



EVALUATION REPORT

2022 Online Training Program Evaluation

For Trainings Conducted During March Through May

January 2023



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Executive Summary

This document reports the evaluation results for the online trainings administered in the second quarter of 2022 from March to May. This included six trainings, which pertained to the following topics:

Interacting with Members of the LGBTQIA2S+/Queer Community Policy, employee crisis planning, Police Vehicle Operations' PIT and Ramming procedures, and language interpreters.

Overall, the trainings received high ratings for the quality of the training and working well in the online format. For some of the trainings, the ratings were more mixed for being a good use of training time and learning new information, though most of the ratings were positive for these factors as well. The results provided information and recommendations for enhancing each of the programs, which is being taken into consideration by the lead instructors and program managers.

The evaluation results also provided information pertaining to training logistics and technical components of the Online Training Program. Some of the information provided support that some changes to the Online Training Program have been effective. For instance, these include several changes made to reduce technical issues with the system, shortening the training sessions so they are more practical for those on patrol, and the inclusion of closed captioning. The results indicate that other factors, such as the current work demands and limited staffing on patrol, continue to reduce the success of the program. The program is continuing to consider the evaluation results and seek ways for further enhancing the online trainings to increase learning and effectiveness. The Online Training Program recently added the Training Division's new instructional designer to their team, as a part of their efforts to make the trainings more interactive and engaging. The program is also working on creating a guideline for training development in hopes of further reducing technical issues for members.

To date, the evaluation results support that online training can be an effective method for distributing some information to members. The Training Division recognizes that it does have limited use and continues to work on identifying the best training material for this methodology.

Table of Contents

Report Overview	3
Evaluation Updates	4
Online Training Content	10
Survey Response Rates	12
Results	15
This training was organized and well prepared.	16
This training was a good use of my training time.	17
This training worked well in the online learning format.	18
This training is useful for my job.	19
I learned new information from this training.	20
If this training did not work well in the online learning format, please provide us with specific information as to why.	21
Did you have dedicated time to complete this series of trainings?	277
Was the amount of time adequate to complete all of the trainings in one session?	28
Do you have any suggestions for improving the training time and/or other logistics for taking the online trainings? If so, please provide them here:	29
This online training was engaging.	32
What was or wasn't engaging about this online training? If you have any suggestions for how to make this online training more engaging, please let us know here.	33
What was your biggest takeaway from this online training?	35
This online training material addresses the above learning objective.	38
Were you able to complete this online training in one sitting?	38
If you were unable to complete this training in one sitting, please tell us why.	39
Please feel free to provide any additional comments here:	39
Appendix A: Equity and Inclusion Office Training Process and Results	45

Report Overview

This document reports the evaluation results for the online trainings administered in the second quarter of 2022 from March to May and provides analysis of the results. This report also describes changes made to the feedback surveys over this period.

Please see the first quarter report “Online Training Program Evaluation: November 2021- February 2022” for the online training program’s overview and evaluation process.

TRAINING TITLE	MAR	APR	MAY
EAP- Crisis Planning			
Interacting with Members of the LGBTQIA2S+/Queer Community Policy - Vocab			
PVO- PIT and Ramming			
Interacting with Members of the LGBTQIA2S+/Queer Community Policy - Pronouns			
Interacting with Members of the LGBTQIA2S+/Queer Community Policy - Policy Scenarios			
Language & Culture- Informal Interpreters			

Evaluation Updates

April 2022 Online Training Survey Edits

Following a review of the first quarter report's results, the Online Training team decided to update and edit the online training surveys to reflect new evaluation goals. The March 2022 surveys are the same as the January 2022 surveys; changes were made beginning with the April 2022 surveys. The survey modifications are described below:

March 2022 to April 2022 Modifications:

There was one change to the April surveys compared to the March surveys.

"How was the learning environment for taking the online training (e.g. was there adequate computer equipment, was the noise level reasonable, were there interruptions, etc.)?"

The format of this question was changed slightly from previous surveys. Before, the answer options appeared above the choice circles in a blue box and the answer choices were to the right of the questions. The format has been updated so that the formatting is now consistent across questions. Additionally, the answer options were changed from "Very Poor, __, Moderate, __, Very Good" to "Very Poor, Poor, Average, Good, Excellent." This was done to give concrete terms to the previously blank options.

March 2022 and earlier version:

	Very Poor		Moderate		Very Good
How was the learning environment for taking the online training (e.g. was there adequate computer equipment, was the noise level reasonable, were there interruptions, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

April 2022 version:

How was the learning environment for taking the online training (e.g. was there adequate computer equipment, was the noise level reasonable, were there interruptions, etc.)?

☐ Very Poor ☐ Poor ☐ Average ☐ Good ☐ Excellent

April 2022 to May 2022 Modifications:

Following the first quarter report, the Online Training team determined that sufficient data had been collected on many of the original online training survey questions to inform the training design and development process in those areas and that further information from new questions would be beneficial. Many of the following changes in questions are the result of this choice. Additional changes to question sequencing and formatting were proposed by the analyst and approved of by the online training team. These changes were first implemented in May because the March and April surveys had already been distributed when the first quarter results were discussed and changes were decided.

May 2022 Changes:

- New question sequencing to group questions into new categories/topics
- New survey sections/pages: Training Format, Training Length, and Training Learning Objectives
- The following questions were edited or eliminated:
 - The open-ended question “If this information did not work well in the online learning format, please provide us with specific information as to why” was simplified and the comment below the original version was removed as the additional information for this question was only necessary for the beginning of the program.
 - “Are you currently working a patrol or non-patrol assignment?” was eliminated. Training management determined that enough data had been collected to show that online training is experienced differently by patrol and non-patrol members and that the results were communicated to Bureau management.

See the following pages for more detailed information on these changes.

Training Quality and Delivery

The first page of questions, Training Quality and Delivery, was streamlined to three, related questions:

- *“This training was organized and well prepared.”*
- *“This training was a good use of my training time.”*
- *“This training is useful for my job.”*

January 2022 through April 2022 version:

TRAINING QUALITY AND DELIVERY						
Please mark your level of agreement or disagreement with the following statements regarding the EAP- Crisis Planning training:						
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This training was organized and well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training was a good use of my training time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training worked well in the online learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training is useful for my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned new information from this training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If this training did not work well in the online learning format, please provide us with specific information as to why.						
The Training Division is working on identifying which curriculum is best delivered online, through in-person classroom training, or through skills/scenario-based training. We are also working on increasing our capacity and abilities in creating effective online classes. Any feedback you have that can assist us in meeting these goals is greatly appreciated.						
<div></div>						

May 2022 version:

TRAINING QUALITY AND DELIVERY						
Please mark your level of agreement or disagreement with the following statements regarding the [Training Name] online training:						
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This training was organized and well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training was a good use of my training time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training is useful for my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The remaining three questions were moved to other sections.

- *“This training worked well in the online learning format.”*
- *“I learned new information from this training”*
- *“If this training did not work well in the online learning format, please provide us with specific information as to why.”*

Training Format

The Training Format section was created to consolidate the two existing format questions *“This training worked well in the online format”* and the streamlined *“Please tell us here why this training did or did not work in the online format.”*

May 2022 survey ‘Training Format’ page:

TRAINING FORMAT

This training worked well in the online learning format.

☐ Strongly Disagree ☐ Disagree ☐ Slightly Disagree ☐ Slightly Agree ☐ Agree ☐ Strongly Agree

Please tell us here why this training did or did not work in the online format.

This online training was engaging.

☐ Strongly Disagree ☐ Disagree ☐ Slightly Disagree ☐ Slightly Agree ☐ Agree ☐ Strongly Agree

What was or wasn't engaging about this online training? If you have any suggestions for how to make this online training more engaging, please let us know here.

Additionally, the online training team requested a new question to evaluate the level of engagement with the online trainings and for additional positive and negative qualitative feedback through an open-ended question.

The two following questions were created:

- *“This online training was engaging”*
- *“What was or wasn’t engaging about this online training? If you have any suggestions for how to make this online training more engaging, please let us know here.”*

Training Time and Logistics/ Training Length

All but one question from the Training Time and Logistics page were replaced with other questions in the retitled Training Length page. *“Did your supervisor allot time to complete this series of trainings?”* and *“Did you have dedicated time to complete this series of trainings?”* were removed because it was determined that enough data on these questions had been collected and the results communicated to Bureau management.

March 2022 and earlier Training Time and Logistics page:

TRAINING TIME AND LOGISTICS

The Training Division is working on ensuring members have adequate time and resources for online training. The following questions are designed to assist with this.

Did your supervisor allot time to complete this series of trainings?

- ☐ Yes
- ☐ No
- ☐ Not Applicable (e.g. currently in a position where this is not needed)

Did you have dedicated time to complete this series of trainings?

- ☐ Yes
- ☐ No

Was the amount of time adequate to complete all of the trainings in one session?

- ☐ Yes
- ☐ No

“Was the amount of time adequate to complete all of the trainings in one session?” was simplified to *“Were you able to complete this training in one sitting?”* on its own Training Length page.

This has been changed both because surveys are now administered per training, not per month of online trainings, and because the goal is for each training to be a length that can be watched in one session versus videos that may be so long that they need to be broken up and watched between other tasks due to length.

The question *“If you were unable to complete this training in one sitting, please tell us why”* is only viewable if a respondent selects “no” to the previous question. This question has been added to gather additional information on any obstacles members may be facing in completing these shorter online trainings in one sitting.

May 2022 Training Length page:

TRAINING LENGTH

Were you able to complete this online training in one sitting?

- ☐ Yes ☒ No

If you were unable to complete this training in one sitting, please tell us why.

Training Learning Objectives

A new Training Learning Objectives page was added to the surveys. The online training team wanted more information on the learning outcomes of the online trainings- we had previously asked whether members had “learned new information from this training” but the team wanted more metrics for learning attainment and impressions. Therefore, “*What was your biggest takeaway from this online training?*” was added.

Additionally, each training’s lesson plan must include learning objectives, or what the instructor’s intended outcomes for the online trainings were. We experimented by including the learning objectives directly from the lesson plans and asking respondents whether “this training material addresses the above learning objectives.”

TRAINING LEARNING OBJECTIVES

I learned new information from this training.

☐ Strongly Disagree ☐ Disagree ☐ Slightly Disagree ☐ Slightly Agree ☐ Agree ☐ Strongly Agree

What was your biggest takeaway from this online training?

Queer Policy- Policy Scenarios Learning Objectives:

- *Recognize when a person’s provided name or gender identity varies from their legal name or sex as stated on government-issued identification.*
- *Recognize that when this is the case members shall record the person’s provided name, gender identity, and/or pronouns under “Remarks.”*
- *Recognize a person’s accommodation request for an officer who is a particular gender.*

This online training material addresses the above learning objectives.

☐ Strongly Disagree ☐ Disagree ☐ Slightly Disagree ☐ Slightly Agree ☐ Agree ☐ Strongly Agree

Online Training Content

Below are brief descriptions of the online trainings that were evaluated during the March 2022 through May 2022 period.

EAP- Crisis Planning, March 2022

The 2022 EAP- Crisis Planning training was 8 minutes long and was assigned to all members at the beginning of March. In this training, the families of passed Portland Police Bureau members and a Bureau Peer Support member shared the story of how their families struggled with the consequences of an unexpected critical injury where the retired member did not have a crisis plan in place. The Employee Assistance Program (EAP) Coordinator provided guidance on steps and resources for creating a crisis plan. The goal of this training was to encourage members to create crisis plans and to offer resources to do so.

Interacting with Members of the LGBTQIA2S+/Queer Community Policy- Vocab, March 2022

The 2022 Vocabulary in the LGBTQIA2S+ / Queer Community training is the second training in the Queer Community training series and was assigned to all members at the beginning of March along with the Crisis Planning training. The goal of this video was to instruct members on some of the underlying concepts and vocabulary in Directive 640.38 Interacting with Members of the LGBTQIA2S+/ Queer Community. It did so with an introductory segment from the Equity Training Specialist which identified some of the terms involved in the Directive and interview segments with four community members of the queer community who explained their experience and understanding of these vocabulary terms. The training also addressed the use of pronouns and gave members an example of how to respectfully ask for someone's pronouns. This video was 7:40 minutes long.

PVO- PIT and Ramming, April 2022

The 2022 PIT and Ramming training was a short, standalone training that was assigned to sworn-members in April. The training description specifies that this training was meant as a refresher and follow-up to material taught at the in-person 2021 In-Service, not as a replacement for any in-person Police Vehicle Operations (PVO) training. However, the PVO instructor did not emphasize that this training was only meant as a refresher in the video itself. This training was created because the Bureau's Pursuit Policy is restrictive and opportunities to use intervention techniques such as PIT (Police Intervention Technique) or ramming may become more frequent. The training used two videos from the Bureau's Air Support Unit (Air 1 in the video) to demonstrate the use of ramming and PIT with the PVO instructor narrating and adding detail. This video was 3:52 minutes long.

Interacting with Members of the LGBTQIA2S+/Queer Community Policy - Pronouns, April 2022

The 2022 Queer Policy Pronouns training was the third training in the queer community trainings series and was assigned to all members in April along with the PIT and Ramming training for sworn-members. The purpose of this training was to train members on how to use a person's pronouns as directed in Directive 640.38 and further explain gender identity. This training appeared differently than the above training segments in that it did not play with the training description but popped out as a standalone screen, did not show the video progress bar, and instead had restart, play, pause, and back buttons which did not allow members to rewind the training a short amount. The training included a list of offensive terminology that Bureau members should not use, explained that vocabulary is not universal and may change per individual, that gender identity should not be assumed based on someone's looks, and that members can always use a person's name or ask for their pronouns. This video was ten minutes long.

Language & Culture- Informal Interpreters, May 2022

The 2022 Language & Culture- Informal Interpreters training is the fourth training in the Language Access training that began in 2021 with the 2021 Online In-Service Training Language Access Introduction Video assigned May 2021. This training was assigned to all members in May along with the Queer Policy- Policy Scenarios training. The majority of this training was an interview between the Bureau's Community Engagement officer and a community member who is a limited English proficient (LEP) subject matter expert who shares her knowledge, cultural perspective, and personal experience of having been an informal interpreter for her family as a child. The purpose of this training was to introduce members to national best practices for utilizing informal interpreters, particularly examining the adverse impacts of using children or bilingual minors as interpreters. This training included two knowledge check questions, which ask questions relevant to the material presented in the video. This training was just under ten minutes long, not counting the time of the two knowledge check questions.

Interacting with Members of the LGBTQIA2S+/Queer Community Policy - Policy Scenarios, May 2022

The 2022 Queer Policy- Policy Scenarios training was the fourth and final training in the queer community training series and was assigned to all members in May. The purpose of this training was to instruct members on using the "remarks" section in Bureau reports to record information pertinent to Directive 640.38 such as preferred name, gender identity, and pronouns, as well as demonstrating an accommodation request. This training included an engagement question where members chose their response to the proposed scenario. This training was roughly four minutes long, although this time can vary depending on how long a member takes to respond to the engagement question.

Evaluation Data

EAP- Crisis Planning, March 2022

There were 193 responses to this survey over its two-month period; 954 members completed the training during this time and were sent survey links. Therefore, there was a 20 percent response rate.

Interacting with Members of the LGBTQIA2S+/Queer Community Policy - Vocab, March 2022

There were 228 responses to this survey over its two-month period; 953 members completed the training during this time and were sent survey links. This is a 24% response rate.

PVO- PIT and Ramming, April 2022

This training and its survey were only assigned to sworn members. There were 94 responses to this survey over its two-month period; 736 members completed the training during this time and were sent survey links. This is a 13% response rate.

Interacting with Members of the LGBTQIA2S+/Queer Community Policy - Pronouns, April 2022

There were 212 responses to this survey over its two-month period; 950 members completed the training during this time and were sent survey links. This is a 22% response rate.

Language & Culture- Informal Interpreters, May 2022

There were 130 responses to this survey over its two-month period; 963 members completed the training during this time and were sent survey links. This is a 13% response rate.

Interacting with Members of the LGBTQIA2S+/Queer Community Policy - Policy Scenarios, May 2022

There were 131 responses to this survey over its two-month period; 948 members completed the training during this time and were sent survey links. This is a 14% response rate.

Training Title	Survey Response	Survey Population	Response Rate
EAP- Crisis Planning	193	954	20%
Queer Policy- Vocabulary	228	953	24%
PVO- PIT and Ramming	94	736	13%
Queer Policy- Pronouns	212	950	22%
Queer Policy- Policy Scenarios	131	948	14%
Language & Culture- Informal Interpreters	130	963	13%

Response rates were slightly higher for a few of the surveys, compared to 2021. However, response rates remain low and inconsistent. Members have commented elsewhere that they feel oversaturated by online trainings and surveys since they also receive surveys from the City and others in the Bureau.

Respondents' Assignment: Patrol or Non-Patrol

Note: The dataset for the following assignment question is incomplete for the Queer Policy- Vocabulary survey.

Are you currently working a patrol or non-patrol assignment? (Optional)

The purpose of this information is to assist management in following up on strategies for improving dedicated online training time. The groups are intentionally left broad to retain individual anonymity.

☐ Patrol assignment

☐ Non-patrol assignment

This question was deleted from two of the online training surveys- Vocabulary and Pronouns- for a period of three weeks or less at which point the question was restored to the surveys.¹ During this time, members could not respond to this question. Therefore, there is slightly less data for these questions. However, it was also decided during this time that these questions and the collection of this information was no longer needed as the purpose of having these questions at the beginning development stages of the program was already achieved.

Below are the responses to the assignment question for March and April 2022's surveys.

	Patrol		Non-Patrol		No Response		Total Responses
	Responses	Percent	Responses	Percent	Responses	Percent	
EAP- Crisis Planning	43	22%	120	63%	29	15%	192
Queer Policy- Vocabulary	21	9%	68	30%	137	61%	226
PVO- PIT and Ramming	44	47%	48	51%	2	2%	94
Queer Policy- Pronouns	59	28%	129	61%	23	11%	211

The Queer Policy- Pronouns survey's results were not affected because the assignment question was added back to the survey a few days after the training was assigned to members.

¹ At the time, it was understood that the inclusion of these questions in the survey were in error.

Results

Overall, the trainings received high ratings for the quality of the training and working well in the online format.

For some of the trainings, the ratings were more mixed for being a good use of training time and learning new information. This was particularly the case for the LGBTQIA2S+ policy training series, though most of their ratings were positive for these factors as well. Having more mixed results is a common finding for new programs and/or policies generally, and has been found for many different topics through the Bureau's evaluation processes.

The results provided information and recommendations for enhancing each of the programs, which is being taken into consideration by the lead instructors and program managers. Some of the information is being utilized to enhance the Online Training Program generally, which is also still relatively new, and the survey processes. The Training Division and Equity and Inclusion Office are continuing to discuss these results, review the evaluation findings from previous equity trainings, and discuss implications for future training planning. Further information regarding the curriculum development process for this program and main findings for consideration are provided in Appendix A.

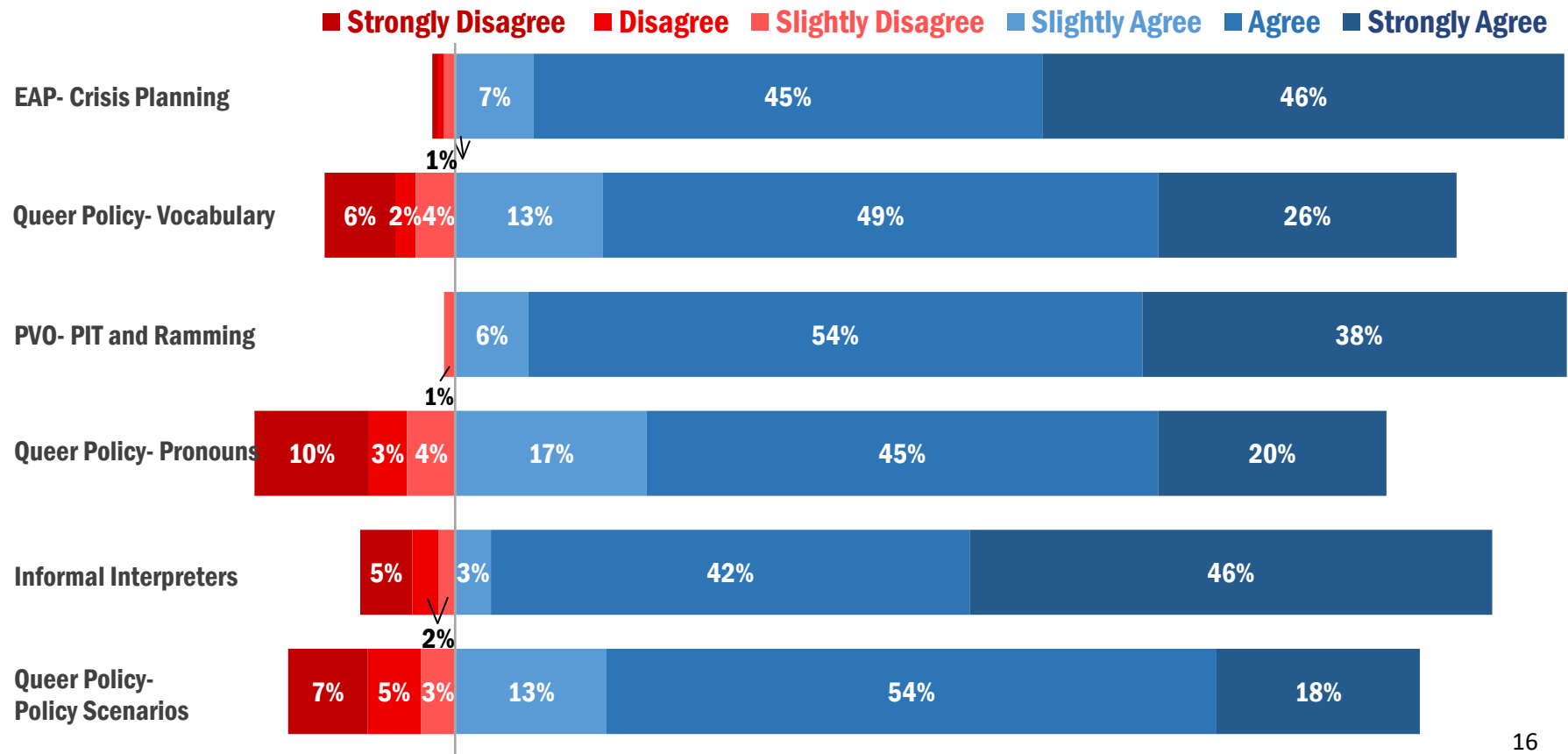
This training was organized and well prepared.

Large majorities of respondents agreed that each of this quarter's trainings were well organized and prepared. The range of agreement was 82 to 99 percent.

Training	All Agree	All Disagree
EAP- Crisis Planning	98%	2%
Queer Policy- Vocabulary	88%	12%
PVO- PIT and Ramming	99%	1%
Queer Policy- Pronouns	82%	18%
Language & Culture- Informal Interpreters	92%	8%
Queer Policy- Policy Scenarios	85%	15%

"All Agree" is the combination of each level of agreement: slightly agree, agree, and strongly agree. "All Disagree" combines slightly disagree, disagree, and strongly disagree.

This training was organized and well prepared.



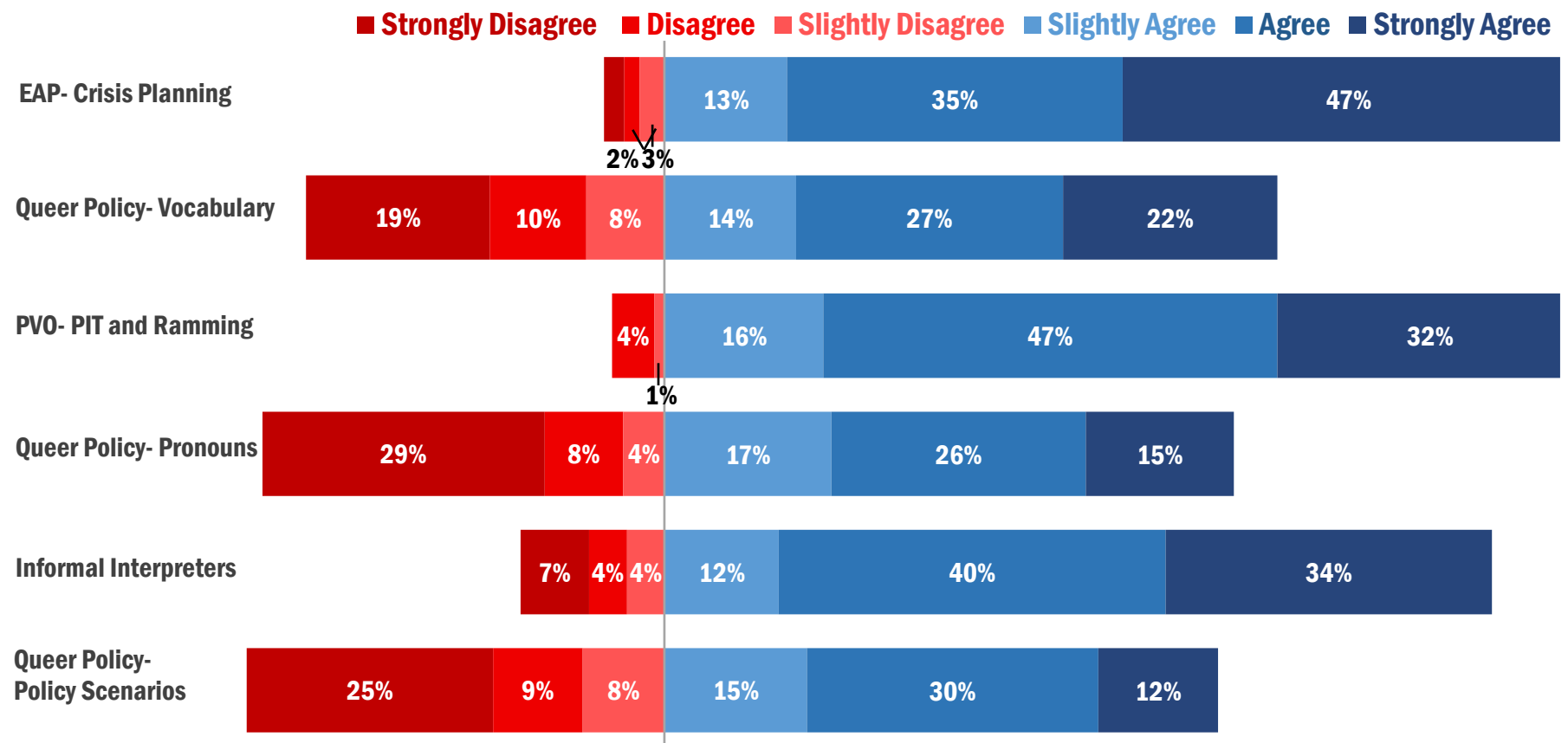
This training was a good use of my training time.

Although some of the findings were mixed, the majorities of respondents agreed that the majority of this quarter's trainings were a good use of their training time. The range of agreement was 57 to 95 percent.

Training	All Agree	All Disagree
EAP- Crisis Planning	94%	6%
Queer Policy- Vocabulary	63%	37%
PVO- PIT and Ramming	95%	5%
Queer Policy- Pronouns	59%	41%
Language & Culture- Informal Interpreters	85%	15%
Queer Policy- Policy Scenarios	57%	43%

"All Agree" is the combination of each level of agreement: slightly agree, agree, and strongly agree. "All Disagree" combines slightly disagree, agree, and strongly disagree.

This training was a good use of my training time.



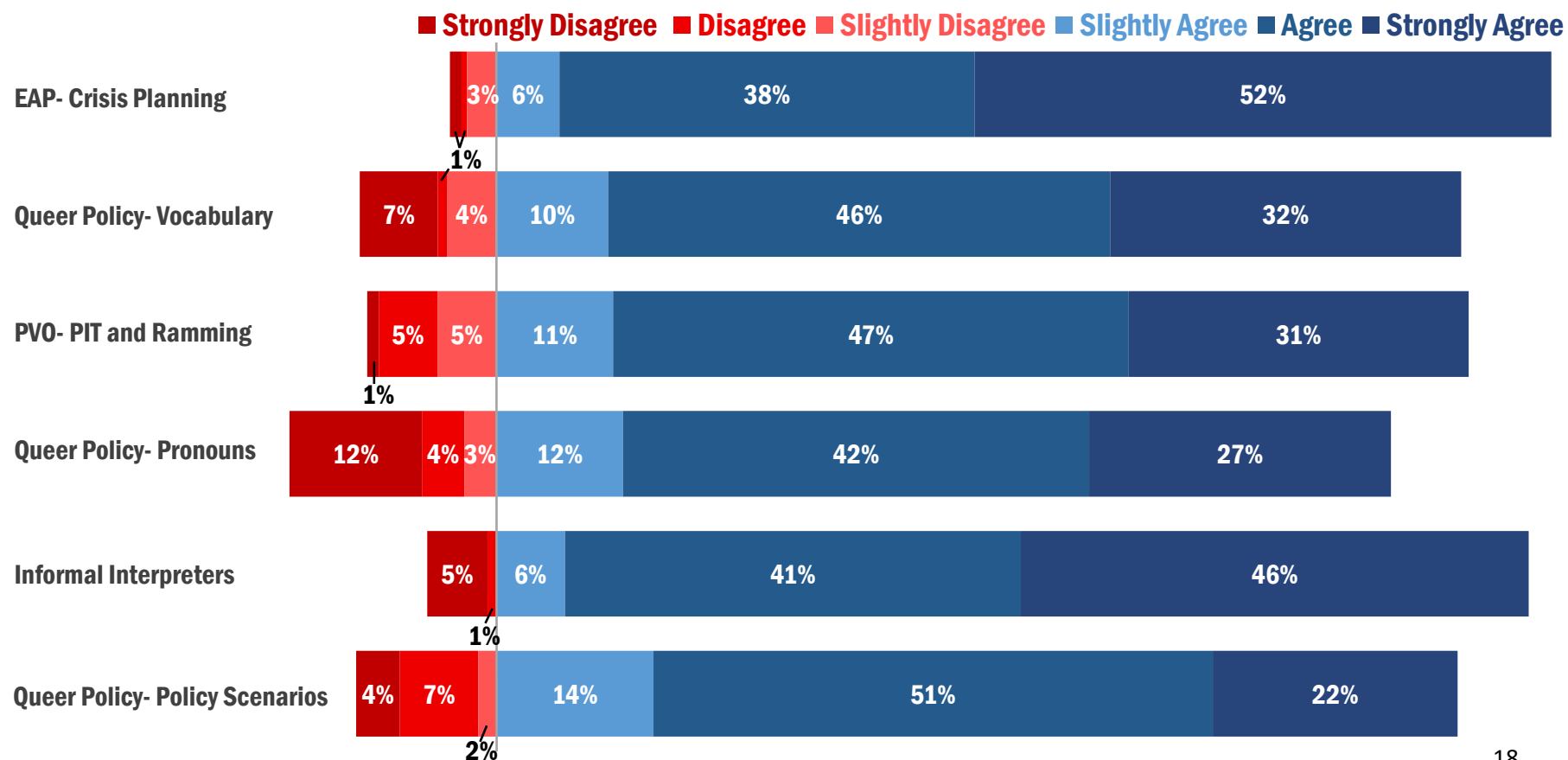
This training worked well in the online learning format.

Large majorities of respondents agreed that all of this quarter's trainings were a good use of their training time. The range of agreement was 81 to 96 percent.

Training	All Agree	All Disagree
EAP- Crisis Planning	96%	4%
Queer Policy- Vocabulary	88%	12%
PVO- PIT and Ramming	88%	12%
Queer Policy- Pronouns	81%	19%
Language & Culture- Informal Interpreters	94%	6%
Queer Policy- Policy Scenarios	87%	13%

"All Agree" is the combination of each level of agreement: slightly agree, agree, and strongly agree. "All Disagree" combines slightly disagree, agree, and strongly disagree.

This training worked well in the online learning format.



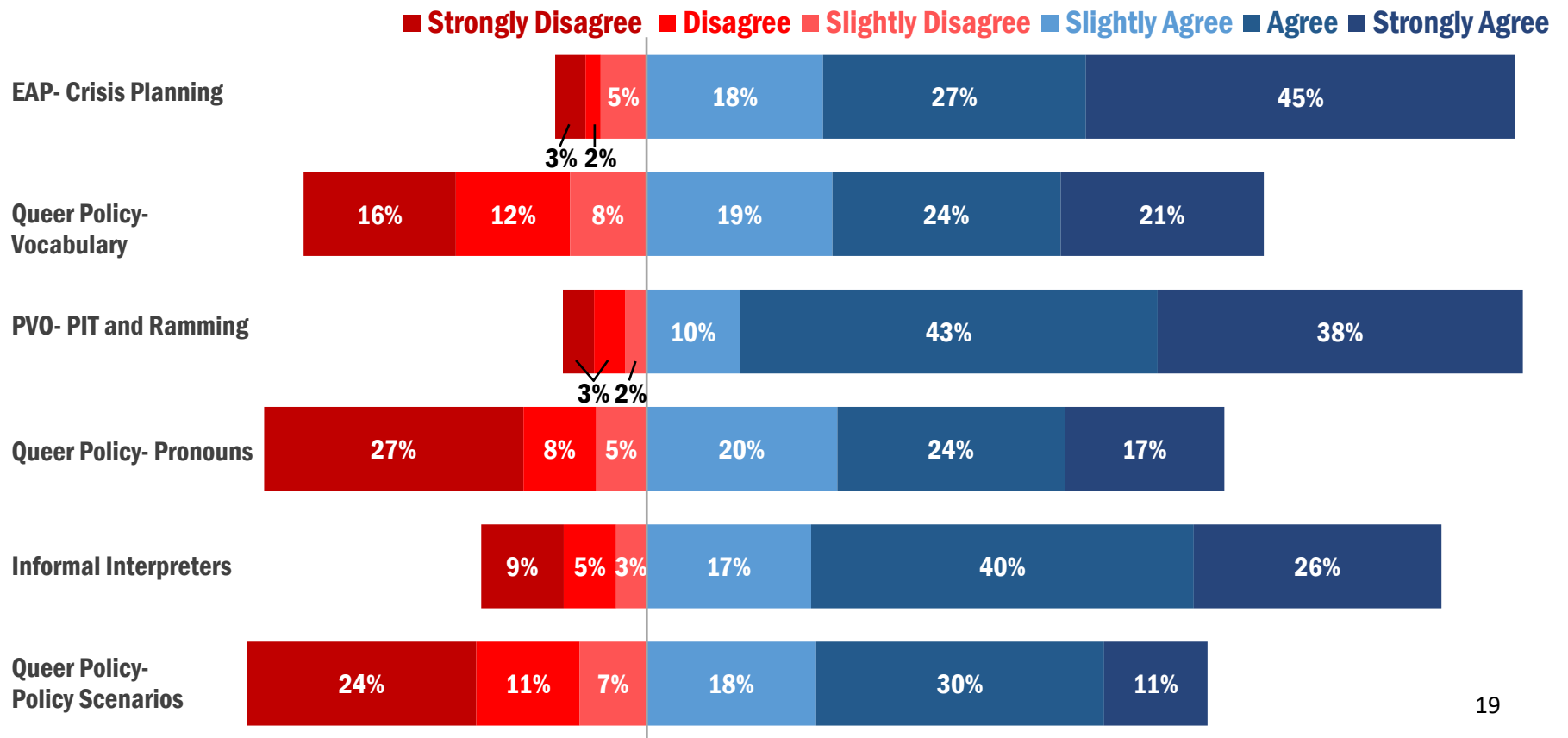
This training is useful for my job.

Although some of the findings were more mixed, the majorities of respondents agreed that this quarter's trainings were useful for their jobs. The range of agreement was 60 to 91 percent.

Training	All Agree	All Disagree
EAP- Crisis Planning	91%	9%
Queer Policy- Vocabulary	64%	36%
PVO- PIT and Ramming	91%	9%
Queer Policy- Pronouns	60%	40%
Language & Culture- Informal Interpreters	83%	17%
Queer Policy- Policy Scenarios	58%	42%

"All Agree" is the combination of each level of agreement: slightly agree, agree, and strongly agree. "All Disagree" combines slightly disagree, agree, and strongly disagree.

This training is useful for my job.



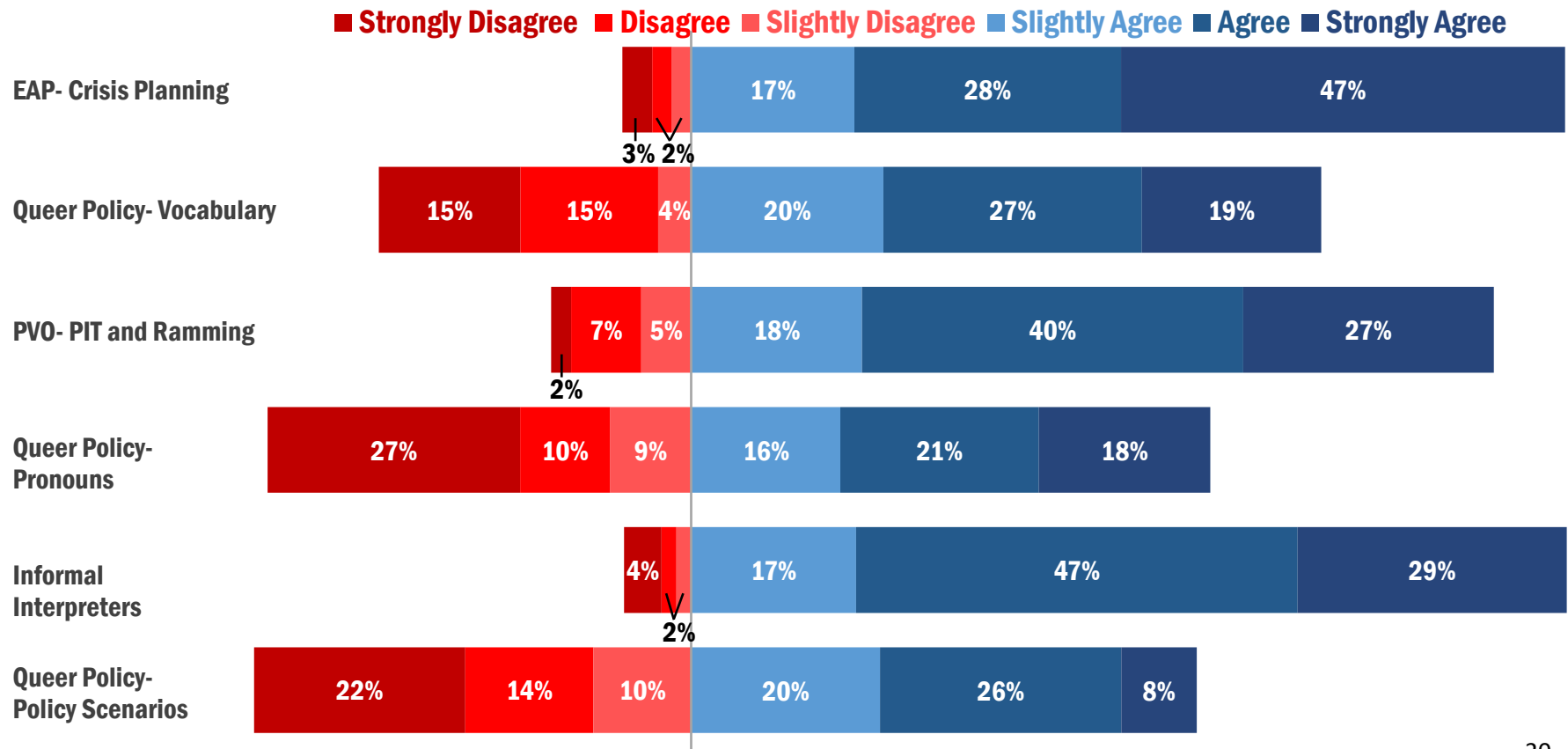
I learned new information from this training.

Although some of the findings were mixed, the majorities of respondents agreed that they learned new information from this quarter's trainings. The range of agreement was 54 to 93 percent.

Training	All Agree	All Disagree
EAP- Crisis Planning	93%	7%
Queer Policy- Vocabulary	67%	33%
PVO- PIT and Ramming	85%	15%
Queer Policy- Pronouns	55%	45%
Language & Culture- Informal Interpreters	93%	7%
Queer Policy- Policy Scenarios	54%	46%

"All Agree" is the combination of each level of agreement: slightly agree, agree, and strongly agree. "All Disagree" combines slightly disagree, agree, and strongly disagree.

I learned new information from this training.



If this training did not work well in the online learning format, please provide us with specific information as to why.

This is an open-ended question. Below are the common themes and main findings.

EAP- Crisis Planning

Thirteen individuals provided comments applicable to this training or program. The main themes were expressing appreciation for the training and/or the online format working well. Some indicated that the training or online training format did not work well for them, and others mentioned their plans to utilize the training information.

Eight individuals expressed appreciation for the training, the content, and/or online format. This included appreciation compelling stories, useful information, resources, conveying of the topic importance, EAP staff, and the content working well in the online format. Two of these individuals indicated they would be utilizing this information for their crisis planning. One of which commented that they now feel capable of making their own crisis plan while using their wellness time to hopefully reduce the potential impact of their unexpected death. One person mentioned they were already knowledgeable in the topic but indicated support for the training and it being beneficial for others.

Two people indicated they did not find the training helpful in general. One responded that they were not engaged by the topic because they don't use EAP themselves. They felt that this would have been the case in-person as well. The other individual expressed frustration at this training not being voluntary. They commented that the City of Portland has a similar, voluntary training that they should be allowed to participate in if they choose.

Two people included comments regarding not find the online format helpful and/or encountered technical issues with the training material. One of the individuals indicated that in-person training would have been better. The other individual commented that the instructions in the training were not completely accurate and that they had to find the correct link through the Bureau's internal website.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Vocabulary

Twenty-four individuals responded to this question. The main themes included expressing that they already treat people well, the training was not helpful or was redundant with other trainings and/or policies, and the format not allowing for questions or discussion.

Five people included comments expressing that they already treat people with compassion, with some specifying the inclusion of those from various communities and/or the use of pronouns. Some of the comments indicated the training did not acknowledge this or suggested otherwise. Some included concern regarding negative impacts of implementing this training and/or a disconnect with patrol work.

Six people included comments regarding the training not being helpful or being redundant with other trainings and/or policies. Some of these comments were combined with expressions that they already provide good customer service. Others specified that the information was common knowledge and/or already trained, with one clarifying that the topic is important. One person suggested that the message could have been conveyed more briefly and focused on treating all people with respect.

Six people indicated the lack of ability for discussion or to ask questions was a limitation of the training format. Some specified this as important because of the subject nuances, ability to get clarification and discuss practical application concerns, and/or opportunity to better understand the message. One person included some ambivalence due to uncertainty whether or not an in-person training would end negatively, although they conveyed the need to discuss practical concerns was important.

Four people included specific concerns regarding the implementation of the training having unintended negative consequences for the effectiveness of their police community interactions. Three of these were in regards to differing viewpoints regarding what terminology is considered respectful, even among the LGBTQIA2S+ community. One person included this can also differ depending on one's role, such as the police. One person expressed uncertainty regarding how best to reflect the information on their police reports.

Three people expressed concern with the inclusion of a sign in the video that was represented throughout the 2020 protests, as it detracted from the purpose of the training and message. Two of them discussed the associations of violence with the sign, including the targeted assaults of police officers.² One clarified their concern being related to the violence and trauma that Bureau members experienced, not to the humanity of the words outside of this context. They also discussed that while they are exposed to these types of messaging regularly, the inclusion of it in an important training was not beneficial.

Although this survey question concerned what did not work well in the online format, some of the comments focused on appreciation for the training or online format. Two expressed appreciation for the training, with one of them specifying appreciation for the community member perspectives. Three individuals thought the online format worked well, with one specifying the benefit of reducing potential conflicts.

PVO - PIT and Ramming

Sixteen people provided comments to this survey item. The main themes were expressing appreciation for the training and/or providing future training considerations. Some also indicated that the online training format worked well for this training, expressed the need for in-person training time for this topic, or mentioned the training was not applicable to them.

Six people expressed appreciation for the training content and/or instruction. Some included specific appreciation for the use of incident video, instructor, relevance of material, quality of content, or succinctness of the training.

Eight people provided suggestions for enhancing the training or considerations pertaining to future training planning in general. Three people suggested additional information regarding policy would have been helpful, with one specifying clarity regarding what they can and cannot utilize PIT and ramming. In addition, one person indicated the need for more clarification on the topic but did not provide any specifics. One person noted that further emphasis that the training was only to provide a refresher on

² To clarify, it is the understanding of these authors that the foundation to which this sign represents did not condone the violent acts at the protests done with the use of their symbolism. This foundation is understood to promote peaceful protesting. Some of the comments also provided some clarification pertaining to this. The focus of the comments is in regards to it bringing up the trauma of the protests in general.

the topic could have been helpful. Two people mentioned that additional similar trainings would be beneficial. One person expressed concern regarding the disparity in training time given to PIT and ramming compared to pronouns, with much more training time given to pronouns.

Three people specifically expressed the need for in-person training time for this topic. One of them specified the perishability of these skills. In addition, one person included support for the online training format since it could allow for more PVO skills training time.

Two people mentioned not finding the training particularly needed. One person clarified that they do not work patrol but still found the training to be of good quality. The other person did not find the particular content useful but in a later comment in the survey did express the need for skills training on the topic.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Pronouns

Thirty-six people responded to this survey item. The main themes were expressing concerns regarding the training not being needed or being redundant with other training and/or policy, finding the training format unhelpful or experiencing technical issues, and expressing appreciation for the training and/or online learning format. Some also commented on areas where further clarification was needed, implementation concerns, and/or other factors pertaining to future training considerations.

Fifteen individuals included comments pertaining to the training not being needed or being redundant with other training and/or policy. Some of the specific reasoning was due to already treating people with respect, some of the pronouns being used by the community very rarely (e.g. They), not understanding there to be an issue, the training material being redundant with the other trainings in the series, and finding the training content to be inappropriate. Some of the comments indicated by having the training, it suggested they do not know how to work with the community. For instance, one person explained how they felt insulted because it was being implied they did not know the preferred terminology and/or treat individuals badly because of their orientation.

Eleven people included comments regarding finding the training format unhelpful and/or experiencing technical issues. These included preferring a non-interactive video format (one person clarified this being partly due to the lack of training time they have for online training), finding the scenario design unprofessional and/or utilizing stereotypes, a technical glitch resulting in having to repeat the training, the closed captioning not being throughout the video, delays with the scenario navigation, and the inability to ask questions. For instance, one member commented they were unable to understand some of the definition of terms as they found the presenters spoke too quickly. They also expressed that they would have liked to have the option to ask questions and/or be provided with additional resource materials. Another person indicated the training may have been better presented through an In-Service training session rather than multiple online trainings, due to the redundancy.

Eight people indicated support for the trainings and/or using the online format for these trainings. This included believing the online format was suitable for topics not requiring practical skills training, support for the importance of the topic, preferring the online format for potentially controversial topics, the training being of high quality, and the relevancy of the examples. One of these member's expressed how well the online format works for this type of training. They further elaborated how much they enjoyed the provided examples and appreciated how the Bureau is addressing these policies.

Six people included other comments regarding future training and/or program considerations. These included having some confusion and needing further clarification regarding some of the terminology, preferring speaking members to look into the camera during filming, finding it difficult to incorporate some of the pronoun changes (e.g., They) with the English language, the training not accurately reflecting their patrol experience with the LGBTQIA2S+ community, and believing this training was not beneficial to the LGBTQIA2S+ community. One member expressed that although they support the purpose of the training, the multiple trainings were redundant and could have been summarized in an e-mail versus an online training video. They also conveyed they found the frequent feedback surveys to be bothersome.

Language & Culture- Informal Interpreters

"Please tell us here why this training did or did not work in the online format."

Twenty-seven individuals responded to this question. The main themes were expressing appreciation for the training material, mentioning why the online system was effective, or discussing the training logistics. Some also included some suggestions or concerns for consideration.

Fourteen people included comments in appreciation for the training. These included appreciation for the lead instructor's commitment to community work, appreciation for the training being well organized and of high quality, finding the use of stories impactful for getting the message across, appreciation for the guest speaker, and the important and practical information. One of these individuals responded that the series of trainings on language and culture were well done and that this training on informal interpreters did a good job of explaining the risks and limitations to utilizing untrained individuals, family members, and children for translation. They also explained that they had a lot of experience with this, so had more context for recognizing the quality of this training. Another individual felt that this training was moving and helped related on an emotional level why this training was needed. One individual responded that there was not a lot of debate on this topic and that the training very clearly laid out what members should and should not do regarding informal interpreters. They felt that this training was very informative both in its clarity but also in offering information on how to access formal interpreters.

Seven members included comments regarding the online training system itself working well or this training topic working well in the online format. These included the system being easy to use, the information was clear and did not need discussion, the format allowed for a meaningful communication from the community without demanding too much time, and retake the training as needed. For instance, one individual felt that this type of training does not need to be taught in person and therefore is well suited to the online format. They also felt that the online format is better for letting the presenter show more of their more material and for them to be in a setting that is comfortable to them, such as the temple in this case. They suggested that this training could have been a little shorter, but was overall a good training. Another individual responded that the online format was beneficial because members can review the training as often as they want to be able to check their notes and understanding of the information and can go at their own pace.

Six people commented regarding the deadlines or ability to do one's own scheduling for the trainings was helpful. For instance, some commented that the online training allows them to do the training at a

time that works for their schedules. One individual responded that they did not have to travel for this training.

Two people included suggestions and/or concerns for consideration. One individual wrote that it would have been beneficial if bi- and multilingual officers had been able to review this training before other members to provide feedback. Another individual commented that patrol members are receiving too many trainings and online training.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Policy Scenarios

"Please tell us here why this training did or did not work in the online format."

Twenty-seven individuals responded to this question. The main themes were reasons the training format worked well or expressing reasons why the training not needed or redundant with other training. Some comments also discussed technical issues, the need for discussions, and/or future training considerations.

Seventeen people provided comments regarding what worked well with the training format. These included being able to schedule the training time themselves, having the deadline was helpful given the current workloads, the training being concise, preferring online training since the content was redundant, the examples being helpful, and not having to travel to the training. One of these individuals responded that it was very beneficial that this training was both concise and had tangible examples rather than a lecture-only style training.

Seven people included comments regarding the training being not needed or redundant with other training. For instance, one individual felt that these policy training videos were repetitive both in content and delivery and that this reduced their efficacy. This member suggested combining the training series into one succinct video or to have the training in person.³ Another individual wrote that because there was only one scenario given in this training that this could have been included in one of the other trainings in this series.⁴

Two people indicated that including some type of discussion format would be helpful. For instance, one individual responded that it is difficult and inconvenient to ask clarifying questions in the online format. Another individual suggested that small group conversations with LGBTQIA2S+ community members would be a better format for this training content. Conversely, another respondent wrote that the training material was delivered thoroughly which made an in-person training or follow-up unnecessary.

One individual responded that they experienced a technical problem where the training showed as a white screen for half of the time.

³ There were multiple reasons why the new queer policy trainings were not combined into one, longer video. First, the online training team was determined to keep videos shorter than ten minutes based on previous feedback. Second, the online training team believed it was important to cover a number of topics covered in the new policy, such as vocabulary words, and to give examples of the policy's practical use and application, which both required too much time to condense into one, ten-minute or shorter video.

⁴ A last-minute change, due to a conversation between the policy, equity, and video production teams, resulted in one of the originally planned scenarios being dropped because forthcoming changes to the form used in the planned scenario would make the online training outdated. Instead, the training includes a walk-through video of where to input the relevant material in another report.

One individual responded that they felt the online format was intentionally used for unpopular training topics so that members could not comment or respond live to the material.

Did you have dedicated time to complete this series of trainings?

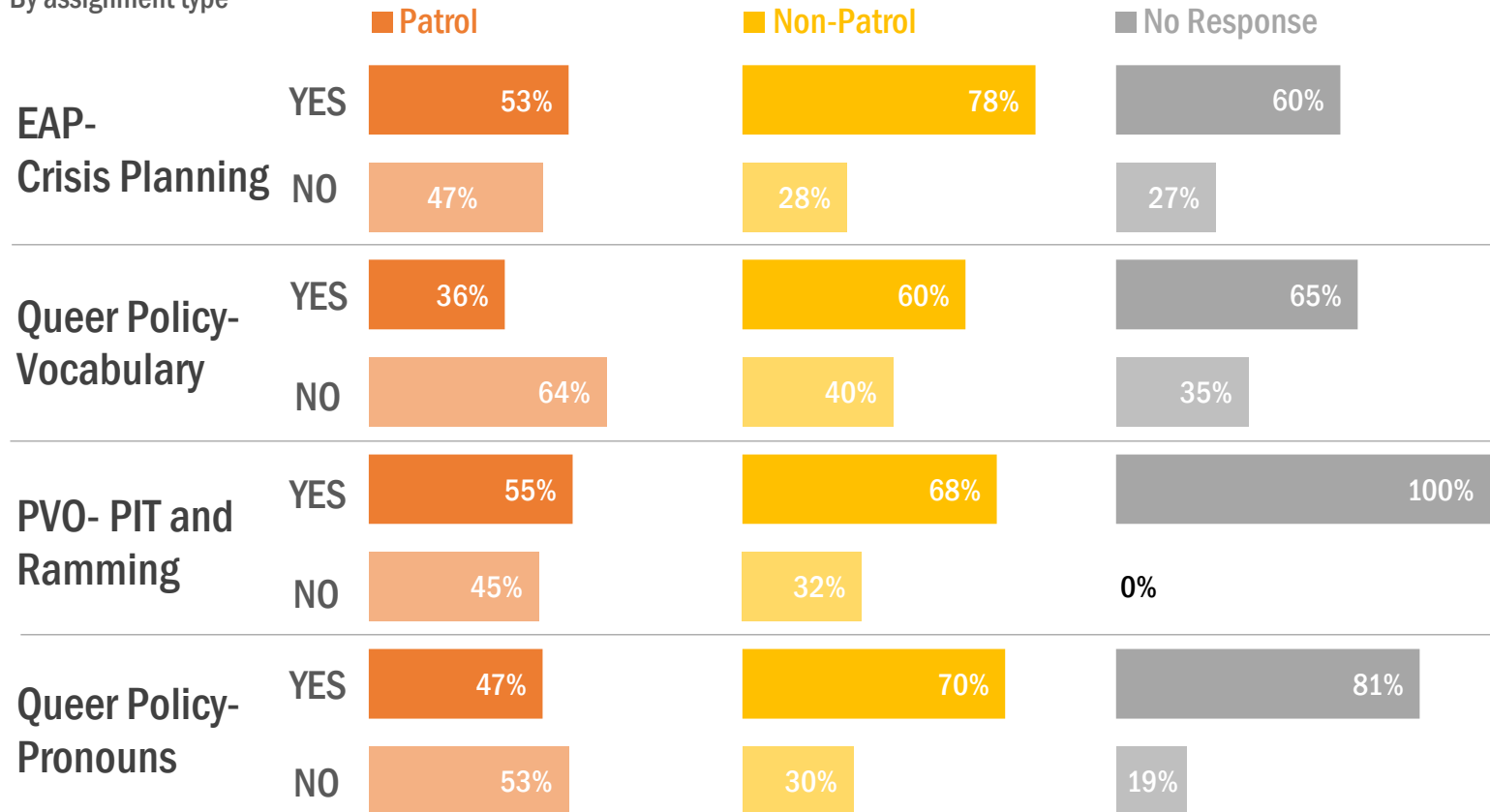
Members on patrol continue to report having less dedicated time to complete their online trainings compared to non-patrol members.

There may be a slight overall improvement in this factor compared to 2021 for patrol members. Still 45 to 64 percent of respondents assigned to patrol reported not having dedicated time for these trainings. The percentage of those without dedicated training time for non-patrol members has remained similar.

	Patrol	Non-Patrol	No Response	Total
EAP- Crisis Planning	43	120	29	192
Queer Policy- Vocabulary	21	68	137	226
PVO- PIT and Ramming	44	48	2	94
Queer Policy- Pronouns	59	129	23	211
Responses: Are you currently working a patrol or non-patrol assignment?				

Did you have dedicated time to complete this training?

By assignment type



Was the amount of time adequate to complete all of the trainings in one session?

Large majorities of all respondents reported having adequate time to complete these online trainings in one session.

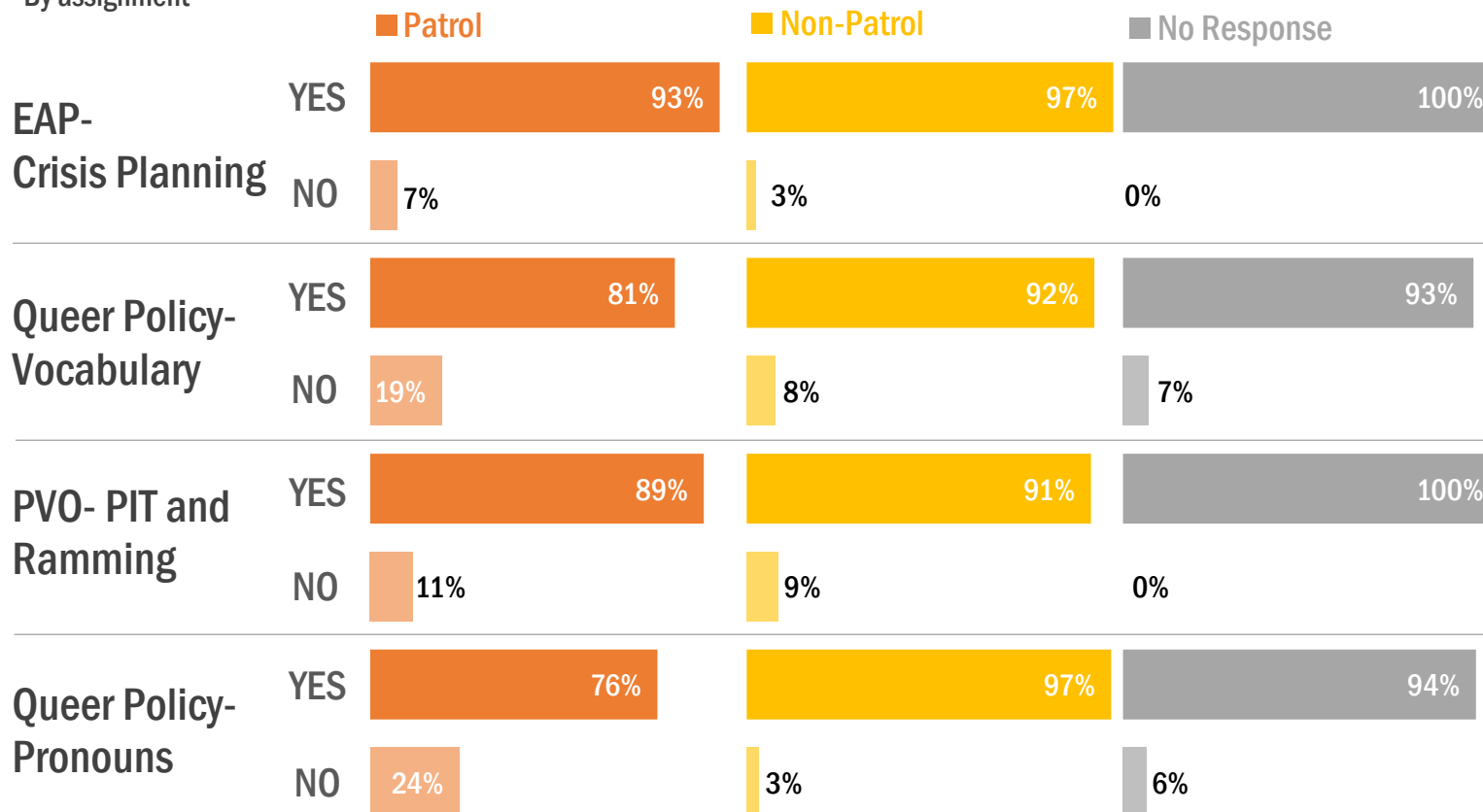
This is likely due to the move to keep online trainings shorter than ten minutes and the decoupling of trainings, i.e., not having multiple training videos in one training folder.

	Patrol	Non-Patrol	No Response	Total
EAP- Crisis Planning	43	120	29	192
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Queer Policy- Pronouns	59	129	23	211

Responses: Are you currently working a patrol or non-patrol assignment?

Was the amount of time adequate to complete this training in one session?

By assignment



Do you have any suggestions for improving the training time and/or other logistics for taking the online trainings? If so, please provide them here:

This is an open-ended question. Below are the common themes and main findings.

EAP- Crisis Planning

Eleven individuals responded to this question, with one person simply indicating they did not have any suggestions.

Three people included comment regarding the training logistics and/or equipment issues. One responded that patrol members have to take time out of their busy schedules to complete the online trainings but do not have allotted time to then do any of the things the training suggested. Two remarked about computer issues, one in regards to their vehicle computer's volume being low and the other regarding the computers not working well and being slow.

Two people included comments regarding future training needs in this topic. One individual suggested that this topic should receive more training time and the other suggested that crisis planning should be taught every year.

One individual responded that they had no suggestions for this training because this training was not relevant to them.⁵

One individual indicated that they believe the training is beneficial despite not having learned new information themselves.⁶

One individual commented on finding the training depressing.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Vocabulary

Fourteen individuals responded to this question. Two people indicated they did not have any suggestions for this. Among the rest, the main themes were discussing the impact of dedicated training time and/or staffing, and expressing appreciation for the online format and/or training content.

Five people included comments pertaining to the staffing issues and/or lack of dedicated training time. Some specifically mentioned the difficulties of having to take the trainings while managing other work, staffing shortages making it difficult to take trainings, the impact on other work duties from the training time. While most of these comments indicated having dedicated training time would be beneficial, one person indicated the dedicated training time would not have made the training more useful.

Five people provided comments expressing their appreciation for the online format and/or training content. Of those that provided more detail, they indicated that this training worked better in the online format compared to some of the other online trainings, and the training was of high quality. One of these individuals complimented this training and expressed that this training was one of the best trainings about the LGBTQIA2S+ community that they had seen. They appreciated the information around the evolution of the term "queer" and its use in the training title because this showed how it has evolved from having once been pejorative. They also felt that this training was done in a way that gave

⁵ This was the same individual who previously responded that they do not use EAP themselves.

⁶ This was a different individual than the previous open-ended question who responded similarly.

members useful tools for interactions in a safe and approachable way in a topic that has often felt full of risk.

Among the other topics, one person indicated some confusion regarding the priority of this training over the current violent crime issues, one person expressed uncertainty whether or not they were supposed to attend the optional follow up discussion through Zoom⁷, and one individual suggested it would have been beneficial to have had the vocabulary training first in the training series. Lastly, one individual felt that the inclusion of a foundation's sign reduced the potential for enthusiastic participation from members and distracted from the training because of the negative association many members have with the 2020 protest violence and felt that its inclusion did not consider members' experiences. They clarified this issue to not be about the group but that the sign was used in conjunction with terrifying incidents during riots. They believe that the community member's information would have been better received by members if they had a different background, such as a pride flag.

PVO- PIT and Ramming

Six people provided comments to this survey item. Two people simply noted they did not have any suggestions.

Two people suggested that in-person training time was needed for the topic, one specified PIR as the best training location. The other suggested that training on PIT timing and ramming should both be expanded upon and also suggested that it would be beneficial to interview mechanical engineers who could give more information on best methods for successfully interacting with other vehicles with these maneuvers to get them to respond as intended.

One individual responded that although it is not the instructor's fault, the conditions for patrol are extreme and that it is no longer tenable to any calls on hold for administrative tasks. One person indicated that officers on patrol need to find the time to complete these trainings without designated time.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Pronouns

Eighteen people responded to this survey item, with two of them indicating they did not have any suggestions. The main themes were expressing concerns regarding the training not being needed, and/or suggestions for improving the training and/or online learning format. Some also commented on areas where further clarification was needed, implementation concerns, and/or support for the training.

Six individuals included concerns regarding the training not being needed and/or suggested removing the curriculum. Some indicated this being related to the topic not being inline with the City's issues with high violence at this time (making it a mismatch for training priorities), not needing guidance in regards to working with people, and some of the training being inappropriate for the workplace. For instance, one person wrote that while they support inclusion, they did not find this training appropriate. They further indicated that all PPB members should be respectful toward the members of the public and use their preferred names and pronouns, and how they do not need any additional information to perform

⁷ The Equity Training Specialist held two optional "office-hour" Zoom calls for this training so that members could discuss this training and asking any questions they might have.

their primary job duties. Another member expressed they did not like video because they felt it was creating more harm than good by reducing the LGBTQIA2S+ community's ability to integrate in society.

Four people included suggestions for improving the training and/or online learning format. These included creating more concise online trainings due to the current staffing and workload for patrol, making the training material more practical, eliminating the animated scenarios, and providing patrol time for taking the online trainings.

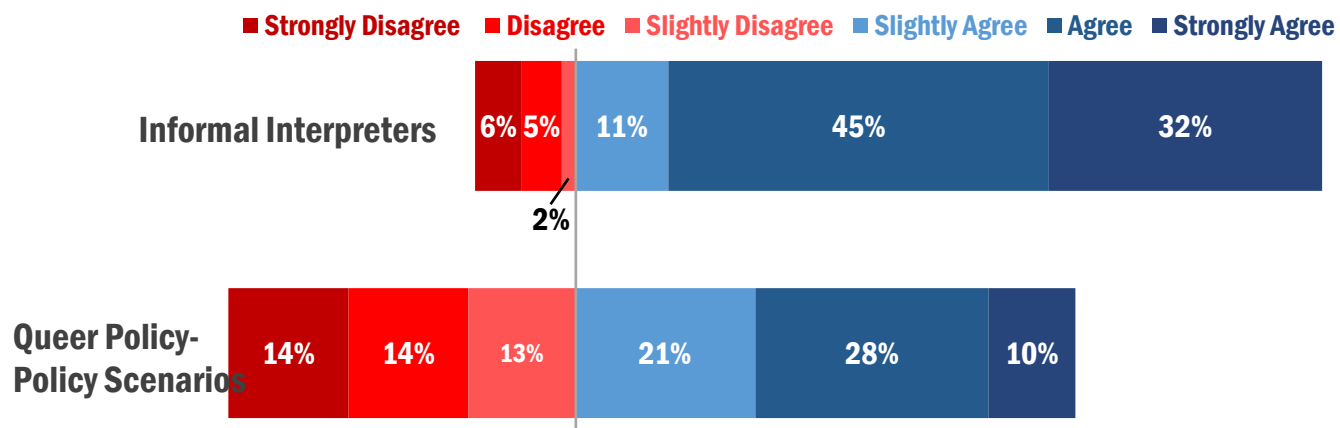
Two members included comments in support of the training format. One member wrote they like having people provide testimonials because they found the information to be positive and promoted feelings of togetherness. One person expressed the video's runtime and format were good.

Three people included questions or implementation concerns. These included not being sure how to capture this information in various law enforcement situations such as for arrests. One specified the importance of this information needs to be linked when a background check is performed to help ensure a suspect does not get let go because of an inaccurate description. One person suggested it would be more respectful to just ask people for their pronouns rather than using the wording "preferred pronouns," as this recommendation may not be viewed as respectful to some.

This online training was engaging.

A majority of respondents found the Informal Interpreters and Queer Policy- Policy Scenarios training engaging. The range was from 59 to 88 percent.

This online training was engaging.



What was or wasn't engaging about this online training? If you have any suggestions for how to make this online training more engaging, please let us know [here](#).

This is an open-ended question. Below are the common themes and main findings.

Language & Culture- Informal Interpreters

Twenty-three individuals responded to this question. The main themes were expressing appreciation for the training material and/or high quality presentation. Some also included other comments such as the training not being engaging.

Nineteen people included comments in appreciation for the training. These included appreciation for the lead instructor's knowledge, appreciation for the training being well organized and of high quality, finding the community stories impactful, appreciation for the guest speaker, and the important and practical information for law enforcement. For instance, one individual responded that the best trainings provided by the Bureau include knowledgeable community members and that this was the case for this training. They felt that the community member was engaging, informative, and did a good job of making her information pertinent to law enforcement. Another complimented the Training Divisions video production team because they felt the training felt like a professionally produced documentary with its cinematography and the quality of the speaker. Another individual responded that they felt this training brought awareness to the problem of using children as interpreters that they believe many officers may not be aware of and found it engaging.

Two people indicated not finding the training engaging. One of them commented that they do not find online trainings engaging even with the addition of the engagement questions. The other wrote they did not believe one of the presenters had credibility with patrol members.

Two other comments included one mentioning that while this training was not relevant for their job, they still found the training interesting. One individual commented that members without other language knowledge may not know how to interact.⁸

Interacting with Members of the LGBTQIA2S+/Queer Policy - Policy Scenarios

Twenty-nine individuals responded to this question, with one person mentioning the question was not applicable for them, another referring to their previous response, and another expressing that they do not know why the trainings are not engaging. The main themes were the content not being needed or redundant with other trainings, the format not being helpful or technical issues, and appreciation for the format or presenters. The comments also included concern regarding the need for discussion and/or less frequent terminology changes.

Thirteen people included comments regarding the content not being needed or redundant with other trainings. These included believing the training series could have been condensed to reduce the redundancy, not understanding the need for the trainings, and already being knowledgeable in the topic. For instance, one individual felt that this training was not pertinent to them personally as a cognizant person and also because they felt that this topic had been covered enough. Another individual felt that the training was not engaging because they believe the information in it is not different from

⁸ It is not clear if this individual is referring generally or to the information in this training, which gave members tool such as utilizing the app Language Line which Bureau members have access to on their work phones.

how members currently interact with the community. Two others responded that this training being the third in the series contributed to it not being engaging or to it being redundant.

Six people commented on the format not being helpful or there being technical issues. These included not finding the inclusion of quizzes helpful for subjective components of the content, the lecture components, the animated scenarios, and the lack of discussion. One of these individuals suggested that the animations could be improved and that the online format did not allow hear from other members' opinions, questions, and concerns on this topic. Another member responded that the online format did not allow for conversation around this topic which they felt was detrimental. They also felt that, regardless of format, that many members would not feel safe enough to have honest conversations about their opinions on officer interactions with members of specific groups. They clarified that this was not because they felt that officers have biased views, but implied that they believe divergent opinions on the subject would not be welcome.

Five people included appreciation for the format or presenters. These included having the integrated scenarios, the trainings being short in time, finding the animations humorous, the inclusion of the community members sharing their perspectives, and finding one of the instructor's non-judgmental. One of these individuals wrote that they felt the inclusion of an interactive engagement question made the training more engaging. This individual also commented that the equity trainer was a good instructor and appeared approachable and non-biased. Another individual responded that the short training length as well as the use of animations was more engaging than lecture-based training.

One individual wrote that it was unclear what they were supposed to learn from this training.

One individual wrote that the identities within the LGBTQIA2S+ community are continuously changing.

What was your biggest takeaway from this online training?

This is an open-ended question. Below are the common themes and main findings.

Language & Culture- Informal Interpreters

Forty-seven individuals responded to this question, with one simply referring to their previous comment. Many of the comments related to a new or increased awareness of the importance of not using informal interpreters, particularly children and the trauma that children can experience when forced to act as informal interpreters. Some referred to the awareness or information gains more generally, the high quality of the training, the importance of using certified interpreters, obtaining additional resources, and already being knowledgeable in the topic.

Thirty-four members provided comments regarding the risks of informal interpreters. This included the awareness of the importance of not using informal interpreters, the trauma that children can experience, and limiting the use of informal interpreters when possible. Some individuals responded that their biggest takeaway from this training was the importance on not using children as informal interpreters. One specifically noted that children should not be used for interpretation unless it necessary for safety. Another individual responded that this training was memorable for them because they had not previously heard how using children as interpreters negatively impacts them from a person with that experience interpreting as a child. One member responded that they learned that family members should not be used for interpretation when the topic is related to criminal justice. Lastly, one member felt that the speaker's story raised their awareness about the potential consequences of using a child as an interpreter and felt that learning about other cultures and experiences was beneficial for law enforcement and their interaction with different communities. They praised the training as a vehicle for deepening empathy in the Bureau and for also being able to tell law enforcement's stories. They praised the Chief and command staff for their efforts at shifting the Bureau's culture.

Seven people included mention of the importance of using certified interpreters and/or obtaining new resources. For instance, one person commented that the Bureau has interpretation resources that benefit both the Bureau and the community. In addition, one person mentioned learning that the Department of Justice recommends against using informal interpreters except in specific situations.

Three individuals wrote about the awareness or information gains more generally, or the high quality of the training. For instance, one member responded that the training and learning from the speaker's experience and perspective was very useful to them and felt the training was well done and a good length.

A few members commented on other components, such as learning in general, already being informed, indicating that training such as this is a helpful way to increase cultural awareness. For instance, one person commented that they will continue treating others well. Another individual indicated that this training explained other cultures to members.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Policy Scenarios

Forty-two individuals responded to this question. The main themes were learning the documentation components, and finding the information helpful for increasing awareness or knowledge. Some also commented on the training being redundant or unnecessary, political movements, and already being knowledgeable in the topic.

Fifteen individual's discussed takeaways with some variation on the importance of and the practical knowledge of how to document individuals' gender identity, pronouns, and/or government details in the Police Bureau's records system. Seven of these individuals specifically mentioned that learning how to properly document information in reports when a person's name or identity differs from their legal documentation was their biggest takeaway from this training. One of these individuals specified that others should be treated respectfully, as if they were their family member, to avoid creating harmful interactions with law enforcement, and to aid other members by capturing information that will set them up to successfully and considerately interact with community members. Two individual's takeaway was the awareness that at an individual's gender identity can differ from their legal identification. One specifically noted to look at a report's remarks section for information on a person's gender identity.

Twelve people focused on discussing increased awareness or knowledge, or the importance of treating people with respect. This included how to use pronouns, understanding of terminology, how to navigate difficult conversations, and ensuring people's dignity is maintained. One individual responded that all of the trainings in this policy series were very helpful for learning about respectful ways to interact with others. Another individual's takeaway was that everyone, regardless of their identity or the circumstance, should be asked how they would like to be addressed because we are all affected by different things. One individual's takeaway was to treat others with the same respect they would their own family members. They felt this should not need to be taught but reiterates what they felt is important information. Finally, one individual commented that they were unaware of the many meanings of some of the terminology and learning about this was helpful.

Ten people commented on the training series being redundant, not learning anything from the training, and/or not understanding the need for the training. These included comments regarding the training content being redundant throughout the series or with previous trainings, and members already being knowledgeable in the topic and/or treat people of the LGBTQIA2S+ community well. For instance, one individual commented that this training served as a reaffirmation for how they felt they already behaved and that this was in line with what Portlanders want from Bureau members. Another individual mentioned that the Bureau has been training the same information in this training about how to manage accommodation requests for over a decade. One individual wrote that they did not think this training was a good use of their time because they had never seen another member use a LGBTQIA2S+ identity impolitely during their long tenure with the Bureau and indicated not understanding the need for the LGBTQIA2S+ policy.

In addition, five people provided comments indicating that the training was not needed and believing the purpose was more politically driven or a sign of a decline in society.⁹ For instance, one individual felt

⁹ These results need to be interpreted with some caution. These do not all appear to imply any belief that the training topic is not important. For instance, some of these individuals included comments for the other questions, that referred to their beliefs that the training was not needed since members already treat people with respect. It is also known that a political sign represented in this training series brought up trauma for many members, which many found distracting from the purpose of

that this training was not a good use of time and was meant to be a placation to political correctness. Another individual responded that their takeaway was that Bureau decision makers were following an ideology that is intent on harming the Police Bureau.

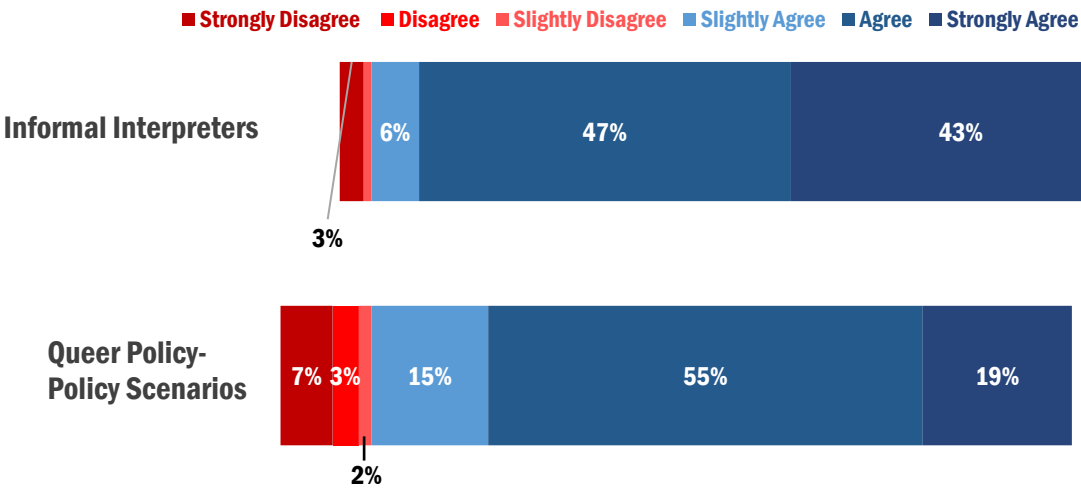
A few also included comments regarding other topics such as the animations not being realistic, feeling disturbed by the training, and expressing that this policy training was better than the previous trainings in the series. One individual commented that while they learned new information and found the instructor to be well informed, they also felt that the training brought up more questions for them. This individual would also like more information on the sources used for this training.

the training and may have influenced these political concerns and associations. Some of the comments for this training series include direct links to concerns about the reasoning for the inclusion of the sign having political motivations and/or sending an unrelated political message to members. At this time, it is the understanding of the Training Division that these were unintended impacts of the sign and the inclusion of the sign was to not alter the community location and ensure community members felt respected.

This online training material addresses the above learning objective.

A large majority of respondents found the Informal Interpreters and Queer Policy- Policy Scenarios training to meet the learning objectives. The range of agreement was from 89 to 96 percent.

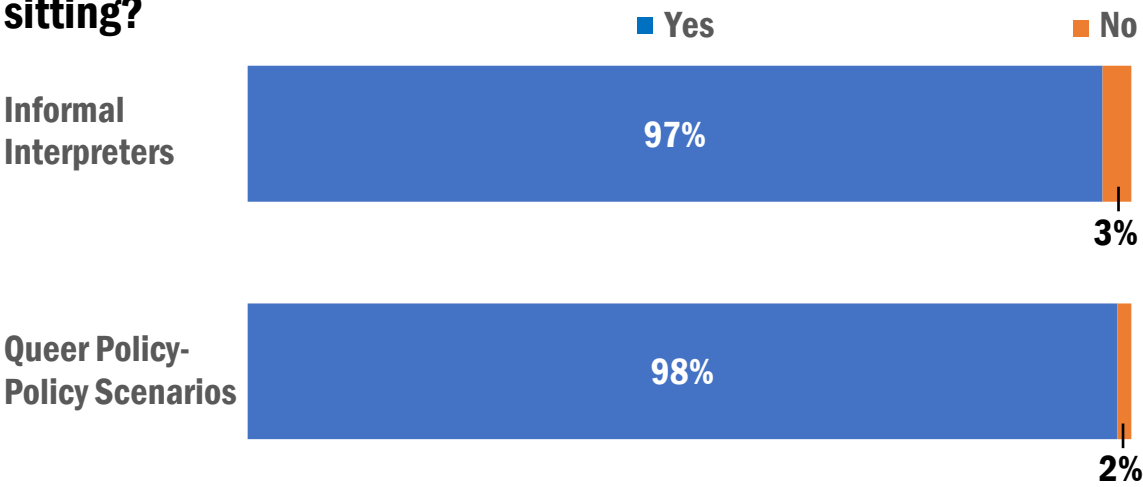
This online training material addresses the above learning objectives.



Were you able to complete this online training in one sitting?

Almost all respondents reported being able to complete both the Informal Interpreters and Queer Policy- Policy Scenarios trainings in one sitting.

Were you able to complete this online training in one sitting?



If you were unable to complete this training in one sitting, please tell us why.

This is an open-ended question that only appears to respondents who select “No” to the question “Were you able to complete this training in one sitting?” This is an open-ended question. Below are the common themes and main findings.

Language & Culture- Informal Interpreters

There were no responses to this question.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Policy Scenarios

Three individuals responded to this question. One individual responded that they were unable to complete this training in one sitting because of their call load. Another responded that they were unable because of being the only one on duty for their job assignment. Lastly, one individual wrote that they had trouble completing this training in one sitting due to distractions, interruptions, and technical difficulties.

Please feel free to provide any additional comments here:

This is an open-ended question. Below are the common themes and main findings.

EAP- Crisis Planning

Twenty-four individuals responded to this question, with one reporting that they were not able to comment on the training because they did not attend the training.¹⁰ The main themes were expressing appreciation for the training or providing recommendations for consideration to the program or training. There were also some individuals that did not find the training helpful, thought it was good that it was presented in the online format, and/or found the training to be depressing.

Sixteen individuals expressed appreciation for the training, the content, and/or plans to utilize the material. These comments included appreciation for the information, conveying the importance of crisis planning, the meaningful presentation of the information, those who developed the training, and the practical resources such as the Crisis Planning Guide. Some indicated training increased awareness of the topic, will help their planning process, and provided a good reminder for the importance of getting these plans in place. One of these individuals felt that this training was one of the most useful online trainings they’ve taken. They felt that the interviews with former members that current members might still recognize was very engaging and also appreciate being given practical resources.

Two of those that expressed appreciation for the training also suggested that it was good that the training was conducted online due to the sensitive nature of the material. Some specifics were that this helps individuals wanting to guard their privacy, and reduce discomfort with classroom discussions or taking notes.

Two individuals commented on not finding the training helpful. One individual felt that this training was not a good use of training time because they did not feel it was relevant and did not learn anything from the training.¹¹ The other individual expressed frustration at this training not being voluntary since the

¹⁰ This is the same individual who previously responded that they did not attend the training.

¹¹ This is the same individual who did not feel these trainings were relevant because they do not use EAP themselves.

City of Portland has a similar, voluntary training, particularly without being forewarned regarding the training topic.¹²

Two members commented on finding the training sad.

Six people included comments with recommendations for the program or future training. These included providing more details and examples of the potential impacts on families without crisis planning, providing training on alcohol and stress, making the Crisis Planning Guide into a fillable and savable form for members, taking into consideration that the music in the training video could prompt emotions for some. One individual suggested that improving our computer systems would greatly improve online learning. Another wrote that they felt the training was useful but was too long. They also acknowledged that they might feel that the training was too long because they and everyone are feeling pressed for time to complete the training.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Vocabulary

Thirty-eight individuals responded to this question. The main themes were expressing appreciation for the training, not understanding why the training was needed or finding it redundant with other trainings and/or policies, concerns regarding the implementation of the training having unintended negative impacts, and/or considerations for future trainings.

Fourteen included appreciation for the training. These comments included compliments towards the high quality of the work, encouragement to continue the work; and appreciation for the perspectives of the community members, the interactive components of the training, normalizing the subject, the relevancy of the material for enhancing customer service and empathy, and learning new information. Those that expressed appreciation for the perspectives of the community members included the importance in order to best serve them, their sincerity, the information being relevant for law enforcement, their inclusion in general since the community is the focus of our work, and acknowledgement that they are often working with community members during their most difficult times so taking the lead on bias concerns is important. One of the individuals who thought the information was valuable, commented that this training is a useful introduction for those who are not acquainted with the vocabulary but felt that an in-person training they received several years ago from another organization was more instructive. This individual also felt that educating its workforce on terms related to different identity groups was an area that the City needed to continue improving on as well as addressing actions that make workplaces feel unsafe.

Fourteen people included concerns regarding the training not being needed, being redundant with other trainings and/or policies, and/or that they already treat people with respect. Among the comments that provided more specifics, people expressed concerns regarding the City/policy use of terminology that has been and for some is still considered derogatory, feeling overly stressed about making a mistake or being perceived as having poor intent, the standard being infeasible because it is dependent on each individual, whether making such specific policies to subgroups within the Portland communities is a realistic way to incorporate cultural preferences given the numerous subgroups in the area, the training feeling like indoctrination, how the punitive components of the policy will be used, whether this is a greater concern to the community than the crime issues Portland is currently experiencing, and being

¹² This is the same individual who provided a similar comment earlier in the survey.

short staffed and overly taxed on patrol with managing the current crime. Some people clarified that they value the community and their work. For instance, one individual responded that they valued this training because they want to address people in a way that makes them feel valued and comfortable but after the training felt more worried that they would make a mistake than before the training. Another of these individuals expressed that this type of training does not change the service they provide because they believe they treat all individuals respectfully regardless of their identity and have not had difficulties working with different types of people.

In addition to the concerns already discussed, three more comments pertained to the potential for the implementation of the training to have unintended negative impacts. One individual responded that they would gladly address someone how they wanted to be addressed but felt that part of Portland's LGBTQIA2S+ community was hostile to those who don't use their pronouns and aggressively unaccepting of mistakes. They felt that the expectations on officers are unreasonable and officers are being set up for failure. One expressed concern regarding the training reinforcing negative stereotypes. The other individual questioned the intent behind the training and expressed concern regarding changing and inventing of words, and the potential infeasibility of honoring everyone's self identifiers that are contrary to other societal definitions and processes.

Five people included other comments pertaining to future training considerations. These included the recommendation to continue diversity training, having training for how to intervene in unsafe work environment situations, incorporate this training in the Advanced Academy, and continue training regarding effective communication. One person recommended the speakers look directly into the camera. One person suggested trainings more focused on addressing crime issues is needed.

One individual included they thought it would be beneficial if the Bureau publicized this and similar training efforts.

PVO- PIT and Ramming

Six people provided comments to this survey item. The main theme was expressing appreciation for the training.

Four individuals expressed appreciation for the training, with some specifics regarding the videos being helpful, information being valuable, and the relevancy of the training topic. Two people included comment that having additional similar trainings would be helpful.

One individual commented that there needs to be more in-person training on ramming, particularly because their ability to practice ramming is minimal. They also expressed appreciation towards the subject matter experts for advocating for policy changes on ramming.

One person responded that they hoped there wouldn't be an increase in the use of these maneuvers due to this additional training when the Bureau is low on vehicles.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Pronouns

Forty-two people responded to this survey item. The main themes were expressing concerns regarding the training not being needed or being redundant with other training and/or policy, conveying they already treat people with respect, finding the training format unhelpful or experiencing technical issues, and expressing appreciation for the training and/or online learning format. Some also commented on areas where further clarification was needed, the need for discussions, implementation concerns, and/or other factors pertaining to future training considerations.

Nineteen individuals included concerns regarding the training not being needed or being redundant with other training and/or policy. Some specified having a broad policy for customer service would be more effective, not understanding the need for the trainings, they already have strong interpersonal skills, having years of experience working with the LGBTQIA2S+ community, concerns regarding a mismatch with training priorities and the City's crime issues, concerns that some of the training content may not represent what the LGBTQIA2S+ community wants, and concerns that some of the training material and recommendations are inappropriate (including from a member of the LGBTQIA2S+ community).

Seven people, some included in the previous group described, conveyed they or Bureau members generally were already knowledgeable in the topic and/or have strong interpersonal skills. This included communicating that they will continue to treat people with respect, that the Bureau is already very progressive, and being skilled in dealing with diverse communities in many adversarial situations. Some appeared to believe the presence of the training indicated that officers do not treat people with respect. For instance, one explained that it felt like the video had a condescending tone. They further commented they provided customer service to all of the members they encounter while on the job and did not understand why this training topic had to be addressed.

Five comments included some specific areas of confusion regarding the training content or had other implementation concerns. This included some of the terminology listed in the training for not using not matching with the feedback they have received from the LGBTQIA2S+ community, the recommendations creating more isolation for LGBTQIA2S+ members and forcing them into unnecessary conversations, the training portraying LGBTQIA2S+ community negatively, and the training creating unnecessary confusion as to how to interact with the LGBTQIA2S+ community. For instance, one member wrote that LGBTQIA2S+ community members appear more uncomfortable when bringing up pronouns than when they just treat them with common respect. They went on to explain that everyone should be treated like a human being and they do not understand why this training topic is being given attention. Another member wrote this training was not a good use of their time and expressed disbelief that calling individuals by "they/them" pronouns is a good idea. Furthermore, one member explained how they found the training to be offensive, including the scenarios and using the word "queer." The stated that all people should be treated with respect. The member commented they felt like this training led to more confusion within PPB and did not appreciate how the LGBTQIA2S+ community was being presented in the video.

Ten people expressed appreciation for the training and/or the format. These included appreciation for the high quality of the training, the community stories and perspectives, the information and insights, the officer perspectives, and equity training generally for offsetting implicit bias. One person commented on finding the animated scenarios helpful for breaking up the lecture format.

Nine people included comments regarding not finding the training or format helpful. These included the animated scenarios, the inclusion of a foundation's sign, the content being redundant with previous

trainings, and not having time for the trainings. Some found the scenarios or training generally to have a condescending tone and/or use stereotypes. In regards to the foundation's sign, members explained seeing the social movement's banner triggered trauma for some bureau members who had to work during the ongoing summer protests in 2020, and it was a unnecessary distraction from the purpose of the training. One person provided the recommendation for the banner to be removed from future trainings.

Two people suggested that having discussions with members regarding these trainings would have been helpful. One recommended in person discussions following the trainings, such as at staff meetings or roll calls. The other recommended collecting from members what type of information pertaining to the topic and what type of distribution of information they would find helpful.

In addition, the following recommendations were provided for consideration. One member commented the slide with the terminology should have been displayed longer because this would have allowed members, who have not heard these terms before, more time to review the information. Additionally, they expressed how much they enjoyed having people speak directly into the camera. One member provided suggestions on how they thought the training could have been more engaging with more enthusiasm from one of the presenters.

Language & Culture- Informal Interpreters

Thirteen individuals responded to this question, with two providing comments for the survey process.

The main theme was expressing appreciation for the training, which included 9 of the comments. This included appreciation for the high quality of the training, the relevance and helpfulness of the information, and the compelling community story that demonstrated the importance. For instance, one respondent complimented the video production team for the quality of this video and recommended that future online trainings should be similar to this training. They commented that they were engaged throughout the training because of the passion of the speakers. Another person responded that they had been hesitant to ask questions on this topic for fear of judgment but felt that this training helped them by answering these questions. Another member complimented the entirety of the training. They felt the speaker fully explained the potential negative impacts of using children as interpreters and appreciated the speaker explaining the importance of filming the training in a location that was important to the speaker.

One individual commented on how informally interpreting can be traumatic.

Finally, one respondent felt the training was too long, given the current lack of time for online trainings.

Interacting with Members of the LGBTQIA2S+/Queer Policy - Policy Scenarios

Twenty-three individuals responded to this question, with one simply marking that the question was not applicable for them and another suggesting an improving to the survey design. The main themes were expressing that the training was not needed or redundant, appreciation for the training and/or support for the format, or concerns regarding the format. Some of the comments also included information pertaining to members already treating people with respect, implementation concerns or areas of confusion, and program considerations.

Ten individuals indicated that the training was not needed or redundant. This included noting that the training series had a lot of redundancy and already met its purpose, that members already treat people with respect, and not understanding the reason for the trainings. Some of the comments included concerns regarding their current time limitations and that the training objectives could have been met with one training. One of these individuals commented that this material was sufficiently covered by the first training in this series and that some of the principles in the training were understood such as treating everyone with respect. Another wrote that they did not think that this training added more to their ability to apply the principle of treating others as you would like to be treated and that they will continue to follow this principle.

Six individuals expressed appreciation for the training and/or support for the format. These included appreciation for the focus on the topic, learning new information, presenter, and high-quality training. One of these individuals commented that it is important that law enforcement works towards treating historically marginalized communities well. One individual expressed appreciation for this training, its content, and how it was taught, but also expressed frustration that the training was created for a sworn audience despite non-sworn staffing having to take the training as well.¹³ Another responded that they appreciated how the policy director analyzed policy changes and interacted with sworn members and hoped they would continue doing this with future policy changes. One person who was already knowledgeable in the topic expressed appreciation for the training, believed it was done well, and thought it would be accessible to those without previous knowledge of the information taught.

Four people commented on technical issues for other training format concerns. These included issues with a blank screen during part of the training, not finding the animated scenario beneficial to the training, and a suggestion for a different training approach. For instance, one individual responded that they felt the use of animations in the training was insulting because the animated scenario depicts an interaction that highlights courteously interacting with community members, which they believe is custom practice in the Bureau. They believe that in depicting something which they believe is so evident, particularly with cartoons, insinuates negative things about the Bureau's culture. Another individual suggested that this training could have been done during roll call with the opportunity for questions afterwards if individuals wanted or needed to ask questions.

A few other implementation concerns or areas of confusion were included in the comments. One individual felt that by having a policy specific to interacting with one identity group would encourage other identity groups to seek the same which would not be feasible at some point. They commented that they will treat individuals with respect, regardless of their identities, and they believed the Bureau only needs one policy on treating everyone respectfully. Another individual commented that they liked the training but questioned the component regarding people being searched by a person of their gender identity since their understanding is that women don't want to be searched by men due to physical differences and related disparities such as size. Another individual commented that the component about recording individuals' identities that differ from their legal identification in Bureau reports is in conflict with how members must interact with individuals according to the LGBTQIA2S+ policy. Since they can be disciplined for addressing someone in a way that they do not want to be addressed, they suggested that the record system should follow the same standard that members must follow.

¹³ The scenarios presented in this training are targeted at sworn staff. However, the intention is that the information from this series of trainings was designed to be informative and useful to all members.

APPENDIX A: EQUITY AND INCLUSION OFFICE TRAINING PROCESS AND RESULTS

Curriculum Development Process

The Equity Training Specialist worked with the LGBTQIA2S+ community and other Bureaus to include external perspectives in the LGBTQIA2S+ policy training series. Three workgroups were formed. One was comprised of members throughout Portland who identify as LGBTQIA2S+ or Queer (external workgroup), the second workgroup included members of the Portland Police Bureau who identify as LGBTQIA2S+ or Queer (internal workgroup), and the third was the Equity Training Subcommittee from the Portland Police Bureau's Equity Council. In addition, the Equity Training Specialist worked closely with the advisory committee, Alliance for Safer Communities, to receive feedback from the committee. The Alliance for Safer Communities also served as a liaison in gaining feedback on the training materials from LGBTQIA2S+/Queer organizations throughout the City of Portland.

The external workgroup met a total of 6 times for 2 hours each time. The participants were emailed all materials before meeting so they could review the scripts and documents for all videos and be prepared to provide specific feedback during the meetings. At the conclusion of the last meeting consensus was reached around vocabulary, tone, and scenarios. One person from the workgroup agreed to participate in the video training.

The internal workgroup comprised of both sworn and professional staff. This workgroup was unable to meet at the same time so they communicated through email and one-on-one conversations. PPB members provided feedback regarding language and scenarios to ensure they met an operational need. Members of the internal workgroup also served as liaisons to identify where questions or concerns may come up for other PPB members.

The Equity Training Subcommittee met at least three times, one hour each time, per video, providing guidance on video layout, language, length of training, tone, and scenarios. Both members of the PPB Policy Team attended these meetings to ensure directive compliance.

In total, at least 60 individuals and organizations were consulted in the process of delivering this material.

Main Evaluation Findings for Consideration

Overall, the survey responses were positive with the majority of respondents reporting that the training was of high quality, worked well in the online format, and was useful. Although positive overall, the perspectives were more mixed regarding usefulness and learning gains. The evaluation findings indicate that although the main training objectives were achieved, the training may not have fully conveyed its intended message. For example, many members perceived the training content to be conveying a negative message regarding officer's abilities to work with the community, that they are not already knowledgeable in some of the topics, and reinforced negative stereotypes of both officers and the LGBTQIA2S+ community. The following main factors for consideration for increasing training effectiveness and program success.

The purpose of the training and policy in terms of why it was enacted did not appear to be clear to many, including what is the current state of these community interactions. If mostly positive,

APPENDIX A: EQUITY AND INCLUSION OFFICE TRAINING PROCESS AND RESULTS

an acknowledgement of that may have reduced people believing the training is suggesting otherwise.

Some of the terminology and definitions were confusing and contradictory with previous trainings on the topic and/or community feedback members have received.

Many members may have already been knowledgeable and skilled in much of the training content.

There are concerns regarding the on the job application for some of the training content, some of which pertain to reducing the effectiveness of interactions with LGBTQIA2S+ community members.

The inclusion of a foundation's sign in the trainings was a distraction from learning and the purpose of the training.

Other Confounding Factors

The findings also reflected some current confounding factors, that are impacting the effectiveness of other training programs as well. These include the following:

There is a lack of online training time for patrol due to the current staffing and high call load. This concern has been mentioned in many of the surveys for the online trainings and appears to increase frustration with redundancies in training and technical issues.

In general, the training needs for patrol are not currently being well met. Stress regarding this, in combination with the high violent crime rates, has been represented in many training surveys. In-Service training time has been reduced the past few years due to staffing limitations and COVID restrictions. The Training Division is aware of this issue and is planning for four days of In-Service in 2023.

Members have been overwhelmed with the amount of policy changes the past few years, and in some cases the policy changes conflicting with other policy, law, procedures, and/or Bureau goals.

The amount of scrutiny and negative feedback that the Bureau experiences is overwhelming for members. The evaluation results in general indicate that this is leading to some skewed perspectives and reduced hope. For instance, members are often unaware that there have been substantial declines in complaints over time and the majority of the Portland Police contact survey results have been positive. While training will always have a focus on continual improvement, the Training Division is aware that this factor is reducing some learning opportunities and is working towards balancing messaging pertaining to this so it is accurate and promotes attainable goals.

APPENDIX A: EQUITY AND INCLUSION OFFICE TRAINING PROCESS AND RESULTS

Training Division and EIO Follow Up

The Training Division and Equity and Inclusion Office are continuing to discuss these results, review the evaluation findings from previous equity trainings, review information pertaining to identifying the training needs and understanding the current knowledge levels of members, and discuss implications for future training planning. In discussion is also conducting some further evaluation processes to gather more information from members regarding what training would be helpful, how to promote safety and inclusive dialogue, and suggestions for the best training approaches. For instance, if opportunities for discussion were increased, finding out whether it be most effective to provide this through In-Service training, Supervisors In-Service training, unit meeting discussions, or focus group style discussions.

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