

THE TRIBAL YOUTH POLICE ACADEMY

FOSTERING DEVELOPMENT OF FUTURE
TRIBAL CRIMINAL JUSTICE AND COMMUNITY LEADERS



COPS
Community Oriented Policing Services
U.S. Department of Justice

NCJTC
National Criminal Justice Training Center
Fox Valley Technical College



Fox Valley
TECHNICAL COLLEGE®
Knowledge That Works

THE TRIBAL YOUTH POLICE ACADEMY

FOSTERING DEVELOPMENT OF FUTURE
TRIBAL CRIMINAL JUSTICE AND COMMUNITY LEADERS



This project was supported, in whole or in part, by Cooperative Agreement Number 2013-HE-WX-K003 awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) or contributor(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s), the contributor(s), or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

The Internet references cited in this publication were valid as of the date of this publication. Given that URLs and websites are in constant flux, neither the author(s) nor the COPS Office can vouch for their current validity.

Recommended citation:

National Criminal Justice Training Center. 2020. *The Tribal Youth Police Academy: Fostering Development of Future Tribal Criminal Justice and Community Leaders*. Washington, DC: Office of Community Oriented Policing Services.

Published 2020

Contents

- Letter from the Director of the COPS Office v
- Acknowledgments vii
- Executive Summary ix
- Statement of Need 1
 - TYPA staff 4
 - TYPA students 7
 - TYPA curriculum design 8
 - TYPA applicant selection process 14
 - Academy activities 15
 - Methodology 23
- Evaluation and Outcomes 25
 - Student pre- and post-academy comparison 25
 - Final pre- and post-academy comparison 27
 - Student community challenges 28
 - Student post-academy interviews 29
 - Two-year follow-up interviews 31
 - Additional post-academy student testimonial 34
 - Student follow-up comments 2017 35
 - Recommendations and replication at the local level 36
- Conclusions 39
- Appendix A. TYPA Agenda 41
- Appendix B. TYPA Application Materials 46
- Appendix C. Student Pre-Academy Questionnaire 49
- Appendix D. Student Post-Academy Questionnaire 51
- Appendix E. Pre- and Post-TYPA Comparison Community Challenges 53
- Appendix F. Pre- and Post-TYPA Evaluation Comparison of Career Choices 54
- Appendix G. Post-TYPA Top Three Youth Experiences 55
- Appendix H. Parent Questionnaire and Responses 56

Appendix I. Parent and Grandparent Comments from 2018 59

Appendix J. Mentor and Instructor Questionnaire and Responses 60

Appendix K. Sample Youth Academy and Camp Program Partners 64

 Camp Triumph (Isleta Pueblo, New Mexico) 64

 Camp Fury (Tucson, Arizona). 65

About the National Criminal Justice Training Center 66

About the COPS Office. 67

Letter from the Director of the COPS Office

Colleagues:

One of the major challenges facing the law enforcement profession is recruiting. Youth police academies serve a double purpose of providing young people a structured positive environment and giving them early exposure to the idea of a career in law enforcement, thereby supporting law enforcement recruitment efforts. Tribal police departments face at least the same recruiting challenges as other law enforcement agencies, and Native American young people are generally less likely than their peers in other demographics to consider careers in law enforcement—so both these functions are especially important with respect to the youth and police departments in our Native American communities.

The National Criminal Justice Training Center of Fox Valley Technical College conducted a Tribal Youth Police Academy in 2014 where they trained 41 young people in various law enforcement components, including areas of particular relevance to tribal communities. This publication summarizes the activities of the academy and the students' impressions of law enforcement both before and after their time there—as well as their parents' and teachers' assessments of the academy's effects on them.

A well-run youth police academy can be an important tool in giving teenagers a positive purpose and in increasing interest in law enforcement careers. Communities preparing to establish such academies will appreciate the guidance and recommendations to be found in this publication in developing and supporting their own academies and recruitment efforts.

Sincerely,



Phil Keith

Director

Office of Community Oriented Policing Services



Acknowledgments

The National Criminal Justice Training Center of Fox Valley Technical College particularly wishes to thank U.S. Department of Justice Office of Community Oriented Policing Services Director Phil Keith; Matthew Lysakowski, Senior Advisor for Tribal Affairs; and Melissa Fox, Senior Technical Editor.

Publication development was possible through the time and dedication of many people. We thank all who participated in interviews and completed post-academy questionnaires.

The publication development team included representatives from the National Criminal Justice Training Center of Fox Valley Technical College:

- Stephanie Bontrager-Ryon, Associate
- Lynn Chernich, Program Manager
- Julian Garcia, Associate
- Diana Mann, National Resource Development Manager
- Philip Schaefer, Program Specialist
- Joell Schigur, Program Administrator
- Justine Souto, Program Manager
- Ernest St. Germaine, Consultant

We would also like to thank the many reviewers and editors for their suggestions and guidance.



Executive Summary

This publication describes the Tribal Youth Police Academy (TYPA) conducted in 2014 by the National Criminal Justice Training Center (NCJTC) under a cooperative agreement with the Office of Community Oriented Policing Services (COPS Office), U.S. Department of Justice. In general, youth police academies are found to be positive and powerful experiences for youth.¹ However, few academies are specifically tailored to the needs and backgrounds of Native American youth. The goals of the TYPA were to increase the interest of Native American youth (ages 14–17) in law enforcement and criminal justice career pathways, serve as a recruitment tool for tribal law enforcement and public safety agencies, foster positive tribal youth development, and build leadership skills. Nationwide, Native American youth rarely develop an interest in entering law enforcement or other criminal justice careers; yet there is a great need and a high demand for such professionals. Programs such as TYPA are important to help tribal communities develop Native American law enforcement and criminal justice professionals to reflect and understand their communities and its needs.

NCJTC implemented the TYPA at its facilities in Appleton, Wisconsin, in August 2014. Nine tribal instructors and mentors and three staff members who were either enrolled tribal members or experienced in facilitating tribal training programs led 41 tribal youth from 13 states in instructional and hands-on TYPA activities. A one-to-five adult-to-student ratio was implemented because of the hands-on and sometimes physical nature of the curriculum. This ratio also allowed for ensured safety and more opportunity for personal attention. Learning activities were varied in nature and included tactical exercises, peer interaction, mentoring and coaching, lectures and presentations, talking circles,² and personal reflection.

Lecture and hands-on topics covered police procedures, crime scene investigations, tribal law, restorative justice and peacemaking, challenges unique to Native Americans, the role of community resource and K-9 officers, and fire investigations. Special topical presentations concentrated on suicide prevention, bullying, and alcohol and substance abuse. Another focus throughout the curriculum was leadership development and confidence-building exercises such as a team-building challenge course, Real Colors® workshop,³ and public speaking exercise opportunities. The week culminated in a simulated investigation where tribal youth oversaw a criminal case from commission to conviction. A graduation ceremony marked the successful TYPA completion.

1. Samantha A. Goodrich, Stephen A. Anderson, and Valerie LaMotte, "Evaluation of a Program Designed to Promote Positive Police and Youth Interactions," *Journal of Juvenile Justice* 3, no. 2 (2014), 55–71, <https://www.ncjrs.gov/pdffiles/246951.pdf>; Stephen A. Anderson, Ronald M. Sabatelli, and Jennifer Trachtenberg, "Community Police and Youth Programs as a Context for Positive Youth Development," *Police Quarterly* 10, no. 1 (2007), 23–40, <http://journals.sagepub.com/doi/pdf/10.1177/1098611106291372>.

2. Joseph P. Bohanon, "The Talking Circle: A Perspective in Culturally Appropriate Group Work with Indigenous Peoples," *Proceedings of the Sixth Native American Symposium* (Durant, OK: Southeastern Oklahoma State University, 2005), <http://www.se.edu/nas/publications/proceedings-of-the-sixth-native-american-symposium-native-women-in-the-arts-education-and-leadership/>.

3. Real Colors® is a facilitated workshop used to improve and enhance participants' personal and professional relationships. Real Colors, "History," National Curriculum and Training Institute, Inc., accessed August 16, 2018, https://realcolors.org/what_is_realcolors/history/.

Participating tribal youth completed a evaluations both before and after the TYPA. The data were collected and analyzed to understand changes in youth’s knowledge and perceptions of themselves and of law enforcement. Generally, participating Native American youth reported the TYPA to be a positive experience, and pre- and post-evaluation responses showed a “marked increase in learning what police do for the community.” Participating youth also indicated they were “more interested in law enforcement careers.” Similarly, their parents, the instructors, and mentors completed a qualitative post-academy questionnaire to gauge their opinions of what the youth gained from their TYPA experience. They, too, reported positive results including observed changes in the youth such as increased self-confidence and self-esteem, the application of gained leadership skills, an increased sense of responsibility, and desire to further pursue a public safety–related career and higher education. Full responses to the youth post-academy questionnaires can be found beginning on page 31. Instructor, mentor, and parent/guardian questionnaires can be found in appendices H and J, and additional post-academy feedback submitted by parents and grandparents can be found in appendix I. Suggestions and tips for how others could replicate a similar TYPA project are made at the conclusion of this report.

Statement of Need

Native American youth face overwhelming challenges simply growing to adulthood; they live in “alarmingly high rates of poverty, homelessness, drug abuse, alcoholism, suicide, gangs and victimization.”⁴ Within their individual lives, Native American youth experience what Joseph P. Gone calls a wounding across generations caused by massive group trauma and compounding discrimination, racism, and oppression.⁵ Tribal youth further suffer “disproportionate rates of psychiatric distress” because of generational and historical trauma.⁶ They commit suicide at a rate one and a half times the national average for the age group 15 to 34.⁷

In the midst of this harm and suffering, Native American youth also witness first-hand how Native Americans are “the racial group most likely to be killed by law enforcement.”⁸ So it is not surprising that recruiting tribal youth into law enforcement and criminal justice professions is difficult. “Police embody a system that reinforces the cultural oppression of Indigenous peoples and reprimands the use of their own institutions and traditional practices.”⁹

Yet Native American communities across the country would greatly benefit from additional Native police, court staff, corrections staff, legal defense, and related criminal justice and social services professionals serving them. Native American professionals can reflect and understand Native communities’ experiences.¹⁰ They can help defuse tension, obtain cooperation from residents to solve crimes, and help non-Native officers become more culturally competent.¹¹ In addition, Native American law and justice workers can help facilitate a criminal justice system that tribal residents can view as more fair and just while fostering conditions in which they themselves can more effectively and safely perform their jobs.¹²

4. Byron L. Dorgan and Joanne Shenandoah, “Ending Violence so American Indian Alaska Native Children Can Thrive,” *Human Rights* 40, no. 4 (2013), https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/2014_vol_40/vol--40--no--1--tribal-sovereignty/ending-violence-so-american-indian-alaska-native-children-can-th.html.

5. Barbara Perry, *Policing Race and Place in Indian Country: Over- and Under-enforcement* (New York: Lexington Books, 2009).

6. Joseph P. Gone, “Redressing First Nations Historical Trauma: Theorizing Mechanisms for Indigenous Culture as Mental Health Treatment,” *Transcultural Psychiatry* 50, no. 5 (2013), 683–706, <http://journals.sagepub.com/doi/abs/10.1177/1363461513487669>.

7. Rebecca Ahrnsbrak et al., *Key Substance Use and Mental Health Indicators in the United States: Results from the 2016 National Survey on Drug Use and Health* (Rockville, MD: Substance Abuse and Mental Health Services Administration, 2017), <https://www.samhsa.gov/data/sites/default/files/NSDUH-FFR1-2016/NSDUH-FFR1-2016.pdf>.

8. Mike Males, “Who Are Police Killing?” Center on Juvenile and Criminal Justice, last modified August 26, 2014, <http://www.cjcj.org/news/8113>.

9. Erica Redner-Vera and Marcus-Antonio Galeste, “Attitudes and Marginalization: Examining American Indian Perceptions of Law Enforcement among Adolescents,” *Journal of Ethnicity in Criminal Justice* 13, no. 4 (2015), 283–308, <https://tandfonline.com/doi/abs/10.1080/15377938.2014.984043?journalCode=wecj20>.

10. Jeffrey Ian Ross and Larry Gould, eds., *Native Americans and the Criminal Justice System: Theoretical and Policy Directions* (New York: Routledge, 2015).

11. Vanita Gupta and Jenny R. Yang, *Advancing Diversity in Law Enforcement* (Washington, DC: U.S. Department of Justice, 2016), <https://www.justice.gov/crt/case-document/file/900761/download>.

12. Gupta and Yang, *Advancing Diversity* (see note 11).

Those seeking to attract more Native youth to law enforcement professions and to foster communication between tribal youth and police are encouraged to design and conduct Native-specific youth police academy projects. For NCJTC, few published models and scant scholarly research existed from which to draw guidance. While some researchers have included Native Americans in their studies of at-risk minority youth police academies, their findings do not take into account unique Indigenous North American cultures, languages, needs, and philosophies. More Native-centric research is needed on the practices and models of youth police academies and is strongly recommended.

Interventions from other tribal youth programs and from non-Native youth police academies do provide some guidance in developing police academies specifically for Native youth. Pearson (2009) asserts that tribal youth programs can be a healthy alternative to negative activities and behaviors; they can result in fewer youth engaging in risky, sometimes illegal behavior and can help youth break the cycle of abuse. According to Pearson, guidance from caring adults helps tribal youth learn trust and healing, and using Native culture and language can help tribal youth learn life skills that can make a difference in a community and help strengthen them and their families.¹³

A report from the Center on Standards and Assessment Implementation similarly stated that culturally responsive instruction, the use of tribal language, and the involvement of tribal elders have demonstrated positive academic benefits for Native youth in school settings.¹⁴

One law enforcement youth project that actively recruits Native Americans is Camp Triumph Summer Youth Prevention Program, which uses a structured curriculum with emphasis on building youth self-image, goal setting, and law enforcement mentorship—elements that were also incorporated into the TYPA. Camp Triumph is held in the Native American community of Isleta Pueblo near Albuquerque, New Mexico. Law enforcement officers have said camp participants acknowledge them outside the Pueblo with greetings and handshakes, while families noted how they enjoy the bond their children developed with their mentors.

Although not Native-specific, Camp Fury is another example of a youth camp model that focuses on inviting and engaging tribal youth in its region. Founded in 2009, Camp Fury is an innovative partnership between public safety organizations and Girl Scouts that exposes teen girls to careers in public safety. Tribal members in the region are invited and strongly encouraged to participate. Participants learn search and rescue skills and crime scene investigation techniques, perform physical fitness drills, and are able to interact with women breaking down barriers and stereotypes in these male-dominated career fields. Camp goals include leadership skill development, teamwork, respect, and self-confidence.¹⁵

13. Gupta and Yang, *Advancing Diversity* (see note 11).

14. Center on Standards and Assessment Implementation, *Improving Educational Outcomes of American Indian/Alaska Native Students* (San Francisco, CA: WestEd, 2016), http://www.csai-online.org/sites/default/files/CSAI%20AIAN_School_Guidance_Plan.pdf.

15. "Camp Fury Celebrates Ten Years Training Girl Scouts as First Responders," Girl Scouts of Southern Arizona, last modified May 29, 2018, https://www.girlscoutsoaz.org/en/our-council/newsroom/2018/camp_fury_celebrates.html.

Other youth police academies that are not specifically geared towards Native youth also have elements that can be used in a TYPA or adapted to localized programs in Indian country. Many have found creative ways to identify and incorporate resources, partners, and funding. One such program is the U.S. Department of Justice–supported Michigan State Police Youth Leadership Academy (MiYLA). Created in 2008, it is “regarded as an overwhelming success.”¹⁶ The program is held at the Michigan State Police Academy and allows students to experience physical activities; military drills; water safety; awareness of alcohol and substance abuse, gangs, and domestic violence; first aid; leadership; public speaking; interviewing skills; and other team building and leadership exercises. It also focuses on creating a mentoring relationship between youth and law enforcement, with ongoing interaction after the academy.¹⁷

Minnesota has a similar program called the Minnesota Youth Leadership Academy, a weeklong academy that helps youth learn about jobs as state troopers and features a cop-to-kid follow-up mentoring program. It provides training on conflict resolution, community leadership building, and activities that promote self-confidence.¹⁸ In addition, the St. Cloud Youth Leadership Academy is part of the St. Cloud (Minnesota) Police Department’s Youth Initiative Program and modeled its program after MiYLA, starting with a one-week camp and offering regular post-academy gatherings and contacts between youth and police officers.¹⁹

Another youth police academy program funded by the COPS Office, the Teens and Police Service Academies (TAPS) in Houston, Texas, is a research-based mentoring program concluding that “the more time at-risk teens spend with police officers in a community policing atmosphere, such as TAPS Academy, social distance will decrease, elevating trust, support and assistance to law enforcement agencies in the future.”²⁰

The Plano Police Crime Prevention Unit in Plano, Texas, allows participants in its Youth Police Academy to role-play scenes as police officers so they can “experience a degree of the intensity felt by officers in the field.”²¹ The program has been called “a resounding success for the city, as well as the teens who have participated, by sheer virtue of keeping the lines of communication open.”²²

16. Jeffeline Ermilus, “Michigan State Police Youth Leadership Academy,” *Community Policing Dispatch* 6, no. 5 (2013), <https://cops.usdoj.gov/html/dispatch/05-2013/mspylp.asp>.

17. “Michigan Youth Leadership Academy (MiYLA),” Michigan State Police, accessed August 10, 2018, https://www.michigan.gov/msp/0,4643,7-123-72297_30536-271969--,00.html.

18. Joy Powell, “Youth Leadership Academy Pushing Law, Order,” *Minneapolis Star Tribune*, October 7, 2009, <http://www.startribune.com/youth-leadership-academy-pushing-law-order/63440477/>.

19. “St. Cloud Youth Leadership Academy (SCYLA),” City of St. Cloud, Minnesota, accessed July 25, 2018, <https://www.ci.stcloud.mn.us/1120/Youth-Leadership-Academy-SCYLA>.

20. “Research and Resources,” Teen and Police Service Academy Center, accessed July 25, 2018, <http://www.tapsacademy.org/Programs/Research>.

21. Rachel Welch Gomez, “Kids Learn about Cops: Plano Youth Police Academy Offers Adolescents Inside Look at Law Enforcement Jobs,” *Nation’s Cities Weekly*, March 13, 1995, <https://www.thefreelibrary.com/Kids+learn+about+cops%3a+Plano+Youth+Police+Academy+offers+adolescents...-a016778950>.

22. Gomez, “Kids Learn about Cops” (see note 21).

The Wilson, North Carolina, Youth Police Academy selects a different academy theme each year. In 2014, the theme was life choices and the “consequences of poor choices, including alcohol, drugs, and gang activity.”²³

The Police and Life Academy For Youth was created in 2010 with university grant funds and featured an extensive partnership between state and city police, business community, local boosters, the City of Berkeley, and University of California at Berkeley. One participating youth said the program helped him “see all the different jobs within the police department.”²⁴

The Future Law Enforcement Youth Academy, created in 2016 by the New Haven, Connecticut, Field Office of the Federal Bureau of Investigation (FBI) and Yale University Police Department, promotes future law enforcement career paths for Connecticut youth.²⁵ By grounding their program in dual sponsorship, organizers leverage their resources and enhance the program’s sustainability.

The Tribal Youth Police Academy 2014 sought to incorporate elements similar to other successful youth academy program examples, such as those referenced above, while blending these approaches with culturally relevant curricula and experiences and on a national invitation level. The ultimate goal was to provide Native American youth with exposure to law enforcement career-related and leadership skills to allow them the means to succeed and to make a difference in their communities.

The remainder of this document summarizes the TYPA experience from planning to evaluation and outcome identification and concludes with recommendations and considerations for replication at the local level.

TYPA staff

Three NCJTC staff, including two Native Americans, conducted outreach to known tribal and criminal justice professionals across the country to gauge their interest in participating in the TYPA. In total, NCJTC recruited nine tribal consultants as TYPA instructors and mentors. The consultants and mentors acted as subject matter experts within their field and were committed to helping students see the benefits of a career in criminal justice. These educators included current and retired law enforcement professionals, a retired chief judge, a fire chief, and a community corrections officer.

Table 1 on page 5 lists the TYPA staff and instructors who participated and their state/tribal affiliations. Seven total tribes were represented.

23. Olivia Neely, “A Different Course: Teens Learn about Law, Life during Youth Police Academy,” *Wilson Times*, July 17, 2014, <http://www.wilsontimes.com/stories/a-different-course-teens-learn-about-law-life-during-youth-police-academy,59206?>

24. “New Academy Connects Youth with Local Law Enforcement,” States News Service, September 24, 2010, <https://www.highbeam.com/doc/1G1-237893699.html>.

25. FBI New Haven, “Now Accepting Applications for FBI/Yale Future Law Enforcement Youth Academy Program,” press release, May 6, 2016, <http://www.fbi.gov/contact-us/field-offices/newhaven/news/press-releases/now-accepting-applications-for-fbi-yale-future-law-enforcement-youth-academy-program>.

Table 1a. TYPA 2014 staff

Name	Title	Tribal affiliation (if applicable)	Key areas of expertise
Philip Schaefer	Project Specialist		Use of force, defensive tactics, field training, bicycle patrol, community policing
Justine Souto	Program Manager	Oneida Tribe of Indians of Wisconsin, Oneida, WI	Strategic planning, multi-disciplinary teams, intervention and prevention programs, Native American culture
Cary Waubanasum	Former Project Specialist	Oneida Tribe of Indians of Wisconsin, Oneida, WI	Suicide prevention, alcohol and substance abuse, trauma informed care

Table 1b. TYPA 2014 consultants and mentors

Name	Title/Agency	Tribal affiliation (If applicable)	Key areas of expertise
Ernest St. Germaine	Chief Judge (ret.), Lac du Flambeau Tribal Court	Lac du Flambeau Band of Lake Superior Chippewa Indians, Lac du Flambeau, WI	Native American cultures, tribal courts, restorative justice, peacemaking
Corrie Johnson	Fire Chief, Kalispel Tribal Fire Department	Kalispel Tribe, WA	EMT, emergency management, search and rescue, OSHA compliance
Steven Skenandore	Police Officer / Field Training Officer, Las Vegas Metropolitan Police Department, NV	Oneida Tribe of Indians of Wisconsin, WI	Field training
Julian Garcia	Detective, Tohono O'odham Nation Police Department, AZ		Gangs in Indian country, defensive tactics, physical fitness
Ralph Jefferson	Restorative Justice Director/ Former Police Chief / Interim General Manager, Lummi Nation, WA	Lummi Nation, WA	Tribal government, tribal law, police administration
Melanie Tsadiasi	Sergeant, Zuni Tribal Police Department, NM	Pueblo of Zuni, NM	School resource officer, police supervision
Donovan Tsadiasi	Program Manager & Community Corrections Supervisor, Zuni Tribal Police, NM	Pueblo of Zuni, NM	Court security, probation, community service
Curtis Francis	Village Public Safety Office Corporal, St. Mary's Police Department, AK	Village of St. Mary's, AK	Alaska Native policing
Warren Warrington	Master Sergeant, Menominee Tribal Police Department, WI		Drug courts, wellness programs, community policing

“We fed them... and they were eating it up.”

— Chief Judge (ret.) Ernest St. Germaine



TYPA staff consultant and mentor, Ernest St. Germaine (Ojibwe), is a peacemaker, teacher, educator and writer. In his role as tribal elder and role model, he led the TYPA talking/healing circles and reflections.

Known as “Uncle Ernie” to many, retired Judge St. Germaine served as Chief Judge for the Lac du Flambeau Tribal Court for 12 years and is an enrolled member of the Lac du Flambeau Band of Lake Superior Chippewa Indians.

TYPA students

The 41 participating students represented 34 federally recognized tribes from 13 states. The vast majority of the tribes were represented by one participant apiece, though three of the tribes were represented by two students and one tribe was represented by three students. Of the 41 participants, 27 were male and 16 were female. Their ages ranged from 14 to 17 (15.5 was the mean age). The represented tribes ranged from commonly known tribes like the Cherokee and Navajo nations to smaller tribes like the Kalispel Tribe and Lac Vieux Desert Band of Lake Superior Chippewa.

Table 2 summarizes participating students' tribal affiliations and states of residence.

Table 2. TYPA 2014 student attendance, tribal affiliations, and states of residence

Tribal affiliation	Age	Gender	State	Total
Cherokee Nation (Oklahoma)	17	Male	NY	1
Citizen Potawatomi Nation	14	Male	OK	1
Confederated Tribes of the Colville Reservation	16	Male	WA	1
Enterprise Rancheria	15	Male	CA	2
	17	Male	CA	
Fort Mojave Indian Tribe	15	Female	CA	1
Kalispel Tribe	14	Female	WA	1
Keweenaw Bay Indian Community	14	Male	MI	1
Lac Vieux Desert Band of Lake Superior Chippewa	17	Male	MI	1
	15	Female		
Leech Lake Band of Ojibwe	17	Male	MN	3
	17	Male		
Little River Band of Ottawa Indians	17	Female	MI	1
Lummi Nation	15	Male	WA	1
Makah Tribe	16	Female	WA	1
Menominee Indian Tribe of Wisconsin	15	Male	WI	2
	15	Male		
Mille Lacs Band of Ojibwe	15	Male	MN	1
Mississippi Band of Choctaw Indians	15	Female	MS	2
	17	Female		
Navajo Nation	17	Male	NM	1
Northern Cheyenne Tribe (Montana)	14	Male	WA	1
Oneida Indian Tribe of Indians of Wisconsin	14	Female	WI	2
	15	Male		
Pilot Station Tribal Council	14	Female	AK	1
Pueblo of Jemez	16	Male	NM	1

Tribal affiliation	Age	Gender	State	Total
Pueblo of Sandia	17	Male	NM	1
Pueblo of Zuni	16	Female	NM	1
Sac and Fox of Mississippi	16	Female	IA	1
Saginaw Band of Chippewa Indians	14	Female	MI	1
Sherwood Valley Band of Pomo Indians	16	Female	CA	1
Shoshone-Paiute Tribes	16	Female	NV	1
Spokane Tribe	17	Male	WA	1
Squaxin Island Tribe / Skokomish Tribe	17	Female	WA	1
Squaxin Island Tribe	15	Female	WA	1
Tonkawa Tribe of Oklahoma	15	Male	OK	1
Washoe Tribe of Nevada and California	15	Male	NV	2
	17	Male	NV	
Washoe, Paiute and Shoshone			NV	Included under Washoe Tribe
Winnebago Tribe of Nebraska	15	Male	NE	1
Wyandotte Nation	16	Male	OK	1
Yurok Tribe	14	Male	CA	1

TYP A curriculum design

Once the staffing was in place and the TYP A team assembled, the team members constructed the TYP A design. The academy focused on serving Native American and Alaska Native youth with the primary goals of developing knowledge of criminal justice related career paths and serving as a recruitment tool for tribal law enforcement and public safety agencies. Secondary goals included fostering positive tribal youth development and building youth self-confidence, teamwork, and leadership skills.

To meet these goals, in 2013 the COPS Office selected the NCJTC to develop and implement the academy in 2014. With its base at Fox Valley Technical College in Appleton, Wisconsin, the NCJTC is one of the leading criminal justice training and educational organizations in the United States. Since 1968, it has provided training and technical assistance to hundreds of thousands of federal, state, tribal, and local law enforcement professionals as well as criminal justice and service provider agencies in the United States. The NCJTC has worked with numerous tribal communities since the early 1990s, hiring tribal professionals as staff, associates, and training and technical assistance consultants.

TYP A team members agreed that the TYP A tribal youth would (1) receive instruction and demonstrations on law enforcement and criminal justice topics using the consultants as technical experts; (2) perform hands-on interactive activities in topics related to law enforcement and criminal justice careers; (3) perform physical fitness in youth teams to understand structure and

discipline and to build teamwork; (4) perform challenge exercises to uncover and develop leadership skills; (5) receive mentoring by the staff and consultants for support, coaching and encouragement; (6) experience a balance of western and Native American concepts, beliefs, and language infused throughout; (7) reside during the academy at a university to approximate the experience of going to college; and (8) take part in self-reflection exercises to learn more about themselves and how to better communicate with others.

Mentoring was of particular importance as it is a well-established and generally accepted intervention strategy for helping and supporting youth in out-of-school programs.²⁶ Both the NCJTC staff and the nine instructors decided that they would each serve as TYPA mentors in every appropriate situation. As mentors, they shared their life experiences with the tribal youth and developed emotional bonds with them. They offered support, guidance, and coaching on how the youth could better succeed in life and meet their goals after the TYPA. Mentors who were working in or had retired from criminal justice positions shared their professional experiences with the youth. Several of the mentors continue to keep in regular contact with students who wish to stay in touch.

Native American beliefs and culture provided a more balanced, Indigenous framework to the TYPA. The tribal instructors and mentors shared their personal experiences and native culture. One cultural practice used was the Talking Circle, a traditional and effective way for Native American people to share and to solve problems. Bohanon states, “Based on values of sharing, respect, and honor, the Talking Circle is one way for Indigenous People to communicate about life events. Moreover, it is a way to explore the polarities which exist related to one’s heritage, relationships, challenges, stresses, and strengths.”²⁷ Talking Circles are a valuable teaching tool in that they “remove barriers and to allow people to express themselves with complete freedom; as such is becoming more and more popular in mainstream society.”²⁸ First Nations Pedagogy Online describes the Talking Circle as listening and talking to others respectfully and from the heart.²⁹ In a telephone interview with Justine Souto (Oneida), NCJTC Program Manager, Ernest St. Germaine, Retired Chief Judge, Lac du Flambeau Band of Lake Superior Chippewa, Wisconsin—also widely known as “Uncle Ernie”—stated there is a crisis in Indian country where cultural identity and the understanding of individual roles and responsibilities are lost. According to the Native Youth Report, colonization and the effect of the boarding schools impacted Native youth with “significant

26. David L. DuBois et al., “How Effective are Mentoring Programs for Youth? A Systematic Assessment of the Evidence,” *Psychological Science in the Public Interest* 12, no. 2 (2011), 57–91, <http://journals.sagepub.com/doi/abs/10.1177/1529100611414806?journalCode=psia>.

27. Bohanon, “The Talking Circle” (see note 2).

28. Jean Muin’iskw and Dan Crowfeather, “Mi’kmaw Spirituality — Talking Circles,” last modified March 25, 2016, <http://www.muiniskw.org/pgCulture2c.htm>.

29. Sylvia Currie and June Kaminski, “Talking Circles,” First Nations Pedagogy Online, accessed August 16, 2018, <http://firstnationspedagogy.ca/circletalks.html>.

institutional and intergenerational challenges in reaching their potential.”³⁰ For many who feel this impact but do not yet understand it, this often translates into anger; families may be dysfunctional, lives may be a mess, and the youth are left to fend for themselves in understanding where they fit in the world.³¹

For these young men and women, TYPA demonstrated what their lives could look like. The youth experienced structure, order, discipline, the consequence of failing, and the close-knit TYPA family to build them back up to succeed. “Kids are hungry for direction and a balance in their lives,” says St. Germaine, “and for a short, one-week period, TYPA offered this” to the youth. Addressing the four realms or “aspects of self” included in the Medicine Wheel helps achieve balance.

The Medicine Wheel, also sometimes known as the Sacred Hoop or Sacred Circle, as shown in figure 1 on page 11, is a common tool used across many (though not all) tribal communities.³² It teaches individuals how to maintain holistic balance of physical, mental, emotional, and spiritual health. Ann Dapice posits that the Medicine Wheel can be used as a guide for activities and interventions to assist Indigenous people for balance, healing, and growth in all directions.³³

While different tribes interpret the Medicine Wheel in different ways,³⁴ it often represents the forces of nature such as gravity and the rising and setting sun. It embodies the four directions (i.e., north, south, east, and west) and symbolizes dimensions of health and cycles of life.³⁵ With the varying interpretations and applications of the Medicine Wheel, each graphic representation may illustrate the four directions, four realms of health (physical, mental, emotional and spiritual), four stages of life, etc. with different colors, different spirit animals, and different rotations of the wheel. Two slightly different illustrations of an Ojibwe Medicine Wheel are shown in figure 1.

According to Bell, “the teachings of Medicine Wheels provide a framework that can be applied to any educational setting. The fundamental concepts of wholeness, inter-relationship, interconnectedness and balance/respect are valuable for all.”³⁶

30. Executive Office of the President, *2014 Native Youth Report* (Washington, DC: Executive Office of the President, 2014, https://obamawhitehouse.archives.gov/sites/default/files/docs/20141129nativeyouthreport_final.pdf).

31. Executive Office of the President, *2014 Native Youth Report* (see note 30).

32. Ann Dapice, “The Medicine Wheel,” *Journal of Transcultural Nursing* 17, no. 3 (2006), 251–260, <http://journals.sagepub.com/doi/pdf/10.1177/1043659606288383>.

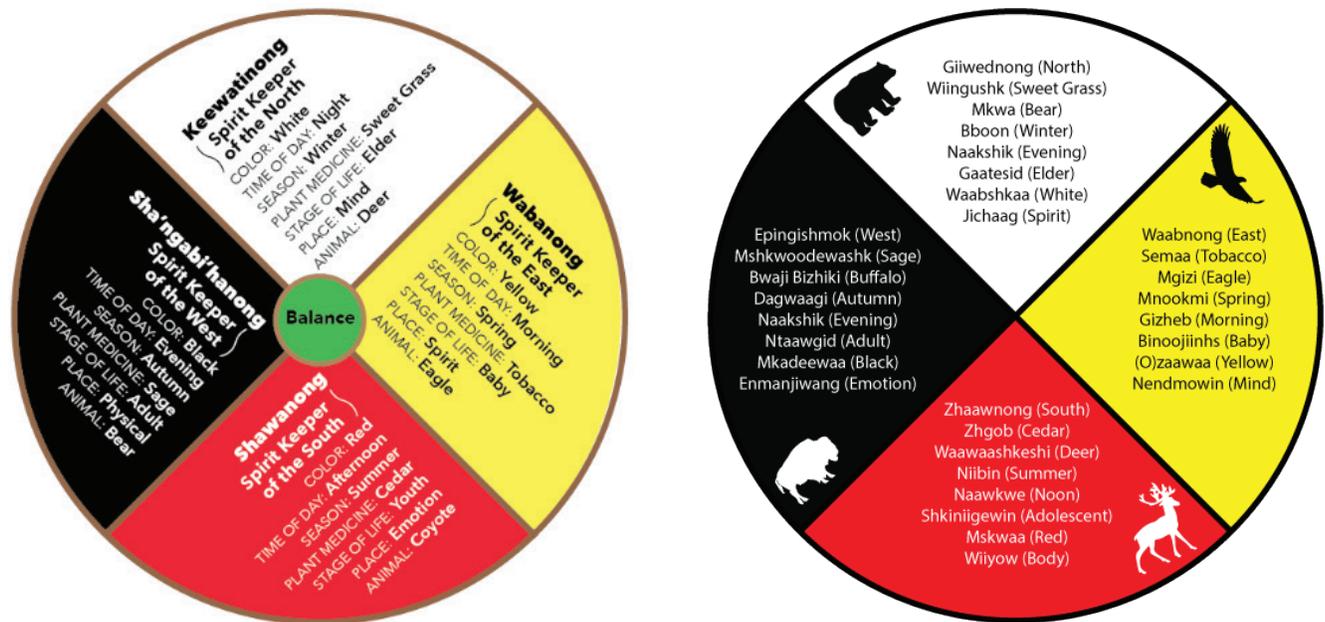
33. Dapice, “The Medicine Wheel” (see note 32).

34. National Institutes of Health, “Medicine Ways: Traditional Healers and Healing,” U.S. National Library of Medicine, accessed August 16, 2018, <http://nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>.

35. Sylvia Kind et al., “Medicine Wheel Imag(in)ings: Exploring Holistic Curriculum Perspectives,” *Art Education* 58, no. 5 (2005), 33–38, <https://www.tandfonline.com/doi/abs/10.1080/00043125.2005.11651559>.

36. Nicole Bell, “Teaching by the Medicine Wheel,” *Education Canada* 54, no. 3 (2014), <https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/>.

Figure 1. The Medicine Wheel



Source: "The Medicine Wheel," Curve Lake Cultural Centre, accessed November 8, 2018, <http://www.curvelakeculturalcentre.ca/culture/medicine-wheel/>; "The Power of Traditional Ways," Keweenaw Bay Indian Community Health System, Donald A. Lapointe Health and Education Center, accessed November 8, 2018, <https://www.kbichealth.org/ojibwe-medicine>.

To introduce this balance into the academy, careful consideration went into addressing the four directions in the curriculum design. St. Germaine served as an advisor in incorporating the elements of the Medicine Wheel teachings into the program and as a spiritual leader. NCJTC recruited St. Germaine for the academy because of his reputation as a role model for tribal youth. He is well recognized for his depth of knowledge in numerous Native American cultures as well as his work in tribal courts, restorative practices, and peacemaking. In addition, he has served as faculty at the National Tribal Judicial Center for many years and on the Board of Directors for the Native American Rights Fund. Based on his subject matter expertise and his awareness of various cultures and traditional practices among tribes across the country and recognition that there is no "one sizes fits all" approach to incorporating culture and spiritual elements into national level programming, St. Germaine was a great fit to provide a pan-Indian approach to the academy.

The TYPA week began with a review of the rules, the code of conduct, and the week's agenda. This review addressed the structure and boundaries of the week, which is in the realms of the intellectual and physical and sometimes the emotional if youth respond negatively to rules; however, this was not an issue with the 2014 group. A walk to the bank of the nearby Fox River where an eagle soared high above balanced the academy rules discussion.

The group stood in a circle under the large oak trees with the sound of the wind blowing through the leaves and the rush of the river's current. The youth were now a part of the wind, the water, the earth beneath their feet, and something bigger than just themselves. While the physical and intellectual aspects of learning are often more concrete teachings, the circle addresses the abstract: spiritual and emotional connections between participants, the instructors, the Earth, and even their ancestors and homelands.

St. Germaine offered a blessing through song and drumming, while Souto offered medicine of sage to the four directions. In the circle, the youth were smudged³⁷ and asked to release any anger or negativity, including swear words, to the wind while the smoke from the sage would help to cleanse and carry these away. This would allow participants the space within themselves to experience all that would be new to them during the week with openness to their entire being.

Smudging is the practice of burning medicines—sage, cedar, sweet grass, or tobacco—in any combination and allowing the smoke to “wash” a person or an object with the intention of brushing off negative energy and renewing with positive energy. This experience was new to some participants and did not quite fit into others' traditions, but all participated in their own way, as is the custom when visiting other tribal nations or lands.

The daily morning routine incorporated physical training exercises, while the evenings included talking circles and a reflection. Together, these events served as daily openings and closings and helped to balance the rigor of the physical and intellectual curricula with the emotional and spiritual in a way that helped put things into perspective. The circle wholly addresses the intellectual, physical, spiritual, and emotional realms of self.

Meal times incorporated traditional concepts as well. For example, in the presence of participating youth, TYPA staff modeled how respect should be shown to a tribal elder. They showed deference to St. Germaine for his wisdom and knowledge and ensured that at meal times, he was offered the first seating and first food. The nightly circle was a time after dinner when the youth were engaged in storytelling and teachings of how aspects of tribal justice, substance use, and abuse fit—or don't fit—into Native culture, followed by Indigenous and modern games and a reflection. The participants did not always recognize these times as healing, but they did indeed comprise healing circles. These circles provided some glimpse of what a healthy family looks and feels like.

The circles always began with discussions to explore the justice issues facing Indian country such as substance abuse, gangs, and the historical and traditional forms of addressing these imbalances in people through peacemaking. The discussions intended to acknowledge issues that the youth likely dealt with in their home communities and to look at the issues from a traditional as well as a modern-day perspective.

37. William S. Lyon, *Encyclopedia of Native American Healing* (Healing Arts) (New York: W.W. Norton & Company, Inc., 1996), 173.

The reflections helped the youth to process how these issues affect them and the people of their community and what their responsibilities are to address them as citizens and in their future in law enforcement. How these discussions impacted the youth is known only to them. There were moments of distractions and aversions to the discussions, as well as intense attention and even shared tears because of other talks. However the youth responded, they were in a safe place to explore their feelings in the circle. Both youth and instructors disclosed that these experiences have changed their lives and that this felt like “family.”

Games followed the discussion to help lighten the mood. The games were sometimes slapstick games like Ninja that got even the most reserved or shy students laughing with their whole being. (Ninja, a traditional playground game, requires players to swipe their opponent’s hands. Players try to avoid the swipe, but if they are unsuccessful, the swiped hand is “out.” The last player with a remaining unswiped hand wins.³⁸) Others were fun traditional games like the moccasin game or the dish toss game with Indigenous “dice” that held fast to rules and protocols that often involved the assignment of various roles and responsibilities for the young men and women. In the moccasin game, a male player hides an object in one of several moccasins. Drums are played to distract another male player from guessing which moccasin contains the object.³⁹ In the bowl and dice game, players try to acquire as many sticks as possible and bankrupt their opponents. Players alternate casting the dice or lightly banging the bottom of the bowl.⁴⁰ These games also had the youth laughing until they cried (see figure 2).

Figure 2. Students participate in a moccasin game, dish game-dice toss, and surprise mask game



38. “Ninja (playground game),” Wikipedia, accessed October 22, 2018, [https://en.wikipedia.org/wiki/Ninja_\(playground_game\)](https://en.wikipedia.org/wiki/Ninja_(playground_game)).

39. Steve Craig, *Sports and Games of the Ancients: Sports and Games Through History* (Westport, CT: Greenwood Publishing, 2002), 216.

40. “Games and Toys,” Nativetech.org, accessed October 22, 2018, <http://www.nativetech.org/games/index.php>.

The purpose of the games is to invite laughter, a medicine that serves to open up the inner child. Uncle Ernie says that this opens up a person's pure and spiritual state. "Some of these kids are so distracted by trauma and difficulties in their lives that they move into a hardened state," he said, "and this causes difficulties for them as they withdraw from people and from life."

It is important to allow the inner child to come out again, even as adults. As TYPA youth participated in these activities, one could observe them opening up, smiling more, and softening in their demeanor. As they discovered that they are in a safe place and they had permission to play, the inner child came out; psychological and physical stress began to melt away.

St. Germaine spoke his native language, Anishinaabe, to each student individually during the ceremony at the closing of the TYPA and translated the meaning of his words to English.

TYPA applicant selection process

To be eligible for the TYPA, tribal youth applicants were required to meet the following criteria:

(1) Be between the ages of 14 and 17, (2) be an enrolled member or direct descendant of an enrolled member of a federally recognized tribe, and (3) be a current student earning a high school diploma or GED. Appendix B includes student application materials.

The TYPA team marketed the academy by sending hard copy invitations and application packets to tribal public safety contacts throughout Indian country; application packets were also available on the NCJTC website. The application included an information form, a medical release form, and waivers for both applicants and parents or guardians.

Applicants were also required to submit an essay describing in 500 words or less why they believed they would benefit from attending the academy, why they were interested in a criminal justice career, and why they wished to serve their community. Several of these Native American youth envision a better future for themselves and their tribal communities. What follows is a sampling of comments made by the more than 70 Native American youth who applied to participate in the 2014 Tribal Youth Police Academy.

One tribal teen participant said, "I have a lot of respect for the law. By working in law enforcement, I feel that I can do my part in trying to make things better." Another said, "I want to someday work for my pueblo [and to] . . . be a role model just like my family members are to me." A third Native teen participant disclosed, "The reason why I want to join this academy is to stop people like my father hurting me and my mom. I don't want other kids to go through what I had to." And a fourth tribal youth attendee noted, "I consider Leech Lake my home, and they have their own police unit, and one day I hope to gain employment there and help our Native American people and the community." One teen participant sought to attend TYPA to strengthen herself. Her

submission said, “I live in a small remote community called Neah Bay on the Makah Indian Reservation. This academy will help me with being timid.” Regardless of their reasons, scores of tribal youth envision themselves involved in roles in their communities. The TYPA was a stepping stone on this journey.

In addition to the essay, applicants were also required to submit a letter of recommendation written by a teacher, counselor, school resource officer, tribal police officer, tribal official such as a tribal council member, or government official from a tribal agency. The letter needed to describe the positive values the applicant possessed (e.g. integrity, leadership, and excellence) and explain why the applicant would benefit from participation in the TYPA. Letters of recommendation served as tiebreakers in the event of equal ratings.

The screening process resulted in the selection of 51 applicants to attend the academy as students. Students received notification via email and official letter. Unfortunately, some of the accepted applicants were ultimately unable to attend the TYPA. This resulted in a final roster of 41 attendees. The tribal youth travelled from across the country to participate in the one-week TYPA at the NCJTC facilities in Appleton, Wisconsin. Most of them had never traveled far from home, and for many, the TYPA was the first experience where they could envision themselves becoming a tribal leader or skilled justice professional.

Academy activities

Figure 3. Forty-one tribal youth line up each day in paramilitary fashion during the TYPA



Each morning TYPA participants reported to a green space across from the dormitory. Students were required to report in uniform, which comprised a shirt, pants, boots, a baseball cap, and a backpack. Instructors and mentors ran the program in a paramilitary fashion, providing rules and structure that students were required to adhere to. Figure 3 shows participants lining up in paramilitary style. This structure illustrates police cadet training. Initially, all students were treated

as one unit as they learned this structure. Students lined up in squads of 10 and learned how to properly maintain their formation as well as how to march as a unit. This structure promoted the group's identity as a singular unit. Students learned that their behaviors have consequences. One such behavior with consequences was arriving late for formation. When a student was late, the group was required to complete a set of 10 pushups together. This structure not only promoted a sense of unity but also made the task of accounting for all students much more efficient.

The academy instilled the virtue of personal discipline in a variety of ways. After reporting to the green space each morning, students participated in a group physical fitness session. They were required to participate in this session to stress the need to incorporate physical fitness into personal daily routines and encourage healthy lifestyles. For the duration of the academy, students received instruction on using proper manners to address others. They consistently addressed adults using "sir" or "ma'am." This similarly mirrors police academy training.

As they progressed in their comfort with the academy structure (see figure 4), the students selected squad leaders, who had the responsibility of monitoring the group formation and accounting for their squad prior to departure from all locations.

Figure 4. TYPA students strengthening their teamwork and leadership skills



During the evening hours, students attended reflection sessions in a talking and healing circle format led by St. Germaine. These sessions allowed the students to participate in cultural discussions and activities. Students and mentors shared personal experiences and life stories of growing up in tribal communities with gang violence, unstable homes, drugs, suicide, and hopelessness. In turn, the instructors talked about how they overcame similar challenges to eventually become successful criminal justice professionals.

Day one

On the first day, students either traveled into Appleton, Wisconsin, via air travel or were dropped off at the Appleton airport by a parent or guardian. Students were then transported to the University of Wisconsin (UW)-Oshkosh, where they stayed for the week. The academy kicked off in the evening with welcoming and introductions and an opening talking circle, reflection, and icebreaker activity.

Day two

Figure 5. TYPA teams during the challenge course training



The TYPA curriculum began with a team-building event at the Center for Organizational Advancement (COA) of Rogers Memorial Hospital in Oconomowoc, Wisconsin. Squads took part in a series of challenges facilitated by a COA instructor. These challenges required that students work as a team to problem-solve each challenge, such as traversing from one location to another using the limited tools provided or balancing the entire team on a platform. Academy instructors and mentors followed each team and participated as team members. Teamwork and communication were essential to accomplishing each task.

The activities challenged students physically and mentally but most importantly allowed them to become familiar and comfortable with the other students. Students did well communicating positively and encouraging one another.

After completing the team challenge course, each student had the opportunity to attempt a “high” challenge that required him or her to climb to a plank bridge 25–30 feet off the ground. The bridge construction included wide gaps between planks that were connected by wire. Stability was not easily achieved, so students had to work hard to find balance. One group had two students working on the bridge at the same time from opposite starting points; their challenge was to devise a way to pass each other on the bridge (see figure 5 on page 17).

After completing the challenge, students were lowered back to the ground by the COA staff, who occupied each obstacle and managed the safety ropes. Some students were eager to participate in these “high” challenges, while others were less enthusiastic because of their fears. Students were supportive of and positively encouraged one another; negativity was not allowed.

Natural leaders began to emerge from the group. These leaders went above and beyond to teach other students and provide continuous encouragement. These leaders were the first to occupy the safety lines and never needed to be asked to take on a supporting task that was important to the safety of students. Nearly all of the students took part in the “high” challenge obstacle. The interaction between students at the conclusion of the course flowed much more freely than it had before. The challenge course was integral to creating a positive team environment that would persist through the remainder of the academy.

For each of the remaining days of the academy, students were transported from the UW-Oshkosh campus to FVTC’s main campus.

Day three

On the morning of the third day, after the group arrived at FVTC and completed physical fitness, students took part in demonstrations and listened to presentations given by representatives of a variety of local public safety agencies. In attendance were the Brown County (Wisconsin) Sheriff’s Office special weapons and tactics (SWAT) vehicle team, Brown County Sheriff’s Office K-9, and the Oneida Tribal Police Drug Abuse Resistance Education (DARE) vehicle team.

Figure 6. Oneida K-9 unit demonstration



Participating youth learned about community policing from the Oneida Tribal Police Department, viewed and tried out tools and implements used by

SWAT teams, and received a demonstration of how police K-9s are used in taking down a dangerous subject. Figure 6 on page 18 shows the Oneida Tribal Police's K-9 unit doing a demonstration for the benefit of TYPA students.

In addition, the ThedaStar Air Medical helicopter (from Neenah, Wisconsin) landed on the FVTC campus while academy students looked on. Students learned how a medical helicopter is used for emergency medical operations and to support law enforcement.

Each station provided students with the opportunity to engage in hands-on learning about various aspects of law enforcement and public safety operations (see figure 7).

Figure 7. TYPA students learn about central Wisconsin ThedaStar's emergency medical rescue helicopter and operations

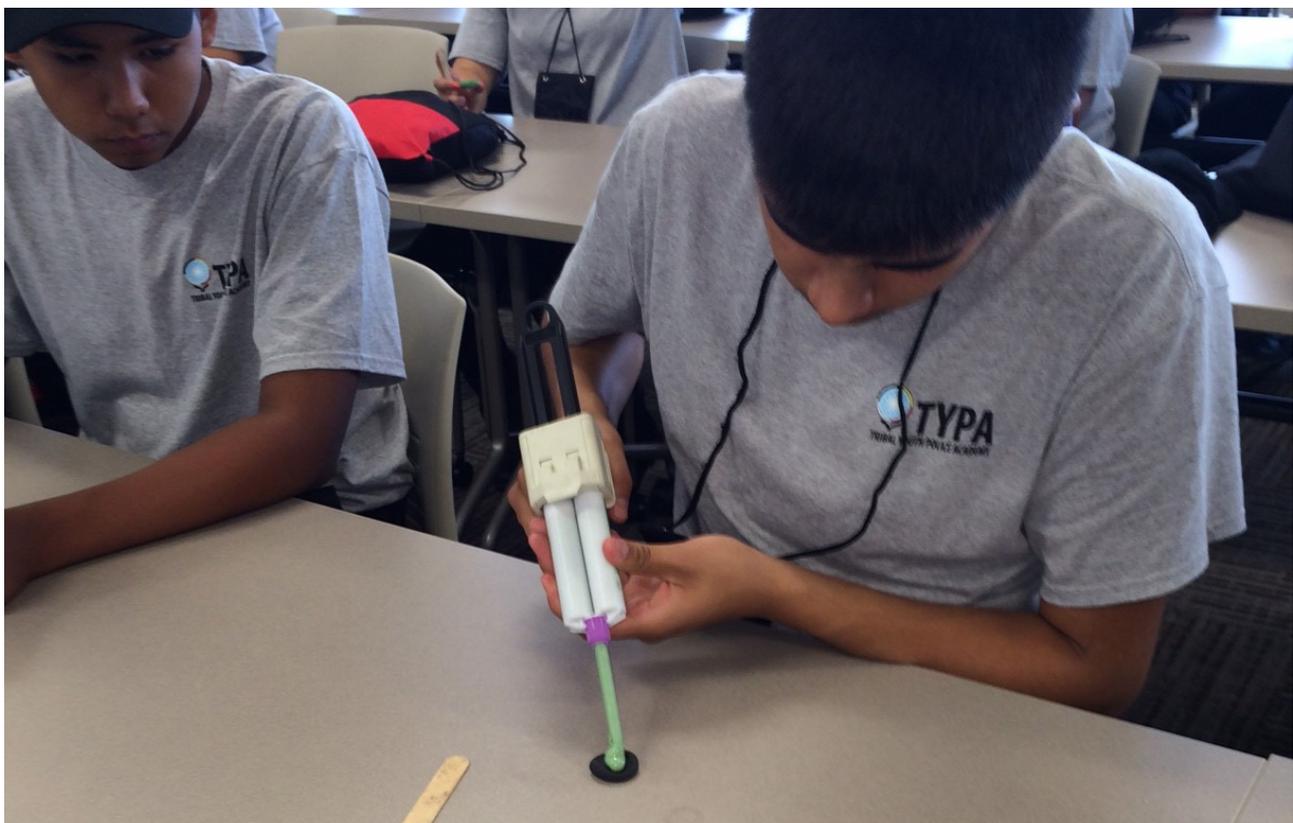


During the afternoon of day 3, students separated into three groups. Each group attended one of the following three-hour sessions: Defensive Tactics, Room Clearing Tactics, or Use of Force Simulation. To ensure that all students attended all three sessions, day 3 comprised a rotational curriculum format in both the morning and afternoon. These three sessions aimed to provide students with the opportunity to gain an understanding of some law enforcement tactical considerations.

Each session comprised hands-on training that required students' physical participation. The Defensive Tactics session taught students various ways to defend themselves properly from attack; Room Clearing Tactics showed students how to safely clear a building of threats; the Use of Force Simulation taught criteria for when police may use force, including deadly force, to protect themselves or others.

During the later session, a simulator projected a use of force scenario onto a screen, and students had the opportunity to react while being coached by an instructor. Through these sessions, students learned the complexity of police work and the years of training involved in becoming proficient not only in tactics but also in the decision-making process that plays into the use of these tactics.

Figure 8. Students participate in hands-on crime scene investigation and forensic science exercises



Day four

On the fourth day, students participated in and listened to a series of demonstrations and lectures (see figure 8). In the morning, the Grand Chute Police Department (Appleton, Wisconsin) gave a demonstration regarding police forensics and crime scene investigation. As part of the theme of criminal investigations, students practiced dusting for fingerprints and casting a mold of footprints. In addition, the Wisconsin Department of Criminal Investigation gave a presentation on fire investigations.

The afternoon consisted of an interactive presentation on suicide prevention and a presentation titled Real Colors.⁴¹ The Real Colors presentation and activities allowed students to explore and understand different types of temperaments and communication styles. This presentation allowed students to identify their own temperament and style of communication. Most important, it allowed students to learn how their communication styles interact both positively and negatively with others' styles and also gave them tips on turning negative interactions into positive ones.

In addition to the day's programming, students listened to a presentation from the University of Wisconsin-Oshkosh Native American Student Services Coordinator. They discussed the importance of higher education as it relates to pursuing a career in criminal justice.

Day five

On the fifth day, students completed their rotation of defensive tactics, room-clearing tactics, and use of force simulations. They also received a lecture on tribal law from Ralph Jefferson, the acting Tribal Police Chief for the Lummi Nation in Washington. (Jefferson also served as a mentor during the entire academy.)

Day six

The sixth day saw students learning the basics of one of the most common activities conducted by law enforcement: the traffic stop. Instructors demonstrated proper tactics when conducting a safe traffic stop. Students also learned the importance of proper communication with community members they are detaining for an infraction. Students rotated from being the officer conducting the traffic stop to being the driver and passengers in the suspect vehicle. Students performed many phases of a traffic stop including relaying information to dispatch via radio, conducting a safe approach, using proper positioning at the vehicle, communicating directions to the driver and passengers, and identifying the driver through valid form of identification. As students waited their turn, academy mentors led them in activities designed to increase their comfort level with public speaking.

Day seven

On the seventh and final day of the academy, students were able to use many of their newly acquired skills in a role-playing scenario. The group gathered outside of the FVTC main campus facility and watched as two mentors acted out a robbery in the parking lot. Students observed the events in eight groups. Three stations were set up as part of the scenario.

41. Real Colors, "History" (see note 3).

First, the group received a briefing on the police investigation performed after the crime occurred. They were informed that a suspect had been identified and that investigators believed he was staying at a local residence. A search warrant was issued to look for the suspect and stolen property for the residence. Student teams were then tasked with safely and tactically clearing the mock residence in search of the suspect. Instructors coached the teams through the residence as the students searched for the suspect (see figure 9). After clearing the residence and locating the suspect, teams went into a briefing room. They discussed what they observed when the crime was committed and what they observed during the search of the residence.

One student from each team was then elected to provide testimony in a court proceeding. The teams then took part in a mock court proceeding with a presiding judge and a prosecutor asking questions.

Though students were not able to conduct all aspects of a complete criminal investigation and prosecution, they were able to experience the realism of scenario training. They also learned that law enforcement and other criminal justice professionals must be proficient thinkers and decision makers to succeed in their jobs. It was important for students to see that not all law enforcement careers involve police tactics and physical activity and that intellectual, verbal, and written communication skills are also needed in the criminal justice career field.

Figure 9. TYPA students conduct a room-clearing exercise as part of a larger role-playing scenario



At the conclusion of the mock crime scenario, the graduation ceremony began. Each student received a plaque commemorating his or her efforts as an academy student and accomplishments throughout the week. Squad and platoon leaders received special recognition for increased responsibility. St. Germaine addressed the students in his native language.

The 2014 TYPA gave 41 tribal youth the opportunity to speak with and listen to practicing law enforcement and criminal justice workers about how they do their jobs. Youth had the chance to see what the police, courts and corrections staff, social workers, and related professionals really do at their jobs and how their work helps the community. They had the opportunity to explore and assess their own skills, values, and interests in careers in community policing and a variety of criminal justice fields—potentially envisioning themselves in the professions.

Methodology

The first steps of the evaluation were to measure students' interests in criminal justice and careers in the field and their understanding of the most pressing problems in their community prior to the academy. To accomplish this assessment, students completed pre-academy questions on their perception of the experience (see appendix C). Students also completed post-academy questions at the conclusion of the seven-day academy (see appendix D). Parents and mentors completed questionnaires after the academy. Parents', grandparents', and mentors' post-academy questionnaire answers are attached in appendices H, I, and J, respectively.

The student pre-academy questionnaire contained 14 statements that students ranked from 1 "strongly disagree to 5 "strongly agree." Students also completed the sentence prompt, "What I hope to learn from this academy is . . ." In addition, students were asked to list the top three law enforcement jobs they would consider for a future career as well as the top three community safety and wellness issues or challenges their tribal communities face.

The student post-academy questionnaire contained 20 questions and statements that students ranked using the same scale. Thirteen statements were identical to those in the pre-evaluation questionnaire, but the post-academy questionnaire contained seven additional questions and statements concerning the value and success of the academy. It also included the prompt, "What action steps do you plan on taking as a result of this academy?" Students were again asked to list the top three law enforcement jobs they would consider for a future career as well as the top three community safety and wellness issues and challenges that their tribal communities face. In addition, they listed the three academy experiences they considered most consequential.⁴²

42. Not all participants, mentors, or parents completed the assessment phase. There are some standardized questions not included because too few people replied to the item.



Evaluation and Outcomes

The National Criminal Justice Training Center (NCJTC) evaluated the five-day TYPA to determine its effectiveness and to gain information for continuous program improvement. Students, parents, and mentors provided input through pre- and post-academy questionnaires. NCJTC also conducted two-year impact interviews with the participants to gauge long-term academy impacts.

Of the many positive developments that arose from TYPA, the following are most noteworthy:

- Post-academy questionnaires indicate students' overall interest level in law enforcement careers increased, and those interested in law enforcement careers indicated interest in a more specific role within law enforcement. Students listing police officer as their first-choice law enforcement career nearly doubled after the academy, while unique responses for both first and second choices fell.
- Students are substantially more aware of community safety and wellness issues and challenges after TYPA, surveys show. The number of students who identified drug abuse as the most pressing issue or challenge in their communities rose by 450 percent after the academy. Responses for alcohol, the runner-up, rose by 350 percent.
- Students received positive exposure to higher education in addition to positive exposure to law enforcement. All students stayed in community college dorms and listened to a four-year college representative present regarding the importance of higher education.
- Thanks to the TYPA program, 41 Native American students from a variety of tribes and states increased their knowledge of law enforcement operations and career opportunities in August 2014. Student surveys and follow up comments showed that TYPA students are substantially more aware of community safety, social justice, and wellness issues and challenges, are more interested in law enforcement careers, and have a better sense of law enforcement careers that best suit them post-academy than young people who did not participate in the TYPA.
- Bolstering the recruitment of students and agency representatives could result in a larger reach and a greater rate of entrance of TYPA students into the law enforcement and criminal justice field.
- Included in the TYPA evaluation was a two-year follow up with participants through interviews with students and parents and grandparents.

Student pre- and post-academy comparison

Prior to their participation in the academy, students rated 13 statements on a scale of 1 "strongly disagree" to 5 "strongly agree" or questions on a scale of 1 "not very" to 5 "very." Of the seven statements and questions this report will discuss, the average response was 4.08. The statement "I

recognize there are many jobs in the law enforcement field, other than police officer” received the highest average response (4.56). The question “How knowledgeable were you on the topic of law enforcement before the Academy?” received the lowest average response on the scale of “not very” to “very” (3.30).

Preceding the academy, students listed the top three community safety and wellness issues or challenges their tribal communities are currently experiencing. The top issue identified by students was drug abuse (six responses); the runner-up was alcohol, with two responses. The issue identified by students as the second-most important was drug abuse (three responses); the runner-up was alcohol abuse with two responses. Bullying and domestic violence tied for the third-most important issue with two responses each.

Also prior to the academy, students were asked to list the top three law enforcement or criminal justice careers they would be interested in pursuing in the future. The most frequently listed top choice was police officer (nine responses), followed by highway patrol (four responses). Police officer and SWAT tied for the most frequently listed second choice (four responses each), followed by lawyer and detective (tied with three responses each). Lawyer was the most frequently listed third choice (six responses), followed by sheriff (two responses).

After the academy, students rated the same 13 statements they had rated before the academy on the same scale. Of the seven statements discussed in this report, the average response was 4.63. The statement “I recognize there are many jobs in the law enforcement field other than police officer” received the highest average response (4.90). The statement “Up to this point, I’ve had positive experiences with law enforcement” received the lowest average response (4.44).

After the academy, students listed the top three community safety and wellness issues or challenges their tribal communities are currently experiencing. The top issue identified by students was drug abuse (27 responses); the runner-up was alcohol, with seven responses. The second-most important issue identified by students was alcohol (14 responses); the runner-up was drug abuse, with eight responses. Alcohol, drugs, and bullying tied for the third-most important issue (three responses each); the runner up was lack of youth programs, with two responses.

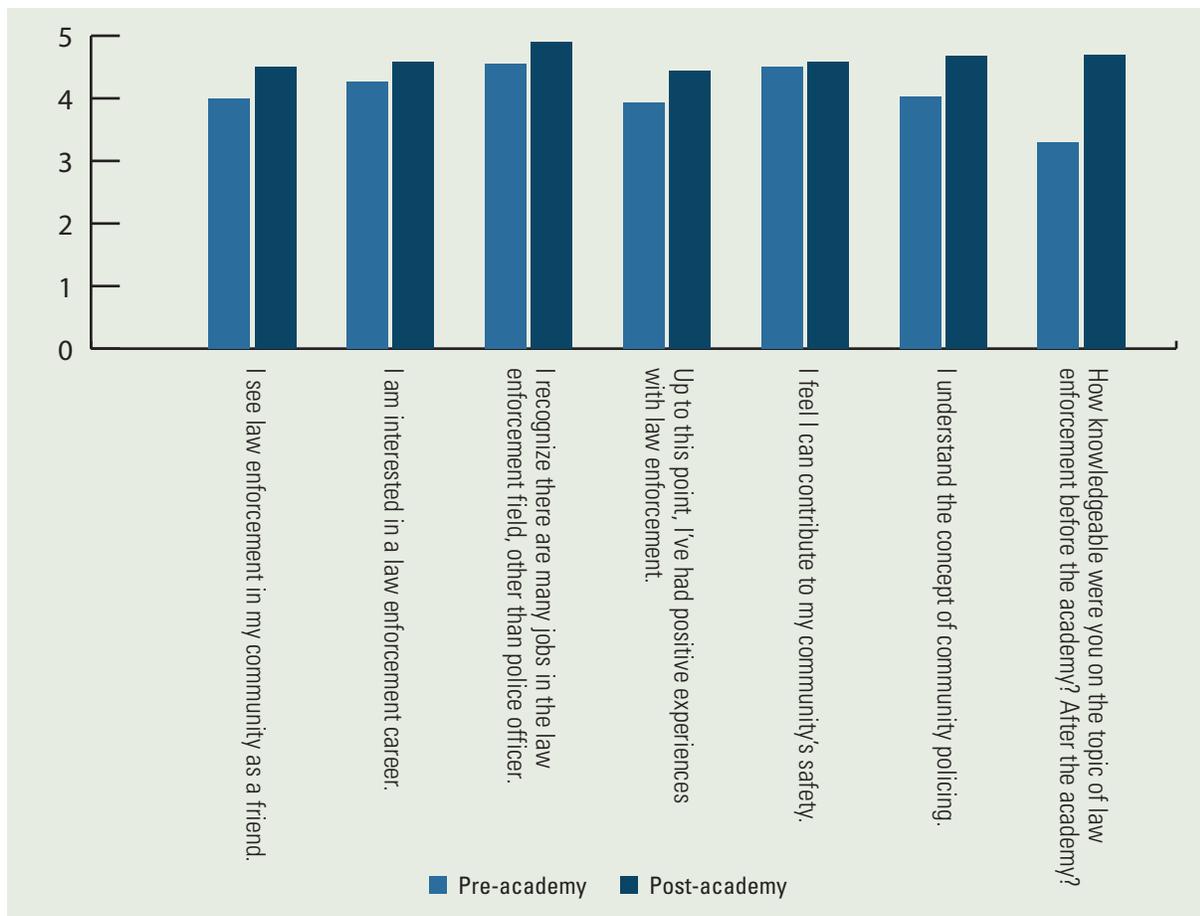
Also, after the academy, students were asked to list the top three law enforcement or criminal justice careers they would be interested in pursuing in the future. The most frequently listed top choice was police officer (19 responses), followed by forensics (four responses). Detective was the most frequently listed second choice (three responses), followed by lawyer, K-9 officer, and corrections, which tied with two responses each. Police officer was the most frequently listed third choice (two responses).

The top issue identified by TYPA 2014 students in both pre- and post-evaluations was drug abuse.

Final pre- and post-academy comparison

Average responses to the seven aforementioned questions and statements rose after the academy by less than one point except responses to the question “How knowledgeable were you on the topic of law enforcement before the academy? After the academy?” Responses to this question rose by 1.40 points, the greatest rise exhibited among the question and statement set. The average rise of most responses was at or around one-half of a point. Responses to the statement “I feel I can contribute to my community’s safety” rose the least of all statements (by less than one-tenth of a point). Figure 10 summarizes the responses.

Figure 10. Pre and post-academy student response comparison



Student community challenges

Students listed the top three community safety and wellness issues and challenges their tribal communities are currently experiencing. The top issue identified by students in both pre- and post-evaluations was drug abuse, which rose 450 percent after the academy (pre-academy, six; post-academy, 27). Responses for alcohol, the runner-up, rose 350 percent.

Prior to the academy, the second-most pressing issue identified by students was drug abuse. After the academy, alcohol surpassed it, but students who named it as the second-most important issue increased sevenfold after the academy (pre-academy, two; post-academy, 14).

After the academy, drug abuse was the runner-up for the second-most important issue, with eight responses. Prior to the academy, bullying and domestic violence tied for the third-most pressing issues (two responses each). After the academy, alcohol, drugs, and bullying tied, each with three responses. The list of issues identified as the third-most important increased nearly fourfold (pre-academy, five; post-academy, 19) after the academy. Answers mentioned after the academy but not before it included physical and emotional abuse, child abuse, synthetic marijuana, littering, cyber hazing, civil rights, and unprofessionalism. See appendix E, table 3 for full summary of safety and wellness issues reported by students.

The academy appears to have focused career choices for students.

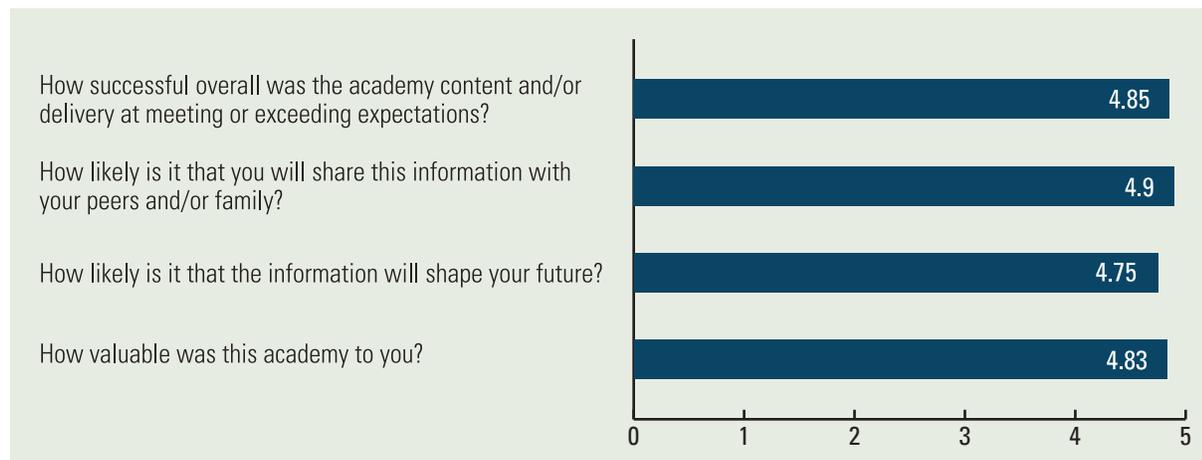
Students were asked to list the top three law enforcement or criminal justice careers they would be interested in pursuing in the future. Prior to the academy, the most frequently listed top choice was police officer (nine responses). After the academy, police officer remained the most frequently listed top choice, and the number of students who chose this career field nearly doubled (19). The academy appears to have focused career choices for students: Unique responses dropped from 15 pre-academy to 13 post-academy.

Prior to the academy, police officer and SWAT tied for the most frequently listed second choice. After the academy, detective rose to the most frequently listed second choice. Once again, unique responses dropped—from 17 pre-academy to 10 post-academy—signaling a narrowing of career choices. Prior to the academy, lawyer was the most frequently listed third choice, with six responses. After the academy, police officer won out with two responses; lawyer nearly dropped off the list, receiving only one response. See table 4 in appendix F for full summary of responses.

Student post-academy interviews

After the academy, students responded to four satisfaction questions on a scale of 1 (lowest) through 5 (highest). All questions scored an average response of at least 4.75, with responses to the question “How likely is it that you will share this information with your peers or family?” averaging the highest at 4.90, and responses to the question “How likely is it the information provided will shape your future?” averaging the lowest at 4.75. Figure 11 summarizes the responses.

Figure 11. Post-academy satisfaction



Students listed the top three most impactful academy experiences. The ropes and leadership course received the most votes (seven) for first choice, followed by building new friendships and family (four), which received the most votes (four again) for second choice. Push-ups received the most votes (four) for third choice. Other positive experiences listed by students included SWAT demonstration, room clearing techniques, talking about feelings, forensics, the experience of staying on a college campus, and suicide prevention. See appendix G, table 5 for a full summary of students’ top three experiences during TYPA.

When asked what impact the academy had on their lives and futures, students’ feedback was overwhelmingly positive. Many students reported a new or renewed interest in law enforcement careers, an increase in self-confidence, and a greater awareness of issues affecting their communities. Several students’ responses are listed in the following sections.

Student feedback—impact on lives

- It really changed my view on police. I never hated them. It just made me respect them a lot more.
- It helped me realize there are so many Native American peoples, not just the ones I know, who need help with how they are living. I feel more confident in myself, and I made friends.
- They changed the way I think about school.
- The academy has me leaning more towards working in law enforcement.
- It made me more of a leader. I want to join the police and am getting ready to go into the military (army).

Student feedback—academy content

- I got to learn more about the law, what police men and women train for, [and] also my rights and meeting new people.
- I had a great experience here. I learned discipline and to think about what I say before I talk. Everything was awesome.

Student feedback—effects on community service career and education paths

- I went and fed the homeless and went to the policeman dinner a week ago.
- My brother is a cop and I do ride-alongs. I start working corrections soon.
- It exceeded my expectations because I thought it was going to be fitness 24/7, but it became an experience that I will always remember and will help me continue my path toward a career in law enforcement.
- The academy delivered the experience of what it's like to be a cop or work in the criminal justice field very well. It showed me other criminal justice careers and things that I did not know or think about.
- It has greatly affected my plans. I am now searching for colleges with criminal justice programs so I can develop a career in criminal justice.

Student feedback—leadership skills

- I learned many things and met tons of my own good people. Learned how to better my leadership skills.
- My little brother is very disrespectful and now I believe that I can bring him to the right path. It has made me more mature; the academy was better than I thought it would be.

Student feedback—instructional staff

- It was way more interactive and the instructors really talked to us on a personal level, which helped a lot.
- The staff here were great and they worked us hard. They never gave up on us. They worked hands-on with us. They explained, and they demonstrated. It was awesome including everything they taught us about fire investigation, reactive guard, and police guard.

Student feedback—networking, relationship building, and impact on family life

- This was very successful because I was pushed to do the right thing. I also met new, great people to help walk the right path to the future.

Student feedback—additional comments

- This academy has been the best experience in my entire life. I gained family here, and I wish I could come back to experience it again.

Two-year follow-up interviews

Julian Garcia, NCJTC associate and TYPA mentor and instructor, conducted interviews with students approximately two years after the TYPA regarding its impact on them and whether they have further engaged with law enforcement or community policing activities in their community, pursued a criminal justice or public safety career path, or pursued post-secondary education or leadership activities. The following sections include highlights from the interviews.

Student from Zuni Pueblo, New Mexico

This student attended other Explorer programs in the past but shared that none impacted her the way TYPA did. She indicated she never felt the same connection she did when she was with the TYPA program. Although she did not come to the academy with any friends, she felt she left the program with a new family. She still keeps in contact with some of the students who attended the program. She said the TYPA program helped her get her voice back while shouting out cadence during group exercise. She shared that because of attending the program, she now wants to work within her tribe to help the community and ultimately join their police force. She stated that by the end of 2016 she hoped to have signed up with the National Guard because she also wants to serve her country. This student credits the TYPA for giving her the confidence to challenge herself to accomplish these goals.

Student from Wyandotte Nation, Oklahoma

This student graduated from high school and in 2016 was attending his local college to study criminal justice. He stated that long before TYPA, he wanted to be a police officer. He has volunteered and worked part time for his tribal police department during the previous three years and was finally getting closer to achieving his goal.

This student considered himself a successful student during his high school years and hoped to apply those leadership and athletic skills during his law enforcement career. He described TYPA as a great learning experience that he is still able to apply as of the 2016 interview. He still thought about the lessons he learned from the program and hoped to pass on similar knowledge to future students or peers seeking the same path. He said being able to speak with and learn about other tribal members from other parts of the country allowed him to feel not so different and learn he is not alone. Others shared about the pressures of growing up on a reservation, and it encouraged this student to talk to them about it. This allowed him to feel more comfortable and gain a new kind of confidence.

Student from Colville Tribe, Washington

This student was 16 years old when he attended TYPA 2014. Two years later, he was actively pursuing his dreams of working in law enforcement. He planned to do a ride-along with the local police department when he turned 18. He wanted to become a police officer and shared that he originally thought police work was going to be easy but found it to be difficult in terms of the amount of stress and danger they face.

The academy gave him a newfound respect for the officers in his area. He said attending the TYPA program helped him get over being shy and allowed him to become more outgoing. This student also stated that since attending the TYPA program, he had become more helpful around the house with chores and daily household functions. He described how the program helped teach him leadership skills and how to help others change for the better. Because of this, he helped coach youth football. He wished more kids could attend the program because of the many struggles tribal youth face such as gang violence and alcohol.

Student from Pueblo of Jemez, New Mexico

After TYPA, this student attended a corrections academy for the jail near his hometown. He now serves as a corrections officer. He plans to continue this role until he is old enough to attend a police academy. He stated that he has always wanted to become a police officer, but attending TYPA confirmed his passion. While he was still in school, this student participated in several community service and youth mentorship opportunities. He discussed his TYPA experience with the youth and felt the program gave him the leadership skills to do this. He mentioned that his

fondest memories of TYPA included learning how important a police officer's job is, based on scenarios he was able to participate in, as well as the friendships built. TYPA also taught him how to become more engaged in his community.

Student from Tonkawa Tribe, Oklahoma

In his two-year post-TYPA interview, this student shared that he missed the TYPA program and thought about it all the time. He kept in contact with a few of the friends he made while going through the week at the academy. He wished the program was much longer.

The student said he worked for the Tonkawa Tribe Fire Department as part of a summer program from 8:00 a.m. to 4:00 p.m., assisted with chores around the station and was able to go on some of the calls for service. He indicated that the TYPA program allowed him to open up to the possibility of becoming a firefighter.

Before attending the academy, he said, he had difficulty speaking to new people; but he felt the TYPA provided him the tools to work on public speaking. He said the hands-on practical exercises really helped him think, and the structure showed him discipline. He also was considering joining the Air Force once he finished high school.

Student from Fort Mojave Indian Tribe, Arizona

This student, who was 15 years old during the 2014 TYPA, shared two years later that the TYPA program gave her a clear understanding of what she wanted to do with her life. TYPA "sealed the deal" that she wanted to become a police officer. After TYPA, she enrolled in another youth police academy. She said that although it was not as fun as TYPA, it helped her confirm her career plans. At the time of the interview in 2016, she was finishing her last year of high school and had plans to move to San Francisco to further pursue a criminal justice degree and work toward becoming an officer.

Student from Keeweenaw Bay Indian Community, Michigan

This student said that attending TYPA in 2014 was one of the best experiences of his life. He expected the TYPA program to be a "boot camp" and thought he was going to get yelled at and told what to do. Instead, he found out it was far from that, it was about "teaching respect and building leadership." He shared that because of the program, he was able to build the confidence to talk to people as before he was too shy and nervous. Now, he reaches out to people who are struggling with the same issues. He became one of the captains of the varsity football team for his high school where he also excelled in basketball, coming in third place in the state in blocked shots. He relayed that once he graduated from high school; he wanted to join the Navy and had the blessing of everyone in his family.

Student from Spokane Tribe, Washington

Since TYPA, this student graduated high school and attended the University of Washington. He shared he gained the desire to help others in need as a result of attending TYPA. His experience at TYPA helped him determine that he wanted to pursue a degree in early childhood development and family studies. He continued working for his local youth center running programs and coordinating group activities for at-risk youth. He felt it is important to help the younger generation and wanted to be actively involved in the process.

Student from Washington State

This student shared that she finished high school and is ready to explore the world. She said prior to attending the program, she had only ever left her reservation once. This was a huge step for her because she did not know anyone and felt she did not make friends very easily at the time. She described how once she arrived at TYPA, she began to socialize with others and quickly established friendships. She said prior to attending she did not feel comfortable talking to new people but now gets excited to meet some fresh faces. She said being away from home and spending time with strangers in Wisconsin was something she never felt was possible. Now she says she knows there is more to life than her own reservation. She cannot wait to see what the world has in store. She enjoys making furniture as one of her hobbies and hopes to attend job corps. She explained that she still remembers some of the lectures she heard while attending TYPA and uses the lessons learned. She even reads the notes she took during the program to refresh her memory of those lessons to this day.

Additional post-academy student testimonial

The following information was collected and submitted in December 2019 by Warren Warrington, Master Sergeant, Menominee Tribal Police Department, who was an NCJTC associate and TYPA mentor and instructor.

Student from Menominee Indian Tribe, Wisconsin

Since October 2018, a TYPA student from the Menominee Indian Tribe of Wisconsin has been working in a community policing role for the Menominee Tribal Police Department. Once he is of age in December 2019, the tribal police department plans to send him through the recruit academy to become a certified police officer.

Observing his father performing police duties originally piqued his interest in becoming a police officer. He also observed other officers in the community and felt a calling to serve. He shared that he has always held the policing profession in high regard and longed to provide that type of service to the community.

He said his experience at TYPA further solidified his intention to serve. He also explained that the talking circles and experiences related to the cadets by the mentors and other adults at the TYPA were of utmost value in helping him become steadfast in his resolve to enter the policing profession. The team-building exercises on day one left an indelible impression on him. Getting to know other people from other parts of the country and becoming part of a functional team in very short order was very remarkable for him as well. Once the end of the TYPA experience was near and the teams began to practice room clearing techniques, he felt he was part of a team that was capable of performing a task that, only a week before, none of them had any clue how to perform. The trust that was built between the members of the team allowed the team to succeed.

He would like to extend a huge thank you to the staff of Fox Valley Technical College and the TYPA for allowing him to participate in the program.

Student follow-up comments 2017

Email from a student to Justine Souto on February 13, 2017

- TYPA was really one of the best experiences of my life. I couldn't stop talking to people about how great it was. Now the academy helped me realize that I want to get into a field that would be able to help people. For a long time after that I was so sure that I wanted to become a police officer. But recently I am currently looking into the career of U.S. Senator as my main objective. I'm currently working on getting accepted at University of Wisconsin – Green Bay. My degrees are focusing on political science, social justice, and resource management. I was recently the governor of YPCL, which stands for Youth as Partners in Civic Leadership. YPCL is a conference that brings nonprofit organizations from all over Wisconsin that are led by Wisconsin youth. The organization focuses on bettering our communities. This conference is meant for us all to come together and share our work on ending teen dating violence. We work with middle school kids every Friday and are currently working on presenting to our local high schools. I am also on a sexual assault council. We currently are working on creating a movement that will bring awareness and prevent sexual assault throughout Wisconsin. We got funding and I might get possible pay for working. I am going to conferences to learn more so I can help.

Recommendations and replication at the local level

The TYPA is a promising practice that with careful planning could be replicated at a local or regional level to incorporate applicable cultural considerations and traditional values based on the particular community or region. Tribal communities and parties who wish to develop similar projects could refer to the TYPA's activities, resources, and lessons learned to similarly support Native youth. Key important steps to consider in implementing a similar program include the following:

- Define the core purpose, mission and vision statements, and objectives for your program.⁴³
- Define your target audience(s). Are you targeting a certain age group? Will your program be gender-specific? Will parents or caregivers also participate?
- Identify and invite key stakeholders to planning discussions. Tap into those with whom you already have positive relationships such as directors of youth groups, a school resource officer, tribal leaders, elders, educators, the local Boys and Girls Club, etc. Consider engaging surrounding jurisdictions to factor in their field practitioners' knowledge and available resources to support the program.
- Identify a core group to design and develop the curricula. Aim for a mix of cultural and law enforcement and criminal justice professional backgrounds.
- Design your curricula based on your mission, vision and your target audience.
 - Be sure to consider how the content of the curricula supports the mission and vision. Read up on promising practices and interventions that work with tribal youth such as providing tribal elders as mentors and using Native languages and customs.
 - Do you want to just focus on law enforcement or also incorporate other criminal justice professions, fire, and EMS elements to your program curricula?
 - Determine supplies and resources you will need to support your curricula design such as classroom facilities, training equipment, and what you need to run interactive exercises and activities. Run through the entire program in your mind. How many days and nights will the program run? How many sessions do you plan to hold each day? How will you open and close the program in a traditional and culturally appropriate way? How will the facilities be set up for each session? Who will set them up? How many meals and snacks need to be served? How will you ensure that participants do not consume something they are allergic to? How will staff be assigned for overnight stays with youth? Thinking through the details beforehand will provide many ideas and help you avoid some pitfalls.

43. A mission statement is a one-sentence statement describing the reason your organization or program exists. A vision statement is a one-sentence statement describing the clear and inspirational long-term desired change resulting from an organization or program's work. Top Nonprofits has some great tips on writing mission and vision statements and sample statements from various organizations and programs. "Top Nonprofits," Top Nonprofits, accessed September 17, 2018, <http://www.topnonprofits.com>.

- Create your budget based on your curricula, instructional needs, supplies required, rental fees for training and meeting space, any student lodging and travel expenses required, etc. Be sure to include the expenses and costs for instructors, mentor, counselors, coaches, and other professionals if their time and labor are not strictly voluntary.
 - In an ideal situation, the program will be of no cost to the participating youth. Based on your budget, seek potential sponsors such as local businesses and organizations and any other funding sources to support your program such as grants available through federal, state, county, and local entities. Be creative and think outside the box. Sometimes large companies or corporations in your area, such as car dealerships and construction companies for example, are willing to donate to youth-based initiatives as an investment in their community.
 - Note that some of your sponsors may also be in your key stakeholder group.
- Create your participant application package based on your target audience and identify your selection criteria.
- Design and implement a marketing plan. Will you market locally, regionally, nationally, or across a specific list of neighboring tribal communities?
- Select and notify your accepted participants as well as any you are unable to accept into the program based on either selection criteria or budget limitations. Send full logistical information and any required liability waivers to the parents or guardians.
- Create and implement a program evaluation in order to measure success and identify any necessary changes you may need to make for future programs. You may want to consider conducting a pre- and post-evaluation to help identify whether your objectives were met and measure student change and growth. Sharing positive evaluation information may support future and additional sponsorships.
- Celebrate that you have created a unique and valuable program!

Two other successful program models that are either geared specifically to Native youth or engage tribal youth living in the surrounding region and apply similar concepts to the TYPA are Camp Triumph and Camp Fury, as previously referenced. These programs demonstrate the importance of seeking partnerships with key community stakeholders and sponsors in order to plan and implement a successful program and also serve as a success model for those wishing to implement similar initiatives. Please see appendix K to review key stakeholders and partners of Camp Triumph and Camp Fury as examples.

It is also emphasized that a vital element for those wishing to implement similar tribal specific projects is to identify and recruit respected elders from tribal communities who can engage American Indian and Alaska Native youth in the same manner as St. Germaine did with the TYPA program.



Conclusions

The 2014 Tribal Youth Police Academy (TYPA) assessment demonstrates that this type of program is needed to introduce tribal youth to pro-social activities, positive experiences with the criminal justice system, and interaction with tribal professionals within that system. Overall, the students and parents had very positive responses to the experience. Though the sample size was limited, most students rated their time during the TYPA as highly satisfactory. There was also a positive trend in their perceptions of law enforcement and jobs in the criminal justice system and their understanding of community safety issues.

Likewise, parents reported encouraging changes in their children after attending the TYPA. This includes changes in personal temperament, with one parent reporting their child was less shy after the experience. Others commented that their children had developed leadership skills because of the TYPA. Finally, both parents and mentors noted that many of the participants were considering a career in the criminal justice field.

In addition, several mentors indicated they have stayed in touch with many of the TYPA students and continue to see the impacts of TYPA in terms of their confidence to pursue their goals and dreams, follow-through, and commitment to pursuing further education and career paths in criminal justice and how it has changed their relationships with their families and peers.

St. Germaine said,

“I think about TYPA often and of the youth who were fortunate enough to have been able to attend. I offer my tobacco and ask Creator to watch over them and guide them on a continued good path in their lives. I trust that the structure, order and discipline that a majority of our youth are missing in their lives will remain secure in the TYPA youth who thrived on it combined with the traditions, culture, and spirituality they experienced.

“TYPA gave much of this to the youth who attended. We stood them up, brushed them off and pointed them in a positive and healthy direction that in my culture we call, *minobimaadiziwin*. My hope and prayer are that TYPA might one day become a permanent program.”

As St. Germaine noted, there is an ongoing and further need for continuing the support for such successful intervention programs as the 2014 TYPA. The *Final Report of the President’s Task Force on 21st Century Policing* published in May 2015 expresses support for such programs. The report noted how it is important “to bring long-term improvements to the ways in which law enforcement

agencies interact with and bring positive change to their communities.”⁴⁴ The report stressed the importance of (1) community policing when working with communities to co-produce public safety, (2) protecting the most vulnerable such as children and youth [who are] most at risk for criminal or violence, and (3) avoiding tactics that unnecessarily stigmatize youth and marginalize their participation in schools.

Further, the report noted “communities should affirm and recognize the voices of youth in community decision-making, facilitate youth participation in research and problem solving, and develop and fund youth leadership training and life skills through positive youth/police collaboration and interactions.”⁴⁵

There were two action items relevant to youth programs:⁴⁶

1.5.2 Action Item: Law enforcement agencies should create opportunities in schools and communities for positive non-enforcement interactions with police. Agencies should also publicize the beneficial outcomes and images of positive, trust-building partnerships and initiatives.

4.5.2 Action Item: Law enforcement agencies should engage youth and communities in joint training with law enforcement, citizen academies, ride-alongs, problem solving teams, community action teams, and quality of life teams.

Programs such as the Tribal Youth Police Academy provide opportunities for Native American youth to offer their voices and feel heard, familiarize young people with typical police-community interactions, and encourage dialogue between police officers and youth.

In addition, role-play exercises such as those conducted in TYPA 2014, depict criminal justice and community interactions including police stops, corrections procedures, prosecutorial processes, and juvenile justice operations. Youth take on these role(s) as part of the exercises, assisting in fostering interest in law enforcement and criminal justice career paths.

We also encourage tribal communities to explore working with local partners and potential sponsors to develop and offer youth explorer programs or similar opportunities for their youths. Continued federal funding opportunities would be instrumental in helping Native American communities grow their own public safety leaders and professionals.

44. President’s Task Force on 21st Century Policing, *Final Report of the President’s Task Force on 21st Century Policing* (Washington, DC: Office of Community Oriented Policing Services, 2015), 4, <https://cops.usdoj.gov/RIC/ric.php?page=detail&id=COPS-P311>.

45. President’s Task Force on 21st Century Policing, *Final Report*, 94 (see note 44).

46. President’s Task Force on 21st Century Policing, *Final Report*, 3 (see note 44).

Appendix A. TYPA Agenda

Sunday, August 10 (student arrival and orientation)

2:00 p.m. – 5:00 p.m.	Students arrive in Appleton (ATW)
Shuttle transport to Oshkosh	Shuttle from ATW to Gruenhagen Conference Center Oshkosh, WI
5:00 p.m. – 7:00 p.m.	Uniform distribution, room assignments, dinner
7:00 p.m. – 8:30 p.m.	Student orientation; traditional opening/talking circle and reflection – agenda, rules, expectations Titan Lounge
8:30 p.m. – 9:30 p.m.	Free / Recreation
9:30 p.m. – 10:00 p.m.	Retire for the night (lights out at 10:00 p.m.)

Monday, August 11 (team building)

6:00 a.m. – 7:30 a.m.	Wake, shower, breakfast (Blackhawk Commons – UW Oshkosh)
7:30 a.m. – 9:00 a.m.	Travel to Center for Organizational Advancement (Oconomowoc, WI)
9:00 a.m. – 12:00 p.m.	Team building challenge course Center of Organizational Advancement (Oconomowoc, WI)
12:00 p.m. – 1:00 p.m.	Lunch Subway of Oconomowoc
1:00 p.m. – 4:00 p.m.	Team building challenge course Center of Organizational Advancement (Oconomowoc, WI)
4:00 p.m. – 5:30 p.m.	Travel to Oshkosh, WI
5:30 p.m. – 6:30 p.m.	Dinner
6:30 p.m. – 9:30 p.m.	Recreation, talking circle, reflection – Ernest St. Germaine and Justine Souto
9:30 p.m. – 10:00 p.m.	Retire for the night (lights out at 10:00 p.m.)

Tuesday, August 12 (demonstrations and skill building)

6:00 a.m. – 7:30 a.m.	Wake, shower, breakfast (Blackhawk Commons – UW Oshkosh)
7:30 a.m. – 8:15 a.m.	Travel to FVTC main campus (HS304 / HS306)
8:15 a.m. – 9:00 a.m.	Physical fitness Julian Garcia, Tohono O’odham Nation Police Department
9:00 a.m. – 12:00 p.m.	Demonstrations SWAT tribal conservation, bomb tech DARE and drug seizure vehicle (Oneida Nation PD) K-9 police – fire – rescue (Ashwaubenon Public Safety) ThedaClark Helo
12:00 p.m. – 1:00 p.m.	Lunch FVTC commons
1:00 p.m. – 4:00 p.m.	Law enforcement skills MILO simulator – Philip Schaefer, FVTC Staff Room clearing – Steven Skenandore, Las Vegas Metro Police Department Defensive tactics and physical training – Julian Garcia, Tohono O’odham Nation Police Department
4:00 p.m. – 4:30 p.m.	Travel to UW Oshkosh
4:30 p.m. – 6:00 p.m.	Dinner Blackhawk commons
6:00 p.m. – 7:00 p.m.	Lecture and discussion – Alcohol and Substance Abuse in Indian country Warren Warrington, Menominee Nation Ernest St. Germaine, Lac du Flambeau Band of Lake Superior Chippewa
7:00 p.m. – 8:00 p.m.	Talking circle and reflection – Ernest St. Germaine
8:00 p.m. – 9:30 p.m.	Recreation
9:30 p.m. – 10:00 p.m.	Retire for the night (lights out at 10:00 p.m.)

Wednesday, August 13 (special topics)

6:00 a.m. – 7:30 a.m.	Wake, shower, breakfast (Blackhawk commons)
7:30 a.m. – 8:15 a.m.	Travel to FVTC main campus (HS304 / HS306)
8:15 a.m. – 9:00 a.m.	Physical fitness Julian Garcia, Tohono O’odham Nation Police Department
9:00 a.m. – 12:00 p.m.	Forensics – Holly Schultz, Grand Chute Police Department Fire investigation – Bill Boswell, Wisconsin Department of Criminal Investigation
12:00 p.m. – 1:00 p.m.	Lunch FVTC commons
1:00 p.m. – 2:00 p.m.	Lecture and discussion – Suicide Prevention and Historical Trauma Cary Waubanascum, FVTC staff
2:00 p.m. – 4:00 p.m.	Real Colors – temperament, communication, and understanding Justine Souto, FVTC staff
4:00 p.m. – 4:30 p.m.	Travel to UW Oshkosh
4:30 p.m. – 5:30 p.m.	Dinner Blackhawk commons
5:30 p.m. – 6:00 p.m.	Presentation – Importance of College and Education Chris Annis, UW Oshkosh Native American Student Advisor
6:00 p.m. – 7:00 p.m.	Lecture and discussion – Peacemaking and Restorative Justice / Courts Ernest St. Germaine, Lac du Flambeau Band of Lake Superior Chippewa
7:00 p.m. – 8:00 p.m.	Reflection – Ernest St. Germaine
8:00 p.m. – 9:30 p.m.	Recreation
9:30 p.m. – 10:00 p.m.	Retire for the night (lights out at 10:00 p.m.)

Thursday, August 14 (skill building)

6:00 a.m. – 7:30 a.m.	Wake, shower, breakfast (Blackhawk commons)
7:30 a.m. – 8:15 a.m.	Travel to FVTC main campus (HS304 / HS306)
8:15 a.m. – 9:00 a.m.	Physical fitness Julian Garcia, Tohono O’odham Nation Police Department
9:00 a.m. – 12:00 p.m.	Law enforcement skills MILO simulator – Philip Schaefer, FVTC staff Room clearing – Steven Skenandore, Las Vegas Metro Police Department Defensive tactics and PT – Julian Garcia, Tohono O’odham Nation Police Department
12:00 p.m. – 1:00 p.m.	Lunch FVTC commons
1:00 p.m. – 4:00 p.m.	Law enforcement skills MILO simulator – Philip Schaefer, FVTC staff Room clearing – Steven Skenandore, Las Vegas Metro Police Department Defensive tactics and PT – Julian Garcia, Tohono O’odham Nation Police Department
4:00 p.m. – 4:30 p.m.	Travel to UW Oshkosh
4:30 p.m. – 6:00 p.m.	Dinner Blackhawk commons
6:00 p.m. – 7:00 p.m.	Lecture / Discussion – Native Gangs Julian Garcia, Tohono O’odham Nation Police Department
7:00 p.m. – 8:00 p.m.	Talking circle and reflection
8:00 p.m. – 9:30 p.m.	Recreation – Ernest St. Germaine
9:30 p.m. – 10:00 p.m.	Retire for the night (lights out at 10:00 p.m.)

Friday, August 15 (skill building)

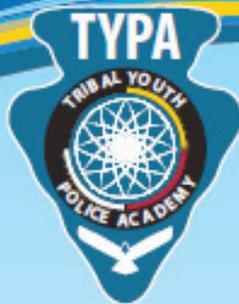
6:00 a.m. – 7:30 a.m.	Wake, shower, breakfast (Blackhawk commons)
7:30 a.m. – 8:15 a.m.	Travel to FVTC main campus (HS304 / HS306)
8:15 a.m. – 9:00 a.m.	Physical fitness Julian Garcia, Tohono O’odham Nation Police Department
9:00 a.m. – 12:00 p.m.	Law enforcement skills Traffic stops – instructors, mentors, FVTC staff High risk vehicle contacts – instructors, mentors, FVTC staff
12:00 p.m. – 1:00 p.m.	Lunch Catered
1:00 p.m. – 4:00 p.m.	Special topics – Tribal law, leadership, bullying
4:00 p.m. – 4:30 p.m.	Travel to UW Oshkosh
4:30 p.m. – 6:00 p.m.	Dinner Blackhawk commons
6:00 p.m. – 7:00 p.m.	Lecture and discussion – Emotional Survival in Law Enforcement Philip Schaefer, FVTC staff
7:00 p.m. – 8:00 p.m.	Talking circle and reflection – Ernest St. Germaine / Justine Souto
8:00 p.m. – 9:30 p.m.	Recreation
9:30 p.m. – 10:00 p.m.	Retire for the night (lights out at 10:00 p.m.)

Saturday, August 16 (scenario and graduation)

6:00 a.m. – 7:30 a.m.	Wake, shower, breakfast (Blackhawk commons)
7:30 a.m. – 8:15 a.m.	Travel to FVTC main campus
8:15 a.m. – 9:00 a.m.	Scenario instruction
9:00 a.m. – 12:00 p.m.	Scenario training
12:00 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 2:00 p.m.	Reflection and graduation ceremony
2:00 p.m. – 2:30 p.m.	Travel to UW Oshkosh
2:30 p.m. – 4:30 p.m.	Preparations for departure on Sunday – clean rooms, pack belongings
4:30 p.m. – 5:00 p.m.	Travel to Appleton, WI
5:00 p.m. – 7:30 p.m.	Dinner and group gathering
7:30 p.m. – 8:00 p.m.	Travel to UW Oshkosh
8:00 p.m. – 10:00 p.m.	Recreation and retire for the night (lights out at 10:00 p.m.)

Appendix B. TYPA Application Materials

Hurry! Applications are due by Friday, June 20, 2014!



Tribal Youth Police Academy*

August 11–16, 2014 | Appleton, Wisconsin | www.ncjtc.org/TYPA

TRIBAL YOUTH POLICE ACADEMY (TYPA)

The Tribal Youth Police Academy (TYPA) provides an excellent opportunity to explore law enforcement and other criminal justice careers. Classroom and hands-on learning will connect students and practitioners who provide instruction, serve as mentors, and answer questions about criminal justice careers. Students will participate in a large scale police scenario allowing them to investigate a case from beginning to end.

Academy students will hear from tribal leaders and tribal police officers about the challenges facing Native American youth. Faculty, staff, and guest speakers share a commitment to support and mentor academy students.

HIGHLIGHTED TOPICS

- Criminal justice career paths
- Police procedures
- Specialized police units
- Crime scene investigation
- Native gangs
- Drug abuse
- Bullying
- Suicide prevention

FREE TO ATTEND!

There is **NO FEE** to attend TYPA; however, participants are responsible for the cost and arrangements to and from their home airport. Airfare, lodging, ground transportation, and meals are funded through the Office of Community Oriented Policing Services, U.S. Department of Justice.

HOW TO APPLY

Hurry! A limited number of applicants will be accepted. Visit www.ncjtc.org/TYPA to download and complete the application and waiver forms. All application materials must be submitted no later than Friday, June 20, 2014.

STUDENT CRITERIA

Students must be:

- Between the ages of 14 and 17 by August 1, 2014
- An enrolled member or direct descendant of a federally recognized tribe
- A current student earning a high school diploma or GED

SUBMIT YOUR APPLICATION TODAY!

Applications must include:

- One letter of recommendation from 1) a tribal teacher, counselor, or school resource officer, **OR** 2) a tribal official such as a tribal council member, tribal police officer, or other tribal government official. The letter of recommendation should include why the applicant would benefit from the academy and what positive values the applicant displays such as integrity, leadership, and excellence.
- A written essay no more than 500 words indicating why the applicant believes he or she would benefit from the academy and why he or she are interested in a criminal justice career.
- A complete application and waiver forms.

VISIT WWW.NCJTC.ORG/TYPA TO:

- Download and complete the application and waiver forms
- Obtain logistical and lodging information
- Learn more about TYPA!

***This event is pending U.S. Department of Justice approval.**

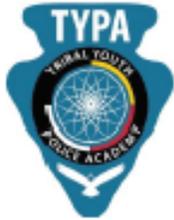


The project was supported by Cooperative Agreement Number 2013-14-E-00003 awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific companies, products, or services should not be considered an endorsement by the authors or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.



National Criminal Justice Training Center of Fox Valley Technical College

1825 N. Bluemound Drive, Appleton, WI 54914 | 10 West Edge Drive, Suite 106, Durham, NH 03824 | 401 9th Street NW, Suite 630, Washington, DC 20004
www.ncjtc.org | (888) 310-1752 | (920) 831-5400 (fax) | info@ncjtc.org | [facebook.com/NCJTC](https://www.facebook.com/NCJTC)



Tribal Youth Police Academy Application



Application Procedures

Students must be:

- Between the ages of 14 and 17 by August 1, 2014
- An enrolled member or direct descendant of an enrolled member of a recognized tribe
- A current student earning a high school diploma or GED

Applications must include:

- One letter of recommendation from **1)** a tribal teacher, counselor, or school resource officer, **OR** **2)** a tribal official such as a tribal council member, tribal police officer, or other tribal government official. The letter of recommendation should include why the applicant would benefit from the academy and what positive values the applicant displays such as integrity, leadership, and excellence
- A written essay no more than 500 words indicating why the applicant believes he or she would benefit from the academy and why her or she is interested in a criminal justice career
- A complete application, waiver form, and medical release form (signed by applicant and parent/legal guardian)

** Application materials due by **June 20, 2014**

Mail	Fax	Email
Attn: Philip Schaefer Fox Valley Technical College 1825 N. Bluemound Dr. P.O. Box 2277 Appleton, WI 54912	920-831-5400 24 Hours a day 7 Days a week	Signed forms need to be scanned into a PDF file and attached to email with all other required documents. Send to: schaeeph@fvtc.edu

- Any questions or concerns can be addressed by contacting **Philip Schaefer** at **920-735-2590** or schaeeph@fvtc.edu
- The attached forms can be completed electronically or printed and completed in writing



Tribal Youth Police Academy Application



Last Name	First Name	Middle Initial	Date of Birth
_____	_____	_____	_____
Tribal Affiliation	Tribal Enrollment Number		Gender
_____	_____		_____
Street Address	City	State	Zip Code
_____	_____	_____	_____
Home Phone	Cell Phone	Email Address	
_____	_____	_____	
School Attending	Grade in School	Driver's License # (if applicable)	
_____	_____	_____	
Parent / Legal Guardian's Name		Contact Phone Number	
_____		_____	
Secondary Contact Name		Phone Number	
_____		_____	

Medical Release Form

You are applying to participate in the Tribal Youth Police Academy. Participation in this program requires your involvement in a variety of physical activities under harsh environmental conditions. Physical activity will include, but is not limited to, running, stretching, reaching, climbing, lifting, carrying, crawling, pulling, and standing for long periods of time. Though you will not be fully participating in an entire physical training component, you will be physically capable of performing the above mentioned activities. By signing below, you and your parent/legal guardian are stating that you are physically capable of performing the actions described above.

In case of emergency, accident, or illness, I give permission for my son/daughter to be treated by professional medical personnel and be admitted to a hospital if necessary. I am responsible for all costs for such treatment of my child named below. Participation is voluntary and failure to comply with instructions will terminate my son's/daughter's participation. My son/daughter must share in the responsibility of his/her personal safety and not endanger others who are participating in this activity.

Participant

Print Name

Signature

Date

Parent / Legal Guardian

Print Name

Signature

Date

Appendix C. Student Pre-Academy Questionnaire

Pre-Evaluation

	Strongly agree			Strongly disagree	
I am interested in a career in law enforcement.	5	4	3	2	1
I recognize there are many jobs within the law enforcement field, other than "police officer."	5	4	3	2	1
I've always wanted to be a cop.	5	4	3	2	1
Up to this point, I have had positive experiences with law enforcement.	5	4	3	2	1
I see the law in my community as a friend.	5	4	3	2	1
I have positive role models to support me in my life.	5	4	3	2	1
I think my community is a safe place to live.	5	4	3	2	1
I feel safe in my home.	5	4	3	2	1
I feel that I can contribute to a safe neighborhood.	5	4	3	2	1
I understand the concept of community policing.	5	4	3	2	1
There is a lot of criminal activity in my neighborhood.	5	4	3	2	1
I don't feel safe in my neighborhood.	5	4	3	2	1
I understand the dangers of drug and alcohol abuse.	5	4	3	2	1
I willingly came to participate in this academy.	5	4	3	2	1

Please complete this sentence: What I hope to learn from this academy is:

Please list the top three law enforcement jobs you would be interested in pursuing in the future:

- 1.
- 2.
- 3.

Please list the top three community safety and wellness issues or challenges *your* tribal community is currently experiencing, with #1 being the issue/challenge that needs top priority:

- 1.
- 2.
- 3.

Additional comments:

Appendix D. Student Post-Academy Questionnaire

Post-Evaluation

	Strongly agree			Strongly disagree	
I am interested in a career in law enforcement.	5	4	3	2	1
I recognize there are many jobs within the law enforcement field, other than "police officer."	5	4	3	2	1
I've always wanted to be a cop.	5	4	3	2	1
Up to this point, I have had positive experiences with law enforcement.	5	4	3	2	1
I see the law in my community as a friend.	5	4	3	2	1
I have positive role models to support me in my life.	5	4	3	2	1
I think my community is a safe place to live.	5	4	3	2	1
I feel safe in my home.	5	4	3	2	1
I feel that I can contribute to a safe neighborhood.	5	4	3	2	1
I understand the concept of community policing.	5	4	3	2	1
There is a lot of criminal activity in my neighborhood.	5	4	3	2	1
I don't feel safe in my neighborhood.	5	4	3	2	1
I understand the dangers of drug and alcohol abuse.	5	4	3	2	1
	Very			Not very	
How valuable was the academy to you?	5	4	3	2	1
How likely is it that the information provided will shape your future?	5	4	3	2	1
How knowledgeable were you on the topic of law enforcement before this academy?	5	4	3	2	1
How knowledgeable are you on this topic now?	5	4	3	2	1
	Very			Not very	
How likely is it that you'll share this information with your peers and/or family?	5	4	3	2	1
How likely is it that what you've learned at this academy will change how you live your life?	5	4	3	2	1

	Very				Not very
How successful overall was the academy content and/or delivery at meeting or exceeding your expectations?	5	4	3	2	1

Please explain your answer:

What action steps do you plan on taking as a result of this academy?

Please list the top three law enforcement jobs you would be interested in pursuing in the future:

- 1.
- 2.
- 3.

Please list the top three community safety and wellness issues or challenges *your* tribal community is currently experiencing, with #1 being the issue/challenge that needs top priority:

- 1.
- 2.
- 3.

Please list the top three experiences that had an impact on you from this academy experience:

- 1.
- 2.
- 3.

Additional comments:

Appendix E. Pre- and Post-TYPA Comparison Community Challenges

Table 3. TYPA safety and wellness issues

1st choice pre-academy	1st choice post-academy	2nd choice pre-academy	2nd choice post-academy	3rd choice pre-academy	3rd choice post-academy
Drug abuse (6)	Drug abuse (27)	Drug abuse (3)	Alcohol (14)	Bullying (2)	Physical and emotional abuse
Alcohol (2)	Alcohol (7)	Alcohol abuse (2)	Drug abuse (8)	Domestic violence (2)	Alcohol (3)
Health issues	Teen pregnancy	Teen pregnancy (2)	Gangs (3)	Gangs	Drugs (3)
Teen pregnancy	Suicide	Fights	Abuse/violence (3)	Diabetes	Bullying (3)
	Bullying		Stealing (3)	Misuse of firearms	Gangs (2)
	Domestic violence		Poverty		Lack of youth programs (2)
			Bullying		Child abuse
			Traffic enforcement		Crime
			Diabetes		Synthetic marijuana
			Weapons		Weapons
					Statutory rape
					Child abuse
					Vandalism
					Overdosing
					Littering
					Sexual abuse
					Cyber hazing
					Civil rights
					Unprofessionalism

Appendix F. Pre- and Post-TYPA Evaluation Comparison of Career Choices

Table 4. Comparison of career choices

1st choice pre-academy	1st choice post-academy	2nd choice pre-academy	2nd choice post-academy	3rd choice pre-academy	3rd choice post-academy
Police officer (9)	Police officer (19)	Police officer (4)	Detective (3)	Lawyer (6)	Police officer (2)
Lawyer (3)	Forensics (4)	SWAT (4)	K-9 officer (2)	Probation officer	SWAT
Highway patrol (4)	Lawyer (3)	Lawyer (3)	Corrections (2)	Sheriff (2)	Forensics
SWAT (3)	SWAT (3)	Detective (3)	Highway patrol	Criminal justice	FBI agent
Tribal police (2)	K-9 officer (3)	California Highway Patrol (2)	Chief of Police	Chief	Lawyer
Fish and Game officer	Motor transportation officer (2)	Tribal officer	Criminal investigator	Private investigator	Probation officer
FBI agent	Drug Endangered Children officer	K-9 officer	San Francisco Police Department	Instructor	Sergeant or Secret Service
Detective	California Highway Patrol	Criminal investigation	Bounty hunter		CIA
K-9 officer	Las Vegas Police Department	Military Police	Judge		Fire investigator
Drug enforcement	Fire investigator	Special investigator	Firefighter		Fort Mojave Police Department
Village public safety officer	Private investigator	School resource officer			School instructor
Drug Endangered Children officer	Behavioral analyst	Dispatch			
Probation officer	Special Victims Unit	Alaska State Trooper			
San Francisco Police Department		New York Police Department			
Motor transportation		Bounty hunter			
		Probation officer			
		Correctional officer			

Appendix G. Post-TYPA Top Three Youth Experiences

Table 5. Top youth experiences

1st choice	2nd choice	3rd choice
Ropes/leadership course (7)	Visiting different law enforcement groups (4)	Push-ups (4) – “one goes down, we all go down”
Building new friendships and family (4)	K-9 unit demonstration (4)	The value of bonding together to protect our brothers and sisters in the law enforcement community (3)
Push-ups and teamwork (4)	Defensive tactics (4)	Ropes/leadership course (2)
Having a new perspective of law enforcement (2)	Meeting new people/friendships (5)	Learning (2)
SWAT demonstration (2)	Ropes/leadership course (3)	Defensive tactics (2)
Defensive tactics (2)	Forensics (2)	Meeting new friends
Instructors (2)	Room clearing (2)	Uncle Ernie’s lectures
Room clearing techniques (2)	Respect (2)	The meaning of respect and being brave
Feelings meeting	The staff (2)	Formation
Discipline	Hands-on experience with law enforcement tactics	Having fun
Lectures	Talking about our feelings	Teamwork
Talking about abuse	Learning about cops	How to do a traffic stop
Learning more/training	Communication	I got out of my “shell”
The scenario	Work outs	Always be in uniform
Leadership	Having fun	Communication
Drugs talk	Don’t goof around in a serious situation	Listening skills
The life stories	Saying yes ma’am and no ma’am/yes sir and no sir	Room clearing
Listening		Fundamentals
MILO simulation		Everything
Talking with Julian one-on-one		What it’s like staying at a college campus
Having a loud voice		Waking up early
		Suicide prevention
		Hands-on training

Appendix H. Parent Questionnaire and Responses

Beyond students, parents also had input on the process, answering three simple questions about the program.

1. How do you feel the academy has impacted your son / daughter / student? What positive changes have you seen in his or her attitude, outlook, demeanor, etc.?

“She loved the experience; she came home with some renewed confidence, a goal, she learned respect for the law.”

“I believe this academy has made a huge impact on my daughter. It has changed her goals in life. Going to the academy confirmed her goals in becoming a police officer in the future. Her attitude has changed, and it gave her a more positive outlook for the future as well as more understanding about what she will encounter going into the police force and what skills she needs to improve on.”

“The impact on my son has been positive. He has increased skills as it pertains to maturity. He has a better understanding of how his current decisions affect his future. He also has a better understanding of how he personally can take part in making his current environment at school better. He has continued relationships with the other participants that are positive and special to him.”

“My daughter was a part of the State of New Mexico Police Explorers Program prior to attending TYPA. With her attendance not only did she have an experience but she also stated that she gained more knowledge, she gained the experience of what is needed to become a law enforcement officer. She continues to pursue the field of law enforcement, and that makes me proud.”

“He is more outgoing than before. He’s not so shy and closed off.”

“She really enjoyed her experience and wishes she could do it again. She came from a home without a father figure in her life, and I am so happy to say she enjoyed meeting everyone of you. She holds high expectations of all.”

“He felt really good about his experience at the academy and has shared several times this year how it has influenced his thoughts about his future. After experiencing a devastating loss (of his father) the year before, this experience helped to recharge him to focus on his future.”

“My son took great pride in having attended the academy. His experience there helped him want to work harder in school and expanded his understanding of Indian country being all over the continent, and not just on our reservation.”

“Definitely impacted my daughter in a positive way. She was already thinking of going into a career with law enforcement and now is positive that is what she wants to do.”

2. Please share any information you feel pertinent and relevant to your child / student that you believe is a result of him or her attending the academy.

“Informally my daughter has been role model in leadership at school and for other teens in changing their lives for the better and looking toward a goal in life.”

“He has been more active in his leadership abilities and self-confident. He as always been a leader but holds himself back because of self-confidence. After this activity I feel he returned with increased self-esteem and understanding of how he can help better his own environment.”

“She has taken on tasks that when asked to do them, she takes control and gets it done. Prior to TYPA she had a slight stall and asked again what needed to be done, now she doesn’t. She continues to talk about TYPA like it was yesterday; she makes us proud.”

“He decided to join the ROTC academy at his high school.”

“She has stepped up and tries to do more for others. Right now she is at UW Milwaukee for a health care camp.”

“He participates in youth groups and organized sports and has many positive relationships with youth, adults, and family members.”

“My son’s friends look to him for leadership, and he understands that with that comes responsibility.”

“Not many opportunities in our area for leadership in an organized group. She has been a role model for other native youth interested in public safety.”

“She has become very comfortable with some mentors that are police officers here and is learning knowledge about what it really takes to be a police officer. I think she really has learned a lot of respect with regard to law enforcement and what it takes to be a police officer.”

“My daughter has a better outlook on her future and goals in life. She has more of a drive to accomplish all tasks that are put before her no matter the hardship, and when life gets tough she pushes on and does not give up. She was able to be more outgoing in leading others with a team mindset, which she has brought home to her friends and others around.”

“It was a wonderful learning experience for him. Traveling away from the reservation and meeting new people opens his horizons so he will have a better understanding of his world and how large his possibilities are in life. Thank you for the continued support and commitment to the kids. Maybe have a continued class for this group so they can continue to grow.”

“She is strongly considering attending a school in the field of criminal justice. This attendance to TYPA has given her the basic insight of what is needed to enter into the field of law enforcement.”

“The camp made him more aware of future careers in law enforcement.”

“It really helped with her self-image and self-esteem.”

“This academy helped him gain a more knowledgeable perspective about law enforcement as a career, a career he has been interested in possibly pursuing after high school.”

“My son literally stood up taller when he returned from TYPA 14. The pride he had and experiences he still talks about helped him mature in a positive manner. He now considers law enforcement a viable career choice. I appreciate that, having been a police officer myself.”

“This was the first time my daughter has participated in an organized activity with such a diverse group of young native people. In the one short week she was there, she learned a lot about different lifestyles and to respect each one.”

Appendix I. Parent and Grandparent Comments from 2018

Parents and grandparents also sent emails to NCJTC program manager Justine Souto in 2018.

“My son attended your program a few years ago. He really enjoyed the program, and I feel he learned a lot about law enforcement. He said it was very instructional and he met a lot of great people. I am in law enforcement, so he has been familiar with it all of his life. He has developed some leadership skill in the program as he was finishing high school. He helped lead two separate robotics teams in his senior year. I feel this was due to his familiarity with robotics for four years.”

“It is great to hear from you and to know that TYPA is [not] forgotten. My son attended TYPA 2014. I wish my 16-year-old daughter could have the same experience this summer. My son is 18 now and graduating from high school in June. He still keeps in touch with some of his TYPA friends. That summer was the first time I saw him want to be responsible for his own success and want to work beyond the simple participation level, to improve himself. He has demonstrated leadership in both formal and informal settings. Among his group of friends, who are also successful in school, they seem to respond to his voiced expectation to be better citizens. His friends have reciprocated by helping him with his desire to do better in school in spite of his dyslexia. Last summer he had a choice to take a job for a for-profit employer and make more money or for a social service agency and help kids learn to read better. He chose the reading day camp and took pride in helping his older charges see that they needed to set a good example for the younger kids. We were so proud to hear that. We have at least one meeting a semester with his teachers to talk about his IEP. They all speak about his excellent attitude and desire to help the other students. This semester, he is a student tutor (and sounding board) for the younger native students in a predominantly non-Indian school. He has been clear that he hasn't chosen an after high school path, so has not excluded law enforcement. I think he would be good at any people helping job he might choose and hope he will consider law enforcement, once he is old enough.”

“My daughter is a senior this year. After graduation, she will be attending a community college in Spokane, Washington, to begin her emergency medical services education in the pursuit of a career as a paramedic. Law enforcement is not off of her wish list; she just wants to start with paramedicine. She still talks about her experience, friends, and instructors at TYPA. It had such a big impact on her life and inspired her to work in the public safety field. One of her instructors was a law enforcement officer from Las Vegas. He told her that when she turned 18, she could come and do a ride-along with him. She is still planning on doing that hopefully sometime this summer. TYPA was an excellent program! We wouldn't have traded that experience for anything. Thank you.”

Appendix J. Mentor and Instructor Questionnaire and Responses

Mentors and instructors also provided insight into the value of the program after working with the kids. Each mentor and instructor was asked four basic questions about their involvement in the TYPA.

1. In what way did serving as academy mentor or instructor have an impact on you as a professional in a criminal justice or public safety field?

“Becoming more confident on imparting knowledge and skills to those young individuals who are interested in the law enforcement officer field. I am more able to recognize the children in need and able to speak with them after experiencing TYPA as both instructor and more mentor toward the youth.”

“Being a mentor for the TYPA 2014 academy changed the way I view the youth in the community I serve. After spending time with the youth there, I was excited to come back to my community and get to know the youth here. This experience took my passion for helping youth to a whole new level. I’ve begun mentoring kids in the community I serve and encouraging them to get involved in something positive. I also started teaching at the Police Academy and became a mentor for the new recruits. I focus a lot more time on personal growth and becoming a strong leader because I realize how important it is to our youth to have proper guidance.

“Serving as an academy instructor gave me important experience in training in an academy type setting where you are trying to teach people completely new to the field. As a field training officer, I am familiar with training people who have already been familiarized with these skills, but TYPA 14 gave me experience in teaching people even earlier in the process. I had never previously had a great desire to teach in an academy position for my department, but my experience with TYPA 14 both gave me a desire for that kind of training and increased my opportunity in getting there.”

“It has opened a great opportunity to work with youth from different communities and the age category has helped me work with more youth than that of that age.”

“It reminded me of all of the reasons that I pursued a career in public safety to begin with. It gave me a chance to share my knowledge and experience with young people and hopefully inspire them to find their passion when picking a career.”

2. In what ways did you see the academy positively impact the students?

“I noticed that they gained not only basic knowledge but more on being able to work together to accomplish goals as a team. First day they arrived as individuals keeping to themselves. In the end they became brothers, sisters, friends, a team that is able to work together. I believe the structure of basic marching and fundamentals of being in a platoon gave them pride, stability, and dedication. I understand that some did not understand the ‘military type’ as they saw it; however, in the following days, the Community of Wisconsin expressed their statements of the professionalism these young people were representing. That impacted not only the youth but also the eyes of the community. Change can happen, and it did with these youth, and I am proud that I was a part of it.”

“Academically, they were given great instruction and learned a lot about what it means to be a positive role model. They learned about what it takes to be in law enforcement and serving the community. On a personal level, they bonded not only with one another but with staff as well. We shared our dreams, our fears. We laughed and we cried, and most importantly, we did it all together. No one was left out and we were there to lift up anyone who was down.”

“The interactions and friendships that they made created a hopeful positive environment for each of them. Nobody was made to be an outsider. Some friendships were deeper than others, but the group was the most inclusive and kind group of young people I have ever been around.”

“Most of the youth that I still keep in contact with have more positive attitudes in their lives and have set goals for their future.”

“They learned that cops aren’t always bad guys. The modern-day reservation reputation of a law enforcement officer is typically not a good one. These students had the privilege of meeting some officers that had similar childhoods and perceptions and were able to connect and see that these individuals, although tough, were people that truly care about helping others.”

3. Did you have any one-on-one communication or personal connection with any students that you are willing to share? What did that interaction mean to you and do you feel you had a positive impact on the development of that child? Please explain.

“I had several connections with some of the youth who referred to me at times as Dad. They asked questions of the what if’s in life, and with the best possible scenarios they came to answer their own questions. With some of the youth it came to light that they did not have a strong father figure in their lives and for that moment I became that for them. Now as a friend, I still have contact with some of the youth and they are making me proud with what they are doing after TYPA, and whether it is continuing in the field of law enforcement or if they have interests in another field, I have been supportive.”

“One of the nights we had an open discussion where I started talking about past. I shared personal stories from my youth and how it wasn’t easy. Once I was done others began to come forward and share their own stories in front of the group. Each story was personal and from the heart. Many of the students continued to come to me after this session to share fears and dreams. I continue to hear from some of the students almost a year later. They tell me about school, graduation, college, or career goals. Sometimes they just want to talk and that makes me feel good because I know I made a positive connection with them.”

“The staff made Charlie our first class leader and I couldn’t be more proud of the poise he had and leadership skills he demonstrated. At the end of the academy, he expressed his wish that he wanted to come to Las Vegas and be a police officer. Nothing would make me prouder than to be any of these academy students’ field training officer.”

“I have had couple of students; a broad range of personalities were there and I got to get to know them. Some had hardships from their own communities and I could to relate to some. It was a pleasure to mentor them and had them focus on the academy and out of the academy. I still have contact with some but not all and we still communicate.”

“I had a great one-on-one communication with several of the female students because my dorm was next to theirs. Several of them would come to my room in the evening and hang out. I listened to their problems and concerns, mostly about things happening back on their reservations. I was honored that they trusted me enough to talk about such personal things. I was able to give them my advice and share with them some of my past as well. It’s ironic to share stories with these young women, all having the same stories that end up persuading us to choose careers in public safety where we have the opportunity to help others.”

4. Why do you feel this type of experience and training is important for Native American and Alaska Native youth?

“My daughter, who lives in the city, has the endless possibilities of joining programs like this, i.e., Explorer programs. With Native American youth on the reservations do not have programs like TYPA, some do not have JROTC and if they do want to join, some leave the reservation to do so. This TYPA training that was offered allowed these youth to go back home to not only talk about their experiences but also moreover to pursue the interests of one day entering into a field of public safety. This training enabled the youth to become more positive and more structured and gave them the will to try new things. It was a great experience.”

“I feel it’s important because Native American and Alaskan youth don’t always have the opportunity to venture far from their communities. Isolation is a big part of the culture, and being able to travel and meet other kids just like you from other parts of the country allows them to not feel so alone. They began to realize how strong they are and how powerful they can become. Through social media I have seen how a lot of them continue to talk about their experience with TYPA.”

“While growing up on a reservation, I remember when a police officer came into our classroom and talked about his job and outlook. During my teenage years, police were a novelty to me, and I think that they still are to young men and women. I remember being profoundly impacted from that visit and interaction; my hope is that the academy staff impacted them similarly. Providing these young men and women with the hope and encouragement to become anything they want was a very positive thing that I tried to give them. It’s extremely important to provide the young people with positive role models that are more than just historical but that are here and now with them through this life.”

“I feel that this training and experience is very beneficial to the Native American and Alaska Native youth because it’s a first step to into the police academy. The students get to interact with one another from different tribes, learn by communicating, and work together as a team.”

“Reservation life is still considered to be sub-par in many places across the United States. Many of these students come from scary and dark families or communities. This experience and the knowledge they gain from it gives them a small piece of control and an insight into what their future could possibly be. It gives them hope of a brighter future for themselves, their families, and their reservations. THANK YOU TYPA!”

Appendix K. Sample Youth Academy and Camp Program Partners

Camp Triumph (Isleta Pueblo, New Mexico)

Key partners and community stakeholders involved in the development and deployment of the Camp Triumph include the following:

- U.S. Attorney's Office District of New Mexico
- U.S. Marshals Service
- Isleta Behavioral Health Department
- Isleta Casino
- Isleta Education Department
- Isleta Elementary School
- Isleta Head Start
- Isleta Library Program
- Isleta Police Department
- Isleta Recreation Center
- Isleta Social Services
- Isleta Tribal Administration
- Isleta Tribal Council
- Isleta Truancy Department

For more information on Camp Triumph, contact Detective Kathleen Lucero at 505-869-9728.

Camp Fury (Tucson, Arizona)

Camp Fury Program partners and key stakeholders (past and present) include the following:

- Charlotte Fire Department
- Fenton Fire Department
- Girl Scouts of Southern Arizona
- Golder Ranch Fire District
- Mesa Police Department
- Northwest Fire District
- Oro Valley Police Department
- Peoria Fire Department
- Phoenix Fire Department
- Pima Community College Police Department
- Pima County Sheriff's Department
- Tempe Police Department
- Tucson Fire Department
- Tucson Police Department
- United States Border Patrol
- University of Arizona Police Department

A detailed Camp Fury Program Guide is available to assist communities or regions interested in developing a similar law enforcement or fire camp for girls. The guide contains a program introduction, summary of key program elements, partnerships, media, sample forms and resources. The guide is available upon request by contacting Ellen Pott at ellenpott3@gmail.com.

About the National Criminal Justice Training Center

The **National Criminal Justice Training Center (NCJTC)** provides high-quality training and technical assistance to enhance public safety and improve the quality of life in our nation's communities. NCJTC was created in 1993 as a unit within Fox Valley Technical College (FVTC), a fully accredited institution of higher education founded in 1887 in Wisconsin. Since 1993, NCJTC has become one of the nation's top criminal justice training providers, delivering instruction and technical assistance to more than 130,000 criminal justice community groups and social services professionals in every state, to more than 200 tribes, and in several countries. NCJTC currently trains an average of 12,000 learners annually and 10,000 unique e-learners.

NCJTC maintains a high national profile through partnerships with federal agencies and national organizations, administering some of the country's largest and most important criminal justice training and technical assistance initiatives. NCJTC also maintains and manages a robust pool of more than 200 subject matter experts who are active, vetted practitioners in their fields, creating a network of expertise on a wide range of criminal justice topics.

Since 2002, NCJTC has provided training and technical assistance for tribal communities located throughout the country, including Alaska. NCJTC works with staff, subject matter experts, and partners to support the unique and diverse needs of American Indian and Alaska Native tribes. This support includes training on community policing, community safety, alcohol and substance abuse, native gangs, tribal probation, defensive tactics, courthouse security, community capacity building, strategic planning, sex offender management, and child protection in Indian country. In addition, NCJTC coordinates national conferences for tribal service providers including the American Indian Justice Conference, the National Training Conference for Criminal Justice and Community Leaders, and the Crimes Against Children in Indian Country Conference.

In 2013, the COPS Office awarded NCJTC a cooperative agreement to plan, deliver, and evaluate the Tribal Youth Police Academy for Native American and Alaska Native youth with the primary goals of developing knowledge of criminal justice related career paths, serving as a recruitment tool for tribal law enforcement and public safety agencies, and fostering positive youth development.

Additional information regarding NCJTC is available at www.ncjtc.fvtc.edu.

About the COPS Office

The **Office of Community Oriented Policing Services (COPS Office)** is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territorial, and tribal law enforcement agencies through information and grant resources.

Community policing begins with a commitment to building trust and mutual respect between police and communities. It supports public safety by encouraging all stakeholders to work together to address our nation's crime challenges. When police and communities collaborate, they more effectively address underlying issues, change negative behavioral patterns, and allocate resources.

Rather than simply responding to crime, community policing focuses on preventing it through strategic problem-solving approaches based on collaboration. The COPS Office awards grants to hire community policing officers and support the development and testing of innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders, as well as all levels of law enforcement.

Since 1994, the COPS Office has invested more than \$14 billion to add community policing officers to the nation's streets, enhance crime fighting technology, support crime prevention initiatives, and provide training and technical assistance to help advance community policing. Other achievements include the following:

- To date, the COPS Office has funded the hiring of approximately 130,000 additional officers by more than 13,000 of the nation's 18,000 law enforcement agencies in both small and large jurisdictions.
- Nearly 700,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office-funded training organizations.
- To date, the COPS Office has distributed more than eight million topic-specific publications, training curricula, white papers, and resource CDs and flash drives.
- The COPS Office also sponsors conferences, round tables, and other forums focused on issues critical to law enforcement.

COPS Office information resources, covering a wide range of community policing topics such as school and campus safety, violent crime, and officer safety and wellness, can be downloaded via the COPS Office's home page, www.cops.usdoj.gov. This website is also the grant application portal, providing access to online application forms.

Youth police academies are important tools for law enforcement recruiting and for giving young people structure and direction in what may be chaotic and stressful periods in their lives. These goals are of particular relevance in Native American communities. The National Criminal Justice Center of Fox Valley Technical College conducted a Tribal Youth Police Academy in 2014; this publication describes the academy activities and outcomes, including recommendations for replication in other communities.



U.S. Department of Justice
Office of Community Oriented Policing Services
145 N Street NE
Washington, DC 20530

To obtain details about COPS Office programs, call
the COPS Office Response Center at 800-421-6770.

Visit the COPS Office online at www.cops.usdoj.gov.