BOARD MEETING AGENDA
1600 University Avenue, Suite 200
Saint Paul, Minnesota
October 26, 2017
10:00 a.m.

1. Call to Order
2. Forum *
3. Approval of the Agenda ACTION
4. Approval of the July 27, 2017 Board Meeting Minutes (Attachment) ACTION
5. Announcements
6. Approval of Committee Membership (Attachment) ACTION
7. Training Committee Report
   A. Leech Lake Tribal College - Request to Apply to Provide Skills Component of the PPPOE (Attachments) ACTION
   B. Minn. Stat. 626.8469, Training in Crisis Response, Conflict Management, and Cultural Diversity UPDATE
8. Standards Committee Report - Review of Minimum Selection Standards and Standards of Conduct UPDATE
9. Executive Director's Report
   A. FY2018 Budget
   B. 2017 Continuing Education Reimbursement
   C. Governor's Council on Law Enforcement and Community Relations
   D. Strategic Planning Update
10. Adjournment

*Individuals may address the Board about any item not contained on the regular agenda. A maximum of 15 minutes is allotted for the Forum. The Board will take no official action on items discussed at the Forum, with the exception of referral to the Executive Director or Staff for a future report.
MINNESOTA BOARD OF
PEACE OFFICER STANDARDS AND TRAINING

BOARD MEETING
POST Board Office
1600 University Avenue, Suite 200
Saint Paul, Minnesota
July 27, 2017

Members Present
Mr. Tim Bildsoe (Chair)
Mr. Dave Bentrud
Mr. Clarence Castile
Mr. Andrew Evans
Mr. Mark Fahning
Mr. Joel Olejnicak
Mr. Kevin Stenson
Ms. Becky Swanson
Mr. Dave Titus
Mr. Kent Wilkening
Mr. Jim Yang

Staff Present
Mr. Nate Gove
Ms. Karen McGillic, Asst. A.G.
Mr. Mark Raquet
Ms. Deb Soderbeck
Ms. Peggy Strand

Others Present
Mr. Tom Draper
Mr. Mike Smith
Ms. Mary Vukelich
*Approximately 30 others who did not sign in.

Members Absent
Mr. Medaria Arradondo
Dr. Joel Powell
Mr. Troy Wolbersen

Persons Who Spoke Prior to the Peace Officer Training Reimbursement Fund Vote
Mr. Curtis Avent
Ms. Valerie Castile
Lt. Bob Kroll
Ms. Rachel Nichols
Ms. Caty Royce
Ms. Shelly Schaefer
Mr. John Thompson
Mr. Chuck Turchick

Chair Bildsoe asked that the audience members who wished to speak during the meeting fill out speaker cards and give them to him. He called the meeting to order at 10:00 a.m. and thanked everyone for attending. The Forum was the next item on the agenda. No one present asked to address the Board during this portion of the meeting.

Approval of the Agenda: Chair Bildsoe looked for a motion to approve the agenda.

• MOTION: Mr. Wilkening moved to approve the agenda. Mr. Titus seconded the motion. The agenda was approved.

Approval of the April 27, 2017 Board Meeting Minutes: Chair Bildsoe looked for a motion to approve the minutes.

• MOTION: Mr. Fahning moved to approve the minutes as written. Ms. Swanson seconded the motion. The minutes were approved as written.

Announcements: Mr. Gove introduced the two, newly appointed Board members as of July 11, 2017. He welcomed Mr. Clarence Castile who is serving as a Public Member, and Mr. Kevin Stenson serving as an Elected Official from a community outside the metro area under 5,000 population. Mr. Gove provided a brief background on each new member. Chair Bildsoe appointed Mr. Castile to the Training Committee and Mr. Stenson to the Standards Committee.
Chair Bildsoe recognized outgoing Board members Ms. Nancy Johnson, public member, and former-Chief Paul Schnell. Neither could attend the meeting but will be at the October 26, 2017 meeting.

Governor's Request to Rename the Peace Officer Training Reimbursement fund:
Chair Bildsoe and Executive Director Gove received a letter from Governor Dayton requesting the new, 12 million dollar Peace Officer Training Reimbursement fund be named to memorialize Philando Castile.

- **MOTION:** Mr. Fahning moved that the name of the fund remain as Peace Officer Training Reimbursement. Mr. Wilkening seconded the motion. Chair Bildsoe opened the floor for discussion and called on those persons who requested to speak.

Mr. Chuck Turchick, a Minneapolis resident, commented that he thought naming the fund as recommended by the Governor could be a bridge between the community and the police. He also said that at the June 27, 2017 Governor’s Council on Law Enforcement and Community Relations meeting, Mr. Clarence Castile suggested naming the bill the Philando Castile Training Act. He said no one at that meeting, including Mr. Gove, spoke in opposition and a motion in support of naming the bill passed unanimously. Lt. Bob Kroll, a Minneapolis Police Officer and president of the Police Officers Federation of Minneapolis, commented that no fund had ever been named after a person before, not any of the 243 officers killed in the line of duty, and said he believed politics should be kept out of policing. Ms. Caty Royce, a representative of the Frogtown Neighborhood Association and resident of south Minneapolis said she read the public comments and asked how someone was to know comments were being solicited. She also spoke in favor of more training for police and for naming the fund as recommended by the Governor. Mr. John Thompson, a friend and co-worker of Mr. Philando Castile, spoke passionately about issues related to his death and the legal process that followed. He commented that his friend was murdered and naming the training bill after him is the least that could be done for his memory. Ms. Shelly Schaefer, a professor from Hamline University, said her students view this [naming the fund after Mr. Castile] as an agreement that change is going to happen. Ms. Valerie Castle, mother to Philando, spoke passionately about her desire for justice and said her son deserves the bill be named after him. She asked the Board to hold off on a vote until the community provided input. Mr. Curtis Avent said he felt the written comments the board had received prior to the meeting were incredibly divisive and in the interest of the community good, the fund should be named after Philando Castile. Ms. Rachel Nichols commented naming the bill after Philando is a step in the right direction in making progress.

Board Member Mr. Clarence Castile said there would be no training bill, there would be no training fund if his nephew Philando had not been killed. “Out of respect and appreciation, the Castile family asked the Governor to put Philando’s name on the bill that became the fund,” he said. He also provided other comments to support the naming as a positive step towards accountability, a means of bringing security to the community, and to bridge relationships. “We don’t want to make any more Philando Castiles, and we don’t want any more officers in the shape or form of Geronimo Yanez. We have to start somewhere to build that bridge, and this is where we need to start.”

- **AMENDMENT:** Mr. Castile requested amending the motion to delay the vote until the October 26th Board meeting to allow for more community involvement.
Chair Bildsoe seconded the amendment and asked for a roll call vote. Mr. Bentrud, Mr. Castile and Chair Bildsoe voted to support the amendment. Mr. Evans abstained. Mr. Fahning, Mr. Olejnicak, Mr. Stenson, Ms. Swanson, Mr. Titus, Mr. Wilkening and Mr. Yang opposed the amendment. The amendment failed.

- **RETURN TO ORIGINAL MOTION:** A roll call vote was requested. Mr. Bentrud, Mr. Fahning, Mr. Olejnicak, Mr. Stenson, Ms. Swanson, Mr. Titus, Mr. Wilkening and Mr. Yang voted that the fund remain the Peace Officer Training Reimbursement fund. Mr. Evans abstained. Mr. Castile and Chair Bildsoe voted against the motion. The motion passed.

Chair Bildsoe called for a 5 minute recess.

**Training Committee Report:** Committee Chair Bentrud referred to Ms. Strand who addressed the Board and provided background information about the recommended changes to the pre-service learning objectives language to reflect current legislative & professional vernacular. There was no discussion.

- **MOTION:** Ms. Swanson moved to adopt the recommended changes. Mr. Olejnicak seconded the motion. The motion passed.

**EXECUTIVE DIRECTOR’S REPORT**

Mr. Gove reported on the following, but first he wanted a couple of clarifications on the record. First, he said that he abstained from voting on the motion in front of the Governor’s Council on Law Enforcement and Community Relations not because he approved or disapproved of it but because the council was not notified prior to the meeting of June 27th that it would be coming before the council so without Board direction, he abstained. He also clarified that the POST Board had no role in any activities regarding the use and policies of body-worn cameras by law enforcement, and “It was stated the Minnesota Chiefs of Police Association solicited members to comment on this matter of naming the bill and I am not aware that occurred. In fact, their Executive Director stated that did not happen,” he said.

Mr. Gove then gave a financial report including information on the end of fiscal year 2017, the reimbursement fund, and the beginning budget information for fiscal year 2018. He told the Board the additional $6 million dollars would not be an available part of reimbursement until the close of fiscal year 2018 (August 2018). The POST Board did not prevail in adding an FTE position of a communications person. He went on to provide the following information.

- During the annual renewal of approximately one-third of peace officer licenses, on-line renewal numbers increased from 494 in 2016 to 905 in 2017. “We are trying to get people to use the on-line system,” he said.

- The deadline for annual training reimbursement is approaching and POST has received 269 of 428 applications.

- The Governor’s Council on Law Enforcement and Community Relations continues to meet and Mr. Gove would like to receive comments from the Board on the preliminary report he distributed to the members prior to the September
29th meeting that concludes the charge of the council and the report to the Governor.

- Mr. Gove recapped the strategic plan and progress made in each area. He said he was elated for law enforcement and the public by the passage of the training bill with mandates in particular areas of continuing education.

- The continuing education (CE) on-line tracking system is fully functional and officers can view their CE online.

- The contract for online licensing exam delivery is within weeks of signature.

- Through the media consulting company, there have been numerous opportunities of late to reach-out and make people aware of what the POST Board is and does.

- Mr. Raquet rejoined the staff as a 12-month, temporary Standard’s Coordinator. “It was helpful that he was willing to come back as we continue to have matters that we need to oversee in terms of licensure, etc.,” said Mr. Gove.

- Ms. Sirand has put together a framework for building the new learning objectives (for the new, mandated training) that will seek a great deal of input from interested parties on the types of learning objectives they would like to see the Board authorize.

That concludes my report,” he said. There were no questions.

Chair Bildsoe thanked the people in the audience for attending before he closed the meeting for the Licensure Matters. During the closed session, Mr. Raquet presented five Settlement Agreement and Consent Orders (SACOs). Each was considered separately, discussed, and voted on by the Board individually. Also, one previously adopted SACO had the stay of suspension lifted. Complaint Committee members Mr. Fahning, Ms. Swanson, and Mr. Wilkening, abstained from voting on all SACOs.

Seeing no additional business before the Board, Chair Bildsoe adjourned the meeting at 11:50 a.m.

The foregoing minutes were approved by the Board of Peace Officer Standards and Training when it met on October 26, 2017.

_________________________  _________________________
Board Chair                                      Executive Director
2017
POST BOARD COMMITTEE ASSIGNMENTS

Executive Committee

Tim Bildsoe (Chair)
Mark Fahning (Vice Chair)
Rondo Arradondo
Drew Evans (BCA)
Dave Titus
Troy Wolbersen
Staff: Nate Gove

Complaint Committee

Mark Fahning (Chair)
Becky Swanson
Kent Wilkening
Kevin Stenson (Alternate)
Dave Titus (Alternate)
Jim Yang (Alternate)
Staff: Mark Raquet

Standards Committee

Kent Wilkening (Chair)
Mark Fahning
Dave Bentrud
Joel Olejnicak
Kevin Stenson
Dave Titus
Jim Yang
Clarence Castile (Alternate)
Joel Powell (Alternate)
Staff: Mark Raquet

Training Committee

Becky Swanson (Chair)
Rondo Arradondo
Dave Bentrud
Drew Evans (BCA)
Clarence Castile
Joel Powell
Kevin Stenson
Clarence Castile (Alternate)
Jim Yang (Alternate)
Staff: Peggy Strand

By-Laws Committee

Dave Bentrud (Chair)
Drew Evans (BCA)
Troy Wolbersen
Staff: Nate Gove

(9/17)
1. ACTION REQUESTED:

The training committee recommends the POST Board approve Leech Lake Tribal College’s request to be allowed to submit an application to become a provider of the skills component of the professional peace officer education (PPOE).

2. BACKGROUND:

Leech Lake Tribal College has been a POST Board certified provider of the academic component of the PPOE since January 25, 2007. According to POST records nine student from the college have taken the peace officer licensing examination since then. This spring the LLTC PPOE program Coordinator, Matt Stiehm, indicated an interest in expanding the program to include the skills component and was asked to submit a statement of need for the expansion of the program.

On June 13, 2017 the POST Board' training committee heard from Mr. Stiehm and discussed the request at length. The committee passed a motion to recommend the board give permission to the school to complete and submit an application to provide the entire PPOE including the skills component based on the school's statement of need.

3. EFFECTS OF THIS ACTION:

If the Board moves to approve this recommendation Leech Lake Tribal College will be allowed to apply to expand its program to include provision of the skills component of the PPOE. The application would be evaluated by staff and include an on-site visit. Staff’s evaluation results and recommendation would be brought back to the full board for consideration.

If the Board does not move to approve this recommendation Leech Lake Tribal College will continue to provide the academic component of the PPOE and contract with another POST Board certified school for the remaining education and training.
I hope this memo will address your concerns, or at the very least assuage your trepidation on the Skills based program that I have proposed here at the Leech Lake Tribal College. I think it is incumbent for the Minnesota POST Board to understand first the Leech Lake Tribal College is the only wholly operated Tribal College in the state that provides any component of PPOE education in Minnesota. The Fond Du Lac Tribal and Community College is a partnership with state of Minnesota. FDLTCC Native Student population sits around 10% of their total population, while LLTC Native Population is somewhere around 80-85%. I will attempt to keep this memo short, brief and to the point. However there are a lot of moving parts that are important, and must be addressed, so the board can understand the complexities of the program.

Leech Lake Tribal College, gets it funding through the Leech Lake Band of Ojibwe, grants, and other funding sources. The Leech Lake Tribal College is not subsidized by the State of Minnesota for any capital improvements, or programmatic improvements. I will attempt to again keep my remarks brief Ms. Peggy Strand asked series of follow-up questions. I will address each one of the relevant questions, and parts below.

There are a series of questions that Ms. Strand wanted to address out of previous communication, and some that came in an email dated 09/26/17. What follows is a shorten version, moreover and executive summary.

Kick off date: I am hoping assuming that the college is approved both to apply, and successfully completes the application to have an on campus Skills based training Summer 2019. It was not prudent or practical to have the Skills in Summer 2018. It was ambitious, and something that I had wanted to shoot for, but is not realistic.

With regard to recruitment – I was able to connect with the following schools directed recruitment efforts;

- Northland High School – Remer Minnesota
- Cass Lake Bena School District
- Bug School – Bena MN (Tribal School).
- Bemidji High School
- Bagley High School
- Clearbrook – Gonvick High School
- Red Lake High School (Red Lake Nation).
- Community events in Leech Lake area

Casino Security Recruitment
- Approx. 9 employees from the Palace Casino and Hotel
- Northern Lights – still working with management to get a recruitment event

Students: 2017 Fall Term Students
- 70% female
- 30% male
- 90% Native American or Descendant

I made a generic statement in communicating with Ms. Strand that I expect student enrollment to increase, and graduation rates to rise. The practical matter is there hasn’t been a concerted effort to increase enrollment for a protracted period of time. The college is getting more media air play, which generates more exposure.

At this point in time it is my understanding that Hibbing Community College still objects to the LLTC Law Enforcement Skills Program, but that is solely on the basis that students from Bemidji State University may chose not to go to Hibbing, and attend Leech Lake Tribal College. In communication with Mr. Rooney he indicated that HCC gets around 5 students a summer from BSU.

The college has secured a contract for training services with LLBO – Gaming, and will be using those funds to generate/create/expand the logistics and capacity of the LLTC Program.
Additional Information – Support – Documentation
Questions Ms. Strand Asked In Advance of the Training Committee

1) **Ms. Peggy Strand asked**: How do you know you will have sufficient number of students taking skills to make a skills program cost effective.

   a. There has been a decided downturn in enrollments in law enforcement programs across Minnesota. There was anecdotal discussions at the Fall Law Enforcement Program Coordinators meeting, followed by some specific communication with other coordinators. However speculation is abound regarding the reasoning for this, some people say that it is due to the current environmental, and societal impacts of what is happening to law enforcement nationwide. In October of 2016, I attempted to conduct a purposely sampled research on law enforcement applicants across Minnesota, and the United States. I reached out to the 50 largest police agencies in the United States and 15 largest in Minnesota in attempt to compare data points. Some agencies provided data, however there was not a large enough sample.

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   Once all of the data collected, I would be more than happy to share my results with you, and your department so you can see how you fare against the other agencies on the list.

   If you have any questions let me know...

   Take care

   Sadly only a handful of agencies replied. The data I retrieved however does not show an across the board decrease in law enforcement. There are some specific decreases agency by agency, but there are not enough data points to make a solid conclusion one way or another. At this point there is pure speculation as the reasons, or if we are in a down turn of police applicants/students for those reasons expressed in the media. While I acknowledge there has been a downturn in individuals willing and wanting to attend law enforcement educational programs, my contention is that this falls in line with the recovering economic environment. I would suggest that the trends of recruitment, follow and spiked due to all of the individuals whom were caught up in the downsizing, as a result of economics bubble that burst around 2008. Again this is purely anecdotal, and I have no solid data points. Hopefully this is something that can be researched in the near future. But pre-recessions recruitment trends should be reviewed, and compared to overall high school graduation rates year over year since 2000, but that is just one big research project that no one has time for, so we must soldier on.

Leech Lake Tribal Colleges operates at a smaller student population, I would hope to operate at between 10-15 students year over year at Skills. It would be the intent of the Tribal College to focus on Tribal Agencies, Tribal Members, and Stakeholders in and around the reservations. In looking at recruitment trends, and practices historically at the Tribal College, there has not been a concerted effort in traditional high school recruitment. It is my plan, and intention to conduct regular recruitment efforts in all schools that have Leech Lake Band Members, followed by schools within an additional 50-60 minutes of the reservation borders. I am working with folks at Bagley Schools, and Cass Lake High School to generate a
"mentoring" group that meets with high schools students on a regular basis to create a connection with the industry, and higher education. There also has been inconsistent recruit at non-traditional students. To be candid there has been some turnover in the student services division which handles student recruitment.

I argue and content, that relationship building between the Tribal College, Tribal Police, and Tribal Community would create an increase in applicants for the Tribal College, and Tribal Police. However at the time a program is created there are not enough data points to provide for any solid conclusions. This should be noted by the Tribal Cadet program that has been proposed and discussed with Leech Lake Tribal Police, and the Tribal Council.

The cost effectiveness of the program at the Leech Lake Tribal College would be based on the number of candidates who would be willing to work in the Leech Lake service area. The college intends to outsource space for the two most cost effective components of a Skills based training program (1) driving at St. Cloud, and (2) firearms range (maintenance/compliance). The balance would be normal consumable operational costs. If the MN POST Board would like to review project revenue streams, or other ways that the Tribal College is looking to offset costs here are some specific examples;

**Post Training Committee Meeting**

During the POST Board Training Committee meeting Ms. Strand made reference to Steve Hagenah and his passion for law enforcement, saying something to effect that “he couldn’t or didn’t” increase admissions. how was I going to increase efforts, since he hadn’t. Sadly this was a comment that was not statistically accurate.

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If we look at the data, the highest fall student enrollments correlate more accurately with my last tenure, the spike of 2012, was when the college combined with Red Lake Tribal College, and provided courses in a collaborative partnership.

Data also suggests that the college graduated more students while the program was over at the old LLTC High School Building in Cass Lake, which demonstrates that if the program is over here, more students will attend the PPOE Academic and Skills components and potential become applicants for law enforcement agencies across the region, and state.
Skills – Hostec In Cass Lake w/HCC

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<th>Year</th>
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Skills at HCC – Partnership

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Data Requests to HCC/Alex Tech

Please accept this email as my formal intent to get data that is discoverable under Minnesota Government Data Practices Act. I am looking for summary data only, and nothing specific. As noted if you are not the responsible authority for your institution, if would forward this on, and/or share the correct person with me, so I might get the request to them for full compliance with the law.

Students Populations for Law Enforcement Academic Degree, and Certificate Programs at your Hibbing Campus, or ran as part a contract with Hibbing Community College

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Breakdown of students by race/ethnicity for the listed years (specific tribes if known) Breakdown of students by originating school for the "certificate/diploma" program be: Vermillion, Hamline, University of St. Thomas, B.SU, LLTC - wherever) Overall budget for the law enforcement program during the same time period (actual/projected) Overall square foot classroom space for your law enforcement program Overall square foot of space used for Defensive Tactics/Firearms Specifically called out budget for professional development for faculty during that time period Overall marketing dollars spent on the law enforcement program during the listed years – (recruitment efforts/steel/plays/television/hard media) Numbers of FTE during the same years listed Numbers of FTE/contrasted during the listed time period.
Greetings and Good Evening —

Can you share with me the aggregate data for all students in the law enforcement program by ethnicity/tribal affiliation for 2006-2017.

I am specifically looking for tribal affiliation. I just need overall data for the 11 year time period.

Here is what I am specifically looking:

A. YD-Tribal Community
B. Belk Portage Tribal Community
C. Grand Portage Tribal Community
D. Bad Lake Tribal Community
E. White Earth Tribal Community
F. Leech Lake Tribal Community

Thanks —
Greetings, and Good Afternoon Fellows/CJ/Law Enforcement Professionals,

By formal introduction my name is Dr. Matthew J. Stiehm, and I am the Law Enforcement Program Coordinator at the Leech Lake Tribal College. I am currently working through some information, requests, and processes to get a MN PPOE Skills based training program on the LLTC Campus. For those of you who aren't familiar with MN law enforcement, it is the basic nuts and bolts of a police academy. I am allowed to teach the academic component here on the campus, but need to get additional approval to provide the hands-on, clinical training component. I am looking to you for help and information. For your information, I attached a copy of the first of the two memos that I submitted to the Minnesota POST Board for consideration to ask for permission to apply to get the application to host a Skills based program.

Once, I have the data, and my material, I would be more than happy to share it back out.

The data that I am looking for relates specifically to the following:

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<th>Academic Term</th>
<th>Overall Student Population</th>
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<td>Fall-17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring-05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Ms. Peggy Strand asked - And how you can know this when the number of students has been very, very low compared to any other school?
Program review and enrollments are low across the board. But there are not as many Native Americans entering the profession of law enforcement.

LLTC is in the initial stages of working out a consortium agreement with White Earth Community and Tribal College to increase, and provide education for White Earth Tribal Enrollees/Descendants, and other area stakeholders. This would allow for an increase in minority candidates to hopefully enter law enforcement careers. As noted the combined reservation populations is 11,000, this doesn’t include other area stakeholders.

2017 Skills Attendance

- FDLTCC – 50 students
- Hibbing – 15 students
- Alec Tech – 120 students
- Hennepin – 65 students
- Rochester – 48 (spring) students
- Rasmussen – 20 students

<table>
<thead>
<tr>
<th>Tribal Government</th>
<th>LLTC - Distance in Miles</th>
<th>FDLTCC - Distance in Miles</th>
<th>On Reservation Population</th>
<th>Potential Student Pool</th>
<th>Potential Student Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bois Forte Band</td>
<td>131</td>
<td>121</td>
<td>657</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fond Du Lac Band</td>
<td>125</td>
<td>N/A</td>
<td>3728</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leech Lake Band</td>
<td>N/A</td>
<td>125</td>
<td>9509</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mille Lacs Band</td>
<td>123</td>
<td>97</td>
<td>1151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red Lake Band</td>
<td>53</td>
<td>169</td>
<td>5162</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Earth</td>
<td>197</td>
<td>81</td>
<td>3378</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Portage</td>
<td>286</td>
<td>168</td>
<td>1127</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>24712</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLTC</td>
<td></td>
<td></td>
<td>19200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDLTCC</td>
<td></td>
<td></td>
<td>6663</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
<th>NA/ Population</th>
<th>Mileage Duluth</th>
<th>Mileage to Bemidji</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cass Lake</td>
<td>747</td>
<td></td>
<td>136</td>
<td>20</td>
</tr>
<tr>
<td>Colquet</td>
<td>12075</td>
<td></td>
<td>1270</td>
<td>25</td>
</tr>
<tr>
<td>Duluth</td>
<td>66238</td>
<td></td>
<td>1465</td>
<td>140</td>
</tr>
<tr>
<td>Bemidji</td>
<td>14453</td>
<td></td>
<td>1505</td>
<td></td>
</tr>
<tr>
<td>Cass County</td>
<td>28993</td>
<td></td>
<td>3196</td>
<td></td>
</tr>
<tr>
<td>St. Louis County</td>
<td>159980</td>
<td></td>
<td>3831</td>
<td></td>
</tr>
<tr>
<td>Beltrami County</td>
<td>46106</td>
<td></td>
<td>9413</td>
<td></td>
</tr>
</tbody>
</table>

As you can see LLTC has a much more viable Native American student population that FDLTCC purely based on proximity to larger tribal communities. Additionally it appears that we are doing well with our population based
purely on population density within the area. It would be interesting to look at recruitment, retention, and persistence of all law enforcement students across all programs that have PPOE certification.

3) Do you have any evidence that American Indian students who, as you say, do not have familial support for a career in law enforcement, will be any more likely to complete the PPOE program in the future even if skills is readily available?

a. Student 1 - Male, Native American, Mid-Twenties - 7-8 living in his home, one of two primary care givers for extended family. Able to attend HCC- Skills this summer. Due to personal situation (death in family), and need to take care of family unable to attend Skills. Lives within 15 minutes of school.

b. Student 2 - Female, Native American, Twenties – primary caregiver for toddler, doesn’t have stability or ability to attend HCC this summer due money, and child care. Would be able to attend Skills at LLTC if the school had it’s own program. Lives within 10 minutes of schools.

c. Student 3 - Male, Native American – Early twenties. Walks to school, doesn’t have a car, and barely has enough money to eat regularly. Student was looking for other options to have Skills paid for.

**** I will hopefully have one or two students attending the meeting so they can speak on these topics directly*** due to FERPA, I am not releasing anything other than summary data. Also knowing that this would be public meeting, I do not want to release personal data.

4) Ms. Peggy Strand asked - How will you be able to purchase the equipment and facilities and pay for ongoing maintenance costs necessary to safely and effectively provide the skills component of the education?

I am currently working with and through a contract for services with the Leech Lake Regulatory Board – which operates tribal security/surveillance. The college has confirmed $30,000 with the Leech Lake Band of Ojibwe. I have had contracts with Cass Lake Indian Health Services, it is intended that this money will go in part to capital improvements. This monies is estimated to be around $10,000, finally I am projecting some other contracts to come through. The two largest consumables related to firearms range, and driving would be contracted out, so the college would not bore those costs. Additionally the college would be supplementing and purchasing equipment as needed, and required for the program.

What happens if you still only get one student/year?

Based on my data, I would suggest that the college would have on average 5 students (based on historical review of information) attending the summer Skills program. To that end there are police agencies who hold their own internal academy who have had similar numbers, not smaller than five. In the event that there is one student, the program would continue as planned, however the school would need to bear out some costs for “role” players to help with defensive tactics, self-defense, and arrest and control. Additionally the college would rely on contracted role players as needed to help with scenario based training.

What if you get 5 students/year – can the program remain financially stable?

In looking at the cost per credit hour, and cost of the services, at this time financially stability is not a concern of the College, and its administration. The college is aware of the projected costs for providing this service.

How many students would it take for the instructor/student ratio to be cost effective? (Other schools that are well established tell me they need at least 15 students – for you that's a 150% increase every year.)

Staffing for summer Skills is a direct concern of the college; I would hope to have 10-15 students a summer once the program is up and running within normal range. I would like to keep the student to instructor count around 1:7 (depending on course), for firearms, and defensive tactics, I would like to keep it 1:5.

Addenda and Support Documentation
Training For Instructor Candidates
If approved LLTC LEC would get the following trainings for summer Skills based instructors.

Onsite Use of Force Instructor Classes

- **Taser Instructor Cert. School**  Feb 2017 –
  - Instructor Pool

<table>
<thead>
<tr>
<th>Charles</th>
<th>Cole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert</td>
<td>Gilmore</td>
</tr>
<tr>
<td>Matthew</td>
<td>Stichm</td>
</tr>
<tr>
<td>William</td>
<td>Bothma</td>
</tr>
<tr>
<td>Daniel</td>
<td>Gazelka</td>
</tr>
<tr>
<td>Josh</td>
<td>Guenther</td>
</tr>
<tr>
<td>Kristopher</td>
<td>Larson</td>
</tr>
<tr>
<td>Bob</td>
<td>Leclair</td>
</tr>
</tbody>
</table>


- **SPEAR Instructor Certification**
  - Course held May 2017 – Instructor Pool

<table>
<thead>
<tr>
<th>Anthony</th>
<th>Petrie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott</td>
<td>Pula</td>
</tr>
<tr>
<td>Michael</td>
<td>Chard</td>
</tr>
<tr>
<td>Danielle</td>
<td>Walbridge</td>
</tr>
<tr>
<td>Sabrina</td>
<td>Strutz</td>
</tr>
<tr>
<td>Alison</td>
<td>Critchfield</td>
</tr>
<tr>
<td>Daniel</td>
<td>Gazelka</td>
</tr>
<tr>
<td>Aeron</td>
<td>Muckala</td>
</tr>
<tr>
<td>Cody</td>
<td>Underdahl</td>
</tr>
<tr>
<td>Jason</td>
<td>Hermiston</td>
</tr>
<tr>
<td>Tim</td>
<td>Gray</td>
</tr>
</tbody>
</table>

- **Blue Shield Tactical Knife Instructor School** Sept 2017
  - J. Bellows –
  - Z. Ruport –
  - J. Roberts –

- **SPEAR LVL. II** – Calendared May 2018;

The Blauer Tactical EBST course provides a formula for scenario development that will mesh with existing video evidence already in use within the law enforcement and criminal justice system.

The **SPEAR System BMF Model** is a methodology that teaches course participants how to reverse-engineer scenarios directly from new video evidence and current events in your area. This makes your
training current, relevant and greatly reduces individual and department liability (and especially 'failure to train adequately' concerns).

In the training arena, the 'Evidence-Based Scenario Training' course, will allow you to develop more effective situational awareness, improve verbal tactics and de-escalation abilities, as well as increase the efficiency of the officers inside the reactionary gap - especially during sudden violent aggression by the suspect. The course structure and design will also reduce liability while conducting scenario-based training.

An additional benefit is that this course will enhance the graduate's abilities in the analysis of video evidence (dash cam, body cam, CCTV, etc.) for the department, improving reporting ability as well as courtroom testimony.

- **Active Shooter Course – White Earth Tribal Police**

The Active Shooter Threat Instructor Training Program (ASTITP) is designed to provide a field training agent or officer with high quality training and instill the analytical knowledge, skills and aptitudes needed for the highest proficiency in this specialized field. The course takes Active Shooter Threat Tactics Training to the next level by emphasizing leadership, teach backs, and adult learning as well as the traditional technical skills needed by field training officers and special agents. This course is an intensive training program that covers a variety of tactical subject matters to include: individual and team movement and operational formation. In addition, this program focuses on the role of the field trainer and emphasizes evaluation skills and documentation requirements.

**Instructor Pool**

| BACHMANN | ANDREW |
| BRUCE | BENJAMIN |
| CARDINAL | DERRICK |
| GRANGRUTH | JACE |
| JOHN SON | KELLY |
| TE ICH | BRAD |

- **LOCK-up Force Instructor Certification** – Spring 2018
- **Knife Defense** - September 2017
- **Pepperball** – Nov. 2017
- **FN 303** – Pending
- **MDTS** – Use of Force – Jan 2018
- **April 2018** – Threat Pattern Recog.
- **April 2018** – VESTLAS CERT Instructor

**Off-Site Instructor Development Courses/Programs**

- **Force on Force Instructor Certification** – Reality Based Training
- **ASP Integrated Instructor Program**
- **Command Presence** – Integrated Use of Force Instructor Training
- **Vehicle Contacts** – Chippewa Valley Technical College
- **Patrol Techniques/Tactics** - Chippewa Valley Technical College
- **Glock Armor** – MN Based
- **Radar Instructor School** - TBD
- **SFST Instructor School** – Location- TBD – South Dakota 2018
<table>
<thead>
<tr>
<th>Facility or Equipment</th>
<th>Does this program have this equipment/facility? (Either Owned or Rented)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Firearms Range</td>
<td>Agreement – B.A.S.S. and/or Gordy Buchanan Range.</td>
</tr>
<tr>
<td>Must be suitable for long (15 to 25 yard), medium (5 to 7 yard) and close (2 yard) shooting by handgun, shotgun, and rifle</td>
<td></td>
</tr>
<tr>
<td>2. Driving Range</td>
<td>Contract Highway Training Center – St. Cloud</td>
</tr>
<tr>
<td>Must be suitable for relatively high speeds and skidding cars</td>
<td></td>
</tr>
<tr>
<td>3. Gymnasium</td>
<td>Owned - share with Band Diabetes Center – Cass Lake – Free to LLTC Students</td>
</tr>
<tr>
<td>4. Workout area</td>
<td>Owned - Share with Band- some facilities on site – Band Diabetes Center- Free to Students</td>
</tr>
<tr>
<td>5. Defensive Tactics Training Area</td>
<td>On-site</td>
</tr>
<tr>
<td>6. Tactical/Shoot/House</td>
<td>Pending – Camp Ripley</td>
</tr>
<tr>
<td>7. Spaces for practical search warrant and investigation skills</td>
<td>On-campus/Shared spaces with housing</td>
</tr>
<tr>
<td>8. Locker room facilities</td>
<td>None on-site</td>
</tr>
<tr>
<td>9. Handguns</td>
<td>Purchased/loaned to students Training guns will be GLOCK, and GLOCK red guns from ASP</td>
</tr>
<tr>
<td>10. Long guns</td>
<td>Purchased/loaned to students Remington -870 Rifle Platform</td>
</tr>
<tr>
<td>11. Ammunition</td>
<td></td>
</tr>
<tr>
<td>12. Holsters</td>
<td>Student owned</td>
</tr>
<tr>
<td>13. Electronic Control Weapons</td>
<td>College owned/W Holsters</td>
</tr>
<tr>
<td>14. Safety/Training Mats</td>
<td>College Owned</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>15. Safety/Training Suits (RedMan, FIST, etc.)</td>
<td>College Owned – Dummies unlimited</td>
</tr>
<tr>
<td>17. Dummy Training Weapons</td>
<td>Dummies unlimited</td>
</tr>
<tr>
<td>18. Handcuffs</td>
<td>Training Cuffs - ASP</td>
</tr>
<tr>
<td>19. Eye Protection</td>
<td>College owned</td>
</tr>
<tr>
<td>20. Physical fitness equipment</td>
<td>Shared/see above</td>
</tr>
<tr>
<td>21. Simulated Munitions</td>
<td>Direct purchase – Airsoft</td>
</tr>
<tr>
<td>22. Cars for Emergency Vehicle Operations</td>
<td>St. Cloud expense</td>
</tr>
<tr>
<td>23. Extra Tires</td>
<td>St. Cloud expense</td>
</tr>
<tr>
<td>25. Fingerprint kits and equipment</td>
<td>Currently own – purchase new kits as needed</td>
</tr>
<tr>
<td>26. First Aid equipment</td>
<td>Updated – new Trauma kit AED</td>
</tr>
<tr>
<td>27. Evidence gathering and collection equipment</td>
<td>Purchase/update</td>
</tr>
<tr>
<td>28. Chemical Agents (e.g. OC or CS)</td>
<td>Purchase cans</td>
</tr>
<tr>
<td>29. Breath Testing Units</td>
<td>Purchase</td>
</tr>
<tr>
<td>30. SkidCar</td>
<td>St. Cloud</td>
</tr>
<tr>
<td>31. Firearms simulators</td>
<td>Purchase - on-site</td>
</tr>
<tr>
<td>32. Driving Simulators</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Other Agency Minority Recruit Efforts

- Crystal Police Department – Fall 2017
- Temp. Community Service Officer/Detention Monitor
- Suburban Police Trainee -10/10/16 – Closed- 03/01/17
  - Cities : St. Louis Park, Bloomington
- Hopkins Police Cadet
- Brooklyn Park Police Multi-Cultural Cadet –
- Saint Paul Police Department Cadet Program – Law Enforcement Career Path Academy
  - 29 Total
  - 9 Female/20 Male
  - 2 E/W African/5 African American/8 Asian/2 Caucasians/12 Latinos
- Eagan Police Department – Cadet Program
- Minneapolis Police Department – Cadet
January 10, 2017

Re: Partnership L.L.TPD and Leech Lake Tribal College - Law Enforcement Program

To: Chairman Faron Jackson Sr., Secretary-Treasurer Arthur LaRose, District I Representative Penny DeVault, District II Representative Steve White, and District III Representative LeRoy Staples-Fairbanks.
Cc: Chief Ken Washington, Acting President V. Howard

Let me take a moment and introduce myself, my name is Dr. Matthew J. Stiehm, and this is my second stint working at the Leech Lake Tribal College, specifically working within and for the law enforcement program. I have enjoyed my time working and serving the people and stakeholders around the Leech Lake Reservation area. In such, I would suggest some options to increase Leech Lake Band member's ability to become law enforcement officers for the Leech Lake Tribal Police.

I am pleased, surprised, and amazed by the tenacity of students attending at the Leech Lake Tribal College, and within the law enforcement program. In looking at barriers for our students at the tribal college, one of the most pressing issues is finances, specifically paying for college, family life, and other expenses. The costs interfere with the potential success of the students. Despite barriers these students succeed, and flourish. We have had some great success most notable Sgt. V. Brown and Sgt. K. Fairbanks working locally at Police, and some other executives in the area. I am sure that these students will share their stories with you of dealing with life attempting to complete a degree in law enforcement.

There are many obstacles which prevent tribal members, area stakeholders, and potential students from undertaking the law enforcement career. I have a proposition and would be honored if you would consider it. I would like to develop some sort of contract for students who are entering into the law enforcement program, who meets the selected criteria of the Tribal Council, Tribal Police, as well as complying with the entrance requirements set forth by the MN POST Board.

The contract would provide for a specific relationship between the Leech Lake Band of Ojibwe and student(s). The student would have their college expenses covered, to include all costs at Skills.
Option A

The student would then be required to (1) pay back the amount for the education or (2) serve locally with the tribal police for a minimum of 2+ years. There are a lot of moving parts to this discussion and this is just a jumping off point. But I thought I would let you know that communities in the Twin Cities area have started similar programs. Specifically the City of Hopkins, St. Louis Park, and Brooklyn Park, these cities recognize that getting the “right” person to work for the police department is essential.

Option B

The selected candidate would be pre-hired in a non-sworn position with the Tribal Police, and work in some capacity, either full time, or part time. Plus going to school, the Tribal Police will help defray, some if not all of the costs. This would allow the students to have a job, in the field, and one that understands the needs of the tribal community.

I had the pleasure of meeting with Chief K. Washington, and Assistant Chief M. Robinson today, and they support this discussion, and proposal. The purpose of this is first and foremost get tribal members working for the tribal police, second allow non-Leech Lake members a pathway to become tribal police officers, and finally a pathway for individuals who are from the community, working in the community.

I understand that this is a complex issue, which would require many discussions, and meetings. But I am confident that we can figure something out, in attempt to get more Native Americans into law enforcement, and moreover people living in the area to serve as law enforcement professionals with the Leech Lake Reservation who understand the culture, history, and background this greatly impacts the relationship between tribal communities and law enforcement.

I look forward to hearing from you.

White Earth Efforts
Lt.

I had the pleasure of speaking with your Chief – last week, would you honor me, and forward these on to him. So we can start working on a White Earth Cadet Program.

Matt Stiehm
Minnesota POST PPOE Coordinator
Law Enforcement Program Coordinator
218-335-4245
Leech Lake Tribal College
Facebook Page – PLEASE Like/Share

In summation, I hope I have addressed your concerns, and provided some information into the intent of the Leech Lake Tribal to create, and sustain a viable Skills training program. A training program which can help Native Americans become police officers working for Minnesota POST Agencies. I look forward to completing the full Skills application for the Training Committee.

I believe the MN POST Board, and it’s staff will be surprised with the creation, ingenuity, fortitude, and rigor of the Skills based training that is going to be created at the Leech Lake Tribal College. The program will integrate some the most recent, best practices in law enforcement education, training, and skill development.
Greetings,

I hope this email finds everyone well. In case we haven’t crossed paths either in the real world, or the virtual one, by formal introduction my name is Dr. Matthew (Matt) J. Stiehm, and I am the Law Enforcement Program Coordinator at the Leech Lake Tribal College in Cass Lake, Minnesota, within boundaries of the Leech Lake Reservation. We are the only Tribal College within Minnesota that offers Professional Peace Officer Education and amongst many other things I am looking to create an on campus Skills based training academy (minutes attached from POST Boarding Training Cnte). I would like to take a moment to share our story, the college was recently named the #1 Community College in the United States, for a variety of reasons, but I must share that we have the lowest law enforcement tuition in the state, and students can completed an A.A.S for less than 5,000 dollars.

For additional information you can go to www.lltc.edu or I would be more than happy to supply documents that I have submitted to the MN POST Board over the past years, and months.

Around 90% of our law enforcement students are Native American, and interestingly there are more females in the program this year with approximately 70% of the new students female and the balance male. I am looking to change the academic paradigm for my students and potentially all law enforcement education in Minnesota, certainly there are lessons that can be learned on how we teach and train law enforcement officers. You may be asking how I am going to do this, well, I am taking traditional two year law enforcement education, and tipping it on its ear. I am going to open source, wireless and paperless technology. To support that, I am looking for individuals such as yourself that have a unique expertise, and sharing your experiences with students. I was wondering if you would be willing to help me, by donating 45 minutes of your time and come speak to my students on selected topics (mostly your choice), there are a couple of target topics for a few people. You might be thinking how am I going to speak at a college in Northern Minnesota (where the Bemidji International Airport only gets two flights a day), well with state of the art computer technology you can come to the Leech Lake Tribal Colleges Clem Nason building via open portal programs like Skype, or purchased software like Webx.

I am looking to infuse technology, open source data, and experts with the curriculum in a manner that hasn’t ever been done at least in Minnesota. (potentially anywhere else) In doing this I am using websites like WINX, and Tedx for open source presentations, as well as the major law enforcement publications, and online media outlets. I also use website, and data sources like, DOJ, FBI and NIC websites, Force Science, AELE, Institute for the Prevention of Incustody Deaths, Diagle Law Group, Calibrepress, Command Presence, Controlled Force, LOCKUP, NACOLE, American Society of Criminology, Academy of Criminal Justice Sciences yearly seminar, and other research oriented programs.

Here is an example of what I am doing so you can better understand, one youtube.com video that I have used in the past, and will continue to use is the Last Lecture by Dr. Randy Pausch (if you haven’t watched it I would highly recommend it). The students watch the video and we discuss mentoring, and how it impacts community policing, and develops positive relationships. I then bring in the Peelian Principles, and discuss historically how policing has changed, and round it out with Kelling and Wilson Broken Window Theory, coupled with the KC Studies Random Patrol/Response Time.
From recent history, and events to teach towards the learning objectives I have used and will continue to use:

- St. Anthony Police Officer Yanez Case
- Officer Betty Shelby Case
- Rodney King Incident
- Minneapolis Officer Noor shooting
- DOJ – Consent Decrees
- Sentinel Event Review
- West Memphis Three
- Prison/Jail Overcrowding
- Hurricane Katrina/irma and others (lesson learned)
- Protesting and other events to discuss constitutional rights and roles of police officers
- Prv. Manning Case
- Radicalization on college campuses
- Tecumsah Prison Riots/Incidents
- Review of Pinehurst v. Armstrong other use of force data/cases as it comes out

As an example I have already hosted the following

Kim Schlau - http://kimberlyschlau.com/
Capt. Dennis Valone – Below 100 and Calibrepress

I have a dates planned with

Maj. (ret) Thom Jackson (NVDPS) – Hopefully can get him to talk about the Bundy Ranch incident
Maj. Chip Huth – KC MO Police Department

Working on dates to have

Mark Fallon - http://markfallon.us/
Laura Scarry - http://www.deanoscarry.com/Attorneys/Laura-L-Scarry
John Bostain - http://commandpresence.net/dvteam/john-bostain/
Joe Willis - http://www.experiencewinx.com/joe-willis
Sgt. Shane Warnke – MN DOC
LT. Robert Uran – Retire MN DOC
Kevin Davis - Author/Use of Force
Rick Smith – CEO Axon
Lou Ann Hamblin
Donald Leach – Corrections
Travis Yates - Law Officer Magazine Editor in Chief/Major Tulsa Police
Scott Wood – Betty Shelby Attorney
Dwayne Crawford – NOBLE Executive Directors
The TCU Movement

"Since the beginning, Tribal Colleges have been a study in American Indian tenacity of spirit." — Mary Annette Pember, Tribal College Journal, Winter 2012

For more than 40 years, Tribal Colleges have changed the lives of thousands of students who might otherwise not have pursued higher educations. But leaders within the Tribal College movement have a list of concerns for the future, including changes in Native populations; maintaining and growing ties with culture, language, and traditional values; keeping up with technology; protecting and managing natural resources; encouraging entrepreneurship; finding a true niche in higher education; and instilling passion within students and future tribal college leaders.

Historical
The Tribal College movement grew out of the American Indian "self-determination" movement of the 1960s. The first tribally controlled college was established in 1968 by the Navajo Nation. Today the nation's Tribal Colleges consist of 37 TCUs with more than 75 sites in the United States providing access to higher education to over 80 percent of Indian Country, serving more than 100,000 in academic and community-based programs annually. Tribal Colleges started as two-year institutions; but now 13 of the colleges offer bachelor's degrees and five offer master's degrees. All have open admission policies and most are located on remote reservations. In 1994, in recognition of the essential ties between the colleges,
tribal lands, and local economic development, Congress designated Tribal Colleges as land grant institutions.

In 2011, Tribal Colleges enrolled over 16,600 students. Tribal College students are typically nontraditional students, with about half over age 25. About 25 percent are single parents; 62 percent are female; and 64 percent attend college on a full-time basis (AIHEC, 2015). Because most Tribal Colleges are located on reservations (i.e., federal trust territory), local property taxes cannot be levied for their support, and states have no obligation to fund them. Consequently, major funding sources for Tribal Colleges are primarily federal, including the Tribally Controlled College or University Assistance Act of 1978 (TCCUAA), which is administered by the U.S. Bureau of Indian Affairs, and Title III of the Higher Education Act. Consequently, Tribal Colleges are chronically underfunded requiring them to charge tuition and fees that on the average are 52 percent higher than those charged by all of the nation's two-year public institutions. In 1996, President Clinton issued a White House Executive Order on Tribal Colleges and Universities that directed all federal departments and agencies to increase their support to these institutions.

American Indian/Alaska Native College Student Retention Strategies

For Traditional Schools -

Colleges in study
1. Washington State University – total tribal population 178,956
2. University of Idaho – total tribal population 16,426
3. Montana State University -46,435
4. Minnesota – 42,210

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<td>6,532</td>
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<td>9,894</td>
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<td>Washington</td>
<td>178,956</td>
<td>22,181</td>
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Retention Points
1. Maintain connections to family and tribal community.
2. Address single parent students, and students with family issues
3. Academic assistance through peer mentoring
It's about the family: Native American Student Persistence in Higher Education

Voice of Institution

Factors for Persistence
- Adequate Financial Support
- Academic Programs

Barriers
- Lack of adequate financial resources
- Lack of Academic Preparation

Voices of Native American Students

Factors for Persistence
- Family
- Giving back to Tribal Community
- On-Campus Social Support

Barriers
- Family
- Single Parenthood
- Inadequate financial support
- Lack of academic preparation

Minnesota OIE – Data

Significant disparities exist in educational attainment by race and ethnicity. As shown in Figure 2, only 29 percent of Black adults and 23 percent of Hispanic adults have obtained an associate degree or higher compared to 45 percent of White adults. Additionally, younger Black and Hispanic adults (ages 25 to 34) are less likely to have obtained an associate degree than Black and Hispanic adults between the ages of 45 to 54, indicating the state may be losing ground in educational attainment for communities of color. The disparity is present in grade school, as there are significant gaps between different races in high school graduation rates. The trend continues with initial college enrollment as fewer Black students enroll in four-year institutions (Figure 3) and when they do enroll they graduate at lower rates. Furthermore, Black, Hispanic and American Indian students are more likely to attend two-year colleges over four-year institutions than Whites or Asians, indicating that there is racial stratification as to which groups opt for two-year or four-year institutions.
Figure 2: Educational attainment (associate degree or above) of Minnesota’s population age 25 and older by race/ethnicity, 2013

- Bachelor's Degree or Higher
- Associate Degree or Higher

*Hispanics may be of any race. Data for Hispanics may overlap with data for other race groups.
Source: U.S. Census Bureau, 2013 American Community Survey 1-Year Estimates

Graduation Rates by Race

Figure 4: Public 4-year high school graduation rates (adjusted cohort) by race/ethnicity and selected demographics for Minnesota and the United States, 2011-2012

Source: National Center for Education Statistics

Race/Ethnicity

- American Indian
- Asian
- Black
- 2 or More Races
- White
- Hispanic*

Source: National Center for Education Statistics

Special Populations

- Economically Disadvantaged
- English Proficiency
- Students with Disabilities
**College Readiness**

Figure 6: College-readiness of Minnesota ACT test-takers, 2014

*Meeting college-ready benchmarks in all four subjects: English, Math, Reading and Science.

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**College Enrollment within Two Years of Graduation of High School**

Figure 7. College enrollment within two years of high school graduation by race/ethnicity

Source: Minnesota Office of Higher Education

Uncertainty still surrounds the low retention rates of AI/AN students in U.S. universities. Although it is important to continue studying the reasons why so many AI/AN students do not remain in college, it is also time to disrupt this lingering tragedy with scientifically supported interventions. Living and learning communities, social belonging interventions, and a greater incorporation of active learning and SRL opportunities can begin to deflect the factors that lead AI/ANs to drop out of college and university programs with such a high frequency. Although college and university programs have developed strategies to attract and enroll minority students, specifically AI/ANs, few strategies have kept them enrolled until graduation. By making an effort to develop strategies for retaining AI/AN students, such as those outlined in this article, college and university programs could significantly increase retention at minimal expense and finally begin to disrupt this decades-old problem. It is an opportunity for current leaders in the higher educational system to address the well known issue of low minority participation in universities and colleges.

These recommendations are not without limitations. First, a one-size-fits-all approach to dealing with AI/AN dropout may be inadequate on its own. These recommendations would have to be adaptable and sensitive to local conditions. For instance, differences in living and learning programs for students coming from urban versus reservation settings have to be taken into account. Living and learning programs cannot totally address the differences in needs between urban and rural students. Leaving a rural community and entering a university campus results in a more unsettling kind of “cultural shock” compared to entering a campus from an urban setting.

Age also plays an important role in campus life and in decisions to drop out. All students benefit when they understand how they learn new material. Socially regulated learning efforts are worthy for all ages. However, social belonging and living and learning efforts must consider age issues because feelings of belongingness among traditional college-aged and older AI/AN students will differ. Both age groups seek a sense of belonging within their own unique groups. Older adults have trouble feeling like they belonged in a group of teenagers, and vice versa.

Having accepted AI/AN students into their systems, universities have directly indicated that these enrolled students have been evaluated as learners and are capable of succeeding in that university. Once a student is admitted to a university, it is too late to cite the student’s liabilities (e.g., poor preparation) as an excuse for that individual’s lack of success. To allow the injustices that result from AI/AN college dropout to continue within our own institutions of learning is unacceptable. That universities continue to focus on the faults of students when they drop out, rather than on the system that has perpetuated this problem, is wrong and indefensible. Therefore, it is the responsibility of U.S. public universities to implement activities to engage and retain minority groups.