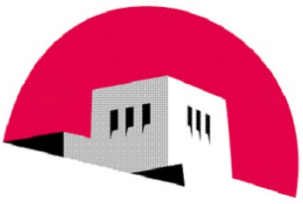


The University of New Mexico

City of Albuquerque, Albuquerque Collaborative on Police-Community Relations Phase One Report

June 2015

Paul Guerin, Ph.D.
Alex Tonigan, BA
Anne Minssen, BA
Sam Torres, BA

Prepared for:
City of Albuquerque

UNIVERSITY OF NEW MEXICO, INSTITUTE FOR SOCIAL RESEARCH

INTRODUCTION

The Institute for Social Research (ISR) at the University of New Mexico was contracted by the City of Albuquerque to assess and evaluate the Albuquerque Collaborative on Police-Community Relations (Collaborative). This contract was finalized in the second half of November 2014. The assessment and evaluation includes a variety of research tasks including the development of a methodology to help collect relevant data to measure participation, the implementation, and results of the Collaborative. The Collaborative process includes three phases which are further described below. This report concludes our research associated with Phase I and a portion of Phase II.

This study had two goals. First, to assess the implementation of the Collaborative following the process outlined in City Council Resolution R-2014-052 (Appendix A) and second to provide key themes distilled from the different sources of information described later. These key themes will be used during the Phase 2 Feedback Sessions to help in the drafting of community goals that will be prioritized. In Phase 3 the community goals will be implemented and a committee will be established to monitor and track progress to keep the process moving forward.

The Collaborative was created by an Albuquerque City Council Resolution (R-2014-052) sponsored by two City Councilors, Ken Sanchez and Trudy E. Jones, and signed and enacted on June 27, 2014 by the City Council and Mayor.

The City of Albuquerque Office of Diversity and Human Rights (ODHR) and the Office of Alternative Dispute Resolution (ADR) were given the responsibility for implementing the Collaborative following the outlined process described later.

This report contains several sections. Following this introduction, we generally describe the Albuquerque Collaborative with a focus on what is outlined in the Albuquerque City Council Resolution and a very limited comparison to the Cincinnati Collaborative after which it is partly patterned. Next, we describe our research methodology that included observations of all the facilitated meetings, a review of the reports completed by the facilitators for each meeting, and a review of other materials including participant evaluation/feedback forms, registrations for the meetings, and sign-in lists for each meeting. We then include an analysis section that reviews the information collected from the different sources of data noted above. Last, we provide our findings and a conclusion.

Description of the Albuquerque Collaborative on Police-Community Relations

The Albuquerque Collaborative on Police-Community Relations began with a *Kick-Off* meeting held in the early evening at the Albuquerque Convention Center on October 21, 2014. The Lead Facilitator of the collaborative opened the meeting by stressing two points:

1. The city is seeking to draw the largest base of participants, and therefore solutions, through the dialogue process.
2. Optimum success will come from “evoking collaborative dialogue rather than combative”.

Next, Albuquerque’s Mayor briefly described the process and emphasized the collaborative as a “tremendous opportunity”. The Albuquerque City Council President offered information regarding negotiations with the U.S. Department of Justice (DOJ), and characterized the collaborative as a “defining moment”. On behalf of APD, the Albuquerque Chief of Police affirmed the department’s commitment to collaborative efforts for improved community relations. Lastly, the ADR coordinator outlined the collaborative process step by step. The meeting was then opened to questions, and some citizens voiced concerns regarding community engagement and outreach. In total, the meeting lasted about an hour, with roughly a hundred people in attendance, of which approximately 40% were uniformed police. Several local TV news stations were also present.

Informational pamphlets with a description of the collaborative process and a calendar of future stakeholder dialogue sessions were provided to attendees. Table 1 lists identified stakeholder groups and stakeholders. The resolution did not limit the stakeholders to those listed.

Table 1 Stakeholders

Stakeholder Group (not exclusive)	List (not exclusive)
Grieving families	Aggrieved families Personally affected citizens
Mental Health Community	St. Martin's Samaritan counseling Other members of the committee working on mental health
First Responders	Albuquerque Police Department and their families COAST/CIT Albuquerque Fire Department UNM Department of Emergency Medicine Health Care for Homeless VA Hospital
Faith Based Community	Pastors and Rabbis Catholic church representatives Catholic charities
Business Community and Neighborhood Associations	Albuquerque Chamber of Commerce Downtown Action Team Various neighborhood associations Media
Access to Justice	Probation Officers District Attorney's Office Public Defender ACLU Bernalillo County Sheriff's Office District and Metro Judges
Nonprofit/Service Providers	Albuquerque Heading Home Many in city
Underserved Community	LULAC NAACP/NM Office of African American Affairs African American Chamber of Commerce of New Mexico Hispano Chamber of Commerce Asian American Association of New Mexico Indian Pueblo Cultural Center American Indian Chamber of Commerce NM NM Commission for the Blind NM Commission for the Deaf and hard of hearing Seniors Veterans Equality NM/LGBT Youth
Educational Community	Albuquerque Public Schools University of New Mexico Central New Mexico Community College
Government	City councilors/staff Mayor's office and County officials Mexican Consulate

In addition, the resolution set aside $150,000 to:

- Provide a public awareness/public participation outreach program to ensure the maximum number of community members know about and can participate in the Collaborative
- To provide for neutral facilitation services
- To provide for data collections and other costs related to the implementation of the resolution

Exhibit A to the resolution is an outline of the process that seeks community and stakeholder input and is part of Appendix A. The approved process for the Collaborative included, but was not limited to, three phases. The role of the Institute is covered in the third bullet point above.

The process outlined in the City Council Resolution and described below is broadly patterned after a similar initiative that occurred in Cincinnati, Ohio which began in 2002. Like Albuquerque, the Cincinnati Collaborative was preceded by a DOJ investigation as well as a lawsuit filed by the Ohio Chapter of the ACLU and the Cincinnati Black United Front (BUF) in 2001 alleging police had treated African Americans differently than other racial groups. The Cincinnati collaborative is the result of the lawsuit, which is tied to the DOJ agreement. It is important to note the process in Albuquerque is not the result of a lawsuit; rather the result of the City Council Resolution discussed earlier and has largely occurred since the signing of the Albuquerque MOA.

The following describes the three phases and progress through approximately early June 2015.

Phase I Listening

The resolution proposed a three Phase process to the Albuquerque Collaborative. Phase 1 Listening contains three tasks.

Task 1 (Identifying Stakeholders) focused on identifying stakeholders, both individuals who represent the identified stakeholder groups and any additional stakeholder groups. This task was accomplished in a couple of ways. Early on in the process the City allowed interested community members to sign up to participate via a link on the mayor's webpage (http://www.cabq.gov/mayor/police-outreach/police-community-relations-collaborative). The City also encouraged individuals who showed at any of the facilitated meetings to sign in and express interest for future meetings.

Task 2 (Facilitated Meetings) addresses the facilitated meetings, which were introduced via the "Kick-Off" meeting of the Albuquerque Collaborative held on October 21, 2014 by the City's Mayor (Richard Berry), described earlier. The City held a total of 22 facilitated meetings. This includes 3 private meetings held for the Chamber of Commerce stakeholder group representatives, the Domestic Violence Network, and the Sankofa Men's Leadership Exchange. These meetings have been led by contracted professional facilitators hired by the City of Albuquerque. Research staff attended the Kick-Off meeting as well as each facilitated meeting. The list of scheduled meetings by date with the location, time, day of week, stakeholder group, the number of registered participants, and the number of individuals who participated in the meeting is provided and discussed in a later section. Results, derived from the reports that were compiled by the professional facilitators and structured observations by ISR staff, are also reported later.

Task 3 (Agenda) is related to Task 2 and primarily relates to the facilitated meetings themselves and the development of an agenda, key issues and questions to explore, and the process of conducting the meetings. These questions are similar to those used in the Cincinnati Collaborative survey after which the Collaborative is patterned. A brief description of the Cincinnati Collaborative is included in Appendix A.

Phase II Processing

This phase partly deals with the evaluation of the "qualitative and quantitative information obtained from Phase I". This is the role performed by the ISR and this preliminary review serves as part of the evaluation.

Task 1 (Information and Data Collection) required the contracted facilitators to provide written reports from each facilitated meeting, as well as information from the on-line surveys. The ISR has been tasked with "distill(ing) key themes from the qualitative and quantitative information".

Task 2 (Feedback Sessions) describes how the results of the evaluation will be used to inform "Feedback Sessions" through a presentation of summarized information. Stakeholder groups will then draft a set of community goals

through a voting process by all the stakeholder groups, and a set of community-wide consensus goals will be established and affirmed.

Task 3 (Action Plan) involves an action plan in which the consensus goals established in the Phase II Feedback Sessions are developed into an action plan to improve police-community relations, enhance public safety, and address issues that impact the quality of life in Albuquerque. As of the writing of this report, this task has not yet begun.

Phase III Acting

The third phase involves implementing the action plan to improve police-community relations, enhance public safety, and address issues that impact the quality of life in Albuquerque.

Task 1 (Monitoring Committee) involves the establishment of a monitoring committee that includes local volunteers and leaders (this term has not been defined) who have agreed to participate.

Task 2 (Continuity) revolves around an action plan designed to establish final outcomes for APD and the community. The monitoring committee will monitor, track progress and make recommendations to the Mayor and City Council and to keep the process moving forward. This task includes continued dialogues to be held annually.

Albuquerque Collaborative History

In November 2012 the federal Department of Justice (DOJ) (similar to what occurred in Cincinnati) began an investigation into APD's policies and practices primarily to determine whether APD engaged in a pattern or practice of the use of excessive force. Similar to Cincinnati, police shootings of citizens formed the impetus for the investigation. In April 2014 the DOJ issued a public letter noting probable cause to believe APD engaged in a pattern or practice of the use of excessive force. This is similar to the finding in Cincinnati by the DOJ. Following the issuing of the April 2014 letter, the City of Albuquerque and the DOJ worked together to develop a Settlement Agreement which was filed on November 14, 2014.

The Collaborative was created a little more than 4 months before the Settlement Agreement was signed by City Council Resolution and the Collaborative Kick Off meeting was held about 25 days prior to the filing of the MOA. To reiterate, unlike Cincinnati, the Albuquerque Collaborative is not the result of a civil lawsuit that paralleled the DOJ investigation and MOA.

The Albuquerque Collaborative possesses similar intent to the Cincinnati Collaborative, though it differs in important ways. First, the Cincinnati Collaborative occurred before the signing of the MOA (the equivalent to Albuquerque's Settlement Agreement) and during the DOJ investigation. Albuquerque's Collaborative was initiated by the City Council Resolution prior to filing of the Settlement Agreement, and so preparation of the Collaborative was well under way after the filing of the Settlement Agreement. Second, and related to the first point, the Cincinnati Collaborative led to the Collaborative Agreement (CA). Third, the Albuquerque Collaborative is not connected to the Settlement Agreement in the same way that the Cincinnati CA was connected to the Cincinnati MOA.

These three differences are important and are part of what made the Cincinnati Collaborative and resulting CA unique.

RESEARCH METHODOLOGY

Our research contained several different tasks using various methods. These methods included quantitative and qualitative methods, data collected by the City of Albuquerque and provided to us, information collected by the contracted Facilitators, and our observations of the meetings.

The City of Albuquerque Office of Diversity and Human Rights (ODHR) and the Office of Alternative Dispute Resolution (ADR) were responsible for implementing the Collaborative, were our primary point of contact, staffed the facilitated meetings, and provided us all official data. ODHR/ADR staff provided us the reports prepared by the contracted Facilitators following each facilitated meeting, sign-in lists for each facilitated meeting, evaluation forms completed voluntarily by participants at the end of each facilitated meeting, comment/question forms voluntarily completed by participants at the end of each facilitated meeting, and records of citizens who signed up via one of two City of Albuquerque websites expressing interest in participating in the Collaborative. These are described below.

Registration and Sign-In Sheet Lists

Registration

Registration for the facilitated meetings took a number of forms. Community members were initially invited to register for the dialogues using the City website listed earlier and they were also provided the options of calling the ADR office to register or expressing their interest for future meetings at each individual facilitated meeting. The most common form employed for this second option was simply the "Registration" form, which asked prospective participants to provide their name, email address, phone number, zip code, stakeholder group, and whether they had already registered on the city website. At three facilitated meetings—the Government and Policy Makers dialogue on February 11, 2015, the Neighborhood Associations dialogue on April 21, 2015, and the Seniors Advocacy and Interest dialogue on May 13, 2015—another registration form was provided. This form targeted interested citizens who were unable to attend the meeting representing their stakeholder group and requested their availability, in the event that scheduling additional meetings became possible.

Sign-In Sheets

If community members attended a meeting but had not registered beforehand, they were asked to sign in. In general, signing in meant that a community member could only observe a meeting because space for participants was reserved for those persons who had previously registered. However, ISR staff has witnessed facilitators invite observers to participate in the dialogue discussions on multiple occasions, noticeably when additional space for participants was available. Two types of sign-in sheets were used to track "walk-in" attendees: a "Sign-In for Unregistered Attendees" sheet and a "Walk-ins (Observers)—Not Pre-Registered" sheet, both of which asked attendees to provide their name, email address or fax number, phone number, and stakeholder affiliation. At three dialogues—the Aggrieved Families and Personally Affected Citizens dialogue on November 8, 2014, the First Responders dialogue on November 17, 2014, and the Faith-Based Community dialogue on December 3, 2014—a "'Standby' Participation Sign-up" sheet was provided. This third type of sign-in sheet allowed community members who had not registered but who wanted to participate to join the discussions as space allowed on a first come, first served basis. Finally, the initial event and three meetings had completely unique sign-in sheets, although they requested much of the same information as above: the Mayor's Kick-Off Event on October 21, 2014, the Sankofa Men's Leadership Exchange dialogue on April 28, 2015, the Network dialogue on April 29, 2015, and the Pueblo and Native Communities dialogue on June 6, 2015.

Information from these sources were reviewed and compiled by ISR staff to report the number of individuals registered for the meetings, the number who signed-in, and the number of participants. This is reported later.

Attendance Lists

The number of participating attendees at each dialogue represents the number of registered attendees plus the number of participating walk-in attendees, minus the number of observers (police or civilians). This information was tracked by the ADR office, which provided their master list of registered community members, participating attendees, and observers for each dialogue to ISR staff. When possible, the ADR information was corroborated by ISR staff observation notes for each facilitated meeting.

Feedback/Evaluation Forms

These forms contained two sections. The first section included 9 statements with a scale of 1 (Poor) to 4 (Excellent) designed to evaluate the facilitators for each facilitated meeting. As noted elsewhere there were two facilitators per group and the form evaluated the facilitators as a group. The second section of the form contained five questions described below. Each participant was given an Evaluation form prior to the beginning of each dialogue.
The Evaluation forms varied in how they were completed by participants. For instance, the form asked the participants to identify with a particular stakeholder group, but often rather than listing the stakeholder group to which they belonged, participants listed the name of the meeting they were attending or did not answer the question. Forms also varied in how completely they were answered. For example, while a majority of participants scored the facilitators, often times they did not list the names of the facilitators and failed to respond to the five questions in the second part of the form. The second part of the form included five questions:

- what can we do differently,
- list anything that you found useful,
- list anything that was not useful,
- what would you tell someone about our facilitation, and
- any other input

Participants also varied in how detailed they were in responding. Depending on the question, between one-third and two-thirds of the participants did not respond. While a large number of participants wrote one to two sentences for each question others occasionally wrote a single word.

All forms were entered into a database and common responses were highlighted to note re-occurring themes. For example, several participants acknowledged the lack of APD and public officials at the dialogues and expressed a greater desire for better advertising or community efforts to improve attendance rates.

Comment/Questions Form

The Comment/Questions form asked participants to first select either Comment/Question/Concern and space was provided for participants to write down their comments/questions/concerns and also a proposed action.
Participants were instructed to use the Comments/Questions form as a supplemental source to communicate any ideas/thoughts/proposals they were unable to present during the dialogue. A small minority of participants completed this form. A majority of respondents used the forms as a supplemental source as described earlier and a minority used the forms to voice criticisms and concerns about the procedure of the dialogues. For instance, respondents who used the forms as a supplement to the dialogue often wrote down questions that were not answered during the dialogue, suggestions for police/community relations, and expressed a long term desire to be involved. Respondents who used the forms to voice criticisms and concerns primarily made comments in regards to the format of the dialogues. For example, a number of respondents had comments and questions regarding how each dialogue was linked to that particular stakeholder group. One respondent questioned why dialogues were not driven by how police/community relations and interactions affect particular stakeholder groups, given that each dialogue was supposedly aimed at recruiting individuals from these stakeholder groups.

Facilitator Reports

For each dialogue a facilitator report was generated to document the meeting summary, core topics, relevant comments and how participants answered the dialogue questions. The format of each report varied in length, organization, and types of information provided. For example, every dialogue began with an introduction of each participant. Participants were asked to state their name, where they live, and why they were present. Some facilitator

reports included this information, while others did not. This information was useful in determining whether or not the dialogues were representative of the stakeholder groups. When information was lacking in the facilitator reports, the ISR observation reports supplemented the missing information and vice versa. Another example of this complementary relationship was when there were two or more groups per dialogue and only one or two ISR observers. In this case the facilitator report would be the primary source of information for that specific group.

All of the facilitator reports were uploaded and saved as primary documents into a qualitative data analysis software application. A list of codes was created that captured the common themes that were gathered from the facilitator reports and observation notes. These codes were linked to sections of each report highlighting each time a participant mentioned that code either explicitly or implicitly. For example, mutual respect was mentioned in a majority of the dialogues. Every time mutual respect was mentioned in a report it was highlighted and linked to the code mutual respect. This process was replicated for each code. A table listing common themes and topics captured by the codes in the qualitative data analysis application is reported later in the Analysis and Discussion section.

ISR Facilitated Meeting Observations

ISR staff attended all the facilitated meetings that were led by contracted professional facilitators hired by the City of Albuquerque, including the Kick-Off meeting. The list of scheduled meetings by date with the location, time, the day of week, stakeholder group, the number of registered participants, and the number of individuals who participated in the meeting is provided in Table 2. At each facilitated meeting ISR staff used a structured observation form (Appendix B), which they were trained to use.

The first page of the form required the observer to list the basic information regarding the dialogue they were observing. This included the date, start time and end time, meeting topic, the names of the facilitators, the starting and ending number of participants (this accounts for any participants who were not present the entire time), and the number of female and male participants. Observers were also required to create ID's for each participant and included a brief description of each participant by observed age and race/ethnicity. Each observer was also required to draw the meeting setting including the seating arrangement of the participants and observers. The observation form included pages to document the dialogue. These pages were formatted with three separate columns. The first column was used to identify the speaker using their assigned ID. The second column was used to document different types of commentary. Some examples would be quotes, non-verbal cues, specific suggestions, and interactions/conduct. The third column was where comments/dialogue were recorded.

In the same way as the facilitator reports, all of the facilitated meeting observations were uploaded and saved as primary documents into a qualitative data analysis software application and coded according to recurring themes. A table listing common themes and topics captured by the codes in the qualitative data analysis application is reported later in the Analysis and Discussion section. In addition, a second application of the observation notes was their utility in determining the number of representative participants (i.e. genuine stakeholders) present at each facilitated meeting. ISR observations served as the primary source for this task, disregarded in favor of sign-in sheet stakeholder affiliations only if any of the following three obstacles became apparent: (1) participants did not indicate their stakeholder affiliation verbally at a meeting; (2) the number of groups at a particular meeting was uncertain; or (3) the number of sets of observation notes possessed by ISR staff did not match the number of groups at a particular meeting.

Themes

The major themes were derived from the facilitator reports and ISR observation notes. We constructed definitions for these themes as necessary to best capture the dimensions of participants' recurring ideas and topics. For instance, the theme 'community policing' has a very broad definition and can have several meanings depending on interpretation. In the context of the dialogues, many participants discussed community policing as a format of policing where officers patrolled a single area regularly and collaborated with the citizens of these areas to control crime. However, it became

clear over the course of our observations that participants often referenced a conceptually distinct but similar theme—'civilian involvement'—where civilians would initiate supervision over or partnership with police. To clearly distinguish between the two themes, we modified the former's definition to emphasize the proactive role of police in building relationships with community members and highlighted the reverse of this process for the latter theme. For the facilitator reports, ISR staff used 26 major themes to analyze the reports. The ISR observation notes were analyzed using 30 major themes, because four additional themes were used to account for non-verbal cues. The two sources of information varied in how information was documented. Since non-verbal cues were rarely documented in the facilitator reports in comparison to the ISR observation notes, non-verbal themes were only coded for the ISR observation notes. Table 9 and Table 11 show the major themes, definitions, and the total themes used in all of the dialogues.

Facilitated Meetings

Table 2 reports the facilitated meetings by the stakeholder group, the location, date, time of day, day of week, invitees, and participants as counted by ISR staff who observed the meeting. The total number of registered invitees is derived from the master list provided by ADR staff, who recorded the names of community members who expressed interest in any upcoming meeting by registering online, calling the ADR office, or signing up at a meeting they attended. The total number of registered attendees includes walk-in observers or participants, who ADR staff added to their master list in order to indicate their attendance. Although these attendees were often labeled as observers to distinguish them from attendees who registered beforehand, this practice was not consistently followed throughout the master list provided by ADR staff. As such, current data do not allow us to differentiate between prior registrants and walk-ins in the Invitees (Total Registered) column in Table 2.

Dialogues took place primarily at seven different City of Albuquerque community center locations across the City. Two meetings were held at the Southwest Broadway Cultural Center and one facilitated meeting each was held at the Albuquerque Chamber of Commerce (a private meeting), the United Way of Central New Mexico, the University of New Mexico School of Law, and the Indian Pueblo Cultural Center. Meetings were typically held during the week Monday through Friday with the exception of five dialogues which were held on Saturdays. Dialogues that were held during the week typically started in the late afternoon or early evening, ranging from 3:30 PM to 5:30 PM and lasted for approximately 3 hours. The number of invitees who were registered by facilitated meeting varied between 1 and 137 and the number of participants varied between 5 and 32.

Table 2 Facilitated Meetings

Stakeholder Group	Location	Date	Time	Day of Week	Invitees (Totaled Registered)	Participants (ISR observation)
Mental Health Community and Related Service Providers	North Domingo Baca Community Center	10.27.14	6:00p to 9:00p	Monday	79	20
Aggrieved Families and Personally Affected Citizens	North Domingo Baca Community Center	11.8.14	11:30a to 2:30p	Saturday	55	15
First Responders	Palo Duro Senior Center	11.17.14	3:30p to 6:30p	Monday	46	17
Faith Based Community	Highland Community Center	12.3.14	3:30p to 6:30p	Wednesday	44	20
Business Community and Neighborhood Associations	North Domingo Baca Community Center	12.13.14	11:30a to 2:30p	Saturday	67	19
Private Session: Chamber of Commerce	Chamber of Commerce Building	12.17.14	2pm to 4pm	Wednesday	Unknown	11
Access to Justice Organizations and Providers	Wells Park Community Center	1.5.15	3:30p to 6:30p	Monday	60	11
Minority and Underserved Communities	Wells Park Community Center	1.20.15	3:30p to 6:30p	Tuesday	70	14
Educators and Academic Community	Highland Community Center	1.31.15	11:30a to 2:30p	Saturday	95	15 ±
Government and Policy Makers	Highland Community Center	2.11.15	3:30p to 6:30p	Wednesday	55	18 ±
Concerned Citizens Independent Interest	Taylor Ranch Community Center	2.28.15	11:30a to 2:30p	Saturday	119	Cancelled Due to Weather
Non-Profit Organizations	North Valley Senior Center	3.10.15	4:00p to 7:00p	Tuesday	65	9
Homeless Advocacy and Interest	Taylor Ranch Community Center	3.28.15	11:30a to 2:30p	Saturday	50	12
Concerned Citizens – Independent Interest	South Broadway Cultural Center	4.8.15	5:30p to 8:30p	Wednesday	137	9
Neighborhood Associations	South Broadway Cultural Center	4.21.15	4:00p to 7:00p	Tuesday	37	12
Sankofa Men's Leadership Exchange	Loma Linda Community Center	4.28.15	5:30 p to 8:30 p	Tuesday	13	27
The Domestic Violence Network	United Way of Central New Mexico	04.29.15	9:00 a to 12:00 p	Wednesday	1	32
Homeless Advocacy & Interest	South Broadway Cultural Center	04.30.15	4:00 p to 7:00 p	Thursday	54	14
Media Community	North Domingo Baca Community Center	05.08.15	5:30 p to 8:30 p	Friday	26	5
Seniors Advocacy and Interest	Highland Community Center	05.13.15	3:30 p to 6:30 p	Wednesday	22	11
Student and Young Adult Community	University of New Mexico School of Law	05.19.15	4:30 p to 7:30 p	Tuesday	20	5
Veterans Advocacy and Interest	Palo Duro Senior Center	05.27.15	3:30 p to 6:30 p	Wednesday	22	11
Pueblo and Native Communities	Indian Pueblo Cultural Center	06.06.15	11:30 a to 2:30 p	Saturday	31	17

The facilitated meetings as noted earlier were facilitated by professional facilitators contracted by the City of Albuquerque. Facilitators operated in teams of two with one individual operating as the Facilitator and the other as the co-Facilitator. The Facilitator led and directed the meeting and the co-Facilitator took notes and helped in various ways. The meetings were designed to address the key issues/questions outlined in Table 3 and our review to a large

degree focuses on "distill(ing) key themes from the qualitative and quantitative information" from the required written reports from each facilitated meetings from the Facilitators and our observations of these meetings.

Table 3 Albuquerque Facilitated Meeting Questions

Key Issues/Questions
What are your goals and expectations for police-community relations in Albuquerque?
What are your goals and expectations for police-community interactions and conduct in Albuquerque?
Why are these goals and expectations important to you (what experiences, values, beliefs, feelings influence your goals)?
How do you think your goals can be best achieved?
What are your specific suggestions and ideas?

Marketing and Outreach

This section describes marketing and outreach completed by ADR and other City of Albuquerque staff that is connected to the Collaborative. At the request of the ISR, ADR staff compiled the majority of the information that is reported here.

The Collaborative and facilitated meetings were marketed in a variety of ways. In addition, ADR and City of Albuquerque staff conducted outreach to a variety of groups to encourage attendance at various planned facilitated meetings and in a few cases organized meetings for specific groups through these outreach efforts. This includes meetings with the Albuquerque Chamber of Commerce, various Native American groups for the Native American dialogue, various homeless advocacy groups for the homeless dialogue, and various veterans' group for the veteran dialogue. City staff emailed UNM Student Services and CNM Student Services regarding the Student and Young Adult stakeholders facilitated meeting. The UNM Daily Lobo newspaper was also notified.

The following groups were notified by email and phone about the Pueblo and Native Communities meeting: the Mayor's Native American Task Force, American Indian Chamber of Commerce, First Nations Community Health Source, UNM Institute for Indigenous Knowledge and Development, Albuquerque Indian Center, the Navajo Nation President's Office and Human Rights Commission, and All Pueblo Council of Governors.

The following groups were notified (email and phone) about the Veterans Advocacy and Interest meeting: the United Veterans Council of New Mexico, American Legion Auxiliary, Vietnam Veterans of New Mexico, Disabled American Veterans Chapter 4, Department of Veterans Affairs, Paralyzed Veterans of America, Paws and Stripes, and the Veterans of Foreign Wars, among others.

We were also told the ACLU, Hispano Chamber of Commerce, Albuquerque Interfaith, as well as other groups, were generally made aware of the Collaborative and meetings. In December 2014 a presentation by an ODHR staff member was made to the Asian-American Association of New Mexico at their annual meeting in which the community dialogues were mentioned and members of the Association were invited to participate. A session just for the Association was also proposed.

Radio and print media buys regarding the Collaborative and facilitated meetings were also made. A table detailing the radio and print ads is attached as Appendix C. In time for this report we were not able to discover what everything in the table means. The media buy included an Albuquerque Magazine print advertisement, radio advertisements mentioning "a community wide meeting" and directing citizens to the City of Albuquerque TalkWithaCop.com website. This website asks citizens to have a conversation with the men and women of APD. The site welcomes citizens to send an email to APD and, importantly, welcomes citizens to sign up for "the department's Community-Police Collaborative programs". A link on the website directs users to the Police and Community Relations Collaborative website.

According to available information there were approximately 2,000 unique page views of the site between June 11, 2014 and June 21, 2015. There were also approximately 400 hits to the sites where individuals could sign up for the facilitated meetings.

The facilitated meetings were also advertised on the City of Albuquerque website and were advertised on the Alibi website (http://alibi.com/events/calendar.html) under the "Community" heading.

ANALYSIS AND DISCUSSION

The following reports and discusses the information from the various sources. We first focus on the official data from the variety of sources we received from the City of Albuquerque regarding registration and attendance at the facilitated meetings. This is followed by the analysis and discussion of facilitator reports and our observations of the facilitated meetings.

Registration, Sign-in Sheets, and Attendance Lists

According to the tallies completed by ISR staff, approximately 324 participants (not including observing civilians or police) were present at the 22 facilitated meetings in total. This count is slightly less than the number provided by the ADR office master list, which yielded 386 participants. These counts include individuals who participated in more than one facilitated meeting. To determine the number of unique persons who participated, duplicated names were subtracted from the original list provided by ADR staff, resulting in 254 unique participants. Assuming the raw count of 386 participants is accurate, just over one-third (34.2%) of facilitated meeting participants were repeat attendees. Since attendance at facilitated meetings was open to the public regardless of whether attendees were stakeholders to the specified group in question, the degree to which the meetings represented the stakeholder groups varied. As mentioned in the Methodology section, ISR staff observation notes were the primary source used to determine the number of representative stakeholders and total participants at each dialogue, while sign-in sheet stakeholder identifications were used as a secondary source if the observation notes for a particular dialogue were insufficient to obtain this information. Those attendees who participated in the dialogue but did not identify their affiliation(s) in the observation notes and/or do not appear on any sign in sheet were assumed to be stakeholders.

Using the total number of participants for each dialogue, a percentage (rounded to the nearest tenth) of representative participants was then calculated for each meeting and assigned a score according to the following interval scale: 0.0-20.0% = 1/Very Low Representation, 20.1-40.0% = 2/Low Representation, 40.1-60.0% = 3/Moderate Representation, 60.1-80.0% = 4/High Representation, 80.1-100.0% = 5/Very High Representation. The higher the score, the more representative of its stakeholder group a particular meeting was. Table 4 reports this information, including the percent representative and representation scale score for each facilitated meeting. The average percent representative for all meetings was 61.6%, indicating the typical representation category was High Representation. Because we used a conservative method to construct the representation measure the true representation levels for some meeting are likely slightly lower.

Table 4 Facilitated Meeting Representation Levels

	Facilitated Meeting	Number of Representative Participants	Total Number of Participants	Percent Representative	Representation Scale Category
1	Mental Health Community and Related Service Providers	14	20	70.0%	High Representation
2	Aggrieved Families and Personally Affected Citizens	12	15	80.0%	High Representation
3	First Responders	8	17	47.1%	Moderate Representation
4	Faith Based Community	18	20	90.0%	Very High Representation
5	Business Community and Neighborhood Associations	10	19	52.6%	Moderate Representation
6	Albuquerque Chamber of Commerce	11	11	100.0%	Very High Representation
7	Access to Justice Organizations and Providers	10	11	90.1%	Very High Representation
8	Minority and Underserved Communities	8	14	57.1%	Moderate Representation
9	Educators and Academic Community	12	23	52.2%	Moderate Representation
10	Government and Policy Makers	7	15	46.7%	Moderate Representation
11	Non-Profit Organizations	14	23	60.9%	High Representation
12	Homeless Advocacy and Interest 3/28/15	3	12	25.0%	Low Representation
13	Concerned Citizens – Independent Interest	24	29	82.8%	Very High Representation
14	Neighborhood Associations	9	12	75.0%	High Representation
15	Sankofa Men's Leadership Exchange	22	24	91.7%	Very High Representation
16	The Domestic Violence Network	30	36	83.3%	Very High Representation
17	Homeless Advocacy & Interest 4/30/15	10	17	58.8%	Moderate Representation
18	Media Community	0	5	0.0%	Very Low Representation
19	Seniors Advocacy and Interest	7	11	63.6%	High Representation
20	Student and Young Adult Community	0	5	0.0%	Very Low Representation
21	Veterans Advocacy and Interest	5	11	45.5%	Moderate Representation
22	Pueblo and Native Communities	14	17	82.4%	Very High Representation

Feedback/Evaluation Forms

A total of 243 evaluation forms were completed by participants and 38 participants completed a Comment and Question Form. Participant's typically provided more detailed responses on the Comment and Question Form compared to the Evaluation Form. Table 5 provides the response rate by facilitated meeting.

Two factors could help explain the low number of responses for the Comment/Questions Form. First, is the fact that many facilitators presented the Comment and Question Form as a resource to list any additional

comments/concerns/questions that were not addressed during each facilitated meeting. Second, the fifth question on the Evaluation Form asked participants to list any further input regarding the dialogue. We believe some participants may have used this question to list any comments/concerns/questions. The form was also at times presented as optional. Table 5 reports the survey responses by type of form.

Table 5 Evaluation & Comment/Question Forms

Stakeholder Group/Topic	Number of Evaluation Forms	Number of Comment/Question Forms
Mental Health Community	15	4
Aggrieved Families and Personally Affected Citizens	14	0
First Responders	14	0
Faith-Based Community	13	8
Neighborhood Associations & Business Owners	11	0
Albuquerque Chamber of Commerce Private Session	9	0
Access to Justice Organization & Providers	8	4
Minority & Underserved Communities	12	0
Educators & Academic Community	14	0
Government & Policy Makers	4	2
Non-Profit Organizations	18	0
Homeless Advocacy & Interest	0	0
Concerned Citizens Independent Interest (2)	14	6
Neighborhood Associations (2)	7	0
Sankofa Men's Leadership Exchange	15	0
The Domestic Violence Network	17	1
Homeless Advocacy & Interest	8	3
Media Community	3	0
Seniors Advocacy and Interest	9	0
Student and Young Adult Community	4	1
Veterans Advocacy and Interest	9	2
Pueblo and Native Communities	11	6

Table 6 reports the results of the Evaluation Forms. As noted earlier the evaluation form included a series of 9 statements regarding the overall performance of the facilitators. The scale included four choices: 4 for Excellent, 3 for Good, 2 for Acceptable, and 1 for Poor. Of the 243 evaluation forms a majority of the respondents rated the facilitators highly on all 9 statements. For example, of the 231 participants who responded to the first statement, “Communicated information clearly”, 214 participants rated the facilitator with a positive rating of 4 or 3. In total only 43 participants gave a negative rating of 2 or 1 rating on any of the 9 statements.

Table 6 Facilitator Evaluation

Facilitator Evaluation Questions:	Mean	Median
Communicated information clearly	3.4	4.0
Kept you engaged	3.4	4.0
Helped you feel heard	3.5	4.0
Helped clarify	3.4	4.0
Treated participants impartially	3.5	4.0
Gave you an opportunity to speak when you needed to	3.5	4.0
Managed the conversation well	3.4	4.0
Managed the time well	3.4	4.0
Embodied a positive role model	3.4	4.0

Fewer participants completed the five questions in the second section of the evaluation form and the number of responses varied by question. Table 7 reports the percent of the 243 respondents who provided a response by question. The responses to each of the 5 questions varied considerably and it was not practical to categorize the responses. In general, respondents found the facilitation useful, but many of the responses were very general and included responses such as everything, all or nothing. Another issue with the forms was the inconsistencies in responses. For instance, one respondent said that they found "everything" useful, but for the next question said that "for the most part" found nothing useful.

Table 7 Responsiveness of Evaluation Questions

Question	Percent
Q1: What can be done differently?	53%
Q2: List anything you found useful.	51%
Q3: List anything that was not useful.	23%
Q4: What would you tell someone about our facilitation?	57%
Q5: Any other input? (Please use other side if you need more space.)	28%

We are able to provide more information regarding question 4. Question 4 asked participants to list what they would tell someone about the facilitation. We were able to categorize these responses into positive comments, negative comments, and neutral comments. This information is presented in Table 8.

Almost 60% of those who completed an evaluation form responded to question 4. Overall, the vast majority of the responses were scored as positive and a small minority of the responses was scored as negative or neutral. The responses varied in in description and detail. For instance, several respondents simply wrote down "yes" or "great". These responses were scored as positive. Responses that were scored as negative were typically more descriptive than positive responses, since they usually included a complaint. Common responses were aligned with topics such as use of time, execution, staying on topic, and disruptive participants. Neutral responses included responses that were considered inconclusive. For example, a neutral score was attached to responses such as "sure", "all", or "okay". Table 8 shows how many responses were scored as positive negative, or neutral and the total number of responses received.

Table 8 Dialogue Evaluation

Question:	Positive		Negative		Neutral		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	
What would you tell someone about our facilitation?	116	84.1%	14	10.1%	8	5.8%	138

Facilitator Reports

Each Facilitator Report included a heading with standard information such as date submitted, submitted by, meeting date/time, location, facilitator, co-facilitator, ADR staff, and the name of the stakeholder group. While each report varied in length and organization the reports consistently provided the same types of information. Each report had a section entitled meeting summary. Depending on the meeting, this section usually was one or two paragraphs long. The meeting summary typically consisted of information describing the demographics of the dialogue participants, unique occurrences, and main themes of the dialogue. For instance, the facilitator would usually note in this section whether or not the participants were representatives of the stakeholder group and if any participants or observers were APD officers or city officials. Unique occurrences were documented in the meeting summary in regards to conflicts that may have arisen between participants/observers/facilitators. For instance, a dialogue that took place early depicted a hostile environment where a majority of the participants were present to "ventilate their anger and frustration". Facilitators labeled their anger in the meeting summary as being pessimistic and not ready to focus on the questions presented and find resolutions. The facilitator reports were useful in documenting basic themes and participants responses to the dialogue questions. Where they lacked was documenting the commentary between participants. Our observation notes proved very useful in this regard, because they recorded information from start to finish and noted all commentary among participants, observers, and facilitators.

Our review of the facilitator reports produced 26 themes. Table 9 shows each theme, the definition of each theme, and the total number of times each theme occurred. The total number of themes is represented in a percent and a frequency score. The score is derived according to the following interval scale: 0.0-2.0% = 1, 2.1-4.0% = 2, 4.1-6.0% = 3, 6.1-8.0% = 4, 8.1-10.0% = 5, 10.1-12.0% = 6.Each theme was attached to a quotation that either explicitly mentioned the theme or implicitly described it. For example, the quotation "Need respect for both police and the mentally ill, dialogue and resolution require respect" explicitly describes a need for mutual respect. On the other hand the quotation "Education on mental health issues for police and community alike" doesn't explicitly say improved training standards, but implicitly the quotation is describing an issue that needs to be addressed in regards to training. Including all of the facilitator reports there are 1,306 quotations, and 1,809 themes were accounted for in those quotations. There are more themes than quotations, because multiple themes can be attached to a single quotation. For instance, the quotation: "A need for education of the community on what police do daily and how laws impact unpopular or misunderstood actions", has the themes Civilian Preconceptions and Civilian/Police Awareness attached to it.

Table 9: Major Themes from Facilitator Reports (Definition and Total Amount)

Major Themes from Facilitator Reports:	Definition of Theme	Total Themes	
		Percent	Score
Accountability	APD and the City's administration taking responsibility for their actions and mistakes; errant officers being disciplined or removed from their positions.	3.4%	2
Administrative Change	Change in the staff, management, or practices of APD/City	4.5%	3
Channels of Communication	Safe, accessible, and efficient channels of communication for the community to use for dialogue with APD or the City of Albuquerque.	6.2%	4
Civilian Conduct	Civilians learning how they are obligated to act during police-civilian interactions	1.6%	1
Civilian Involvement	Civilians initiating supervision or collaboration with policing efforts (for example, with a citizen oversight committee or a citizen police academy).	5.3%	3
Civilian Preconceptions	Civilians having their pre-conceived ideas regarding police officers or offenders corrected.	3.2%	2
Civilian Rights	Civilians learning what their rights are during police-civilian interactions.	1.7%	1
Civilian/Police Awareness	Awareness programs to help educate the community, the police, and administration	10.0%	6
Collaboration	Civilians, community agencies, and APD working together (communication relations).	11.3%	6
Community Policing	Police being proactive to build rapport with the residents of the areas they patrol and partnering with them to control crime.	3.4%	2
Constituent Representation	Political empowerment through the opportunity to elect community representatives to represent group interests to APD and the City of Albuquerque.	0.3%	1
Crisis Intervention Training	Many participants discussed a need for APD officers to make better use of CIT, especially in situations where they are dealing with mental health individuals.	1.3%	1
De-Escalation Training	Officer training in strategies for minimizing the level of force a situation may require.	1.5%	1
Diversity/Cultural Training	Officer training for interacting with all special populations (racial/ethnic and multicultural sensitivity, training in interactions with mentally ill persons, etc.).	1.9%	1
Mutual Respect	Two way relationship. Respect on both sides.	8.0%	4
Mutual Trust	Trust on both sides.	5.1%	3
Police Protocol & Equipment	Change police protocol in regards to conduct, uniforms, police cars, and resources to fund programs.	4.4%	3
Presence	Police and community presence.	2.0%	1
Progressivism	Forward thinking.	0.8%	1
Recruitment Numbers	Recruitment to boost the number of police officer serving Albuquerque (generally).	1.9%	1
Recruitment Representativeness	Recruitment to boost the number of police officers of a specified group to more adequately represent the community composition.	0.7%	1
Recruitment Standards	Improvement or change in the current qualifications for recruitment into APD.	3.0%	2
Reporting	Dealing with the media, how news is presented and relayed to the greater community.	3.5%	2
Training Standards	Many participants expressed in one form or another for improved training mechanisms for APD.	10.7%	6
Transparency	Documents and information more readily available to public. Coverage on issues/cases public knowledge.	3.1%	2
Use of Force Training	Training for officers regarding the appropriate level of force to use and when, as well as alternatives to the use of violent force (crisis management).	1.4%	1

The majority of the dialogues had two or more groups, meaning there were typically two facilitator reports per dialogue. The Educators and Academic Community was the only dialogue that had three groups and produced three facilitator reports. Three dialogues had a single facilitator report. Table 10 documents the major themes of each dialogue and provides descriptive data regarding how many groups, participants, and codes were included in each dialogue. The number of participants varied by dialogue and the data showed the number of codes was not dependent on the number of participants. For instance, the Aggrieved Families and Personally Affected Citizens dialogue had 15 participants and 142 codes were documented, while the Educators and Academic Community dialogue had 15 participants and 119 codes were documented.

Table 10: Major Themes from Each Dialogue

	Dialogues:	Total Number of Groups	Participants (ISR observation)	Number of Unique Themes	Number of Identified Themes per Dialogue	Major Themes (Top Three)
1	Mental Health Community	2	20	17	114	Training Standards, Civilian/Police Awareness, and Channels of Communication
2	Aggrieved Families and Personally Affected Citizens	2	15	20	142	Training Standards, Administrative Change, Civilian Involvement
3	First Responders	2	21	22	88	Collaboration, Reporting, Civilian Involvement
4	Faith –Based Community	2	31	20	145	Collaboration, Civilian/Police Awareness, and Training Standards
5	Business Community and Neighborhood Associations	2	19	20	97	Collaboration, Channels of Communication, and Civilian/Police Awareness
6	Albuquerque Chamber of Commerce	2	27	19	74	Training Standards, Collaboration, and Reporting
7	Access to Justice Organizations and Providers	2	11	19	59	Channels of Communication, Collaboration, and Police Protocol & Equipment
8	Minority and Underserved Communities	2	14	23	115	Civilian/Police Awareness, Police Protocol & Equipment, and Training Standards
9	Educators and Academic Community	3	15	19	119	Civilian/Police Awareness, Mutual Respect, and Reporting
10	Government and Policy Makers	2	18	20	101	Civilian/Police Awareness, Mutual Respect, and Channels of Communication
11	Non Profit Organizations	2	9	16	76	Collaboration, Civilian/Police Awareness, and Channels of Communication
12	Homeless Advocacy & Interest 3/28/15	1	12	15	36	Training Standards, Mutual Respect, and Channels of Communication
13	Concerned Citizens – Independent Interest	2	9	22	76	Mutual Respect, Mutual Trust, and Police Protocol & Equipment
14	Neighborhood Associations	1	37	18	45	Reporting, Recruitment Standards, and Collaboration
15	Sankofa Men's Leadership Exchange	2	20	19	114	Civilian/Police Awareness, Reporting, and Accountability
16	The Domestic Violence Network	2	32	22	120	Training Standards, Mutual Respect, and Police Protocol & Equipment

17	Homeless Advocacy and Interest 04/30/15	2	14	9	21	Administrative Change, Mutual Respect, and Training Standards
18	Media Community	1	5	13	30	Collaboration, Civilian/Police Awareness, and Mutual Respect
19	Student and Young Adult Community	2	11	12	72	Police Protocol & Equipment, Training Standards, and Collaboration
20	Seniors Advocacy and Interest	1	12	20	92	Police Protocol & Equipment, Training Standards, and Collaboration
21	Veterans Advocacy and Interest	2	22	19	73	Collaboration, Administrative Change, and Civilian/Police Awareness
22	Pueblo & Native Communities	1	11	21	86	Collaboration, Mutual Respect, and Diversity/Cultural Training

ISR Facilitated Meeting Observations

ISR staff was present at every facilitated meeting. Three staff was also present for the *Kick Off* meeting. Between October 27, 2014 and June 6, 2015 there were 22 scheduled meetings with the last meeting occurring on June 6, 2015. The Concerned Citizens—Independent Interest meeting on February 28, 2015 was canceled due to weather. Nineteen of these meetings (including the canceled meeting) were part of the regularly scheduled meetings, and three meetings—the Albuquerque Chamber of Commerce meeting on December 17, 2014, the Sankofa Men's Leadership Exchange meeting on April 18, 2015, and the Network meeting on April 29, 2015were not part of this schedule. At 18 meetings two ISR staff was present, and at 4 meetings three ISR staff were present. This was necessary because the facilitated meetings were broken into smaller groups. At two facilitated meetings where there were three small groups, only two ISR staff was available to observe; and at two meetings where there was one small group, two ISR staff were present to observe. At each of these meetings, ISR staff observed the meetings using the form provided in Appendix B. This form was designed specifically for these facilitated meetings. Our observations are designed to complement the required Facilitator Meeting Reports and do not duplicate their work.

Following each meeting, ISR staff debriefed and discussed general impressions of the meeting and compared notes. Following the conclusion of the final facilitated meeting, ISR staff analyzed the observation notes using the same themes identified in the facilitator reports. This strategy was chosen because the high volume of shared content between the two data sources suggested the use of a consistent method. The only difference from the list of descriptors reported in Table 9 is the addition of four extra "themes"—positive/supportive interactions between different civilians, positive/supportive interactions between civilians and police, negative/combative interactions between different civilians, and negative/combative interactions between civilians and police—that were used to indicate particularly positive or negative interactions between facilitated meeting participants in the observation notes. Altogether, these 30 unique themes were applied to 1,382 quotations on 1,573 instances. As with the facilitator reports, there are more themes than quotations because multiple themes were attached to individual quotations. Table 11 reports these themes, their definitions, their percentage out of the total number of applied themes, and a frequency score.

Table 11: Major Themes from ISR Observation Notes (Definition and Total Amount)

Major Themes from Observation Notes:	Definition of Theme	Total Number of Themes	
		Percent	Score
Accountability	APD and the City's administration taking responsibility for their actions and mistakes; errant officers being disciplined or removed from their positions.	5.7%	3
Administrative Change	Change in the staff, management, or practices of APD/City	2.9%	2
Channels of Communication	Safe, accessible, and efficient channels of communication for the community to use for dialogue with APD or the City of Albuquerque.	4.4%	3
Civilian Conduct	Civilians learning how they are obligated to act during police-civilian interactions	0.6%	1
Civilian Involvement	Civilians initiating supervision or collaboration with policing efforts (for example, with a citizen oversight committee or a citizen police academy).	5.8%	3
Civilian Preconceptions	Civilians having their pre-conceived ideas regarding police officers or offenders corrected.	3.7%	2
Civilian Rights	Civilians learning what their rights are during police-civilian interactions.	0.6%	1
Civilian/Police Awareness	Awareness programs to help educate the community, the police, and administration	3.6%	2
Collaboration	Civilians, community agencies, and APD working together (communication relations).	5.3%	3
Community Policing	Police being proactive to build rapport with the residents of the areas they patrol and partnering with them to control crime.	3.5%	2
Constituent Representation	Political empowerment through the opportunity to elect community representatives to represent group interests to APD and the City of Albuquerque.	1.6%	1
Crisis Intervention Training	Many participants discussed a need for APD officers to make better use of CIT, especially in situations where they are dealing with mental health individuals.	1.1%	1
De-Escalation Training	Officer training in strategies for minimizing the level of force a situation may require.	2.1%	2
Diversity/Cultural Sensitivity Training	Officer training for interacting with all special populations (racial/ethnic and multicultural sensitivity, training in interactions with mentally ill persons, etc.).	4.3%	3
Mutual Respect	Two way relationship. Respect on both sides.	9.5%	5
Mutual Trust	Trust on both sides.	7.9%	4
Negative/Combative Interactions Between Civilians and Police	Particularly antagonistic discussions between civilian and known police participants.	1.0%	1
Negative/Combative Interactions Between Different Civilians	Particularly antagonistic discussions between different civilian participants.	1.1%	1
Police Protocol & Equipment	Change police protocol in regards to conduct, uniforms, police cars, and resources to fund programs.	11.5%	6
Positive/Supportive Interactions between different Civilians	Particularly friendly or supportive discussions between civilian and known police participants.	0.2%	1
Positive/Supportive Interactions between Civilians and Police	Particularly friendly or supportive discussions between different civilian participants.	0.5%	1
Presence	Police and community presence.	2.8%	2
Progressivism	Forward thinking.	0.3%	1
Recruitment Numbers	Recruitment to boost the number of police officer serving Albuquerque (generally).	2.3%	2
Recruitment Representativeness	Recruitment to boost the number of police officers of a specified group to more adequately represent the community composition.	0.9%	1
Recruitment Standards	Improvement or change in the current qualifications for recruitment into APD.	2.7%	2
Reporting	Dealing with the media, how news is presented and relayed to the greater community.	3.8%	2
Training Standards	Many participants expressed in one form or another for improved training mechanisms for APD.	4.1%	3

Transparency	Documents and information more readily available to public. Coverage on issues/cases public knowledge.	2.3%	2
Use of Force Training	Training for officers regarding the appropriate level of force to use and when, as well as alternatives to the use of violent force (crisis management).	4.0%	2

For nine of the facilitated meetings, ISR staff completed one set of observation notes, while for all of the other meetings two sets of observation notes were completed. Like Table 10, Table 12 reports the total number of groups, participants, individual recurring themes, number of instances themes were applied to quotations, and the three most frequently occurring themes (more if different themes occur at the same frequency) for each facilitated meeting's observation notes.

Table 12: Major Themes from Each Dialogue (ISR Observation Notes)

	Dialogues:	Total Number of Groups	Participants (ISR observation)	Number of Unique Themes	Number of Identified Themes per Dialogue	Major Themes (Top Three)
1	Mental Health Community	2	20	14	31	Mutual Respect, Mutual Trust, Police Protocol & Equipment, Crisis Intervention Training, and Diversity/Cultural Training
2	Aggrieved Families and Personally Affected Citizens	2	15	22	101	Mutual Respect, Accountability, and Police Protocol & Equipment
3	First Responders	2	21	22	97	Mutual Respect, Reporting, and Police Protocol & Equipment
4	Faith –Based Community	2	31	26	123	Police Protocol & Equipment, Mutual Respect, Collaboration, and Civilian Involvement
5	Neighborhood Associations and Business Owners	2	19	18	53	Police Protocol & Equipment, Mutual Respect, and Civilian/Police Awareness
6	Albuquerque Chamber of Commerce	1	11	20	78	Accountability, Police Protocol & Equipment, Reporting, and Mutual Trust
7	Access to Justice Organizations and Providers	2	11	19	53	Police Protocol & Equipment, Diversity/Cultural Training, Accountability, Civilian Involvement, Presence, and Training Standards
8	Minority and Underserved Communities	2	14	16	41	Presence, Mutual Trust, Mutual Respect, and Diversity/Cultural Sensitivity Training
9	Educators and Academic Community	3	15	21	129	Civilians Preconceptions, Mutual Respect, Police Protocol & Equipment, and Channels of Communication
10	Government and Policy Makers	2	18	20	86	Mutual Trust, Mutual Respect, and Police Protocol & Equipment
11	Non Profit Organizations	2	9	17	55	Police Protocol & Equipment, Mutual Respect, Mutual Trust, and Civilian Involvement
12	Homeless Advocacy and Interest	1	2	14	36	Mutual Respect, Police Protocol & Equipment, and Channels of communication
13	Concerned Citizens – Independent Interest	2	9	17	50	Use of Force Training, Police Protocol & Equipment, and Diversity/Cultural Training
14	Neighborhood Associations	1	37	17	54	Recruitment Standards, Police Protocol & Equipment, and Civilian/Police Awareness
15	Sankofa Men's Leadership Exchange	2	27	18	34	Community Policing, Accountability, Collaboration, Recruitment Standards, and Use of Force Training
16	The Domestic Violence Network	2	32	15	51	Police Protocol & Equipment, Mutual Trust, and Channels of Communication

17	Homeless Advocacy and Interest	2	14	23	68	Mutual Respect, Use of Force Training, Training Standards, Police Protocol & Equipment, Civilian/Police Awareness, and Channels of Communication
18	Media Community	1	5	19	57	Training Standards, Reporting, and Mutual Respect
19	Student and Young Adult Community	1		23	102	Police Protocol & Equipment, Community Policing, and Civilian Involvement
20	Seniors Advocacy and Interest	2	11	23	99	Police Protocol & Equipment, Mutual Trust, and Civilian Conduct
21	Veterans Advocacy and Interest	1	12	21	87	Police Protocol & Equipment, Mutual Respect, and Accountability
22	Pueblo & Native Communities	2	22	23	124	Diversity/Cultural Sensitivity Training, Constituent Representation, and Mutual Respect

CONCLUSION

This study had several goals. First, to assess the implementation of the Collaborative following the process outlined in City Council Resolution R-2014-052 (Appendix A) and second to provide key themes from the different sources of information. These key themes will be used during the Phase 2 Feedback Sessions to help in the drafting of community goals that will be prioritized.

Our analysis to develop the themes focused on reviewing the reports produced by the facilitators for each meeting and our observations of each of the facilitated meetings. Because the registration process did not include information beyond the name, contact information, and chosen stakeholder group(s) of the registrants there is no survey information that can be used to inform the Phase 2 theme development. From the information noted above we distilled key themes. These themes emerged from community member responses to the following series of questions:

1. What are your goals and expectations for police-community relations in Albuquerque?
2. What are your goals and expectations for police-community interactions and conduct in Albuquerque?
3. Why are these goals and expectations important to you? (What experiences, values, beliefs, feelings influence your goals?)
4. How do you think your goals can be best achieved?
5. What are your specific suggestions and ideas?

Although dialogue participants' comments and suggestions link these key questions to the themes distilled by ISR staff, we discovered that organizing our identified themes around these questions proved difficult, for several reasons. First, we found the recurring ideas and topics vocalized by participants could not neatly be classified according to the questions that prompted them. For instance, many participants emphasized the need for mutual respect, trust, and understanding in police-civilian encounters. Should these characteristics be classified as a goal for police-community relations (question #1)? Or do they best describe police-community interactions and conduct (question #2)? Alternatively, these characteristics might be mechanisms for the achievement of another goal entirely (question #4)? These possibilities invoke the second reason we were unable to structure our themes by the key questions: The meanings of the five questions—and therefore the distinctions between the answers given to each—began and remained ambiguous throughout the facilitated meetings. ISR staff regularly witnessed participants as well as facilitators struggle to clarify the differences between the key questions, especially between questions #1 and #2. Finally, our staff also observed facilitators occasionally digress from the key questions by rephrasing them, skipping them (question #3 was rarely asked explicitly), or asking alternative questions. For these reasons, we were unable to group our identified themes according to the key facilitator questions.

However, we found it was possible to organize participants' actual statements according to questions #1, #2, #4, and #5 because facilitators generally asked these questions verbatim and our observation notes track when facilitators switched the discussion between these questions. Moreover, the facilitator reports were often formatted in a way that grouped participant comments according to the key questions asked. A list of representative quotations and paraphrases of participants' comments is organized and presented according to these questions in Appendix D.

In assessing the implementation of the Collaborative, we believe the facilitated meetings were useful because community members were able to candidly share their concerns regarding police-community relations in Albuquerque. They did so in response to open-ended questions delivered by professional facilitators in a safe environment, which allowed for a high degree of detail in comments to emerge. Yet one limitation persisted since the first dialogue: participation by non-stakeholders. We believe this is problematic. It is not possible to relate the findings to stakeholders because none of our distilled themes can be said to fully characterize the stakeholder groups listed in Table 1 except for one—the Albuquerque Chamber of Commerce—a group that, based on our observation notes, has little in common with any of the other stakeholder groups. We found (conservatively) that on average approximately three-fifths of all participants were representative of the facilitated meetings they attended; given that about one-third of all participants were repeat attendees, this average may be even lower.

Finally, our analysis of the feedback/evaluation forms and comment/question forms revealed that participants were generally satisfied with the performance of the facilitators and expressed praise for the format and utility of the facilitated meetings. However, the response rate for the comment/question forms was extremely low (approximately one out of every ten participants submitted one). We believe participants may have considered the comment/question forms redundant after answering question #5 on feedback/evaluation forms and that in general they may have been confused about how to answer the questions.

CITY of ALBUQUERQUE
TWENTY FIRST COUNCIL

COUNCIL BILL NO. R-14-67 ENACTMENT NO. R-2014-052

SPONSORED BY: Ken Sanchez & Trudy E. Jones

RESOLUTION

ESTABLISHING A COMMUNITY OUTREACH PROCESS KNOWN AS THE "ALBUQUERQUE COLLABORATIVE ON POLICE-COMMUNITY RELATIONS" IN ORDER TO REACH OUT TO COMMUNITY MEMBERS AND STAKEHOLDERS WITH THE INTENT OF FORMALIZING OVERALL GOALS FOR APD AND THE COMMUNITY; IDENTIFYING STAKEHOLDER GROUPS; MAKING AN APPROPRIATION FOR A PUBLIC AWARENESS/PUBLIC OUTREACH PROGRAM AND RELATED COSTS.

WHEREAS, any lasting solution to the issues facing APD today must begin with community dialogue and intimately involve the Albuquerque community as a whole; and

WHEREAS, both the Mayor and the City Council are committed to providing the community with the broadest opportunity to develop formalized goals for the community and the Albuquerque Police Department ("APD"); and

WHEREAS, this Resolution begins that community outreach process by establishing the "Albuquerque Collaborative on Police-Community Relations;" and

WHEREAS, the Albuquerque Collaborative on Police-Community Relations,

attached hereto as Exhibit A, provides an outline of the process to seek community and stakeholder input; and

WHEREAS, the Mayor and the City Council hereby implement a process to gather information, identify stakeholders, involve independent third party facilitators and develop a plan of action.

BE IT RESOLVED BY THE COUNCIL, THE GOVERNING BODY OF THE CITY OF ALBUQUERQUE:

Section 1. That the Albuquerque Collaborative on Police-Community Relations community outreach process, attached as Exhibit A, is hereby ratified.

Section 2. That the stakeholders to be included in the Albuquerque Collaborative on Police-Community Relations shall include, but not be limited to, the following:

1. Grieving families
2. Mental Health Community (Providers, Developmental disabilities and mental illness)
   - St. Martins
   - Samaritan counseling
   - Other members of the committee working on mental health discussions with the City
3. First Responders
   - Albuquerque Police Department and their families
   - COAST/CIT
   - Albuquerque Fire Department
   - UNM Department of Emergency Medicine
   - Health Care for Homeless,
   - VA Hospital
4. Faith Based Community
   - Pastors, Rabbis, Catholic Church representatives
   - Catholic Charities

[Bracketed/Underscored Material] - New
~~Bracketed/Strikethrough Material~~ - Deletion

5. Business Community and Neighborhood Associations

- Albuquerque Chamber of Commerce
- Downtown Action Team
- Various neighborhood associations
- Media

6. Access to Justice

- Probation Officers
- District Attorney's Office
- Public Defender

- ACLU
- Bernalillo County Sheriff's Office
- District and Metro Judges

7. Nonprofit/Service Providers
   - Albuquerque Heading Home
   - (many in city)
8. Underserved Community
   - LULAC
   - NAACP/NM Office of African American Affairs
   - African American Chamber of Commerce of New Mexico
   - Hispano Chamber of Commerce
   - Asian American Association of New Mexico
   - Indian Pueblo Cultural Center/American Indian Chamber of Commerce NM
   - NM Commission for the Blind
   - NM Commission for the Deaf and hard of hearing
   - Seniors
   - Veterans
   - Equality NM/LGBT
   - Youth
9. Educational Community
   - Albuquerque Public Schools
   - University of New Mexico
   - Central New Mexico Community College
10. Government
    - City councilors/staff
    - Mayor's office
    - County officials
    - Mexican Consulate

Section 3. That One Hundred Fifty Thousand Dollars ($150,000) is hereby appropriated in Fiscal Year 2015 from available fund balance in the General Fund (110) to the Legal Department, Office of Diversity and Human Rights, for

[Bracketed/Underscored Material]
[Bracketed/Strikethrough Material] -

the purpose of providing for a public awareness/public participation outreach program to ensure that the maximum number of community members possible know about and can participate in the Albuquerque Collaborative on Police-Community Relations, to provide for neutral facilitation services, and to provide for data collection and other costs related to the implementation of this resolution.

[Bracketed/Underscored Material] - New
[~~Bracketed/Strikethrough Material~~] - Deletion

PASSED AND ADOPTED THIS 16th DAY OF June, 2014

BY A VOTE OF: 8 FOR 1 AGAINST.

Against: Garduno

Ken Sanchez, President

City Council

APPROVED THIS 27th Day of June 2014

Bill No. R-14-67

Richard J. Berry, Mayor

City of Albuquerque

ATTEST:

Trina M. Gurule, Acting City Clerk

[+Bracketed/Underscored Material+] - New

[-Bracketed/Strikethrough Material-] - Deletion

Exhibit A

Albuquerque Collaborative on Police-Community Relations

The Albuquerque Collaborative on Police-Community Relations will reach out to community members and stakeholders to solicit their input with the intent of formalizing overall goals for APD and the community.

The proposed process for the Albuquerque Collaborative on Police-Community Relations includes, but is not limited to, the three phases defined below.

PHASE 1 (Listening)

In this phase, the City will gather information and seek input and recommendations from anyone interested in participating in meetings designed to be constructive and collaborative in nature. All meetings of the Albuquerque Collaborative on Police-Community Relations will be professionally facilitated and will be held in a safe and secure environment.

This phase is designed to solicit ideas to advance police-community relations, enhance public safety, and address issues that affect quality of life in Albuquerque. During this phase, the stakeholders will determine the goals and expectations that residents and police have for the City, APD and police-community relations, as well as provide specific strategies and deliverables.

I. Identifying Stakeholders

1. The Office of Diversity and & Human Rights (ODHR) and the Office of Alternative Dispute Resolution (OADR) will reach out to community stakeholders. The list of identified stakeholders, as approved by Council resolution, is provided below. It is not an exclusive list but meant to assure that the City reaches out to a diverse cross section of community members.
2. Any other community member can sign up on the City, Mayor or City Council websites at http://www.cabq.gov, http://www.cabq.gov/mayor/ or http://www.cabq.gov/council/ respectively, and provide their name, contact information, interest group, etc.
3. On the same websites, people who cannot participate can still provide comments and suggestions.

II. Facilitated Meetings

1. The City will announce the first event to the public.
2. The Mayor and members of City Council will open the initial event of stakeholders and community members at the Albuquerque Convention Center, and will then step back from the process to allow professional facilitators to lead the process.
3. Following the large event, there will be smaller group event. These groups will be smaller to allow for intimate and constructive dialogue, to be led by the key facilitator with various participants at each table and a designated note taker.
    i. The many meetings will span approximately 6 months.
    ii. Times and days will vary to accommodate as many people as possible.
    iii. Meetings will be held at various locations throughout the city such as senior centers and community centers.
    iv. There will be a registration and sign in process to collect names, phone numbers, email and agency represented.
    v. Special accommodations will be made for those who require additional assistance.

III. Agenda

1. For all of the meetings, a contract facilitator will develop the agenda and guide the process.
2. Key issues/questions to explore:
    i. What are your goals and expectations for police-community relations in Albuquerque?
    ii. What are your goals and expectations for police-community interactions and conduct in Albuquerque?
    iii. Why are these goals and expectations important to you (what experiences, values, beliefs, feelings influence your goals)?
    iv. How do you think your goals can be best achieved?
    v. What are your specific suggestions and ideas?
3. The facilitator and other team members will collect the information and provide a report after each event.
4. The process will allow for de-escalation and security to assure safety for all participants.

PHASE 2 (Processing)

In this phase, the City will contract with a third party to evaluate the qualitative and quantitative information obtained from Phase 1.

I. Information and Data collection

1. A report will be produced for each facilitated meeting by the facilitators. All of the reports will be provided to a third party for analysis.
2. Information from the on-line survey will also be collected and provided to the third party for analysis.
3. The third party evaluators will be expected to distill key themes from the qualitative and quantitative information.

II. Feedback Session

1. Separate feedback sessions will then be held to present the summarized information.
2. Each stakeholder group will draft a set of community goals.
3. Through a voting process by all of the groups, a set of community-wide consensus goals will be established and affirmed.

III. Action Plan

1. These final prioritized goals will then be put into an action plan with that action plan designed and built by the community and APD to advance police-community relations, enhance public safety and address issues that affect the quality of life in Albuquerque.

PHASE 3 (Acting)

In this final phase, a system will be developed to implement the goals established by the community and APD. This step will be a part of sustaining the long-term expectations of the stakeholders.

I. Monitoring Committee

1. A Monitoring Committee will be established.
2. This committee will be made up of local volunteers and leaders who have signed on to the final set of goals, expectations and the subsequent action plan.

II. Continuity
    1. The Action Plan will be the basis of establishing final outcomes for APD and the community
    2. The Committee will monitor, track progress and make recommendations to the Mayor and City Council regarding the Action Plan to keep the process moving forward.
    3. This entire process will be put in place for continued dialogues to be held annually.

Stakeholders

Grieving families

Mental Health Community (Providers, Developmental disabilities and mental illness)

- St. Martins
- Samaritan counseling
- Other members of the committee working on mental health discussions with the City

First Responders

- Albuquerque Police Department and their families
- COAST/CIT
- Albuquerque Fire Department
- UNM Department of Emergency Medicine
- Health Care for Homeless,
- VA Hospital

Faith Based Community

- Pastors, Rabbis, Catholic Church representatives
- Catholic Charities

Business Community and Neighborhood Associations

- Albuquerque Chamber of Commerce
- Downtown Action Team
- Various neighborhood associations
- Media

Access to Justice

- Probation Officers
- District Attorney's Office
- Public Defender
- ACLU

- Bernalillo County Sheriff's Office
- District and Metro Judges

Nonprofit/Service Providers

- Albuquerque Heading Home
- (many in city)

Underserved Community

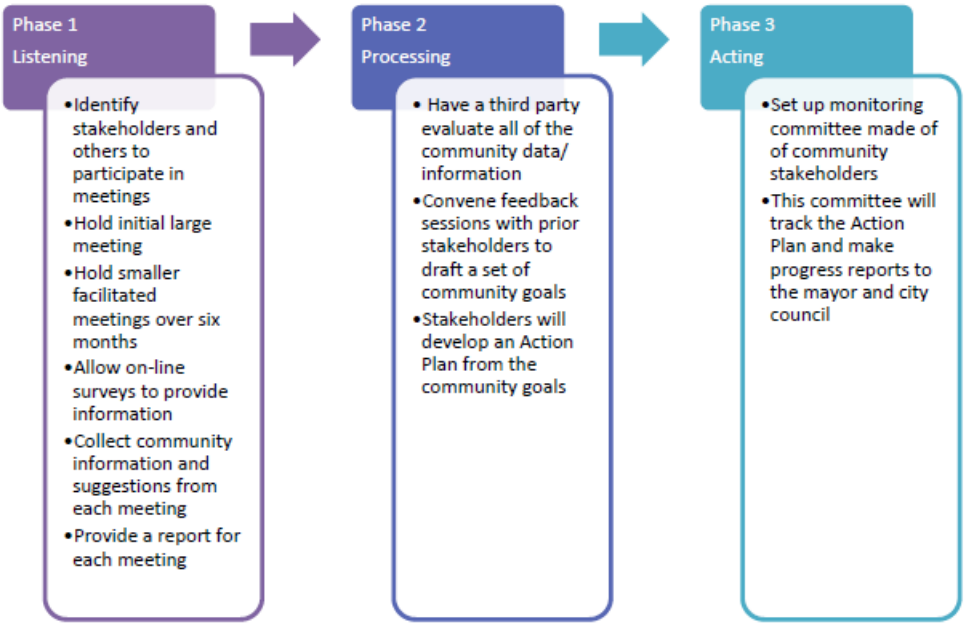
- LULAC
- NAACP/NM Office of African American Affairs
- African American Chamber of Commerce of New Mexico
- Hispano Chamber of Commerce
- Asian American Association of New Mexico
- Indian Pueblo Cultural Center/American Indian Chamber of Commerce NM
- NM Commission for the Blind
- NM Commission for the Deaf and hard of hearing
- Seniors
- Veterans
- Equality NM/LGBT
- Youth

Educational Community

- Albuquerque Public Schools
- University of New Mexico
- Central New Mexico

Government

- City councilors/staff
- Mayor's office
- County officials
- Mexican Consulate


Phase 1
Listening
•Identify stakeholders and others to participate in meetings
•Hold initial large meeting
•Hold smaller facilitated meetings over six months
•Allow on-line surveys to provide information
•Collect community information and suggestions from each meeting
•Provide a report for each meeting
Phase 2
Processing
• Have a third party evaluate all of the community data/ information
•Convene feedback sessions with prior stakeholders to draft a set of community goals
•Stakeholders will develop an Action Plan from the community goals
Phase 3
Acting
•Set up monitoring committee made of of community stakeholders
•This committee will track the Action Plan and make progress reports to the mayor and city council

Appendix B: Data Collection Form

Date: _____/Time: _____/Observer Name: _____

Meeting Topic: _____

Name of Facilitator(s):_____

Starting—Total Number Participants: _____ (Female: _____/Male: _____) Number of (observable) Police Officers: _____

After Break—Total Number Participants: _____ (Female: _____/Male: _____) Number of (observable) Police Officers: _____

Describe the focus group seating arrangement (ex. where are the facilitators in relation to participants) and general logistics of meeting (ie. Is the space large enough for participants, is there enough seating, is there enough time to cover everything listed on the agenda) and illustrate the room in box below.

Individuals who registered to participate in the dialogue should be labeled with an ID (NOT their actual name).

Use their assigned ID when documenting dialogue in the following pages.

_____

_____

_____

A. Key Issues and Questions to Explore (Identified by CABQ)—

1. **What** are your goals and expectations for police-community relations in ABQ? **Why** are these goals and expectations important to you (what experiences, values, beliefs, feelings, influence your goals)?
2. **What** are your goals and expectations for police-community interactions & conduct in ABQ? **Why** are these goals and expectations important to you (what experiences, values, beliefs, feelings, influence your goals)?
3. How do you think your goals can be best achieved?
4. What are your specific suggestions and ideas?

B. (Coding) Your Observations—

1. Key words

2. Frequency
3. Intensity
4. Specificity
5. Context
6. Internal consistency
7. Description:

   Of the Facilitator(s):

   Observable attitudes, outlooks, perspectives, disposition, and other descriptors (CONSIDER: Do they explain the meeting questions clearly, do they define words and/or contexts that may possibly be confusing, and do they clarify what participant has spoken about and/or what to record on the facilitator summary? How do they approach follow-up questions, re-directing conversations and transitioning to new topics? Do any of these factors change from beginning of discussion to end of discussion? If yes, in what ways?).

   Of the Participants:

   Observable attitudes, outlooks, perspectives, disposition, and other descriptors (Consider: Can participants hear well, can they see well, do they understand the context of what is being asked by facilitators, are words well-defined? How are participants engaging in the discussion, are they able to speak one at a time, how do they catch the facilitators eye to indicate they wish to share? How are participants presenting themselves (do they stand up when speaking?) and what is their body posture? Do any of these factors change from beginning of discussion to end of discussion? If yes, in what ways?).

Appendix C: Radio and Print Media Buy

			January '15				February '15				March '15				
	Ad Size	Total Ads	29	5	12	19	26	2	9	16	23	2	9	16	23
CPC Mettlngs				5		20	31		11		28			10	28
Outdoor															
Digital Outdoor Rotation	Digital	0													
Radio															
KPEK-FM 1100.3 The Peak	:30	155			20		27		25		29		27		27
KZRR-FM I 94 Rock	:30	114			0		18		20		18		20		18
KOB-FM 193.3 KOB/ with Streaming	:30	115			20		18		20		19		20		- 18
KTEG-FM IThe Edge	:30	114			20		18		20		18		20		18
Print															
ABQ Journal	1/2PFC 13 col x 21.5" or 6 col x 10.75"	3			1			1		1					
ABQ the Magazine	8.625x11.125; trim:8.375x10.975	1												1	
Contract End date 03/31/15															

Appendix D: Quotations and Paraphrases of Participant Comments Organized by Key Questions

1. What are your goals and expectations for police-community relations in Albuquerque?

- "Some questions from community APD won't answer. When APD does something wrong, they need to admit it and show community they are rectifying it." (Obs. 1/31/15)
- "Need to humanize APD. Needs to start with schools. APD needs to talk to students and citizens when not on calls or tense situations." (Obs. 1/31/15)
- "Patrol beat needs to be brought back, officers assigned to area and get to know people in area." (Obs. 1/20/15)
- "Goals would be for APD to be respectful and professional in all situations. Partly comes from having too many officers in situations. People are afraid to call cops due to how cops handle it and how many cops get there." (Obs. 1/20/15)
- One participant recommends "reversing the command structure and that their problems do stem from overuse of force, but he's looked at other successful programs like San Antonio and he suggests creating a specific crisis intervention office with clinicians." (Obs. 11/17/14)
- One participant "points out that the change in their name says it all, peace officers versus police officers." (Obs. 12/3/14)
- One participant "wants a community policing system to be installed in each neighborhood. It would be useful to have the same unit work in the same community day after day so that trust can be established." (Obs. 5/13/15)
- One participant "would like to see beat cops that would stay in the same place for a longer time." (Obs. 5/19/15)
- One participant said that "police should know the people in their area and the resources available to them and citizens, especially with regard to mentally ill people." (Obs. 6/6/16)
- Representing the Sankofa MLE, one participant recommends "If you don't have black officers for black beats, need find someone compatible." (Obs. 4/8/15)
- "Provide education on mental health issues for children, police, and community." (Rep. 10.27.14)
- "We need help from the media, who only show the bad stories when there are many more good stories and interactions which go unheralded."(Rep. 11/17/14)
- "Create opportunities for conversation between APD and community to exist on a long term basis utilizing faith based resources so there is a constant relationship building process in place." (Rep. 12/03/14)
- "To share concerns with the City of Albuquerque and APD about the negative effects around militarizing the police force." (Rep. 12/03/14)
- "APD needs to be out in the community more. Answering questions and in the community, outside of arresting people. Show the other side of what they do." (Rep. 1/20/15)
- "Fear of answering tough questions, because of the media and the community's interpretation or misinterpretation of what that officer said. (Rep. 1/31/15)
- "The media fails to report on the types of stories that bring the community together instead of negative stories that tear the community apart." (Rep. 01/31/15)
- "There's a need for APD to find ways around the media and find ways to educate the public. People don't understand how APD works, the constraints officers are under, or the system itself." (Rep. 01/31/15)
- "Eliminate "Darth Vader" type clothing. (Rep. 02/11/15)
- "If the police chief has something to say, he should say it in public, not on YouTube." (Rep. 04/29/15)
- "Making tapes so people would know how to behave around cops." (Rep. 04/29/15)
- "More transparency, databases." (Rep. 04/2915)

- "Feel confident that the police talking to me know the Constitution and 13th amendment and are confident in US and NM civics." (Rep. 05/08/15)
- "That police and City leaders first admit there is a problem. Lack of acknowledgement of this from the Mayor on down enhances lack of trust in police and the City. Transparency is required." (Rep. 05/13/15)
- "Officers should have more ability to serve their beats." (Rep. 05/13/15)

2. What are your goals and expectations for police-community interactions and conduct in Albuquerque?

- One participant stated the following suggestions: "proper ID process for officers to identify themselves"; "officers need to define reason for encounter"; "community should have right to ask officers if lapel camera is on and shown it is on"; and "corrective process for protests without facing intimidation of any kind." (Obs. 1/5/15)
- One participant stated the following suggestions: "Procedures in place for officers to clear all citations with a supervisor" and "If a citizen sees a police officer breaking the law, there needs to be a place to report this." (Obs. 1/5/15)
- One participant stated the following suggestions: "There needs to be clear officer in charge and calling shots in all situations. Communication between officers needs to be better"; "There needs to be bilingual officers in areas where there are Spanish speakers"; and "Training and equipment for more cameras and use of cameras, money should come from citations." (Obs. 1/5/15)
- One participant "wants to reduce interactions between officers and mentally ill by changing the structuring of first responders/emergency response team." (Obs. 10/27/14)
- "Need to increase interactions with police and youth—starting at young age, like kindergarten, the APD endorse that interaction, volunteers with youth." (Obs. 11/17/14)
- One participant stated that "something needs to be done to address the issue of being able to communicate with the police without feeling threatened… on both sides. People who are stopped should be able to ask simple/basic questions without creating suspicion or escalating the situation." (5/19/15)
- One participant "wants there to be public nominations and to have a greater presence of Native Americans in the force. [He] wants cases to not get dismissed so easily, because this discourages officer's from pursuing cases." (Obs. 6/6/15)
- With respect to Native American communities, one participant "wants there to be more diversity training. [Police] need to understand that sovereign nations are private entities." (Obs. 6/6/15)
- "APD needs to demilitarize, dressed like military, higher propensity to kill…as long as we keep equipping APD as if soldiers they will act like soldiers." (Obs. 4/29/15)
- With respect to Native American communities, one participant noted that "domestic violence is a problem, but police responsiveness is slow or non-existent." She also claimed that when police response is adequate "they are often ill-equipped to address domestic violence incidents effectively." She observed, "People count on police not showing up." (Obs. 6/6/15)
- One participant suggests that "police officer identifiers, years of service, and qualifications ought to be made available to the public" and that "there are some positions held by officers in APD that could maybe be held by citizens instead." (Obs. 5/27/15)
- "Introduction of police officers to define their roles and boundaries to facilitate communication." (Rep. 10/27/14)
- "First responders should understand the consumer experience with kindness, understanding, and empathy." (Rep. 10/27/14)
- "Identification of officer will be presented to citizen at onset of interaction." (Rep. 10/27/14)
- "More police involvement with local school children would improve police perception." (Rep. 01/31/15)

- "It is the educator's as well as the police's responsibility to reach out to school children and change the perception of law enforcement." (Rep. 01/31/15)
- "Use social media to report the good stories. We know the police can be punitive and the media reports people that are caught; we don't hear about the people who are rescued." (Rep. 3/10/15)
- "It is important for citizens to recognize that when police receive a call to respond to an incident, the call is more likely going to involve a citizen who is breaking the law and is not completely innocent." (Rep. 03/10/15)
- "Citizen should be welcome to film." (Rep. 04/21/15)
- "Kids are afraid of police, needs to be turned around." (Rep. 04/29/15)
- "Filmed interactions should also be part of officers review process." (04/29/15)
- "There is wordplay going on. Legal words get thrown around. It confuses people who aren't good with language. Stuff needs to be done with honesty. What's really going on? What is the law really? Structured, hierarchy of what's going on. What's expected." (Rep. 04/21/15)
- "Well trained police force for dealing with racial issues and homeless, veteran and mentally ill citizens." (Rep. 05/13/15)
- "The APD administration should provide information requested by citizens; e.g., printed copies of APD SOPs should be easily available." (Rep. 05/13/15)
- "The public needs explanations of why police do things, such as delay 2 hours to respond – no explanation." (Rep. 05/27/15)
- "APD & community-based programs with focus on Hispanic veterans that are community leaders." (Rep. 05/27/15)
- "APD work directly with Boys & Girls clubs to work with high-risk kids before they get in trouble." (Rep. 05/27/15)
- "That officers are trained to interact in culturally appropriate ways with Native Americans. They are more humble and shy; more respectful. Cultural awareness would improve interactions." (Rep 06/06/15)

4. How do you think your goals can be best achieved?

- Participant suggested having "open house in sub stations." (Obs. 1/31/15)
- "Better customer service from APD, more info on a one on one basis. Need to know officers will answer questions respectfully and informatively." (Obs. 1/31/15)
- "Education for community as to how to act when you get pulled over. Maybe when you get your driver's license. Could help with deescalating situations before they start." (Obs. 1/20/15)
- "Look at departments around country and see models that work and implement that here." (Obs. 1/20/15)
- One participant "wants more funding and support for families, early intervention that does not involve police officers, like some sort of crisis management with specialists." (Obs. 10/27/14)
- One participant's "goals best achieved are to take APD 'back a few steps,' meaning the APD shouldn't be the mental health treatment for communities. He specifically suggests creating a crisis triage center." (Obs. 11/17/14)
- During a discussion about how to increase APD recruitment, one participant suggests "benefits packages; options regarding their shift times (4 days a week, 10 hours a day versus 5 days a week, 8 hours a day), also to increase pay…" (Obs. 11/17/14)
- With respect to Native American communities, one participant observed that "the federal government recognizes American Indian reservations as sovereign but that the City [of Albuquerque] so far does not."

She also suggested that there be a "mediator between the reservations and APD which both parties trust" and a "central hub of resources and information for American Indians in Albuquerque." (Obs. 6/6/15)

- One participant thinks that "patrol vehicle windows are too dark" and that there ought to be "another form of ID for police because people can steal badges." (Obs. 5/13/15)
- "Better education of children, family members, community, and police on mental health issues. Lack of education is the enemy." (Rep. 10/27/14)
- "Bring Mental health professionals into schools to shape how schools handle mental issues, so that educators have the tools and are willing to discuss mental health issues." (Rep. 10/27/15)
- "Media Education on police reality and mental health, emphasis on responsible journalism." (Rep. 10/27/14)
- "Educate Community through public service announcements, open forums, and local TV/radio programs." (Rep. 10/27/14)
    - In PSA's include the proper use of 911 and 311. (Rep. 10.27.14)
- "Continued dialogues for the community." (Rep. 12/03/14)
- "Communicate to community the best procedures for dealing with police." (Rep. 12/03/14)
- "Neighborhood associations could invite police from their local substations to meeting so that they can get to know their community." (Rep. 12/13/14)
- "A true dialogue, consisting of real/live communications and interactions." (Rep. 12/13/14)
- "City sponsored activities or events to educate the community, like bringing some of the police equipment and explaining how and why this equipment is used." (Rep. 12/13/14)
- "Would like more information about the background of the police shooting incidents. The paper doesn't explain what went on before." (Rep. 12/13/14)
- "Have youths watch a police service video before they are able to get their driver's license." (Rep. 01/31/15)
- "People could be educated more about how officer-involved shootings affect officers." (Rep. 01/31/15)
- "Having a community day where the police department and the community come together. The police could showcase their equipment and have members of various units available to discuss their roles and responsibilities." (Rep. 02/11/15)
- "Community needs to be educated on what officers do and why; what are the legal requirements of the police." (Rep. 03/10/15)
- "There needs to be more of a public relations campaign for the police." (Rep 03/10/15)
- "Administration should be approachable, should provide support training." (Rep. 04/29/15)
- "We don't have a crisis triage center. Officers can't spend 16 hours in the ER. We need someplace who will take someone to that center." (Rep. 04/21/15)
- "Officers must be able to bring forth complaints. They should go to monitor without fear of retaliation." (Rep. 04/21/15)
    - "You could have a web site like rate_my_professor. How about rate_my_police_officer. Officers could enter rating anonymously."(Rep. 04/21/15)
- "One participant feels our media is controlled by the City and this needs to end." (Rep. 05/13/15)
- "Police need to always identify themselves and their cars need license plates and tags." (Rep. 05/13/15)
- "The complaint procedure needs to be revamped; citizens need to be able to express complaints at a higher level."(Rep. 05/13/15)
- "There should be more constructive elements, other than Coffee with a Cop, for communications with the community." (Rep. 05/13/15)
- "Celebrate and report officers' day-to-day interactions and accomplishments." (Rep. 12/17/14)

- "There needs to be more transparency, e.g. through more use and sharing of body camera videos. If APD is transparent, people may have more trust of what's happening. If something is hidden, that's a problem. " (Rep. 04/28/15)
- "Officer Friendly program, a program in the DC area. Officers were umpires, coaches, came to graduations. Police officers were a part of the school system, and they were seen as family." (Rep. 04/28/15)
- " SOPs should be public information, available at every library." (Rep. 05/27/15)
- "Cameras are dangerously malfunctioning. This needs to be addressed." (Rep. 05/27/15)
- "Officers need to be trained in understanding their own biases, so that can respond in a more non-judgmental way." (Rep. 05/27/15)
- "To attain the concept of stewardship & professionalism, we will have to have more & broader training. Police officers with their very high charge need to be educated in the differences in people – veterans (of different wars), different cultures, mental illness & other challenges." (Rep. 05/27/15)
- "The City needs to recognize the sovereign status of Native Americans and come up with funding to support the relationship between Native Americans and Police. A department of Tribal Relations should be developed to include advocacy; referral agency; central information center." (Rep. 06/06/15)
- "APD should have more community barbeques." (Rep. 06/06/15)

5. What are your specific suggestions and ideas?

- "Understaffed. Officers are overworked. APD needs to change their model to acknowledge the fact they don't have enough officers and make it easier/better/less stressful for officers." (Obs. 1/20/15)
- "Like to see APD going into neighborhoods and neighborhood associations to hear what the issues are and come back to say this is how your issues are being improved. That would build good relations." (Obs. 1/20/15)
- One participant suggested that "officers switch to a green uniform, yellow or pink." (Obs. 11/8/14)
- "Increase casual interactions like coffee with a cop." (Obs. 12/3/14)
- One participant "suggests that they fix funding to pay for programs to send the APD to schools, and to provide education for community members on how to react and what to expect in situations where you interact with police." (Obs. 12/3/14)
- "Police officers need to take responsibility for advertising positive things." (Obs. 12/17/14)
- One participant suggests "that they need analysis of compensation, need to pay more if they want quality officers." (Obs. 12/17/14)
- One participant stated that "we need more press conferences and channels of information that are sharing good and bad news with the public." (Obs. 5/8/15)
- "[Police] academy requirements…should be decided by the general public and perhaps a panel to make sure that the suggestions are reasonable…maybe a comment box would be a good idea. The department needs to encourage more ride-alongs to show what the daily activities of an officer are like." (Obs. 5/8/15)
- One participant says that "if there was a unit of doctors or psychologists who were on call as a resource for officers to use it would be helpful in this [*sic*] mental health situations. Acknowledges that it would be expensive but it would help the situation a lot." (Obs. 5/13/15)
- One police officer participant "would like to see better equipment… [and] think[s] that an effective complaint system does need to be established and should be resolved in a timely manner. This [*sic*] procedures and incidents should not be private but should be public information." (Obs. 5/13/15)

- One participant said that “one thing that he doesn’t like is the new black and white cars. He says that they are intimidating and doesn’t paint a good picture to the community.” (Obs. 5/13/15)
- To increase the number of officers working for APD, one participant “said that APD needs to advertise more and have more recruitment booths, attracting people to apply. Incentives to pay off student debt would be a good option. Also, thinks that stations should be able to make their own decisions instead of reporting to someone.” (Obs. 5/13/15)
- One participant said that “the prime language isn’t English anymore so officers need to be more reflective of the diverse population.” (Obs. 5/19/15)
- One participant mentioned “availability of the SOP to public, besides the computer.” (Obs. 6/6/15)
- With respect to Native American communities, several participants suggested “the use of sporting events for fundraising and the building of positive community and inter-agency relations.” (Obs. 6/6/15)
- One participant suggested that the “police chief should be an elected position” and that “more officers are needed in the department.” (Obs. 6/6/15)
- With respect to veterans, one participant stated that “mediation by a neutral representative from the city or the police department is needed” and that “the public should have access to the police experience simulation technology available to students at the police academy.” (Obs. 5/27/15)
- “…every officer needs to have lapel cameras.” (Obs. 5/27/15)
- “Support groups for families that provide education and support for mental health.” (Rep 10/27/14)
- “Do not allow police officers take home police cars.” (Rep. 11/08/14)
- “Get rid of militaristic looking police cars.” (Rep. 11/08/14)
- “Replace police uniform, with something that looks less militaristic like a blazer.” (rep. 11/08/14)
- “Train the community to appreciate the police with better reporting of good outcomes.” (Rep. 11/17/14)
- “Hire a public relations firm to help educate community on the demands on police with the reduced numbers of officers, on how the community can help, on benefits, and drawbacks of potential changes requested by the Department of Justice. (Rep. 11/17/14)
- “Assign officers to schools to interact with students in an effort to develop understanding with police.” (Rep. 11/17/14)
- “Reinstate the Police Athletic League so kids can get to know police and know they care and are involved.” (Rep. 01/05/15)
- “APD could bring new recruiting classes into the community to take their oath/pledge, to show the community that they are working on their behalf.” (Rep. 01/20/15)
- ‘Officers should make presentations around the city to share information about what reasonable expectations are, and what people should hope for when they interact with an officer.” (Rep. 01/20/15)
- “Substations should be more open to the public.”(Rep. 01/20/15)
- “Getting the media on board and requesting positive stories involving police.” (Rep. 01/31/15)
- “Focus on getting the community engaged in conversation on social media.” (Rep. 01/31/15
- “Public service announcements to be mandatory for TV and radio. We need more of them, and we need them addressing APD and community fracture.” (Rep. 01/31/15)
- “Use bumper stickers to show the community that there are people who support APD.” (Rep. 01/31/15)
- “A lot of people don’t understand why officer carries so many different kinds of weapons, recorders, and has to combine them. An individual needs to understand that officer is armed to defend, not kill.” (Rep. 04/08/15)
- “Police cars shouldn’t have such darkly shaded windows, because it doesn’t show any openness or transparency.” (Rep. 04/08/15)

- “We need a laminated identification card for mentally ill citizens to help with police interactions.” (Rep. 04/21/15)
- “Pamphlets should be given to small kids and high school kids on what to do if they are stopped by police officers.” (Rep. 04/21/15)
- “Actively work to achieve programs to change the perceptions of who the homeless are.
- “Increase media events, Mayor should be awarding good cops.” (Rep. 05/08/15)
- “Black and white police cruisers are intimidating, like an invitation for trouble. The design should be changed and should reflect the desire for communication.” (Rep. 05/13/15)
- “Community education campaign in how to act with APD.” (Rep. 12/17/15)
- “Let FATS simulator be taken to school – offers simulation of what an officer goes through every day – split second decisions. When people use this, they understand police work better.” (Rep. 05/27/15)
- “APD should be more involved with community – presentations at schools 0- elementary, middle & high schools.” (Rep. 05/27/15)
- “Multi-cultural training and professional development of police.” (Rep. 06/06/15)
- “Create some interaction between the community and out of uniform police.” (Rep. 06/06/15
- “Step up recruitment activity. Look to Community health organizations for recruitment of people who already know the community.” (Rep. 06/06/15)
- “APD should do historical search to see and show listings of what officers on the street have worked in a community-policing mode.” (Rep. 06/06/15)