




MEMORANDUM

TO: Mayor and Council Members

FROM: Bruce Mills, Interim Assistant City Manager 

DATE: March 22, 2024

SUBJECT: **Kroll Report – Assessment of APD Training Academy’s Long-Term Processes to Sustain Reform Measures**

I am providing this memo to transmit Kroll’s report, *Assessment of APD Training Academy’s Long-Term Processes to Sustain Reform Measures*. The Audit Protocol Guidelines and Austin Police Department’s (APD) Training Academy Operations Manual are also attached.

The APD Training Academy staff will be presenting on long-term processes and sustained reform efforts to the Public Safety Committee at a special called meeting on Monday, March 25, 2024.

Should you have questions please contact Assistant Chief Gizette Gaslin at gizette.gaslin@austintexas.gov.

cc: Jesús Garza, Interim City Manager
Chief Robin Henderson, Austin Police Department

Assessment of APD Training Academy's Long-Term Processes to Sustain Reform Measures

February 20, 2024

Prepared for

City of Austin, Office of Police Oversight / City Manager's Office

Status

Final Report

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ATTACHMENT A: APD Training Academy Operations Manual

ATTACHMENT B: Kroll Audit Protocol Guidelines

1. INTRODUCTION

On March 23, 2023, the City of Austin, through the City Manager's Office, retained Kroll to review and assess the status of the Austin Police Department (APD)'s progress in implementing the recommended reforms APD had agreed to implement following Kroll's various assessments and evaluations of the Training Academy in 2021 and 2022.¹ Kroll's review and assessment consisted of two parts.

First, Kroll reviewed and reported on the status of APD's progress in implementing the recommended reform measures during the 148th cadet class, which graduated on September 8, 2023. See *Audit of APD Training Academy: 148th Cadet Class (Kroll Audit Report)*, September 15, 2023.²

Second, for the past approximately ten months, Kroll has held regular meetings with the Academy Commander and APD leadership to provide feedback and guidance where necessary as APD developed long-term internal processes designed to ensure the sustainability of the recommended reforms consistent with Austin City Council Resolution 37 and the Reimagined Police Cadet Academy Blueprint.³ This report provides an assessment of the below long-term processes that were developed by APD and Academy staff:

- Co-facilitated instruction between APD instructors and external subject matter experts
- Incorporation of adult learning / active learning concepts into Academy course instruction
- Community involvement in Academy instruction
- Academy instructor evaluations
- The roles and responsibilities of civilian training staff
- Academy diversity
- Academy culture
- Evidence-based exit interviews of cadets
- Field Training Officer (FTO) training – consistency with Academy training
- Continuing education for active APD personnel
- Academy video library and internal review process
- Academy scheduling coordination
- Evaluating cadet injuries, separations, and attrition rates
- Active Bystander for Law Enforcement Training (ABLE)
- Incorporating Procedural Justice principles into Academy training
- Cognitive decision-making and emotional intelligence training
- Trauma-informed training
- Physical fitness and health and wellness training
- Utilization of ACADIS / Learning Management System
- Cadet mentorship program
- Recovery time for Academy staff between cadet classes
- Internal audit protocols

Each of the long-term processes above are contained in the Academy Operations Manual, which can be found in **Attachment A**.

¹ See Kroll Report: *Austin Police Department: Review and Assessment of Training Academy*, April 23, 2021; Kroll Report: *Final Report of Independent Evaluator: APD Training Academy*, February 16, 2022.

² <https://services.austintexas.gov/edims/pio/document.cfm?id=415745>.

³ On March 25, 2021, the City Council approved Resolution 37, the Reimagined APD Training Academy Blueprint, which, consistent with Kroll's recommendations, called for enhanced community involvement, a culture of adult learning, and transformative change at the Academy. Resolution 37 acknowledged that police training practices historically have impacted officers' preparedness and relationships with the community.

The development of the Academy Operations Manual was guided in part by ***Audit Protocol Guidelines*** that Kroll developed in March 2022 for APD's internal use. These guidelines were intended to help APD develop an internal review and evaluation process that would be managed by the Academy Commander (see section XXII of the Academy Operations Manual). The internal review and evaluation process, once developed and implemented, is intended to: (1) provide an internal review mechanism to support decision making and planning at the Academy; (2) create a framework for developing internal reporting to APD Executive Staff; and (3) create a framework for standardized external reporting to Austin City Council and other public stakeholders. See Kroll's *Audit Protocol Guidelines* in **Attachment B**.

This report provides a summary and assessment of each of the developed processes and focuses primarily on how effectively the processes as set forth in the Academy Operations Manual will sustain the implemented reform measures, guide Academy leadership and staff in its decision making and operational planning, and create a framework for developing internal reporting to APD Executive Staff and external reporting to Austin City Council and other relevant stakeholders.

2. EXECUTIVE SUMMARY

Collectively, the purpose of the long-term processes and internal audit guidelines is to sustain the Training Academy's efforts over the past three years to transition from a stress-oriented paramilitary-style academy toward a resiliency-based approach supported by adult learning and student-centered instruction. Although progress has been made in implementing many of the reform measures recommended by Kroll in March 2021, more work remains before the full spirit and intent of the recommended measures are part of Academy life and culture. The purpose of developing the long-term processes that are contained in the **Academy Operations Manual (Attachment A)** is to help make that happen. If properly implemented, the processes developed by APD should guide future Academy staff, instructors, and supervisors into embracing a guardian-centric approach to training that emphasizes de-escalation tactics that minimize the use of force, incorporates diverse perspectives through community partnerships, and promotes resilient officers through effective and inclusive adult learning instruction.

In this report, Kroll has attempted to assess how effectively APD's developed long-term processes will, if implemented and enforced: (1) increase transparency and community involvement, (2) create a culture of adult learning, and (3) institute transformative change consistent with community expectations. Section Three of this report summarizes and assesses each of the long-term processes noted below. In Section Four, we outline recommended next steps for further development and other final recommendations. In the summary chart below, we provide an abbreviated assessment of the 22 long-term processes developed by APD and incorporated into the Academy Operations Manual.

#	Academy Long-Term Process	Kroll Assessment
1.	Co-facilitated instruction between APD instructors and external subject matter experts <ul style="list-style-type: none"> Encourages the use of subject-matter experts to co-teach appropriate course content and sets forth a process for coordinating and facilitating co-instruction with subject matter experts in appropriate courses. 	If effectively implemented and executed, the process commits the Training Academy to regular use of external subject matter experts and community resources to assist with cadet instruction. How effectively instructors collaborate with subject matter experts prior to class instruction to ensure that course content covers required material and is effectively conveyed to cadets will need to be monitored and evaluated.
2.	Incorporating adult learning / active learning concepts into course instruction and teaching methods <ul style="list-style-type: none"> Process for reviewing and updating Academy curriculum that ensures an emphasis on adult and active learning concepts. Process for ensuring sufficient training and professional development opportunities for Academy instructors. 	This section appropriately commits the Academy to fully incorporating adult and active learning concepts into curriculum and teaching methods. The section appropriately defines adult learning and active learning and lays the foundation for working closely with the yet to be created Professional Advisory Committee and workgroups to improve and refine adult and active learning concepts in classroom-based instruction. Further refinements are needed to ensure a process of peer and supervisory review, quality control over teaching methods and class instruction, and better integration of de-escalation principles (when applicable) and community expectations throughout Academy training.
3.	Community Involvement in APD Instruction <ul style="list-style-type: none"> Process for ensuring continued community partnerships and involvement in Academy course instruction that teaches empathy, 	Although this section includes language supporting robust community involvement in Academy training and envisions a two-week pre-Academy program of community engagement, it would benefit from additional process details concerning how the

	relationship building, and the importance of community trust.	community program will be planned and implemented for each cadet class, how community representatives and organizations will be selected, and precisely how much community engagement will remain in the 32-week BPOC training.
4.	<p>Academy instructor evaluations</p> <ul style="list-style-type: none"> Process for conducting and documenting Academy instructor evaluations. 	As no formalized process was previously in place for supervisory or peer review of Academy instructors, this process has the potential to contribute greatly to professional growth and development of instructors. Some refinement is needed to specify who conducts evaluations, when and in which courses.
5.	<p>Roles and responsibilities of civilian training staff</p> <ul style="list-style-type: none"> Job descriptions and processes that ensure effective use of civilian training expertise and collaboration between civilian and sworn staff. 	This section sets forth the roles and responsibilities for new civilian positions that are intended to enhance curriculum expertise and support to sworn staff. However, not all roles and responsibilities are clearly aligned to the tasks indicated, and there remains a clear imbalance of authority between civilian and sworn staff that should be addressed to ensure that effective collaboration between civilian and sworn staff is the enforced norm.
6.	<p>Academy diversity</p> <ul style="list-style-type: none"> Process for valuing diversity as part of Academy culture among staff, supervisors, and cadets, and plans to address in the future. 	This section contains aspirational language about “fostering an environment where diversity, equity, and inclusion are interwoven into all segments of our training practices and training culture,” but does not specify how APD and the Academy plan to achieve greater racial, ethnic, or gender diversity at the Academy (among staff and cadets) or whether diversity is a valued criteria of staff and cadet selection. Most of the section is a standard prohibition of harassment, discrimination, and retaliation. Further refinements and clarity are needed.
7.	<p>Academy culture</p> <ul style="list-style-type: none"> Process to meaningfully consider how the Training Academy should continue to transition from a strict, paramilitary model to a resilience-based training and leadership model. Guidelines that govern how performance accountability (collective discipline) sessions are to be conducted and implemented. 	The introductory paragraphs of this section describe an Academy culture that balances an educational, adult learning environment with the paramilitary components of Academy training. To address past concerns, the collective discipline process outlined in this section ensures that classroom-based hours are not impacted by performance accountability or collective discipline measures. Overall, however, the section lacks a clear process for ensuring continued adherence to an appropriately balanced emphasis on the guardianship aspects of policing, such as community engagement, de-escalation, enhanced awareness of mental health issues, racial equity, procedural justice, and incorporation of trauma-informed training. Although these issues are addressed in other parts of the manual, further clarity and refinement of this section is recommended.
8.	<p>Evidence-based exit interviews of cadets</p> <ul style="list-style-type: none"> Process for documenting and conducting effective and meaningful exit interviews of cadets who leave the Academy program. 	This section sufficiently outlines the Academy's standardized procedure whereby separating cadets are interviewed by one or more sworn and civilian staff members prior to separation and asked about positive and negative perceptions of training. The procedure requires that cadet responses be properly documented, and issues identified. This section also includes a subsection on data analysis of cadet

	<ul style="list-style-type: none"> Process for ensuring that complaints and identified issues of concern are properly addressed and resolved. 	disqualifications and terminations; however, further development and refinement is needed to guide Academy staff on how to evaluate the data.
9.	<p>Field Training Officer (FTO) training</p> <ul style="list-style-type: none"> Processes for ensuring that FTO training is consistent with Academy training and includes mechanisms to obtain feedback from probationary police officers (PPOs) and individual FTOs regarding how well the program upholds the highest standards of professionalism, ethics, and community-oriented policing. 	This section outlines a good plan for the development of much needed improvements to the FTO Program that will ensure that cadet training properly prepares cadets for the program and that FTO Training remains consistent with and does not undermine what the cadets/PPOs learn at the Academy. However, because this enhanced feedback process is yet to be implemented or fully developed, it will be important to monitor and evaluate how effectively APD follows through and implements these new processes and plans.
10.	<p>Continuing education for active APD personnel</p> <ul style="list-style-type: none"> Process for ensuring that the advanced education program addresses bias-based policing, de-escalation, cultural competency, and the history of policing and its intersection with race in the community. 	This section describes an aspirational commitment to provide important course offerings on essential topics responsive to community concerns. However, additional process information is needed regarding how (1) the unit selects and prioritizes training that will be offered, (2) courses are to be evaluated and updated, and (3) the department intends to promote and encourage active APD personnel to elect such offerings.
11.	<p>Academy video library and internal review process</p> <ul style="list-style-type: none"> Process for maintaining a centralized repository of training videos for use in cadet and in-service training, and for internally reviewing and evaluating content consistent with community standards and concerns. 	If effectively implemented, this section will help rectify past concerns about the Academy's failure to effectively use video resources in training cadets, while also considering community concerns about racial equity and messaging. This section requires the use of internal review worksheets to assist with evaluating training videos consistent with community concerns and should help ensure that all videos used in training (or approved for future training use) are maintained in a centralized repository in ACADIS for Academy instructors to use as a resource.
12.	<p>Cadet training schedule coordination</p> <ul style="list-style-type: none"> Process for the Learned Skills, Cadet Training, and Advanced Education Units to coordinate cadet class schedules to ensure a logical flow of class content and integration of de-escalation principles, mental health awareness, and community perspectives into training curriculum. 	The purpose of this section is to ensure a logical flow of class content and better integration of de-escalation principles, mental health awareness, and community perspectives into the training material, all of which requires advanced coordination by each of the Academy units. The section specifies that unit coordination will occur four months in advance of each new cadet class and that the Commander will approve of the schedule three months before the cadet class starts. Although the section properly formalizes inter-unit coordination in creating cadet class schedules, it lacks a specific process for considering how de-escalation principles, mental health awareness, and community perspectives can be better integrated throughout Academy training. Moreover, the section does not address whether 40-hour courses such as Penal Code and Traffic Code should be taught in smaller units of instruction and more effectively integrated into the cadet class schedule by pairing with other relevant topics.

13.	<p>Cadet injuries, separations, and attrition rates</p> <ul style="list-style-type: none"> • Process for documenting statistics and evaluating patterns that may identify ways to assess and minimize cadet separations and injuries. 	<p>This section addresses the need for Academy staff to document the reasons for cadet separations and periodically evaluate trends and data to consider whether adjustments are needed. Additional process refinements that connect to the reporting and evaluation requirements of the internal audit process (see section 22) would be helpful.</p>
14.	<p>Active Bystander for Law Enforcement Training (ABLE)</p> <ul style="list-style-type: none"> • Process that ensures ABLE becomes part of APD-wide training. 	<p>This section describes APD's commitment to instituting ABLE (peer intervention) training as part of mandatory in-service training. Although a chart is included with projected dates of full implementation, additional process detail would be helpful to clarify who is responsible for ensuring an effective roll-out and how the roll-out process will work.</p>
15.	<p>Incorporating procedural justice principles into Academy training</p> <ul style="list-style-type: none"> • Process that ensures Academy training emphasizes the principles of procedural justice in course instruction and role plays. 	<p>This section appropriately advances APD's commitment to emphasizing and reinforcing procedural justice principles in Academy training. However, more process guidance should be included to specify how Academy leadership, the PM III, and the PAC are to review and evaluate course content and how the effectiveness of procedural justice training can be monitored and internally evaluated. Additional process details should also be included to require that certain course evaluations assess procedural justice content.</p>
16.	<p>Cognitive decision making and emotional intelligence</p> <ul style="list-style-type: none"> • Processes that ensure cognitive decision-making, emotional intelligence, and social interaction skills are effectively integrated into Academy training. 	<p>This section highlights the importance of developing cognitive decision-making and emotional intelligence skills and notes these skills are developed and tested in cadet training through such courses as ICAT, CIT, and criminal law role play scenarios, among others. Specific processes for evaluating the effectiveness of this skills training are not included, although guidance that role play scenarios and instructor evaluations take into account these skills can help reinforce the importance of these topics in training.</p>
17.	<p>Trauma-informed training</p> <ul style="list-style-type: none"> • Process that ensures trauma-informed training is a regular part of Academy training and utilizes Victim Services expertise. 	<p>This section emphasizes the need to incorporate trauma-informed training whenever relevant and to collaborate with Victim Services Counselors when adding victim components to course content and role plays. Additional process details and guidance on how to evaluate the effectiveness of the training is needed.</p>
18.	<p>Physical fitness and health/wellness training</p> <ul style="list-style-type: none"> • Process that ensures a well-thought-out physical fitness program for cadets that aims to improve each cadet's physical fitness and instill a life-long motivation and desire to maintain fitness standards, and which promotes health and wellness throughout each officer's career. 	<p>This section provides a good start to re-energizing the Academy's PT training program to include a three-day per week PT schedule, with workouts varying in duration, degree of difficulty, and level of intensity. It should also help standardize the need to regularly assess the status of each cadet's physical conditioning so that cadets can be divided into separate groups that correspond to their fitness needs. However, the revised PT program has yet to be developed, piloted, and implemented, and there are no processes outlined for guiding such development and implementation.</p>

19.	ACADIS / Learning Management System <ul style="list-style-type: none"> • Process for ensuring that the Learning Management System (ACADIS) is effectively utilized to improve reviewing and updating curriculum and tracking key data and documentation. 	The section describes the primary uses of ACADIS and requires that all instructors use ACADIS for all the items and tasks listed. However, the section does not provide a specific process to ensure implementation, outline who is responsible for reviewing that all course content and other required information is properly uploaded, or explain how system use should be evaluated and further improved.
20.	Cadet mentorship program <ul style="list-style-type: none"> • Development of cadet mentorship program that effectively provides support to cadets who wish to participate. 	This section addresses the need for an APD mentorship program and outlines the program that is currently available for female cadets. However, the information is limited regarding how mentors are selected and who can serve as a mentor, and there are limited process details about how the program can be expanded to include non-female cadets. It also does not explain who is responsible for execution and implementation.
21.	Recovery time for Academy staff <ul style="list-style-type: none"> • Process or plans to address the need for sufficient recovery time between cadet classes for Academy staff (particularly Learned Skills Unit staff). 	This section recognizes the importance of including recovery time between cadet classes to promote instructor wellness and avoid burnout, low morale, and reduced job performance. However, it provides no plan or strategy to address the issue, other than to seek more staffing resources through recruitment and retention efforts.
22.	Internal Audit Protocols <ul style="list-style-type: none"> • Procedures for Academy leadership to internally evaluate and audit the effectiveness of reform implementation and to report the results to City stakeholders following each completed cadet class. 	This section outlines a detailed plan to help further develop an internal audit process that will better ensure the sustainability of implemented reform measures, but there remain many gaps in information and decisions that need to be made to complete a defined internal review and evaluation process (which should include public reports to City Council following each cadet class). Further consideration by APD leadership and decisions by Academy staff are needed to finalize the process. It will be essential for APD leadership and City stakeholders to monitor compliance and hold Academy leaders accountable for implementing effective internal audits and submitting transparent reports.

3. ASSESSMENT OF ACADEMY PROCESSES TO SUSTAIN REFORM EFFORTS

The Academy Operations Manual (**Attachment A**) is the result of ten months of work and consultation between Academy staff, APD leadership, and Kroll. The project ran longer than originally planned. What was supposed to be a six-month process with bi-weekly meetings between Kroll and Academy leadership that considered different process items each meeting devolved into a series of stops and starts and unmet deadlines. The process was interrupted by changes in leadership and personnel and, at times, a failure of Academy leadership to prioritize the importance of developing long-term written processes. The changes in leadership were particularly problematic and reflect a continued obstacle to reform. There have been four different Assistant Chiefs and five different Commanders (including the current Acting Commander) assigned to the Academy since Kroll began working for the City at the end of 2020. Additionally, the Academy Division Manager who originally developed the blueprint resigned from the department in June of 2023. That civilian position was converted to a Program Manager III for Curriculum and Instruction (PM III), a lower-level position, which was vacant for several months due to certain requirements of the City hiring process. Finally, the Academy Commander in place when the current project began was placed on restricted duty in late October 2023 due to a pending internal administrative matter.⁴ A Lieutenant was assigned the role of acting Commander in lieu of reassigning a new Commander to the Academy.

As of December 15, 2023, when Kroll's final report was originally scheduled to be completed, APD had yet to begin writing processes for over half of the items included in Attachment A and addressed in this report. Most Academy staff were not included in what should have been a consultative process, and both sworn and civilian training staff personnel were not properly consulted on the areas within their expertise. Moreover, Kroll notes that, while APD has made some progress (consistent with our past reports) in many of the areas highlighted, there are many instances where it did not fully embrace and implement the changes and measures recommended (despite having agreed with City stakeholders to do so), which is why follow through and implementation of the individual processes discussed here needs to be closely monitored. Most of our recommendations were made in March 2021 (with others added in early 2022), and APD has had three years to fully implement them. The failure of APD to complete this manual in the time originally designated is symptomatic of a larger problem of the department appearing to do just enough to suggest progress without completely embracing and accepting the hard work of change. APD's failure to develop and implement an internal audit process that was supposed to have been implemented as early as the 145th cadet class, and which still has not been completed and implemented, is just one example of this concern.

As of December 2023, the responsibility for completing the Academy Operations Manual had been assigned to the newly hired PM III, who, with the assistance of an outside consultant, was tasked with completing the manual in less than 60 days. Kroll commends the PM III's extraordinary efforts in completing the task within that time frame and in graciously accepting Kroll's input. With the support and encouragement of the current Interim Chief and Assistant Chief over the Academy, the PM III committed the time needed to read past Kroll reports, absorb large amounts of information, and consult with Academy instructors, supervisors, and other staff members to help complete this important process.

⁴ Kroll is not privy to the specifics of the internal administrative matter noted. The issue is raised here as it represents a recent challenge that has impacted consistency in leadership at the Academy. While Kroll believes that increasing the tenure of Academy leadership would be beneficial, this may not be feasible for the department. Consideration should be given to how to increase stability of personnel at the Academy to limit the impact of changes in personnel.

The result of these efforts is contained in Attachment A. The importance of this document should not be discounted. Its purpose is to ensure that many of the measures that APD has implemented, or agreed to implement, as part of Kroll's work with the department over the past three years, and which are consistent with community expectations as embodied in Austin City Council Resolution 37 and the Reimagined Police Cadet Academy Blueprint, become institutionalized into Academy training, and sustained over the long term. It is one thing for a police department to agree to implement change and another to make it happen. A written operations manual that incorporates practical guidance for staff goes a long way to making those practices a regular part of day-to-day operations. Moreover, given how frequently personnel and leadership changes occur at the Training Academy, it is essential that written processes and guidance be available to minimize disruption and reinforce the importance of the values and priorities described.

As we wrote in our initial assessment of the Training Academy in 2021, while it is not possible to achieve perfection in policing or police training, building a long-term system of internal and external review of training methods and Academy effectiveness is essential to institutionalizing the search for excellence. Training police officers to become community-oriented, empathetic, compassionate, and resilient guardians of the public in a dynamic and diverse city, while promoting officer health and wellness, is a constantly evolving process. For this reason, police academies should be in a constant state of review and improvement. Moreover, as noted in a March 2021 Council on Criminal Justice Task Force report, "Training should be accompanied by clear, detailed written policies and buttressed by engaged supervisors who model practices in accordance with training principles and agency policy – and hold officers accountable when they are out of compliance."⁵

Kroll's assessment of the long-term written processes set forth in the Academy Operations Manual in Attachment A are summarized below. As our assessment makes clear, the document produced by APD in its current form is not perfect and will benefit from additional clarity and detail. But it is an excellent starting point for what we hope is a long-standing commitment of internal reflection and analysis by APD and Academy staff that is focused on maintaining the highest ideals of protecting and serving the City of Austin well into the 21st century.

3.1 Partnering and Co-Instructing with External Subject-Matter Experts

As noted in the *Kroll Audit Report* (pp. 9-10), the Academy has made considerable progress in its willingness to use external community and academic subject matter experts, as well as experts internal to APD but outside of the Academy, to help with instructing cadets in a variety of Academy courses. Kroll also noted, however, that proactive collaboration in pre-course preparation between the assigned instructors and the external resources utilized required substantial improvement. Accordingly, Section I of the Academy Operations Manual explicitly "recognizes the value and importance of community and academic partnerships in training future officers and the advanced education of current officers."⁶ It affirms that best practices support teaming sworn APD instructors with subject-matter experts (SMEs), such as "lawyers and law professors, social scientists, psychologists, mental health professionals, language specialists, victim services professionals, community members with lived experiences relevant to cadet instruction, and many other SMEs affiliated with local academic institutions, community organizations, government agencies, and other community resources."⁷ The section includes processes to guide facilitation and coordination between instructors and selected SMEs, including scheduling meetings between the APD instructor and the SME

⁵ <https://counciloncj.foleon.com/policing/assessing-the-evidence/iv-effectiveness-of-police-training/>

⁶ Academy Operations Manual, p. 5.

⁷ *Ibid.*

well in advance of the scheduled course so that teaching responsibilities are properly divided and course content reviewed. For first-time instructors and SMEs, the processes require that a pilot class be conducted at least three weeks in advance so that Academy staff can provide appropriate feedback and suggested improvements.

Assessment: This is an important step for embedding valuable co-instruction partnerships with community and academic experts and is consistent with the City's recent commitment to uplifting partnerships between APD and local educational institutions.⁸ For co-facilitated instruction to be effective, the assigned APD instructor must consult with the external subject-matter expert and properly prepare and plan how the course will be presented and what materials will be used. The APD instructor needs to ensure that the course covers the required content, while ideally the subject-matter expert helps ensure the content is conveyed consistent with best-practice teaching methods. If effectively implemented and executed, the process as drafted commits the Training Academy to regular use of external subject matter experts and community resources to assist with cadet instruction. It will be important, however, to monitor and evaluate how effectively instructors collaborate with subject matter experts prior to class instruction to ensure that course content covers required material and is effectively conveyed to cadets. Future improvements to this section should include more process details on the selection of SMEs, and the steps in this process should be incorporated into the roles and responsibilities of all personnel listed in the process.

3.2 Incorporating Adult/Active Learning Concepts into Course Instruction

This section defines the concepts of adult learning and active learning teaching methods and expressly states that course instruction at the Academy is to be based on adult learning and active learning principles. It places responsibility on the Curriculum and Instruction training team (civilian staff) "to work with instructors to develop lesson plans that incorporate best practices for adult learning and to work with individual instructors to evolve their instructional style for more effective delivery. Additional measures will be implemented, including the standardization of instructor evaluations, to ensure that all adult learning principles are written into lesson plans and used in classroom-based instruction. Adult and active learning fundamentals will become part of lesson planning, with Instructors actively engaging students and creating a structured learning environment."⁹ It also notes that the CID team will help coordinate and facilitate the work of a yet to be created Professional Advisory Committee (PAC) to assist Academy staff with improving the content and instruction of specified courses within the PAC's expertise.

The section then discusses the formation of a PAC and two working groups (Academy Staff Workgroup and Subject Matter Expert Workgroup) and includes a sub-section on an Instructor and Leadership Development Program, which recognizes the importance of providing growth opportunities for Academy instructors that historically has not been a priority at the Academy.

Assessment: This section is important because it states clearly that Academy instruction is to be based on adult and active learning concepts, and it provides definitions and educational references to help guide instructors. However, it does not clearly define a process that Academy staff can use to enforce increased use of adult and active learning principles, which is needed to address the Academy's over reliance of verbatim reading of APD policies and legal codes in some classroom instruction and its failure to incorporate an effective supervisory and peer review process, despite promises to do so over the past three years. For example, while the section states that the role of

⁸ Memorandum of City Manager to Mayor and Council members, January 30, 2024, p.5 ([document.cfm \(austintexas.gov\)](https://www.austintexas.gov/document.cfm)).

⁹ Academy Operations Manual, p. 9.

the Curriculum and Instruction training staff is to work with instructors to incorporate best practices and adult learning concepts into the curriculum, it does not include any supervisory responsibility to ensure accountability. It also does not address whether the civilian training staff is authorized to require changes to curriculum, an issue that caused significant disharmony during the tenure of the former Academy Division Manager and resulted in revised but unenforced standard operating procedures that failed to resolve the issue. Further refinements and process details are needed to better ensure a process of peer and supervisory review, quality control over teaching methods and class instruction, and better integration of de-escalation principles (when applicable) and community expectations throughout Academy training.

The creation of the PAC and the designated working groups are excellent concepts that will require follow through and effective implementation, although it is concerning that little progress has occurred to date on creating these committees. Similarly, the Instructor and Leadership Development Program is a much-needed provision that, if effectively implemented, can provide professional growth opportunities and improved retention of the Academy's most passionate and talented instructors and staff.

3.3 Community Involvement in Academy Instruction

As discussed in the *Kroll Audit Report* (pp. 10-17), starting with the 144th cadet class, APD significantly enhanced efforts to provide cadets with valuable perspectives from key community members and organizations. Community involvement in cadet training for the 148th cadet class included individual community engagement sessions interspersed throughout Academy training, supplemented by a 40-hour Community Connect program of day-long activities in the community. In addition, cadets received 16 hours of racial equity training as part of the Groundwater Analysis workshops led by Joyce James Consulting LLC, which included further meaningful interactions with community members.

Section III of the Academy Operations Manual addresses the Academy's continued commitment to community involvement in Academy training. The section expresses that the Academy values community involvement in cadet instruction and outlines APD's commitment to helping cadets "embrace their future role as empathetic guardians of the community through meaningful engagement and local interactions."¹⁰ It further outlines what it calls the Community Connect and Engagement Program (CCP), which includes (1) **Community Connect** events, in which cadets go into the community with partner organizations to interact directly and meaningfully with the community groups and their clients, (2) **Community Engagement** sessions, in which representatives of selected community organizations come to the Academy to present and engage in dialogue with cadets as part of Academy training, and (3) other community involvement in training, including the yet to be created **Community Advisory Council (CAC)**, the PAC, and partnering with community SMEs that assist with specific course instruction (as discussed in Section 3.1 above).¹¹

This section of the manual envisions a substantially revised CCP program of community involvement by assigning the responsibilities of the Community Engagement Training Specialist position to the newly developed **Field Training and Community Connect Program (FTCCP)** Unit. As described:

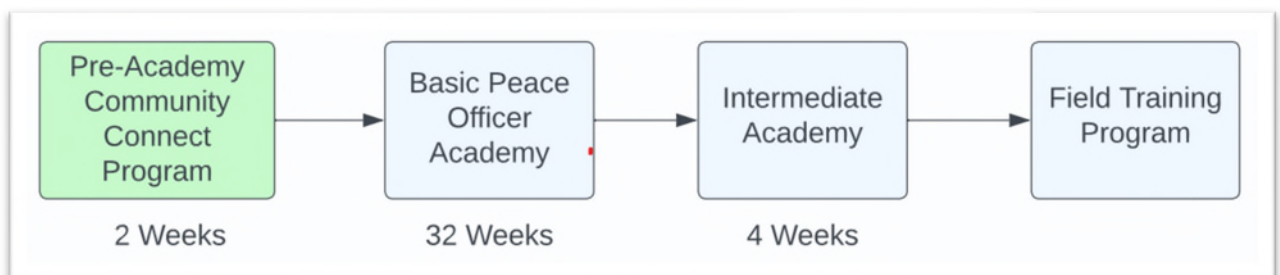
The FTCCP unit will oversee the current CCP and develop an enhanced program for Cadets to promote continuity of positive community engagement throughout the Academy

¹⁰ Ibid., p. 16.

¹¹ Ibid. The APD manual abbreviates the program as "CCP."

and Field Training Program. This unit will be led by a Program Manager I (PM I), who will act as the Community & Culture Liaison. The PM I will lead a Field Training Coordinator (Training Specialist Senior), a Training Specialist, and an Administrative Specialist (*currently pending HRD approval). The FTCCP Manager is directly overseen by the Department Organization Training Manager.¹²*

The section correctly notes that, at present, hours dedicated to the Community Connect and Community Engagement Programs are dispersed throughout the Basic Peace Officer Course (BPOC) schedule to closely align community engagements and experiences with relevant TCOLE-related training blocks. Nevertheless, this section of the manual calls for the creation of “a robust two-week Pre-Academy to allow scheduling flexibility and possibly additional Community Engagement opportunities within the Academy’s curriculum”¹³ as displayed on the below chart:



Section III further states that “[d]eveloping the new Pre-Academy for enhanced community collaboration provides the Academy with additional flexibility in scheduling Community Connect Events and hosting Community Engagement Sessions by shifting some, not all, of these Events and Sessions into this dedicated 80-hour block. The Academy will continue to emphasize the importance of developing guardian-centric community caretakers from the Cadets’ first day with APD with necessary racial equity courses such as Groundwater Analysis of Institutional and Structural Racism, History of Race and Police in Austin, and other critical community-focused events, engagements, and courses.”¹⁴ As contemplated, the responsibility for managing and scheduling the Pre-Academy program will fall under the leadership of the new FTCCP unit.

Thus, the person in charge of the CCP program at the Academy will also be responsible for overseeing the Field Training Program. Most of the CCP program will be incorporated into an 80-hour pre-Academy block, which will include Community Connect and many (but not all) Community Engagement sessions into this pre-Academy program. The process specifies which Community Engagement sessions may remain in the 32-week BPOC program but appears to otherwise include all remaining community programming in the two-week pre-Academy program. Section III also includes some generalized processes for event planning and evaluation.

In addition, Section III contemplates the formation of a Community Advisory Council (CAC) that is to meet with APD and Academy leaders on a quarterly basis and include a broad representation of community members from diverse backgrounds and lived experiences. As set forth in the manual:

The goal of the CAC is to meaningfully examine how the recommendations or issues of concern can be effectively included in the curriculum or addressed in Cadet training. The

¹² Ibid., pp. 16-17.

¹³ Ibid., p. 24.

¹⁴ Ibid.

*primary focus of the CAC is to ensure that Cadet training consists of a comprehensive understanding of the Austin community, the expectations of officers when interacting with community members, and the type of police department the community wants and expects. This advisory council allows the community to engage with APD meaningfully and transparently to discuss the current topics of concern.*¹⁵

The CAC is to include a third-party facilitator that will help lead the quarterly meetings and plan the agenda for each meeting in coordination with the Academy's Community and Culture Liaison.

Finally, Section III notes that all "APD Probationary Police Officers must complete a Neighborhood Portfolio Exercise (NPE) before earning a successful rating within the APD Field Training Program. This NPE is designed to give the trainee a sense of the community they will serve. It also encourages the trainee to develop critical community contacts when practicing the Community-Oriented Policy and Problem-Solving (COPPS) philosophy."¹⁶ Section III commits APD to maintaining this practice "while developing a new, robust community engagement project: a Community Connect Capstone (3C) Service Project" that is intended to be a meaningful large-scale community project to be performed by PPOs as part of the Field Training Program. Although such a program has yet to be developed, according to Section III, "[a] pilot stage can begin once the program is designed and developed. Upon completion, processes can then be expanded to introduce the program into the basic training and field training for all Cadets to complete."¹⁷

Assessment: Although this section includes language supporting robust community involvement in Academy training and envisions an expanded commitment to community engagement, it would benefit from additional process details concerning how the Community Connect and Engagement Program will be planned and implemented for each cadet class, how community representatives and organizations will be selected, and precisely how much community engagement will remain in the 32-week BPOC training.

For the past three years, cadets and community leaders have engaged in many thoughtful discussions and valuable community-building activities. Kroll has observed that cadets consistently take the community programming seriously by actively participating in many service-oriented activities and asking thoughtful questions of the organizations' representatives. It is not entirely clear to Kroll how combining the Community Engagement and Community Connect programs into the Field Training Program will necessarily enhance the overall effectiveness of the community programming; however, Kroll is more concerned with a dedicated commitment to including community participation in Academy training and less concerned with precisely when and in what format that community involvement occurs. Nevertheless, without additional processes to guide effective implementation, the newly designed structure leaves uncertain how the program will be run. Kroll received a lot of pushback and resistance from Academy staff during the 144th cadet class, which included a two-week Community Connect program that preceded basic Academy training and an additional 25 hours of community engagement spread throughout the basic training program. In subsequent cadet classes, the overall number of hours devoted to Community Connect and Community Engagement has declined, with the reduced Community Connect component integrated into the cadet class schedule.

During our consultations with the Program Manager III for Curriculum and Instruction, we understood the Academy initially wanted to include 80 hours of Community Connect as part of a

¹⁵ Ibid., p. 22.

¹⁶ Ibid., p. 23.

¹⁷ Ibid.

post-Academy program, which was revised at the last minute to a pre-Academy program. The driving force for these adjustments appear to be the desire on APD's part to increase the number of hours available for additional physical fitness training and other more traditional BPOC training. Although we agree with increasing the hours devoted to physical fitness training and to enhancing scheduling flexibility, it is important to ensure that community engagement at the Academy is not siloed from basic cadet training, which could implicitly give rise to community involvement in Academy training being assigned to second-class status. It will be important to monitor and evaluate the revised structure when implemented to ensure that APD continues to expose cadets to valuable and meaningful interactions with diverse and historically underserved segments of the Austin community.

Moreover, it is important to note that APD has to date made no perceivable progress on refining and creating the CAC process despite APD's agreement to implement the Kroll recommendations published in its curriculum review process assessment report on March 1, 2023. See Kroll Report: *APD Training Academy: Curriculum Review Process Assessment*, March 1, 2023.¹⁸ The Kroll report recommended the creation of both a Professional Advisory Committee (PAC) and a Community Advisory Council (CAC), both of which are discussed in the Academy Operations Manual but have not been created or implemented. As with community engagement programming, including aspirational language in the manual, while hopeful, will mean nothing without effective follow through and implementation.

3.4 Academy Instructor Evaluations

Until now, the Academy had no formalized process for evaluating Academy instructors by Academy supervisors. As we noted in the *Kroll Audit Report* (p. 19), this was a shortcoming that needed to be addressed. Accordingly, Section IV establishes a formalized process of instructor evaluations by supervisors and the training staff. The section rightly acknowledges that "a standardized and systematic process for evaluators to provide feedback for continuous improvement is imperative to the instructor's personal and professional growth and development."¹⁹ The process is designed to provide "instructors with constructive feedback to aid in improving the delivery of course material while focusing on adult learning techniques."²⁰ It requires that instructor evaluations be completed at least once per year for each Academy instructor by a supervisor with the rank of at least sergeant. An Academy Instructor Evaluation Form has been developed to assist with and standardize the process. In addition, the Curriculum and Instruction Development Team is to independently observe and evaluate each instructor at least twice a year.

Assessment: As there previously was no formalized process in place for supervisory or peer review of Academy instructors, this process is a much-needed step in the right direction. Follow through and effective implementation are crucial to its success, and further development of the process should specify who on the CID team conducts evaluations, when and in which courses. Nevertheless, this process has the potential to contribute greatly to professional growth and development of instructors, improve the execution of classroom-based training at the Academy, and establish positive collaboration between sworn and civilian staff.

¹⁸ <https://services.austintexas.gov/edims/pio/document.cfm?id=404612>.

¹⁹ Academy Operations Manual, p. 25.

²⁰ Ibid.

3.5 Roles and Responsibilities of Civilian Staff

Section V of the manual addresses the roles and responsibilities of civilian personnel at the Academy. The section explains that the civilian training staff “is a crucial and essential component of Academy operations. The training staff is here to assist all Academy instructors, supervisors, and staff to ensure that the APD Training Academy prepares and trains the best officers in the country based on evidence-based best practices.”²¹ The civilian staff is led by the PM III, who reports directly to the Academy Commander.

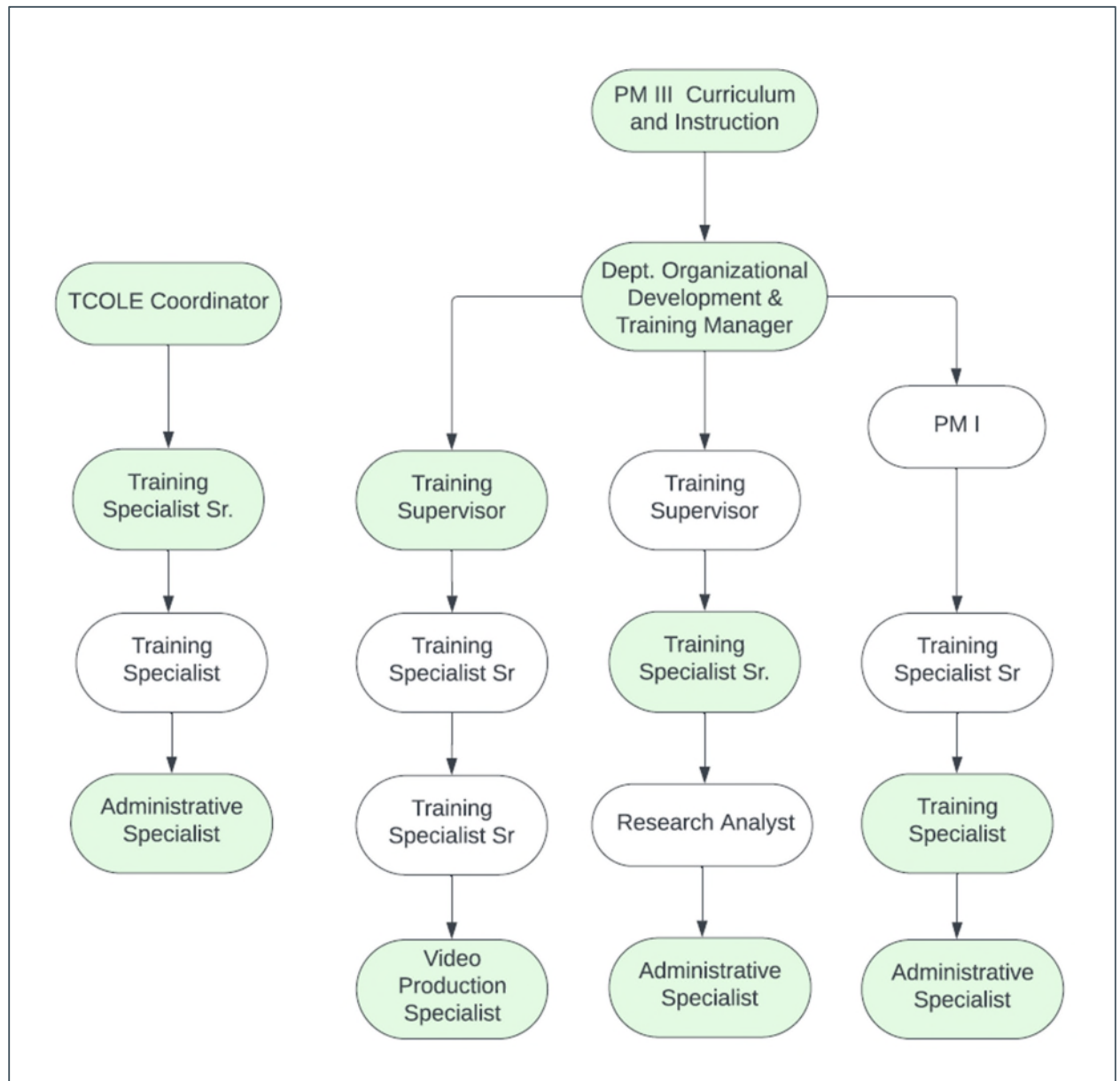
In addition to overseeing the civilian training staff, the PM III will, among other responsibilities, assist with developing new training and lesson plans to ensure compliance with all TCOLE training standards, provide professional instructional development for Academy instructors, and directly supervise the Department's Organizational Development and Training Manager. Other positions discussed in Section V include:

- The Department Organizational Development and Training Manager position, which is responsible for designing and deploying Department-wide organizational development and training program strategies and initiatives that improve the overall effectiveness of the Academy personnel; and
- The FTCCP PM I position, which oversees the Field Training and Community Connect Programs, acts as the Departmental Community and Culture Liaison, and is ultimately responsible for ensuring all strategic and community-oriented goals are being met while managing the successful completion of each Probationary Police Officer through their Field Training Program.

The section further explains the different units that constitute the civilian training staff, including the Curriculum and Instruction Unit (assists with curriculum development, adult learning methods, and standardization), the ACADIS Unit (manages and oversees the ACADIS learning management system to facilitate better organization of course materials and Academy statistics and documentation), the TCOLE Unit (to ensure that all curricula, addendum course materials, and lesson plans comply with TCOLE standards and departmental policies), and the previously discussed Field Training and Community Connect Program Unit (charged with coordinating the FTO Program as discussed in Section IX and overseeing the Community Connect and Engagement Program as discussed in Section III). The organization chart for the civilian staff is presented below (subject to further revision and refinement as the positions are filled and evolve).

²¹ Ibid., p. 26.

Civilian Staff – Organization Chart



Assessment: This section details some, but not all, civilian training staff positions and acknowledges that many positions remain unfilled and undefined. Accordingly, substantial process detail is lacking, and the roles and responsibilities are not always aligned with the tasks specified for certain positions in other sections of the manual. Moreover, it is unclear whether all civilian personnel essentially report to the PM III, or whether the PM III only has one direct report (i.e., the Department Organizational Development and Training Manager). Kroll understands that many of the civilian positions are new and may need further refinement and consideration. Nevertheless, this section will need regular updates and revisions to ensure that roles and responsibilities are clearly defined and properly aligned with all the objectives and goals outlined in the operations manual.

Moreover, Kroll notes that the Division Manager position has been essentially downgraded to a Program Manager III position reporting directly to the Commander. This is a significant change from when the civilian staff was led by a Division Manager, who reported directly to the Assistant Chief over the Academy. This revised organizational structure re-establishes ultimate authority and influence over the training staff in the Commander position, which has changed five times since Kroll first began work with the City in November 2020. APD believes this change is necessary to avoid what had been a confusing overlap of authority between the Academy Commander and Academy Division Manager positions and will result in a more efficient command structure.

It remains to be seen how the new civilian roles will be implemented and how effective APD leadership will be at ensuring meaningful collaboration between civilian and sworn staff at the Academy. Accordingly, it will be important for APD leadership to closely oversee Academy operations to ensure a high level of civilian-sworn cooperation. Additionally, it is important that a process exist for the PM III to raise concerns with the Assistant Chief in appropriate circumstances. It will be essential for the Academy Commander to work collaboratively with the PM III so that the civilian training staff can meaningfully assist Academy instructors in incorporating adult/active learning models throughout the Academy and ensuring up-to-date curriculum consistent with best practices in police training.

3.6 Academy Diversity

This section includes assertions that APD and the Academy are “committed to fostering an environment where diversity, equity, and inclusion are interwoven into all segments of our training practices and culture” and that “[d]iversity is a value highly supported by APD and the Training Academy.”²² It does not specifically address how greater racial, ethnic, or gender diversity is to be achieved other than noting that “APD actively recruits and engages with a diverse group of officers to mentor and invite them to Cadet training and sit in or observe aspects of Cadet training to be in a better position when an opportunity for a position becomes available for a Cadet instructor.”²³

Most of the remaining section is devoted to APD’s anti-discrimination and harassment policies and asserts that discrimination, harassment, sexual harassment, and retaliation based on a protected class as defined in federal, state, or local law, will not be tolerated. It explains that “protected classes include race, color, religion, creed, sex, gender, pregnancy status, genetic information, sexual orientation, gender identity, national origin, ethnicity, age, disability, veteran status, or other legally protected class.”²⁴ The section also addresses how to report incidents of discrimination, harassment, or retaliation.

Assessment: Although this section contains aspirational language about “fostering an environment where diversity, equity, and inclusion are interwoven into all segments of our training practices and training culture,” it appears that APD continues to equivocate on this issue and has not developed a process or plan to institute steps designed to further enhance racial, ethnic, and gender diversity at the Academy (i.e., among staff and cadets) or explain how diversity considerations might be factored into selection and hiring criteria. Most of the section is a standard statement prohibiting harassment, discrimination, and retaliation. Further refinements and clarity are needed if the

²² Ibid., p.34.

²³ Ibid.

²⁴ Ibid.

Department wishes to develop an implementable plan to achieve greater racial, ethnic, and gender diversity in the future.

3.7 Academy Culture

This section includes a statement affirming the Academy's transition from a strict, paramilitary model to a resilience-based training model based on community trust and respect:

The Training Academy's mission is to educate our officers with an outstanding curriculum using the most progressive, evidence-based teaching methods to develop officers with enhanced critical thinking, decision-making, and communication skills who can then engage the residents and visitors of Austin in a professional and positive community-oriented manner. The Academy is focused on creating a balanced academic environment with a less paramilitary-style approach to learning by enhancing adult learning methodologies in and outside the classroom, emphasizing stress-based learning during critical incident event training, and improving each Cadet's communications and de-escalation skillsets. The Training Academy is dedicated to developing a curriculum in collaboration with citizens of Austin and SMEs to increase transparency and enhance police-community relations and trust.²⁵

The section further provides guidelines for Academy instructors and supervisors regarding how and when performance accountability (collective discipline) sessions are to be conducted and implemented. The guidelines require, among other things, that collective discipline sessions (stress-based drills designed to hold all cadets accountable for the individual actions of one or more cadets) are to be implemented only for valid reasons directly related to violations of officer safety or law enforcement actions unrelated to classroom or administrative issues. The guidelines further prohibit such drills from interfering with classroom instruction and require that cadets be given adequate warm-up periods for strenuous or prolonged physical activities (to reduce injuries), prohibit use of the sandpit (which in prior cadet classes contributed to injuries), and require that a supervisor be present for all performance accountability drills.

Assessment: The introductory paragraphs in this section contain positive and affirming language promoting an Academy culture that balances an educational, adult learning environment with the paramilitary components of Academy training. To address past concerns, the collective discipline process outlined in this section ensures that classroom-based hours are not impacted by performance accountability or collective discipline measures and contains other appropriate restrictions on the timing and nature of these stress-based drills. Although the section lacks a clearly articulated process for ensuring that all Academy staff and instructors strictly adhere to an appropriately balanced emphasis on the guardianship aspects of policing, such as community engagement, de-escalation, enhanced awareness of mental health issues, racial equity, procedural justice, and incorporation of trauma-informed training, those issues are addressed elsewhere in the manual. Further clarity and refinement is recommended to more firmly prioritize the items needed to transform the Academy into an adult learning institution that prioritizes dignity and empathy in citizen interactions, and which values procedural justice, transparency and accountability, de-escalation techniques in situations that historically would have called for force, and a strong community orientation, consistent with APD's and the Austin community's stated desire to create and sustain a best-in-class training program for a modern, urban police force.

²⁵ Ibid., p. 36.

3.8 Cadet Exit Interviews and Separation Process

This section sets forth the processes developed by the Academy since the 144th cadet class to document and conduct effective and meaningful exit interviews of cadets who leave the Academy program due to voluntary resignation, injury, or termination for academic test failures or other reasons. The processes also ensure that complaints or concerns of individual cadets are properly addressed and resolved. In addition, the section discusses how and by whom data collected during the separation and exit interview process should be aggregated and analyzed.

Assessment: This section sufficiently outlines the Academy's standardized procedure for conducting evidence-based exit interviews of separating cadets (to be interviewed by one or more sworn and civilian staff members prior to separation and asked about positive and negative perceptions of training) and for properly documenting issues identified. The section on data analysis of cadet disqualifications and terminations is a good addition that will benefit from further development and refinement to guide Academy staff on how to evaluate and use the data collected and analyzed.

3.9 Field Training Officer Program

This section sets forth processes for ensuring that FTO training remains consistent with Academy training and includes mechanisms for obtaining and evaluating feedback from probationary police officers (PPOs) and individual FTOs. In combination with the recently revised Field Training Unit SOP, the processes are intended to provide a comprehensive guide for FTOs to effectively train and mentor recently graduated cadets while upholding the highest standards of professionalism, ethics, and community-oriented policing. For example, the selection criteria for FTO candidates now includes, among other things, a commitment to ethical behavior and professionalism, positive relationships with the community, quality of citizen contacts, and a commitment to APD values and philosophy. The Patrol Commanders in the field are responsible for ensuring that FTOs stay up to standards, with certain responsibilities assigned to the Field Training Lieutenants.

This section of the Academy Operations Manual supplements the updated and revised FTU SOP by developing a daily Field Trainer's Guide designed for the FTO to follow when training new PPOs to help standardize the everyday PPO training experience. It also institutes a process for obtaining feedback from FTOs and PPOs regarding what messaging and training FTOs are providing and whether PPOs are receiving training and direction from FTOs that is consistent with their Academy training, including on such matters as de-escalation tactics, community respect, procedural justice, and other important training topics. The feedback will be in the form of surveys to be completed by each FTO and PPO, individualized feedback sessions between each PPO and his or her Field Training Lieutenant, and annual focus group sessions assisted by a third-party facilitator and designed to help evaluate (1) how well the FTO Program aligns with key components and significant themes emphasized in cadet training, (2) how well cadet training prepares PPOs for the FTO Program, and (3) issues and obstacles that positively or negatively impacted FTO training.

Assessment: This section outlines a good plan for the development of much needed improvements to the FTO Program that will ensure that cadet training properly prepares cadets for the program and that FTO Training remains consistent with and does not undermine what the cadets/PPOs learned at the Academy. However, because this enhanced feedback process is yet to be implemented or fully developed, despite Kroll's recommendations from three years ago, it will be important to monitor and evaluate how effectively APD follows through and implements these new processes and plans.

3.10 Advanced Education of Active APD Personnel

This section is intended to outline a process for ensuring that the Advanced Education program addresses bias-based policing, de-escalation, cultural competency, and the history of policing and its intersection with race in the community, as part of its mission to provide robust and up-to-date continuing education for all active APD personnel. As drafted, the section describes the Advanced Education Unit (AEU)'s commitment to delivering and hosting courses that cover essential topics relevant to community concerns, including on such topics as "implicit bias, racial and ethnic bias, gender bias, de-escalation techniques, the historical context of policing and its intersection with race in our community, and courses designed to enhance officers cultural competency."²⁶ It further describes the unit's responsibility for updating and providing department-wide training to comport with TCOLE requirements, department mandates, and other training needs determined by AEU. And it describes the following current course offerings: Integrating Communications, Assessments, and Tactics (ICAT) training, Active Bystandership in Law Enforcement (ABLE) training, Fair and Impartial Policing, and Police Legitimacy and Procedural Justice.

Assessment: The section sets forth APD's aspirational commitment to provide important course offerings on essential topics responsive to community concerns. However, additional process information is needed regarding how (1) the unit selects and prioritizes training that will be offered, (2) courses are to be evaluated and updated, and (3) the department intends to promote and encourage active APD personnel to elect such offerings. It is important that follow through and implementation be monitored to assure that, as with many of the processes included, the actual course offerings and delivery back up the aspirational statements.

3.11 Academy Video Library and Internal Review Process

This section includes a process for maintaining a centralized repository of training videos for use in cadet and in-service training, and for internally reviewing and evaluating content consistent with community standards and concerns. It requires that all departmentally approved training videos be stored in a centralized location and transitioned into ACADIS, and that any change of videos shown within a course requires an amended lesson plan. To be approved for use in cadet training, an internal evaluation process requires supervisory approval from an Academy Unit supervisor with the rank of sergeant or above before displaying a new video during course instruction. A form video review worksheet is to be completed for each new video that evaluates the below factors and considerations:

1. *How effectively does the video convey information and teaching content that is relevant and useful to the course for which it is to be used?*
2. *The purpose of the video and whether it contributes to course objectives.*
3. *The potential for explicit and implicit messages relating to race, ethnicity, gender, or sexual orientation.*
4. *Whether the video depicts a positive or negative police-citizen encounter and, if applicable, how a negative depiction will be countered and explained to ensure that any implicit negative messages contained in the video do not undermine course objectives or APD or community values.*
5. *Whether the video promotes an "us versus them" mentality or excessively and unnecessarily heightens the danger imperative of policing.*

²⁶ Ibid., p. 52.

6. *How effectively does the video help the instructor convey appropriate police tactics in a given scenario?*
7. *Does the video help promote considerations of officer and community safety?*
8. *The likelihood of an internal/external investigation resulting from the subject matter depicted.*
9. *Whether the video portrays any involved employee actions that could be viewed negatively and whether the training benefits outweigh the employee's exposure.*
10. *Whether permitting uninvolved personnel to view the video for training purposes may hurt any future or current prosecution, civil proceeding, or lawsuit.*
11. *Under no circumstances shall any recording be used or shown with the intent to ridicule or embarrass any APD employee or Austin Community member.*²⁷

Finally, “[a]ny deviations related to the Academy Video Review Process protocol require approval from the Training Commander before execution.”²⁸

Assessment: If effectively implemented, this section will help rectify past concerns, addressed in Kroll’s reports in 2021 and 2022, about the Academy’s failure to effectively use video resources in training cadets, while also considering community concerns about racial equity and avoiding implicit messaging that negatively impacts police-community trust. This section requires the use of internal review worksheets to assist with evaluating training videos consistent with community concerns and should help ensure that all videos used in training (or approved for future training use) are maintained in a centralized repository in ACADIS for Academy instructors to use as a resource.

3.12 Scheduling Coordination

This section formalizes a process for the Learned Skills, Cadet Training, and Advanced Education Units to coordinate cadet class schedules to ensure a logical flow of class content and integration of de-escalation principles, mental health awareness, and community perspectives into training curriculum. In addition to addressing a lack of proper scheduling coordination that Kroll found existed in the 144th cadet class,²⁹ this section attempts to ensure that planning and scheduling in all future cadet classes include proper coordination between units, supervisors, and instructors in a manner that promotes cohesion, communication, inter-unit transparency, and collaboration among all training units.

Assessment: The section specifies that unit coordination will occur four months in advance of each new cadet class and that the Commander will approve of the schedule three months before the cadet class starts. However, although the section properly formalizes inter-unit coordination in creating cadet class schedules, it lacks a specific process for considering how de-escalation principles, mental health awareness, and community perspectives can be more fully integrated throughout Academy training. Moreover, the section does not address whether 40-hour block courses such as Penal Code and Traffic Code should be taught in smaller units of instruction and more effectively integrated into the cadet class schedule by pairing them with other relevant topics. For example, during the scheduling process, consideration should be given to customizing schedules in an effective and efficient manner that will allow learning objectives to occur while engaging cadets in an adult learning process.

²⁷ Ibid., pp. 54-55.

²⁸ Ibid., p. 55.

²⁹ See *Final Report of Independent Evaluator Report: APD Training Academy*, February 16, 2022, p. 33.

3.13 Cadet Separations - Disqualifications and Terminations

This section addresses the need to document cadet injuries, disqualifications, and separations and to maintain statistics and evaluate patterns that may help Academy staff and supervisors identify ways to assess and minimize separations and injuries. The CTU Lieutenant is to present a detailed report at each monthly leadership meeting on the number of separations and injuries for each current cadet class. The report will address the reasons for cadet separations, the types of injuries reported, relevant cadet demographic information, and the specific activity the cadet was engaged in when the injury occurred. This information will help staff identify activities frequently associated with injuries based on comparative analysis and to identify any patterns or trends to determine if changes are needed to minimize injury risks or separations without sacrificing training objectives and readiness. The section also describes a need for a Research Analyst to help manage data collection, analysis, and reporting.

Assessment: The section properly addresses the need for Academy staff to document the reasons for cadet separations and periodically evaluate trends and data to help determine whether adjustments are needed. However, the section could benefit from additional process refinements concerning precisely how the data is to be analyzed and connected to the reporting and evaluation requirements of the internal audit process (see section 22).

3.14 Active Bystander for Law Enforcement (ABLE) Training

To better train officers to understand their obligations and duties of peer intervention, the Center for Innovations in Community Training at Georgetown Law School in Washington, DC, has developed a training program called Active Bystander for Law Enforcement (ABLE). The purpose of ABLE is to better prepare officers to successfully intervene to prevent harm and to create a law enforcement culture that supports peer intervention. This section states APD's commitment to instituting ABLE training as part of mandatory in-service training and presents the planned scheduled roll-out for implementation.

Assessment: Although this section properly describes APD's commitment to instituting ABLE (peer intervention) training as part of mandatory in-service training and includes a plan and chart with projected dates of full implementation, additional process detail would be helpful to clarify who is responsible for ensuring an effective roll-out and how the roll-out process will work.

3.15 Procedural Justice

This section describes the importance of procedural justice in Academy training and commits the Academy to incorporating procedural justice principles into cadet training while also emphasizing such principles in active learning scenarios and roleplay exercises. The section further explains that while there is no formalized procedural justice training course, aspects of procedural justice are covered in the History of Police and Race in Austin, Racial Profiling, Arrest Search and Seizure, Patrol Procedures-LGBTQ issues, Professionalism and Ethics, and community engagement sessions. It is also reinforced in certain role-play scenarios, including traffic stops. To further ensure continued emphasis on procedural justice in cadet training, the section provides:

Reviewing the extent to which procedural justice is embedded in these courses and working toward embedding procedural justice training in other courses is an essential responsibility of Academy Leadership, the PM III, and the PAC (once initiated and operational).

Courses may be prioritized for PAC review to accelerate the rate at which procedural justice is incorporated across a broader portion of the Cadet training curriculum. In addition, a qualified procedural justice expert will be consulted to determine how much procedural justice concepts are emphasized in training and to embed the concepts in other courses effectively. Finally, evaluations for the five courses listed above (and those added later) will include specific assessments related to procedural justice.³⁰

In addition, a course on Fair and Impartial Policing, which includes many procedural justice principles, is required of recently graduated cadets as part of the Intermediate Academy.

Assessment: This section appropriately advances APD's commitment to emphasizing and reinforcing procedural justice principles in Academy training. However, more process guidance should be included to specify how Academy leadership, the PM III, and the PAC are to review and evaluate course content and how the effectiveness of procedural justice training can be monitored and internally evaluated. Additional process details should also be included to require that certain course evaluations specifically assess procedural justice content.

3.16 Cognitive Decision Making and Emotional Intelligence

This section highlights the importance of developing cognitive decision-making, emotional intelligence, and social interaction skills, which is important for helping cadets learn strategies for regulating their emotions in high-stress situations, as well as for developing social skills that help them relate and communicate better with the communities they serve. The section notes that these skills are developed and tested in cadet training through such courses as ICAT, CIT, and criminal law role play scenarios, among others. The CID team is to ensure that instructor evaluations and lesson plan reviews consider how cognitive decision-making, emotional intelligence, and social interaction skills have been addressed (when applicable) in course instruction.

Assessment: This section helps establish the importance of developing and evaluating cognitive decision making and emotional intelligence skills in cadet training. Although specific process details for specific personnel to evaluate the effectiveness of the skills training addressed in this section are not included, requiring that role play scenarios and instructor evaluations consider these skills will help reinforce the importance of these topics in training.

3.17 Trauma-Informed Training

This section emphasizes the need to incorporate trauma-informed training in relevant courses and the importance of collaborating with Victim Services Counselors and adding victim components to course content and role plays. It discusses the importance of trauma-informed training and describes high-stress events that may result in a traumatic response. The section requires that instructors and SMEs, in partnership with APD Victim Services professionals, continue to incorporate training components related to trauma and victimization. It further requires the PM III to establish a review process for all courses and role-play scenarios and calls upon APD Victim Services counselors and supervisors to "actively consult and ensure that Academy Instructors and SMEs are aware of advancements in the field."³¹ The section lists 30 Academy topics that currently include some trauma-informed training. It provides that Victim Services counselors are to observe courses and collaborate with instructors to provide feedback on language use

³⁰ Academy Operations Manual, p. 62.

³¹ Ibid., p. 65.

and content, make curriculum suggestions to facilitate the integration of evidence-based practices, identify gaps in training, and propose new courses to further advance officer knowledge and understanding.

Assessment: This section advances APD's commitment to emphasize and reinforce the importance of trauma-informed training. Consistent with our assessments in Sections 3.15 and 3.16 above, additional process details and guidance on evaluating effectiveness are warranted.

3.18 Physical Fitness and Health/Wellness Training

This section outlines the Academy's physical fitness and health and wellness program for cadets. The purpose of the program is to improve each cadet's physical fitness and instill a life-long motivation and desire to maintain fitness standards, as well as promote the importance of health and wellness throughout each officer's career. The section cites research indicating that the average APD officer remains in the force for nearly 23 years and that failure to maintain physical fitness and wellness can substantially reduce the longevity of an officer's career. The section states that the Academy's PT training program should aim to include PT training at least three days per week. It further provides that:

The scheduled workouts may vary in duration, degree of difficulty, and level of intensity and should occur as often as possible during the first four to six weeks of training. Academy Staff should track monthly progress the entire time the Cadet is in the Academy.

After six weeks, staff should assess the status of each Cadet's physical conditioning and divide them into separate groups: those who are just meeting the standard, those who are average or slightly above standard conditioning, and those who have demonstrated above-average conditioning. Staff should then evaluate the groups and customize future workouts and planning to bring those individuals performing at a substandard level to an above-average fitness level. Each group should then be assigned an appropriate physical training program to enhance their conditioning for the remainder of the Academy. The better conditioned Cadets should be encouraged to conduct whatever training they feel will improve or maintain their fitness levels. The other groups could be given tailored training programs to enhance their fitness levels. Additionally, there should be once-a-week group exercises inclusive of all Cadets that include cadence runs, circuit training courses, team-building exercises, and intra-squad challenges.³²

The section also discusses the importance of mindfulness and resiliency training that includes breathing exercises and stress-management techniques. Finally, as a long-term goal, additional research is to be conducted "regarding a Job-Related Task Assessment, which is a series of physical fitness exercises designed to simulate the physically demanding tasks a police officer is expected to be able to perform" throughout his or her career.³³

Assessment: This section provides a good start to re-energizing the Academy's PT training program to include a three-day per week PT schedule, with workouts varying in duration, degree of difficulty, and level of intensity. It should also help standardize the need to track cadets' weekly weight gain or loss and assess the status of each cadet's physical conditioning so that they can eventually be divided into separate groups that correspond to their fitness needs. However, as the section as drafted itself notes, the revised PT program has yet to be developed, piloted, and

³² Ibid., p. 67.

³³ Ibid., p. 68.

implemented, and there are no processes outlined for guiding such development and implementation.

3.19 ACADIS and Learning Management System

This section aims to ensure that the ACADIS / Learning Management System is effectively utilized to improve reviewing and updating curriculum and tracking key data and documentation. It requires all instructors to utilize ACADIS and lists several functions and tasks that ACADIS is to be used for in storing and updating key data and documents, including to track and update lesson plans and course materials, administrative requests, personnel information related to an officer's educational level, language skills, and military service (if applicable), online testing, the assignment of weapons, performance accountability logs, data and documentation regarding cadet injuries and separations, and other tasks such as tracking disciplinary measures, reinstatements, test appeals, and training assessments.

Assessment: The section serves the purpose of describing the primary uses of ACADIS and requiring that all instructors use ACADIS for all the items and tasks listed. However, the section should be refined to provide specific processes that ensure implementation, outline who is responsible for reviewing that all course content and other required information is properly uploaded, and explain how system use should be evaluated and further improved.

3.20 Cadet Mentorship Program

This section describes the cadet mentorship program that is currently available to female cadets on a volunteer basis and states that the program will be extended to all cadets when APD resources and personnel shortages allow. The minimum qualifications required to be a mentor are briefly outlined along with a process for matching mentors with mentees. The success of the program is to be measured by participation in the program, post-graduation surveys, and statistical tracking. The final paragraph of this section notes that, starting in February 2024, APD plans to host Peer Leadership Group meetings for all Sergeants and Corporals to allow them to gather, ask questions, and share stories that can help grow collective leadership knowledge.

Assessment: The section provides a brief but undeveloped process for the female cadet program with no developed plan for expanding the mentorship program to cover all cadets who wish to participate. Although staffing and resource issues are always an obstacle, it should not prevent APD from developing and implementing an effective cadet mentor program that provides an opportunity for cadets to have an added resource in the form of a mentor who has successfully made it through training and can offer advice and encouragement. A good mentorship program can provide the type of support and encouragement that helps all cadets succeed, and which contributes to better graduation and retention rates.

3.21 Recovery Time for Academy Staff

This section recognizes the importance of building in a recovery time between cadet classes to promote instructor wellness and avoid burnout, low morale, and reduced job performance. No process has been developed because "staffing shortages within the Department have created challenges in addressing our Academy instructors' need for recovery time. Increased recruiting and retention efforts are now underway to better address this need in the future."³⁴

³⁴ Ibid., p. 73.

Assessment: Other than to seek more staffing resources through recruitment and retention efforts, APD leadership has indicated it is presently unable to institute a process that would address the need for recovery time between cadet classes, especially for Learned Skills Unit instructors who frequently experience injuries and staffing pressures. We continue to encourage APD to find a balance between consecutive cadet class schedules and recovery time for instructors. These external factors continue to place undue stress on Learned Skills Unit instructors.

3.22 Internal Audit Protocols

Section XXII of the Academy Operations Manual contains a roadmap for establishing procedures to better enable Academy leadership to internally evaluate and audit the effectiveness of reform implementation by reviewing and monitoring how the Academy implements the goals and objectives of the areas and topics addressed in the manual and other areas of Academy training that are outlined in the 31 Kroll Audit Protocol Guidelines. See **Attachment A**, pp. 75-81, and **Attachment B**. The purpose of developing an internal audit process is threefold. First, to provide a review mechanism that Academy Leadership can use to support decision-making and ongoing planning. Second, to provide a framework for developing internal reporting to APD Executive Staff. Third, to create a framework to support the development of standardized external reporting to the Austin City Council and other stakeholders as needed.

The Kroll Audit Protocol Guidelines, which were developed in March 2022 following Kroll's independent evaluation of the Academy during the 144th cadet class, stated that an internal audit process should focus on (1) community involvement, (2) culture of adult learning, and (3) transformative change. The Guidelines suggested questions that Academy leadership should consider when reviewing and evaluating the various aspects of the Academy that fit within the areas of focus. Several of the items listed are easily converted into metrics for internal and external reporting. Other areas of consideration may be more difficult to measure but should be the focus of discussion within the department. Finally, some of the included elements may not change substantially between Academy classes and may only need to be reported when substantial change occurs.

Section XXII as drafted includes a detailed outline that should assist Academy leadership in developing and implementing an internal audit and reporting process. More planning and decision making by leadership will be needed to finalize a defined process. For each of the areas of consideration, several questions must be answered:

- (1) *Does the Academy collect the data required for reporting?*
- (2) *If not, what needs to be collected, and what tools are required for collection and reporting?*
- (3) *If the Academy already collects data or a plan for collection is implemented, is there a metric that can be reported (e.g., a count or a percentage)?*
- (4) *If not, what information can be used to meet the requirement, and how can it be best summarized?*
- (5) *Should the data, metrics, information, or summary be public (i.e., stored on the Open Data Portal)?*
- (6) *Should the data, metrics, information, or summary be available by the dashboard for leadership use, and how?*
- (7) *Should the data, metrics, information, or summary be reported as part of a regular Executive Staff briefing on Academy performance?*
- (8) *In the case of data or information, either currently collected by the Academy or a plan for implementation is designed:*
 - i. *where will the data or information be stored,*

- ii. *how will it be input, and*
- iii. *who is responsible for inputting and managing the data or information?*
- (9) *When will the data or information be collected?*
- (10) *When will it be converted to metrics, summarized, and posted to the relevant dissemination tools (i.e., Open Data Portal, leadership dashboard, and/or executive report)?³⁵*

To begin the process, the table presented on pages 84-101 of the Academy Operations Manual provides some answers to the above questions while raising additional questions that Executive Staff and Academy Leadership must answer to complete the program design. Each column in the table includes relevant information to address some of the questions raised above. In some cases, additional consideration by Academy Leadership and Executive Staff may be needed prior to determining reporting practices.

Assessment: This section outlines a detailed plan to develop an internal audit process that will help ensure the sustainability of implemented reform measures, but there remain gaps in information and decisions that need to be made to complete a defined internal review and evaluation process (to include public reports to City Council following each cadet class). Further consideration by APD leadership and decisions by Academy staff are needed to finalize the process. The table presented on pages 84-101 of the manual is an excellent start to what can be a valuable evaluation tool for APD's internal and external use. This internal audit and review process ideally will lead to regular reflection, discussion, and improvement in each of the agenda areas addressed, while increasing transparency and accountability with City Council and community stakeholders. Effective follow through and implementation of the internal audit process is essential to the sustainability of the many positive reforms that have been implemented to date, or that remain a work in progress.

³⁵ Ibid, p. 82.

4. RECOMMENDATIONS

Based on our evaluation and assessment of the Training Academy's developed long-term processes as set forth in the Academy Operations Manual, Kroll provides below a series of recommended next steps for each of the long-term processes that can assist the department with continuing and completing its work. We also offer a set of final recommendations.

4.1 Next Steps for Development

While substantial development on the Academy Operations Manual has been accomplished, as noted in the sections above, there are many areas where additional work is needed. This list of next steps does not reflect the entirety of what needs to be accomplished; however, it provides a framework that may be useful in planning further development and refinement of the processes. Where not indicated, Kroll recommends that the department clearly establish expectations in each of these sections by establishing timelines and defining milestones for each.

1. Partnering and Co-Instructing with External Subject-Matter Experts
 - a. Establish roles and responsibilities within the Academy for selecting and maintaining SMEs.
 - b. Develop a process for monitoring or evaluating effectiveness of SME-assisted instruction.
2. Incorporating Adult/Active Learning Concepts into Course Instruction
 - a. Clarify process where Curriculum and Instruction training staff assist instructors to incorporate or augment the use of adult or active learning principles.
 - b. Establish roles and responsibilities to include supervisory review of adult and active learning exercises.
 - c. Create and initiate the Professional Advisory Committee (PAC) and related workgroups.
3. Community Involvement in Academy Instruction
 - a. Clarify processes for planning and implementing Community Connect and Community Engagement.
 - b. Plan and initiate the Community Advisory Council (CAC) as previously recommended.
4. Academy Instructor Evaluations
 - a. Clarify roles and responsibilities related to instructor evaluation.
 - b. Establish a process for defining an evaluation schedule for each Academy class.
5. Roles and Responsibilities of Civilian Staff
 - a. Align civilian staff roles and responsibilities on an employee-by-employee basis to the various tasks in the manual that are assigned to the civilian training staff.
 - b. Reconsider the civilian reporting structure based on roles and responsibilities and the need for increased supervision for developmental positions.
6. Academy Diversity
 - a. Develop a plan to increase racial, ethnic, and gender diversity at the Academy.

7. Academy Culture

- a. Reconsider this section considering the original blueprint goal of reducing or modifying the paramilitary-style culture at the Academy.
- b. Develop policy or procedures to ensure that staff and instructors emphasize the aspirational aspects of the original blueprint.

8. Cadet Exit Interviews and Separation Process

- a. Align procedures in this section with the sub-section on auditing, data, and reporting.

9. Field Training Officer Program

- a. Develop a monitoring plan to assess fidelity to the planned enhanced feedback program.

10. Advanced Education of Active APD Personnel

- a. Develop clear processes to integrate AEU classes into the curriculum review elements outlined for cadet training.
- b. Clarify roles and responsibilities within AEU relative to these processes.

11. Academy Video Library and Internal Review Process

- a. Develop a monitoring plan to assess fidelity to the planned internal review mechanisms.

12. Scheduling Coordination

- a. Conduct a holistic evaluation of curriculum to determine where additional emphasis on de-escalation and community principles can be incorporated.
- b. Develop a revised scheduling process based on the evaluation.

13. Cadet Separations – Disqualifications and Terminations

- a. Align this section with the corresponding guidance on audit, data, and reporting.

14. Active Bystander for Law Enforcement (ABLE) Training

- a. Clarify roles and responsibilities for final implementation.

15. Procedural justice

- a. Clarify roles and responsibilities related to curriculum review including integration of the PAC.
- b. Develop course evaluation materials related to procedural justice.

16. Cognitive Decision Making and Emotional Intelligence

- a. Clarify roles and responsibilities related to curriculum review.
- b. Develop course evaluation materials related to cognitive decision making and emotional intelligence.

17. Trauma-Informed Training

- a. Clarify roles and responsibilities related to curriculum review.
- b. Develop course evaluation materials related to trauma-informed training.

18. Physical Fitness and Health/Wellness Training

- a. Clarify goals of the PT and wellness program.
- b. Plan and develop process details related to the PT and wellness program.

19. ACADIS and Learning Management System

- a. Define specific processes, rules, and responsibilities for the use of LMS.
- b. Define roles and responsibilities related to supervisory review of LMS use.

20. Cadet Mentorship Program

- a. Clarify goals of the mentoring program.
- b. Plan process details related to the mentoring program.

21. Recovery time for Academy Staff

- a. Consider additional options for reducing the impact of injuries and limited recovery time on LSU instructors.

22. Internal Audit Protocols

- a. Address remaining questions to determine how the audit program will function.
- b. Set timelines and milestones for audit implementation.

4.2 Final Recommendations

Based on our assessment of the Training Academy's developed long-term processes in the Academy Operations Manual, Kroll respectfully offers the following final recommendations:

1. All Academy personnel, including current staff, instructors, and supervisors, and APD personnel transferred to work at the Academy, should be required to read, acknowledge, and follow the Academy Operations Manual.
2. The manual should be further refined and clarified consistent with Kroll's individual process assessments throughout this report, and as outlined in Section 4.1 above. An updated and finalized version of the manual should be provided to City stakeholders, including City Council and the City Manager's Office, within six months of this report.
3. The internal audit processes outlined in Section XXII of the manual should be completed as soon as practicable and the internal audit process should be implemented for all future cadet classes. It will be important for APD leadership, along with the City Council and City Manager's Office, to hold Academy leadership accountable for conducting and reporting on the internal audits.
4. The Office of Police Oversight should renew its oversight function with respect to the Training Academy and take a more active role in monitoring the effectiveness of community involvement in Academy training.

5. APPENDIX

Kroll Project Team



Mark Ehlers is the **Engagement Leader** of Kroll's work with the City of Austin. Ehlers has 38 years of combined legal and investigative experience in the public and private sectors, specializing in government and university investigations, discrimination and harassment in the workplace, and alleged ethical violations. He is currently a managing director in Kroll's Philadelphia office. Prior to joining Kroll, Ehlers served for 18 years as an Assistant United States Attorney, first in the District of Columbia, where he served in the Homicide and Sex Offense Units, and later in the Eastern District of Pennsylvania, where he served on the Organized Crime Strike Force. Since joining Kroll, Ehlers has conducted numerous internal investigations and best practice reviews for a diverse array of public and private sector clients, including the University of Cincinnati Police Department (review and investigation of a UCPD officer's fatal shooting of an unarmed motorist), the New York Metropolitan Transit Authority (operational assessment of bridge and tunnel policing authority), and the North Carolina State Highway Patrol (review of hiring and selection practices, training and supervision following public reports of police misconduct), among others. Ehlers received a B.A., *magna cum laude*, from Wittenberg University, and a J.D., *with honors*, from George Washington University.



John R. "Rick" Brown is a former Lieutenant Colonel and Deputy Commissioner for Administration and Professional Responsibility of the Pennsylvania State Police (PSP). During his 29-year tenure, Brown oversaw the PSP's reform and accountability efforts in the areas of misconduct, sexual harassment, use of force, and early intervention/risk management initiatives. He developed the PSP's Equal Employment Opportunity Office's statewide liaison program and had oversight of citizen complaints that alleged discrimination or disparate treatment. Brown also oversaw the PSP's five-year Police-Citizen Contact Project, which utilized applied research techniques to assess the extent to which PSP officers engaged in racial or biased-based policing. Brown subsequently oversaw the implementation of proactive training and operational strategies to monitor and prevent racial profiling. In 2010, following a distinguished career in law enforcement, Brown created Transparency Matters, LLC, a certified Minority-owned Business Enterprise ("MBE") that focuses on building transparent policing policies and process change that provides organizational efficiencies, accountability, diversity, community education, training, and monitoring.



Daniel Linskey, former Superintendent-in-Chief of the Boston Police Department, is a nationally renowned expert in urban policing, training, and police-community relations. As Head of the BPD from 2009 to 2014, Chief Linskey developed and oversaw the BPD's social media, recruitment, community outreach, and engagement strategies, which have been cited as among the best practices in police management in the United States. Chief Linskey also changed the management and response of BPD to large-scale public disorder events. He oversaw the peaceful and successful management of the Boston Occupy movement and earned an international reputation at planning and overseeing major special events, and as the Incident Commander during the Boston Marathon Bombing Attack. Chief Linskey was part of a team sent to St. Louis County to assist the Department of Justice with an assessment of the St. Louis County Police Department and collaborative reform project following the events in Ferguson, Missouri in 2014. He is a frequent commentator on proper police tactics for national news organizations.



A.J. Bingham is serving as an advisor in multi-cultural community outreach in Austin, facilitating local community input into police-citizen interactions, and providing insight into Austin's business, civic, and non-profit communities. Bingham is Founder and CEO of The Bingham Group, LLC, a City of Austin-certified MBE, and full-service consulting firm that represents and advises clients on legislative and regulatory matters throughout Texas. An Austin native, Bingham is active in the community and serves on the boards of the Young Men's Business League of Austin, the Austin Trail of Lights Foundation, and the Long Center for the Performing Arts. A lawyer by background, Bingham received his B.A. in Political Science from Wake Forest University, and law degree from Washburn University School of Law.



About Kroll

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Audit Protocol Guidelines

Austin Police Department Training Academy

Background

On March 25, 2021, the Austin City Council approved Resolution 20210325-037 (“Resolution 37”), the Reimagined Police Cadet Academy Blueprint. The City of Austin is committed to full implementation of the Blueprint to ensure community involvement, adult learning tools and strategies, and transformative change within the Austin Police Department Training Academy. The City has acknowledged that historical training practices have impacted officers’ preparedness and relationships with the community. The City finds it imperative to transform the training academy within the Austin Police Department (APD) in order to implement needed reforms to APD’s curriculum, teaching methodologies, and the infusion of diversity, equity, and inclusion (DEI) practices and principles throughout the training academy that ensures the highest degree of cultural competency, public interactions, and ethics for its police officers.

On November 12, 2020, the City executed a contract with Kroll Associates, Inc (Kroll) to conduct a comprehensive evaluation of APD, which included a review and assessment of the APD Training Academy (Academy). On April 23, 2021, Kroll issued its findings and recommendations based on its review and assessment of the Academy. The report included a number of short- and long-term recommendations, all of which APD accepted and agreed to implement as part of the 144th cadet class and beyond. In its subsequent role as Independent Evaluator of the 144th cadet class, Kroll made several additional recommendations that APD accepted and agreed to implement.

These Audit Protocol Guidelines are designed to ensure the sustainability of the Kroll recommendations and the objectives of Resolution 37, and to ensure that further adjustments and improvements, consistent with the aforementioned recommendations and objectives, are made by APD moving forward.

Audit Protocol Development

The Academy will develop an internal audit protocol that will be utilized for each cadet class starting with and including the 145th cadet class. The audit process will be managed by the Academy Commander (or designee) and will specifically address progress toward goals and objectives of Resolution 37. The audit process will serve three key functions. First, it will provide a review mechanism that Academy leadership can use to support decision making and ongoing planning. Second, it will create a framework for developing internal reporting to APD Executive Staff. Finally, it will create a framework to support the development of a standardized external reporting to the Public Safety Commission and Austin City Council.

The internal audit protocol should focus on three main areas of development: (1) community involvement, (2) culture of adult learning, and (3) transformative change. Each of these areas include a variety of specific elements, as specified below. There are several important questions that Academy leadership should consider when auditing the Academy. Not all of these questions can be expressly answered; however, they tap into the various dimensions of the specific elements being considered.

Several of the elements listed can be converted into metrics for internal and external reporting, and these should be used for both purposes. Other elements that may be more difficult to measure should be the focus of discussion within the department. Finally, some elements may not change substantially between Academy classes. These should likely only be reported when substantial change occurs.

Community Involvement

1. Academy Curriculum Review Committee

- a. Who currently serves on the Committee (members and backgrounds)?
- b. How many times did the Committee meet during the cadet class?
- c. How effectively and collaboratively did Academy staff work with, and maintain accountability and transparency with, the Committee?

- d. What were the tangible results of the Committee's curriculum review (e.g., courses reviewed, recommendations implemented, and process for reporting back to the Committee)?
 - e. How many training videos were included in the curriculum review?
- 2. Co-facilitation of instruction between APD faculty and community subject matter experts
 - a. What courses were taught by or in cooperation with outside subject matter experts or community participants?
 - b. How effectively were the courses co-taught?
 - c. What was the degree of collaboration between the assigned Instructor and the subject matter expert?
 - d. Which additional courses should include subject matter experts in the next cadet class?
- 3. Community Engagement / Community Connect
 - a. How many hours were devoted to community engagement and Community Connect in the completed cadet class?
 - b. Which organizations participated, and what activities or content did the events include?
 - c. How effective were the programs in emphasizing empathy, the importance of community interaction and understanding, relationship building, and community trust and respect?
 - d. How did Academy training consider input and participation of community groups representing those disproportionately affected by policing, including non-white residents and populations, non-English speaking residents and populations, LGBTQIA+ residents and populations, and persons with disabilities?
 - e. How did Academy instructors reinforce the importance of empathy, relationship building, and community trust and respect into all other Academy curriculum?

Culture of Adult Learning

- 4. Incorporation of adult learning theory / active learning into Academy course instruction
 - a. How effectively was adult learning theory and active learning incorporated into each course?
 - b. What expectations and standards have been set for Academy faculty?
 - c. How did the overall process for curriculum development and implementation function?
- 5. Academy faculty evaluations
 - a. How were faculty evaluations conducted and documented?
- 6. Professional development opportunities for Academy faculty
 - a. Which staff professional development opportunities were utilized, and how are those programs expected to benefit Academy instruction?

Transformative Change

- 7. Incorporation of DEI content throughout the curriculum and Academy training
 - a. Which new DEI-related course content was incorporated into Academy training?
 - b. Was DEI-related training effective and are there any recommended improvements?
- 8. The roles of the Training Division Manager and Training Supervisor
 - a. How effectively did Academy staff implement and comply with the new standard operating procedures concerning the duties, responsibilities, and authority of the Division Manager?

9. Racial equity training that addresses systemic and institutional racism

- a. When did the training occur, and who conducted the training?
- b. What feedback was provided through cadet surveys or reports from the organization that led the training?

10. Academy diversity

- a. What are the current statistics regarding diversity (demographics) at all levels of the Academy (staff and cadets)?
- b. What are the current plans to further improve gender, racial, and ethnic diversity as needed at all levels of the Academy, including use of adjunct instructors?

11. Academy culture

- a. To what extent has the Academy changed from a paramilitary model to a resilience-based training and servant leadership model?
- b. Were self-defense exercises (including fight scenarios and ring exercises) held after basic defensive tactics training had been delivered and practiced?
- c. Were the exercises performed professionally and appropriately (without abusive tactics or high risk of injury, etc.)?
- d. Were performance accountability (PA) sessions entirely separated from academic classes?
- e. Were cadets appropriately dressed and warmed up before implementation of physically stressful scenarios, exercises, and sessions (including PA sessions, physical fitness training, and defensive tactics training)?
- f. Were sandbags, the sandpit, and other military-style bootcamp punitive measures excluded from cadet training? If not, explain purpose and why such tactics were used.

12. ICAT and other de-escalation training

- a. How many hours of ICAT content and other de-escalation training were incorporated into the training schedule?
- b. Were any updates to ICAT curriculum, if applicable, included in the training? If not, how and when will those updates be provided?
- c. Was overall de-escalation training effective?
- d. How was such training reinforced in use-of-force and other defensive tactics (DT) training, including in criminal law role plays and other scenario-based training?

13. CIT and other mental health awareness training

- a. Was CIT and similar training effective?
- b. To what extent were mental health advocacy and treatment organizations included in training?

14. Active Bystander for Law Enforcement Training (ABLE)

- a. Has ABLE or a similar training become a part of Academy curriculum?
- b. If so, how effective was the training and curriculum?

15. Procedural Justice

- a. How has procedural justice been emphasized in various areas of Academy training?
- b. Did role play scenarios incorporate aspects of procedural justice?

16. Cognitive decision-making and emotional intelligence

- a. Have effective social interaction skills been integrated into Academy training, and are there plans to improve this training?

17. Trauma-informed training

- a. Which courses included trauma-informed training, and are there any recommendations or plans to improve or expand upon such training?

18. Physical fitness (PT) and health and wellness training

- a. How many hours were devoted to PT, Mindfulness and Resiliency, and any other fitness/wellness training?
- b. How effective was the PT program at improving the overall fitness of cadets?
- c. How many cadets failed the initial PT Assessment?
- d. How many PT-related injuries and/or terminations occurred?
- e. Did the PT program distinguish between advanced cadets vs. sub-par cadets?
- f. How many cadets failed the PT final?
- g. Are any adjustments needed to the physical fitness testing process and standards?

19. Learning Management System (LMS)

- a. How is staff using the LMS software for curriculum development, organization, supervisory review process, and other important administrative functions?
- b. What plans are in place to ensure that LMS continues to be used effectively and in a manner that improves overall Academy instruction?

20. Cadet ride-out program

- a. Was the cadet ride-out program effectively implemented?
- b. Are there any recommended improvements needed and, if so, what are the current plans to implement the improvements?

21. Scheduling coordination

- a. Did LSU and Cadet Training work together to coordinate scheduling?
- b. How effectively did the class schedule ensure that cadets were trained in the proper sequence and at the right pace?
- c. Are there any further adjustments needed moving forward?

22. Facility and staffing needs

- a. What facility improvements are needed, and what are the current plans to address those needs?
- b. What are the current staffing needs, short-term and long-term, and what are the plans to address them?

23. Field Training Officer (FTO) training

- a. How effectively has FTO training incorporated de-escalation training updates, DEI and community content?
- b. Are the FTOs up to date on recent Academy training of cadets?
- c. What adjustments are needed to the FTO program to ensure consistency with Academy training and values?
- d. To what extent are current Academy instructors involved in FTO training?

- e. Has APD's Return to Officer program been effective (numbers of officers included and how they were evaluated for fitness, etc.)?
- f. Does the FTO selection process require FTO candidates to demonstrate a commitment to community-oriented policing, ethical behavior and professionalism, relationships with the community, quality of citizen contacts, and commitment to APD values and philosophy?

24. Continuing education for active APD personnel

- a. What is the current required biennial recertification process on topics including implicit bias, racial and ethnic bias, gender bias, de-escalation, the history of policing and its intersection with race in our community, cultural competency, and other topics as recommended by the Equity Office and Office of Police Oversight?
- b. How effectively does the continuing education program address the above topics?

25. The disqualification and termination process

- a. What percent of cadet terminations were voluntary vs. involuntary?
- b. Were there any important patterns related to numbers, demographics, and reasons for disqualifications/terminations in the Academy's disqualification and termination process?
- c. How many cadets were separated from the Academy – reasons, demographics, etc.?
- d. What follow-up occurred with cadets who separated and how was it documented?
- e. What arrangements were made with separated cadets who agreed to be re-cycled?
- f. Are any adjustments needed to the formalized procedures currently in place regarding cadets separated from the Academy?

26. Cadet injuries, separations, and attrition rates

- a. How many cadet injuries occurred, which activities were associated with injuries, and how many injuries resulted in separations from the Academy?
- b. What were the statistics concerning class size at start of Academy, total cadet separations, and reasons for separations (e.g., injury, academic failures, illness, disciplinary violations, etc.)?
- c. Were there any important demographic patterns related to separations or reasons for separations?

27. Cadet survey/feedback results

- a. What were the cadets' perceptions of their Academy experiences based on surveys and feedback?
- b. Did cadets believe that instructors emphasized the importance of ICAT, CIT, Verbal Communications Skills, community trust, empathy, community respect and engagement, and values pertaining to diversity, equity, and inclusion?

28. Evidence-based exit interviews of cadets

- a. Were exit interviews conducted and appropriately documented?
- b. Were complaints and identified issues of concern properly addressed and resolved?

29. Cadet mentorship program(s)

- a. Were cadet mentorship programs appropriately messaged, and how many cadets actively participated in the programs?
- b. What were cadets' perceptions of the programs?
- c. Are any adjustments needed to ensure effectiveness of mentorship programs in future cadet classes (e.g., reach out to recent graduating cadets who might be willing to participate as mentors to future cadets)?

30. Academy Video Library

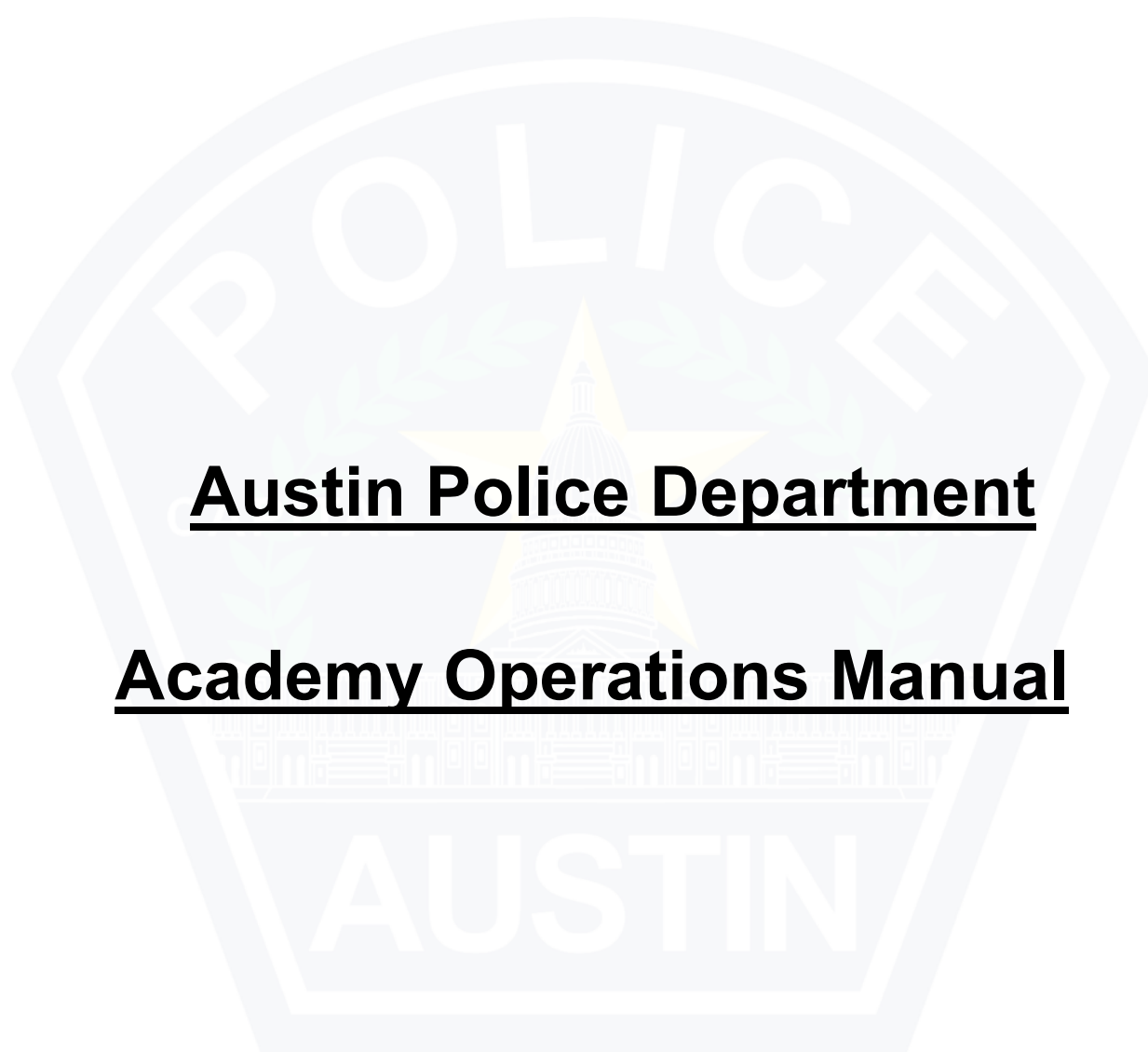
- a. What is the current state of the video library and the process for adding content to the library?
- b. How is the content reviewed and evaluated internally?
- c. To what extent has media literacy training impacted instructors' ability to evaluate content and develop new content?

31. Time Management

- a. How effectively did the Academy use the time allotted for cadet training?
- b. Are there additional ways to improve time management to allow for more training in needed areas?

Reporting Requirements

Within 30 days of the end of each Academy cadet class (excluding modified Academies), the Academy Commander, or designee, shall report to the Public Safety Commission and City Council the results of the internal audit. The reports will include any recommendations or additional measures or adjustments which are planned to improve Academy effectiveness with respect to achieving the fair administration of justice, an indicator in the Council-adopted five-year strategic plan (Strategic Plan 2023).



Austin Police Department

Academy Operations Manual

ACADEMY OPERATIONS MANUAL

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<u>Training Manual Acronyms</u>			
Course / Group / Name / Term / Title / Unit	Acronym	Course / Group / Name / Term / Title / Unit	Acronym
Active Bystandership in Law Enforcement	ABLE	Field Training & Community Connect	FTCCP
Advanced Education Unit	AEU	Field Training Officer	FTO
Austin Police Department	APD	Field Training Program	FTP
Basic Peace Officer Course	BPOC	Instructor-Counselor	IC
Community Advisory Committee	CAC	Integrating Communications, Assessment, and Tactics	ICAT
Community Connect Capstone	3C	Learning Management System	LMS
Community Connect and Engagement Program	CCP	Department Organizational Development & Training Manager	ODT
Curriculum and Instructor Development	CID	Professional Advisory Committee	PAC
Crisis Intervention Team	CIT	Curriculum and Instruction Program Manager III	PM III
Cadet Training Unit	CTU	Subject Matter Expert	SME
Diversity, Equity, Inclusion, and Belonging	DEIB	Standard Operating Procedure	SOP
Fair and Impartial Policing	FIP	Texas Commission on Law Enforcement	TCOLE

ACADEMY OPERATIONS MANUAL

Introduction

The Austin Police Academy (“Academy”) of the Public Safety Training Campus is dedicated to training community-focused Cadets and officers to be mentally and physically prepared to tackle the rigors and challenges of modern-day policing in a diverse urban environment. The Academy is committed to teaching and practicing the principles of procedural justice to support positive interactions between officers and Cadets with the community and to promote how officers and Cadets are expected to be treated and valued. The Academy is committed to treating all persons engaged in learning with dignity and respect as a reflection of these principles.

The Academy emphasizes developing critical thinking skills and decision-making abilities that align with the department’s core values of ICARE: Integrity, Courage, Accountability, Respect, and Ethics. All lesson plans and course curricula reinforce the development of these skills in an adult learning environment. Physical fitness is incorporated throughout Cadet training and treated as part of a career-long focus on health and wellbeing.

As Cadets, our personnel are taught the history of policing in the United States and the Austin community, emphasizing racial justice issues and law enforcement’s role in today’s diverse society. In addition, they are prepared to be successful in all aspects of policing, from the safe and proper use of firearms to defensive tactics, the ethical and lawful application of the use of force, and de-escalation techniques, as well as a range of other skills, including communications, crisis intervention, community engagement, and problem-solving. Fully developed communication and problem-solving skills are crucial to addressing crime and disorder and garnering community trust and support.

The Academy employs, and our instructors collaborate with adult learning curriculum development experts to help instructors create and update Cadet training curricula. In addition, the Academy embraces and encourages co-facilitated teaching, in which APD instructors partner with external subject-matter experts to co-teach courses that may not require specific law enforcement experience. This benefits Cadets by allowing them to work with and learn from experienced police officers and civilian experts.

Our Academy, along with many other police academies, has examined the issue of stress training versus non-stress training. Although many studies have examined the benefits of each, the results are contradictory. The Academy must prepare Cadets to perform professionally and effectively in any stress-level condition. The police profession has inherent risks and many stress-related situations compared to almost any other profession. For this reason, the Academy utilizes a combination of stress and non-stress training; when stress is applied, it is within job-related areas.

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The processes and principles set forth in this manual are intended to guide Academy supervisors, instructors, and staff in all the areas covered by this manual. All APD personnel are expected to comply with and implement the procedures addressed herein. **Any proposed modifications or changes to this manual must be submitted in writing to the Curriculum and Instruction Program Manager III and approved by the Academy Commander and the Assistant Chief of Police over the Academy.**

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I. PARTNERING WITH SUBJECT MATTER EXPERTS: THE ACADEMY ENCOURAGES CO-FACILITATED INSTRUCTION BETWEEN APD INSTRUCTORS AND COMMUNITY AND ACADEMIC SUBJECT MATTER EXPERTS

The Austin Police Department (APD) recognizes the value and importance of community and academic partnerships in training future officers and the advanced education of current officers.

While traditionally APD Cadet instruction has been conducted by sworn personnel, best practices suggest that many classroom-based training academy courses are more effectively taught by or with the assistance of external Subject-Matter Experts (SMEs), including legal and academic experts from a wide variety of fields, including but not limited to lawyers and law professors, social scientists, psychologists, mental health professionals, language specialists, victim services professionals, community members with lived experiences relevant to Cadet instruction, and experts affiliated with local academic institutions, community organizations, government agencies, and other community resources. APD and City counterparts have many established SMEs that provide rich co-teaching resources.

SME status is determined by an individual's professional qualifications, which may include either advanced education in an area of knowledge, post-secondary teaching experience in an area of expertise, professional certification in an area of knowledge, or substantial professional work experience resulting in applied knowledge deemed adequate to qualify an individual as a post-secondary educator.

The APD Training Academy is committed to effectively incorporating external SMEs to co-facilitate the instruction of any Academy course that will benefit from a co-instruction model. Accordingly, Academy Staff should apply the following process as part of each Academy class:

1. After the Commander has approved and released the Cadet class schedule, the Curriculum and Instruction Program Manager III (PM III), Cadet Training Unit (CTU) Lieutenant, and Community Engagement Training Specialist will prepare and review a list of all recommended courses that should ideally include co-facilitated instruction with an external SME. The Commander and PM III will review the recommendations against a comprehensive list of the Academy's previous community/academic SME partnerships. If there is a recommendation to modify the list of currently approved SME partnerships, the CTU Lieutenant and the PM III must explain and justify the change to the Commander's satisfaction.

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2. For each proposed Academy-SME partnership approved by the Commander, the Community Engagement Training Specialist will facilitate a meeting between the applicable APD instructor and the proposed SME. The Community Engagement Training Specialist will provide requested materials to the parties, including course curriculum and other course materials, the proposed dates of instruction, and other information needed to ensure a smooth process.
3. The APD instructor assigned to the course will proactively and collaboratively work with the SME to ensure that all required course content, including Texas Commission on Law Enforcement (TCOLE) standards and requirements, are adequately conveyed and met in the proposed course curriculum and materials. The instructor will regularly consult and meet with the SME to prepare the course materials, divide teaching responsibilities, and plan for classroom instruction. The instructor and SME must provide final course materials to the PM III and CTU Lieutenant for review and approval at least six weeks before the scheduled class.
4. For all first-time instructors or SMEs, a pilot class will be held at least three weeks before the scheduled class. The PM III, Training Supervisor, CTU supervisors, and other Academy Staff will attend the pilot class to provide feedback and suggest improvements. The instructor and SME will continue to consult and collaborate on improvements to the course materials until the course is taught.
5. The Community Engagement Training Specialist and the APD instructor will ensure that Outlook calendar invites with proper instructions and directions are sent and re-sent to SMEs with scheduled reminders. The Training Specialist will ensure that SMEs are appropriately greeted upon arrival and escorted to and from classes on instruction days.
6. All external co-instructor SME scheduling will occur within one month of the approval and release of the Academy class schedule.
7. Academy Staff must maintain an up-to-date list of all classes that include some form of co-instruction or community/external SME participation.
8. Academy Staff, including, at a minimum, the APD instructor assigned to the course, the PM III, and the appropriate Training Specialist, will evaluate and assess the effectiveness of the SME's participation within three working days of the completed classroom instruction. The evaluations/comments must be kept on file (in Acadis/LMS). The Commander, PM III, CTU Lieutenant, Training Specialist, and assigned APD Instructor will meet periodically to discuss whether adjustments are needed to the process (e.g., selection of co-instructor/SME, better coordination, curriculum changes, teaching methods, course materials, etc.).

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9. Following course completion, the instructor and SME shall also meet to review student evaluations and consider additional improvements for future course offerings.
10. Following the graduation of each Academy Cadet class, Academy Staff shall assess/evaluate the course schedule to determine which courses should continue with co-instruction with the same or different SME and which additional courses could benefit from SME co-instruction in the next Cadet class. The SME selection and collaboration process should commence if other courses are identified for co-instruction.
11. The following cultural competency/ Diversity, Equity, Inclusion, and Belonging (DEIB) content courses should always (barring extraneous circumstances) include external SME co-instruction or community SME participation: US and Texas Constitutions; Human Trafficking; Multiculturalism and Human Relations; Mindfulness and Resiliency; Traumatic and Acquired Brain Injuries; The History of Race and Policing in America; Law Enforcement and the LGBTQIA+ Community; Interacting with Transgender Individuals; Professionalism and Ethics; Hate Crimes and Law Enforcement; Crisis Intervention Team (CIT) Training; Victim Services; Sexual Assault and Family Violence; Sexual Harassment Recognition; Law Enforcement Survival Spanish; Racial Profiling; Interacting with Individuals with Alzheimer's; and, Interacting with Individuals who are Deaf or Hard of Hearing.
12. The following courses are strong candidates for SME participation and should be considered for external SME co-instruction during each Cadet class: Professional Policing; Civilian Interaction Training; Arrest Search and Seizure; Code of Criminal Procedure; Penal Code; Missing and Exploited Children; Courtroom Demeanor; Emergency Medical Assistance; Fitness, Wellness, and Stress Management; and, Swiftwater Rescue (Austin Fire Department).
13. The AEU shall apply a similar process outlined above to include community and academic SMEs as often as possible.

II. ACADEMY INSTRUCTION INCORPORATES ADULT LEARNING AND ACTIVE LEARNING METHODOLOGIES INTO COURSE INSTRUCTION

The APD Training Academy's mission is to train “the finest police officers in the nation.” In furtherance of that mission, the Academy is focused on the professional development of our instructional staff and researching evidence-based learning methods to support an environment for adult learning. The purpose of the Academy, emphasizing the principles of adult learning, is to support the cognitive growth and development of the student through professional classroom instruction led by subject-matter experts, group participation, active role-play exercises, and community engagement opportunities. Emphasis will be placed on teaching students the importance of using evidence-based study methods, such as retrieval practice, to maximize learning.

Citing Malcolm Knowles's Principles of Adult Learning, the following keys are defined to assist instructors in developing material and lay the foundation of high-quality training:

1. Adults must be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact on their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.¹

Definitions

Adult learning is a methodology used to best tailor training and training material towards adults and professionals rather than youths. Much of this is based on Malcolm Knowles' Theory of Adult Learning and his book (*The Adult Learner*, 1973). It involves the core tenets that adults have a self-concept, have experience that they bring to training, are generally ready to learn new information, and take problem-solving-oriented approaches to training and learning.

Active learning describes applications, activities, and checks on learning that involve the students and allow them to use the information presented as an assessment or to build context and experience.

Additionally, a simple educational concept guides the development of lesson plans to incorporate adult learning: *Educate, Demonstrate, Guide, and Evaluate*. Incorporating these adult learning principles and lesson plan development strategy ensures that each

¹ Kearsley, G. (2010). *Andragogy (M.Knowles). The Theory into Practice Database*. Retrieved from <http://tip.psychology.org>

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course engages Cadets in active learning activities, robust discussions, and role-playing exercises using various classroom materials, not just lecture-style instruction.

Lesson plan development, led by the Curriculum and Instructor Development (CID) Team, uses the following for defining the purpose of a lesson plan from the Texas Commission on Law Enforcement Rules and Statutes Handbook: *“A plan of action consists of a sequence of logically linked topics that make positive learning experiences. Elements of a lesson plan include measurable goals and objectives, content, a description of instructional methods, tests and activities, assessments and evaluations, and technologies utilized”*.

Instructors at the APD Training Academy utilize various adult learning methods to engage students and enhance their learning experience (e.g., role-play scenarios). With the addition of the new PM III and the hiring of additional personnel to the Training Academy’s CID team, the Academy will incorporate daily communications and resiliency skills building as part of the curriculum with the use of eLearning tools, online practice tests and videos, expanded research material, cognitive-based training exercises, and independent problem-solving and journaling. Academy Instructors will collaborate with the CID team and be provided with lesson plans that follow systematic and standardized construction methods. Planning efforts will ensure that each Cadet and in-service course taught at the Academy has a balanced lecture-to-active-learning ratio. Students will be provided with the highest-quality learning environment. Cadets will be actively engaged in their instruction to learn how to give the very best service to Austin residents and visitors.

The primary responsibilities of the CID team are to work with instructors to develop lesson plans that incorporate best practices for adult learning and to work with individual instructors to evolve their instructional style for more effective delivery. Additional measures will be implemented, including the standardization of instructor evaluations, to ensure that all adult learning principles are written into lesson plans and used in classroom-based instruction. Adult and active learning fundamentals will become part of lesson planning, with Instructors actively engaging students and creating a structured learning environment. In addition, as discussed below, the CID team will also help coordinate and facilitate the work of a Professional Advisory Committee (PAC) to assist Academy Staff and instructors with improving the content and instruction of specified courses within the PAC’s expertise.

Professional Advisory Committee

APD will establish a PAC whose mission will be to form two (2) working groups that incorporate academics and SMEs into APD course development and instruction within PAC members' areas of expertise. The scope of the PAC will be to:

- Improve content by incorporating knowledge based on professional qualifications
- Develop revised content working individually, in working groups, and with APD instructors
- Incorporate adult learning principles into the curriculum
- Improve interrelated course cohesion
- Review in-class instruction and content delivery
- Improve instruction based on evidence-based research and best practices

The PAC will review recommended course revisions to isolate areas where interrelated course reinforcement is valuable or when interrelated course repetition is potentially problematic. Additionally, the PAC will review the recommended course revisions related to the following key goals:

1. Pedagogical goals such as incorporation of adult learning concepts²
2. Contextual goals such as consistency of messaging between courses

The PAC will consist of two workgroups: the Academy Staff Workgroup and the Subject Matter Expert (SME) Workgroup.

Academy Staff Workgroup

The Academy Staff Workgroup will include at least five (5) members, a combination of both civilian and sworn positions, whose primary responsibilities include managing the committee's activities, interacting with APD leadership, and ensuring that all TCOLE standards are being met and that critical pedagogical² and contextual goals are incorporated in all curriculum revisions aligning with the training vision and leadership of the APD Police Chief and the APD Executive Staff. The Academy Staff Workgroup will develop meeting protocols and schedule full committee meetings with a preference for in-person meetings when feasible.

² [Pedagogy](#) is defined as the science and art of teaching practice and is informed by complex learning theories and principles. Bhowmik M, Banerjee B, Banerjee J. Role of pedagogy in effective teaching. *Basic Res J Educ Res Rev.* 2013;2(1):1–5.

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Initially, the Academy Staff Workgroup will consist of a committee chair who will manage committee activities and APD leadership interaction, an adult learning administrator who will work to ensure that all revised curriculum incorporates adult learning, and one member from each of the Academy Staff units: Learned Skills Unit (LSU), CTU, or AEU with the rank of at least Corporal. The Training Academy will identify candidates for the Academy Staff Workgroup and make recommendations to the APD Executive Staff for selection and appointment. APD Executive Staff will review the recommendations and select the members to appoint to the Academy Staff workgroup of the PAC. Additional administrative members may be added based on CAC, PAC, or APD leadership recommendations. The appointment of executive members should not exceed a ratio of 1:1 for appointed Academy Staff members to maintain a balanced and equitable workgroup.

Those appointed to the Academy Staff Workgroup will serve for 12 months. An appointed member's 12-month period begins immediately upon approval from APD Leadership. After their initial appointment year, appointed Academy Staff who have shown exemplary performance within their role on the PAC may be appointed to serve for one year on the SME Workgroup, provided they also meet the qualifications as an SME. APD Leadership will review all PAC appointments nearing completion. At that point, a member's appointment term may be considered complete or be renewed for an additional year and appointed to either workgroup. The responsibility of monitoring the appointment dates of all SME members falls on the Field Training & Community Connect (FTCCP) Program Manager I (PM I) and Field Training Coordinator.

SME Workgroup

The SME Workgroup will review and recommend APD curriculum revisions. The Training Commander will identify and appoint the initial SME Workgroup members in consultation with the PM III. Additional SME members may be added based on CAC, PAC, or APD leadership recommendations. The appointment of administrative members should not exceed a ratio of 1:1 for appointed Academy Staff members to maintain a smaller, well-balanced workgroup.

The SME Workgroup will consist of at least two SMEs who have received advanced education in the subject matter for courses to be reviewed. This may require collaboration between the two workgroups to ensure there is one individual from an applied setting and one with an instructional background, if applicable. Key APD training academy personnel will be included in these workgroups even if not appointed to the PAC. Workgroups will be provided with Basic Peace Officer Course (BPOC) and APD Instructor materials for the courses to be reviewed.

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The SMEs within the workgroup will meet with instructors to identify member's experiences and perspectives that should be incorporated into the lesson plan and course material. The SMEs will make recommendations for content revision based on expertise and the instructor's perspective.

Those appointed to the SME Workgroup will serve for one year. APD Leadership will review all PAC appointments nearing completion. At that point, a member's appointment term may be considered complete or be renewed for an additional year with an appointment to either workgroup.

Both workgroups of the PAC will meet quarterly with APD Academy personnel to share workgroup findings, discuss novel training research, and collaborate to improve best practices. All recommendations made by the PAC will be documented and submitted to APD leadership for review and consideration. In collaboration with the PAC and the Curriculum and Instructor Development (CID) team, Academy Leadership will ensure that APD Instructors are provided with any revisions in curricula, research, recommended revisions, or other training documentation related to their work. The CID unit will assist Academy Instructors with revising their lesson plans to include approved recommendations. The CID will collaborate with instructors and SMEs on best practices to deliver the new or revised material effectively in an adult learning setting. Instructors will ensure that approved recommendations are reflected within their lesson plans in a timely manner and that the new or revised material is actively taught within the course(s).

Written agendas will be produced by PAC administrative membership for each PAC quarterly meeting and will include, at a minimum:

- a. Committee discussion of content revision and progress
- b. Committee discussion of instructional review
- c. Committee discussion of process issues or challenges
- d. Working group assignment of personnel and courses for review
- e. Committee membership administrative tasks (e.g., appointment of new members)

The workgroups will collaborate to refine revisions into a single proposed course before providing a final recommendation for course revisions to the PAC, presenting an overview of changes to the CAC, and submitting the recommendations to APD Leadership for approval and implementation.

To ensure transparency with the Community and APD's commitment to the committee's success, a designated member of the PAC Workgroup will be allowed to monitor class instruction in-person before and after working on the curriculum. PAC working groups will

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be formed to review specific course content within their focus areas. An individual SME should not be tasked with reviewing more than one course at a time unless the additional course materials are related (e.g., an individual SME should not be reviewing Alcoholic Beverage Code and Interacting with the Deaf or Hard of Hearing simultaneously.) An SME already tasked with reviewing a specific course may be consulted regarding a separate course if it falls within their area of expertise but only within the consultant role.

The PAC will review the effectiveness of the SME workgroups and will make recommendations as appropriate to expand their scope beyond the courses initially assigned to them. These PAC recommendations to expand the scope of SME Workgroups will be reviewed and considered for approval by APD Executive Leadership.

APD will initially seek SMEs with professional experience teaching law, community, culture, and communications (e.g., sociology, human relations, communications, social work). The scope of the first workgroups will focus on improving how the content for the courses are delivered through the principles of adult learning for the following set of identified courses:

A. Law

1. US and Texas Constitutional Rights
2. Criminal Justice System
3. Texas Penal Code
4. Texas Code of Criminal Procedure
5. Arrest Search and Seizure
6. Civil Process
7. Health and Safety Code-Controlled Substance Act
8. Texas Alcoholic Beverage Code
9. Traffic Code and Crash Investigations

B. Community, culture, and communications

1. Professionalism and Ethics
2. Professional Policing
3. Multiculturalism and Human Relations
4. Racial Profiling
5. Victims of Crime
6. Written Communication
7. Verbal Communication - Public Interaction
8. Interacting with Individuals who are Deaf and Hard of Hearing

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Instructor and Leadership Development Program

Academy Leadership and Instructors are committed to promoting excellence, integrity, and outstanding community-oriented policing. The Academy recognizes the importance of providing passionate, dedicated personnel with growth opportunities. It will invest in developing instructors and leaders through the Instructor and Leadership Development Program to train and mentor future police officers effectively.

All Academy instructors and leadership are required to complete the listed set of courses within 24 months of assignment at the Academy, pending operational needs and course availability:

Core Set of Instructor and Leadership Development Courses	
Academy Instructors	Academy Supervisors
TCOLE Basic Instructor Course TCOLE Advanced Instructor Course TEEX Basic Instructional Design ILEA Principles of Adult Learning TEEX Reality-Based Training Instructor THE RITE WAY (Responsibility and Integrity Through Ethics) Racial Equity Course	TCOLE-New Training Coordinator Course TEEX Basic Instructional Design TEEX Reality-Based Training Instructor Principles of Adult Learning TCOLE Conference ILEA Managing the Training Function FBI-LEEDA Supervisor Leadership Institute FBI-LEEDA Command Leadership Institute IACP Conference Racial Equity Course
Non-Sworn Staff	Recommended Specialty Course Certifications - Unit Assignment Specific (Non-Exhaustive List)
TCOLE Basic Instructor Course TCOLE Advanced Instructor Course TEEX Basic Instructional Design ILEA Principles of Adult Learning Racial Equity Course	Basic Firearms Instructor Taser Instructor Certified Driving Instructor (TEEX, FLETC, DPS)

The Academy takes pride in establishing high instructional standards by emphasizing the importance of professional development and the continued education of our experienced and skilled Instructional Team. The Instructor and Leadership Development Program is designed to equip instructors and leaders with the necessary tools and techniques to excel as instructors, mentors, coaches, and role models. Through a combination of

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theoretical knowledge and practical training, instructors are empowered to deliver high-quality, engaging, and practical instruction for adult learners.

APD Instructor and Leadership Development fosters a culture of continuous learning and professional growth by establishing a requisite set of professional and leadership development courses that cover many subjects essential for modern urban police training and leadership. These courses provide a well-rounded education and ensure instructors have the latest knowledge and best practices for effective teaching. Key areas covered include leadership, curriculum design, law enforcement tactics, ethical decision-making, and cultural sensitivity.

III. THE ACADEMY VALUES COMMUNITY INVOLVEMENT IN INSTRUCTION

The APD Training Academy is committed to helping APD Cadets embrace their future role as empathetic guardians of the community through meaningful engagement and local interactions. Through a program that the Training Academy Commander oversees with the assistance of the Community Engagement Training Specialist, Cadets are provided with a broad spectrum of community experiences and perspectives. Under the leadership and guidance of Executive Staff, APD is dedicated to training Cadets in the core values of servant leadership, including positive community engagement and collaboration with the City of Austin and community partners.

APD is committed to the **Community Connect and Engagement Program (CCP)** by developing new community relations and strengthening existing ones to provide the best training experience for its APD Cadets. The goal of the CCP is to increase departmental transparency and strengthen the bonds with the community by encouraging Cadets to embrace their new roles as community caretakers.

Community involvement in Academy training includes, but is not limited to, the following:

1. **Community Connect Events** in which Cadets go into the community with partner organizations to interact directly and meaningfully with the community groups and their clients.
2. **Community Engagement Sessions** in which representatives of selected community organizations come to the Academy to present and engage in dialogue with Cadets as part of Academy training.
3. Community involvement in training, including the Community Advisory Council, the PAC, and community SMEs that assist with specific course instruction (as discussed in Section I regarding co-facilitation and partnering with SMEs in course instruction).

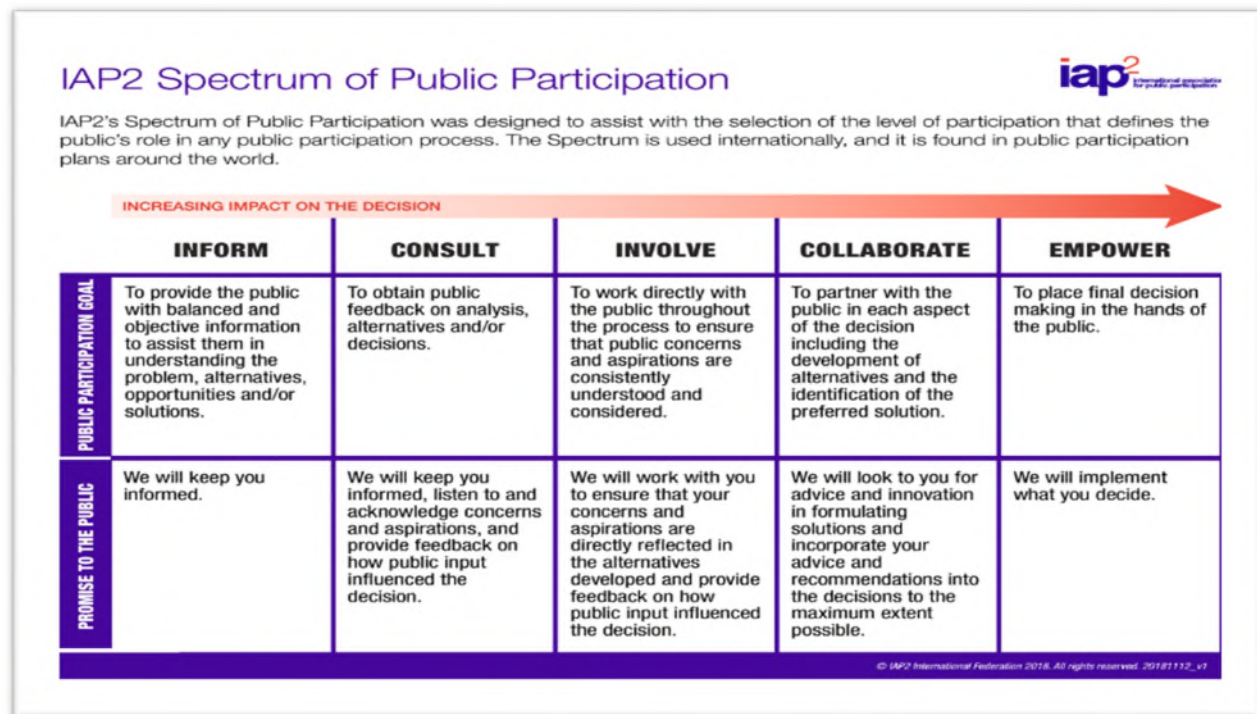
With the new civilian positions added to the Training Academy, the responsibilities of the Community Engagement Training Specialist position will be assigned to the newly developed **Field Training and Community Connect Program (FTCCP)** Unit. The FTCCP unit will oversee the current CCP and develop an enhanced program for Cadets to promote continuity of positive community engagement throughout the Academy and Field Training Program. This unit will be led by a PM I, who will act as the Community & Culture Liaison. The PM I will lead a Field Training Coordinator (Training Specialist Senior), a Training Specialist, and an Administrative Specialist* (*currently pending HRD

approval). The FTCCP Manager is directly overseen by the Department Organization Training Manager.

Community Connect Events

It is essential that Cadet training incorporate the participation of community groups representing those disproportionately affected by policing. Accordingly, reaching out to various community leaders and activists willing to work productively with APD in presenting genuine community perspectives and concerns about policing is an essential aspect of scheduling and planning. Meaningful participation in Cadet training will break down communication barriers and enhance learning experiences for Cadets and Austin community members.

Community Connect Events aims to integrate Cadets into Austin's diverse communities. Standard models of community engagement cited from the International Association for Public Participation use the following spectrum of public participation, ranging from the shallowest (Outreach) to the most profound form of engagement (Empower).³



³ 1 IAP2 Spectrum of Public Participation

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- Inform
- Consult
- Involve
- Collaborate
- Empower

Over time, as the Academy develops consistent relationships, our projects with community partners will deepen and allow us to engage on deeper levels.

With the skills and experiences gained throughout the Pre-Academy (the enhanced 80-hour CCP course) and the BPOC, the CCP aims to have officers engage the community on the “Collaborate” level, wherein the Department will “partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.”⁴

The Academy is committed to building and sustaining relationships with community partners to elevate discussion and affect change. While this is a long-term goal for APD, positive intermediate steps can be taken to get officers working alongside community members and groups to build new or strengthen established partnerships, such as working through a community immersion program. These and other avenues are currently being explored with one goal: improving the relationship between APD and Austin communities.

To develop lasting, effective, and consistent relationships, the CCP partners with organizations to spend more time working with the populations they serve. Below is a brief list of some recent partners and the number of hours typically scheduled with each CCP partner. These organizations are generally larger and already have volunteer programs that allow the Academy to join in interactions quickly and can accommodate variable class sizes more easily. Many of the hours dedicated to these established CCP partners will continue in the new Pre-Academy model, with the 80-hour block designed to enrich the Academy experience for Cadets and the community deeply.

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Established CCP Partners		
Content	CC Hours	Current Placement in Current Curriculum
Neill-Cochran House: Reckoning with the Past Workshop	2	Pre-Academy
SAFE Place	2	Domestic Violence Block of Instruction
AISD Restorative Practices	2	Pre-Academy
Small Group Discussions	3	Multiculturalism & Human Relations
McBeth Recreation Center	4 - 8	Varies
Community First Village	4 - 8	Varies
Law Enforcement and Society with ADL	10	Varies
Texas School for the Deaf	4	Varies
Blue Santa	4-6	During December Academies
Marbridge	4	Varies

Timing and Placement

The timing and placement of Community Connect events during the CCP are essential to its success. Coordinating CCP events requires judicious and meticulous planning to reinforce the Department's focus on establishing stable community partnerships. The following examples are provided to highlight the needed awareness regarding the time and commitment involved from participating CCP organizations:

1. **Law Enforcement and Society with ADL** – The Houston Holocaust Museum is closed on Mondays and major Jewish holidays; this is the only weekday they can host large groups and provide full workshops.
2. **Neill-Cochran House** – Reckoning with the Past Workshop is offered to the Academy class before opening to the public at 11:00 a.m.
3. **SAFE Place** – To maintain the confidentiality and security of its location, it is appropriate not to visit this site within the first few weeks of the Academy while Cadet personnel are most in flux.
4. **McBeth Recreation Center** – This City facility runs different programs during the school year and over the summer. How the Academy engages with the Center's Athletes depends on their schedule.
5. Community events or campaigns like *Operation Blue Santa*, *Dia de los Muertos* festivals, and "We all Belong" are scheduled independently of the Academy. These are good opportunities for Cadets to interact with community members when able to align.

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Event Planning

Each group that works with the Academy is contacted as far in advance as possible once the schedule has been released. Once contact has been established by email, the representative from the organization and the FTCCP PM I or designee meet virtually to agree on expectations. A calendar invite is sent to the representative, and an event is added to the CTU calendar. The entire FTCCP unit and CTU supervisors are all invited. The Community & Culture Liaison locates the appropriate number of Instructor-Counselors to supervise the event. The CTU supervisors shall find replacements if they are unable to attend. APD makes every reasonable effort to accommodate our guest organizations but often alternates who visits dependent upon their availability. If an organization is unable to attend at the times available, we keep them on our list to contact for the next time and move on to another one of the many, varied, and valuable organizations in the City of Austin.

The FTCCP will schedule delayed one-month and one-week out reminder emails to be sent to community partners. One week before the scheduled event, the FTCCP will verify the required number of instructor counselors and supervisors attending and ensure that transportation arrangements have been made. For events that involve a shared meal with community members, the Community Engagement Training Specialist arranges catering, with approval for all purchases passing through the Training Academy Commander.

Evaluation

Each CCP event must be attended by a Curriculum and Instruction Team member, at least two CTU Instructor-Counselors (ICs), and a CTU Supervisor with the rank of at least Corporal. After each event, the attending staff members confer on the quality of the experience, the usefulness of the information presented, and the value of the experience for the Cadets. These staff members will evaluate and determine whether the event should remain in the Community Connect program. Academy Staff will distribute a short answer survey to Cadets after each Community Connect event to assess their understanding of who the organization serves and when this information might be most relevant. At least two questions from CCP events related to the current instructional block shall be included on major tests, as appropriate, highlighting the importance of this material to the Academy and the Department.

Finally, at the end of every Cadet class, a member of the FTCCP unit shall meet with the Cadets for a debrief of the CCP overall and discuss which events left a lasting impression, positive or negative, allowing time for elaboration. All collected feedback will be analyzed

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to evaluate which organizations will continue as CCP partners. Cadets will be given a printed resource book listing each organization's names and contact information.

Community Engagement Sessions

The Pre-Academy allows the Training Academy to shift some, but not all, of the hours dedicated to the current Community Connect / Engagement Program hours into this 80-hour block without affecting the integrity of the program and its importance with Cadets during the BPOC. The following courses should remain part of the Basic Peace Officer Course within the 32-week academy.

During the BPOC portion of the Academy, the value of Community Engagement Sessions is in bringing community perspectives into the BPOC curriculum. While co-instruction between ICs and community members is the preferred model, Community Engagement Sessions allow us to highlight community voices on challenging topics. In these sessions, time has been allotted for community organizations and representatives to present proximal to a relevant BPOC course.

Many of the previous Community Engagement partner organizations will be shifted to the Pre-Academy 80-hour training block before the 32-week BPOC Academy. An example of that model is below.

Community Engagement Sessions		
Guest Organization	Relevant BPOC Course	Rec. Hours
Out Youth	Transgender Training	1
Texas School for the Deaf, co-instructed by staff	Interacting with Deaf and hard-of-hearing	4
Jail to Jobs	Juvenile Offenders	2
The Mexican Consulate	Consular Notification	1
Mothers Against Drunk Driving (MADD)	Intoxicated Driver	1
Magdalene House	Human Trafficking	1
Sobering Center	Alcoholic Beverage Code	1
Travis County Specialty Courts	De-escalation Strategies (Communication)	1
Small group discussions	Multiculturalism and Human Relations	2

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Community Advisory Council

The APD will establish a Community Advisory Council (CAC) with a broad representation of community members from diverse backgrounds and lived experiences.

The goal of the CAC is to meaningfully examine how the recommendations or issues of concern can be effectively included in the curriculum or addressed in Cadet training. The primary focus of the CAC is to ensure that Cadet training consists of a comprehensive understanding of the Austin community, the expectations of officers when interacting with community members, and the type of police department the community wants and expects. This advisory council allows the community to engage with APD meaningfully and transparently to discuss the current topics of concern.

The CAC will meet quarterly with Academy and APD leadership (e.g., this may include the Chief, Assistant Chief, or a Commander along with District Representatives, and/or one member from each unit at the Training Academy should be present) to discuss topics of interest for community members. These meetings will be coordinated and led by a third-party facilitator. A smaller working group of CAC leaders, the community facilitator, and the FTCCP PM I, who is also the Community and Culture Liaison, will set the agenda.

Any written recommendations and action items arising from CAC meetings would be addressed by APD leadership at the next scheduled meeting, with the Academy Leadership ensuring that the CAC's concerns are documented and shared with the PAC working groups and are appropriately considered when reviewing and revising the training curriculum.

The third-party facilitator will lead and guide the discussions and coordinate any action items the CAC may recommend. The CAC will consist of a chair and one or two co-chairs, who, together with the third-party facilitator, will take the lead on setting the agenda in coordination with the Community and Culture Liaison, formulating written recommendations and action items arising from CAC meetings, and other reports or recommendations the CAC believes appropriate. While the CAC may make requests and training recommendations, APD and Academy Leadership retain the authority and responsibility to review, research, and implement recommendations made by the CAC deemed reasonable with the guidance of SMEs, the PAC, any appropriate APD personnel (e.g., Training Instructors, Legal Advisors, TCOLE compliance officers, etc.), and Executive Leadership. Ultimately, APD and the Training Academy must ensure that all reasonable community concerns are appropriately addressed in the training curriculum.

Community Engagement Project / Neighborhood Portfolio Project

All APD Probationary Police Officers must complete a Neighborhood Portfolio Exercise (NPE) before earning a successful rating within the APD Field Training Program. This NPE is designed to give the trainee a sense of the community they will serve. It also encourages the trainee to develop critical community contacts when practicing the Community-Oriented Policy and Problem-Solving (COPPS) philosophy. APD will maintain this practice while developing a new, robust community engagement project: a Community Connect Capstone (3C) Service Project.

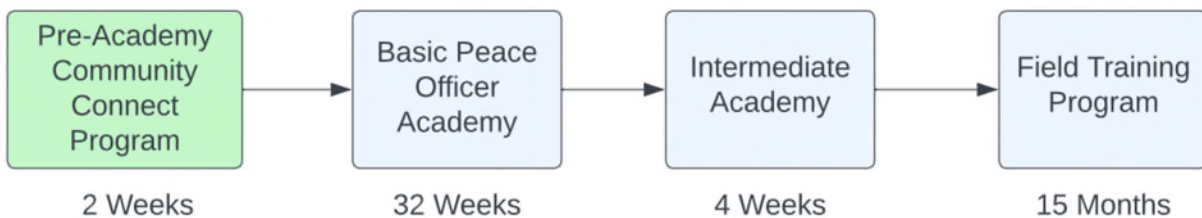
Throughout the Field Training Program, trainees will develop a detailed geographical, social, and cultural understanding of their assigned area while concurrently identifying problems. As a long-term goal, APD is in the early stages of enhancing the NPE – moving from research and presentations into meaningful large-scale community projects. This project will be initially developed for District Representatives and Supervisors to later integrate into the Field Training Program, where Probationary Police Officers (PPOs) will begin working on their 3C Service Projects after successfully completing the riding assignments.

The 3C Service Project is meant to be a meaningful large-scale community project with trainees using the SARA (Scanning, Analysis, Response, Assessment) model when exploring community issues. A pilot stage can begin once the program is designed and developed. Upon completion, processes can then be expanded to introduce the program into the basic training and field training for all Cadets to complete. Throughout the Academy and FTP curriculum, trainees will learn analytical thinking and innovation, complex problem-solving, and project management skills to assist them in identifying community concerns, developing action plans, coordinating with other city resources, and completing service projects designed to improve neighborhood quality of life. This will then be echoed throughout the field training program, with the introduction of the daily Probationary Police Officer guide. (See Section IX of this report.)

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Pre-Academy and the Community Connect Program

Currently, hours dedicated to the Community Connect and Community Engagement Programs are dispersed throughout the BPOC schedule to closely align the community engagements and experiences with the TCOLE-related training block being taught. To revitalize APD's commitment to the community, the Academy is creating a robust two-week Pre-Academy to allow scheduling flexibility and possibly additional Community Engagement opportunities within the Academy's curriculum.



Developing the new Pre-Academy for enhanced community collaboration provides the Academy with additional flexibility in scheduling Community Connect Events and hosting Community Engagement Sessions by shifting some, not all, of these Events and Sessions into this dedicated 80-hour block. The Academy will continue to emphasize the importance of developing guardian-centric community caretakers from the Cadets' first day with APD with necessary racial equity courses such as Groundwater Analysis of Institutional and Structural Racism, History of Race and Police in Austin, and other critical community-focused events, engagements, and courses.

The responsibility for managing and scheduling the Pre-Academy program will fall under the leadership of the new FTCCP. With the additional hours and a full civilian team to support the effort, the FTCCP unit will design programs that will have lasting and meaningful impacts on the Cadets and culture of APD.

IV. INSTRUCTOR EVALUATION PROCESS

Establishing a standardized and systematic process for evaluators to provide feedback for continuous improvement is imperative to the instructor's personal and professional growth and development. Additionally, emphasizing the importance of accurate record-keeping and meeting state and agency training requirements is equally necessary. The evaluation process provides instructors with constructive feedback to aid in improving the delivery of course material while focusing on adult learning techniques.

Instructor evaluations will be completed for each Academy instructor, regardless of their permanent assignment, by a Training Academy supervisor with the rank of at least sergeant. These supervisory evaluations will be conducted at least once per calendar year, ideally by the direct supervisor, using the APD Training Academy Instructor Evaluation Form (IV- *Annex A*.)

The CID Team will be required to independently observe and evaluate every instructor at least twice a year (4+ hour instructional blocks) to include entry-level and advanced education instruction in addition to the supervisor's Instructor Evaluation. This ensures that all aspects of the Instructor Evaluation can be accurately observed and completed. The CID team will maintain a list of all instructors and the dates of the evaluations by both direct supervisors and the CID team. The CID team will provide notice to supervisors of courses requiring instructor evaluation. In addition to monitoring all instructor evaluations, the CID team will confirm that all courses have been observed at least once within a two-year period (consistent with updating new materials) and that the level of high-quality training is consistent among all APD courses.

Evaluators will ensure that Instructor Evaluation forms are appropriately completed during the instructor observation. The evaluation should be filled out accurately and completely, providing comprehensive notations highlighting instructor strengths, areas for improvement, and the overall performance of the instructor using the Training Feedback Rubric to ensure that evaluator observations of instruction are documented in a systematic and standardized process to ensure the integrity of the evaluation process. Additional comments or recommendations by the assigned Instructor's Evaluator should be included in the designated sections of the Instructor Evaluation form. After completing the Evaluation, the Instructor will ensure the forms are properly scanned into ACADIS.

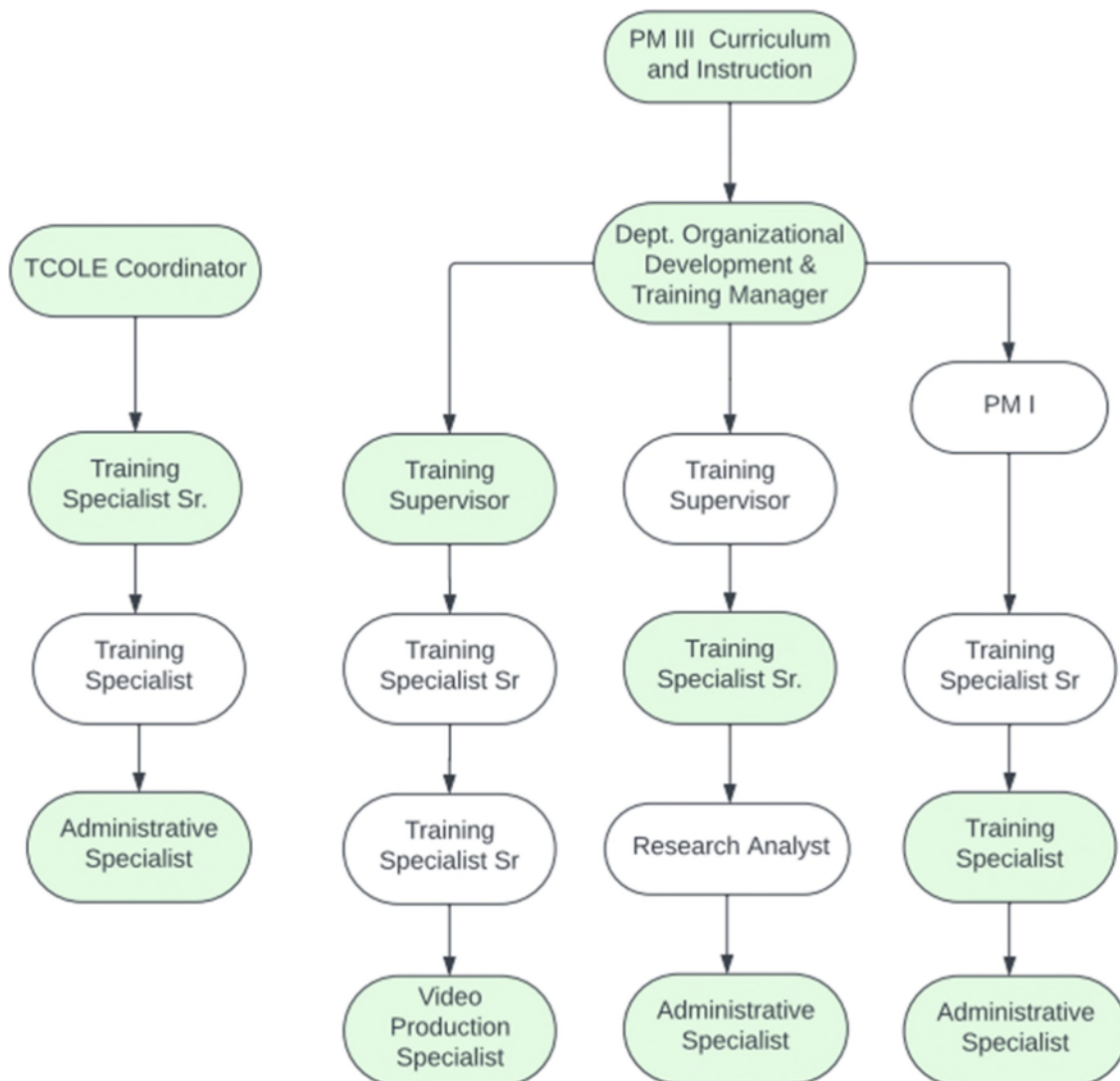
All evaluators shall receive appropriate training from Training Academy Staff on completing the Instructor Evaluation form, using the Training Feedback Rubric, and on ACADIS data entry. Evaluators will schedule a time to provide feedback to the instructor within a timely manner following the observed instruction.

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V. CIVILIAN PERSONNEL AT THE TRAINING ACADEMY

Roles and Responsibilities:

The civilian training staff at the Academy is a crucial and essential component of Academy operations. The training staff is here to assist all Academy instructors, supervisors, and staff to ensure that the APD Training Academy prepares and trains the best officers in the country based on evidence-based best practices. The roles and responsibilities of the civilian training staff and the reporting lines of authority are described below.



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Management:

Program Manager III: Curriculum and Instruction Manager

The PM III reports to the Training Division Commander. The PM III is responsible for supporting the training mission and vision of the Chief and APD Leadership by ensuring the best law enforcement instructional training practices and curriculum are used at the APD Training Academy. The PM III will review and revise existing training curricula and assist with developing new training and lesson plans to ensure compliance with all TCOLE training standards. The PM III will oversee the civilian non-sworn positions assigned to the Training Academy and directly supervise the Department's Organizational Development and Training Manager. Additionally, the PM III will provide professional instructional development for Academy Instructors to ensure that best practices of delivering curricula for Cadets and in-service personnel are utilized by providing specialized classroom training and guidance to Academy Staff and adjunct instructors on methods and best practices for adult education in law enforcement.

1. Reports to the Training Academy Commander to assist in developing and implementing full-scale complex training and instruction programs that may have internal and external stakeholders.
2. Develop new methods for incorporating adult learning objectives into new, existing, or revised curricula.
3. Ensures training program goals, objectives, and resource requirements are met.
4. Ensures that all training curriculum meets training standards set by TCOLE, APD, any other state or federal agency, or any other accreditation agency.
5. Review curricula to ensure the fundamentals of adult and active learning principles are included within lesson plans.
6. Provides recommendations to improve program standards, methods, policies, and procedures.
7. Review and respond to curricula inquiries from the public and other departments.
8. When requested, attends high-level internal meetings and conducts presentations to Boards and Commissions, City Council Committees, City Council, and other related agencies regarding training-related matters.

Department Organizational Development & Training Manager

The Department Organizational Development and Training Manager position is responsible for designing and deploying Department-wide organizational development and training program strategies and initiatives that improve the overall effectiveness of the APD employees. This position also provides HR Support in staffing/onboarding, performance management coaching, and management of payroll/administrative

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professional support staff at the APD Training Academy with plans to add oversight of operations for the civilian Training Team supporting the mission of the APD Training Division.

1. Reports to the Program Manager III, Curriculum and Instruction Manager
2. Assesses organizational and leadership effectiveness and drives developing and adopting a desirable future state through strategic systems, processes, tools, and plans.
3. Researches, designs, and implements employee development programs, including managing external vendor partners who assist in delivering learning experiences.
4. Collaborates with leaders to determine training requirements and to identify appropriate solutions for performance gaps.
5. Researches emerging trends, new technologies, concepts, and techniques to enhance programs. Develop key metrics to measure the effectiveness of initiatives and programs.
6. Develop and implement strategies for collecting information from employees and managers (surveys and audits) to identify potential development and training needs.
7. Collects and analyzes data from surveys, historical learning data, and other assessments to identify critical learning and organization development issues and root causes.
8. Prepares, presents, and monitors the budget and ensures operation within the appropriated budget.
9. Manages contracts by determining compliance through performance negotiating, monitoring, and ensuring compliance of vendors.
10. Develop Leadership and Mentorship programs and facilitate "360" Assessments
11. Collaborate with the Risk Management team in planning for resources required and tentative timelines for pursuing Accreditation.

Program Manager I: Field Training and Community Connect Program Manager

The FTCCP PM I oversees both the Field Training and Community Connect Programs. The PM I acts as the Departmental Community and Culture Liaison and is ultimately responsible for ensuring all strategic and community-oriented goals are being met while managing the successful completion of each Probationary Police Officer through their Field Training Program.

1. Reports to the Department Organizational Development & Training (ODT) Manager.
2. Responsible for the overall management of the Field Training Program (FTP).

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3. Responsible for the overall management and development of the Community Connect Program.
4. Acts as the Departmental Community and Culture Liaison and coordinates appropriate Academy attendance at and participation in all CAC meetings, PAC working groups (or the revised ACRC process), Neighborhood Strategic Planning Meetings, and other community-based meetings and forums.
5. This position would ensure that CAC recommendations and input are provided to and considered by the PAC working groups and that Academy Staff timely and effectively communicates responses to all CAC recommendations and input.
6. This position would also ensure that the APD website is regularly updated concerning the Academy's work and accountability to the community and advisory committees.
7. Serves as the chairperson of the FTP advisory board.
8. Monitoring and coordinating the training activities of probationary police officers.
9. Monitors and oversees the Community Connect and Community Engagement Programs.

Training Division - Civilian Units

As the new recommendation organization chart is being developed and the new employees are coming on board, the roles and responsibilities of individuals or units may change.

Curriculum and Instructor Development (CID)

The CID Unit plays a crucial role at the APD Training Academy as they are the SMEs on curriculum development, adult learning methods, and standardization. Led by a Training Supervisor, this team will focus on instructor development for both sworn and civilian personnel. The CID will explore lesson plan development, coordinate with sworn personnel in creating lesson plans for both CTU and AEU, facilitate instructor development courses and evaluations, and create the lesson plan review process to ensure high-quality instruction and shared accountability for what is being taught at the Academy. This will have two training specialist seniors and a video production specialist assigned to the team. The two other new training specialist positions being on-boarded will be cross-trained with the CID to promote professional growth and development and improved coordination and collaboration between all the units.

These individuals will be experts in the field of education, specifically concerning how adults learn, absorb, and retain information. Their ability to develop innovative training

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materials and methodologies that enhance adult learning theory will significantly improve the effectiveness of our Cadet and advanced education programs.

The CID Training Supervisor will manage a team of specialists; supervise the creation of multimedia training materials, including presentations, videos, e-learning modules, and simulations; evaluate the alignment of learning objectives, assessments (including test items, rubrics, etc.), learning activities, and instructional materials; and monitor and evaluate the performance of trainers, providing feedback and support for continuous improvement. The supervisor will work in partnership with the assigned Training Specialist Seniors and Video Production Specialist to:

- Assist Academy instructors with designing, developing, and delivering training programs.
- Create courses of instruction, curricula, and lesson plans for Cadet training, in-service training, leadership training, response to resistance training, firearms classroom training, and specialized classroom training.
- Instruct courses and give presentations on topics relevant to education and experience.
- Design, write, and revise formative and summative assessments aligned to approved learning objectives and consistent with evidence-based best practices in curriculum, instruction, and assessment.
- Ensure that assessments are standardized, reflect the application of what is learned, and provide data to inform instruction.
- Conduct gap analysis of curricula and perform quality assurance tasks for various curriculum components.
- Guide methods and practices of teaching to Academy Staff and adjunct instructors.
- Prepare reports and presentations on training program effectiveness and outcomes for departmental leadership and external stakeholders.

Research Analyst Senior

This position aims to design research instrumentation and methodology, make recommendations based on statistical data, and present information for specific projects. Duties, Functions and Responsibilities:

- Determines issues and identifies parameters for gathering information for specific projects.
- Plans, designs, and tests research instrumentation and evaluates data to assess the reliability and validity of training data.

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- Conducts research using questionnaires, surveys, interviews, observation methods, and case readings.
- Analyzes trends, policies, and procedures using statistical data.
- Design methodology for tracking required training data using various software programs.
- Authors and edits technical reports using details to support research findings.
- Consults, gives presentations, and makes recommendations to Academy Leadership using statistical data.
- Coordinates issues with Academy management and other targeted audiences and serves on committees with specific research projects.
- Exchanges research data results with other departments, agencies, or specific technical groups.
- Review legislation, regulations, and policies to determine the impact of research results.
- Formulates strategy for managing issues using statistical data.

ACADIS / e-Learning Team (LMS)

The ACADIS unit is also primarily responsible for managing and overseeing the ACADIS learning management system to facilitate better organization of course materials, allow for more efficient curriculum planning (including updates and modifications) for current and future Cadet classes, ensure accurate TCOLE and BPOC planning, and make it easier to transition to new instructors when staff leave the Academy. Led by a training supervisor, the ACADIS team will have a senior training specialist and an administrative specialist assigned to the unit.

The addition of a Training Supervisor aids in the process of efficiently implementing the Learning Management System (LMS). Currently, one Training Specialist, Sr., is responsible for the entire scope of the LMS program, from scheduling, delivering, updating courses, and performance tracking to system maintenance, troubleshooting, and resolving technical issues. Given the range of duties and the risk of errors, oversights, and delays, the system's administration requires supervision and functional support. The Training Supervisor position will:

- Oversee the day-to-day operation and administration of the ACADIS LMS, ensuring system functionality, data integrity, and user access.
- Supervise civilian training personnel, provide clear direction and expectations, establish and maintain a positive work environment, provide leadership, and encourage professional development.

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- Create and manage user accounts, courses, and training records in the LMS. Customize the LMS interface and settings to align with the department's branding and specific training needs.
- Collaborate with system vendors and IT personnel to troubleshoot technical issues and ensure smooth system performance.
- Coordinate with SMEs and department personnel to develop, update, and upload training content, including courses, modules, assessments, and learning materials.
- Organize and maintain training content within the LMS, ensuring logical structure and easy access for learners.
- Monitor, publish, and manage training schedules, registrations, and attendance tracking through the LMS.
- Generate regular reports on training activities, course completion rates, and compliance to evaluate the efficiency and effectiveness of training programs.
- Provide data-driven insights to the Training Commander for decision-making and to identify areas for improvement.
- Conduct data analysis to identify trends and patterns and recommend strategies to enhance the training experience.
- Provide technical support to LMS users, including instructors, learners, and other system administrators.
- Offer guidance and training to users on system functionality, course navigation, and troubleshooting common issues.

Field Training and Community Connect Program (FTCCP)

(Additional information regarding this unit is provided in Section XIV)

The FTCCP is designed to support and evaluate a diverse group of dedicated, professional field training officers with the training of new PPOs who will provide superior police services to Austin's diverse community. The FTCCP is charged with helping develop the Department's commitment to diversity, equity, and inclusion and building trust between the community and the Department through community collaboration and engagement. Additionally, this position will develop and manage the new, more robust Community Connect Program and Community Connect Projects. (Additional information in Section III)

The FTCCP team will collaborate to develop and implement evidence-based training methodologies, incorporating the latest advancements in adult learning theory and instructional design. This specialized knowledge will enhance the overall quality and effectiveness of the training experience, leading to better-prepared officers. On an ongoing basis, the positions will implement comprehensive evaluation mechanisms to

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assess the FTO training program's efficacy. These evaluations will focus on factors such as trainee performance, community impact, and adherence to departmental policies, facilitating data-driven improvements and addressing any shortcomings promptly.

TCOLE Compliance Unit

The TCOLE Compliance Unit's primary responsibility is to ensure that all curricula, addendum course materials, and lesson plans comply with TCOLE standards and departmental policies. The civilians assigned to this unit will report to the Departmental TCOLE Coordinator. One training specialist position has been added to this unit.

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VI. ACADEMY DIVERSITY

“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.” - Dr. Maya Angelou.

The APD Training Academy believes in setting the gold standard for Public Safety by embracing diversity, equity, and inclusion to elevate our agency to the highest levels of excellence. The Training Academy is committed to fostering an environment where diversity, equity, and inclusion are interwoven into all segments of our training practices and culture. Therefore, we will constantly strive to maintain an informed and accepting training environment where Cadets and staff are valued and respected for their diverse life experiences and racial and ethnic cultures. All are encouraged to promptly bring forth any practices or obstacles interfering with a person's ability to be authentic and feel psychologically safe.

Diversity is a value highly supported by APD and the Training Academy. Integrity, courage, accountability, respect, and ethical conduct are the guiding principles of the APD. Consistent with these values, the department stands firmly against racism and bias of any kind and does not tolerate discriminatory acts in the community or within the department. APD seeks to be a trusted and respected department that collaborates with the community to make Austin the safest city in America, free of hate, racism, or bias. APD actively recruits and engages with a diverse group of officers to mentor and invite them to Cadet training and sit in or observe aspects of Cadet training to be in a better position when an opportunity for a position becomes available for a Cadet instructor. That can prepare them for the hiring process.

The Academy is committed to providing a service-oriented, safe, and secure learning environment to develop personnel who embody the department's vision. To achieve the department's vision, the training environment must be free of hate, racism, and bias.

Discrimination, harassment, sexual harassment, and retaliation based on a protected class, in any form, as defined in federal, state, or local law, will not be tolerated. Protected classes include race, color, religion, creed, sex, gender, pregnancy status, genetic information, sexual orientation, gender identity, national origin, ethnicity, age, disability, veteran status, or other legally protected class.

Every employee is responsible for maintaining a professional environment free of discrimination, harassment, sexual harassment, and retaliation and for bringing to the City's attention conduct that interferes with providing a work environment free of discrimination, harassment, sexual harassment, and retaliation.

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Training Academy Staff, Cadets, and all APD employees are required to comply with the APD Code of Conduct and to maintain an environment free from harassment and discrimination on account of race, religion, ethnic or national origin, gender, or sexual orientation. Any employee who believes that they, or another employee, have been subjected to discrimination or harassment based on a protected class or retaliation based on protected activity shall report the matter to any of the following:

1. Any supervisor, manager, Chief, or other member of the Department Executive Staff,
2. APD Human Resources representative,
3. Integrity Unit in the Office of the City Auditor
4. COA Human Resources Director,
5. COA Employee Relations Division,
6. APD Internal Affairs, or
7. Office of Police Oversight for complaints against a sworn employee

Employees are not required to follow the “chain of command” when reporting harassment, discrimination, sexual harassment, or retaliation. A complaint can be anonymous or named.

If a civilian employee is aware of a work-related threat of imminent physical harm to themselves, another employee, or a member of the public, the employee should attempt to remove themselves from the situation and immediately notify appropriate emergency personnel by calling “911”. The employee should report this emergency call to their supervisor or management immediately. If a sworn employee is aware of a threat of imminent physical harm to themselves, another employee, or any public member, the employee should respond according to General Order 401 (Preliminary Field Investigations).

VII. ACADEMY CULTURE

The APD is dedicated to producing the nation's most well-trained and professional guardians and community caretakers. There has been an expressed interest in how the APD trains its officers, chiefly its newest Cadets. The Austin community has demanded change, reform, and re-imagining of the police department. Proper re-imagining of the police culture begins with the Executive Staff setting acceptable standards for the Department, which the Academy Staff then echoes to all the officers and Cadets starting with their first day in the Police Academy. This includes the Executive Staff's stance on such matters as, but not limited to, communication skills, de-escalation, diversity, equity, and inclusion, officer mindfulness, resiliency, wellness, and professional community engagement.

The Training Academy's mission is to educate our officers with an outstanding curriculum using the most progressive, evidence-based teaching methods to develop officers with enhanced critical thinking, decision-making, and communication skills who can then engage the residents and visitors of Austin in a professional and positive community-oriented manner. The Academy is focused on creating a balanced academic environment with a less paramilitary-style approach to learning by enhancing adult learning methodologies in and outside the classroom, emphasizing stress-based learning during critical incident event training, and improving each Cadet's communications and de-escalation skillsets. The Training Academy is dedicated to developing a curriculum in collaboration with citizens of Austin and SMEs to increase transparency and enhance police-community relations and trust.

The Training Academy aims to provide additional focus on a Cadet's resiliency, mindfulness, well-being, and caring for others to ensure the level of service they bring is second to none. An officer's awareness of the ethnic, racial, spiritual, and emotional history and diversity of our city with a focus on inclusion is essential in this diverse urban landscape. As stated by the Police Executive Research Forum in their Transforming Police Recruit Training Manual: 40 Guiding Principles (Nov 2022), "There is also an opportunity to reshape the culture of policing fundamentally and to align the values of individual agencies with the training their new officers receive."

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PERFORMANCE ACCOUNTABILITY (PA) FOR STRESS-BASED LAW ENFORCEMENT LESSONS

PURPOSE

The purpose of Performance Accountability (PA) in stress-based law enforcement training is to enforce responsibility for the individual actions of one or more Cadets. When an individual or group makes a significant mistake with potential consequences in an actual law enforcement scenario, PAs aim to modify Cadets' behavior. PAs are valuable in demonstrating to Cadets how the actions of one person can impact the entire team.

1. PAs may be administered for the following reasons:
 - a. Violations of officer safety.
 - b. Violations related to law enforcement actions, not classroom or administrative issues covered in the above list of offenses.
2. Timing and Procedure
 - a. PAs will not interfere with any classroom instruction.
 - b. PAs may occur during a scheduled Physical Training (PT) or Defensive Tactics (DT) block.
 - c. PAs will last no more than 15 minutes.
 - d. PAs will not be scheduled before an academic test.
 - e. PAs will not interfere with any breaks required by an employee (e.g., lunch)
 - f. PAs will start after the initial PT Assessment.
 - g. PAs can occur no more than two times per day.
 - h. Cadets must be appropriately dressed for PA sessions and will be given adequate warm-up periods for strenuous or prolonged physical activities.
 - i. The sandpit will NOT be used for PAs.
 - j. Training academy instructors shall seek approval from a Training Academy Lieutenant before administering a PA.
 - k. A supervisor shall be present for all PAs.
 - l. Training academy instructors may yell at the Cadets during a PA but will not use personal attacks, insults, or offensive language.
 - m. At no time should a PA be used as a form of hazing or to abuse, humiliate, demean, or harass one or more Cadets.
 - n. Cadets shall be told why a PA is being administered and how the concern that led to the PA logically connects to Cadets' future roles as sworn police officers.

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- o. The intensity of the PA session should be consistent with the Cadet(s) transgression(s).
- p. PAs should be closed with positive encouragement led by the instructors to reinforce the importance of teamwork and the lessons being taught and to discourage the idea that PAs are merely punitive in nature.

3. PA Activity Tracking Log

- a. A PA Activity Tracking Log will be created and maintained in the electronic folder for each Cadet class.
- b. After a PA has occurred, the supervisor on the scene will complete the PA log and document:
 - i. Date and time of PA
 - ii. Specific reason for PA
 - iii. Group or individual PA
 - iv. Activity, including warm-up exercises
 - v. Approval by Training Academy Lieutenant
 - vi. Supervisor present
 - vii. Duration of PA
 - viii. Any injuries sustained by one or more Cadets
 - ix. Any additional notes

Note: Any Performance Accountability (PA) protocol deviations require the Training Commander's approval before execution. After approval, all deviations will be retained in the PA log for future reviews or litigation purposes.

VIII. CADET EXIT & INTERVIEW PROCESS

When APD Cadets leave the Training Academy program for any reason, they are provided with an exit interview by both Sworn and Non-Sworn members of the Academy Staff. These interviews seek to ensure that the Academy can collect critical information on Cadet's experiences during their training and that Cadets understand the reasons for and the process of their separation. In addition, it allows APD staff to afford available resources to Cadets during the separation process.

Definition(s)

Outside of exigent circumstances, there are three primary paths a Cadet can separate from the Academy:

1. Resignation: A Cadet's exit from training is considered a resignation when the Cadet voluntarily initiates the action to separate from the Academy. This does not typically prevent a Cadet from reapplying to a future class.
2. Termination: A Cadet's exit from training is considered a termination when the Academy initiates processes to involuntarily separate the Cadet from service with APD. This can be due to academic failure, failure to complete required training programs to established standards (defensive tactics, driving, etc.,) or any form of misconduct as described in the Cadet Manual or APD General Orders. A Cadet's eligibility to reapply to a future class depends on the nature of the termination.
3. Recycle: Under certain circumstances, if a Cadets gets injured (e.g., injured during training, on personal time, or during departmentally sponsored events, etc.) or who contract an illness that temporarily prevents them from completing training (e.g., COVID-19, stomach flu, etc.) may be offered temporary employment in a non-training status elsewhere in the Department while they recover. Once medically cleared, they may be allowed to attend a future class while remaining an at-will employee with the City of Austin.

Responsibilities

1. CTU: The Cadet's first-line supervisor (Cadet's IC) and second-line supervisor (a Corporal or Sergeant) should attend the exit interview. They will guide the separating Cadet formally through leaving the

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Academy. Cadets receive an exit checklist with listed requirements and relevant contact points. Cadet Training maintains statistics and demographics on exiting Cadets by class cohort, which includes the reasons for resignation, termination, or recycling, as appropriate. The following steps are taken when assisting Cadets through the separation process:

- a. Provide the Cadet with a separation checklist.
 - b. Advise Cadet on how to return any issued City equipment.
 - c. Direct Cadet to contact information for the Payroll and Pension offices.
 - d. Assist Cadet with the preparation of official memoranda for resignations.
 - e. Prepare and present any official memoranda to the Cadet for separations for any termination or recycling.
2. Department Organizational Development & Training Manager: The ODT Manager (or their designee) also attends the exit interview. They observe and take notes on the Cadet's responses to Sworn staff questions, offer answers and context to the Cadet's questions about Academy processes and programs, and support the Cadet through the separation process, as needed. The Department ODT Manager provides and maintains copies of the Academy's formal Exit Survey, which collects semi-anonymized Cadet feedback for Academy records. This data is shared with the Academy Leadership.

Required Documentation

1. Termination/Recycle documentation (if applicable)
2. Cadet Exit Survey
3. Cadet Exit Checklist

Exit Interview Process

When a Cadet informs their IC that they have decided to resign, or when a Cadet is told they will be terminated from the Training Academy, they are removed from training and given an exit interview. This is attended by both Sworn members of their Chain-of-Command and by the ODT Manager.

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The Cadet's IC and Corporal or Sergeant will provide any relevant documentation, such as a memorandum from the Chief and Commander that explains the reasons for termination or offering the opportunity to recycle to a future class, if eligible. Separating Cadets are provided with the exit checklist and any official memoranda to ensure the Cadet has read, reviewed, and understood the documentation. If the Cadet accepts the offer of a recycle, their contact information will be forwarded to the Emergency Communications Lieutenant, who will provide instructions for reporting for their temporary assignment. Sworn staff can ask the separating Cadet about their experiences during the exit interview. Chiefly, the following questions should be directed to the Cadet:

- In the opinion of the Cadet, what do they believe the Academy is doing well?
- In the opinion of the Cadet, in what areas does the Academy have to improve?

The ODT Manager takes notes on the meeting and answers process questions as best as possible. After the formal exit paperwork is signed, sworn staff leave the room, leaving the separating Cadet alone with the ODT Manager. The ODT Manager will provide the Academy's three-page exit survey to the Cadet. The exit survey allows the Cadet to provide written feedback on their Academy experience and why they are resigning. The Cadet may elect to be contacted about their responses in the future, in which case a staff member will reach out later to discuss the document.

The exiting Cadet is then allowed to talk about their experience with the ODT Manager without Sworn staff present, as there may be concerns related to established power dynamics influencing the candidness of the Cadet's responses, especially if the Cadet is re-applying in the future. This is also the Cadet's opportunity to discuss any experiences that may require further inquiry, which the ODT Manager will record and provide to the APD Training Division Commander.

If a Cadet is being separated outside of regular business hours due to off-cycle training events (role plays, Standardized Field Sobriety Test training, etc.) or on a City-observed holiday, Cadet Training staff will provide the Cadet with the formal exit survey. This will then be provided to the ODT Manager, who will reach out to the exiting Cadet as soon as practical, and at least within the next three working days.

Post-Interview Data Aggregation and Program Improvement

The CTU maintains quantitative data on Cadets, the demographic makeup and changes to a Cadet Class, and the reasons provided for termination and resignation. This information will be provided to Academy and APD Leadership upon request.

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The ODT Manager collects and maintains all Cadet Exit Surveys. The ODT Manager will provide the CTU and Academy Leadership with information based on the collected written feedback on the forms. If a Cadet exit interview reveals information that may be considered a violation of APD Department policy, the ODT Manager will provide this information to the Training Division Commander in writing and be prepared to discuss it and participate in any subsequent formal inquiry or investigation. All qualitative feedback will be anonymized unless:

- The Cadet voluntarily includes their name and contact information or
- The Cadet wishes to make a formal complaint or
- The ODT Manager or Training Unit Commander believes the situation warrants formal inquiry or investigation.

The APD Training Academy will periodically discuss quantitative demographic information and qualitative feedback regarding Cadets at leadership meetings. The Training Division Commander will use this information to inform possible changes to the Cadet Training/Basic Peace Officer program and will summarize relevant qualitative feedback, quantitative data, and proposed changes in an internal memorandum to the Assistant Chief over the Training Division.

Data Analysis of Cadet Disqualifications and Termination Process

Analyzing the data from each disqualification, termination, or resignation is the responsibility of the Lieutenant or a Sergeant assigned to the CTU. Every termination is submitted to the Commander of Training from the CTU Lieutenant with a detailed memorandum justifying the need for termination. Terminations are commonly based on clear standard violations in the Cadet manual or APD General Orders (e.g., failing four exams, failing the driving final, etc.). Terminations for poor performance are justified by accumulating substandard memorandums, Cadet log information, and observed sub-par performance. Identifying trends within the Cadet Training data is a labor-intensive task as changes to the Cadet scheduling and curriculum occur almost weekly to ensure efficiency, fairness, and the high-quality standards of the Training Academy. Analyzing training data is quite challenging when comparing current academy classes to previous ones, especially the farther back in time one goes to make comparisons. To consider and develop appropriate responses to these data requests, the individual responsible should have specific education and training in data analysis, research methods, and the preparation of data visualization.

Each major academic test is scored and reviewed, and questions with a high fail rate are audited. After auditing these questions, if it is determined that the information was not thoroughly covered, the question may be removed from scoring. Lesson plans,

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PowerPoint presentations, handouts, and planned roleplay exercises are carefully reviewed to ensure that Cadets cover all material. Exit surveys are conducted with each Cadet leaving the Academy. Any identified issues that can be resolved through program adjustments are reviewed with CTU and Academy Leadership and reflected in updates to the curriculum, when applicable. When Cadet training trends are identified, the CTU Lieutenant addresses the concern with the other CTU supervisors and lead instructors. The Lieutenant will also meet with Cadets to inquire about their experiences with the trend and to identify possible solutions. This deep dive will include an update to the Academy Commander and may result in changes to processes, procedures, and protocols.

A request to hire a research analyst for the CTU was submitted as part of the FY2025 unmet financial needs. The research analyst will be able to manage training data and coordinate and collaborate with the Information Systems team to develop dashboards related to training data. This hiring request aligns with our adherence to the open data resolution passed by the Austin City Council in 2023. If funded, the research analyst will conduct administrative and police operations analysis for all training-related data to identify trends and patterns in Cadet readiness, prepare statistical and data-visualization reports for both ad-hoc requests and recurring departmental reporting, and complete audits and research to ensure training uses best practices for performance measurement.

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IX. FIELD TRAINING OFFICER PROGRAM

The Field Training Program (FTP) Operations Manual and Standard Operating Procedures (SOP) have been developed to ensure that the APD's FTP remains consistent with the training and values imparted during the Academy. These documents serve as a comprehensive guide for Field Training Officers (FTOs) to effectively train and mentor recently graduated Cadets while upholding the highest standards of professionalism, ethics, and community-oriented policing.

The Training Academy is committed to providing the highest level of training that aligns with the foundational principles taught at the Academy. To ensure the continued improvement of the Field Training Program, the FTP will actively seek and incorporate feedback from our FTOs and PPOs to inform program enhancement. By establishing regular feedback loops and open communication channels, the FTP will gather feedback on an ongoing basis, enabling the Academy to make necessary adjustments to our training program as needed.

Additionally, the Academy annually reviews the FTP Operations Manual and SOP, incorporating any necessary updates or revisions to reflect current best practices and industry standards. The Academy aims to create a FTP that equips our officers with the skills, knowledge, and confidence to excel in their roles.

Attachment: 2024 Field Training Program Standard Operating Procedures

Attachment: 2024 Field Training Program Operations Manual

PROCESSES TO ENSURE THAT FTP REMAINS CONSISTENT WITH ACADEMY TRAINING AND VALUES

The Field Training Program is one of the most crucial aspects of any new law enforcement officer's career. The Field Training Program allows officers to apply all they have learned in the Academy to real-life situations in real-time. APD's revised FTO program will teach the principles of Purpose Driven Leadership, where the FTO will be held to a higher standard as a community caretaker who will act as a community role model. FTOs will be instructed on simple methods for ensuring a successful and effective Field Training experience for the PPO. FTOs will be encouraged to lead the PPO by example while staying true to the mindset of effective trainers: *Educate, Demonstrate, Guide, and Evaluate*. Open communication with the PPO is vital to challenging them at the appropriate levels, ensuring they have mastered each new skill set, and allowing them to grow, develop, and learn as new police officers.

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The first step for ensuring that Academy training is carried into the Field Training Program is already being developed within the Training Academy as a new program to improve the continuity of training provided to Cadets as they transition into the program upon graduation. A daily Field Trainer's Guide is designed for the FTO to follow when training new PPOs to help standardize the everyday PPO training experience. Currently, APD uses a checklist that was discussed during the observation week. This checklist is just a means to discuss substation and sector-specific information. This new robust FTO guide provides standards of instruction for each training day. Skills outlined in the guide that can be practiced and demonstrated both by the FTO and the PPO, specific updates to the Texas Penal Code to be reviewed and asked about by the FTO, and lessons for the application of important court decisions/case law for law enforcement personnel will become part of the daily PPO training regime.⁵ Other key components will be added to the Field Trainer's Guide, including the daily resiliency practice and community engagement. All these skills enhance the PPO's confidence level in their knowledge and fair application of the law while broadening their emotional and social skillsets when positively and professionally interacting with the community.

Once this guide is fully developed, plans will be designed to have FTOs return to the Academy and provide new training for implementing the Field Training Guide and best practices as an FTO. This new material would also be added to the Basic FTO school for all new FTOs.

OBTAINING AND EVALUATING FEEDBACK FROM FIELD TRAINING OFFICERS AND PROBATIONARY POLICE OFFICERS

The FTP is the Cadets' second stage of the transition into law enforcement following the successful completion of the Academy. The FTP requires a continuous review of all functions related to the program to ensure that the program is properly functioning and to identify any new areas that may need to be added or amended. Critical areas involve FTO and Academy Instructor training techniques, PPO evaluations, or other material in the Cadet training curriculum.

New processes in the FTP will be established where both FTOs and PPOs are provided a forum to exchange ideas and share experiences and desires on ways to improve the APD Academy and FTP training experiences, including personal feedback sessions and Focus Group Sessions. These feedback sessions will follow a systematic and standardized process for obtaining and evaluating feedback on the experiences of both FTOs and PPOs in the Field Training Program. New standard operating procedures

⁵ This aspect of FTP further supports the education of officers on constitutional policing.

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detailing the program's specifics will be authored to ensure transparency and accountability.

This assessment/evaluation ensures that the FTP maintains a high level of skillful and productive instruction and training by the Department's Mission Statement. In addition, the FTCCP Manager and FTP coordinator will monitor the program through a coordinated effort with other elements of the Department. The FTCCP Manager will actively facilitate the program to ensure the continuity and maintenance of progressive training and evaluation techniques. The FTP Coordinator will make the necessary modifications and improvements when problems or inefficient areas are identified through the program evaluation process.

The data will be collected using a digital survey to ensure consistency and effectiveness in program enhancement.

IMPLEMENTATION: INDIVIDUAL FEEDBACK SESSIONS

In collaboration with relevant stakeholders, the FTCCP Manager will design and provide FTOs with a comprehensive survey feedback form to document their observations and recommendations regarding PPOs and the FTO program. The survey will cover various aspects, including the overall performance of PPOs, the effectiveness of the FTO program, areas for improvement, additional training resources needed, FTO support, and the Training Academy's responsiveness to FTO feedback.

The FTCCP Manager and Coordinator will design and provide PPOs with a comprehensive survey feedback form to document their experiences regarding the FTO program. The survey will cover various aspects, including the overall performance of PPOs, the effectiveness of the FTO program, areas for improvement, additional training resources needed, FTO support, and the Training Academy's responsiveness to FTO feedback.

Additionally, a formalized session will be held with each PPO and their assigned FTP Lieutenant at various points during their evaluation phases. The purpose of these sessions is to allow the FTP Lieutenant to candidly speak with each PPO independently about their FTO and FTP experience to ensure that the PPO is progressing appropriately through their training phases and that all goals and aspects of the FTP programs are being met. These sessions will be encouraged to be held more frequently at lower levels of supervision to identify any training deficiencies early on in a PPO's training phases or any other issues with the FTP that may need to be addressed. These PPO sessions will

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be modeled through the entire Chain-of-Command in the FTP, from the Corporal to the Lieutenant level, and will be documented in a standardized format.

The FTCCP Manager and Coordinator will review and analyze the feedback received from FTOs and PPOs to identify patterns, common concerns, and areas for improvement. A report will be distributed to the Training Academy Leadership Staff after the conclusion of Phase 3 of each Cadet Class and archived. The FTCCP Manager will submit this report to the Training Commander and the Assistant Chief of the Training Division and present their findings at leadership meetings to discuss patterns identified, common concerns, and areas for improvement for the Academy and FTP with the Academy Staff. Any recommendations regarding necessary adjustments to training techniques, safety protocols, and program administration will be made to the Training Commander and the Curriculum and Instruction Manager.

The FTCCP Manager and Coordinator will develop an action plan to address any identified training deficiencies, issues, or concerns identified through any of these feedback sessions. The action plan may include modifications to the Training Academy curriculum, FTO guidelines, or any other relevant aspect of the program. The action plan will be designed to enhance the PPO's training experience and improve the effectiveness of the FTO program. The Training Commander will authorize the necessary adjustments to any Academy or FTP Training curriculum or instruction, FTO guidelines, or any other relevant aspect of the program if appropriate.

The FTCCP Manager will implement any action plan within a specified timeframe delegated by the Training Commander. The progress and effectiveness of the implemented changes will be monitored and evaluated continuously. Continuous communication with FTOs will be maintained to ensure the effectiveness of the action plan and to gather additional feedback if needed. The SOP for obtaining and evaluating feedback will be authored and periodically reviewed and revised as necessary to ensure its effectiveness.

IMPLEMENTATION: FTP FOCUS GROUP SESSIONS

APD is developing and implementing a protocol for annual focus groups to assess the relationship between Cadet training and field training operations. This document outlines the initial components to create and implement the focus group protocol. Key details will be developed through a comprehensive, inclusive planning phase. As a result, some details herein are exemplary. These are noted throughout, as the purpose of this document is to provide a framework and set expectations rather than to serve as the governing foundation for the protocol itself. The framework incorporates the noted

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planning phase, resulting in a documented protocol; a pilot phase, resulting in a revised final protocol; and an implementation phase, resulting in a final report.

The protocol should generally incorporate focus groups consisting of PPOs currently in field training and FTOs conducting field training. Key overarching questions are:

- To what extent does the FTO program align with key components and significant themes emphasized in Cadet Training?
- To what extent does Cadet Training prepare PPOs for the FTO program?
- What issues, obstacles, or other situations positively and negatively impacted the FTO training?
- Did the FTO program prepare the PPO for full-time first responder duties in the field?

The following section defines vital components that will support the process and raises critical questions impacting the protocol, while the final sections outline elements within each specific phase.

FOCUS GROUP KEY PROCESS COMPONENTS AND QUESTIONS

Several initial questions must be addressed about how the protocol will be implemented. The core of these questions is how both PPOs and FTOs will be selected for participation. While voluntary participation is generally preferred, it may not be feasible. PPOs and FTOs from different sectors attend the sessions, therefore minimizing the likelihood of the PPO being later evaluated by an FTO in a session with them. If such a pairing is made, each is responsible for notifying their assigned supervisor and FTCCP Coordinator so a reassignment can be made.

The power differential between PPOs and FTOs must also be acknowledged, and the protocol must seek to mitigate risks imposed by the protocol on both groups. A related issue concerns confidentiality. Confidentiality of the participant's responses is preferred to encourage impartial and complete reporting. However, confidentiality may not be feasible in this context. Also, the issue of ensuring confidentiality is more challenging in the focus group context, given the group setting, and consideration must be given to how the protocol can provide some level of protection to participants, given these issues.

A third concern is ensuring that the focus group members exhibit professional competency in facilitating the focus group. These sessions aim to gain candid insight and feedback about the PPOs' Field Training experience. Lessons learned through these

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focus groups will be documented, reviewed, and implemented into the FTP curriculum. Specific guidelines for facilitating these sessions will be developed, addressing what is to be covered and how the sessions should be conducted to encourage open communication between all parties. Additionally, all members of the FTP will be trained on the new process once it has been finalized.

Fourth, the protocol must respect each participant's dignity and create an environment encouraging diverse responses. Focus group research collects perceptual data, and it must be understood that perceptions may differ even relative to the same circumstance or event.

PLANNING PHASE AND DOCUMENTED PROTOCOL

The planning phase should serve to render a written documented protocol that includes answers to the critical question noted previously as well as the following questions:

1. What are the goals of conducting the focus groups?
2. Who will participate in both the PPO and FTO focus groups?
3. How will they be invited?
4. What will the sizes of the groups be and why?
5. How many focus groups will be conducted, and on what timeline?
6. Who will facilitate the focus groups, and how are the noted issues mitigated?
7. What training will be developed for facilitators, and how will it be delivered?
8. What components of quality focus group facilitation will be included (e.g., listening skills, rapport building, professionalism, neutrality, probing, interruption, avoiding assumptions)?
9. What key conceptual areas will be assessed with each group?
10. What questions or prompts will the facilitator utilize to generate responses related to these critical conceptual areas, and do they make assumptions or lead responses in any direction?
11. Where will the focus groups be conducted?
12. How long will each focus group be?
13. How will time be managed within the allotted time?
14. How will information be collected (e.g., will the focus groups be recorded, or will there be a note taker)?
15. How will the information be analyzed and reported (Reporting should be not only to the chain of command, but also made public annually to the community)?

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The answers to these and other questions emerging in the planning process should be written into a clear and concise focus group guide. To eliminate the following identified concerns an external facilitator will be utilized:

- Facilitator bias.
- Reduce or limit the ability of some participants to dominate the discussion and, therefore, the results.
- Information generated from focus groups is generally exploratory. It, therefore, can confirm the existence of issues that could require further analysis as deemed appropriate.

The planning phase is expected to commence in the second quarter of 2024 and be completed during the third quarter of 2024.

Pilot Phase and revised Final Protocol

A pilot phase should be conducted after planning and developing a focus group guide. The pilot phase should serve to test the protocol and provide insight into how to improve the process rather than collect information for reporting. This will allow facilitators to use critical skills such as strategic repetition of questions or answers to facilitate discussion and assess whether the questions or prompts generate discussion responsive to the critical conceptual questions that guided development.

Observers skilled in focus group facilitation may be used to provide feedback to the facilitators, and follow-up interviews with the focus group participants can provide insight into areas for improvement. This may include questions such as:

1. What to do if no one speaks when a question is asked?
2. How do you address individuals who indicate (either verbally or behaviorally) that they do not feel comfortable answering questions?
3. How do you handle individuals who dominate conversations?
4. How to handle conversations that move away from topics of interest.
5. How to handle participants who provide information relevant to questions to be asked later in the protocol.

Because changing questions in the final phase is strongly discouraged, the pilot phase provides the opportunity for revision, which should be incorporated into the last focus group guide to be used in the implementation phase. The planning phase is expected to be during the third quarter of 2024. The pilot phase will be initiated in alignment with when

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a graduating class of PPOs is actively on riding assignment and is projected to be completed no later than by the first quarter of 2025.

X. CONTINUING EDUCATION FOR ACTIVE APD PERSONNEL

The AEU within the APD is committed to providing comprehensive and ongoing training that addresses crucial topics relevant to our community. Our courses evaluate and enhance officers' understanding of critical issues, ensuring they have the necessary knowledge and skills to navigate complex situations, uphold community trust, and serve all individuals with dignity and respect.

AEU is responsible for developing and updating curriculum and course content for department-wide training based on TCOLE requirements, department mandates, and other training needs determined by the AEU. In addition, the AEU is committed to delivering and hosting a range of courses that cover essential topics responsive to community concerns, including implicit bias, racial and ethnic bias, gender bias, de-escalation techniques, the historical context of policing and its intersection with race in our community, and courses designed to enhance officers' cultural competency. These courses are developed to foster an environment that promotes unbiased and fair policing practices and includes:

- **ICAT** (Integrating Communications, Assessment, and Tactics) training that focuses on de-escalation techniques and includes scenarios for practice. This course is mandatory for all sworn personnel. Academy Staff are to ensure that model fidelity to the curriculum developed by the Police Executive Research Forum is maintained and followed.
- **ABLE** (Active Bystandership in Law Enforcement) training will be implemented beginning in January 2024. ABLE is a training program that aims to promote and enhance the role of active bystandership within law enforcement agencies. It is designed to empower officers to intervene and prevent misconduct, including their colleagues' inappropriate/excessive use of force. All officers and Cadets will receive the initial 8-hour ABLE training and 2 hours of annual refresher training using the curriculum provided by ABLE.
- **FIP** (Fair and Impartial Policing) training is founded on the modern science of bias. The course explores how implicit biases can impact officers' thoughts and behaviors and provides information and skills to help officers reduce and manage these biases.
- **Police Legitimacy and Procedural Justice** training focuses on how improving community relations improves legitimacy and is also a core objective of policing.

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In addition to these courses, the AEU offers courses in Law, Civil Process, Crime Prevention, Cultural Awareness, Sexual Harassment, and Ethics, among others. (This is not an exhaustive list) The AEU selects courses based on TCOLE requirements, Department/City requirements, and overall organizational needs. Additionally, the Training Academy will send personnel to outside training to audit classes for academic exploration. These are just a few of the courses that are an integral part of the APD's training program, and they will be consistently offered to officers on an ongoing basis, subject to modifications based on annual evaluations and updates to evidence-based research and best practices. For additional courses available, please refer to the course catalog.

To ensure efficient communication and registration, the AEU will send out training announcements a minimum of three weeks before each course, barring any unforeseen circumstances. Officers must register for these courses through the ACADIS Learning Management System.

XI. ACADEMY VIDEO LIBRARY AND INTERNAL REVIEW PROCESS

The Training Academy is currently developing a library (or central repository) for all existing training videos used in various Academy courses. When reviewing and updating lesson plans and preparing to teach an Academy course, Academy instructors and staff should consider whether using specific training videos (including APD body-worn camera videos or training videos available through other sources) would enhance the course and effectiveness of the training. All staff should, whenever feasible, help expand the video library by including other relevant and valuable videos for training purposes that can enhance an instructor's ability to convey critical information and content. Any instructor or staff member who identifies a video that they believe may enhance Academy training and teaching content for a particular course should follow the Internal Video Review process as outlined below.

Before any new video is used in a professional classroom setting for either the APD Cadet Curriculum or the AEU curriculum, Training Academy instructors must first review the video and complete a Video Review Worksheet. The Instructor must then receive supervisory approval from an Academy Unit supervisor with the rank of sergeant or above before displaying the video during any course instruction. Academy Unit Supervisors will determine if the video will be approved for use within the lesson plan.

Each unit's supervisory chain of command, including the sergeant and lieutenant, will ensure the information listed in the worksheet is accurately captured and determine the value of the training video and if the video is appropriate for viewing. This process will consider:

1. How effectively does the video convey information and teaching content that is relevant and useful to the course for which it is to be used?
2. The purpose of the video and whether it contributes to course objectives.
3. The potential for explicit and implicit messages relating to race, ethnicity, gender, or sexual orientation.
4. Whether the video depicts a positive or negative police-citizen encounter and, if applicable, how a negative depiction will be countered and explained to ensure that any implicit negative messages contained in the video do not undermine course objectives or APD or community values.
5. Whether the video promotes an "us versus them" mentality or excessively and unnecessarily heightens the danger imperative of policing.
6. How effectively does the video help the instructor convey appropriate police tactics in a given scenario?
7. Does the video help promote considerations of officer and community safety?

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8. The likelihood of an internal/external investigation resulting from the subject matter depicted.
9. Whether the video portrays any involved employee actions that could be viewed negatively and whether the training benefits outweigh the employee's exposure.
10. Whether permitting uninvolved personnel to view the video for training purposes may hurt any future or current prosecution, civil proceeding, or lawsuit.
11. Under no circumstances shall any recording be used or shown with the intent to ridicule or embarrass any APD employee or Austin Community member.

All Departmentally approved training videos will be stored in a centralized location and will be transitioned into ACADIS. Any change of videos shown within a course will require an amended lesson plan. Any deviations related to the Academy Video Review Process protocol require approval from the Training Commander before execution.

XII. CADET TRAINING SCHEDULING COORDINATION

The Cadet Training Schedule is ever-changing and evolving based on the state-mandated TCOLE requirements, Department requirements, and community requests, and rigorous analysis of previous schedules to find ways to improve Cadet training. This analysis includes regularly evaluating Cadet testing outcomes, fitness improvement, Cadet exits, and prior scheduling conflicts.

The creation of the schedule will involve a collaboration of the CTU, LSU, Advanced Education Unit, the ACADIS unit, Victim Services Liaison, and the TCOLE specialists. Each unit or team will send representation to the scheduled review meeting, which the Sergeant of Cadet Training will coordinate. All teams meet and compare the new Academy date with the current Academy in session to see how the classes overlap and coincide. Each team looks to see if certain weeks and upcoming holidays to determine if any sessions (Academic, PT, DT, CCP, etc.) need to be moved to accommodate the instructors of each team. Once this process is complete, CTU creates the calendar and sends it to each team. The teams then all provide concurrence with the new Academy schedule.

These meetings will occur at least four months before an upcoming Cadet class starts to allow advanced notification to the impacted Academy units and outside instructor resources. A finalized schedule will be presented to the Commander of Training for review and final approval at least three months before a Cadet training class commences.

Additionally, with onboarding new civilian members of the ACADIS and TCOLE teams, the training specialists assigned to those units will assist the CTU and create the schedule for the upcoming Cadet classes. Particular attention should be given to overlapping Academy class schedules and major Austin Police staffing events that impact instructor and role-play resources.

Upon finalizing the schedule, the CTU Sergeant presents the schedule to the Commander for approval. Once the Commander reviews and approves the schedule, the schedule will be emailed to each affected unit and posted and regularly updated with any changes via Microsoft Teams, CTU Outlook Calendar, and CTU Bulletin Board.

XIII. CADET INJURIES, SEPARATIONS, AND ATTRITION RATES

The APD Training Academy is dedicated to actively identifying trends and patterns to make well-informed decisions to enhance our Cadets' training. Through a systematic approach, we continuously monitor and assess various aspects of our training programs, allowing us to adapt and improve our methods to best equip our Cadets for the challenges they may face in their future careers. Our commitment to staying ahead of emerging trends ensures that our Cadets receive the highest quality training, preparing them to serve and protect Austin's diverse community with excellence and professionalism.

Data Analysis: The responsibility for the collection, collation, management, quality control, analysis, and reporting of training data currently falls on the CTU Lieutenant or their designee. Unmet needs have been identified where the Academy requires the assistance of a Research Analyst (or Research Analyst Senior) to take the lead in managing these data reports to identify and analyze patterns or trends in Cadet injuries, separations, and attrition rates and report this analysis on a standardized report when a trend is identified or in response to internal and external requests for information. This analyst will work with the PAC/CAC, Academy Staff, and appropriate SMEs in developing the various methods, measures, metrics, forms, and surveys needed to comply with these injury and separation requirements, the Open Data Resolution passed by City Counsel, as well as all the processes as mentioned above herein. The Research Analyst will have expertise in data management and analysis, be responsible for providing analytical reports, and provide guidance for establishing best data analysis and reporting practices.

Reporting: During the first Leadership team meeting of each month, the CTU Lieutenant will present a detailed report on the number of separations and injuries for each current Cadet class in the Training Academy. This report will include information such as the reason for separation, the time of injury occurrence, the type of injury, whether the injury was pre-existing, Cadet demographic information, and the specific activity the Cadet was engaged in when the injury occurred. This report will be emailed to the Academy Leadership team and archived in ACADIS before the meeting.

Identifying Injury-Problem Activities: The Training Academy can identify activities frequently associated with injuries based on comparative analysis. Whether it's specific training exercises, physical drills, or other activities, this information helps pinpoint areas of concern that may require further evaluation and potential adjustment.

Ongoing Monitoring: The CTU Lieutenant will monthly monitor the separation and injury data for each current Cadet class and provide regular updates to the Training Commander and Academy Leadership team. This ongoing monitoring ensures that any

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patterns or trends are identified to determine if any changes are needed to reduce separations or prevent prevalent/common injuries. The Training Commander will authorize the necessary adjustments to training techniques, safety protocols, or equipment usage to minimize injury risks or separations without sacrificing training objectives and readiness.

Comparative Analysis: To identify patterns or trends, the CTU Lieutenant will compare the separation and injury data from the current Cadet class(es) to past Cadet classes. This analysis will identify similarities in the weeks of separations and injuries or the types of injuries sustained. This report will be forwarded to the Training Commander and Operations Lieutenant on the first day of each quarter and archived in the ACADIS. The Training Academy can gain insight into potential factors contributing to the separations or injuries by examining these patterns.

XIV. ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT (ABLE)

In 2022, APD Leadership adopted a peer-intervention training program as mandatory training for all Sworn personnel. After researching the available programs, the decision was made to adopt the Active Bystandership for Law Enforcement curriculum, as it is the best researched (and, at this time, the only empirically studied) course designed for agencies the size of APD.

The Georgetown Law Center for Innovations in Community Safety (formerly known as the Innovative Policing Program), partnering with global law firm Sheppard Mullin, created ABLE to prepare officers to successfully intervene to prevent harm and to create a law enforcement culture that supports peer intervention. ABLE builds upon training developed by Dr. Ervin Staub, the Founding Director of the UMass Amherst Psychology of Peace and Violence Program, to help police officers stop unnecessary harmful behavior by fellow officers.

ABLE guides agencies and communities on the concrete measures that must be in place to create and sustain a culture of peer intervention. ABLE also provides a wide array of resources to communities and law enforcement agencies interested in adopting ABLE. The training is evidence-based and founded upon decades of research, field and lab experiments, and on-the-ground experience. The ABLE team has brought together experts from a wide array of disciplines to ensure ABLE training incorporates the best and newest thinking about active bystandership and continues to evolve as we learn more about what makes people active or passive bystanders.

The ABLE team makes yearly updates to the curriculum to ensure it reflects the latest learning regarding active bystandership in law enforcement contexts. The ABLE team also produces annual refresher training curricula, which all ABLE agency officers must complete.

APD worked with the Texas ABLE Center of Excellence (ACE) to support our application process and, using grant funds, facilitated our first five course iterations as we built up our resident instructor capacity. In September of 2023, APD was formally accepted into the ABLE Project and began coordinating train-the-trainers, facilitation support, and logistics to ensure all APD officers receive the training.

APD is offering the first ABLE courses in January 2024, with courses scheduled in February and March facilitated through ACE and two more facilitated classes scheduled in April and May 2024. APD expects to hold an average of two monthly classes and estimates this mandatory, Department-wide training process to take 2-3 years for all

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Sworn Staff to complete the core curriculum. There is a mandatory 2.5-hour annual refresher that will begin in January 2025. APD plans to have all sworn personnel ABLE trained and transition exclusively to new officers during their FTO period and ongoing annual refresher training by the end of 2026.

With community support from the Central Texas Public Safety Commission, the Anti-Defamation League (ADL) of Austin, and the City Manager's Office, APD strives to improve the quality of interactions between Officers and the public, ensure our Officers have all the support they need to perform their duties properly and promote greater transparency and understanding across the entire City of Austin community.

ABLE Milestones	Dates	Complete
Research available Peer-intervention Programs	2021-2022	<input checked="" type="checkbox"/>
Application process and updating policies to reflect ABLE requirements	10/2022-07/2023	<input checked="" type="checkbox"/>
Formal acceptance to the ABLE Project	9/1/2023	<input checked="" type="checkbox"/>
Developing Training Capacity with the goal of 12-15 certified ABLE instructors across the Department	10/2023-10/2024	
First training bulletin published to the department. The first three facilitated classes are available for registration on ACADIS (25-30/class)	Nov-23	<input checked="" type="checkbox"/>
Facilitated classes with support from the Texas ABLE Center of Excellence (ACE)	1/22/2024 2/19/2024 3/18/2024 April and May dates TBD	
APD-run Classes (~2/mo., 25-30/class, 2-3 years estimated timeline to 100% participation)	6/2024-Ongoing	
Begin Annual Refresher Training (2.5hrs/yr. for each Officer)	1/2025	
At 80% Sworn participation in the core curriculum, we will open future classes to APD Non-Sworn Staff (voluntary)	10/2025	
APD is 100% of sworn personnel and transitioning exclusively to new officers during their FTO period and ongoing annual refresher training	By the end of 2026	

XV. PROCEDURAL JUSTICE

Distrust between the police and communities of color is a significant barrier to effective policing. Over the last several decades, public trust and confidence in the police have decreased despite overall reductions in violent crime rates.⁶

When communities lack trust in the police and believe that officers treat them unfairly, they are less likely to work collaboratively with law enforcement and defer to law and authority.⁷ Extensive research has shown that trust and confidence in law enforcement significantly impact public safety.⁸ For communities to trust the police, they must see them as legitimate. The principle of procedural justice focuses on the public's perception of the legitimacy of law enforcement.

Scholars and police experts agree that to gain legitimacy, the police need to follow four main principles: (1) allow people to explain themselves or state their case before judgment, (2) react to factual evidence and enforce the law consistently, without bias, (3) treat citizens with dignity and respect, and (4) present themselves with physical cues that show compassion and trustworthiness rather than arrogance and disdain.⁹ Studies have consistently shown that responding to each of these concerns contributes to an increase in the perceived legitimacy of the police in the community.¹⁰

Using the field's knowledge base, the Academy is committed to incorporating procedural justice principles into Cadet training courses and emphasizing our determination to affect change in active learning scenarios and roleplay exercises. While some departments offer specific courses on procedural justice – either modeled after the Chicago Police Department's "Legitimacy and Procedural Justice Training" (e.g., Oakland, California) or developed internally (e.g., Seattle, Washington) – the APD elected to embed the principles within multiple courses. Currently, course-based procedural justice training is embedded in several offerings:

⁶Craig Fischer, ed., "Legitimacy and Procedural Justice: A New Element of Police Leadership" (Washington, DC: Police Executive Research Forum, March 2014), 1-2, https://www.policeforum.org/assets/docs/Free_Online_Documents/Leadership/legitimacy%20and%20procedural%20justice%20-%20a%20new%20element%20of%20police%20leadership.pdf.

⁷ Fischer, "Legitimacy and Procedural Justice," 2.

⁸ "Procedural Justice," *Truth & Justice*, <https://trustandjustice.org/resources/intervention/procedural-justice>. (see list of research links at bottom of webpage).

⁹ Fischer, "Legitimacy and Procedural Justice," 9-10.

¹⁰ Steven L. Blader and Tom R. Tyler, "A Four-Component Model of Procedural Justice: Defining the Meaning of a 'Fair' Process," *Personality and Social Psychology Bulletin* 29, no. 6 (June 1, 2003): pp. 747-758, <https://doi.org/10.1177/0146167203029006007>.

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- (1) Ethics and Professional Policing
- (2) History of Police and Race
- (3) Racial Profiling
- (4) Arrest Search and Seizure
- (5) Patrol Procedures - LGBTQIA+ Community

Procedural justice is also emphasized in community engagement sessions and racial equity training. It is reinforced in certain role-play scenarios, including traffic stops. In addition, a course on FIP, which includes many procedural justice principles, is required of recently graduated Cadets as part of the Intermediate Academy.

Reviewing the extent to which procedural justice is embedded in these courses and working toward embedding procedural justice training in other courses is an essential responsibility of Academy Leadership, the PM III, and the PAC (once initiated and operational).

Courses may be prioritized for PAC review to accelerate the rate at which procedural justice is incorporated across a broader portion of the Cadet training curriculum. In addition, a qualified procedural justice expert will be consulted to determine how much procedural justice concepts are emphasized in training and to embed the concepts in other courses effectively. Finally, evaluations for the five courses listed above (and those added later) will include specific assessments related to procedural justice.

XVI. COGNITIVE DECISION-MAKING AND EMOTIONAL INTELLIGENCE

An officer's emotional intelligence guides how effectively they perform on the job. To remain composed in high-stress situations requires the ability to regulate one's own emotions, as well as the ability to recognize emotions in others. Research has shown that police officers can be taught to improve their emotional regulation skills and emotional intelligence.^{11 12} Instituting comprehensive officer wellness programs is essential to developing these skills, as are learning techniques like breathing and mindfulness and encouraging physical fitness, sleep, and proper hygiene.¹³

Moreover, officers must have proper social skills to establish valuable relationships with community members. As with cognitive and emotional skills, social skills – like social competence (i.e., communicating tactfully and respectfully with others), teamwork, and persuasiveness – can be taught and strengthened through a reformed Academy culture. An Academy culture that berates and talks down to Cadets effectively teaches Cadets to do the same to the people they eventually serve. Instead, treating Cadets respectfully and allowing them to lead as individuals helps foster respectful communication skills in all Cadets.

Emotional intelligence encompasses five key components: self-awareness, self-regulation, motivation, empathy, and social skills. Cognitive decision-making concerns the basic cognitive processes of human behavior by choosing a preferred option or course of action from a set of alternative options. Individuals with developed emotional intelligence and cognitive decision-making skills will likely make better decisions and judgments under stress. In policing, these skills are essential in applying de-escalation strategies and interacting socially with citizens to improve communications and trust and sustain relationships.

Cognitive decision-making skills are currently developed in Cadet training through ICAT (de-escalation) course material, CIT, and Criminal Law. These courses incorporate role-

¹¹ Matthias Berking, Caroline Meier, and Peggilee Wupperman, "Enhancing Emotion-Regulation Skills in Police Officers: Results of a Pilot Controlled Study," *Behavior Therapy*, 41, no. 3 (September 2010): 329-339, <https://doi.org/10.1177/1748895814566288>.

¹² Nicola Schutte, John Malouff, and Einar Thorsteinsson, "Increasing Emotional Intelligence Through Training: Current Status and Future Directions," *The International Journal of Emotional Education*, 5, no. 1, 56–72, <https://psycnet.apa.org/record/2013-27507-005>.

¹³ Daniel M. Blumberg et al., "New Directions in Police Academy Training: A Call to Action," *International Journal of Environmental Research and Public Health* 16, no. 24 (December 6, 2019): 4941, p. 7, <https://doi.org/10.3390/ijerph16244941>.

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play scenarios where Cadets must apply what they have learned, reinforcing the skills. Emotional intelligence skills are taught and developed in the Mindfulness and Resiliency course. Emotional intelligence is further emphasized in community engagement and Community Connect programming, which both reinforce the people-oriented roles of police officers.

Developmental goals for the courses emphasizing cognitive decision-making through role-play scenarios should be based on careful consideration and consultation between the CID team, the course instructors, and supervisors. The CID team will ensure that instructor evaluations and lesson plan reviews consider how cognitive decision-making and emotional intelligence skills have been addressed (if and when applicable) in course instruction. Additional mindfulness-based curriculum will be researched as part of the PT/Wellness program for inclusion within the Cadet Curriculum.

Social Interaction Skills

These are further developed through role play scenarios with particular emphasis on the ICAT and CIT role play scenarios. Developmental goals for the courses emphasizing social interaction skills through role-play scenarios should be incorporated into lesson plans and curriculum.

XVII. TRAUMA-INFORMED TRAINING

Trauma-informed training improves our knowledge and understanding of the experience of victimization, which, in turn, better informs all aspects of policing, including emergency responses, crisis interventions, pilot projects, diversion programming, stakeholder engagement, assessment, and evaluation.

Physical, sexual, or psychological abuse, hate crimes, and natural disasters – essentially any actual or perceived threat to an individual’s autonomy, personal control, and safety – are examples of highly stressful events that may result in a traumatic response.¹⁴

Instructors and SMEs will use a trauma-informed lens when creating and updating all training coursework content. They will ensure that our individual and collective systems recognize the broad and pervasive effects of trauma on victims, survivors, family members, and the community, from sensory sensitivities to the more emotional (distrust, powerlessness) personhood.

Instructors and SMEs, in partnership with APD Victim Services professionals, will continue to add training components consistent with education related to trauma and victimization. The PM III will establish a review process for all courses and role-play scenarios. APD Victim Services counselors and supervisors will actively consult and ensure that Academy Instructors and SMEs are aware of advancements in the field.

To date, the following courses have incorporated trauma-informed material:

- (1) Human Trafficking
- (2) Sexual Assault and Family Violence
- (3) Criminal Investigations – Robbery
- (4) Victims of Crime
- (5) Basic Role Plays
- (6) Nonconsensual Language (Report Writing)
- (7) Intermediate Role Plays
- (8) Criminal Investigations – Sex Crimes
- (9) Criminal Investigations – Homicide
- (10) Criminal Investigations – Robbery
- (11) Victim Services
- (12) Criminal Law Role Plays
- (13) Trauma-Informed Interviewing

¹⁴ Trauma occurs when the extreme stress of an event or circumstance results in an autonomic neurobiological limbic system response that prevents non-traumatic rational processing and increases symptoms consistent with nervous system dysregulation.

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- (14) Multiculturalism and Human Relations
- (15) Missing and Exploited Children
- (16) De-escalation Strategies
- (17) Traumatic Brain Injury
- (18) CIT
- (19) Patrol Procedures – LGBTQIA+
- (20) Child Abuse Prevention and Investigation
- (21) Crime Scene Investigation
- (22) Transgender Training
- (23) Special Investigative Topics
- (24) Peer Support
- (25) Implicit Bias and Social Justice
- (26) Sexual Harassment Recognition
- (27) Cultural Diversity
- (28) Victim Services
- (29) Ground Water Training
- (30) Community Engagement

Over the past several years, APD has prioritized incorporating trauma-informed principles into Cadet training. The Austin community is best served when those who respond to critical incidents understand the internal dynamics within the body and brain of individuals involved and impacted.

Trauma-informed training helps Cadets understand the importance of engaging people in the worst moments of their lives. Understanding the implications and aftermath of trauma's impact on brain functioning is vital in preparing sworn officers to succeed. Understanding the neurobiology of trauma can contribute to the on-scene safety of officers, victims, and bystanders. Trauma-informed processes will improve victim, survivor, and community outcomes, reduce crime through proactive prevention measures, and increase community trust in law enforcement. Pursuing thorough and quality training will equip officers and Cadets for a career that prioritizes conceptualizing what a person has experienced and the symptoms that result instead of assessing symptoms as potential criminal indicators.

To promote this important work, an APD Victim Services Counselor co-locates and works collaboratively with staff at the Training Academy. The counselor observes courses, provides feedback on language use and content, makes curriculum suggestions to facilitate the integration of evidence-based practices, identifies gaps in training, and proposes new courses in an effort to advance sworn knowledge and understanding.

XVIII. PHYSICAL FITNESS, HEALTH, AND WELLNESS TRAINING

Data analysis and research have shown that once hired, **the average APD officer stays in the force for nearly 23 years**. Time spent on physical fitness, mindfulness, and wellness training during an officer's Academy tenure is invaluable in setting them up for long-term success within the profession and their personal lives.

Research studies have also shown the life expectancy of police officers is "significantly lower when compared to the general population within the United States," with "possible reasons for shorter life expectancy among police ... including stress, shift work, obesity, and hazardous environmental work exposures."⁴ The Academy is dedicated to developing the nation's finest officers. This includes providing officers with a solid foundation of the fundamentals of health, wellness, mindfulness, and resiliency that they will carry steadfastly through their law enforcement careers and beyond. The importance of developing this program for all members of the APD and the law enforcement profession cannot be understated.

The Academy's Physical Fitness (PT) training program should include a three-day (to the extent possible) per week PT training in every Cadet class. The scheduled workouts may vary in duration, degree of difficulty, and level of intensity and should occur as often as possible during the first four to six weeks of training. Academy Staff should track monthly progress the entire time the Cadet is in the Academy.

After six weeks, staff should assess the status of each Cadet's physical conditioning and divide them into separate groups: those who are just meeting the standard, those who are average or slightly above standard conditioning, and those who have demonstrated above-average conditioning. Staff should then evaluate the groups and customize future workouts and planning to bring those individuals performing at a substandard level to an above-average fitness level. Each group should then be assigned an appropriate physical training program to enhance their conditioning for the remainder of the Academy. Better conditioned Cadets should be encouraged to conduct whatever training they feel will improve or maintain their fitness levels. The other groups could be given tailored training programs to enhance their fitness levels. Additionally, there should be once-a-week group exercises inclusive of all Cadets that include cadence runs, circuit training courses, team-building exercises, and intra-squad challenges.

Working with instructors and SMEs in personal fitness, nutrition, mindfulness, and resiliency, the PT program is geared toward developing and providing Cadets with customized fitness plans and goals at the beginning of their careers. Academy Staff will consult with and connect Cadets with the APD Fitness and Wellness Program

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Coordinator so that after graduation, Cadets will have another resource to maintain the healthy progress they made during their time at the Academy. The Academy's PT program incorporates various fitness and wellness activities, emphasizing personal progress, by introducing personal accountability journaling and offering Cadets 1:1 fitness counseling, individual and group coaching sessions, and nutritionist counseling sessions.

Mindfulness and resiliency are important aspects of officer wellness. The Academy has supported that concept by integrating four hours of Mindfulness and Resilience within Cadet training, spread out over the course of 32 weeks. Typically, two hours in the first week are spent teaching mindfulness techniques, including breathwork, visualization, and progressive muscle relaxation. The science behind these techniques is explained, and Cadets are given the opportunity to practice them. We discuss when these techniques could be useful.

As with physical fitness, embedding mindfulness into everyday activity takes consistent practice. APD has historically struggled to incorporate into training the consistent practice of mindfulness with its Cadets. APD has tried to address this in several ways, including incorporating breathwork into prep for role plays and using a few minutes after role plays to debrief and discuss resources. FTOs were provided breathwork training three years ago, and despite some extremely positive experiences, that has not been repeated, despite our community partner's willingness to do so. As part of enhancing the PT program, elements of mindfulness and resiliency will be incorporated into the PT / Wellness / Resilience program, as well as other facets of academic training (e.g., role plays, PT sessions, DT sessions, etc.), to provide Cadets with opportunities to practice mindfulness and resilience techniques throughout their Academy experience.

In addition to individualized physical fitness, several components of mindfulness will be integrated throughout the Academy. These modules will cover all aspects of mindfulness, including mental, physical, social, and spiritual resiliency. The students will learn stress management techniques such as "box breathing" and the development of gratitude lists to reinforce positivity during times of stress.

As a long-term goal and after the PT program has been developed, piloted, and implemented, additional research will be conducted regarding a Job-Related Task Assessment, which is a series of physical fitness exercises designed to simulate the physically demanding tasks a police officer is expected to be able to perform.

XIX. ACADIS LEARNING MANAGEMENT SYSTEM

On March 28, 2022, the APD implemented Phase I of the ACADIS Learning Management System. The ACADIS is designed to significantly improve the efficiency and standardization of record management and tracking for all training held at the APD Training Academy. Phase 1 allowed the CTU staff to track scheduling for all BPOC and TCOLE training hours. Additionally, ACADIS allowed for the tracking of Cadet departures from the Academy. On August 1, 2022, Phase II was implemented. This was the department-wide “go-live” date. All Academy Staff, instructors, and supervisors are required to use ACADIS for all intended purposes.

The ACADIS system is to be used to track Lesson Plans, Requests, Personnel Information, Online Testing, the assignment of weapons, and many other tasks:

1. The Lesson Plans feature is to be used by instructors to submit lesson plans for approval. This allows all requests to be easily trackable in one central location. Instructors must upload all course materials (PowerPoint Presentations, lesson plans, and other course-related documents) into ACADIS. Each course folder should include the most recent and up-to-date version of course materials.
2. Personnel information relating to education, language, and military will be stored and managed within ACADIS. The education level, institution, degree earned, major, minor, and the year the degree was earned are all stored and contained within the educational feature. Additionally, ACADIS can list additional languages the employee can read, write, and translate.
3. ACADIS is to be used to track an employee’s military experience, start date, duty status, service branch, rank, and special skills.
4. The Testing feature allows for online, written, and observed tests. Tests and test results are to be housed in the LMS. Online test results will be made available upon submission. Grading perimeters can be set per exam.
5. The Weapons Inventory feature allows the Learned Skills Firearms Unit to assign and easily track weapon information and assignments, including but not limited to type, make, model, serial number, chain of custody, and whether certification is required to utilize certain weapons.
6. All Performance Accountability logs are to be stored in ACADIS for each Cadet class.
7. All data and documentation pertaining to Cadet injuries, separations, and terminations will be centrally stored in ACADIS.

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8. The Case Management Module maintains disciplinary measures, reinstatements, test appeals, and training assessments.

XX. MENTORSHIP PROGRAM

The APD Mentorship program aims to support APD personnel throughout their career by establishing a mentorship program that encourages personal and professional development. The objectives are to provide support and guidance to APD personnel, to develop future leaders, to improve retention of personnel, to support organizational change, to assist mentees in their transition from one position or role to another, to identify new ideas, theories, and knowledge, to develop competence, and to prepare the mentee for advancement.

The Cadet mentorship program is currently available to female Cadets on a volunteer basis. The program will be extended to all Cadets when the Department's resources and personnel shortages allow.

FEMALE CADET MENTORSHIP PROGRAM

In the fall of 2023, a restructuring of the Mentorship Program began. SOPs were drafted to formalize the program and provide consistent guidance. As of January 2024, the SOPs were in the final stages of review. Revitalizing the mentorship program will begin with female Cadets. After plans for the program are finalized, piloted, and further developed, the program will expand to include all Cadets. Initially, the mentorship program will be voluntary for all female Cadets and mentors, and all participants must comply with Mentorship Program SOPs. The Program will be led by the Chief of Police or designee. Mentors must meet the following minimum qualifications:

- At least two year's experience with APD
- Must be nominated/sponsored by an APD employee senior in rank to the candidate
- Mentors may be officers of any rank below a Lieutenant (Officer through Sergeant)
- Must complete a Mentor Application, which will include a statement of interest, a list of references, and approval from the applicant's chain of command
- An officer in good standing with APD
- An employment history that does not reflect recent or significant disciplinary action or excessive complaints
- Mentors will complete 40 hours of Peer Support Training, which includes an 8 hour block of mentorship-specific training.

Female Cadets will be invited to a luncheon with mentors. During the luncheon, 'speed mentoring' sessions let mentors and mentees get acquainted. This will assist with mentor/mentee pairing. Mentors and Mentees sign a Mentorship Agreement, and the mentoring continues for as long as each party participates.

HOW PROGRAM SUCCESS IS MEASURED

The Mentorship Program Manager will communicate with mentees and mentors throughout the Academy. Mentorship success will be measured by the following:

- Participation in the program
- Post-Graduation surveys
- Tracking Cadet class statistics (females started / females graduated)
- Tracking mentor statistics (mentee started / mentee graduated)

PEER-TO-PEER LEADERSHIP GROUPS

Starting in February 2024, the APD will host Peer Leadership Group meetings for all Sergeants and Corporals via Microsoft TEAMS. The purpose is to allow these leaders to gather, ask questions, and share stories to grow our collective leadership knowledge. These group leadership meetings provide a forum for APD leaders to share successes and failures, which will help others who may be having similar problems and provide a space to learn from each other's experiences. These meetings will be structured while allowing for the session to be organic. These group leadership meetings are facilitated by a well-respected supervisor of one higher rank than those within the group.

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XXI. RECOVERY TIME FOR ACADEMY STAFF

The Training Academy recognizes the importance of providing ample recovery time for instructors between Cadet classes to promote instructor wellness and avoid burnout, low morale, and reduced job performance. Currently, staffing shortages within the Department have created challenges in addressing our Academy instructors' need for recovery time. Increased recruiting and retention efforts are now underway to better address this need in the future.

XXII. INTERNAL AUDIT PROTOCOLS

APD Training Academy Audit and Open Data Program

In March 2022, Kroll Associates, Inc. (Kroll) recommended the development of an internal audit protocol to ensure the sustainability of the Kroll recommendations implemented under the Reimagined Police Cadet Academy Blueprint and the subsequent recommendations resulting from Kroll's evaluation of the APD's 144th Cadet class. Kroll asserted that the APD internal audit process would serve three key functions. First, it would provide a review mechanism that Academy Leadership can use to support decision-making and ongoing planning. Second, it would provide a framework for developing internal reporting to APD Executive Staff. Finally, it would create a framework to support the development of standardized external reporting to the Austin City Council (Council). APD agreed to implement Kroll's recommendation.

Subsequently, on September 14, 2023, the Council passed Resolution 20230914-132, which mandated the implementation of a consistent open data policy by APD. The policy required comprehensive data releases to the public via the City of Austin's Open Data Portal on a monthly basis. The resolution specifically included requirements about Academy reporting on Cadets in training, including:

- (1) the number in training by month;
- (2) the number of Cadets separated by month and the reasons for each separation;
- (3) the number of Cadets per class per month; and
- (4) the cumulative attrition rate by class per month.

Based on these mandates, APD is required to prepare and report a variety of information about Academy operations to the City Council, and the general public. In addition, APD regularly responds to a variety of public and administrative requests for information about Academy operations.

To address the mandated reporting and to limit the number of hours Academy Staff spend working to respond to administrative and public information requests, it is recommended that the department develop and implement a single comprehensive program to manage Academy data (Academy Data Program) to meet all relevant requirements. This program would:

- (1) serve as the auditing function recommended by Kroll;
- (2) comply with the open data requirements specified by Council;
- (3) provide regular data to Academy Leadership for administrative purposes;

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- (4) provide regular reporting to Executive Staff on Academy operations; and
- (5) simplify public information requests.

The program should work in conjunction with the APD Information Systems team to:

- (1) deploy a data system to warehouse relevant Academy data;
- (2) deploy collection tools to allow Academy Staff to input relevant data on an as-available basis;
- (3) route public data from the data system deployed to the City's Open Data Portal in compliance with the resolution;
- (4) dashboard data for use by Academy Leadership; and
- (5) generate regular reports for Executive Staff.

This program will meet all aforementioned requirements as well as simplify public information requests as the Texas Public Information Act, under section 552.221 as amended by the 84th and 85th Legislatures, allows a governmental body to comply with a public request for data by “. . .referring the requestor to an exact Internet location or URL address maintained by the governmental body and accessible to the public, if the requested information is identifiable and readily accessible on the website.”¹⁵

Requirements

The Kroll audit recommendations include 31 areas of reporting within three key domains. The domains include:

- (1) Community Involvement
- (2) Culture of Adult Learning
- (3) Transformative Change

Each of the 31 areas includes between one and seven specific questions. The outline of the Kroll audit recommendations follows.

Community Involvement

- (1) Academy Curriculum Review Committee
 - a. Who currently serves on the Committee (members and backgrounds)?
 - b. How many times did the Committee meet during the Cadet class?
 - c. How effectively and collaboratively did Academy Staff work with, and maintain accountability and transparency with, the Committee?

¹⁵ Section 522.221(b-1)

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- d. What were the tangible results of the Committee's curriculum review (e.g., courses reviewed, recommendations implemented, and process for reporting back to the Committee)?
 - e. How many training videos were included in the curriculum review?
- (2) Co-facilitation of instruction between APD faculty and community SMEs
- a. What courses were taught by or in cooperation with outside SMEs or community participants?
 - b. How effectively were the courses co-taught?
 - c. What was the degree of collaboration between the assigned Instructor and the SME?
 - d. Which additional courses should include SMEs in the next Cadet class?
- (3) Community Engagement / Community Connect
- a. How many hours were devoted to community engagement and Community Connect in the completed Cadet class?
 - b. Which organizations participated, and what activities or content did the events include?
 - c. How effective were the programs in emphasizing empathy, the importance of community interaction and understanding, relationship building, and community trust and respect?
 - d. How did Academy training consider input and participation of community groups representing those disproportionately affected by policing, including non-white residents and populations, non-English speaking residents and populations, LGBTQIA+ residents and populations, and persons with disabilities?
 - e. How did Academy instructors reinforce the importance of empathy, relationship building, and community trust and respect into all other Academy curriculum?

Culture of Adult Learning

- (4) Incorporation of adult learning theory / active learning into Academy course instruction.
- a. How effectively was adult learning theory and active learning incorporated into each course?
 - b. What expectations and standards have been set for Academy faculty?
 - c. How did the overall process for curriculum development and implementation function?
- (5) Academy faculty evaluations
- a. How were faculty evaluations conducted and documented?

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- (6) Professional development opportunities for Academy faculty
 - a. Which staff professional development opportunities were utilized, and how are those programs expected to benefit Academy instruction?

Transformative Change

- (7) Incorporation of DEIBB content throughout the curriculum and Academy training
 - a. Which new DEIBB-related course content was incorporated into Academy training?
 - b. Was DEIBB-related training effective and are there any recommended improvements?
- (8) The roles of the Training Division Manager and Training Supervisor
 - a. How effectively did Academy Staff implement and comply with the new standard operating procedures concerning the duties, responsibilities, and authority of the Division Manager?
- (9) Racial equity training that addresses systemic and institutional racism
 - a. When did the training occur, and who conducted the training?
 - b. What feedback was provided through Cadet surveys or reports from the organization that led the training?
- (10) Academy diversity
 - a. What are the current statistics regarding diversity (demographics) at all levels of the Academy (staff and Cadets)?
 - b. What are the current plans to further improve gender, racial, and ethnic diversity as needed at all levels of the Academy, including use of adjunct instructors?
- (11) Academy culture
 - a. To what extent has the Academy changed from a paramilitary model to a resilience-based training and servant leadership model?
 - b. Were self-defense exercises (including fight scenarios and ring exercises) held after basic defensive tactics training had been delivered and practiced?
 - c. Were the exercises performed professionally and appropriately (without abusive tactics or high risk of injury, etc.)?
 - d. Were performance accountability (PA) sessions entirely separated from academic classes?

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- e. Were Cadets appropriately dressed and warmed up before implementation of physically stressful scenarios, exercises, and sessions (including PA sessions, physical fitness training, and defensive tactics training)?
- f. Were sandbags, the sandpit, and other military-style bootcamp punitive measures excluded from Cadet training? If not, explain purpose and why such tactics were used?

(12) ICAT and other de-escalation training

- a. How many hours of ICAT content and other de-escalation training were incorporated into the training schedule?
- b. Were any updates to ICAT curriculum, if applicable, included in the training? If not, how and when will those updates be provided?
- c. Was overall de-escalation training effective?
- d. How was such training reinforced in use-of-force and other defensive tactics (DT) training, including in criminal law role plays and other scenario-based training?

(13) CIT and other mental health awareness training

- a. Was CIT and similar training effective?
- b. To what extent were mental health advocacy and treatment organizations included in training?

(14) Active Bystander for Law Enforcement Training (ABLE)

- a. Has ABLE or a similar training become a part of Academy curriculum?
- b. If so, how effective was the training and curriculum?

(15) Procedural Justice

- a. How has procedural justice been emphasized in various areas of Academy training?
- b. Did role play scenarios incorporate aspects of procedural justice?

(16) Cognitive decision-making and emotional intelligence

- a. Have effective social interaction skills been integrated into Academy training, and are there plans to improve this training?

(17) Trauma-informed training

- a. Which courses included trauma-informed training, and are there any recommendations or plans to improve or expand upon such training?

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- (18) Physical fitness (PT) and health and wellness training
 - a. How many hours were devoted to PT, Mindfulness and Resiliency, and any other fitness/wellness training?
 - b. How effective was the PT program at improving the overall fitness of Cadets?
 - c. How many Cadets failed the initial PT Assessment?
 - d. How many PT-related injuries and/or terminations occurred?
 - e. Did the PT program distinguish between advanced Cadets vs. sub-par Cadets?
 - f. How many Cadets failed the PT final?
 - g. Are any adjustments needed to the physical fitness testing process and standards?
- (19) Learning Management System (LMS)
 - a. How is staff using the LMS software for curriculum development, organization, supervisory review process, and other important administrative functions?
 - b. What plans are in place to ensure that LMS continues to be used effectively and in a manner that improves overall Academy instruction?
- (20) Cadet ride-out program
 - c. Was the Cadet ride-out program effectively implemented?
 - d. Are there any recommended improvements needed and, if so, what are the current plans to implement the improvements?
- (21) Scheduling coordination
 - a. Did LSU and Cadet Training work together to coordinate scheduling?
 - b. How effectively did the class schedule ensure that Cadets were trained in the proper sequence and at the right pace?
 - c. Are there any further adjustments needed moving forward?
- (22) Facility and staffing needs
 - a. What facility improvements are needed, and what are the current plans to address those needs?
 - b. What are the current staffing needs, short-term and long-term, and what are the plans to address them?
- (23) Field Training Officer (FTO) training
 - a. How effectively has FTO training incorporated de-escalation training updates, DEIBB and community content?
 - b. Are the FTOs up to date on recent Academy training of Cadets?
 - c. What adjustments are needed to the FTO program to ensure consistency with Academy training and values?

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- d. To what extent are current Academy instructors involved in FTO training?
- e. Has APD's Return to Officer program been effective (numbers of officers included and how they were evaluated for fitness, etc.)?
- f. Does the FTO selection process require FTO candidates to demonstrate a commitment to community-oriented policing, ethical behavior and professionalism, relationships with the community, quality of citizen contacts, and commitment to APD values and philosophy?

(24) Continuing education for active APD personnel

- a. What is the current required biennial recertification process on topics including implicit bias, racial and ethnic bias, gender bias, de-escalation, the history of policing and its intersection with race in our community, cultural competency, and other topics as recommended by the Equity Office and Office of Police Oversight?
- b. How effectively does the continuing education program address the above topics?

(25) The disqualification and termination process

- a. What percent of Cadet terminations were voluntary vs. involuntary?
- b. Were there any important patterns related to numbers, demographics, and reasons for disqualifications/terminations in the Academy's disqualification and termination process?
- c. How many Cadets were separated from the Academy – reasons, demographics, etc.?
- d. What follow-up occurred with Cadets who separated and how was it documented?
- e. What arrangements were made with separated Cadets who agreed to be re-cycled?
- f. Are any adjustments needed to the formalized procedures currently in place regarding Cadets separated from the Academy?

(26) Cadet injuries, separations, and attrition rates

- g. How many Cadet injuries occurred, which activities were associated with injuries, and how many injuries resulted in separations from the Academy?
- h. What were the statistics concerning class size at start of Academy, total Cadet separations, and reasons for separations (e.g., injury, academic failures, illness, disciplinary violations, etc.)?
- i. Were there any important demographic patterns related to separations or reasons for separations?

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(27) Cadet survey/feedback results

- a. What were the Cadets' perceptions of their Academy experiences based on surveys and feedback?
- b. Did Cadets believe that instructors emphasized the importance of ICAT, CIT, Verbal Communications Skills, community trust, empathy, community respect and engagement, and values pertaining to diversity, equity, and inclusion?

(28) Evidence-based exit interviews of Cadets

- a. Were exit interviews conducted and appropriately documented?
- b. Were complaints and identified issues of concern properly addressed and resolved?

(29) Cadet mentorship program(s)

- a. Were Cadet mentorship programs appropriately messaged, and how many Cadets actively participated in the programs?
- b. What were Cadets' perceptions of the programs?
- c. Are any adjustments needed to ensure effectiveness of mentorship programs in future Cadet classes (e.g., reach out to recent graduating Cadets who might be willing to participate as mentors to future Cadets)?

(30) Academy Video Library

- a. What is the current state of the video library and the process for adding content to the library?
- b. How is the content reviewed and evaluated internally?
- c. To what extent has media literacy training impacted instructors' ability to evaluate content and develop new content?

(31) Time Management

- a. How effectively did the Academy use the time allotted for Cadet training?
- b. Are there additional ways to improve time management to allow for more training in needed areas?

Importantly, the Kroll recommendations advise that some of the requirements are conducive to metrics for internal and external reporting while others might be more difficult to measure. These more difficult requirements are to “be the focus of discussion within the department”¹⁶ and require decisions to be made about how to collect and report the relevant information. Also, Kroll specified that the results of the internal audit be reported within 30 days of the end of each Academy class.

¹⁶ Audit Protocol Guidelines: APD Training Academy (p.1)

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Program Design

The Academy Data program is designed around the following elements:

- (1) Kroll recommendations
- (2) Resolution requirements

For each of these recommendations/requirements, several decisions must be made:

- (1) Does the Academy collect the data required for reporting?
- (2) If not, what needs to be collected, and what tools are required for collection and reporting?
- (3) If the Academy already collects data or a plan for collection is implemented, is there a metric that can be reported (e.g., a count or a percentage)?
- (4) If not, what information can be used to meet the requirement, and how can it be best summarized?
- (5) Should the data, metrics, information, or summary be public (i.e., stored on the Open Data Portal)?
- (6) Should the data, metrics, information, or summary be available by the dashboard for leadership use, and how?
- (7) Should the data, metrics, information, or summary be reported as part of a regular Executive Staff briefing on Academy performance?
- (8) In the case of data or information, either currently collected by the Academy or a plan for implementation is designed:
 - a. where will the data or information be stored,
 - b. how will it be input, and
 - c. who is responsible for inputting and managing the data or information?
- (9) When will the data or information be collected?
- (10) When will it be converted to metrics, summarized, and posted to the relevant dissemination tools (i.e., Open Data Portal, leadership dashboard, and/or executive report)?

To begin the process, the following table presents an outline of the Academy Data Program, providing answers where available to these questions and raising questions for Executive Staff and Academy Leadership that must be answered to complete the program design.

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Each column includes relevant information to some, but not all, of the questions raised above. Several of these require additional consideration by Academy Leadership and Executive Staff as underlying process decisions may need to be made prior to determining reporting practices. Notes on the interpretation of each column follows:

- (1) Source: Is the requirement from the Kroll audit recommendations or Council resolution?
- (2) Requirement: Description of the specific requirement.¹⁷
- (3) Data available: Indicating whether data are currently available (Y) or not (N). This may indicate that the data do not exist or that they are not collected in a systematic way conducive to reporting.
- (4) Process notes/planning questions: General notes about the reporting requirements. Some, but not all, issues raised in the decision questions above are reflected in this section. Each item should be considered based on the questions above in future planning processes.
- (5) Council: Is the information reportable to Council? (Y) indicates that it is, and (N) indicates that it is not. (R) indicates that it should be reported as part of regularly scheduled briefings¹⁸; (A) indicates that it should be reported as available.
- (6) Public: Is the information reportable to the general public? (Y) indicates that it is, and (N) indicates that it is not. (O) indicates that the information is data that should be placed on the City's open data portal. (D) indicates that the information should be part of a public dashboard and/or website.
- (7) Academy Leadership: Should the information be reported to Academy Leadership for operational purposes? (Y) indicates that it should, and (N) indicates that it is unnecessary. (D) indicates that it should be available via a leadership dashboard. (A) indicates that it should be provided to Academy Leadership on an as-available basis (e.g., in weekly meetings).

Executive Staff: Should the information be reported to Executive Staff? (Y) indicates that it should, and (N) indicates that it is unnecessary. (R) indicates that it should be reported as part of a periodic Academy progress report⁴, and (A) indicates that it should be reported on an as-available basis (e.g., in command meetings).

¹⁷ Language in the table is paraphrased. See previous section for Kroll specific language.

¹⁸ Schedule TBD based on when the information is available.

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TABLE 1: Academy Data Program Initial Design

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	1.a. Current PAC/CAC membership ¹⁹	N	The CAC/PAC processes have been finalized, and the reporting process can begin once the PAC/CAC has been established and membership has been determined.	Y ²⁰ , A	Y,D,O	Y,A	Y ⁶ ,A
Kroll	1.b. How many times did the committees meet?	N	See 1.a. The CAC will meet with APD quarterly, and the PAC may meet more often if needed.	Y,R	Y,D,O	Y,D	Y,R
Kroll	1.c. How effectively did Academy Staff work with committees?	N	See 1.a. A short series of questions will be developed as a survey for committee members and relevant APD staff to quantify this into a simplified metric.	Y,R	N	Y,A	Y,R
Kroll	1.d. Tangible results of committees (courses reviewed, recommendations implemented, reporting back)?	N	See 1.a. Methods for reporting the specific recommendations of the CAC and PAC will be developed, including, but not limited to, a count and list of the courses reviewed and recommendations implemented.	Y,R	Y,D,O	Y,D	Y,R
Kroll	1.e. How many training videos were reviewed by committees, if applicable?	N	See 1.a. This metric (count) can be reported to the Community and Culture Liaison responsible for maintaining this data.	Y,R	Y,D,0	Y,D	Y,R

¹⁹ The original Kroll Audit recommendations specified these for the Academy Curriculum Review Committee (ACRC). Subsequent recommendations from Kroll included disbanding the ACRC and replacing it with a Community Advisory Committee (CAC) and a Professional Advisory Committee (PAC). The ACRC audit recommendations have been organized around the CAC/PAC framework as a result.

²⁰ Upon inception, the full initial membership should be reported. Thereafter, reporting should be limited to changes including who has been removed and who has been added.

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TABLE 1: Academy Data Program Initial Design (page 2)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	2.a. What courses were taught with SME or community expert assistance?	N	This metric can be reported to the Curriculum and Instructor Development Team Supervisor and the manager of SMEs/community experts responsible for maintaining the course data taught with SME assistance. This can be incorporated into a basic documentation plan for courses taught.	Y,R	Y,D,O	Y,D	Y,R
Kroll	2.b. How effective was the co-instruction?	N	A survey can be developed and administered to Cadets, APD instructors, and co-instructors to quantify this into a reportable metric. This can be incorporated into a basic documentation plan for courses taught.	Y,R	Y,D,O	Y,A	Y,R
Kroll	2.c. What was the degree of collaboration between the APD instructor and SME?	N	The reporting protocol will be developed to classify courses involving SMEs/community experts as either (1) co-instructed, (2) co-developed, or (3) co-developed and co-instructed. This can be incorporated into a basic documentation plan for courses taught.	Y,R	Y,D,O	Y,A	Y,R
Kroll	2.d. Which additional courses are recommended for co-instruction?	N	Based on discussions between the Commander, Program Manager, and other relevant staff, Academy Leadership will define an order for co-instruction development based on previous documentation about which courses lend themselves to co-instruction.	Y,R	N	Y,A	Y,R

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TABLE 1: Academy Data Program Initial Design (page 3)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	3.a. How many hours were devoted to community engagement and Community Connect?	Y	This metric (count) can be reported to the Community and Culture Liaison responsible for maintaining this data.	Y,R	N	Y,A	Y,R
Kroll	3.b. Which organizations participated?	Y	See 3.a.	Y,R	Y,D,O	Y,A	Y,R
Kroll	3.c. How effective were the programs (empathy, community understanding, relationship building, and community trust and respect)?	N	See 3.a. A survey can be developed for Cadets to quantify this into a simplified metric. Additionally, the appropriate staff will observe sessions and provide feedback.	Y,R	Y,D,O	Y,A	Y,R
Kroll	3.d. How did Academy training consider input and participation?	N	The metrics for reporting a summary of all groups participating in community engagement or Community Connect and all SMEs and community experts engaged during a specified period will be developed.	Y,R	Y,D,O	Y,A	Y,R
Kroll	3.e. How did instructors reinforce community engagement and Community Connect principles in the Academy curriculum?	N	The appropriate staff will observe sessions and provide feedback to the Program Manager and the CID supervisor, giving insight into this for each Cadet class. This could include a list of courses in which fundamental principles are included and/or courses where community experts act as co-instructors. A survey can also be developed to quantify Cadet feedback into a simplified metric.	Y,R	N	Y,A	Y,R

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TABLE 1: Academy Data Program Initial Design (page 4)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	4.a. How effective were adult learning theory and active learning incorporated in each course?	N	A survey can be developed and administered to Cadets, APD instructors, and co-instructors to quantify this into a reportable metric. This is also captured in instructor evaluations for each Cadet class.	Y,R	Y,D,O	Y,A	Y,R
Kroll	4.b. What expectations and standards have been set for Academy faculty?	N	If necessary, SOPs will be reviewed and revised to define expectations and standards clearly. Future reporting will be available as standards are revised.	Y,A	Y,D	Y,A	Y,A
Kroll	4.c. How did the overall process for curriculum development and implementation function?	N	As curriculum development and approval goes through the Program Manager, the Program Manager is responsible for reporting this. A process will be developed to define and capture administrative issues for each Academy class. A set of categories will be defined and reported via a standardized Cadet class summary to be completed at the end of each Cadet class.	Y,A	Y,D,O	Y,A	Y,A
Kroll	5.a. How were faculty evaluations conducted and documented?	N	Faculty evaluation instruments and protocols will be further developed and documented using standardized forms. These will be a combination of peer and supervisory evaluations and class surveys.	Y,A	Y,D	Y,A	Y,A
Kroll	6.a. What professional development opportunities were utilized, and how were these expected to benefit Academy instruction?	Y	An internal reporting process will be developed for the appropriate supervisory personnel to coordinate the documentation.	N	N	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 5)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	7.a. Which new DEIBB-related course content was incorporated?	N	Various courses have been identified where DEIB-related material has been added. This intersects with the CAC, PAC, SMEs, and community experts. Further development of those programs is necessary before addressing this recommendation. Each Academy class is constantly updated to align with TCOLE updates, best industry practices, and community DEIB expectations. As new developments to existing classes are incorporated, the Program Manager will highlight examples during yearly updates. The Academy has incorporated community perspectives and voices into the course through co-facilitation and led Cadets through small group discussions exploring multiculturalism.	Y,A	Y,D	Y,A	Y,A
Kroll	7.b. Was DEIB training effective, and plans for improvement?	N	A survey can be developed with DEIB-SMEs and administered to Cadets, APD instructors, and co-instructors to quantify this into a reportable metric for DEIB-related courses. This data will also be captured during the formal instructor evaluation process and reviewed by the CID team in collaboration with the DEIB-SME and a member of the FTCCP. It is best done as an open-ended survey, allowing for qualitative feedback from Cadets about their experiences and how their views on law enforcement have been impacted.	Y, A	Y,D	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 6)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	8.a. How effectively did Academy Staff comply with SOPs related to the Program Manager?	N	SOPs require revision to reflect the change from the Division Manager to the Program Manager. This is an ongoing internal review process for which the Training Commander is responsible.	N	N	Y,A	Y,A
Kroll	9.a. When did racial equity training occur, and who conducted it?	Y	This will be incorporated into a basic documentation plan for courses taught and become part of a standardized Cadet class summary to be completed at the end of each Cadet class, ensuring that racial equity training is permanently embedded into Cadet training.	Y,R	Y,D,O	Y,A	Y,A
Kroll	9.b. What feedback was provided through Cadet surveys?	N	End of Academy Cadet Surveys are already in place.	Y,A	Y,D,O	Y,A	Y,A
Kroll	10.a. Diversity of Academy Staff by level?	Y	The staffing information is currently available in the ASAT tool the staffing Lieutenant uses. This data can be linked to demographic information for reporting.	Y,R	Y,D,O	Y,A	Y,A
Kroll	10.b. Plans to increase Academy Staff diversity?	N	APD actively recruits and engages with a diverse group of officers to mentor and invite them to Cadet training and sit in or observe aspects of Cadet training to be in a better position when a position becomes available for a Cadet instructor. That can prepare them for the hiring process.	Y,A	N	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 7)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	11.a. How has Academy changed from paramilitary to resilience-based and servant leadership model?	N	This will require a substantive explanation from the Training Commander based on an overall analysis of training content, consistent implementation of other recommendations and protocols, and input from Cadets, staff, supervisors, etc., and can be part of a basic documentation plan for courses taught.	Y,A	N	Y,A	Y,A
Kroll	11.b. Were self-defense exercises held after basic defensive tactics training?	Y	This information is easily reportable from the training schedule. The CTU is responsible for maintaining the Cadet schedule.	N	N	Y,A	Y,A
Kroll	11.c. Were exercises professional and appropriate?	N	A survey can be developed and administered to Cadets, APD instructors, and co-instructors to quantify this into a reportable metric. The Commander, LSU lieutenant, and/or other supervisors will also observe and evaluate the defensive tactics sessions.	N	N	Y,A	Y,A
Kroll	11.d. Were PA sessions entirely separated from academic classes?	N	PA session SOPs were updated, and each session was thoroughly documented. PAs will not impede academic classroom time.	N	N	Y,A	Y,A
Kroll	11.e. Were Cadets dressed and warmed up before stressful scenarios, exercises, and PA, PT, and DT sessions?	N	This is documented in PA logs and similar documentation for PT and DT sessions. This data can be developed into a simplified metric, which could be disseminated as part of a standardized Cadet class summary to be completed at the end of each Cadet class.	N	N	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 8)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	11.f. Were sandbags, sandpit, or other bootcamp style measures included? If so, explain rationale.	N	The Commander can confirm this for each Cadet class.	N	N	Y,A	Y,A
Kroll	12.a. How many hours of ICAT or other de-escalation training?	Y	This information is easily reportable from the training schedule. This data can be developed into a simplified metric, which could be disseminated as part of a standardized Cadet class summary to be completed at the end of each Cadet class.	Y,R	Y,D,O	Y,A	Y,A
Kroll	12.b. Any ICAT updates incorporated?	N	This is documented by instructors responsible for the courses with supervisory verification. All curriculum changes will be tracked by the CID, ACADIS, and CTU.	N	N	Y,A	Y,A
Kroll	12.c. Was de-escalation training effective?	N	An evaluation process and protocol will be developed to define effectiveness. Additionally, a Cadet survey can be developed and incorporated into a basic documentation plan for courses taught modified for the ICAT training, as well as instructor observation conducted by the appropriate personnel.	Y,A	Y,D,O	Y,A	Y,A
Kroll	12.d. How was it reinforced in UOF, DT, or scenario training?	N	See 12.c. This will be incorporated into a basic documentation plan for courses taught modified for the ICAT training with instructor observation conducted by the appropriate personnel.	N	N	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 9)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	13.a. Was CIT or similar training effective?	N	An evaluation process and protocol will be developed to define effectiveness. Additionally, a Cadet survey can be developed and incorporated into a basic documentation plan for courses taught modified for the CIT training, as well as instructor observation conducted by the appropriate personnel.	Y,A	Y,D,O	Y,A	Y,A
Kroll	13.b. Were mental health advocacy and treatment organizations included in training?	N	This metric can be reported to the Curriculum and Instructor Development Team Supervisor as the manager of SMEs/community experts responsible for maintaining the data on courses taught with SME assistance. These organizations will be part of the CAC/PAC and tracked in the course documentation of ACADIS.	Y,A	Y,D,O	Y,A	Y,A
Kroll	14.a. Is ABLE or similar part of training?	Y	Yes. This information is easily reportable from the training schedule. This data can be developed into a simplified metric, which could be disseminated as part of a standardized summary that Advanced Education reports periodically.	Y,A	Y,D,O	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 10)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	14.b. If so, how effective?	N	An evaluation protocol will be developed to define effectiveness. Additionally, a student survey can be developed and incorporated into a basic documentation plan for ABLE courses and instructor observation conducted by the appropriate personnel.	Y,A	Y,D,O	Y,A	Y,A
Kroll	15.a. What courses emphasize procedural justice?	N	Courses incorporating Procedural Justice are identified, and this information is easily reportable from the training schedule. This data can be developed into a simplified metric, which could be disseminated as part of a standardized Cadet class summary to be completed at the end of each Cadet class. The CID team can evaluate and manage the documentation of this data.	Y,A	Y,D,O	Y,A	Y,A
Kroll	15.b. Did role plays incorporate procedural justice?	N	A survey can be developed with Procedural Justice-SMEs and/or the PAC and administered to Cadets, APD instructors, and co-instructors to quantify this into a reportable metric. This data will also be captured during the formal instructor evaluation process and reviewed by the CID team in collaboration with the Procedural-SME and/or the PAC.	N	N	Y,A	Y,A
Kroll	16.a. Where have social interaction skills been integrated into training, and what plans to improve?	N	These measures need to be defined and developed with the assistance of the CAC, CID team, Procedural Justice SMEs, and/or the PAC to be reported.	N	N	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 11)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	17.a. Which course included trauma-informed training, and what plans to improve or expand?	N	Courses incorporating Trauma-Informed training are identified, and this information is easily reportable from the training schedule. This data can be developed into a simplified metric, which could be disseminated as part of a standardized Cadet class summary to be completed at the end of each Cadet class. The CID team can evaluate and manage the documentation of this data.	Y,A	Y,D,O	Y,A	Y,A
Kroll	18.a. Hours dedicated to PT and mindfulness?	N	Curriculum changes have allowed additional hours to be added to the existing PT program. A workgroup of SMEs is tasked with developing the measures and metrics for the enhanced PT/Wellness/Mindfulness program. Reporting can begin upon finalization of planning and implementation.	Y,A	Y,D,O	Y,A	Y,A
Kroll	18.b. Effectiveness of PT program at improving Cadets' fitness?	N	See 18a. The current PT program has multiple Cadet fitness evaluations that are recorded and evaluated. An expanded PT program will allow for more points of assessment and opportunities for improvement. Reporting measures and responsibilities for this will be developed along with the new PT program.	Y,A	Y,D,O	Y,A	Y,A
Kroll	18.c. How many Cadets failed the initial PT assessment?	Y	See 18b.	Y,R	Y,D,O	Y,R	Y,R
Kroll	18.d. How many PT-related injuries and/or termination?	Y	See 18b.	Y,R	Y,D,O	Y,R	Y,R
Kroll	18.e. Did PT distinguish between advanced vs. sub-par Cadets?	N	See 18b.	N	N	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 12)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	18.f. How many Cadets failed final PT?	Y	See 25.a.	Y,R	Y,D,O	Y,R	Y,R
Kroll	18.g. Are adjustments needed to PT testing process and standards?	N	See 18.b. Recommendations and/or adjustments made to the PT standards will be reported internally.	N	N	Y,A	Y,A
Kroll	19.a. How is staff using LMS?	N	SOPs will be revised to reflect updated job responsibilities for the civilian and sworn teams. This protocol requires ongoing supervision consistent with SOPs.	N	N	Y,A	Y,A
Kroll	19.b. Plans to ensure that LMS continues to be used in an effective manner?	N	SOPs will be revised to reflect updated job responsibilities for the civilian and sworn teams. As the new civilian teams are onboarded and appropriate workflow has been developed, this protocol will require ongoing supervision consistent with SOPs.	N	N	Y,A	Y,A
Kroll	20.a. Was Cadet ride-out program effectively implemented?	N	The Cadets are scheduled for 20 ride-out hours during the Academy.	Y,A	Y,D,O	Y,A	Y,A
Kroll	20.b. Recommendations, improvements, and plans.	N	This is an ongoing process for Academy Leadership to review and report any changes adopted or strategies employed.	N	N	Y,A	Y,A
Kroll	21.a. Did LSU and Cadet Training coordinate schedule?	N	The Commander will regularly assess this. A list of coordination issues will be maintained, with meetings held to mitigate any issues.	N	N	Y,A	N
Kroll	21.b. Effectiveness of class schedule sequence?	N	This should be reported from 21.a., 11.b., 31.a., and 31.b.	N	N	Y,A	N
Kroll	21.c. Further adjustments to schedule?	N	This is an ongoing process for Academy Leadership to review and report any changes adopted or strategies employed.	N	N	Y,A	N

TABLE 1: Academy Data Program Initial Design (page 13)

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Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	22.a. Facility improvement needed and plan?	N	This is an ongoing process for Academy Leadership to review and report any changes adopted or strategies employed. Plans for a Scenario-based Training Building currently exist and are awaiting funding.	N	N	Y,A	Y,A
Kroll	22.b. Academy Staffing short-term and long-term needs, and plans?	N	This requires planning by Academy Leadership and subsequent reporting on any changes adopted or strategies employed.	N	N	Y,A	Y,A
Kroll	23.a How effectively has FTO incorporated de-escalation, DEIB, and community content?	N	A survey can be developed with DEIB-SMEs and administered to Cadets, APD instructors, and co-instructors to quantify this into a reportable metric. This data will also be captured during the formal instructor evaluation process and reviewed by the CID team in collaboration with the DEIB-SME and a member of the FTCCP. FTOs are required to attend racial equity courses, and FTOs will be required to attend the department de-escalation course that the rest of the department will be required to take.	Y,A	Y,D,O	Y,A	Y,A
Kroll	23.b. Are FTOs up to date on current Academy training of Cadets?	N	The Community and Culture Liaison will ensure the FTP is current Academy training and documenting this data.	N	N	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 14)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	23.c. What adjustments are needed to ensure consistency between Cadet training and FTO program?	N	Numerous changes to the FTO program are underway to ensure continuity and consistency between Academy training and the FTP, including adding a standardized daily Field Training Guide and further integrating FTOs into the BPOC. This is an ongoing process; additional adjustments will be reviewed by the CID team in collaboration with the appropriate SMEs, PAC, CAC, and the FTCCP.	N	N	Y,A	Y,A
Kroll	23.d. To what extent are Academy instructors involved in FTO?	N	See 23.c.	N	N	Y,A	Y,A
Kroll	23.e. Number of officers via Return to Officer program.	N	Reporting on this metric requires coordination with Recruiting.	N	N	Y,A	Y,A
Kroll	23.f. Does FTO selection process demonstrate a commitment to COP, ethical behavior and professionalism, APD values and philosophy?	N	A revision of the FTO Program SOPS will reflect these requirements. The FTCCP Program Manager, in alignment with the Training Commander, will ensure these requirements are upheld. Also, the qualifications listed to be an FTO manual include COP, ethical behavior and professionalism, and APD values and philosophies.	N	N	Y,A	Y,A
Kroll	24.a. Current required recert on implicit bias, racial and ethnic bias, gender bias, de-escalation, history/DEIB, Equity Office and OPO recommendations?	N	Methods for reporting the status of required recertification and implementing recommendations for the selected courses will be developed in collaboration with the appropriate Academy Staff, SMEs, and the PAC/CAC, including any requisite amendments to SOPs.	Y,A	Y,D	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 15)

Source	Requirement	Data Available	Process Notes/Planning Questions	PSC & Council	Public	Academy Leadership	Executive Staff
Kroll	24.b. How effectively does the continuing education program address the above topics?	N	An officer survey will be developed as part of a basic documentation plan for the continuing education program. This data will also be captured during the formal instructor evaluation process and reviewed by the CID team in collaboration with the appropriate SME and a member of the AEU.	Y,R	Y,D,O	Y,A	Y,A
Kroll & Res	25.a./4.b. Percent of terminations that were voluntary?	Y	The responsibility for data analysis and management of training data currently falls on the CTU Lieutenant or designee. Through responding to Kroll recommendations, an unmet need has been identified where the Training Academy requires a Research Analyst to take the lead in managing these data reports and requests for information noted in Kroll Audit Processes 25 and 26. Additionally, this analyst will work with the PAC/CAC, Academy Staff, and appropriate SMEs in developing the various methods, measures, metrics, forms, and surveys needed to comply with all the processes mentioned earlier herein and the Open Data Resolution passed by City Council.	Y,R	Y,D,O	Y,D	Y,R
Kroll & Res	25.b./5.b. Patterns for disqualification and termination (demographic, etc.)?	Y	See 25.a.	Y,R	Y,D,O	Y,D	Y,R
Kroll & Res	25.c./5.b. Total Cadets separated?	Y	See 25.a.	Y,R	Y,D,O	Y,D	Y,R

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TABLE 1: Academy Data Program Initial Design (page 16)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll & Res	25.d./5.b. Follow up with separated Cadet documentation?	N	Depending on the cause of the Cadet's separation, the assigned IC will contact the separated Cadet monthly to ensure that the Cadet is kept abreast of any changes or requirements necessary to be successfully recycled and to confirm their attendance in the next class. Separated Cadet follow-up will be conducted by recruiting Cadets interested in re-applying to the Academy.	Y,R	Y,D,O	Y,D	Y,R
Kroll	25.e. Recycling Cadets?	Y	See 25. d.	Y,R	Y,D,O	Y,D	Y,R
Kroll	25.f. Procedures related to Cadets separated from Academy?	Y	Appropriate revisions were made.	N	N	Y,A	Y,A
Kroll & Res	26.a./5.b. How many Cadet injuries occurred, which activities, how many separations as a result?	Y	This requires assigning the responsibility for the information related to injuries and separations, including maintenance and reporting to a specific staff member.	Y,R	Y,D,O	Y,D	Y,R
Kroll & Res ²¹	26.b./5.b. Statistics on total Cadets initial, total separations, and reasons?	Y	See 25.a.	Y,R	Y,D,O	Y,D	Y,R
Kroll	26.c. Demographic patterns for separations?	Y	See 25.a.	Y,R	Y,D,O	Y,D	Y,R
Kroll	27.a. What were Cadets perceptions of Academy experiences?	N	See 9.b.	Y,R	Y,D,O	Y,A	Y,A
Kroll	27.b. Did Cadets believe that instructors emphasized ICAT, CIT, etc.?	N	See 12.c.	Y,R	Y,D,O	Y,A	Y,A

²¹ Resolution requirements 5.c. and 5.d. are numbers derived from this information by month rather than by class.

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TABLE 1: Academy Data Program Initial Design (page 17)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	28.a. Were exit interviews conducted and documented?	Y	The exit interview process and documentation are up-to-date and are centrally located to report on this measure.	N	N	Y,A	Y,A
Kroll	28.b. Were complaints identified and resolved?	N	See 28.a. Any identified complaints or issues identified through the exit interview will be documented in memos to file or submitted to the appropriate chain of command.	N	N	Y,A	Y,A
Kroll	29.a. How many Cadets participated in mentorship programs?	N	The APD Mentorship Program Manager will be responsible for managing and tracking the participation of those in the program, and procedures are established in the Mentorship SOPs.	Y,R	Y,D,O	Y,A	Y,A
Kroll	29.b. What were Cadets' perceptions of these programs?	N	A survey will be developed for the end of each Cadet class as part of a standardized Cadet class summary to be completed at the end of each Cadet class.	Y,R	Y,D,O	Y,A	Y,A
Kroll	29.c. Are there adjustments needed to mentorship programs?		The Mentorship Program is in the final stages of planning, and the implementation will commence shortly after the first quarter of 2024. The Mentorship Program manager is responsible for tracking the successes and failures and implementing adjustments to the program, if needed, based on SOPs.	N	N	Y,A	Y,A
Kroll	30.a. What is the state of the Academy video library and the process for adding to it?	N	A list of all available and approved video content is centrally located, and the process for adding videos has been developed.	N	N	Y,A	Y,A
Kroll	30.b. How is the content reviewed and evaluated?	N	This process has been defined and can be added to SOPs for revision.	N	N	Y,A	Y,A

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TABLE 1: Academy Data Program Initial Design (page 18)

Source	Requirement	Data Available	Process Notes/Planning Questions	City Council	Public	Academy Leadership	Executive Staff
Kroll	30.c. Did media literacy training impact instructors' ability to evaluate and develop content?	N	This could be a requirement placed on a consultant who teaches media literacy.	Y,A	N	Y,A	Y,A
Kroll	31.a. How effectively did Academy use time allotted for Cadet training?	N	A survey can be developed and administered to Cadets, APD instructors, and co-instructors to quantify this into a metric to report on a standardized Cadet class summary to be completed at the end of each Cadet class. The summary could be compared to changes in hours allotted to various courses that change between academies. This is also captured in instructor evaluations for each Cadet class.	N	N	Y,A	Y,A
Kroll	31.b. Additional ways to improve time management?	N	A post-class evaluation session, including necessary Academy Staff, can be held after all class data analysis and the 30-day report have been provided. Time management and schedule allocation are constantly reviewed by the Commander of Training and PM III. Improvements will be reflected in updated schedules.	N	N	Y,A	Y,A

Considerations

As demonstrated in Table 1, multiple analysis units are involved in reporting. Some units of analysis and relevant individuals include:

- (1) Course: as reported by instructor, evaluators, SMEs, community experts, Cadets
- (2) Cadet class: as reported by instructors, evaluators, and Cadets; also aggregate reporting on (1)
- (3) Program: instructors (e.g., Media Literacy); probationary officers & FTOs (e.g., FTO program), Cadets & mentors (e.g., mentorship programs); Cadets & instructors (e.g., DT), organizations (e.g., Community Connect), officers & instructors (e.g., Continuing Education)
- (4) Committees (e.g., CAC/PAC)
- (5) Time periods (e.g., monthly reporting, quarterly reporting, annual reporting)

As well there is a separate variety of requirements that relate to reporting policy, procedure, plans, and developmental goals. These include things like course development (e.g., DEIB, co-instruction, racial equity), and staff development (e.g., strategy to increase staff diversity, training for training staff), and Academy development (e.g., mentorship program design, facility improvements, schedule adjustments).

In many cases, the information reported will have to be aligned with the timeline most relevant to the audit item. While reporting Academy class information on Cadets is necessary related to changes within that Academy class; some metrics inform key questions based on total number of Cadets being trained rather than by class. Choices about the appropriate approach for each item need to be discussed and decided.

Survey Development Requirements

The table also suggests that there is a need for standardized surveys to be developed to support various analyses relevant operationally as well as to external partners. While an Academy class survey was piloted in the 144th Academy, subsequent surveys have substantially altered the content of the survey. Survey design is an area that requires substantial expertise as bias can easily be introduced through the design of a survey itself. Social desirability bias is likely a concern in a police training Academy where Cadets may be less likely to report negative perceptions than the general public. As such, resources will need to be dedicated to this development, and policy or procedure will need to ensure that the instruments developed and deployed are not revised without professional guidance.



Once developed, surveys can add information to the basic documentation plan for courses where an instructor should fill out a short form as archival information for the course. This can be combined with the curriculum as approved at the time the course was administered and the results of any surveys (e.g., Cadet, SME or community expert) collected as well as the official course evaluation results. This provides a way to compare how individual courses and changes in content or instruction impact learning while also providing strong documentation for reporting purposes.

Similarly, a standardized Academy class-level summary should be prepared for each Academy class at its completion that should include aggregate statistics from the course-level or program-level documentation for the courses and programs that were part of the Academy class as well as an aggregate survey of Cadets assessing key Academy class issues. Substantial planning is required to align this goal with the exit interview process so that information on Cadets who do not complete training can be incorporated into analysis and reporting.

Reporting Design Requirements

The design indicates that decisions will need to be made about how reporting will work for each of the four target audiences:

- (1) PSC/Council
- (2) Public
- (3) Academy Leadership
- (4) Executive Staff

City Council

Required items should be reported to Council within 30 days of graduation for each Cadet class. Standardized practices for maintaining this information need to be developed and implemented. In cases where the information is publicly reportable via the open data portal or via a public dashboard, these tools can serve as the basis for developing reporting. The department may choose to make this information available via the department's website, but care must be taken to appropriately manage updates.

Public

The open data portal is typically used to warehouse tabular data such as a spreadsheet. Given the units of analysis discussed previously, it is likely that Academy Staff will need to work with the information systems team to figure out how to store data that are capable

of reporting course, Academy class, program, and committee information by Academy class or by relevant time period. Development of the background data system for this information is the key priority to insure that it meets all reporting requirements and incorporates sufficient flexibility to address future needs. Some of these data may be used to feed a public-facing Academy dashboard where the information systems team can work to display relevant metrics for the correct unit of analysis addressing the requirements. A dashboarding approach will simplify the work required to produce an audit placing the primary emphasis at the Academy on designing, implementing, and managing the process that generate the data rather than the data and technology. Given the need outlined in Table 1 to collect substantially more data or information at the Academy in a structured way, this will help limit the additional burdens placed on Academy Staff.

Academy Leadership

Similarly, Academy Staff should work with the information systems team to develop and deploy standardized dashboards that report administrative information on an ongoing basis to support regular (e.g., weekly) meetings between the commander and academy lieutenants to address operational issues and bring attention to developing issues (e.g., separations for injury or disproportionality by race/ethnicity). These should form a key component of regular leadership meetings and be augmented by as-available reporting required under the audit such as sequencing or coordination issues.

Executive Staff

Key metrics informing academy function, Cadets in training, and projected graduations into PTO and PPO programs should be communicated to Executive Staff on a regular basis (e.g., monthly). Other items should be reported by Academy Leadership to Executive Staff on an as-available basis. Similar to the Council reporting process, some of the as-available items will need to be considered for the regular reporting and included if substantial information is available. Other as-available items may be reduced to reporting from the Academy Commander to the Training Assistant Chief. Decisions about which items fall into which group need to be made with the input of Executive Staff balancing the executive need for key information with brevity given the number of items required for the audit and the number of different ways the information may be summarized (e.g., course, class, program). As Executive Staff should be able to get quick answers to many questions after the Academy Data Program is realized, some information may be omitted from required reporting and be moved to an as-requested basis. This may serve most executive needs once what is reasonably available becomes well established between Academy Leadership and Executive Staff.