



MEMORANDUM

TO: Mayor and Council Members

FROM: Rey Arellano, Assistant City Manager 

DATE: February 11, 2022

SUBJECT: Update to Austin City Council Prior to Commencing Austin Police Department Training Academy 145th Cadet Class

This memorandum provides an update on Austin Police Department's (APD) preparation for commencement of the 145th Cadet Class at the APD Training Academy. On March 24, 2021, City Council passed Resolution No. [20210325-037](#), which directed long and short-term changes recommended by Kroll & Associates (Kroll) to be implemented in the 144th Pilot Class of the reimagined Training Academy, the 145th cadet class, and future classes.

The short and long-term recommendations followed Kroll's initial review of the APD Academy. APD has successfully addressed almost all the initial review recommendations and is on schedule to complete remaining tasks prior to the start of the 145th cadet class. APD has also addressed almost all the additional recommendations made in Kroll's interim report which covers the evaluation of the 144th Pilot Academy cadet class.

The sections outline the following:

- Summary of Kroll Evaluation and Recommendation timeline.
- Recommendation implementation progress and process, including verification from Kroll, following initial evaluation of the 144th Pilot Academy Cadet Class.
- Diversity within the applicant pool for the 145th Academy Cadet Class.
- Goals, strategies, and challenges associated with the non-academy elements of the Kroll interim report.

Kroll Review and Recommendation Timeline

Kroll provided a summary report on March 2, 2021 which outlined recommendations based on a review of the Academy prior to the start of the 144th Pilot Academy. The summary report included short-term and long-term recommendations. On March 25, 2021 the City Manager presented his Blueprint for a Reimagined Academy to City Council which outlined a plan to complete or initiate short-term recommendations prior to the start of the 144th Pilot Academy. Kroll assumed the role of independent evaluator for the 144th pilot Academy to determine if the recommendations made in the initial evaluation were adequately implemented. As a result of the independent evaluation, Kroll made

additional recommendations which were delivered in an interim report on October 14, 2021. Progress on interim recommendations, while not tied to the Academy Blueprint, are important goals for the Academy and are included in this update.

Progress on Short-term Recommendations

Kroll identified 18 short-term recommendations in their initial evaluation of the Academy. Of the 18 recommendations, 17 have been completed and verified by Kroll. One short-term recommendation requires obtaining appropriate civilian staff support within FY22. Detailed task and progress notes are listed in Table 1.

Progress on Long-term Recommendations

Kroll identified 16 long-term recommendations in their initial evaluation. Of the 16 recommendations: 10 have been completed and verified by Kroll; two are in progress with a completion date later in FY22 due to the extent of the work; and three of the recommendations are in progress with an expected completion before the 145th Cadet class. One recommendation is still under consideration as the response requires the coordination of various units with budgetary considerations. These tasks and progress are noted in Table 2.

Progress on Interim Report Recommendations

Kroll's interim report identified eight additional recommendations. APD began work on these tasks immediately. Of the eight recommendations, six have been completed and verified by Kroll, and two, which include substantial budgetary considerations and long-term planning, are being considered by the department. The recommended tasks and status are noted in Table 3.

Transformative Change in APD's Training Academy

Transformative change such as moving from a warrior to a guardian mindset, cannot be quantified as easily as the list of completed tasks, yet it is this kind of transformation that is crucial to continual progress. A combination of changes has redefined the Academy. Importantly, changes to Academy protocol, which has redefined processes, has created a context where the Academy will continue to transform with commitment to community involvement and adult learning principles. The following section illustrates fundamental changes to APD's Academy.

Community Involvement

Several recommendations placed importance on involving the community in training for cadets. Community members are now involved in development of curriculum and training materials. During Academy classes, there is direct community involvement with cadets.

Community Involvement in Development of Curriculum and Training Materials

Community involvement substantially expanded during the 144th Pilot Academy by utilizing a curriculum committee in the process of developing curriculum and training

materials. Prior to the 144th Pilot Academy, training staff established the Academy Curriculum Review Committee (ACRC) and re-established the Community Video Review Committee (CVRC). Both committees worked throughout the 144th Pilot Academy reviewing materials and incorporating community perspectives into lesson plans and training materials. Many committee suggestions were implemented right away. Of note, the committee defined its structure and processes to enable this type of community involvement to continue.

Duties of the CVRC were incorporated into the ACRC, and the review, revision, and reporting processes for ACRC were defined. At present, the ACRC works under a defined charge in an efficient process that is fully integrated with Academy internal curriculum review. This situates community participation in curriculum review within a standard business process making community review a standard feature of the Academy's curriculum review and revision process. These functions have been incorporated across all training at the Academy, not just cadet training. Community involvement in curriculum now extends to areas such as continuing education and is incorporated regardless of the provider, which could be APD, an outside expert, or an adaptation of existing training.

Community Involvement in Training

Incorporating community members in the training process is a key goal. Several 144th Pilot Academy courses were taught or co-taught by subject matter experts from the community. Structural changes to the Academy provide a mechanism to continue expanding this type of community integration. Changes include hiring a part-time community liaison to assist with maintaining community relationships and managing community participation. Funding for community teaching and curriculum support is set aside for the 145th Academy and is in the future budget. Furthermore, as with curriculum development, community participation in the training context has extended beyond the Academy to include all areas of APD training.

Culture of Adult Learning

Shifting to a culture of adult learning has been a focus area. The internal curriculum review process includes consideration of adult learning activities. Greater awareness of pedagogy has come about in the process of preparing training staff to make changes in line with best practices in adult learning methods. For example, rather than simple engagement in open-ended discussions, instructors are beginning to structure discussions around knowledge assessment and the most important learning outcomes within a module. Expansion of civilian training staff is in process and proposed for later budgets, which includes expanding the ability of the Academy to prepare instructors to develop and deliver curriculum using best practices.

Adult learning principles also intersect with community involvement in both the curriculum review and instructional involvement. Subject matter experts that will teach in the academy are considered for both the subject knowledge as well as their awareness of pedagogical practices. Maintaining active participation of current educators as members of the ACRC has been incorporated into the strategic vision for the committee. This is another opportunity for adult learning to be further incorporated into all curriculum at the Academy. Consistent with the vision, the focus on adult learning has been expanded beyond cadet training and now represents an important consideration for all training offered by the Academy.

145th Academy Cadet Class Hiring Pool

Commitment to change within APD as an organization is reflected in areas beyond the Academy. To illustrate commitment and the potential for the future of policing in Austin, this section presents information on recruiting efforts that support the goals of diversification as outlined by Kroll.

The 144th Cadet Class is the most diverse cadet class in the history of APD's Training Academy. The Recruiting Division has worked diligently to address recommendations by Kroll that support change. The division has actively worked to increase diversity within cadet classes. To that end, the current cadet pool for the 145th Cadet Class is even more diverse than the cadet pool for the 144th Pilot Academy.

Black representation has increased 24.4% in the 145th Academy applicant pool. Hispanic representation has increased 10.0% in the 145th Academy applicant pool. Asian/Pacific Islander representation, the most underrepresented racial/ethnic group in APD, has increased by 50.4% in the 145th Academy applicant pool. Moreover, representation of Blacks and Hispanics in the current 145th Academy applicant pool exceeds representation in the city as reported in 2020 Census. Asian/Pacific Islander representation, while less than representation in the city, showed the largest percentage growth.

Gender representation is roughly similar when comparing the 144th Pilot Academy and 145th Academy applicant pools. APD recently announced its participation in the national [30 by 30 Initiative](#), which seeks to increase proportional representation of women to 30% by the year 2030. Participation in this initiative will provide APD with access to more tools to support gender diversification within the department.

Kroll Phase B: Goals, Strategies, and Challenges

The interim Kroll report set forth conceptual goals for the Department and recommended strategies to achieve them. APD has reviewed these goals and agrees that they represent key goals for the Department and the City. Among these, the Department agrees that increasing the recruitment and hiring of individuals who reflect diversity of Austin and achieving a higher-than-proportionate representation of Blacks within APD are a priority. While the increased diversity in the 145th applicant pool is encouraging, ongoing work is required. APD agrees that continuing to develop and enhance community partnerships, examining successes in recruiting, improving follow-up communication with recruits, and assisting applicants on document submission requirements in the application process are useful strategies to help achieve these goals.

APD acknowledges continued evaluation of specific issues, either internally or with an external partner, is necessary to support ongoing improvement. Specifically, APD agrees continued evaluation of disqualification factors, of racial disparities in entry level cognitive testing, and of physical fitness hiring requirements are necessary.

Criticisms made by Kroll relate to issues with data systems and/or data collection processes. Suggested improvements are under review by APD Research and Planning, and APD Business Technology divisions. While some mid-term strategies will likely be developed pursuant to the ongoing review, several of these issues related to inter-departmental data system issues require long-term

planning to adequately address. Among the data systems and/or collection issues identified by Kroll, APD agrees that collecting data from applicant oral board assessments, linking program data to applicant and Academy performance data, collecting enhanced information on why applicants separate during the hiring process, and collecting data on how informal campaigns and ways in which recruiters distribute information are necessary to properly evaluate the effectiveness of these functions.

Table 1: Progress on Short-term Recommendations

#	Short-Term Recommendations	APD Responses / Action Plan
1.	Provide the new Division Manager with sufficient authority and the backing of APD leadership to implement and incorporate adult and active learning models into Academy.	Completed/Verified. On March 15, 2021, APD onboarded Dr. Anne Kringen as the Division Manager with the civilian equivalent rank of Commander. The Division Manager's role was affirmed by Chief Joseph Chacon and Assistant Chief James Mason on March 30, 2021, at a meeting with Academy staff. Dr. Kringen has worked closely with Academy instructors to update and revise curriculum to include active learning strategies and content. The specific responsibilities of the Division Manager and her ability to direct staff to modify course content and respond to directives has been written into SOPs that were signed and approved by Commander Vallejo on February 4, 2022, and Academy supervisory staff on February 10, 2022.
2.	Hire a Training Supervisor to assist the Division Manager in updating and standardizing curriculum according to the adult and active learning models.	Completed/Verified. On August 2, 2021, Phil Axelrod was onboarded as the Training Supervisor for the Academy, working under the direction of the Division Manager. He provides valuable assistance with instructor and curriculum development and standardization of lesson plans and course materials, moderates the work of the Academy Curriculum Review Committee, oversees implementation of the new Learning Management System software (see #3 below), and provides much needed organizational skills.
3.	Procure and implement an automated Learning Management System (LMS) by the start of the 145th cadet class.	Completed/Verified. A new LMS system has been purchased (Acadis), and academy staff is currently coordinating implementation and staff rollout. Staff from the Police Technology Unit and the Business Technology Division are assisting with the implementation effort, and LMS integration is expected to be completed prior to the start of the 145th Academy Class.
4.	Create an internal curriculum review committee to evaluate current syllabi and curriculum for each class. a. Evaluate for ways to incorporate DEI content into all aspects of training. b. Ensure that messaging throughout Academy training consistently emphasizes the ethical responsibilities of policing and a sensitivity to community concerns.	Completed/Verified. The Academy successfully established an Academy Curriculum Review Committee that consists of local academic experts, community representatives, Victim Services staff, and Academy staff. The Committee met twice a month throughout the 144th cadet class and reviewed and commented on lesson plans and course materials for approximately 21 courses. Academy instructors periodically met with the Committee to explain how and why certain content was included in lesson plans and how the material was to be taught. The Division Manager and/or Training Supervisor then worked with instructors to revise curriculum as appropriate based on the Committee's input.
5.	Establish and formalize a process to continue the work of the Community Video Review Committee to allow for regular community review and input into police training videos that were not reviewed previously.	Completed/Verified. As of May 2021, the Academy reformulated the Community Video Review Committee, which included several community representatives and select Academy staff. The Committee met every two weeks to consider and comment on instructional videos for upcoming classes (when possible). Academy instructors met with the Committee to explain how and in what context videos were intended to be used and to answer the Committee's questions. The process ultimately served to develop a joint understanding of video review within the Academy. The Committee's work is scheduled to end on February 22, 2022, at which point community evaluation of training videos will transfer to the Academy Curriculum Review Committee.

-
6. Replace “Will-to-Win” with a “Self-Defense” exercise near the end of Academy training. **Completed/Verified.** The Academy replaced “Will-to-Win” with a “Self-Defense” exercise in Weeks 13-16 (Skills Week) after cadets received foundational training in defensive tactics. Kroll observed and verified that these exercises were performed professionally and appropriately. Cadets were trained in all aspects of defensive tactics, as well as verbal communications, de-escalation, and community engagement throughout the curriculum. A Defensive Tactics final exam was administered near the end of Academy training.
- a. Institute a defensive tactics program early in the Academy that teaches cadets proper defensive tactics before they are tested in aggressive fight scenarios.
- b. Testing and challenges should occur after Physical Training when recruits are warmed up and stretched out to reduce injuries.
-
7. Modify or eliminate sandpit and sandbag exercises and other military bootcamp-style accountability measures. **Completed/Verified.** This practice was formally eliminated as of Feb. 1, 2021, per instruction of APD leadership. Kroll has confirmed these practices were eliminated from Academy training.
-
8. Expand physical fitness training to a daily regimen and ensure that physical fitness, team building exercises, and other physically and psychologically stressful exercises are completely separated from academic, classroom-based training. **Completed/Verified.** The Academy expanded physical fitness training (PT) from approximately 40 hours to 66 hours in the 144th cadet class. In addition, Academy staff separated academic training from physical fitness, team building, and other planned physically and psychologically stressful training exercises. Daily PT (and/or Defensive Tactics) was conducted in the first 12 weeks of Academy training, with additional PT sessions scheduled each week for the remainder of training. To address concerns raised by Kroll about performance accountability sessions—physically and psychologically stressful exercises imposed as a form of collective discipline—interfering with classroom training, revised SOPs have been approved that require any type of physical stress to be separated from academic time. Future academic hours will not be reduced due to performance accountability.
-
9. Proactively reach out to community leaders, activists, and critics who are willing to work productively with APD to present genuine community perspectives and concerns about public safety as part of Academy training and community engagement programming. **Completed/Verified (with qualification).** Academy staff scheduled presentations from approximately a dozen community partners, which filled 25 hours of community engagement programming in the 144th cadet class. Moreover, a Community Engagement Specialist was hired in September 2021 to develop a resource bank of interested persons and organizations that are willing to provide expertise to APD to supplement the Academy’s curriculum. For the 145th cadet class, however, the Academy presently intends to reduce the amount of community engagement programming to 18 hours (apart from Community Connect).
-
10. Ensure “The History of Police and Race in America” course covers the content outlined in the OPO-approved curriculum, and that this and other DEI-related content is reinforced throughout the Academy. **Completed/Verified.** The “History of Police and Race in America” was added to the curriculum and taught in weeks 2 and 4 of the Academy by Dr. Kevin Foster, Associate Professor of Anthropology and Associate Chair of the Black Studies Department at the University of Texas at Austin, with some assistance from Felicia Williams, Adjunct Professor of Criminal Justice at Austin Community College and a former police officer. The class covered eight hours of Academy instruction and was a valuable addition to cadet training. Dr. Foster has agreed to teach the course again in the 145th cadet class.
-
11. Implement additional community outreach and immersion strategies. **Completed/Verified (with qualification).** APD had committed to scheduling an additional 30 hours of class time to community engagement programming (for a total of 37 hours), but ultimately implemented a total of 25 hours of programming that involved more than a dozen community organizations. However, APD also successfully added and completed a two-week Community Connect program that involved community speakers, field events with community organizations, and panel discussions with community leaders and activists. Thus, overall this cadet class received more community engagement than any prior cadet class in APD history.
-
12. Thoroughly review all other DEI-related courses to determine which courses can be effectively co-taught by an outside expert. **Completed/Verified (with qualification).** In the 144th cadet class, the History of Police and Race in America, Victims of Crime, Data Integrity, and Mindfulness and Resiliency were taught by external content experts. Courses related to Transgender and LGBTQ issues were
-

<p>civilian or academic content expert with an APD instructor.</p>	<p>currently taught by APD officers with specialized knowledge and experience. Although Academy instructors remain reluctant to embrace a co-facilitated teaching model for certain classes, moving forward, the newly hired Community Engagement Specialist has assumed responsibility for coordinating external DEI-related experts to support subject matter experts and community participation in DEI-related courses. For the planned 145th cadet class, external content experts have been selected for History of Police and Race in America; Professional Policing; Mindfulness and Resiliency; and Fitness, Wellness, and Stress Management. Various law professors have also been contacted to co-facilitate the legal classes.</p>
<p>13. Use existing officer base to temporarily assign diverse officers of exceptional skills to assist with Academy instruction to increase diversity of Academy staff.</p>	<p>Completed/Verified. The Academy has reached out to different affinity groups to help recruit qualified and diverse officers to fill the vacant positions as they occur. The Academy has established a process to invite interested diverse officers to experience the Academy by way of a “trainer ride-along”. This will be an on-going process to increase diversity in Academy positions that are filled as they become vacant. APD has also authorized using adjunct instructors to increase the diversity of instructors, and the Learned Skills Unit is currently making effective use of a diverse group of adjunct instructors.</p>
<p>14. Incorporate anti-racism and cultural diversity training and workshops into the Academy curriculum.</p>	<p>Completed/Verified. Joyce James Consulting LLC led several Groundwater Analysis anti-racism workshops for all cadets and Academy staff prior to the start of formal Academy training (during Community Connect). APD cadets and officers who participated will receive TCOLE credit for Cultural Awareness. A separate follow-up Groundwater Analysis feedback and discussion session with the cadets was held in October 2021.</p>
<p>15. Reinstitute practice of following-up with a cadet who leaves the Academy for any reason.</p>	<p>Completed/Verified. APD has recently adopted a process in which all cadets separating from the Academy meet with a supervisor for an interview attended by the Division Manager or the Training Supervisor (this process was not yet established during the first three months of the 144th cadet class). Separating cadets are informed about the issue(s) warranting the separation and offered the opportunity to resign in lieu of termination. Cadets are then asked about interest in being recycled into a future class (if eligible). Cadets are advised that the final recycling decision lies with the Academy Commander. Cadets are asked about positive and negative perceptions of the Academy, and separation paperwork is completed. Cadets who will recycle are offered civilian employment within APD until the next academy class begins.</p>
<p>16. Develop a mentorship program for all cadets, especially recruits of color, that are designed to support cadets and help them succeed at the Academy.</p>	<p>In Progress/Expected Completion FY 2022. A Women’s Mentoring Group included mentors for all female cadets in the 144th cadet class. The program was first established in 2018 and has helped provide female cadets with additional support through Academy training. In addition, the Texas Peace Officers Association (TPOA) conducted a mentorship program for Black cadets, which matched interested Black cadets with TPOA board members. Recent personnel moves and promotions have temporarily halted further development of these programs and precluded action on a more expansive mentorship program for all cadets who desire to participate in such a program. Academy staff has indicated that the mentorship program will undergo redesign and expansion during FY22 to increase its purview, and this task will be assigned to the new Organizational Training and Development Manager position once a candidate has been hired.</p>
<p>17. Revise the lesson plans and course content addressed in our review and recommendations of courses related to cultural competency training on pages 55 to 66 of this report, as well as the related Level I and II suggestions contained in Dr. Ferguson’s curriculum review report of April 5, 2021.</p>	<p>Completed/Verified. The Division Manager worked with instructors to update Academy curriculum to include Kroll’s recommendations before the start of the 144th cadet class. Additional updates occurred for each course throughout the Academy schedule. Several courses were evaluated by the Academy Curriculum Review Committee with the majority of its recommendations incorporated into the lesson plans for each of those courses.</p>

18. Require an ongoing, independent review of the Academy by an outside evaluator once the 144th cadet class begins to ensure implementation of the short-term recommendations **Completed/Verified.** On May 7, 2021, the City of Austin appointed Kroll as the Independent Evaluator of the 144th cadet class. This report sets forth Kroll's observations and findings concerning the status of APD's implementation of the Kroll recommendations.

Table 2: Progress on Long-term Recommendations

#	Long-Term Recommendations	APD Responses / Action Plan
1.	Consider hiring a renowned national leader in “media literacy” to help develop effective teaching videos that have positive effects on knowledge, behavioral beliefs, attitudes, self-efficacy, and behavior.	Completed/Verified. The Academy has hired a community engagement specialist part time whose role includes establishing relationships with consultants and university partners that specialize in media literacy. The community engagement specialist has identified Dr. Renee Hobbs, a renowned media literacy specialist at the University of Rhode Island, who has submitted a proposal to develop and deliver a media literacy training for academy instructors. Executive Staff has approved the proposal, which is currently waiting on finance and purchasing. The Academy has requested permission to hire a full-time content designer to work with any outside specialists or consultants once services have been contracted.
2.	Develop an intentional strategy to further enhance the long-term diversity of Academy staff, including at the instructor level.	In Progress/Expected Completion 2022. As noted in short-term recommendation #13, the Academy has instituted several measures, including reaching out to affinity groups to help recruit qualified and diverse officers to fill full-time positions as they become available. However, the Academy's efforts and progress on this issue needs to be set forth in writing to better ensure sustainability and more permanent diversity improvements. Given the complexity of potential HR and union issues, additional planning is required, and a multi-pronged approach may be necessary to achieve the intended goal..
3.	Revise Academy class schedules by eliminating 40-hour blocks of dry but legally important course content for such things as Penal Code, Transportation Code, and Arrest Search and Seizure, as these courses should be spread out over the length of the Academy (no more than two to four hours per day, three days a week).	Completed/Verified. APD revised the schedules for Penal Code and Transportation Code in the 144th cadet class so that those courses are taught over two weeks instead of one. At this time, the instructors do not believe that Arrest Search and Seizure should be divided as they are concerned the divide might affect test scores. APD closely monitored test scores to ensure that cadets effectively retained knowledge of Penal Code and Transportation Code. Test results for these two courses resulted in failure rates consistent with previous years.
4.	Further analyse the relationships between pre-Academy, Academy, and post-Academy physical fitness standards to ensure they are consistent with successful job performance.	Completed/Verified. APD's Research and Planning Division has completed work with the Recruiting Division to modify the physical fitness testing process during hiring. The project involved a multi-division team that included representatives from recruiting and cadet training, as well as the department's Fitness Specialist and Chief Data Officer. The project analyzed data from 5 years of Academy classes, including the 144th cadet class, and recommended replacing the previous physical ability test with a multiple test panel including a 1.5-mile run, a push up to failure test, and a one-minute sit-up test. The scoring system requires applicants to score an average of at least the 70th percentile for their top two tests and an average of at least the 50th percentile for all three tests. This process creates a situation where no single test can disqualify an applicant, which the analysis showed will reduce disparate impact of physical fitness testing. The scoring distributions for these tests, which are gender and age adjusted, were derived using data from previous cadet classes and nationally available performance data. This testing process will be implemented in February 2022 as testing for cadets applying for the 146th Academy class begins.
5.	Consider developing a properly credentialed and supervised program to allow for all cadets, as part of a two-week	Completed/Verified. APD successfully incorporated a pilot two-week Community Connect program that started on June 7, 2021. The program involved a variety of community speakers, field events with community

<p>orientation program prior to the Academy, to immerse themselves into community programs and organizations as “neighborhood liaison officers” for APD district representatives.</p>	<p>organizations, and panel discussions with community leaders and activists. During the pilot program, cadets also attended a two-day Groundwater Analysis (anti-racism) workshop.</p>
<p>6. Require ICAT or other effective de-escalation training as part of mandatory in-service “refresher” training every two years.</p> <p>a. Reinforce training through use-of-force policy, ensure support of field supervisors, and include as a component of use-of-force reviews.</p> <p>b. Modify the videos shown in ICAT training to be consistent with Community Video Review Panel recommendations.</p>	<p>Completed/Verified. APD considers de-escalation an essential component of Academy training. Although this item has been completed, it will continue to be a focus area of all future curricula reviews. The department has also implemented de-escalation training as part of mandatory in-service training. In addition, the department was recently awarded a grant to acquire technology to develop custom-tailored ICAT (de-escalation) training videos and simulations. The Academy Division Manager is identified as the Program Manager. Finally, APD is currently formulating a comprehensive de-escalation training strategy involving cadet training, in-service training, field training officer refreshers, and field supervisors to be implemented during FY 2022.</p>
<p>7. Build recovery time into the intervening period between cadet classes to promote instructor wellness and avoid burnout, low morale, and reduced job performance.</p>	<p>Completed/Verified. The 145th cadet class is currently scheduled to begin on March 28, 2022, two full months after completion of the 144th Academy.</p>
<p>8. Develop additional content to further emphasize the importance of procedural justice in Academy training; consider developing either a separate course or adopting one already proven successful, like the course developed by the Chicago Police Department.</p>	<p>In Progress. Through the History of Police and Race in America, the Academy covers the past actions of police that have undermined public legitimacy (which is part of the Chicago procedural justice course). In December 2021, Fair and Impartial Policing was taught to reinforce concepts of procedural justice. For the 145th cadet class, procedural justice will be more thoroughly introduced in Professionalism and Ethics and revised before the start of the class to add more content and active learning. In addition, procedural justice will also be incorporated into role play scenarios.</p>
<p>9. Build additional collaborations with outside mental health advocacy and treatment organizations beyond CIT training and consider placing a greater emphasis on reducing stigma of mental health among officers either through CIT training or additional courses.</p>	<p>Completed/Verified. APD has reached out to various stakeholders to emphasize mental health advocacy beyond CIT training. Mental health has been adopted as a component of Community Connect and community engagement programming. Moreover, someone with mental health expertise (e.g., National Alliance on Mental Illness) will serve on the Academy Curriculum Review Committee in 2022.</p>
<p>10. Continue research into effective peer intervention training programs like Ethical Policing is Courageous (EPIC) and Project ABLE and consider adopting these or similar programs.</p>	<p>In Progress/ Expected Completion FY2022. Some of the basic information related to peer intervention is part of APD’s General Orders on Duty to Intervene, and the Proactive Alliance training delivered in June 2021 included a component of bystander training. APD Academy leadership researched and supports the implementation of ABLE (Active Bystandership for Law Enforcement) training. Executive Staff will be provided a memo no later than March 1, 2022, detailing the next steps for implementation and a late FY22 implementation date is expected.</p>
<p>11. Continue to research ways in which cognitive decision-making, emotional intelligence and regulation, and effective social interaction skills can be covered in Academy curriculum.</p>	<p>In Progress. Cadet training is starting to work with A Deeper Way, a leadership training organization that focuses on psychological safety, emotional intelligence, and decision making to help incorporate emotional intelligence and decision-making skill training into the curriculum.</p>
<p>12. Consider ways to incorporate current Academy instructors into the Field Training Officer (FTO) program for new officers.</p>	<p>In Progress. FTOs are required to attend annual refresher training at the Academy to remain current and up to date with respect to what is being taught in the Academy. The Academy has an FTO Liaison who works directly with FTO’s in the field. Instructors are required to ride out in the field once a quarter to ensure that Academy training is in line with patrol operations and the FTO program.</p>
<p>13. Provide additional incentives for participation as an FTO to encourage the best candidates who are committed to</p>	<p>Under consideration. Kroll has received no updates or information on this recommendation.</p>

the principles of the Reimagined Policing Initiative.

- | | |
|--|---|
| <p>14. Amend FTO Standard Operating Procedures to require the FTO Coordinator and Academy staff to conduct focus groups with randomly selected trainee officers midway through the field-training cycle, upon completion of field training, and six months after completion to determine the extent to which the Academy prepares new officers for their duties.</p> | <p>Completed/Verified. Kroll reviewed a survey and focus group framework that includes conducting surveys after Phases 1, 2, and 3 of the FTO Program. Phase 1 and 2 survey analysis would be conducted by the Field Training Coordinator and Assistant Coordinator to address immediate concerns. After Phase 3, a Field Training Committee Meeting (FTCM) consisting of the Field Training Manager (Lieutenant), Field Training Coordinator (Sergeant), Assistant Coordinator, Training Division Supervisor, two Cadet Unit instructors, and one Learned Skills instructor, would then convene to collect, analyze, and forward findings to the Academy Commander and Division Manager. Two focus groups would convene within 15 days after completion of Phase 3, as well as six months into solo status. The Division Manager would select the Focus Group Coordinator and five to eight probationary police officers would be randomly selected across the city to participate in the group. The SOP for the Field Training Unit has incorporated this framework.</p> |
| <p>15. Review the results of the above-noted focus group sessions with the Training Division Commander, the FTO Program Coordinator, and the affected Deputy Chief to ensure consistency between lessons from the Academy and lessons learned in the FTO program; document results and provide information to the Chief of Police.</p> | <p>Completed/Verified. As noted above, the findings will be reviewed and the Deputy Chief and Chief will also be briefed.</p> |
| <p>16. Develop a protocol for psychological debriefings of APD combat veterans returning from military deployments to help reintegrate them back into law enforcement duties; assess recently discharged individuals' mental health suitability for police employment and assist military veteran recruits' transition from military deployment to civilian law enforcement.</p> | <p>Completed/Verified (with qualification). APD already has a clearly defined Standing Operating Procedure outlining the Return to Officer Program, which includes psychological debriefs for all officers returning from military deployment. At present, although this policy exists under the Continuing Education Unit SOP, coordination is occurring with Risk Management to move this procedure under General Orders.</p> |

Table 3: Progress on Interim Report Recommendations

# Interim Report Recommendations	APD Responses / Action Plan
<p>1. While it is important to receive continued community feedback on instructional videos and to constantly work to improve the video library that takes account of important community concerns, the process needs to be further modified so that APD is not precluded from using appropriate instructional videos, particularly in skills and tactical training courses where use of videos is traditionally an important segment of instruction.</p>	<p>Completed/Verified. In March 2022, video review will be migrated into the Academy Curriculum Review Committee, and the charge for that committee has been written to clearly articulate that the recommendations made by the committee are advisory in nature.</p>
<p>2. The administering of Performance Accountability (Behavioral Modification) measures should be further modified to ensure they are used sparingly to address serious errors of judgment, lack of</p>	<p>Completed/Verified. Revised SOPs have been written and approved that more clearly articulate that any type of physical stress will be implemented separately from academic time. Future academic hours will not be reduced or impacted by performance accountability sessions.</p>

compliance with Academy policies and instructions, and other serious infractions. Moreover, when administered, the sessions should not take away from valuable classroom instruction or interfere with the academic training side of the Academy. Additionally, to minimize injuries, Performance Accountability measures should be administered alongside PT or DT training when cadets are loose and properly attired. This recommendation is not intended in any way to preclude Academy instructors from sternly and directly reprimanding individual cadets and cadets collectively to correct misbehavior, errors in judgment, attitudinal issues, or other infractions.

-
3. Consistent with Kroll's recommended **Completed/Verified (with qualification)**. For the planned 145th cadet adjustments to Community Connect in class, Community Connect is to be integrated into Academy curriculum Section 4, some adjustments to and spread over the training schedule. Cadets will spend the first seven scheduling and timing of the program days of the Academy understanding the expectations and requirements should be considered so that cadets first before the first two days of Community Connect are scheduled. However, Kroll notes that APD has reduced cadet participation in requirements before starting Community Community Connect to five days (reduced by three days) for the 145th Connect, while also ensuring that Academy. community concerns and engagement remain a core element of Academy training. More opportunities for direct interaction and dialogue with community members should also be provided.
-
4. Based on widespread feedback from **Competed/Verified (with qualification)**. Four days of ride-outs are cadets and Academy staff, a one- or two- scheduled as part of the 145th cadet class. Although the scheduled four week cadet ride-out program should be days is less than the two weeks of ride-outs that prior cadet classes had re-instituted as part of Academy training. received, it will be a substantial improvement over the 144th and other For legal reasons, cadets should be recent cadet classes, which did not have any ride-out experience. treated as civilians during the entirety of the program and not be expected to assist officers in stops, arrests, or other official police actions. However, having a robust ride-out program embedded into the Academy training program (e.g., weeks 18 and 22, or whatever APD considers ideal) would offer cadets practical insight into the realities of patrolling the communities of Austin, help cadets observe first-hand how what they learn at the Academy is put into practice, and provide some needed breaks for instructors and cadets from the rigors of the academic and physical requirements of training. While this recommendation will require adding one to two weeks to the length of the training program, we believe it will enhance the overall training experience.
-
5. APD should clarify the role, **Completed/Verified**. The specific responsibilities of the Division responsibilities, and authority of the Manager and her ability to direct staff to modify course content and Division Manager consistent with the respond to directives has been written into SOPs, which were signed options set forth in Section 5.4 of this and approved by Commander Vallejo on February 4, 2022. The roles report.. and responsibilities for the position include involvement in greater academy functions. On February 8, 2022, the Commander met with
-

Academy supervisors for all three Training Division units to set expectations and, on February 10, 2022, each unit supervisor signed and acknowledged receipt of the SOPs.

-
6. The Academy needs better coordination between LSU and Cadet Training when creating the course schedule for each cadet class. There is an inexcusable lack of communication and coordination between the respective units, supervisors and instructors, to ensure that certain course content precedes other content, as some courses require foundational courses. We have noted in this report a few specific areas where scheduling mistakes have occurred; however, there are several additional areas of scheduling where this is an issue that must be resolved for the 145th cadet class. **Completed/Verified.** Inter-unit coordination and communication has been improved through increased touchpoints and enhanced transparency. Cross unit consultation is now required when developing schedules, and Sergeant SOPs now formalize this expectation. The schedule for the 145th cadet class was developed with this improved coordination.
-
7. The City should consider supplementing the staffing needs of the Learned Skills Unit as addressed in Section 8.3 of the Interim Report (see Section 9.6 of this report). **Under Consideration.** Request for additional staff has been sent to APD executive staff and is pending consideration and approval.
-
8. Currently, the Physical Training (PT) program, along with Defensive Tactics and other Learned Skills training, compete for time in the one gym that is utilized by the three public safety agencies sharing Academy facilities. Kroll has repeatedly expressed its belief that cadet PT should occur when cadets first report in the morning. Holding PT sessions in the morning would allow a cleaner break between PT and other stress-inducing sessions from the academic portion of Academy training and would help reduce injuries. While staggering agency start times at the facility could assist in this effort, additional facility enhancements (more bathrooms and showers, more gym space, improved turf in the outdoor spaces) are needed to safely train the volume of public safety new hires and effectively provide continuing training to existing service members. **Under Consideration.** APD and the City are considering a new training building for APD's exclusive use which would include both improved tactical training facilities and additional classroom space.
-

* * * * *

Please contact me or Elise Renshaw (Elise.Renshaw@austintexas.gov) should you have questions or would like additional information.

Cc: Spencer Cronk, City Manager
CMO Executive Team
Chief Joseph Chacon, Austin Police Chief