seek input and suggestions by IA personnel and, since GAP is a part of the Training Division, bring suggestions to the Commander of Training and the Training staff regarding his findings.

*55. The current practice of not investigating anonymous complaints should be stopped. One cannot assume that an anonymous complaint is invalid. It is understood that there are investigative limitations when a complainant does not exist, but the department must ensure it investigates all allegations of misconduct. [COMPLETED]*

- It is untrue that the department does not investigate anonymous complaints. Civil Service law prohibits an investigator from conducting an interrogation of a police officer if the complaint is based on a complaint by a complainant who is not a peace officer, unless the complainant, who is not a peace officer, verifies the complaint in writing before a public officer who is authorized by law to take statements under oath. APD General Order A109 section .01C states that "Internal Affairs will investigate complaints made by Department employees and residents, including those made anonymously." The APD employee receiving the anonymous complaint certifies in writing, under oath, that the complainant was anonymous. APD even investigates complaints generated through Crime Stoppers, which is totally anonymous.

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**56. The relationship between the Office of the Police Monitor and the APD should be strengthened. The very nature of the role of the monitor's office demands that the office remain somewhat detached from the police or its credibility as an objective agency will be lost. But there is no rationale for the feeling by some in the APD that the monitor's office is seeking/soliciting complaints. The members of the APD should be better informed as to the actual workings of the office and how the work of the monitor's office can actually allay many of the suspicions that some citizens harbor about the police. [IN PROGRESS]**

- In December 2004, the Police Monitor began attending roll call meetings at the beginning of patrol shifts to introduce himself, describe what his office does and answer any questions the officers might have. These meetings will continue in 2005. Mr. Cumberbatch spent two hours with the APD command staff at a retreat in January 2005. We will continue to look for ways to improve positive and educational dialogue between the Police Monitor and APD officers.

**57. A review of the Use of Force policy has led to the following recommendations [IN PROGRESS]:**

- *The discretion allowed to police officers in determining whether or not the arrestee has "a consistent and repetitive complaint of pain" may be too broad. For example, a baton strike to a large muscle-mass of an intoxicated subject may not result in complaint of pain but would certainly be considered a use of force.*
- *Most police departments require a report form for all use of force deployments – short of mere complaint handcuffing. A modified, less-detailed form could potentially be used for force incidents without injury. This more stringent requirement will provide the department with a more complete picture of how often force is used and especially will highlight how often incidents are resolved without any injuries.*
- *K-9 deployments which do not result in a bite should also be documented and included in the database. Again, a more complete picture will be available of how often canine force is used and will highlight how often incidents are resolved without any injuries.*
- *The current policy does not specify the time from requirements for completion of the report form. APD should modify the existing policy to include specific perimeters for completion of the form.*
- *The current policy does not outline the supervisors' responsibility for completion of the form and signing off on the form. If there are expectations of what the supervisor should review and what "comments" would be included on the report form, the policy should provide additional guidance.*
- *The current policy does not outline when a supervisor should personally take responsibility for investigating the details of a use of force incident or when the supervisor should request assistance from other units for the investigation of use of force incidents. Additionally, did the supervisor note any non-police witnesses, review video camera recordings (i.e., squad car, non-police surveillance, etc.) or audio recordings.*

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- *The current policy does not outline the expectations for "chain of command" review. Additional guidance should be outlined for the lieutenant and the commander on what aspects of the reporting process are important to monitor and/or take action. For example, should the commander wait for the periodic report or should the commander keep unit statistics in order to take pre-emptive action regarding noticeable unit trends?*
- *While an annual report is important for monitoring long-term changes, the Training Academy should provide district commanders with other interim reports such as quarterly review of force incidents within their sector.*
- *The Training Commander has been tasked with forming a committee to review the Use of Force policy and the related forms. The committee will address the portion of the policy dealing with TASERs first, then go back over the rest of the policy. The committee will take into consideration all of the recommendations provided by PERF during their review. Final revisions will be completed and submitted for adoption by May 1, 2005.*

### **58. A review of the Use of Force Report Form has led to the following recommendations [IN PROGRESS]:**

- *In the first section, two options are allowed for either an "Arrest" or "Offense Report Only." If there was a use of force but no arrest, the circumstances for the decision not to arrest should be detailed for inclusion in the database.*
- *The violations which led to the initial police contact as well as any other violations which occurred during police contact should be listed.*
- *Additional insight into the use of force incident could be derived if the height and weight of the officer and the offender are included.*
- *When listing the employee's injuries, it could be beneficial to know if the injury occurred prior to the use of force (i.e., unprovoked attack) or if the injury occurred during the effort to gain control and make the arrest.*
- *Either the officer's supervisor or the Training Academy should verify the training and certification history of the officer in the type of force that was used in the incident.*
- *Either the officer's supervisor or the Training academy should include the include the previous history of use of force by the involved officer(s).*
- *The single-word descriptions for "subject's actions" could lead to misunderstandings of what actually occurred. It is recommended that a more detailed chart for level of resistance and the officer's actions to gain control be developed. (State of Ohio form would be considered an effective alternative for this section.)*
- *Many California law enforcement agencies are utilizing a separate "Force Effectiveness" form to track the force options used and their effectiveness. The number and type of force options described provides more insight into actual events. The level of effectiveness is captured on a multi-number scale from "Used but not effective" to "Most effect." (San Diego form would be considered an effective alternative for this component.)*

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- *The reporting form could also include options for describing the apparent impairment of the subject (i.e., alcohol, drugs, mental disability, etc.).*
  - **SAME RESPONSE AS RECOMMENDATION 57.** The Training Commander has been tasked with forming a committee to review the Use of Force policy and the related forms. The committee will address the portion of the policy dealing with TASERs first, then go back over the rest of the policy. The committee will take into consideration all of the recommendations provided by PERF during their review. Final revisions will be completed and submitted for adoption by May 1, 2005.
- 59. A review of the internal annual report has led to the following recommendations [IN PROGRESS]:**
- *The analysis of data, as described above, must be included in the annual report. The senior supervisors of the department should provide guidance to the Training Academy on the types of analysis that is expected. District commanders should also provide guidance as to the types of collective information which will help them manage their assigned staff in regard to use of force events.*
  - *In compliance with policy and after substantial analysis, the Training Academy should address whether changes are needed in policies, training methods, or equipment.*
  - *Since the current report distinctly captures that the highest numbers of force incidents are committed by officers with very little experience, the Training Academy should focus on the relevance of recruit training as it is applied in field situations. While the assumption cannot be made that the inexperienced officers are applying force inappropriately, further analysis should determine if the new officers could use additional training and development of judgment and decision making.*
  - *While the Training Academy is tasked with producing an annual report, the staff members would not normally have access to discipline records. Therefore, this required component of the annual report should be tasked to the appropriate staff members who have access to these records. In conjunction with this element, additional analysis could also be applied to the citizen complaint system in reviewing the sustained or exonerated complaints related to a use of force event.*
  - *As recommended above, if additional categories are added to the reporting form for the type of force used, additional analysis can be applied to the review of instrumentalities as well as the training associated with each type of procedure.*
  - *The Training Academy staff may wish to consider adding a component to the report that describes the events in which the use of less lethal force has prevented injuries to officers and/or subjects.*
- **The Training Commander is also responsible for the content of the Annual Use of Force Report.** The Commander will take as many of the aforementioned suggestions into account as he can while supervising the analysis of the 2004 data, the report writing, and report dissemination.



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- Many of the Use of Force suggestions from PERF will take two years to fully implement. For example, policies and forms that are changed in 2005 will not result in a full year of use of force data until the end of 2006. Therefore, the earliest that the new data can be fully analyzed in an annual report would be the winter of 2007.