



Academy Update

Update to Austin City Council Prior to
Commencing APD's 145th Cadet Class



Introduction

The 144th pilot academy curriculum was a significant, positive change; changes were made along the way as opportunities presented themselves. This work will continue in preparation for the 145th and throughout future cadet classes.

Changes in progress will be completed prior to the start of the 145th or will be addressed during this presentation.

Presentation Agenda

- Status Review of Kroll Recommendations
 - Short Term
 - Long Term
 - Preliminary
- Progress in Recruiting
- Moving Forward
 - Responding to Kroll Phase B: Recruiting – January 21, 2022
 - Planned Evaluations & Addressing Challenges

Kroll Short Term Recommendations

Academy staff have worked closely with Kroll associates to accomplish 18 short term recommendations.

Completed & Verified:	17 Recommendations
In Progress:	1 Recommendations

Completed & Verified

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.
2	Hire a Training Supervisor to assist the Division Manager in updating and standardizing curriculum according to the adult and active learning models.
3	Procure and implement an automated Learning Management System (LMS) by the start of the 145 th cadet class.
4	<p>Create an internal curriculum review committee to evaluate current syllabi and curriculum for each class.</p> <ul style="list-style-type: none">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.

5	Establish and formalize a process to continue the work of the Community Video Review Panel (Panel) to allow for regular community review and input into police training videos that were not reviewed previously.
6	Replace “Will-to-Win” with a “Self-Defense” exercise 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.
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.

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.
13	Use existing officer base to temporarily assign diverse officers of exceptional skills to assist with Academy instruction to increase diversity of Academy staff.
14	Incorporate anti-racism and cultural diversity training and workshops into the Academy curriculum.
15	Reinstitute practice of following-up with a cadet who leaves the Academy for any reason.
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.

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.
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.
12	Thoroughly review all other DEI-related courses to determine which courses can be effectively co-taught by an outside civilian or academic content expert with an APD instructor.
11	Implement additional community outreach and immersion strategies.

In Progress

16

Develop a mentorship program for all cadets, especially recruits of color. Kroll agrees that a FY 2022 goal is more feasible.

Kroll Long Term Recommendations

Academy staff have worked closely with Kroll associates to accomplish or make significant progress toward 16 long term recommendations.

Completed & Verified:	10 Recommendations
Under Consideration:	1 Recommendation
In Progress:	5 Recommendations

Completed & Verified

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.
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).
4	Further analyze the relationships between pre-Academy, Academy, and post-Academy physical fitness standards to ensure they are consistent with successful job performance.

5	Consider developing a properly credentialed and supervised program to allow for all cadets, as part of a two-week orientation program prior to the Academy, to immerse themselves into community programs and organizations as “neighborhood liaison officers” for APD district representatives.
6	Require ICAT or other effective de-escalation training as part of mandatory in-service “refresher” training every two years. <ul style="list-style-type: none">a. Reinforce training through use-of-force policy, ensure support of field supervisors, and include as a component of use-of-force reviews.b. Modify the videos shown in ICAT training to be consistent with Community Video Review Panel recommendations.
7	Build recovery time into the intervening period between cadet classes to promote instructor wellness and avoid burnout, low morale, and reduced job performance.

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.
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.
15	Review the results of the above-noted focus group sessions with the Training Division Commander, the FTO Program Coordinator, and the affected Assistant 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.
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.

Under Consideration

13

Provide additional incentives for participation as an FTO to encourage the best candidates.

In Progress

2

Develop an intentional strategy to further enhance the long-term diversity of Academy staff, including at the Instructor level. Kroll agrees that a FY 2022 goal is more feasible.

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.

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. Kroll agrees that a FY 2022 goal is more feasible.
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.
12	Consider ways to incorporate current Academy instructors into the Field Training Officer (FTO) program for new officers.

Kroll Preliminary Recommendations

Kroll provided 8 recommendations in a preliminary report. Work on those additional recommendations commenced immediately.

Completed & Verified:	6 Recommendations
Under Consideration:	2 Recommendations

Completed & Verified

1	The process to receive continued community feedback on instructional videos and continually improve needs to be further modified so that APD is not precluded from using appropriate instructional videos.
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 compliance with Academy policies and instructions, and other serious infractions.
3	Adjustments to scheduling and timing of the program should be considered so that cadets first understand Academy expectations and requirements before starting Community Connect, while also ensuring that community concerns and engagement remain a core element of Academy training.

4

A one- or two-week cadet ride-out program should be re-instituted as part of Academy training. For legal reasons, cadets should be 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 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.

5

APD should clarify the role, responsibilities, and authority of the Division Manager consistent with the options set forth in the Interim Kroll report.

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. Kroll noted a few specific areas where scheduling mistakes have occurred.

Under Consideration

7

Consider supplementing the staffing needs of the Learned Skills Unit as addressed in Section 8.3.

8

... 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.

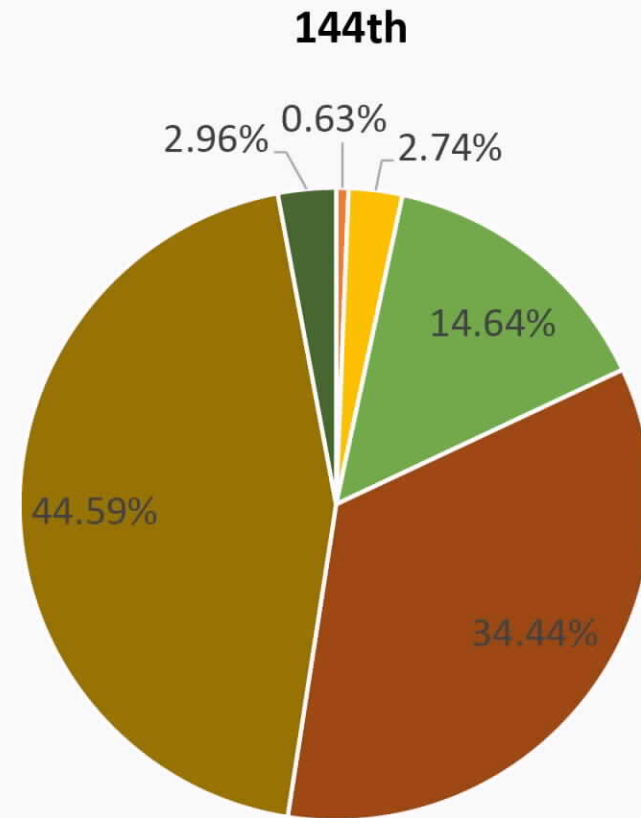
Progress in Recruiting

- The 144th Academy class was the most diverse cadet class in the history of APD.
- The current applicant pool for the 145th Academy class is more diverse than the applicant pool for the 144th.
 - Black representation is 24.4% greater
 - Hispanic representation is 10.0% greater
 - Asian/Pacific Islander representation is 50.4% greater

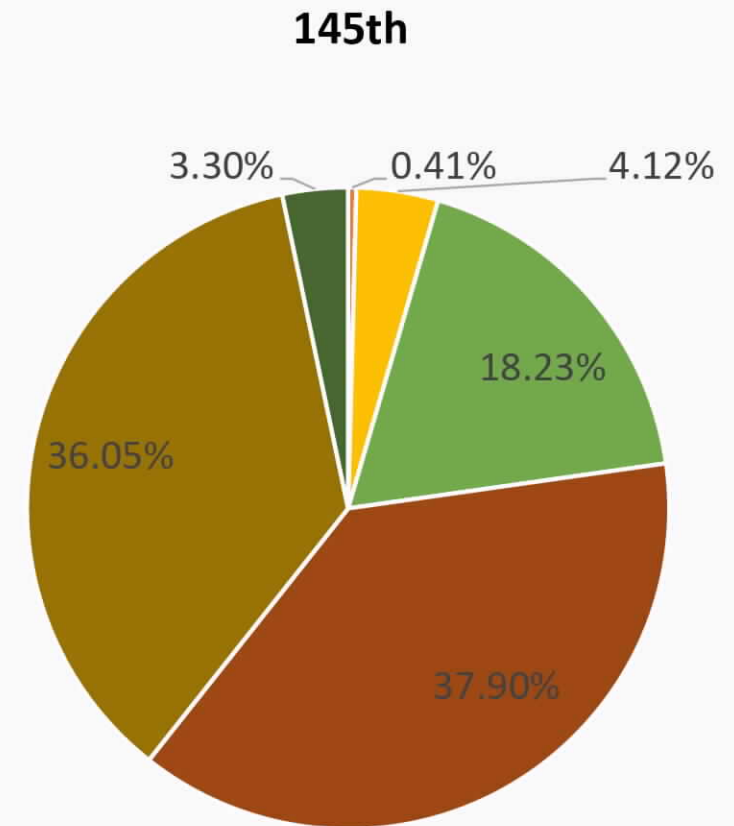
Progress in Recruiting

- Representation of Black and Hispanic in the current 145th applicant pool exceeds representation in the city as reported in 2020 Census.
- Asian/Pacific Islander representation, while less than in the city, showed the largest percentage growth from the 144th to the 145th.

Race/Ethnicity of Applicants to the 144th compared to the 145th



	144 th	145 th
Hispanic	767	368
White	993	350
Black	326	177
Asian	61	40
Other	66	32
American Indian	14	4
TOTAL	2,227	971



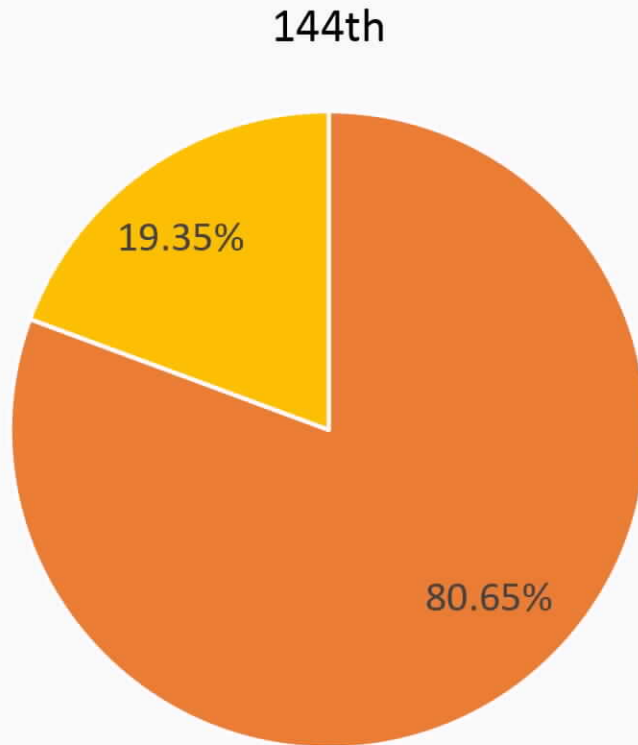
■ American Indian ■ Asian/Pacific Islander ■ Black ■ Hispanic ■ White ■ Other

Gender Representation

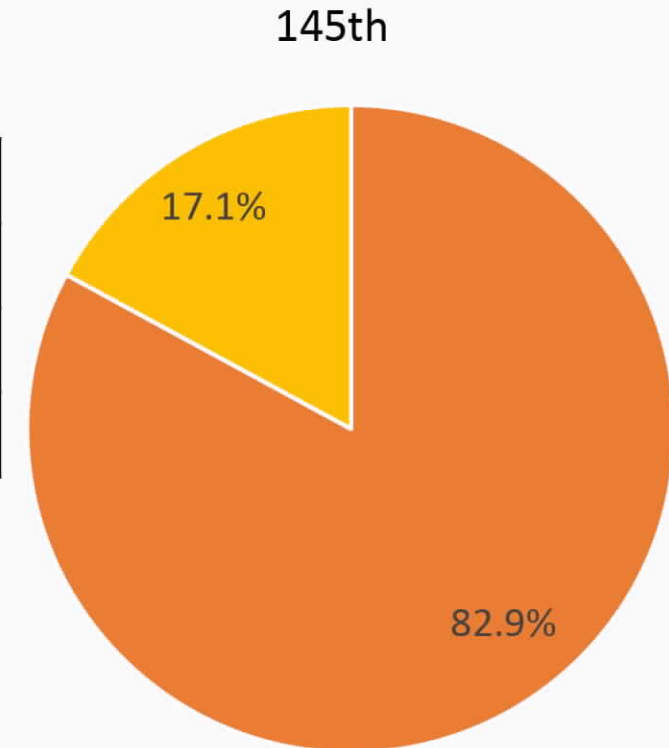
Gender distribution of applicants to the 145th Academy, demonstrates that the applicant pool to the 145th is slightly less gender diverse than the 144th applicant pool.

The difference is marginal and is not statistically significant.

Gender of Applicants to the 144th compared to the 145th



	144 th	145 th
Male	1,796	805
Female	431	166
TOTAL	2,227	971



■ Male

■ Female

Moving Forward



Kroll Phase B: Recruiting – Jan. 21, 2022

Agreed upon Conceptual Goals

- Increase recruitment and hiring for individuals who represent diversity of Austin, particularly for Hispanics and females.
- Achieve higher-than-proportionate representation of Blacks in APD.

Agreed upon Strategies

- Examine success of recruiting focused on women's groups and religious organizations.
- Continue to develop community partnerships
- Improving and increasing follow-up communications with recruits
- Assisting applicants on the document submission requirements

Planned Evaluations and Challenges

Planned Evaluations

- Evaluate disqualification factors
- Monitor racial disparities in entry level cognitive testing
- Formal evaluation of physical fitness requirements

Planned Evaluations and Challenges

Issues with Data Systems and Data Collection

- Data collection of oral board assessment
- Linking program data to applicant and academy performance data
- Collect information on why applicants separate during the hiring process
- Data collection on how informal campaigns and recruiters distribute information

Planned Evaluations and Challenges

Under Consideration/Assessing Logistics

- Realistic job preview for applicants
- Reinstate the Explorer program and internship program

