



Community Video Review Panel Austin Police Department -Training Academy Videos Final Report January 14, 2021

Purpose

The purpose of this report is to provide a summary of themes/narratives and recommendations based on the assembled Community Video Review Panel's (Community Panel) review of selected Austin Police Department's (APD) videos used during APD's Training Academy. This review was performed by utilizing an equity lens to determine the suitability of these videos and what recommendations could be made to increase the effectiveness of the training from an equity perspective in accordance with City of Austin Resolution No. 20191205-066.

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Overview of Resolution 66 – Community Video Review Panel (Community Panel)

On December 5, 2020, the Austin City Council approved a resolution directing the City Manager to retain a qualified third-party with substantial experience to conduct a

comprehensive, multi-pronged investigation of the extent to which forms of racism, bigotry, and discrimination are present in the protocols, practices, and behaviors of the Austin Police Department (APD). To the extent to which these prejudices are present, this investigation and evaluation shall document the impacts these individual and systemic biases have had on both hiring, professional ranking, and treatment of personnel within the APD, and on police interactions with people of color and other marginalized groups in Austin.

This Resolution also calls for a training audit. This resolution delays cadet classes until the audit and recommended changes are completed and also intends to improve personnel management and addresses policies on property and equipment management.

The Community Panel's purpose was to review selected course videos with regard to the accuracy, relevance, effectiveness, and cultural sensitivities and provide feedback and recommendations for improvement to the City. The course videos reviewed included videos from the following subject areas:

- Arrest, Search, and Seizure
- Arrest and Control (Tactical Week/Defense Tactics)
- De-escalation Strategies
- Crisis Intervention Team (CIT)
- Tactical Communications
- Use of Force
- Use of Force – Legal

The Community Panel was initially set to review 121 videos. However, 12 videos were removed from the video review process because they were determined to be duplicate videos or not needed. The panel reviewed 110 videos. A complete list of the videos is listed in Appendix A.

Executive Summary

This section provides a summary of the Themes, Narratives and Recommendations identified by the Community Panel, based on their review, feedback, and recommendations of the course videos.

Determining the Themes and Narratives, and the Recommendations was a multi-step process. After each video was reviewed, the Community Panel provided responses to a series of questions that was recorded in each of the video review Summary Reports. These questions are listed in the section entitled "Life Anew Engagement and the "360" Video Review Process" (pg. 8). Once all videos were reviewed and feedback was recorded, the Theme and Narratives and Recommendations were summarized. These summaries were provided to the Community Panel and at the debrief meeting, the Panel reaffirmed the following Themes and Narratives, and Recommendations.

This report includes narratives and data that reflects inequities, as it relates to subjects that were engaged by law enforcement. Due to the scope and focus of this project, police officer input will not be reflected in the narratives or the data.

Themes and Narratives

- **Over representation of people of color, especially black males.**
There is an overrepresentation of people of color in violent interactions with police officers throughout modules. The portrayal of black and brown bodies will cause cadets to see black and brown people as dangerous. Viewing black and brown people as violent and dangerous endangers the lives of people of color. There is a pattern of overrepresentation of people of color in violent scenarios vs. an underrepresentation of black people telling their stories through an empathetic lens.
- **Lack of people of color in good outcomes.**
Most of the videos did not have positive outcomes for the black subjects. Throughout the modules, there was a pattern of videos that showed empathy being given to white subjects, however, people of color did not receive. White subjects were able to tell their stories through an empathetic lens. Conversely, black people were seen as defiant in many of the videos. Most of the subjects that had violent outcomes, were black male subjects.
- **The fear-based mindset towards people of color is being instilled in the cadets by constantly seeing videos where officers are quick to use deadly or excessive force on people of color, especially black males.**
People of color are portrayed (intentionally or unintentionally) as dangerous and aggressive, and could predispose cadets to feel a certain way before even engaging. cadets could be predisposed to viewing black bodies as dangerous. It appears many of the videos being used in the Academy will lead to a fear of people of color. As a default, it makes it hard to see the grace shown to white people when black people are repeatedly being portrayed as dangerous.
- **Majority of the police officers in the videos are white.**
There is limited diversity regarding police officers. The pattern of seeing a majority of white officers policing races that are over represented in the videos sends the wrong message.
- **Grace that is shown to whites by police even to their detriment. This grace is not shown to people of color (manifested by police escalations faster with people of color faster than with whites).**
The common theme throughout each one of the modules is that the grace that is received by white subjects is not given to people of color. The lack of grace shown is manifested by the tone in which the officers speak to subjects and the faster rated of escalations. In addition to people of color not receiving grace, there were inappropriate

questions asked of people of color. The absence of grace and empathy, as it relates to people of color, has proven to be deadly. Systematic changes should be made in the material chosen for the Academy, the messaging to cadets, the training of cadets and the methods of instruction.

- **The content tends to humanize police and dehumanize people being served.**
The officers are humanized in terms of putting emphasis on the dangers of the job, without having any emphasis on accountability when officers act badly. The lack of accountability could possibly influence cadets in believing they will not be held accountable. Throughout the modules there is an empathy being built for officers even when they are behaving badly. Conversely, there is no emphasis on the impact that stereotyping based on race has on people of color. This dehumanizes the people that are supposed to be served by the police.
- **Overuse of "what not to do" videos instills fear in cadets.**
There was a pattern of showing "what not to do" videos throughout the modules. "What not to do" videos typically showed officers putting themselves or others lives at risk by not following protocols. These videos provided little to no clear instruction on what to do and further instills fear in cadets.
- **"Us versus Them" mentality**
The binary nature of the discourse throughout the modules is confusing and creates an "Us versus Them" dichotomy as it relates to people of color. There is irreputable harm done to communities of color when cadets are not exposed to positive narratives about people of color in equitable proportions.
- **There is no continuity in equitable messaging, content selection or instructional practices. The disconnect between instructors will make it impossible to select appropriate content for the Academy curriculum.**
There is opportunity for Academy instructors across curriculums to build and share training materials and promote consistency.
- **Militaristic - the danger imperative**
Militaristic videos showing police armed with tear gas and riot gear promotes the "warrior mindset" instead of the "guardian mindset". Instilling the warrior mindset in the cadets, coupled with them being instilled with fear of the community, specifically people of color, further undermines the guardian mindset.
- **Many of the videos are selected in silos. There is no continuity in messaging throughout the videos viewed in the Academy.**
- **The use of journalistic video sensationalizes the situations.**
The use of journalistic videos in some scenarios has proven to sensationalize situations by creating false or bias narratives that are largely determined by the lens that the journalist sees through. The Thin Blue Line video used music that seemed to drive an

adrenaline rush as the officer was about to use force. This type of sensationalism may negatively influence cadets to take on the warrior mindset instead of the guardian mindset.

- **The involvement of bystander intervention is not clear from a policy perspective.**
There was a video shown to the cadets that celebrated the involvement of a bystander helping officers subdue a subject. The video depicted the bystander as heroic when he assisted the officers in making an arrest when the subject was resisting. In many scenarios that we have seen in the media, bystanders have not been given the same celebratory narrative when they are videoing officers that are behaving badly. This calls into question bystander safety and the potential for a bystander to be mistaken as an assailant. There was another video that was shown that had a bystander attack an officer to help an accomplice escape from police custody. This makes it exceedingly difficult to determine when it is appropriate for a bystander to involve themselves in police matters.
- **There is no consistency in the quality of the videos. In some of the videos where it is hard to tell what is going on, calls into question the effectiveness of its educational value and can also increase the fear in cadets**
Poor video quality makes it difficult for the viewer to understand the context, interactions, and techniques taking place in the videos. It was difficult to make out what was being seen in the videos due to the lack of quality. If cadets are not able to see the interactions in the video, there is little to no educational value in showing the video.
- **Outdated pop culture is geared towards older white officers.**
There were outdated videos that were used for instructional purposes. There are newer videos that are more relevant content that could be selected. An example of outdated videos that have been used include the Andy Griffith show from the 1960's. These videos have little to no cultural relevance. There is no diversity in these outdated videos. They primarily tell another outdated story from a white male lens, during an era when racial disparities were wider spread than the present time. It is impossible to move toward systemic progress, while using videos that are rooted in past cultural ideologies.
- **Inconsistency in blurring of faces of the subjects.**
The videos that did not blur the subjects faces failed to protect the identity and race of the subjects. There was a video that had nudity in which the subject indecent exposure of the subjects Blurring the faces of the subjects helps to protect their identity. It also prevents the Cadets from looking at the subjects through a bias lens.

Recommendations

The Community Panel identified recommendations that fall under three categories, Systemic, Community Impact and Instructional. Life Anew organized the community's recommendations based upon these categories.

- **Systemic**

- Implement diversity, race, equity and inclusion professional development by qualified external practitioners throughout APD on an ongoing basis.
- Disaggregate data by race especially when it comes to outcomes. Use this data to inform discussions as APD creates equitable systems and practices.
- There needs to be a larger conversation around defining racial justice, gender equality and the development of systematic changes in each of these categories through an equity lens.
- Determine APD's Policy on bystander involvement with interventions in law enforcement's engagement with subjects. Clearly state to officers, and the community, what is legal in terms of videoing officers in the line of duty, intervening when an officer is in peril when engaging a subject and what is a proper intervention when an officer is behaving badly.
- More active training around how police should handle protests and using non-militaristic approaches.

- **Community Impact**

- Use Community Panels within the Academy to have conversations about race, gender roles, expectations and stereotypes. The Community Panel should reflect diversity in race, gender, sexual orientation, and religious groups.
- Continuously use a Community Review Panel to collaborate and recommend training material selection.

Instructional

- Training on diversity, equity and inclusion by a qualified outside agency, led by people of color. Cadets need to have more in-depth conversations about race throughout every training module, with people of color who have experience in dealing with diversity, equity, and inclusion. This should include training around non fear-based policing in diverse communities and communities of color. Have a larger conversation around racial justice, gender, equity lens, etc.
- Increase the diversity of police officers within the videos (gender, ability, race, ethnicity, i.e.) for all outcomes.
- Increase the diversity of community within the videos (gender, ability, race, ethnicity, i.e.)

- Eliminate the overrepresentation and fear mongering towards black bodies and people of color.
- Choose a video/scenario that shows black men being interacted with in the same great manner that white men are interacted with.
- Academy instructors should work closely together and across training subject areas to build a coordinated and integrated curriculum regarding videos to make the training flow better and reduce the instructors working in silos. There needs to be continuity in equitable instructional practices. All instructors should work together to select appropriate videos, determine the order in which they are reviewed, and the method of instruction.
- Use a community panel to continue to work with APD to co-produce the desired outcomes of training for cadets.
- Include scenarios that demonstrate when policing goes wrong how cadets would be held accountable.
- If you are going to use “what not to do videos”, pair them with “what to do videos”, so that cadets can clearly understand how to carry out their duties. When selecting “what to do videos”, intentionally select videos of people of color in a positive light with good outcomes.
- Have conversations around who gets empathy; training on appropriate questioning of people (specifically non-stereotypical questioning of people of color); and that all people having equitable opportunities to know their rights.
- Refrain from using news clips, commentary and journalistic videos.
- Focus on a service mindset and abandon the warrior mindset. Do not select militaristic videos. Select videos that are not militaristic.
- Select videos where officers are just being decent human beings. Be intentional about catching officers in the act of being a decent human being and emphasize positive police and community interactions through repetition. These videos should include an equitable number of interactions with people of color, specifically black people.
- Tactical communications should be taught early in the cadet training, so that they get exposed to these skills sooner. Cadets should receive the critical communications skills at the beginning of the Academy. (move down)
- Use videos from mental health experts. To prevent a disconnect between mental health and de-escalation, the cadets should view videos with the mental health section integrated into the use of de-escalation technique. The dots need to be connected - that this is a technique to de-escalate. Select videos that humanize mental illness in black men.

Video Review Process

To perform the review of APD's Training Academy videos, the City's Equity Office assembled a video review panel comprised of community members, a representative from the Office of Police Oversight, a representative from the Equity Office, an academic professional with expertise in racial justice and equity, a Police Lieutenant who oversees Cadet training, and an APD training instructor.

Dr. Sara Villanueva, Organizational Development and Training Manager with APD was initially assigned by the City Manager's Office to lead the Community Panel's video review sessions. Three sessions (May 18, 2020, May 27, 2020, and June 15, 2020) were facilitated by Dr. Villanueva, and three videos from Arrest, Search, Seizure and three videos from the Arrest and Control courses were viewed by the Community Panel with the assistance of the Austin Police Department (APD). Dr. Villanueva began the process by outlining the project timeline, process and establishing protocol with elements to promote an orderly and open dialogue, with the expectation of mutual respect by panelists regarding the video discussions. Dr. Villanueva also introduced a survey instrument to be completed by each panel member for each video that was intended to provide convergent validity linking quantitative results with the qualitative data that stemmed from discussions. Dr. Villanueva provided a summary of the survey data, which is outlined in the "Video Review Assessment Tool" section of this report (pg. 18).

The initial project schedule timeline started May 2020 and would span over the course of three months as outlined in the Resolution. During the June 18, 2020 Public Safety Committee meeting, the Community Panel requested more time for the video review process. On June 22, 2020 the Community Panel made additional requests for the video review process with a deadline of mid-September 2020. The City Manager's Office modified the project schedule with an extension deadline of October 19, 2020; however, Community Panel members requested additional time, therefore the schedule was amended to November 9th, which was later extended to November 16th with a debrief meeting held on November 23rd.

To view the Community Panel's requests along with the City's responses, please visit Appendix G.

Life Anew Engagement and the "360" Video Review Process

After the initial three video review sessions were held, the Community Panel members indicated a "pause" of the review sessions was necessary, due to reaction to a negative post on social media by the Austin Police Association (APA) regarding the Community Panel. The Community Panel indicated that they felt violated and that the post was a form of intimidation. The need for a neutral, objective third party became apparent, and as a result, Life Anew was hired to facilitate the video review sessions by fostering constructive and meaningful dialogue, soliciting feedback from panel members, while creating a co-creative space for community panel members and City staff to make recommendations for improvements to the training videos.

With input across all groups, Life Anew designed a “360” approach and presented to the Community Panel, which was approved. The “360” Review Process was designed to better serve the Community Panel in their review of videos and providing better feedback.

The “360” Review Process consisted of the following elements:

- Enhancement of the Community Panel Agreement to include the adherence to “integrity and fidelity” to promote trust across the Panel. Please see Appendix F for the Agreement.
- Provided advanced warning of video content (violence, shootings, deaths) to help prepare Community Panel prior to viewing.
- Inclusion of an APD instructor/subject matter expert at video review sessions to provide additional context on the video, subject area and to answer questions.
- Reviewed the videos focusing on what the videos should look like through an equity lens and asked the following six questions to provide consistent feedback across all videos for reporting:
 - a. What, if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
- Created a report template to capture the results of each the video review sessions for reporting, including videos reviewed, content advisory, attendance, video context by APD, Community Panel comments, responses to the six questions asked regarding each video, Community Panel recommendations, and APD’s response to the recommendations. These Summary Reports contains some of dialogue regarding the Panel’s thoughts on the videos and APD’s responses. This template was used to create a Summary Report for each video review session. Summary Reports will be made available by the City of Austin.
- Provided Summary Reports to the Community Panel for their review, editing and commenting to ensure fidelity of the process.
- Established agreement with APD that they would review the recommendations outlined in the Summary Report and provide feedback denoting the following:
 - a. APD concurs with the Panel’s recommendations and APD can provide a response, or
 - b. APD does not concur with the Panel’s recommendations, and can provide a response.

- Encouraged the Community Panel to view videos prior to the video review sessions to stay on schedule and to formulate opinions and questions, and be prepared for better dialog with the other panel members and APD.
- Implemented a “Climate Survey” with the intent of understanding the Community Panel’s sentiment during the overall video review process. The Climate Survey was administered twice during the video review process. The survey questions included:
 - a. Trusts the video review process that has been communicated effectively
 - b. Believes the video process has been efficient
 - c. Feels the processes outlined at the beginning are being implemented in good faith
 - d. Remains confident that the process is productive and communicated effectively
 - e. Feels there is transparency in the process and how information is being used
 - f. Feels the team is working together in a transparent manner

During the implementation of the “360” Review Process, the Community Panel also identified other areas of interest, such as other Academy courses that they believed to be relevant to the discussion. The City Manager’s Office and APD discussed that these areas are extremely important, however, they are outside the scope of this project. APD informed the Community Panel that Resolution 66 was a large project and other groups are working on some of the areas. APD also suggested the Community Panel could write a separate report to include references to these areas of interests. It was also agreed a “parking lot” of ideas for topics outside the scope of this project would be recorded for future discussion and consideration.

In addition, and as a result of the “Project Reset” meeting, the Community Panel specifically asked for access to the curriculum to bridge the gap in understanding how the structure of the training was constructed and also requested more time for video review sessions to ensure in-depth video review and recommendations. The City Manager’s Office concurred and extended the project schedule. The City also provided Community Panel members additional compensation for research time. Finally, the City contracted transcription services for video review sessions, which provided better-quality reports and more timely delivery.

Life Anew facilitated the video review process starting July, 20, 2020 through November 23, 2020. The table below lists the video review Panel members.

Panel Member	Organization
Andrea Black	Community
Angelica Erazo	Community
Anni-Michele Evans	City – Office of Police Oversight
Eve Stephens, Lt.	City – APD
Gary Carrillo, Officer	City – APD
Joe Anderson, Jr.	Community
Kellee Coleman	City – Equity Office
Rebecca Sanchez (resigned on June 22, 2020)	Community
Maya Pilgrim	Community
Michael Monroe, Sgt.	City – APD
Miriam Conner	Community
Nakia Winfield (resigned September 11, 2020)	Community
Phil Hopkins	Community
Rocio Villalobos (joined on July 13, 2020)	City – Equity Office
Sara Villanueva, Ph.D.	City – APD

After the “pause” there were three participant changes. Rebecca Sanchez resigned from the Community Panel on June 22, 2020. Rocio Villalobos joined the Panel on July 13, 2020. Nakia Winfield, a valued and skilled member of the Community Panel, resigned on September 11, 2020, stating, *“There is a considerable amount of emotional labor in anticipation of the call, and during the call, and the recovery time is significant. Unfortunately, as racism and white supremacy escalates on all fronts here in the US, my bandwidth for this particular work shrinks considerably. Thank you to my fellow panelists who are keeping on in this work despite the toll it takes.”*

The following APD instructors teach cadets in the specific subject areas and participated in the video review sessions providing video context and responding to questions.

Instructor	Subject Area
Officer Travis Joyner	Arrest and Control and Use of Force
Officer Jaime Von Seltmann	Crisis Intervention
Sgt. Michael King	Crisis Intervention
Officer Benjamín Bloodworth	Tactical Communications
Officer Gary Carrillo	De-escalations Strategies and Use of Force - Legal

Biographies of the panel members and APD instructors may be found in Appendix D.

Video Statistics

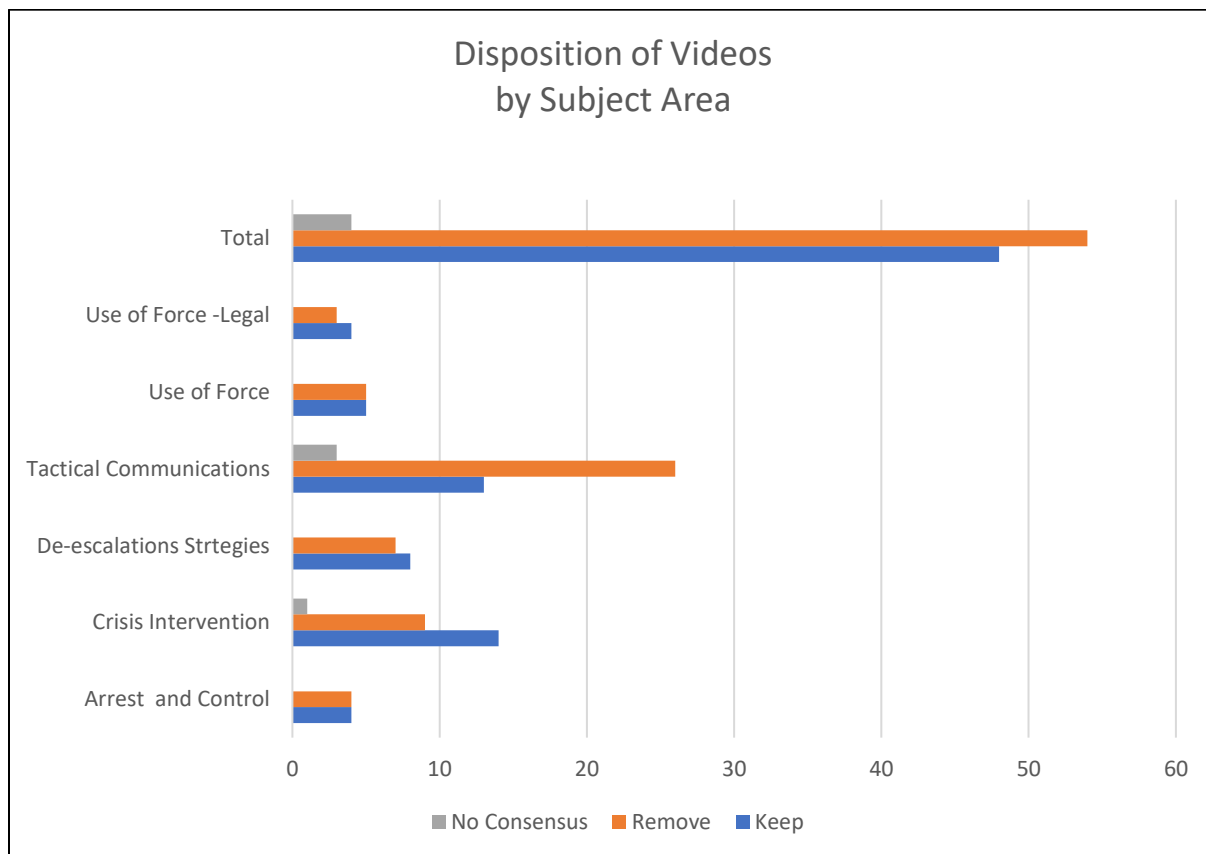
There was a total of 110 videos reviewed by the Panel: Arrest, Search and Seizure (3) Arrest and Control (11), Crisis Intervention Training (24), De-escalations Strategies (15), Tactical Communications (42), Use of Force (10), and Use of Force – Legal videos (7).

Life Anew was engaged beginning with Arrest and Control video 4. The Summary Reports do not contain information on the videos prior to the new process that was adopted as part of the Project Meeting as described in previously in the “360 Video Review Process overview.

Figure 1 represents the Recommended Disposition of the Videos by Subject Area. Over 50% of the videos were recommended to be removed from the curriculum. The rationale for the recommended dispositions is listed in the Summary Reports.

The panel also recommended to “Keep” in the curriculum with recommendations for APD. These recommendations included, Keep with Edits, Keep with Additional Context, or Keep with Edits and Additional Context. The intent was to recommend the use of as many videos as possible and also increase their effectiveness. Details on the actual edit and additional context recommended are in the Summary Reports.

Figure 1. Recommend Disposition of Videos



Video Demographics

The Community Panel requested Life Anew collect and report on the demographics of the subjects portrayed in the videos, to provide additional context regarding the Community Panel's themes, narratives and recommendations. The data used can be found in Appendix C.

Throughout the video review process, the Community Panel commented about the over representation of people of color, especially black males, and the disparity between the grace shown for white subjects and people of color.

In order to facilitate this request, Life Anew reviewed all of the videos and selected the videos of police officers that were engaged with subjects and classified these videos as "Police Engaged with Subject". Of the 110 videos identified, 65 videos were identified as "Police Engaged with Subject".

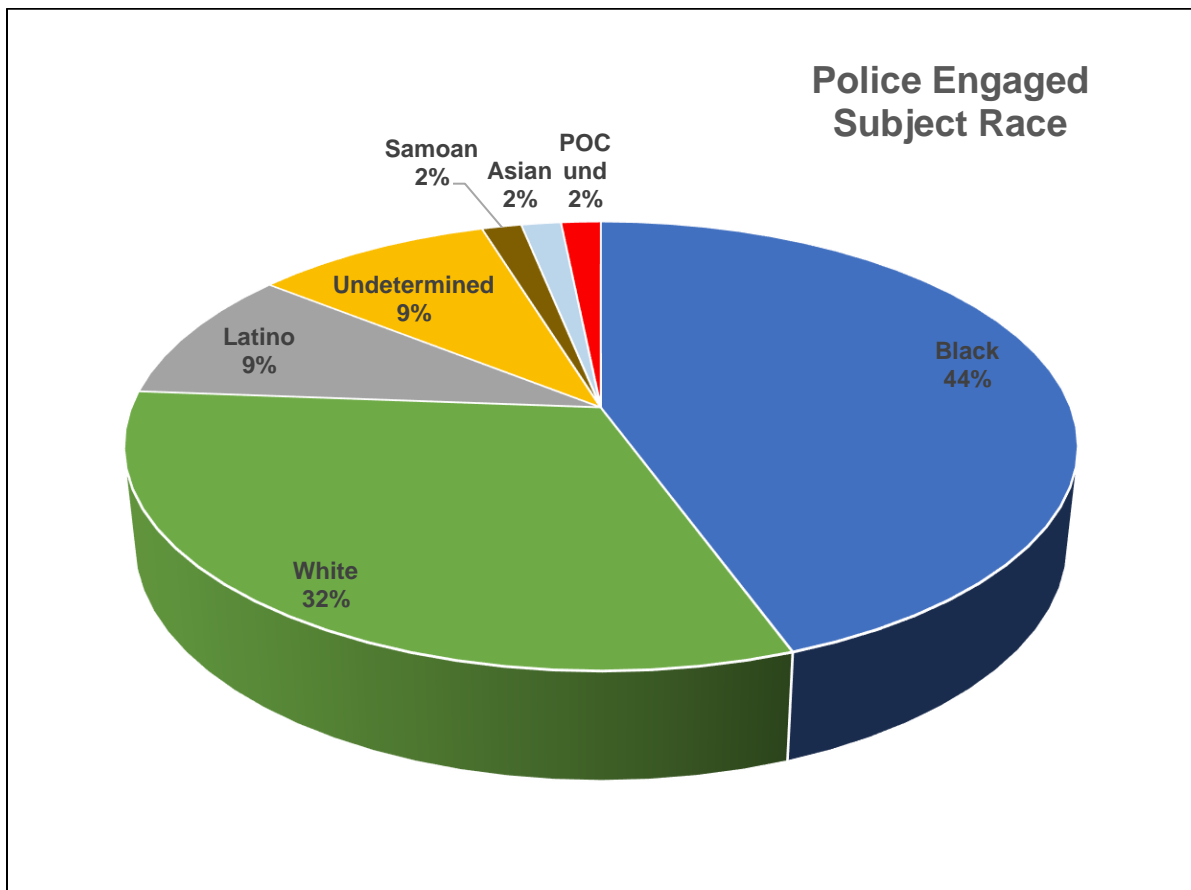
Additional criteria were selected to perform further analysis of the 68 videos:

- Police Engaged with Subject
 - Race
 - White
 - Black
 - Latino
 - Asian
 - Person of Color undetermined (POC und)
 - Violence Experienced by Subject
 - Tased
 - Shot
 - Shots-Fired
 - Shot-Killed
 - Threatened
 - Excessive Force
 - Shot-Bean Bag
 - Pepper Sprayed
 - Grace Shown
 - Shooting Status
 - Shot
 - Shots-Fired
 - Shot-Killed
 - Shot-Bean Bag

Police Engaged with Subject

Figure 2, displays the subject's race from the 65 videos. Blacks comprised the largest percentage of subjects at 44% and Whites as the next highest percentage of 32%. "POC und" is a subject of color of undetermined race. Out of the 65 videos filtered, 59% involved subjects defined as people of color.

Figure 2. Police Engaged with Subject

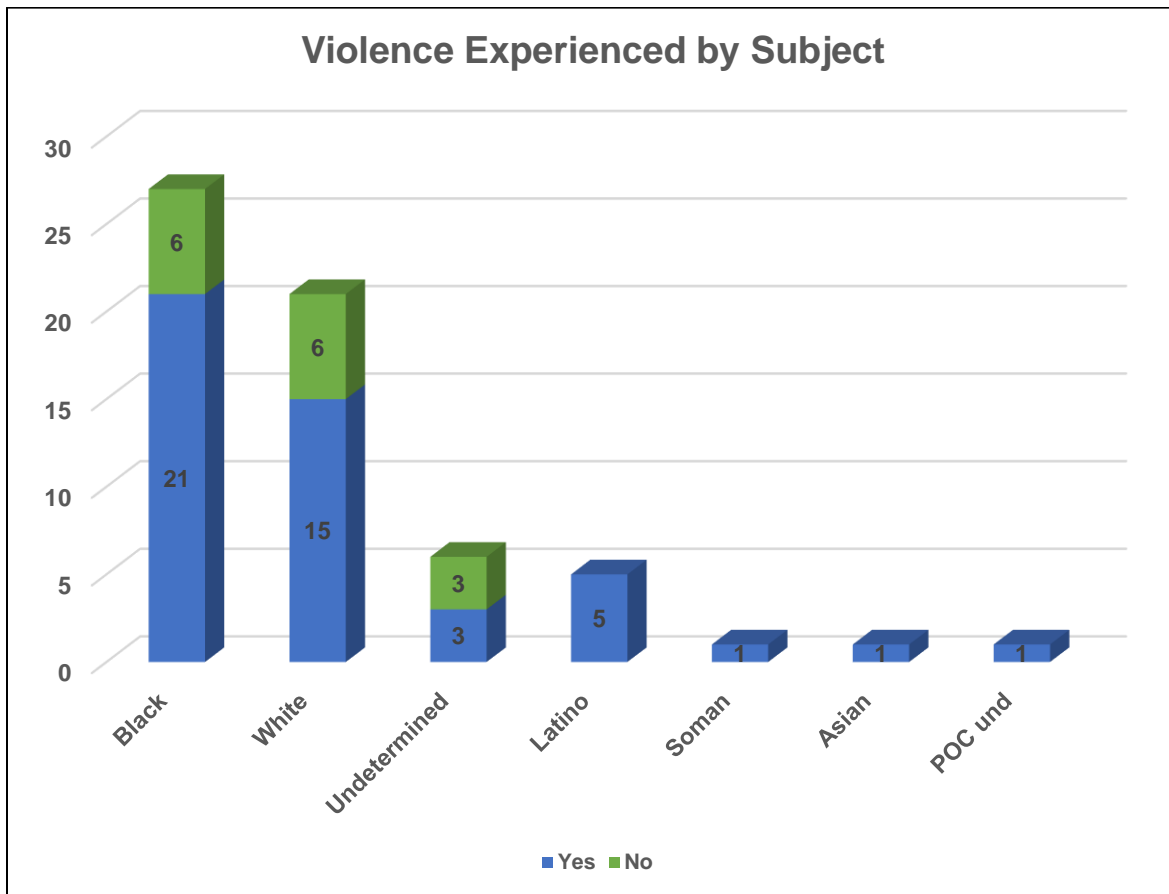


Violence Experienced by Subject

Figure 3 is a representation of the number of subjects that experienced violence. Violence is described as tased, shot, shot at, killed, excessive force, shot with a bean bag, and pepper sprayed. This chart does not go into a detailed discussion of violence, only if violence was experienced.

As a percentage of the total number of subjects that experienced violence, Blacks represent 46%; Whites represent 30%; Latino, 11%; Asian, POC und and Samoan represent 2% each, respectively. All people of color represent 63% of all subjects that experienced violence.

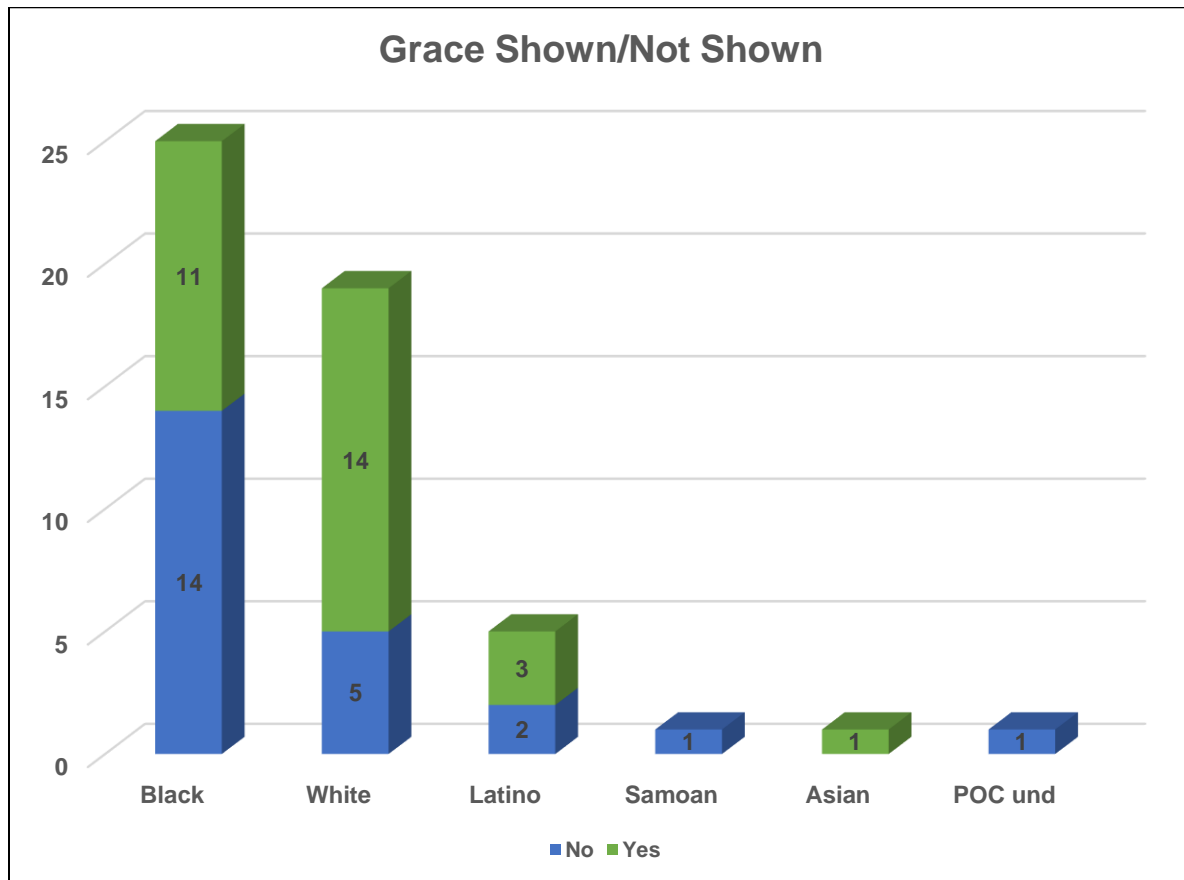
Figure 3. Violence Experienced



Grace Shown

“Grace Shown” is defined as a temporary exemption, the prerogative of mercy exercised, or an act or instance of kindness, courtesy, or clemency. The definition used for grace in the context of the videos is more subjective and described as when a police officer demonstrates a slower and more deliberate escalation and civil tone with subjects. Figure 4 depicts the breakdown of Grace Shown and not shown by race.

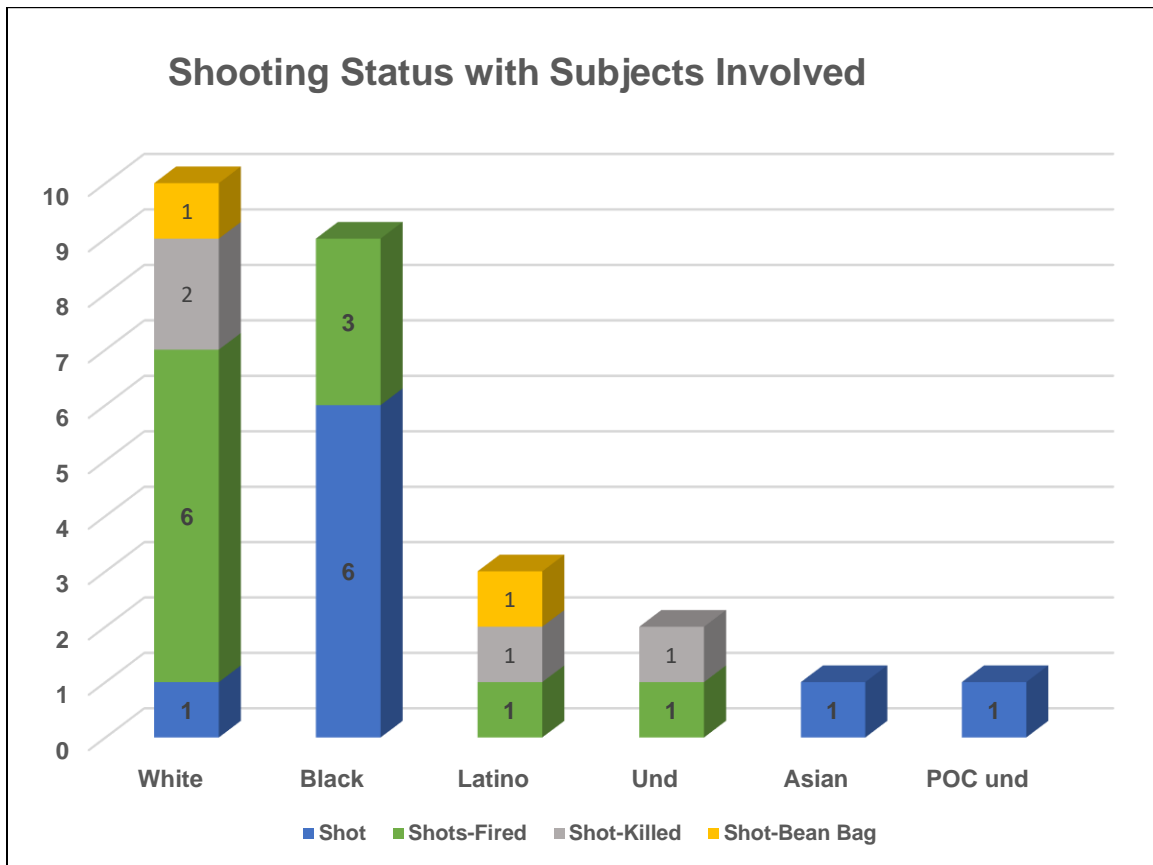
Figure 4. Grace Shown



Shooting Status

Figure 5 depicts the subject's race that involved the subject being shot, shot-missed, shot-killed, and shot- bean bag. People of color were subject to more shootings than Whites. This analysis ties further supports the narrative provided by the panel that there is an over representation of people of color in shooting interactions with police officers throughout the modules. This chart does not go into a detailed discussion of the shootings, only if shootings occurred with subjects.

Figure 5. Shooting Status



Video Assessment Tool

As mentioned earlier in this report, Dr. Sara Villanueva created a survey instrument that was intended to essentially reinforce or validate the data being collected verbally via discussions around each video. The instructions, survey items, and rating scale for the measure are as follows:

Based on the video that you just viewed, please rate the following statements using the following rating scale:

- 1 = strongly disagree
- 2 = disagree
- 3 = somewhat disagree
- 4 = neutral
- 5 = somewhat agree
- 6 = agree
- 7 = strongly agree.

Statement	Scoring
The video was outdated	1 2 3 4 5 6 7
The video provided a good example of the issue or situation described	1 2 3 4 5 6 7
The video clearly linked to the learning objective presented	1 2 3 4 5 6 7
I understood more about the issue or situation described after watching the video	1 2 3 4 5 6 7
The language used by law enforcement in the video as they engaged other individuals in the video was professional	1 2 3 4 5 6 7 "Not applicable/The video did not include interactions"
The language used by law enforcement in the video as they engaged other individuals in the video was respectful	1 2 3 4 5 6 7 "Not applicable/The video did not include interactions"

Statement	Scoring
The law enforcement individual(s) in the video exhibited professional non-verbal behavior	1 2 3 4 5 6 7 “Not applicable/The video did not include interactions”
The law enforcement individual(s) in the video exhibited threatening behavior	1 2 3 4 5 6 7 “Not applicable/The video did not include interactions”
(1) Racial bias was present in the video (2) Gender bias was present in the video	1 2 3 4 5 6 7
This video should be part of law enforcement training at APD	1 2 3 4 5 6 7

This survey was based on research conducted on similar measurements previously used in police departments across the country and was created in consultation with academic colleagues to ensure proper methodology. It is important to note that as part of correctly administering this survey, and in order for it to be considered statistically valid (i.e., it is measuring what we say it will measure), panelists were instructed to take the survey immediately after each video. By being consistent with the process of collecting this survey data, we would lessen the likelihood of methodological and statistical errors being introduced and therefore have the ability to express confidence in the results.

Unfortunately, after the third session, there was not consistency in collecting the survey data. Because it was not a part of the newly established process, there were times when the survey would be taken days after the video was viewed, times when only some panelists would take the survey, and times when the survey was not taken at all. This resulted in a breach of research methodology and this should be taken into account when interpreting the results.

Descriptive data and results from statistical analyses are included in the Appendix E. Findings from the survey are as follows:

- Participants somewhat disagreed that videos were outdated. Further examination of the Means and Standard Deviations indicated that videos in the Arrest, Search, and Seizure videos were deemed significantly more outdated than other videos.
- Participants slightly agreed that the videos they reviewed provided a good example of the issue or situation described. Most means indicated that participants were either

neutral or somewhat agree on this statement, but scores for the Arrest, Search, and Seizure videos were significantly lower than other videos.

- Participants slightly agreed that the videos clearly linked to the learning objective presented, with scores from the Arrest, Search, and Seizure videos being significantly lower and videos from the CIT course being significantly higher.
- Participants were neutral on the statement “understood more about the issue or situation described after watching the video”, with Arrest, Search, and Seizure videos rated statistically lower than others.
- Participants slightly agreed that the language used by law enforcement in the video as they engaged other individuals in the video was professional, again with videos from Arrest, Search and Seizure being statistically lower and videos from the CIT courses being statistically higher than others.
- Participants were neutral on the item “The language used by law enforcement in the video as they engaged other individuals in the video was respectful.” Participants tended to disagree with this statement on videos from the Arrest, Search, and Seizure, De-escalation, and Use of Force videos, and tended to agree with the videos from the CIT course.
- Participants were also neutral on the question concerning law enforcement nonverbal behavior being professional, with videos from the Arrest, Search, and Seizure courses being significantly lower – somewhat disagree, and the videos from the CIT course being significantly higher – somewhat agree.
- Participants slightly disagreed that the law enforcement individual(s) in the video exhibited threatening behavior. Specifically, participants disagreeing with this statement on videos from the CIT course, somewhat disagreeing with the statement on videos from the Arrest and Control course, neutral on the De-escalation course, and somewhat agreeing with the videos in the Use of Force course.
- Participants were neutral on the statement “racial bias was present in the video”. However, participants did somewhat agree that videos from both Arrest, Search, and Seizure and Use of Force courses displayed indicators of racial bias.
- Participants somewhat disagreed on the item that stated gender bias was present in the video.

In sum, results from the video review survey, although interesting, should be taken in the larger context of the material being presented in this document.



APPENDIX A

Video Review Schedule

Video Review Schedule

Facilitator: City of Austin			
Introductions and Overview of Purpose and Objectives			5/15/2020
Arrest, Search & Seizure			5/18/2020
Number	Title	Time	
1	Probable Cause	22:07	
Arrest, Search & Seizure			5/27/2020
2	Stop & Frisk	21:54	
3	Supreme Court Video	25:05	
ARREST, SEARCH AND SEIZURE TOTAL VIEWED			3
Arrest & Control			6/15/2020
Number	Title	Time	
1	Deputy Disarmed (Shots Fired)	1:30	
2	Baton Taken and Used on Deputy Results in Shooting (Subject Killed)	5:07	
3	Florida Deputy Assaulted (Subject Shot)	2:37	
Facilitator: Life Anew			
Meeting with Community Panel and City of Austin			6/29/2020
Reset Session			7/13/2020
Arrest & Control			7/20/2020
Number	Title	Time	Disclaimer
4	Citizen Helps Officers Take Suspect Down	1:01	
5	Officer Placed in Choke Hold	3:41	Shots Fired
6	State Police Shooting	1:47	Subject Tased; Officers Shot
7	Walmart Parking Lot	8:52	Brawl; Shots Fired
Arrest & Control			7/27/2020
Number	Title	Time	Disclaimer
8	Suspect Draws Gun	10:21	Subject Shot
9	Bodycam Video of Georgia Officer's Attack	3:11	Subject Shot
Arrest & Control			8/3/2020
10	Oklahoma Deputy Fatally Shoots Suspect Who Stabbed Him	2:01	Subject Killed
11	Las Vegas Metro Police Officer Uses Jiu Jitsu Training	2:07	
ARREST & CONTROL (R2R) TOTAL VIDEOS VIEWED			11
Crisis Intervention Training			8/3/2020
Number	Title	Time	Disclaimer
1	What If We Talked About Physical Health the Way We Talked About Mental Health	1:31	
2	How Memphis Has Changed the Way Police Respond to Mental Health Crises	10:11	
Crisis Intervention Training			8/10/2020
Number	Title	Time	Disclaimer
3	Learn About the Issues and Facts Related to Police-Mental Health	1:19	
4	The Texas Mental Health Crisis	8:46	
5	Robin Williams on Depression in His Own Words	2:54	
6	Understanding Psychosis	4:59	
7	Drug Use Problems and Mental Health	2:25	
8	Experience 12 Minutes in Alzheimer's Dementia	8:03	
Crisis Intervention Training			8/17/2020
Number	Title	Time	Disclaimer
9	Understand Alzheimer's Disease in 3 Minutes	3:14	
10	Autism First Responders Training Video	26:16	
11	More Alike Than Different	5:16	
12	Recognizing Signs of PTSD and TBI	5:31	
13	Your Time in Iraq Makes You A Threat to Society	9:01	
14	Code 9 Officer Needs Assistance Documentary	8:09	
15	The Kevin Hines Story	13:42	
16	A South Dakota Police Officer Calmly Takes Mentally Ill Man into Custody	2:53	
17	Deinstitutionalization	6:29	
18	Mental Health Impacts Law Enforcement	2:26	

19	Potter County Mental Health Court Off to Good Start	2:16	
20	Homelessness in Austin	3:02	
Crisis Intervention Training			8/24/2020
Number	Title	Time	Disclaimer
21	Julie Black	4:36	
22	Brené Brown on Empathy	2:53	
23	NAMI Austin	3:36	
24 a	Micah Interview – Mary Lee Foundation	0:48	
24 b	Micah Interview – Friends	1:10	
24 c	Micah Interview – Police Officers	1:00	
25	Man Meets Officers Who Saved His Life	7:04	
26	Officer Talks Man Down from Jumping Off a Bridge	2:04	
27	Suicide Stigma	9:47	
28	Depressive and Bipolar Disorders Crash Course Psychology	40:00	
29	Video of Officer Consoling Teen Goes Viral	2:13	
CRISIS INTERVENTION TOTAL VIDEOS VIEWED			24
De-escalation Strategies			8/31/2020
Number	Title	Time	Disclaimer
1	Woman in Crisis Baltimore, MD	4:48	
2	St. Louis 1	1:39	
3	Coeur d'Alene, ID	1:38	
4	NY	3:03	
5	Coeur d'Alene, ID 2	2:32	Subject Shot
6	Buckeye	0:43	
7	Paton Blough	3:10	
8	Columbia, SC	3:09	Duplicate of Crisis Intervention Video #26
De-Escalation Strategies			9/14/2020
Number	Title	Time	Disclaimer
9	Appleton, WI	5:03	Nudity
10	St. Louis 2	1:19	
11	San Diego	3:43	Subject Shot
12	San Francisco	1:21	Subject Shot
13	Baltimore 1	4:43	
14	San Joaquin County	2:46	Subject Shot Less Lethal
15	St. Paul, MN	10:01	Subject Shot Less Lethal
DE-ESCALATION STRATEGIES TOTAL VIDEOS VIEWED			14
Tactical Communications			9/21/2020
Number	Title	Time	Disclaimer
1	Five Step Hard Style EX	7:00	
2	Five Step Hard Style in Court	1:39	
3	Andy Griffith Self as Seen by Others	4:15	
4	Andy Griffith Self as Seen by Self	0:50	
5	Anger Management	1:59	
6	Birmingham Beating		
Tactical Communications – MEETING CANCELLED DUE TO TEAMS OUTAGE			9/28/2020
Tactical Communications			10/5/2020
Number	Title	Time	Disclaimer
7	Canton Cop Hearing	2:14	
8	Car Stop Shooting	0:56	Shots Fired
9	Cop Punches Jaywalker in the Face	2:28	
10	Cop with a Plan and Warrior Mindset	0:38	
11	Cpl Connor	1:17	Subject Tased
12	DPS Trooper Indicted in Bus Incident	1:54	
13	The Good, the Bad and the Ugly Shoot	1:36	
Tactical Communications			10/12/2020
Number	Title	Time	Disclaimer
14	Graham Mayer	9:03	
15	Inmates Save Deputy's Life	1:36	
16	Jail Sallyport Scenes	6:59	
17	Kehoe Brother Shootout Short	2:51	Shots Fired

18	Kehoe Brothers Long	7:48	Shots Fired
19	LA Options Showtime	3:42	
20	LEAPS	5:03	
21	Maine State Trooper	5:31	
Tactical Communications			10/19/2020
Number	Title	Time	Disclaimer
22	McKinney, Texas	7:34	
23	Mushin	3:32	
24	New York Cop	1:49	
25	Oceanside Open Carry	2:59	
26	Ofc McNevin	6:35	Subject Tased
27	Ofc Stearns	1:58	
28	Police vs Vietnam Veteran	3:27	Shots Fired
29	Prisoner Search	1:25	Subject Suicide
30	Sallyport Scenes	6:59	Duplicate of Tactical Communication Video #16
Tactical Communications and Use of Force			10/26/2020
Number	Title	Time	Disclaimer
31	Sandra Bland Traffic Stop	8:26	
32	Sanford and Son	2:22	
33	Sgt. Hubbs	5:55	
34	Showtime LA Deputy	4:18	
35	Showtime Store Cam	1:27	
36	Station Fight	1:36	
37	Texas Cop Drags Grandmother from Car	1:47	
38	Trooper Vetter	0:16	
Tactical Communications			11/2/2020
Number	Title	Time	Disclaimer
39	Tune Out	0:30	
40	Vermont Booking Room Long	1:16	
41	Vermont Booking Room Short	0:08	
42	VJ Manor Incident	2:00	
43	Words Don't Always Work	1:03	
TATICAL COMMUNICATIONS TOTAL VIDEOS VIEWED			42
Use of Force			11/2/2020
1	Walmart Parking Lot	8:52	Brawl; Shots Fired Duplicate of Arrest & Control Video #7
2	Elderly Woman Taken Down by Police	7:07	
3	Excessive Force Allegations	14:09	
Use of Force			11/9/2020
Number	Title	Time	Disclaimer
4	Passive Resistance	0:46	
5	Verbal Noncompliance	5:45	No Audio
6	Defensive Resistance	1:33	No Audio
7	Aggressive Resistance	1:01	
8	Deadly Resistance	1:11	Shots Fired
9	Officer Attacked	1:51	
10	Texas Trooper Video	4:57	Shots Fired
11	Cop with a Plan and Warrior Mindset	0:38	Duplicate of Tactical Communications Video #10
12	Deputy Dinkheller	2:57	Shots Fired Duplicate of Tactical Communication Video #28
USE OF FORCE TOTAL VIDEOS VIEWED			9
Use of Force – Legal			11/16/2020
Number	Title	Time	Disclaimer
1	Tom DeBlass Highlights	4:10	
2	Tom DeBlass Transient	2:30	
3	Marine Pugil Stick	0:03	
4	Hamilton MN Shooting	0:56	Shots Fired

5	Training Breach	0:46	
6	Hudspeth Shooting 1	1:40	Subject Shot
7	Hudspeth Shooting 2	1:26	No Audio; Subject Shot
USE OF FORCE TOTAL VIDEOS VIEWED			6
Total Videos Viewed			110 videos out of 121 videos (Note: 12 videos were repeat videos or not required in the curriculum; therefore were removed from the schedule)

APPENDIX B

Video Review Summaries

Summary of Arrest and Control Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • The role of bystanders is portrayed as heroic, but when bystanders are filming officers, they are not portrayed in the same light. This demonstrates a bias depending on the role that the bystander is playing. (4) • Over-representation of Black males in the videos (6,8) • Selection of violent videos with Black male subjects (6) • Black males are seen as aggressive which further reinforces a narrative that promotes racial bias towards people of color (6) • If this were a black family this would have been a different outcome. (7) • Also, class implications poor white people (7) • A deeper conversation needs to be had around the context of the video to prevent the interaction from escalating when someone is under the influence of narcotics. (8) • The officer with the gun aimed at the subject is trying to claim that they can help the person with the knife. (9) 	<ul style="list-style-type: none"> • The role of bystanders is portrayed as heroic, but when bystanders are filming officers, they are not portrayed in the same light. This demonstrates a bias depending on the role that the bystander is playing. This is focusing more on civilian intervention than the techniques applied (4) • Highlights civilians as overly aggressive and show repetitive videos that show cadets to be fearful of people in the community (5) • Selection of violent videos with black male subjects. (6) • An over-representation of Afro- Americans as aggressive individuals with a larger narrative of racial bias (6) • People expect the police to stop crime. The individual got shot and killed and received no medical attention where the officer received attention. Goes back to the larger narrative where what's the role of police whenever they are trying to prevent crime, and someone is shot walk over you and make sure the police are ok but not the suspects (7) 	<ul style="list-style-type: none"> • This is focusing more on the fully integrate bystander support implications into the curriculum to cover the potential impact to bystanders, suspects, and police-civilian intervention than the techniques applied. (4) • Us vs. them (4,5,8) • Police are portrayed as disadvantaged. (5) • Use better quality videos to highlight how to prevent escalation. The current video is difficult to understand what is occurring and could contribute to creating fear. • Blacks and Latinx representation (6) • A “what not to do” video (7,8) • Continuing to see Black people as aggressors in the videos. (8) • There are confusing terminology and generic commands (9) • Police presence tends to escalate the situations (9)

Summary of Arrest and Control Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> Inequity for how the officers supported one another (9) 	<ul style="list-style-type: none"> No context on frisking someone who is under the influence of narcotics to prevent escalation. (8) The bias that police intervention was the best intervention at the time. (8) Reinforces the fear of officers towards Black males (8) <p>Over-representation of African Americans reinforces the mindset that a black man that needs help because he is overdosing has officers sent to him rather than mental health experts. (8)</p>	

Summary of Arrest and Control Videos

Recommendations

- Include authentic conversations around race (4)
- Remove commentary journalism/talking heads from the videos as it distracts from the educational content and could promote biases (us versus them). (4)
- Increase the quality of the videos to enhance the training effectiveness to fully comprehend actions taken by police and suspects. (4)
- Use better quality videos to highlight how to prevent escalation. The current video is difficult to understand what is occurring and could contribute to creating fear. (5)
- Address the over-representation of people of color in the training videos especially of Black males. Reflect the demographics of the communities being served. Be more intentional/careful about what the Cadets are exposed to, because it further perpetuates the narrative that Blacks are criminals, inadvertently it could have unintended consequences (6,8)
- Eliminate names and race of suspects (6)
- Select a video that shows a good outcome to balance the “how not to do something” scenarios. The “how not to do something” approach could reinforce negative outcomes. (7)
- Incorporate different discussions and or videos around homelessness/domestic violence when approaching subjects (7)
- Focus more on techniques on the proper approach and remove sections like the long periods of shooting that does not appear to have educational value (8)
- Employ a balance of “how not to do something”, with companion videos that demonstrate the proper way to interact with subjects with better outcomes. The “how not to do something” approach could reinforce negative outcomes. (8,9)

Summary of Crisis Intervention Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • If you do not have patience and compassions you should not be an officer, not just with people who have identified disabilities. (2) • Treat everyone the same way that people who have disabilities are treated. (2) • Treat all people as if they are in crisis. (2) • The only person that we saw in the prison garb in the video was Black. (4) • Reinforcing the Latinx people in Columbia with drugs. (5) • Sexism The comments about sex workers. (5) • Actors are portraying people who have mental health issues and they do not have a mental illness. (6) • We do not see fear given credence in other videos, for example, in the arrest and control videos. Everything that we are talking about here should be a part of those conversations as well. (8) 	<ul style="list-style-type: none"> • The stereotype of physically abled people. (1) • We have not seen women represented and when we do see them, what role are they are taking. Look at the overall role of women in the videos. (1) • Should the police respond to someone who has mental health issues, or should they have a mental health professional responding to the call? (2) • Refer to people and not mentally ill people in the conversations. (2) • The visit that the officer made to the black woman and how this is an abuse of using the 911 system and this person needs to be kept in check. (4) • Problematic that people with mental health may respond by covering up mental health with a joke. (5) • Building empathy for white people with mental illness. (6) • It does not prepare people for what to do for handling a person in crisis. (6) 	<ul style="list-style-type: none"> • This video is still normalizing calling the police to a mental health crisis. (3) • This video has broken some of the patterns that we have seen except for the above bias comments. (4) • Do not like using television journalism. It takes a superficial look. (5) • People are very white when people require help, but there are no people of color in the video. (6) • Disturbed by only having a focus on humanizing just people with mental illness, instead of humanizing all people. (7) • The video seems very superficial again. The experiment to get people to develop empathy seemed sensationalized. (8) • We see a lot of TV news clips with anchors. (8) • Who do we represent in these different settings? (9) • Need a little more representation of who has a mental illness. (9)

Summary of Crisis Intervention Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • The dots need to be connected that this is a technique to de-escalate. (8) <ul style="list-style-type: none"> ○ If they see this video in a silo area separated from the mental health section, then watch other videos of how to use the technique then it causes a disconnect. (8) ○ We must look at the larger framing of the videos that are being used so that officers are not having to choose. (8) • Everyone was given grace except the Black man (9) • Police antagonizing the subject unnecessarily. (16) • The officer’s verbal comments are paternalistic. (16) • It is talking about deinstitutionalization, but we are still institutionalizing. (17) • Problematic language, victim-blaming, white savior complex. (19) • Did they get permission from the homeless to be in the shot? (20) 	<ul style="list-style-type: none"> • The video seems to create a hierarchy in mental illness. It seems that it categorizes scenarios in ways that would tell an officer to be sensitive to people who have Alzheimer’s or dementia and maybe not so in other mental health issues. (8) • It perpetuates the narrative of the white veteran and reinforces the bias that there are no black veterans. (13) • Developing empathy for white stories right now. Recommendation to expand the video to include people of color. (13) • The overarching theme is that is probably a white family, and we need to be more stories of the people of color. (15) • Lying to the subject. People think that they must give access without knowing their rights. (16) • Strong like savior complex (19) • The news story is another FOX News video that seems to be blaming people for being in crisis. (19) • All the helpers are white. We are seeing it through the lens of the well-meaning white people. (20) 	<ul style="list-style-type: none"> • People do not get into this situation because of the trauma and stress in their lives. There is a range of trauma like PTSD from veterans that are considered legitimate and worth empathy but a range of trauma that isn’t considered legitimate, like racial trauma. (13) • The training is focused on legitimate trauma and there is an entire range of trauma that is illegitimate. (13) • Want to see the conversation around this expanded. The idea of storytelling is so powerful. Need to see it through the lens of people who have racial trauma, and through the lens of over-policing. (13) • We are seeing the same stories being told from a white male perspective that is more aligned with police culture. (15) • Black male surrounded by a bunch of white male police. This is a problematic video. This seems like one of the better videos. It is not in alignment with the goals. (16) • The ongoing pattern of calling police to mental health issues. (16) • The past videos have been branded. (16)

Summary of Crisis Intervention Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • We are seeing empathy for Caucasian people. Glad to see it was a woman and around sexual assault. (21) • Do not see officers digesting the information the way that Jamie described. (21) • Highlighted shock that it was well done. (23) • Break in the pattern. (23) • I was concerned about the spectatorship of suffering. He is doing this video to cut this distance down. (24a) • He is given more empathy because he is white. (25) • Happy to see an African American male representation. (26) • Whether having the photo of this individual while he was in crisis. Posting something like this on social media is not something that APD would allow. Is there discussion around how this video became viral in the first place? (29) • Privacy and social media. (29) 	<ul style="list-style-type: none"> • Would like to see videos with more representation of people of color that are helping like whites. (20) • We are seeing empathy towards Caucasian people and it is not reflected through other races. (21) • The videos with officers that we recognize and familiar with (23) • It is hard to evaluate the videos with a limited context. (24a) • We have seen black men walking down the street and have been shot. No person should be treated in this way. (25) 	<ul style="list-style-type: none"> • Building (17) • Using News Stories. A news story about this is not helpful. (19) • It feels like it broke. (20) • Provide officers with more specific information on signs of the illness. In a more targeted way meet the objectives. Explore stigma, helping officers to notice signs and symptoms. This should be a separate learning objective. (21) • NAMI: There is a separate video needed. (21) • A break in the pattern. Humanizing black men/black people in a non-paternalistic way. This video did not focus on saviors. (23) • We were able to see his family, the counselor was a black woman and there was diversity. (23) • There was a representation of people with disabilities, it was good to see this video. (24b) • This video was important to see an underrepresented group sharing their experience and lived experience view police. (24c)

Summary of Crisis Intervention Videos		
Inequities	Biases	Patterns
		<ul style="list-style-type: none"> • Would like to see more videos with people of color sharing their view or lived experience of the police. (24c) • A white person is given empathy, which we do not see representation in the video. (25) • This video was paternalistic, saviorism, and sensationalism in the way that the media framed the story. The news keeps normalizing the stories that we do not want, and these stories are the exception (29)

Summary of Crisis Intervention Videos

Recommendations

- The Panel recommends keeping this video. Look at the overall role of women in the videos. (1)
- Select videos that do not further stereotype people with disabilities. (1)
- The Panel recommends not using this video if we are not sure if we are using the Memphis model with fidelity. No false advertising. Outline how much of the Memphis Model is being used. Let us make sure that there is fidelity with the Memphis Mode or why Austin must be different. (2)
- Treat everyone the same way that people who have disabilities are treated. Treat all people as if they are in crisis. (2)
- Keep an eye out that people are referred to as people and not referenced based upon their disability like ‘mentally ill person’. (2)
- Officers should be encouraged to stop, listen, humanize themselves, and work against their natural inclinations as a police officer. (2)
- The Panel recommends the video could be kept with the following edits:
 - Data and the speed of the video need to be slowed down. Pause on each slide. (3)
 - Unpack why there could be tragic consequences. (3)
 - Disaggregate data by race especially when it comes to outcomes. (3)
 - Add race throughout the training. (3)
- The Panel recommends this video can be kept with the following edits:
 - All the comments from the visit can be removed. (4)
 - Remove the black woman as the only person being a criminal in the video. (4)
 - Add conversation around ways the system puts police in rolls that they are not equipped to work in. (4)
- The Panelist recommends this video should not be used. It made it seem even more hopeless because of the Robin Williams outcome. It would be better to have someone come in that has a shared experience to do a Q and A. (5)
- The panel would like this video replaced with conversations about how a person with mental health could react. An example is how a person with autism may react in different situations/scenarios. (5)

Summary of Crisis Intervention Videos
Recommendations
<ul style="list-style-type: none"> • APD should produce a video with the assistance of the Panel. (5) • The Panel recommends this video should not be used. They recommend utilizing roll play from the information in Lesson Objective 1.45 of the training curriculum. (6) • Find videos of officers with positive encounters and utilizing this to give examples of police officers doing good work. (6) • Be careful who is being depicted as the subjects in the videos. (6) • Incorporate a module discussing, “How do we interact with people who are having a mental breakdown?” (6) • The officers would agree with adding a video that is appropriate and includes people of color seen in a positive light. The video should build empathy for people with mental illness especially for people of color. (6) • The video needs to show how to interact with or handle people who are in crisis. (6) • The Panel recommends this video should not be used. There needs to be an emphasis on breaking the macho culture in policing that sometimes prevents police officers from receiving the mental health services they need as well. (7) • We need videos that humanize mental illness in black men. This video does not have men, specifically black men that have mental illnesses. (7) • The Panel recommends this video not be used as it is outdated. (8) • The Panel recommends using videos from mental health experts. The cadets should see videos with the mental health section integrated into the use of de-escalation technique, to prevent a disconnect between mental health and de-escalation. The dots need to be connected that this is a technique to de-escalate. We must look at the larger framing of the videos. (8) • The Panelist agrees that a video sharing this content would be beneficial if it includes discussion about listening without bias or preconceived notions and the point is emphasized that other people are being heard differently in similar or often the same scenarios. (9)

Summary of Crisis Intervention Videos
Recommendations

- If a video is selected or produced that includes the suggested changes, it may assist with breaking down the language barrier between APD and the black and brown community. (9)
- The Panel recommends this video be kept and used. The video could be more visually stimulating. Also, the panel recommends a more diverse representation of who has a mental illness. (9)
- The Panel recommends this video should be used. The Panel also recommends we should include homeless veterans and veteran's assistance. (13)
- Additional stories are needed to look at how the videos are fitting into a larger cultural narrative. A version of the video capturing interactions with people of color, in a rougher neighborhood that is disproportionately impacted by arrest/crime, to discuss their interaction with the police. (13)
- The Panel recommends another video that is not cisgender be selected. Another video should be selected with people of color and more gender inclusion. Get information from Safe. (15)
- The Panel recommends that this video be removed. The video needs to reflect ethical decision making. (16)
- This video is problematic due to a black male being surrounded by white men and the ongoing pattern of police officers being dispatched to calls dealing with mental health issues. (16)
- The Panel recommends this video be removed as it is old and outdated, uses sensationalism, has no diversity of experience, does not build empathy with cis-male, and uses terms that are not acceptable today. (17)
- The Panel recommends that this video not be used and be replaced with an Austin video so that someone who is directly involved with Travis County Courts can speak to this. Using news stories is not helpful. (19)
- The Panel recommends this video is kept with additional edits. Center the voice of the people who are directly impacted. Create a robust conversation about how homelessness is sometimes criminalized and how policing can adversely affect people. (20)
- The Panel recommends not to use this video. There needs to be a clear alignment with the objectives for this video to be kept. Group has not agreed to discard or keep. (21)

Summary of Crisis Intervention Videos
Recommendations

- Angelica made a recommendation to use another video that was done in collaboration with APD and NAMI. Sgt. King will investigate finding a video. (21)
- The Panel recommends this video should be kept is additional context is provided including:
 - Have a written role play where people are practicing empathy and sympathy. (22)
 - Address the “elephant in the room” i.e., encounters where police do not exhibit empathy or see others who are not showing this; need to pair the video with discussion and/or video which show what ethics required by officers at this moment.” (22)
- The Panel recommends keeping this video. This video breaks the pattern. It humanizes black men/black people in a non-paternalistic way. This video did not focus on saviorism. Choose more videos like this one. (23)
- The Panel recommends keeping this video with edits and additional context.
 - Consider adding subtitles to these videos. (24a)
 - Add a slide to give the main takeaways with action steps to understand what Micah is saying. Officers need specific skills so that they do not checkout because they do not know what is being communicated. (24a)
 - Emphasis on what the policy is when people with disabilities are asked to get out of the car. There needs to be an improvement in teaching people how to respond to people who are not able-bodied. Incorporate role play around this into the Academy. (24a)
- The Panel recommends keeping this video. There was a representation of people of disabilities, it was good to see this video. (24b)
- The Panel recommends keeping this video. It was important to see an underrepresented group sharing their experience and lived experience view police. The Panel would like to see more videos with people of color sharing their views or lived experiences with the police. (24c)
- The Panel recommended this video not be used and add another video is chosen that has good outcomes. The Title should be more accurate in terms of what happened in the video. The Panel did not agree with the video framing for the cadets. It portrays the officer as if they are instruments of God. (25)

Summary of Crisis Intervention Videos**Recommendations**

- The Panel recommends keeping this video. This is the kind of video that should be used from a body cam. The communication that was used is good. The asking of permission, the supportive role, taking a submissive role towards the main leader, showed how to properly offer support. Good video. (26)
- The Panel recommends keeping this video with edits. It could be paired down to the image of the officer on his knees with the person who had autism. It would still meet the learning objectives. (29)
- Remove the sensationalism that is surrounding the video. Get rid of all the talking news heads. This is not a good example of how to address someone with autism or mental health crisis. The officers made it worse. We do not want to normalize that interaction. With some edits, it could be kept if it is focused only on the officer and his interaction with the person in crisis. (29)

Summary of De-escalation Strategy Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • Another Black female in crisis (1) • Another method of questioning other than an oral exam (2) • Over-representation of black people in the videos (3) • The tone that was used and weapons drawn (3) • The person is inflicting harm to himself and guns are being drawn (3) • It sounded like a white man that is pushing the boundaries. If this were a person of color it would have been a confrontation and they would not have been leeway given. (4) • Did not see Black men telling these stories to build empathy (7) • There is a mention of the Washington “Redskins” football team. (8) • It is another not “what to do” video with another black male. Too many “what not to do” rather than “what to do” involving people of color. Too many “what to do” involving Caucasians. The response of the bias was clear. It seems like an overreaction. (10) 	<ul style="list-style-type: none"> • The tone with which the female communicated (1) • The over-representation of African American men being shown as violent (2) • The bias is the excessive use of force, how the police talk to people, and the treatment between class differences. It seems when homes are entered it is a low income or working-class home (3) • Over-representation of black men. He was approaching the person as if they were neurotypical without understanding the situation or if he was neurotypical. (6) • Continuing to build empathy for white men with mental illness. (7) • It is appearing to be a white man that was treated differently in this response. All the steps the officer took in being calm, not rushing in with a weapon, giving the subject space to respond, gave several different kinds of commands. There was not a quick reaction as we have seen with black subjects. The officer did not see this person as a threat. It seems that when it is a black subject the officers are immediately seeing them as a threat. (9) 	<ul style="list-style-type: none"> • Officers promising more than they can deliver is concerning (1) • The over-representation of African American men being shown as violent concerning (2) • Over-representation of Black men (3) • The bias of how the police talk to people and the treatment between class differences when entering a home (3) • An example of a “what not to video” (2,3,4,5,6,) • Continuing to build empathy for white men with mental illness. (7) • Television journalism context (7) • This video breaks the pattern in terms of the kind of tone that people of color and race are given with police. (8) • The pattern of officers finding themselves in calls that are not crimes. In some of the other videos we see officers saying that this is not a crime, it is not worth my time. It is a possibility that offers get an attitude that this is not what I should be doing, and this affects their attitude. I have to go home please hurry up with your crisis. (9)

Summary of De-escalation Strategy Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> A person of color was not given the patience (grace) that white people in other videos were given. The subject was not given grace at any time. (11) White people live and black people die (12) Starting with the statement that I want to go home tonight, can be edited out. It creates us vs. them. (13) The show of force was really strong. It is strong for Latina X male. It is a person in crisis shown through a stereotypical lens (14) The officers seem dismissive of the female officer initially. There is a lot of ironies. They should have listened to her as the person with one mic (15) 	<ul style="list-style-type: none"> Showing how fast they pulled out their guns on the subject. Reimagine what this would have looked like if the response had not been aggressive if guns had not been pulled. The bad that it does out ways the good. (10) If a trainer is going to choose a different video, how do we know that it is not going to be in the same wheelhouse? How do we know that it is not going to be a video of shooting black men? We need to train the trainer, to see module after module where there is an overrepresentation of black men being shown. (10) There is an overarching bias and there is an overrepresentation of black people being killed. It shows a bias. (10) Get the trainers together to see if they choose different videos. Has this changed the cops? It is not a coincidence that it is videos that show white people what to do and black people what not to do. (10) If we are reliant on videos and we know that there is a national issue of police bias. We will have to spend hours and hours finding videos. We may need to create our own videos. (10) 	<ul style="list-style-type: none"> This is another video on “what not to do”. This is a consistent pattern of black people being executed. This is desensitization before they even go out in the field. Even if it is on what not to do, it continues to reinforce the narrative around people of color (10) Another video on “what not to do”. (11,12,15) This video pattern broke the pattern by showing what to do. (13) Person of color and massive use of force and another news video. (14) The video showed using non-lethal weapons (beanbags) as a reward, in that they got to settle the incident by shooting even if not lethal projectiles. (15) Most of the officers seemed very impatient to be done and wanted to shoot and were rewarded by being able to shoot beanbags. All though the person was alive, being shot with a bean bag is not what we would want for a person in crisis. (15) Officers should be discussing how to talk to other officers about the Use of Force (15)

Summary of De-escalation Strategy Videos		
Inequities	Biases	Patterns
	<ul style="list-style-type: none"> • A person of color within seconds of seeing police being shot. Most of the video is bad radio traffic and the officer getting out of the car and killing them. (11) • White people live and black people die. It is the most egregious that we have seen. The person is surrounded by cops and killed. (12) • To build rapport with the community, you will have to have been from the community, know the community. Edit out when the officer says I want to go home. You can't treat people as an object that you can detach from. You must connect on a communal level. It was very honest and frank. It is amazing because we have seen videos where subjects of color have been killed and now, we are finally seeing a video where an officer used innate abilities to communicate. (13) • They were concerned about gunfire, but not the person with the knife (14) 	

Summary of De-escalation Strategy Videos		
Inequities	Biases	Patterns
	<ul style="list-style-type: none"> The video does not show the space. The subject is holding a knife and sitting in a chair. The subject looks like the stereotype of a gang member. He did not die, but it is still a lot in this video that gives the panel pause. The Bystanders in Starbucks were concerned about the impact of gunshots. What are other ways that we can deal with this? They were in a confined space for several hours. (14) Gender Bias. The conversation around being a female officer and that the officers did not respect what she was saying because she was a female. The fact that they were not listening to her, things went the way they did in terms of escalation. (15) 	

Summary of De-escalation Strategy Videos

Recommendations

- More videos to demonstrate more ideal behavior. May need to have a longer video to show how long it could take and permit them to slow things down. (1)
- There needs to be diversity representation to help to provide feedback of African American Men selecting videos (2)
- Need to show “what to do” videos along with “what not to do” videos to show cadets the correct way to handle a situation and not to form bias based on what not to do video. (2,3,4,5,6)
- Should have larger conversations about the power dynamics of policing affluent neighborhoods and compare this to other neighborhoods. (4)
- Play the uncut longer version where the mother comes in. Adjust to show the mom in the video. Show this video because if there had not been someone there to advocate for them then we do not know how this would have turned out. Officers could potentially see how it impacts disadvantaged people (6)
- Find a video with Black people with mental illness that can share their experience in a positive light. (7)
- Do not assign people a gender. Just say the officer. (8)
- It is also recommended to find and select videos around the humanity of all people and not just white people (9)
- The Panel recommends not using this video as it is deemed inappropriate due to the prejudicial nature. It is recommended to find and select a video showing role play with a person charging and be able to stop and analyze the various stages of the charge (10)
- The Panel recommends eliminating this video due to the over-representation of people of color. It is also recommended to review the role of “ethics” in the conversation to ensure alignment of department values and humanity (11)
- The Panel recommends eliminating this video as it seems like an execution. (12)
- There needs to be discussion around, “What are other ways that we can deal with this?” If the edits and Undoing Racism and Beyond Diversity become a part of the Academy, this video can be kept. (14)
- It is also recommended that new videos chosen should use female officers to have a broader representation of APD staff. There should be a conversation around gender bias as it relates to female officers’ treatment/being respected within the department. (15)

Summary of Tactical Communications Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • The video makes light of racism. Seems to respond stereotypically. (5) • This is another video with police brutality against black men. (6) • This is a power structure inequity/authority inequity. You do not hear other people because they are afraid. (7) • This officer is responding to this community differently than he would to a different class community. The officer is reading this community as less deserving. (9) • The person who is being punched appears to be a person of color. (10) • Abuse in authority. (11) • The officer was disciplined, but what does that mean? The officer was not disciplined. What type of officer do you want to be? (12) • Call out the larger cultural narratives around people of color. Talk about the state's sanctioned authority to take someone's life, the danger of their humanity. (12) • "Us vs. them," changes an individual's experience with law enforcement. (12) 	<ul style="list-style-type: none"> • This is how we should have seen police officers talk to people in the prior videos with people of color so cadets can see officers take the appropriate steps with black people, with a positive outcome. (2) • The justification of why the officers may have lost control of this situation. It raises the specter that hurting an officer is worse than hurting a civilian. This is a bias due to illustrating that officer safety is more important than the public. (6) • There is a bias in the case of the police officer. (7) • This does not help the Us vs. Them mentality. The way that BJ describes the conversation is more like a community collective. (8) • If this was the officer trying to arrest someone for jaywalking, I do not see him punching the jaywalker. On a system level, it is an example of smaller crimes escalating. I cannot see how we get here from jaywalking. (9) • Who is afforded grace? Who can tell their story with grace? Not all communities are given the same grace as others. (9) • 	<ul style="list-style-type: none"> • This is another video with police brutality against black men. (6,11) • All these videos are showing a specific demographic in an adverse situation. (6) • It is a "what not to do" video. (6,11,12) • Another what not to do video. If our goal is to talk about what we would like to see there needs to be a balance of what to do vs. what not to do. It needs to be more about what to do. (7) • What do you do to restore that trust right then? Approach this from more than an individual police officer to a more institutional expectation and practices. An institutional response that works to not have acted like these happen but when it does how to repair. There should be an analysis of how policing is structured is necessary to show cadets how those structures often lead to these kinds of responses because of the power and authority inequities. (7) • How do we go back to the community and repair that harm when there is a breach of trust? (7) • The Us. vs. Them (8,15, 23, 25, 27, 33, 43)

Summary of Tactical Communications Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • Another video pits a white male officer against a civilian and the civilian was being violent. (15) • It seems like us vs. them with the good guys and bad guys and then although they were helping, they still showed the crimes that they committed as if it was a surprise that they are decent human beings (15) • Gender inequity because of the way women were portrayed throughout the video. (16) • Sir is used a lot; it continues to show a positive bias toward white men. Most of the interaction happened off-camera and that is not a precedent that we want to set. (17) • The officer gave the white gentlemen about 7 minutes of grace and conversation, and we do not see this happen with black men. (18) • There is quite a bit of stereotyping in this video. Referencing the word stupidity. It should not be in any of the videos. It seems like the basis of calling the people stupid was because they were not displaying respectful behavior towards police. (19, 33) 	<ul style="list-style-type: none"> • The music is encouraging that behavior. (10) • It appears to be a person of color being mistreated in this video. (11) • Classism (12,19, 33) • The assumption that someone who has committed a crime is altogether bad. (15) • The black inmates against the white officer (15) • Gender Bias (16,19, 33) • The comedic part was making light of the assumption that the person in the back seat of the police car was a criminal. (16) • Us versus them kind of bias. (16,19) • The source is using journalistic bias, good guy vs bad guy framing. (17) • The officer gave the white gentlemen about 7 minutes of grace and conversation, and we do not see this happen with black men. (18) • The person who he arrested a male of color. (19) 	<ul style="list-style-type: none"> • The racial demographic is obvious. (9) • The idea of class and how these interactions play out. (9) • Unclear police commands stop resisting. (9) • It shows the pattern of escalation. (9) • The faces are not blurred. (9) • The warrior mindset. (10) • Surprised that this is a “what to do”. Thought this video reinforced bad behavior. (10) • A pattern of a quick escalation. (10) • It appears to be a person of color being mistreated in this video. (11) • Excessive use of force, with little to no consequences (12) • They are made for a particular audience and it is not for black, queer men, from Oak Cliff. It would be a white male that would get this. You would have to be in on the joke to get it. Would the cadets get it? (13)

Summary of Tactical Communications Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • There is a bias there. For the woman to be referred to as stupid was problematic. (19, 33) • Exceptional patience for a white man and it is a well to do community member that chose to go to the police station to report what has happened. Considering the other videos that we saw with black people this is an inequity. (20) • The beginning of the video is “put yourself in my shoes.” Who we are being asked to build empathy for is an inequity? (21) • The officer’s question, “Now you are a part of the mob?” (22) • White savior mentality. (23) • Power flex by officers - is a white cop talking to two men of color. (24) • White cop - POC female. The downplay of pain and being tased - just because the officer has been through it does not mean it is the same for others. (26) • White cop black female. (27) • Example of white patience that turned out to be fatal. (28) 	<ul style="list-style-type: none"> • Conflicting lessons as it relates to how officers show emotions. (20) • The officer’s tone was condescending. (21) • It was a white man that was able to go on and on and receiving tons of grace that we have not seen with people of color. (21) • White kids were not hassled. (22) • Cultural appropriation. There is a white savior bias. (23) • Mushin means empty mind. When officers are going into a community, they must think. This goes into the deep-seated racism that we saw in the other videos. (23) • It portrayed the recording of police as an attempt to antagonize police. (25) • When we see someone being tased and yelling commands should be separated. (26) • White cop black female. (27) • Biases towards white men. (28) • The conversation was one word and he is a person of color. (29) 	<ul style="list-style-type: none"> • Emphasis on an argument that you want to interact with the public in this way because it will save us money. (14) • Police officers are told that they need to be heroic and superhuman. (14) • The voice-over does not capture the complexity of human beings. (15) • The pattern of this being a journalistic video. (15) • Over-representation of Blacks/Black males (15) • It is a pattern of dating old videos that do not speak to where we are with the lack of trust between the community and law enforcement. (16) • We have videos about communication being given by ineffective communicators. (16) • Do not use journalistic content. The journalist package to tell the story they want to tell. (17) • The officer gave the white gentlemen about 7 minutes of grace and conversation, and we do not see this happen with black men. (18)

Summary of Tactical Communications Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> The conversation was a word and he is a person of color. Using someone's suicide in this way is wrong. The description helps to desensitize the entire situation. (29) White officer, a black motorist. (31) It stereotypes black people. (32) I would like to hear if we are going to get these sit-down testimonial types, I would like to get more women doing these testimonials. It is important to show a range of people who are police officers. It is important to call out sexism. (33) The soundtrack, the narration made it seem like a game. It trivialized and diminished the disrespect to the individual. (36) I found it to be a bit masochistic, a stereotypical woman yelling at a man. I just don't know how a female officer entering the academy would see it. That's the first thing that I saw, I do see the comical aspect to it, I just don't find a lot of humor in masochistic behavior. (39) 	<ul style="list-style-type: none"> The lack of grace period that is shown to people of color when they are stopped. (31) Emotional bias, the decision making from an emotional point and how it affects the outcome. (31) Gender Bias: How it is characterized when it is a woman that is not receptive to what the officer is saying and the officer's response. (31, 33) It stereotypes black people. (32) If you are not familiar with Sanford and Son, it categorizes black people as uneducated and not understanding formal language. (32) It was a bias towards who gets respect and who does not. Although their (officers) behavior was not worthy of respect, they still wanted respect. (36) Felt very misogynistic and problematic. (39) The officers are talking down and being paternalistic. (39) 	<ul style="list-style-type: none"> Conflicting lessons regarding being more professional as an officer and then empathizing with people. (20) Need more "what to do" videos vs. what not to do. (21, 26, 31, 36, 37, 41,43) There is a pattern of power inequity. (21) Abuse of power and trauma is the reason why people are calling for defunding the police. (22) The pattern is the central police function of control. There is always the danger of escalation unless there is training to short circuit trying to use control. (22) Sensationalism- it is from a movie again. Hollywood mumbo jumbo should not be used for training videos. (23) The white person is the star, and this is the person you are supposed to emulate and empathize with is a pattern we have seen. (23) Transactional behavior in multiple videos. It orients cadets towards their safety and well-being. (24)

Summary of Tactical Communications Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • There is an establishment of inequity when the officer says things like shut up, you're not allowed to talk at all, that's sexism in this situation. It's an assertion of male power. (40) • The officers would have acted differently and would not have escalated in the same way if it was not a woman. The way he talked to her was inexplicable. (41) • The way it started perpetuated the racial story that we see repeatedly. (43) • Would it be better to have a compilation of "what not to do", rather than have it sprinkled throughout the videos? (43) 	<ul style="list-style-type: none"> • There are also gender dynamics working here as well and how the officers establish an inequity when they say things like shut up, you're not allowed to talk at all, that's sexism in this situation and it's an assertion of male power. (40) • In striving for equality, we're missing the point of equity when it comes to gender-based violence. (40) • There is a false equivalency around male aggression and female aggression and them being the same. • When we look at how this gets played out in real life, women are most often killed by male aggression as opposed to the other way around. (40) • It's often the case in domestic violence where both partners are angry, something might happen, but the results in terms of who ends up dead tends to be the feminized body in the room. (40) • No matter who is pounding on the counter it is not aggression towards officers, it is frustration. (40) 	<ul style="list-style-type: none"> • This is an example of nothing happening when a white person is a subject. It has a pattern of white patience. (25) • Other officers not intervening when an officer is doing something he should not be doing? (26) • An officer responding disproportionately because of the presence of attitude. Differentiated by race. (26) • It is a concern with a woman of color as the angry black woman. Portraying black women as mouthy or talking back. (26) • Appreciated that the officer blurred her face. (27) • A good example of how you want officers interacting with the community. The transactional narrative of doing this because it will protect you from negative complaints instead of because it is the right thing to do for humanity. (27) • Quick escalation. Constant reinforcing of the narrative that policing is dangerous, and every interaction could be a threat to your life. (28) • Biases towards white men. (28)

Summary of Tactical Communications Videos		
Inequities	Biases	Patterns
	<ul style="list-style-type: none"> • Allow officers to contemplate gender in this situation. It could be worthwhile to bring it up to see if people can see that and to spur some conversation. There is a difference in how people sometimes react to women being assertive or showing emotion. (41) • When we're talking about race, it's sometimes not overt. (41) • When we talk about homophobia and transphobia, it is under the table. (41) • People are not overtly saying the N-word. (41) • When we talk about sexism and gender discrimination, we must consider more pervasive forms of it and how it's ingrained in our culture every day as opposed to the more overt things that people may say towards women. (41) • The one-sided conversation around body language. (42) • 	<ul style="list-style-type: none"> • Believe this situation is transactional and violates the person's dignity. Not a good model of interaction. The belief that the descriptions of the videos match the videos. (29) • Potentially a pattern: Do not want the videos to buy into the sassy black woman trope. Would like to investigate this a little bit more to see if this is a pattern with black women. (31) • The lack of grace is shown to people of color versus whites. (31) • Another what not to do video. Potentially a pattern: Do not want the videos to buy into the sassy black woman trope. Would like to investigate this a little bit more to see if this is a pattern with black women. (31) • The pattern is a lot of older TV shows as a way of getting the point across. (32) • The pattern is bringing in an outdated pop culture. (32) • A lot of newer shows are addressing these topics. (32) • It is storytelling from a white male point of view. (33)

Summary of Tactical Communications Videos		
Inequities	Biases	Patterns
	<ul style="list-style-type: none"> In terms of community and what people are bringing with their lived experiences, and things that have been passed down, it's not far-fetched for someone to be talking to an officer and potentially looking around for someone else. A case could be made that body language is from the eyes of the beholder. This could continue to sow distrust between police officers and the community. How does that align with biases and racial teachings that we have all grown up on? How do we check ourselves on that so we're not making these sweeping assumptions about people when there's plenty of other feasible reasons why somebody would act a certain way? (42) 	<ul style="list-style-type: none"> Another video with white officers and a black civilian. (36) The added pattern of white officers and black people showing aggression towards the officer. The racial composition. (36) Loss of temper (37) This is the second time that I can remember that we have seen this nagging wife trope and the first one was the restaurant one that we see repeatedly with the wife pulling the husband or the partner's ear. (39) The issue with Verbal Judo Institute videos. (39) It's showing the pattern that we've been discussing in the portrayal and treatment of women. Not all resistance is the same kind of resistance. Officers need to be trained not to look in the abstract. This is a false equivalence when a woman banging on the counter and a male pounding the counter. (40) Another outdated video. (40) An older video, not great quality hard to interpret. The assumptions and biases in place. (42)

Summary of Tactical Communications Videos		
Inequities	Biases	Patterns
		<ul style="list-style-type: none"> • This video hammers home the idea that you are not safe out there. How does this idea contribute to the unwarranted escalation of force everywhere? (43) • There is a pattern of videos that seemed aimed at making officers feel afraid. (43) • Another video that is not blurred. (43)

Summary of Tactical Communications Videos

Recommendations

- Cover Tactical Communications early in the Cadet training to get exposed to these skills sooner. Review the schedule of classes to determine the order in which they should be scheduled so Cadets can receive these critical communications skills. (1)
- Choose a video/scenario that shows a Black man being interacted with in the same great manner the White man was interacted with. (1)
- The Panel had neutral feelings regarding this video. If this video were to be kept it was recommended to edit out the “reenactment” part of the video. (2)
- It is recommended that the Academy review the training from a holistic perspective. The goal would be to coordinate training development across the different models and instructors to “tie together” key concepts to produce an integrated training experience for Cadets. (2)
- The Panel recommends this video be eliminated as it is outdated and not relevant to today’s audience. Recommended to replace with more current video. (3,4)
- It is recommended this video be eliminated due to its making light of racism, insensitivity of the role reversal, and responding stereotypically. (5)
- It is recommended to eliminate this video as it shows the over-representation of Blacks in the videos and is a “what not to do” scenario. (6)
- It is recommended to show a video of tactical information used to deescalate with a large group of people. (6)
- It is recommended to keep this video if edits of the lawyer are made and if conversations around accountability and institutional expectations and practices are put in place versus discussions around individual officers. (7)
- Change the narrative in the conversations: There can be a deeper conversation with this. How do we go back to the community and repair that harm when there is a breach of trust? What do you do to restore that trust right then? Approach this from more than an individual police officer to a more institutional expectation and practices. An institutional response that works to not have acted like these happen but when it does how to repair. Also, there should be an accompanying, unpacking of that dynamic and help cadets see that there will be the temptation to have this kind of response. Edit out the part at the end with the lawyer and focus on the behavior of the officer. (7)
- The Panel could not come to a consensus on the video. If it is to be kept it is recommended to be used in a different part of the Cadet training. The Panel feels it does not add to the conversation where it is currently located. (8)

Summary of Tactical Communications Videos

Recommendations

- The Panel could not come to a consensus on the disposition of this video. If the video is used, blur the faces. Remove the audio. It seems like police officers are more committed to the pride of being police officers, rather than building relationships. This is happening at the expense of black people. It can be used to show how police officers dig their heels and will not stop until they get the desired response. There should be conversations around that. Panelists would like to see videos show what not to do when the officers see other officers failing and the consequences of the failure. (9)
- It is recommended this video be eliminated as it could reinforce bad behavior. (10)
- It is recommended to keep this video as it is a local Austin video where Cadets can relate. It is recommended to include the conversations regarding people of color and how police may be predisposed to think they are dangerous. (11)
- It is recommended this video be eliminated as it could reinforce bad behavior. (10)
- It is recommended to keep this video as it is a local Austin video where Cadets can relate. It is recommended to include the conversations regarding people of color and how police may be predisposed to think they are dangerous. (11)
- It is recommended to keep this video if the journalistic commentary is removed, and a narrative about holding officers accountable is included. (12)
- It is recommended to eliminate this video as it makes light of when to shoot and should be a more serious conversation (13)
- The Panel recommends keeping the video if the edits are made. They also recommend cutting the end of the video when Gordon Graham said “treat people like a million bucks, but always have a plan to kill them” seemed extreme. (14)
- The panel recommends selecting a better video that is talking about communication. (14)
- The panel also recommends selecting another video that looks through the communities’ lens. (14)
- The majority of the Panelists recommend not using this video. If it is kept, it is recommended to cut out the journalistic narration and edit out the mugshots and voice-overs. (15)
- Find videos where officers are just being decent human beings. Be intentional about catching officers in the act of being a decent human being and emphasize through repetition. (15)

Summary of Tactical Communications Videos

Recommendations

- The Panel recommends this video be eliminated and recommends finding another video to get the point across (that shows the tactics at work). (16)
- It is also recommended that more staged videos are made to show what to do instead of what not to do. (16)
- The Panelist unanimously said NO to this video. The panel recommends not using videos from YMCA.com. (17)
- Think through the source of the materials and reviewing the source before it is put into the curriculum. (17)
- Do not use journalistic content. (17)
- The majority of the Panel recommends keeping this video with edits. Edit out the shootout. (18)
- We should help folks synthesize information so that they can glean lessons learned so that they can connect the dots. Context should be provided. (18)
- There should be a conversation about the contrast of how white men are treated vs. people of color. There needs to be a balance in the videos and black men receiving the same amount of grace. (18)
- Discuss being safe and the importance of transparency. Keep the end of the video. (18)
- The majority of the Panel recommends this video be eliminated. Explore creating new videos using the 5 tactical communication practices is a recommendation of the Panel. (19, 34)
- The panel would prefer APD use a video made in house. (19)
- The majority of the Panelist recommend eliminating this video. They also recommend that LEAPS show a more serious scenario with demographics that are not shown in this type of scenario. It felt like a script, would like to flip that script, and show this with a person that is black or brown. Choose characters that disrupt the narrative. (20)
- The majority of the Panelists recommended keeping this video if the beginning of the video is edited out and the actual interaction is used. (21)
- Perform an analysis, look at the larger dynamics going on in this video, not as a failure to communicate or control emotions. (22)

Summary of Tactical Communications Videos

Recommendations

- If this video is kept, change the talking points to talk about what information is/should be shared when another officer or supervisor is messing up. (22)
- Have conversations with the cadets on how APD can restore trust in the community when trust has been broken. (22)
- Talk about what the police did/should do to repair harm. Put it back on the Cadets and ask them, “how they would restore trust with the community when there is a breach of trust?” Look at it through race, gender, and how this impacts youth. (22)
- The Panel recommends not using this video. It is recommended that videos are chosen around unpacking biases, how to recognize your bias, what to do when you realize that you have this bias, and address the behavior change. Rather than a video that assumes that you are going to empty yourself, videos should be chosen that increase awareness. (23)
- There needs to be a discussion on the perception of threat, how we are socialized into the race, gender, or class. (23)
- In terms of adult learning, have some type of conversation that is led by a trained facilitator. (23)
- The Panel recommends not using this video. Choose videos that focus on being respectful by engaging in humane interactions with the public because that is what we owe other people. It would be beneficial to show more long-term relationships with the community, rather than, one-off encounters so that people see every interaction as earning trust or taking away from trust. The Memphis video had good examples. (24)
- The panel was split on whether to use this video. The recommendation is that if it is used the following conditions should be met:
 - We need to see videos of officers interacting the same way when a person of color is being investigated or is choosing to open carry. (25)
 - There needs to be a robust discussion about how there is often a different outcome when a subject is a person of color. (25)
- Cadets should go through undoing racism training. (25)
- The Panel recommends that this video not be used. The Panel is interested in seeing a video of “what to do” paired with a video of “what not to do”, to emphasize what to do in certain scenarios. To reinforce positivity, the “what to do” should be shown before the “what not to do.” (26)

Summary of Tactical Communications Videos

Recommendations

- The panel recommends keeping this video with the following recommendations: Remove the transactional narrative of, “Respond in this way because it will protect you from negative complaints”. Change the narrative to, “As officers, we respond correctly because that’s what you as an officer and the people you are reacting with deserve. The transactional narrative further promotes the “us vs. them” pattern. (27)
- Cadets should also have a further discussion around what things the officer could have done better. (27)
- The Panel recommends not using this video in this section. (28)
- This video would be better placed in the crisis intervention section. (28)
- The panel would like to get away from the notion that policing is hyper dangerous. It is dangerous to the community and the police. (28)
- The Panel unanimously recommends this video be eliminated as it violates the dignity of the person in the video as the man’s life is being used and watching him kill himself repeatedly to kind of teach a secondary lesson that had kindness not been shown to him, he could have killed someone else before killing himself. (29)
- The Panel also recommends reviewing other Verbal Judo videos being used for their perceived value. (29)
- The Panel recommended keeping this video provided conversions are introduced to the Cadets about how they examine their own underlying biases and talk about the intersection of race and gender and how it could play into the bias the officer brought into the situation and how it could have impacted his discussion with Sandra Bland. (31)
- The Panel also recommends that videos reflect the demographics of the population they are serving. (31)
- The Panel recommends removing this video as it stereotypes and categorizes Black people as uneducated and not understanding formal language. (32)
- The Panel also recommends more up to date videos that people can relate to. (32)
- The Panel was mixed on this video. The majority recommended to remove this video and replace it with a more up to date, dynamic video and perhaps recording a group of Officers reflective of a more diverse group. (33)

Summary of Tactical Communications Videos

Recommendations

- The majority of the Panel recommended removing this video due to the demographic (racial) composition and because it was very dated. (36)
- The Panel recommends keeping this video provided the recommended changes are made including explicitly explaining how and when discretion can be used to handle a situation. (37)
- The Panel recommends analyzing the number of “what not to do” videos and determine how to balance them with “what to do” videos. This recommendation has also been recommended in other Summary Reports. (37)
- It is also recommended that video be incorporated that demonstrate good behavior and not using excessive force for situations where discretion can be deployed. (37)
- The Panel was mixed on this video and the majority recommended finding an alternative video to replace it as it could predispose people’s behavior. (38)
- The Panel recommends not keeping this video as it uses stereotypes (misogynistic) regarding women. It would be interesting to have conversations about gender role expectations and stereotypes. (39)
- The Panel also recommends reviewing the Verbal Judo Institute videos as they have seen multiple patterns/issues with these videos. (39)
- The majority of the panelist voted not to keep this video. If the video is kept, use the differences in the officer’s perceptions and perspectives to dig into the questions of how to be effective and which practices are effective, ineffective, or problematic. (40)
- Flag the responses of the cadets to see if there are any problematic responses, test and evaluate to see if somebody is showing some signs that they wouldn't be a good cop, etc. (40)
- Not overly happy with the sensationalizing. (40)
- The Panel recommends removing this video as another example of a “what not to do” video and is outdated/old. (41)

Summary of Tactical Communications Videos

Recommendations

- No, most of the panel believes that this video should not be used. It is recommended that up to date videos are selected. If this video was to be used, the audio should be used only, with captions and subtitles. Add a video that is not from the police, add the nuance in it and talk about it with this lesson to create a more equitable lens for the cadets to see through. (42)
- The Panel recommends removing this video. The patterns seem to at making officers afraid, is another example of a “what not to do” video, and faces are not blurred. Videos should be selected that offer a lot more context, instead of someone randomly attacking a police officer, that kind of narrative is not good for the community. (43)

Summary of Use of Force Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • The conversation around who gets empathy needs to be had (2) • There is excessive use of force used on people of color (3) • The difference in reaction spoke to the socialization of how deadly interactions with police can be dependent on who you are (5) • The grace that does not go to people of color is not given to people who are bystanders and there is an assumption that white people will jump in and help police. (6) • After seeing videos where officers are quick to use deadly force on people of color, it is hard to see the grace shown to white people. (9) • Inappropriate questions being asked (10) 	<ul style="list-style-type: none"> • When cadets are being trained, they could think that excessive force is the choice, when there are other options (2) • There is excessive use of force used on people of color (3) • Want to point to the lack of escalation when it is white protesters than when it is people of color (4) • Subjects not knowing their rights (5) • The fact that it is a person of color and the white bystander’s intervention was allowed feels like it is seeping with biases. (6) • Building fear in cadets (8) • They are most likely undocumented. There is this over excessive in asking questions (10) 	<ul style="list-style-type: none"> • One of the detriments/patterns is that these videos are siloed. It would be better if the instructors work together (2) • Even when the conduct is wrong, officers are still not held accountable. (3) • Us versus Them (3) • Over-representation of people of color (Samoans, Latinos, Blacks) (3,4,6,8) • Lack of escalation when it is white subjects (4) • Poor quality video (4,8,10) • Outdated video (8,10) • Another video of grace being given to white subjects that are not given to people of color. (9)

Summary of Use of Force Videos

Recommendations

- APD Academy instructors work closely together and across the subject to coordinate the messages regarding the videos to make the training flow better. (2)
- Refrain from using news clips and commentary (3,9)
- Refrain from using journalistic videos (9)
- The national conversation needs to take place around race and police brutality and the intersections of people that are impacted by police misconduct. (3)
- More active training around how police should handle protests is added (4)
- Have a larger conversation around racial justice, gender equity lens, etc. (5)
- Determine APD's Policy on bystanders (6)
- Do not select videos that seem to condone violence on black people, with the white bystanders coming in to inflict that violence (6)
- Do not to use videos with bystanders coming in and helping the police officers (6)
- Secure videos of good visual quality (4,8,10)
- It is recommended that there be a balance in the demographics of the videos, eliminate the overrepresentation of people of color and fear. (8)
- Refrain from using journalistic videos (9)
- Address the elephant in the room by having a conversation about what happens to people of color. Is it feasible for two black men to physically assault a police officer and everyone goes home? It was an example of certain communities being given grace and others are not (9)

Summary of Use of Force Legal Videos		
Inequities	Biases	Patterns
<ul style="list-style-type: none"> • Black man getting beat up in the boxing match. (1) • The assumptions about the housing status of the people. (2) • A white officer shoots a black man. (6,7) • The Justice System (6,7) 	<ul style="list-style-type: none"> • A white man receiving grace that is not given to other demographics. (2) • A black man being shot when other people are not, as he is walking away. (6,7) • Black bodies are perceived as more dangerous and we need to use more force on them than on other bodies. (6,7) • Lack of grace for black people. (6,7) 	<ul style="list-style-type: none"> • Stereotypes of police officers being overly masculine with a warrior mindset. (1) • The white man is given more leeway and grace versus a black man. (2) • Masculine strength vs. tactical skills (3) • Us vs. Them (3) • Militaristic pattern (5) • No criminal charges were filed on the officers due to qualified immunity. (6,7) • White officer shooting a black man in the back. (6,7) • No accountability. (6,7) • This is not a "what not to do" video. (6,7)

Summary of Use Force Legal Videos
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Recommendations

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| <ul style="list-style-type: none"> • Do not prejudge people by physical appearance. (1) • Find a video that is in a police law enforcement context. (1) • Find videos with officers asking the should I question. (1) • Make the video inhouse with gender diversity and different body shapes (1) • Preferably law enforcement context. It seemed strange to use a non-police officer video to try to talk about extending good verbal tactics and de-escalation. (2) • Do not give this portrayal of us vs. them, or categorize them as criminals, people who are homeless, transient, or unhoused. (2) • Use the Parkland video rather than a short clip. (3) • If the Parkland video is used, take a 15-minute break after watching the video. (3) • Discuss power, fear, and unconscious bias dynamics. When you have the power of having a gun and you fear for your safety, is it an unconscious bias or a real safety issue? (6,7) • Infuse more about race within the different areas, because it is the big subject in the room. It impacts people so much, that it is hard to not see it and not talk about it because it has a direct impact on communities. (6,7) • Bring in another video from Illinois, do not talk about what circuit it is from. (6,7) • Show both videos and do not tell them what circuit it is. (6,7) • Talk about circuit and case law at the end. (6,7) • Use videos that are not militaristic. (5) • Find videos that are of good quality and not grainy. (5) |
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Summary of Use of Force Legal Videos

Recommendations

- The Panel recommends removing the logo in the upper left-hand corner of the video. (4)
- There must be a nuanced conversation with the cadets due to this being another unarmed black man being shot by white officers.
- We need to have a conversation around this in a way that provides education. (6,7)
- The conversations surrounding race need to be had. Cadets need to go more in-depth talking about race with officers, with people who have experience with dealing with diversity and inclusion. (6,7)
- Have conversations around how to police in diverse communities. (6,7)

APPENDIX C

Details of the Videos the Community Panel Reviewed (videos used for demographics)

Subject Area	Video #	Title	Disclaimer	Type of Video	Subject Race	Subject Gender	Grace Shown	Subject Status	Subject Experienced Violence
Arrest and Control	1	Deputy Disarmed	Shots Fired	Police Engaged	Black	Male	Und	Shots Fired	Yes
Arrest and Control	2	Baton Taken and Used on Deputy Results in Shooting	Subject Killed	Police Engaged	White	Male	Yes	Tased, Shot Killed	Yes
Arrest and Control	3	Florida Deputy Assaulted	Subject Shot	Police Engaged	Black	Male	Yes	Shot	Yes
Arrest and Control	4	Citizen Helps Officers Take Suspect Down		Police Engaged	Latino	Male	Und	None	Und
Arrest and Control	5	Officer Placed in Choke Hold	Shots Fired	Police Engaged	White	Male	Und	Shots Fired	Yes
Arrest and Control	6	State Police Shooting	Subject Tased; Officers Shot	Police Engaged	Black	Male	Und	Shots-Fired	Yes
Arrest and Control	7	Walmart Parking Lot	Brawl; Shots Fired	Police Engaged	White	Female Male	No	Shots-Fired	Yes
Arrest and Control	8	Suspect Draws Gun	Subject Shot	Police Engaged	Black	Male	Yes	Shot	Yes
Arrest and Control	9	Bodycam Video of Georgia Officer's Attack	Subject Shot	Police Engaged	Asian	Male	Yes	Shot	Yes

Subject Area	Video #	Title	Disclaimer	Type of Video	Subject Race	Subject Gender	Grace Shown	Subject Status	Subject Experienced Violence
Arrest and Control	10	Oklahoma Deputy Fatally Shoots Suspect Who Stabbed Him	Subject Killed	Police Engaged	White	Male	Yes	Shot-Killed	Yes
Arrest and Control	11	Las Vegas Metro Police Officer Uses Jiu Jitsu Training		Police Engaged	Black	Male	Yes	Tased	Yes
Crisis Intervention	16	A South Dakota Police Officer Calmly Takes Mentally Ill Man into Custody		Police Engaged	Black	Male	Yes	None	No
Crisis Intervention	25	Man Meets Officers Who Saved His Life		Police Engaged	White	Male	Yes	None	No
Crisis Intervention	26	Officer Talks Man Down from Jumping Off a Bridge		Police Engaged	Black	Male	Yes	None	No
Crisis Intervention	29	Video of Officer Consoling Teen Goes Viral		Police Engaged	Black	Male	Yes	None	No
De-escalation Strategies	1	Woman in Crisis Baltimore, MD		Police Engaged	Black	Female	Yes	None	No

Subject Area	Video #	Title	Disclaimer	Type of Video	Subject Race	Subject Gender	Grace Shown	Subject Status	Subject Experienced Violence
De-escalation Strategies	2	St. Louis 1		Police Engaged	Black	Male	No	Shot	Yes
De-escalation Strategies	3	Coeur d'Alene, ID		Police Engaged	Undetermined	Male	Und	None	Yes
De-escalation Strategies	4	NY		Police Engaged	Undetermined	Male	No	None	No
De-escalation Strategies	5	Coeur d'Alene, ID 2	Subject Shot	Police Engaged	Undetermined	Male	No	Shot-Killed	Yes
De-escalation Strategies	6	Buckeye		Police Engaged	Undetermined	Male	No	None	No
De-escalation Strategies	9	Appleton, WI	Nudity	Police Engaged	White	Male	Yes	None	No
De-escalation Strategies	10	St. Louis 2		Police Engaged	Black	Male	No	Shot	Yes
De-escalation Strategies	11	San Diego	Subject Shot	Police Engaged	POC und	Male	No	Shot	Yes
De-escalation Strategies	12	San Francisco	Subject Shot	Police Engaged	Black	Male	No	Shot	Yes
De-escalation Strategies	13	Baltimore 1		Police Engaged	Black	Male	Yes	None	No
De=Escalation Strategies	14	San Joaquin County	Subject Shot Less Lethal	Police Engaged	Latino	Male	Yes	Shot-Bean Bag	Yes
De-escalation Strategies	15	St. Paul, MN	Subject Shot Less Lethal	Police Engaged	White	Female	Yes	Shot-Bean Bag	Yes
Tactical Communications	6	Birmingham Beating		Police Engaged	Black	Male	No	Excessive Force	Yes

Subject Area	Video #	Title	Disclaimer	Type of Video	Subject Race	Subject Gender	Grace Shown	Subject Status	Subject Experienced Violence
Tactical Communications	7	Canton Cop Hearing		Police Engaged	White	Male	No	Threatened	Yes
Tactical Communications	8	Car Stop Shootout	Shots Fired	Police Engaged	Undetermined	Male	Yes	Shots-Fired	Yes
Tactical Communications	9	Cop Punches Jaywalker in the Face		Police Engaged	Black	Female	No	Excessive Force	Yes
Tactical Communications	10	Cop with a Plan and Warrior Mindset		Police Engaged	Latino	Female	No	Excessive Force	Yes
Tactical Communications	11	Cpl Connor	Subject Tased	Police Engaged	Black	Male	No	Tased	Yes
Tactical Communications	12	DPS Trooper Indicted in Bus Incident		Police Engaged	Latino	Male	No	Excessive Force	Yes
Tactical Communications	15	Inmates Save Deputy's Life		Police Engaged	Black	Male	N/A	None	Yes
Tactical Communications	17	Kehoe Brother Shootout Short	Shots Fired	Police Engaged	White	Male	Yes	Shots-Fired	Yes
Tactical Communications	18	Kehoe Brothers Long	Shots Fired	Police Engaged	White	Male	Yes	Shots-Fired	Yes

Subject Area	Video #	Title	Disclaimer	Type of Video	Subject Race	Subject Gender	Grace Shown	Subject Status	Subject Experienced Violence
Tactical Communications	21	Maine State Trooper		Police Engaged	White	Male	Yes	None	No
Tactical Communications	22	McKinney, Texas		Police Engaged	Black	Female Male	No	Excessive Force	Yes
Tactical Communications	25	Oceanside Open Carry		Police Engaged	Undetermined	Male	Yes	None	No
Tactical Communications	26	Ofc McNevin	Subject Tased	Police Engaged	Black	Female	No	Tased	Yes
Tactical Communications	27	Ofc Stearns		Police Engaged	Black	Female	Yes	None	No
Tactical Communications	28	Police vs Vietnam Veteran	Shots Fired	Police Engaged	White	Male	Yes	Shots-Fired	Yes
Tactical Communications	29	Prisoner Search	Subject Suicide	Police Engaged	Latino	Male	Yes	Shot-Killed Suicide	Yes
Tactical Communications	31	Sandra Bland Traffic Stop		Police Engaged	Black	Female	No	Excessive Force	Yes
Tactical Communications	36	Station Fight		Police Engaged	Black	Male	No	Pepper Spray	Yes

Subject Area	Video #	Title	Disclaimer	Type of Video	Subject Race	Subject Gender	Grace Shown	Subject Status	Subject Experienced Violence
Tactical Communications	37	Texas Cop Drags Grandmother from Car		Police Engaged	White	Female	No	Excessive Force	Yes
Tactical Communications	38	Trooper Vetter		Police Engaged	White	Male	Yes	Shots-Fired	Yes
Tactical Communications	40	Vermont Booking Room Long		Police Engaged	White	Female	No	Excessive Force	Yes
Tactical Communications	41	Vermont Booking Room Short		Police Engaged	White	Female	No	Excessive Force	Yes
Tactical Communications	42	VJ Manor Incident		Police Engaged	Black	Male	Yes	Und	Und
Tactical Communications	43	Words Don't Always Work		Police Engaged	Black White	Male	Und	Shots-Fired	Yes
Use of Force	2	Elderly Woman Taken Down by Police		Police Engaged	Black	Female	No	Excessive Force	Yes
Use of Force	3	Excessive Force Allegations		Police Engaged	Samoan	Female Male	No	Excessive Force	Yes
Use of Force	4	Passive Resistance		Police Engaged	White	Female Male	Yes	None	No
Use of Force	5	Verbal Noncompliance	No Audio	Police Engaged	Latino White	Female Male	Yes/No	None	No

Subject Area	Video #	Title	Disclaimer	Type of Video	Subject Race	Subject Gender	Grace Shown	Subject Status	Subject Experienced Violence
Use of Force	6	Defensive Resistance	No Audio	Police Engaged	Black	Male	No	None	Yes
Use of Force	7	Aggressive Resistance		Police Engaged	White	Male	Yes	Tased	Yes
Use of Force	8	Deadly Resistance	Shots Fired	Police Engaged	Black	Male	Yes	Shots Fired	Yes
Use of Force	9	Officer Attacked		Police Engaged	White	Male	Yes	None	No
Use of Force	10	Texas Trooper Video	Shots Fired	Police Engaged	Latino	Male	Yes	Shots-Fired	Yes
Use of Force Legal	4	Hamilton MN Shooting	Shots Fired	Police Engaged	White	Male	Yes	Shot	Yes
Use of Force Legal	6	Hudspeth Shooting 1	Subject Shot	Police Engaged	Black	Male	No	Shot	Yes
Use of Force Legal	7	Hudspeth Shooting 2	No Audio; Subject Shot	Police Engaged	Black	Male	No	Shot	Yes

APPENDIX D

Community Panel Member's Biographies

Community Members

Andrea Black

Andrea Black works as a consultant supporting social justice advocates, organizers and foundations with a focus on immigrant rights and criminal justice. Andrea has over twenty years of field experience in immigration detention and deportation issues, working in a range of capacities including program development, public education, advocacy, communications, facilitation, fundraising and movement building. Andrea received a B.A. in history from Harvard-Radcliffe University and is a graduate of New York University Law School. Andrea is the recipient of fellowships from the Open Society Institute, Equal Justice Works, and the Next Generation Leadership program of the Rockefeller Foundation. Andrea lives in Austin, Texas where she is a member of the City of Austin's Equity Action Team and is a board member of Mama Sana Vibrant Woman, a peer-led organization which provides culturally appropriate and quality prenatal and postnatal care for women of color in Austin and Travis County.

Miriam Conner

Miriam Conner came to Austin, Texas when she was three years old. Graduating from St. Stephens Episcopal High School, she then received a BFA from the California Institute of the Arts in Los Angeles.

She is on the governance and advocacy committees of Preservation Austin's board of directors and is the Vice-Chair of the African American Resource Advisory Commission for The City of Austin, which advises the city council on issues relating to the quality of life for Austin City's African American community.

Phil Hopkins

Phil Hopkins is the Lurlyn and Durwood Fleming Professor of Philosophy at Southwestern University, where he teaches and writes about the phenomenology of identity, particularly racialized identity and critical race theory, and on the intersections of identity and ethics in contemporary media and consumer culture. Before becoming an academic, he worked for several years as both a police officer and social worker.

Maya Pilgrim

Maya Pilgrim has been a part of collective efforts towards thriving, more equitable and just communities within the US and internationally for over twenty years related to gender-based violence, reproductive health, forced migration, and racial justice. She has a Bachelor's in Psychology and a Master's in International Development and Social Change.

City of Austin

Sara Villanueva, Ph.D.

Dr. Sara Villanueva an experienced leader in higher education who has served as a teacher, scholar, mentor, and facilitator. She was born and raised in East Austin and currently lives in South Austin. She comes from a large family, and is the proud mother of four children. Dr. V, as she is known by scores of former students, graduated from A. S.

Johnston High School and attended The University of Texas at Austin, where she obtained a Bachelor of Arts degree with a major in Psychology and a minor in English Literature. She was the first in her family to attend college and after a 10-year period of working with families and at-risk youth in the Austin community, she was accepted into the Doctoral program at the University of Florida, where she received her Master of Science and her Ph.D. both in Psychology from the University of Florida with Adolescent Development, Family Dynamics, and Cross-Cultural Perspectives as her areas of expertise. Dr. V was a Professor of Psychology at St. Edward's University for almost fifteen years. She is a published author, and has been recognized for her excellence in teaching.

After retiring academia, Dr. Villanueva now utilizes her skills and experience in her work with the City of Austin Police Department as the inaugural Organizational Development and Training Manager at the Austin Police Academy. Dr. V also serves as the Sr. Director of Learning and Development and Goodwill Central Texas and maintains her own business at Sabor Consulting.

Kellee Coleman

Kellee Coleman has over 18 years of equity and social justice community organizing experience integrating media, and popular education as strategies for social change. In 2008 she co-founded Vibrant Woman/Mama Sana prenatal clinic, a project of Mamas of Color Rising that provides holistic and culturally specific prenatal care, birth companions, midwifery services, prenatal fitness and nutrition services to lower income Black and Latina folks in the Austin area.

In 2013 Kellee facilitated the Austin Public Health Department's community health workers training focused on health equity issues impacting Black women in Austin, Texas. She has conducted original research on the social determinants of health as they impact Black women locally. She is a member of the national leadership collective of Incite! Women and Trans* People of Color Against Violence. She has consulted with numerous national and local organizations on equity and reproductive issues including the U.S. Midwifery Education, Regulation, & Association, MANA, A National Latina Organization, The University of Texas LBJ School of Public Affairs, and the Austin Women's Community Center.

Kellee has three children and graduated with a Bachelor of Arts in Sociology from St. Edwards University in 2015.

Rocio Villalobos

Rocío Villalobos is a native Austinite whose transnational childhood shaped her understanding of community, family, migration, inequality, and borders. For over 15 years, Rocío has been involved in social justice work in Austin, covering education, immigration, and the outdoors/environment. For a number of years, Rocío coordinated a visitation program for Grassroots Leadership to the T. Don Hutto detention center where asylum-seeking women were being held. She later worked as an advisor and the social justice education coordinator at the Multicultural Engagement Center at the University of Texas at Austin. Rocío eventually led community outreach at Texas Appleseed, where a large portion of her work focused on dismantling the school-to-prison pipeline. Most recently, Rocío managed the Children in Nature Collaborative of Austin at Westcave, where she focused on racial equity and youth leadership development in the outdoors.

Rocío received her B.S. in Applied Learning and Development and M.A. in Curriculum and Instruction with a specialization in Cultural Studies in Education from the University of Texas at Austin. She volunteers her time as a Mentor with Explore Austin, a board member at Youth Rise Texas and Ecology Action, and she serves on the Dell Community Strategy Team.

Anni-Micelle Evans

Anni-Michele Evans is a policy and complaint analyst with the City of Austin's Office of Police Oversight. Ms. Evans is an attorney with experience and education centered on criminal justice, immigration, civil rights, and political science. She is an experienced researcher and writer whose work has been used in arguments advocating for statewide legislation, and in amicus briefs cited by the U.S. Supreme Court. Ms. Evans is passionate about using her background for public service and enhancing diversity, equity, and inclusion.

Lt. Eve Stephens

Lieutenant Eve Stephens is a 21-year veteran of the Austin Police Department. She currently is assigned to the APD's Training Academy as the Director of Cadet Training. She is an avid proponent of increasing the number of women in policing, evidence-based policing, and leadership. She developed APD's first Women's Mentorship Program for female cadets and helped with creating a mentorship program for female officers on the state level for the Texas Police Chief's Association. She graduated from Sam Houston State University, Summa Cum Laude and with Honors, majoring in Criminal Justice and minoring in Spanish. She is the second Asian female to ever be employed by the Austin Police Department and the first Asian female to ever attain the rank of Lieutenant.

Sgt. Michael Monroe

Sergeant Michael Monroe was born and raised in east Austin, Texas. Upon graduating from high school, he joined the US Marine Corps and served our country for four years there. After serving with the Marines, he continued his public service by joining the Austin Police Department in 1999. In the last 21 years with APD, he has served as a patrol officer in east Austin, a Motorcycle officer and Motorcycle instructor, a Detective in Nuisance Abatement and a member of the Graffiti Unit, and as a Sergeant on patrol in downtown Austin. He is currently assigned as the Sergeant over cadet training at APD's Academy.

Sgt. Michael King

Sergeant King was born and raised in the Austin area and graduated from Pflugerville High School in 1990. Upon graduation from high school in 1990. Upon graduation from high school, he decided to pursue his higher education in law enforcement with the ultimate goal of obtaining a job as a police officer. He obtained his A.A.S in Law Enforcement from Austin Community College in the fall of 1992 and received his B.S. in Law Enforcement from Texas State University in the spring of 1995. After obtaining his degree from Texas State he applied for and was accepted to the Amarillo Police Department Police Academy. Upon graduation from the Academy, he spent his entire time on patrol in Amarillo. After almost four years he decided to return home to Austin area to be close to his family.

In June of 1999 Sergeant King entered the Austin Police Department Modified Police Academy for prior Law Enforcement Officers. After graduation he spent time on patrol in southeast and northwest Austin. During his time on patrol, he attended the State Mental Health Officer School and performed this function on patrol. Shortly after the 9-1-1 attack, he was transferred to the Homeland Defense Unit where he remained until he promoted to Detective in 2003. As a Detective he worked burglaries, assaults as well as numerous other types of offenses until he promoted to Sergeant. During his last two years as a Detective, he was tasked with handling the assault cases that occurred at the Austin State Hospital and Austin State Supported Living Center. This gave him further insight into issues which he and the Austin CIT Unit often encounter when trying to work cases with subjects in the behavioral health field.

In the fall of 2012, he promoted to Sergeant and assumed his current assignment over the Crisis Intervention Unit (CIT). It is a unit he felt uniquely prepared to lead due to the experiences he learned in the detective unit and due to his commitment to helping those in need who are suffering as a result of a behavioral health crisis. Sgt. King's family has been directly impacted by behavioral health issues and due to this he feels a strong connection to this field and strives to help those in need of help. Therefore, by working with families, local mental health providers, hospitals, nonprofit organizations and others to find solutions he feels we can make a difference and continue to strive to help all in need of behavioral health help.

Officer Gary Carrillo

Senior Patrol Officer Carrillo was commissioned by the Austin Police Department in 2006. He worked patrol in the Riverside and Del Valle are (South Central) for approximately 5 and half years before being selected to the training academy. SPO Carrillo has been the departments and training academy's Use of Force legal expert for the past 9 years. In his time at the academy, SPO Carrillo has instructed many different topics ranging from emergency driving, firearms and tactics, to patrol mountain bikes

Officer Travis Joyner

Senior Patrol Officer Joyner started his career with the Austin Police Department since 2007 and was assigned as a night shift patrol officer for five years in South East Austin (Frank Sector). He later transferred to the Metro Tactical Unit and was assigned there for three years. During his spare time, he trained in the arts of Brazilian Jiu-Jitsu. In 2015, SPO Joyner joined the Learned Skills Unit Team and pursued his passion as an instructor to teach and train cadets and sworn officers in defensive tactics training. Currently, as the lead defensive tactics instructor, he continues to provide various defensive tactics training to all officers within the department. He received the following certifications in APD Defensive Tactics Instructor, APD Firearms Instructor, AXON Taser Instructor, Federal Law Enforcement Training Center-Control Tactics Instructor, ASP Baton and Handcuffing Instructor, LEO Defense Systems-Expert Instructor, CTS Munitions Less Lethal Instructor and Human Performance Institute- Force encounter analysis

Officer Jamie von Seltman

Senior Patrol Officer Jaime von Seltmann #5984 started her law enforcement career with the Austin Police Department in 2007. Her first assignment was on patrol in North East Austin (Edward Sector). She became a Mental Health Officer (CIT) in 2009 and joined the Crisis Intervention Team Unit in 2012. She took a short hiatus from CIT in 2019 and served as a full time Peer Support Officer before coming back to her true passion, CIT training. Additionally, Officer von Seltmann was a member of the APD Hostage Negotiation Team from 2010-2017 and still currently serves as Peer Support Team volunteer. In her current role in the CIT Unit Officer von Seltmann oversees the CIT training of Cadet and Officers at the Department. She also teaches CIT at the Citizens Police Academy and other outreach training to various organizations in the local community.

Prior to her policing career, Officer von Seltmann received a Master's Degree in Counseling Psychology from Tarleton State University-Central Texas. During her graduate internship in 2003-2004, she served as a counselor at the Chaplain's Office on Ft. Hood to soldiers returning from the war in Iraq. Additionally, she taught several courses at Iron Horse University, a re-integration program geared at helping returning soldiers adjust to their lives post-tour.

Officer Benjamin Bloodworth

Senior Patrol Officer Bloodworth joined the Austin Police Department's 109th Cadet Class in 2003 and was assigned to south Austin patrol after graduation. He has been assigned to the Training Division since 2009 where he spent over 10 years as a member of the Cadet Training Unit. Recently, Officer Bloodworth transferred to the Advanced Officer Training Unit. Initially certified in 2010, he has taught Verbal Judo (Tactical Communications) to cadet classes, in-service classes and field training officer classes. Officer Bloodworth continues to teach and is the most tenured Verbal Judo instructor with the Austin Police Department.

Life Anew Restorative Justice

Sherwynn Patton

Life Anew Restorative Justice (LARJ or Life Anew), led by its Directors, Kim and Sherwynn Patton, is a ministry that seeks to build healthier communities, promote peace, and create a space to heal from harms caused by historical trauma and broken relationships. LARJ exists to cultivate culture and positive climate in communities we engage with, whether local, regional, national, or global. To make life transformation a reality, our organization has adopted the following principal qualities to be the core of our success: Inclusion, Equitable Communication, and Restoration. LARJ uses these transformative qualities to increase the relational capital within the communities we serve and in the surrounding communities.

Randy Chavis

Randy is a semi-retired Customer Support software executive with a focus on customer support and success and held leadership positions with Open Text, BMC Software and IBM. He joined the Life Anew Board of Directors in 2019 and focuses on strategy in addition to oversight of various projects.

APPENDIX E

Results from Video Review Survey - Statistical Analyses

```

. do "C:\Users\jkrin\AppData\Local\Temp\STD00000000.tmp"

. mean noutdated

Mean estimation                Number of obs   =           351

-----+-----
      |      Mean   Std. Err.   [95% Conf. Interval]
-----+-----
noutdated |   3.185185   .1002627   2.987992   3.382378

. *3.18 SD = 1.88 Somewhat disagree that videos are outdated

. mean ngoodexample

Mean estimation                Number of obs   =           349

-----+-----
      |      Mean   Std. Err.   [95% Conf. Interval]
-----+-----
ngoodeexample |   4.266476   .109198   4.051705   4.481247

. *4.27 SD = 2.03 Slightly agree that these are good examples

. mean nlinkedtoobj

Mean estimation                Number of obs   =           348

-----+-----
      |      Mean   Std. Err.   [95% Conf. Interval]
-----+-----
nlinkedtoobj |   4.505747   .102754   4.303648   4.707846

. *4.51 SD = 1.92 Slightly agree that these are linked to objective

. mean nunderstoodmore

Mean estimation                Number of obs   =           347

-----+-----
      |      Mean   Std. Err.   [95% Conf. Interval]
-----+-----
nunderstoodmore |   4.040346   .1027449   3.838263   4.242429

. *4.04 SD = 1.91 Neutral about understanding more

. mean nprofessiollang

Mean estimation                Number of obs   =           211

-----+-----
      |      Mean   Std. Err.   [95% Conf. Interval]
-----+-----
nprofessiollang |   4.270142   .131447   4.011017   4.529267

. *4.27 SD = 1.91 Slight agreement that language was professional

```



```

-----
|          Mean   Std. Err.   [95% Conf. Interval]
-----+-----
ninclude |    3.954416   .1147371    3.728755    4.180077
-----

```

. *3.95 SD = 2.15 Neutral about inclusion

oneway noutdated file, tabulate

```

|          Summary of N.Outdated
File |          Mean   Std. Dev.   Freq.
-----+-----
Arrest Search and Seiz.. |          6.28   1.5416441    25
  Arrest and control |    2.5342466   1.3025849    73
    CIT |    2.8590604   1.8121964   149
  De-escalation |    2.5454545   1.2143918    55
    UoF |    4.3714286   1.7503901    35
  UoF Legal |    4.0714286   1.1411388    14
-----+-----
Total |    3.1851852   1.878421    351
-----

```

```

Analysis of Variance
Source          SS          df          MS          F          Prob > F
-----+-----
Between groups    368.981947         5    73.7963895    29.40    0.0000
  Within groups    865.981016        345    2.5100899
-----+-----
Total            1234.96296        350    3.52846561
-----

```

Bartlett's test for equal variances: chi2(5) = 19.9577 Prob>chi2 = 0.001

. oneway ngoodexample file, tabulate

```

|          Summary of N.GoodExample
File |          Mean   Std. Dev.   Freq.
-----+-----
Arrest Search and Seiz.. |          2.92   2.0190757    25
  Arrest and control |    4.4027778   2.080491    72
    CIT |    4.9060403   1.9148858   149
  De-escalation |    3.6909091   1.9988212    55
    UoF |    3.4411765   1.6731603    34
  UoF Legal |    3.4285714   1.6035675    14
-----+-----
Total |    4.2664756   2.0399866    349
-----

```

```

Analysis of Variance
Source          SS          df          MS          F          Prob > F
-----+-----
Between groups    158.817378         5    31.7634756     8.45    0.0000
  Within groups   1289.40039        343    3.7591848
-----+-----
Total            1448.21777        348    4.1615453
-----

```

Bartlett's test for equal variances: chi2(5) = 3.0629 Prob>chi2 = 0.690

. oneway nlinkedtoobj file, tabulate

```

|          Summary of N.LinkedException
File |          Mean   Std. Dev.   Freq.
-----+-----
Arrest Search and Seiz.. |          3.44   2.0631691    25
  Arrest and control |    4.6111111   1.9755944    72
-----+-----

```

CIT		5.1621622	1.6164716	148
De-escalation		3.9090909	1.9462474	55
UoF		3.6470588	1.7732414	34
UoF Legal		3.3571429	1.9057461	14
-----+				
Total		4.5057471	1.9168512	348

Analysis of Variance					
Source	SS	df	MS	F	Prob > F
Between groups	156.08484	5	31.2169681	9.54	0.0000
Within groups	1118.90367	342	3.27164814		

Total	1274.98851	347	3.67431846		

Bartlett's test for equal variances: chi2(5) = 6.1653 Prob>chi2 = 0.290

. oneway nunderstoodmore file, tabulate

Summary of N.UnderstoodMore				
File	Mean	Std. Dev.	Freq.	
Arrest Search and Seiz..		3.04	1.9252705	25
Arrest and control		4.0833333	1.9840917	72
CIT		4.5945946	1.8693294	148
De-escalation		3.6481481	1.7607611	54
UoF		3.2058824	1.4725655	34
UoF Legal		3.2857143	1.7288756	14
-----+				
Total		4.0403458	1.9139246	347

Analysis of Variance					
Source	SS	df	MS	F	Prob > F
Between groups	110.568702	5	22.1137403	6.52	0.0000
Within groups	1156.86646	341	3.39257025		

Total	1267.43516	346	3.66310739		

Bartlett's test for equal variances: chi2(5) = 4.1083 Prob>chi2 = 0.534

. oneway nprofessiollang file, tabulate

Summary of N.ProfessiollLang				
File	Mean	Std. Dev.	Freq.	
Arrest Search and Seiz..		3.6	2.0365089	20
Arrest and control		4.4769231	1.838033	65
CIT		5.3170732	1.8226221	41
De-escalation		3.7291667	1.83047	48
UoF		3.6451613	1.7615975	31
UoF Legal		4.6666667	.81649658	6
-----+				
Total		4.2701422	1.9093777	211

Analysis of Variance					
Source	SS	df	MS	F	Prob > F
Between groups	83.7991881	5	16.7598376	5.04	0.0002
Within groups	681.802708	205	3.32586687		

Total	765.601896	210	3.64572331		

. oneway nrespectfullang file, tabulate sidak bonferroni scheffe

File	Mean	Std. Dev.	Freq.
Arrest Search and Seiz..	3.0526316	1.7471782	19
Arrest and control	4.375	1.7683281	64
CIT	5.35	1.6416065	40
De-escalation	3.2708333	1.8650148	48
UoF	3.5483871	1.7670825	31
UoF Legal	4.6666667	.81649658	6
Total	4.0721154	1.9033638	208

Source	SS	df	MS	F	Prob > F
Between groups	132.380981	5	26.4761963	8.66	0.0000
Within groups	617.537288	202	3.05711529		
Total	749.918269	207	3.62279357		

Bartlett's test for equal variances: chi2(5) = 4.3343 Prob>chi2 = 0.502

. oneway nthreatening file, tabulate

File	Mean	Std. Dev.	Freq.
Arrest Search and Seiz..	4.4	1.9841477	20
Arrest and control	3.4305556	1.844874	72
CIT	2.7209302	1.8037736	43
De-escalation	4.4285714	2.1984843	49
UoF	3.9411765	1.9218233	34
UoF Legal	5.1428571	2.4102954	7
Total	3.7288889	2.0490222	225

Source	SS	df	MS	F	Prob > F
Between groups	98.6187859	5	19.7237572	5.13	0.0002
Within groups	841.843436	219	3.84403396		
Total	940.462222	224	4.19849206		

Bartlett's test for equal variances: chi2(5) = 2.9796 Prob>chi2 = 0.703

. oneway nracialbias file, tabulate

File	Mean	Std. Dev.	Freq.
Arrest Search and Seiz..	5.375	1.8371173	24
Arrest and control	3.5277778	2.11615	72
CIT	3.1870504	1.9765595	139
De-escalation	4.3333333	2.0848661	51
UoF	5.0588235	1.9531044	34
UoF Legal	4.0714286	2.1649049	14
Total	3.8203593	2.1401507	334

Analysis of Variance

Source	SS	df	MS	F	Prob > F
Between groups	186.371164	5	37.2742328	9.13	0.0000
Within groups	1338.85039	328	4.08186095		
Total	1525.22156	333	4.58024492		

Bartlett's test for equal variances: chi2(5) = 1.1264 Prob>chi2 = 0.952

. oneway ngenderbias file, tabulate

File	Mean	Std. Dev.	Freq.
Arrest Search and Seiz..	4.48	1.9174636	25
Arrest and control	2.5277778	1.3938721	72
CIT	2.4785714	1.4012731	140
De-escalation	3.2244898	1.735239	49
UoF	3.5	1.6263952	32
UoF Legal	3.0714286	1.1411388	14
Total	2.873494	1.6087814	332

Source	SS	df	MS	F	Prob > F
Between groups	114.107405	5	22.8214809	10.02	0.0000
Within groups	742.579342	326	2.27785074		
Total	856.686747	331	2.58817748		

Bartlett's test for equal variances: chi2(5) = 9.5591 Prob>chi2 = 0.089

. oneway ninclude file, tabulate

File	Mean	Std. Dev.	Freq.
Arrest Search and Seiz..	2.12	1.4236104	25
Arrest and control	4.2	2.0401762	70
CIT	4.58	2.1683198	150
De-escalation	3.4035088	2.1032258	57
UoF	3.1142857	1.7281651	35
UoF Legal	3.6428571	1.780542	14
Total	3.954416	2.1495984	351

Source	SS	df	MS	F	Prob > F
Between groups	190.414214	5	38.0828428	9.21	0.0000
Within groups	1426.85644	345	4.13581577		
Total	1617.27066	350	4.6207733		

Bartlett's test for equal variances: chi2(5) = 8.2310 Prob>chi2 = 0.144

APPENDIX F

Community Panel's Agreement

APD/Community Video Review Panel Community Agreements

- No quick fix**
- Time to pause and process**
- Operating with integrity**
- Collaborative focus on outcomes**
- Transparency**
- Mute if you are not talking**
- Respect** (asking clarifying questions, to gain understanding, looking for the perspective you don't understand, critique ideas not people)
- Listen to understand**
- One diva one mic**
- Everyone gets a chance to contribute**
- Say your name before you speak**
- Seek context**
- Problem as opportunity**
- Self-care, take breaks**
- Critical love, centering the people most directly and negatively impacted**
- Community constraints (I may not be able to talk about this)**
- Lived experience as expertise**
- Openness to creativity and new ways of thinking**
- Acknowledge the deaths that come at the hands of police and how that impacts the moment we are in and the work we are doing**

APPENDIX G

Community Panel's Requests

Requests re APD training video review process

6-22-20

The following requests are necessary in order to do this review thoroughly and accurately within the mandate created by Austin City Council and to uphold the community's trust.

- **More flexible and realistic timeline for completion**- we think that we will be able to complete the project by mid-September 2020. A timeline was created with an end date of October 19th; however, community members stated they needed more time. Therefore, the timeline was extended, video review sessions will conclude on November 9th.
- **Broader set of review questions** beyond what is set forth in the surveys -- the facilitator's guide that Kellee Coleman from EO has developed is a huge improvement. The Facilitator Guide has been provided to Life Anew RJC, facilitator, to utilize the broader set of questions during video review sessions.
- **Official paid notetaker** with detailed level of notes, with transparency- Not under APD
The City has contracted transcription services with a contractor and meeting transcripts will be made available to the panel. In addition, all sessions are recorded.
- **All videos are accessible** ahead of time in a repository where we are able to access them until the end of the review panel project (not just for a short period of time or until we review them as a collective).
 - Spangler has done this in the past.
 - Currently, we only see the video for one week. The videos are have been added to the Resolution 66 Videos channel in Microsoft Teams.
- **Advanced warning of video content:** advance information of videos that contain physical violence
The Outlook meeting invite will provide advanced warning of video content. The facilitator will also provide advanced warning of the video content.
- **Background materials:**
 - Access a full set of background information: includes the full curriculum, list of videos and descriptions, lesson plans, whole academy schedule to understand context of when/how taught
 - Access to additional requests for information i.e. if we would like to see specific videos, we should get it.
 - For during our training meetings, if we would like to request additional documentations/videos, APD is to provide this information within one business week.
The Academy curriculum, CE Programming Report, SWOT Analysis Report, Course Material Report have been made available to the panel.
- **Expand the survey deadlines** to more than 24 hours. Leave the surveys submitted for 2 weeks and also allow the opportunity for "further feedback" in the case we would like to come back and add more feedback to the videos we have reviewed.
The survey deadline was extended to seven (7) calendar days.
- **Additional review panel members:**
 - Have trusted criminal defense attorney join the panel
 - Maybe have a cadet who dropped out of training process participate
The Equity Office and City Manager's Office agree to not include additional panel members at this time. The Equity Office has lined up an additional panel member (Maya Pilgrim).
- **Organize a separate legal review of the videos** outside of APD because we believe there are things that are factually and legally incorrect with the videos.
At this time, the City is not lining up a separate legal review of videos.
- **Additional feedback**
 - Provide an opportunity for current APD officers to provide anonymous feedback about the training curriculum to help identify patterns and opportunities to improve the curriculum.
Currently, APD officers and cadets have an opportunity to provide feedback on training curriculum.
- **Sit in on training class**
 - Allow for those that are available from the group to sit in and provide feedback on the training class to identify improvements/patterns/etc.

- **An optional community report** be created by the review board to be sent to Austin's city manager, council and mayor. To be listed on the same platforms as APDs report.
[Community panel members may create a community report and it will be published on the same platforms as APD's and the Contractor's reports.](#)
- **Revised budget and payment:** for longer overall project time as well as additional video viewing and analysis time spent outside the weekly meetings and optional community report. [Effective August 24th, panel members will receive an additional 3 hours pay weekly, in addition to the 3 hour video review session.](#)
- **Clear accountability process for recommendations** that come from this
 - Receive direction from Spencer Cronk & council on how these recommendations will be implemented
 - Transparency- how will this be transparent to the community?
 - We would like for our report to be on the city website & sent out to the community similar to how APD reports are sent out to the community.
 - Tell community what we did/ or are doing & the level of pushback we are facing
 - Community review board opportunity to have a place to host memos and education meetings to educate the community on the process

[The Office of Police Oversight, City Manager's Office and Corporate Public Information Office are collaborating to develop a communications plan that enhances transparency for the work responsive to Resolution 66, along with recent resolutions adopted by Council.](#)

[Staff is in the process of developing a website that will highlight the work performed by this panel, departmental and Contractor reports, recommendations and progress.](#)