

PROBLEM AREAS IN THE OPERATION  
OF TRIBAL POLICE PROGRAMS

PREPARED BY

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Problem Areas in the Operation  
of Tribal Police Programs

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ACQUISITIONS

A developmental study of current problem areas  
in the operation of tribal police programs: a  
need for a national tribal police association

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## INTRODUCTION

The Law Enforcement Assistance Administration of the Department of Justice awarded a grant to the National Congress of American Indians to identify and assess current needs of tribal police programs and to make recommendations, based on that needs assessment, for the establishment of a national tribal police association.

This six-month study examined problem areas in the operation of tribal police programs, particularly in the areas of administration/personnel practices and in the area of professionalization. The study explored the feasibility of a national organization for tribal police as a mechanism to meet those needs identified and to insure better understanding, communication, and use of resources by Indian police programs.

This is a report on the results of that study. Recommendations made are by no means exhaustive of what should be done but they do reflect the opinions and ideas of those tribal police and staff interviewed in the course of this study. They are to be commended for their spirit of cooperation and dedication to their work. Ultimately we hope that the establishment of a police association will help to meet those needs, to make their work a little easier, and to help them develop what can be some of the best police forces in the country.

## DEVELOPMENT OF PROJECT

### Initial Contacts:

The first weeks of the project were spent making initial contacts to tribes, organizations, and agencies to advise them of the purpose of this study and to invite their participation. A breakdown of these contacts follows:

- 1) 280 tribes and Indian groups. Selection was at random.1/
- 2) 47 organizations and agencies. Selection included most professional and inter-tribal Indian organizations, programs dealing with law enforcement (Indian and non-Indian), foreign associations working for Indian interests.2/
- 3) 24 State Planning Agencies (SPA) dealing with criminal justice programs.3/

### Literature Search:

Although this phase of the study was slated for thirty (30) days, it was an on-going activity throughout the study. Approximately 34 studies, reports, and other publications were gathered. A print-out from the National Criminal Justice Reference Service was most helpful and several of those studies and publications were ordered for this collection.4/

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1/ The entire list is available but will not be appended in this study.

2/ See Appendix #1.

3/ See Appendix #2.

4/ See Appendix #3.

Development of Opinionnaire:

An informal set of questions was developed to guide interviews with tribal police personnel. The questions were designed to be both specific and proportionate so that problems, needs, and profiles of police personnel could emerge. Particular problem areas which affect the police community were identified and set in priority of its importance to the individual.<sup>5/</sup>

A second set of questions was developed to get administrative type information concerning the program, personnel, budget, etc. The Bureau of Indian Affairs, Division of Law Enforcement, made available much of the information sought in these areas.<sup>6/</sup>

The information gathered from on-site visits to tribal police programs was analyzed on essentially two levels of development. First, it was necessary to develop a matrix to systemize what is already known about problem areas for the police community and what type approaches have been made to solve these problems. That information was gotten through the literature search and from visits made to various law enforcement experts in the area and out in the field. A visit to the National F.B.I. Academy was most beneficial in terms of understanding their role and association with the operation of reservation law enforcement. Secondly, it was necessary to create patterns to the problem areas identified so that needs in specific terms could be categorized and analyzed.

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<sup>5/</sup>See Appendix #4.

<sup>6/</sup>See Appendix #5.

On-Site Visits:

Tribal police programs visited were chosen from pre-defined categories and at their invitation. These categories included: 1) type of jurisdiction; 2) size of tribe and program; 3) type of funding; 4) geographical considerations.<sup>7/</sup> Generally, emphasis was on a wide sampling from each of these categories, particularly in the area of the size and variation of positions and duties of the individual program personnel.

Visits began in the last part of August and covered major geographical areas. Many programs were necessarily omitted because of the lack of time and money; however, those visited gave a wide sampling of needs, problems, and recommendations. Reception and cooperation was most encouraging at the sites visited. The general idea of an association on a national scale was enthusiastically received. (Out of approximately 130 responses, 109 said they would join an association, 8 said no, 8 maybe, and 5 gave no response.)

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<sup>7/</sup> See Appendix #6 for information on specific sites.

## THE PROBLEM

The area of law enforcement in Indian communities has long been a focal point for many problems, particularly in the area of criminal justice. It has been a problem for the Indian and non-Indian communities affected and for those responsible for the delivery of services. A review of previous studies concerning these deficiencies and problems indicate a real need to improve basic services in the areas of police, courts, and corrections.

This underlying need was recognized by the Department of Justice in its first study conducted in 1975 of the Department's responsibility toward Indian tribes in the area of law enforcement.

That Task Force concluded that Indian tribes experience greater economic and social deprivation than any other group in America; that regardless of statistical data, the percentage of unreported crimes is so much higher on reservations that the actual situation is much worse than portrayed. Some of this statistical data shows:

- 1) the major crime rate is 50% higher on reservations than in other rural areas;
- 2) the murder rate is 3 times greater and the assault rate is 9 times higher;
- 3) the violent crime rate is 8 times the rural rate,<sup>8/</sup>

In spite of these findings, most tribal police programs still cite inadequate funding as the major problem affecting services. While tribal police work with three other law enforcement agencies, they

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<sup>8/</sup> Report of the Task Force on Indian Matters, Department of Justice, 1975, p. 23.

are becoming the major agency for policing the reservation.<sup>9/</sup>

This trend is due in part to the principle of self-determination which underscores the current federal policy towards Indians.

As summarized in the Indian Self-Determination Act of 1975 (P.L.93-638):

Congress declares its commitment to the maintenance of the federal government's unique and continuing relationship and responsibility to Indian people through the establishment of a meaningful Indian self-determination policy...<sup>10/</sup>

The law allows and encourages tribes to contract for services through the Bureau of Indian Affairs of the Department of Interior. Consequently, the tribes may contract for law enforcement services and maintain their tribal police forces. While the B.I.A. police presence has diminished due to this trend, they still have approximately 350 law enforcement personnel compared to the tribes' approximate 500.

Most studies on reservation law enforcement have adequately addressed the sociological perspective that is necessary to understand the unique status of the Indian community and reservation areas in its relationship with the federal government. That relationship has long been recognized in legal terms as sui generis in Cherokee v. Georgia, 30 U.S. (S.Pet.),17.

It is in such a setting and background that the current needs of tribal police programs must be viewed. The police staff themselves were asked

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<sup>9/</sup>These agencies are the F.B.I., B.I.A., and state police.  
<sup>10/</sup>P.L.93-638, January 4, 1975; 88 Stat.2203, Sec.3(b).

to identify and set in priority those problems they felt hindered their delivery of services to the community.

The unit of study is the tribal police program. The problems in recruitment, training, and the role of police in the community are identified.

Such a needs assessment as this study undertook must be viewed in a very specific and personal perspective if a reasonably reliable profile is to emerge. It is important to see projected needs in practical terms: the parent who is concerned that his family has adequate insurance or as the person fifteen hours on the job with no overtime coming.

To mete out the necessary information for this study, one must ask essentially two questions: who is the tribal police officer or staff person? What are his needs as an individual committed to perform a high-risk service to his community? And then ultimately: how can these needs be met most effectively?

## SCOPE OF PROBLEM

The scope of problems which affect individuals on a tribal police staff range from dealing with political, highly technical and legal jurisdictional and related problems to working many hours overtime without compensation. The need for a more stable and secure job situation was repeatedly indicated: higher salaries, more benefits, higher job qualifications and standards, a more independent political structure, and a need for more specialized training opportunities suited to their needs.

A basic consideration to understanding the scope of problems the tribal police staff faces is directly related to the scope of work he is expected to do. He is not only a police officer or clerk but also a social worker, medic, teacher, parent, etc. with little or no consideration from the community regarding his off-duty hours. The needs are there and he is expected to accomplish all facets of these work areas. One officer stated that he must leave the reservation altogether on his day off if he was to have any time for his family.

The Criminal Justice Task Force of the Bureau of Indian Affairs

(1974-75) points out that:

Because police departments on reservations are so small the patrol officers must perform many tasks normally assigned to specialized personnel. They must work with juveniles, direct crime prevention programs, serve as probation or parole officers, operate ambulance services, help fight fires, and conduct alcoholism rehabilitation programs.<sup>11/</sup>

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<sup>11/</sup> Indian Criminal Justice Task Force Analysis (1974-75), Bureau of Indian Affairs, Department of Interior, Washington, D.C., p.67.

This situation is not peculiar to police staff alone. It is much the same for others working in the reservation setting. The teacher, for example, does not have the luxury of a 9 to 4 job, but is expected to become a part of that community and respond to its needs on a 24-hour basis.

A final and most important consideration in understanding the scope of problems which affect the tribal police staff is found in the individual himself. Under such job conditions and pressure, most people might move to another job. While many do, as the turnover rates indicate, those who are now on staff prefer to improve conditions rather than move. One might ask why?

While the answer lies partially in the practical consideration that jobs are scarce, and in many cases the applicant could not find work elsewhere; there is another consideration which surfaced repeatedly during this study. There was an underlying commitment to job and community, to appreciate the unique legal status of the Indian people. This attitude was reflected in the responses to the more formal questions in the opinionnaire and in discussions with the staff. It is within this framework that the profile of what the tribal police staff encounters can best be understood and appreciated.

## The Priority-Setting Procedure

The method of obtaining priority in problem areas was done in two ways. The first method and the one which this study uses is the method which is recommended by Workbook I, Planning for the Improvement of Indian Criminal Justice Services on Reservations, prepared by the Division of Law Enforcement Services, Bureau of Indian Affairs.

The Workbook points out that priority-setting procedures vary and each has its strengths and weaknesses; however, it is important to attempt to set priorities for the following reasons: 12/

- Determine the relative importance of each problem
- Obtain concensus on which problems should be addressed first
- Make logical decisions on budgeting and resource allocation

This study dealt with responses to a total of eleven problem areas. These responses were recorded and tabulated according to the priority given each problem area. This was done on individual staff basis first at each site. Once priority was established on each site, these priorities were then tabulated in the same method to show the total priority-setting of each problem area from all sites.

For example, the given problem area may be fringe benefits and the site is A. There are a total of 17 members at Site A who took part in that response; each member gave a rating between 1-11 (since there are 11 given problem areas) to problem area fringe benefits. These ratings

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12/ Workbook I, Sec. IX, Priorities..., Pt. A, p. 70.

(such as 5, 7, 3...) are then added, giving an aggregate number of 88 to fringe benefits at Site A. The procedure is followed for each problem area. The lower the score, the higher the priority.

In this example, the score of 88 ranked in sixth place, meaning that five problem areas had scores lower than 88 and thus higher priority in those given problem areas.

Following this same procedure, ratings were given to fringe benefits by all other sites and then were totaled. (Site A gave fringe benefits a rating of 6, Site B gave it a 2, etc.) The total was a score of 49 which ranked in seventh place in the total score.

The strength of this priority-setting procedure is that all responses are used in the tabulation; a weakness is that where a response is omitted, the results are not as valid as they would be if each problem was responded to.

To compare the validity of this method to yet another, the information was tabulated according to the frequency given each problem area. For example, at Site A, the greatest frequency for fringe benefits fell on rating 5; thus it was rated as five in the priority-setting process. This was done to each site, using only the greatest frequency given to each problem area.

Although this information was tabulated, it does not appear in this report. The difference in the final scores and rating did not differ to a great extent. The top fourth still rated in the top fourth, etc.

In this second method, the greatest frequency indicates the highest priority which is reverse in method I. The obvious weakness is that not all responses are considered to a given problem, only that with the greatest frequency.

CHART #1

AGGREGATE PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	SITE A	SITE B	SITE C	SITE D	SITE E	SITE F	SITE G	SITE H	SITE I	SITE J	SITE K	TOTAL SCORE	RATING
SALARY	1	1	1	1	1	1	1	1				8	1
POLITICAL INTERFERENCE	5	3	7	2	2	2	11	3				35	2
JOB QUALIFICATIONS	6	10	2	4	4	6	3	4				39	3
EQUIPMENT	2	6	4	5	9	9	2	2				39	4
KINDS OF TRAINING	8	7	3	3	5	5	5	9				45	5
PERSONNEL	4	9	5	7	6	8	4	5				48	6
FRINGE BENEFITS	7	2	9	6	7	4	7	7				49	7
TRAINING OPPORTUNITIES	3	8	8	8	3	7	6	10				53	8
JURISDICTION	11	5	11	10	11	3	8	6				65	9
NEPOTISM	10	11	6	9	8	10	10	8				72	10
ADMINISTRATION	9	4	10	11	10	11	9	11				75	11

CHART # 2 - SITE A

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																					TOTAL	RATING
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
SALARY	1	1	1	1	1	1	1	1	3	9	6	1	1	1	7	1	2					39	1
POLITICAL INTERFERENCE	3	6	4	4	0	9	10	0	2	1	1	5	11	8	2	4	10					80	5
JOB QUALIFICATIONS	8	7	7	8	0	2	5	0	0	10	9	3	9	9	1	2	5					85	6
EQUIPMENT	2	2	6	2	0	6	2	3	0	3	4	9	5	7	6	1	3					61	2
KINDS OF TRAINING	9	4	5	9	0	3	7	4	0	7	11	7	3	4	4	5	7					89	8
PERSONNEL	4	8	8	10	0	5	3	0	1	8	3	4	2	2	8	3	1					70	4
FRINGE BENEFITS	7	5	3	3	2	7	8	2	4	4	10	2	6	5	5	7	8					88	7
TRAINING OPPORTUNITIES	6	3	2	5	3	4	4	0	0	6	5	8	4	3	3	6	4					66	3
JURISDICTION	11	9	10	7	0	10	9	0	0	2	7	11	10	11	9	10	9					125	11
NEPOTISM	5	0	9	11	0	11	11	0	0	11	2	6	7	6	10	11	11					111	10
ADMINISTRATION	10	0	11	6	0	8	6	0	0	5	8	10	8	10	11	9	6					108	9

CHART # 3 - SITE B

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																					TOTAL	RATING
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
SALARY	2	1	2	1	1																	7	1
POLITICAL INTERFERENCE	4	4	7	3	3																	21	3
JOB QUALIFICATIONS	6	7	8	6	6																	33	10
EQUIPMENT	5	9	3	9	0																	26	6
KINDS OF TRAINING	10	5	6	0	7																	28	7
PERSONNEL	9	8	10	0	5																	32	9
FRINGE BENEFITS	1	3	5	4	2																	15	2
TRAINING OPPORTUNITIES	11	6	4	5	4																	30	8
JURISDICTION	7	2	12	2	1																	24	5
NEPOTISM	8	11	11	8	0																	38	11
ADMINISTRATION	3	10	1	8	0																	22	4

CHART # 4 - SITE C

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																					TOTAL	RATING
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
SALARY	5	1	1	1	2	3	2	1														16	1
POLITICAL INTERFERENCE	1	6	0	6	6	6	6	10														41	7
JOB QUALIFICATIONS	2	5	0	4	4	2	4	6														27	2
EQUIPMENT	8	4	0	3	1	8	7	3														34	4
KINDS OF TRAINING	9	3	0	2	9	4	1	5														33	3
PERSONNEL	6	2	0	5	5	5	5	9														37	5
FRINGE BENEFITS	7	8	0	9	3	7	8	4														46	9
TRAINING OPPORTUNITIES	3	7	0	8	8	9	9	2														46	8
JURISDICTION	10	10	0	11	11	10	11	11														74	11
NEPOTISM	0	11	0	7	7	1	3	8														37	6
ADMINISTRATION	0	9	0	10	10	11	10	7														57	10

CHART # 5 - SITE D

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																					TOTAL	RATING
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
SALARY	3	5	1	1	2	1	11	1	11	1	1	1	1									40	1
POLITICAL INTERFERENCE	5	2	0	9	4	3	2	4	9	2	2	4	4									50	2
JOB QUALIFICATIONS	7	10	2	6	3	2	10	2	6	9	6	2	2									67	4
EQUIPMENT	1	4	6	3	6	7	4	8	2	4	8	9	7									69	5
KINDS OF TRAINING	2	6	5	2	7	4	6	6	5	7	5	6	5									66	3
PERSONNEL	4	9	0	10	1	11	7	5	8	6	9	3	3									76	7
FRINGE BENEFITS	8	8	3	8	5	6	5	7	1	3	4	8	6									72	6
TRAINING OPPORTUNITIES	2	7	0	7	8	5	8	10	4	8	3	7	10									79	8
JURISDICTION	6	1	4	5	10	8	1	9	7	5	11	11	9									87	10
NEPOTISM	0	11	0	11	9	10	9	3	3	10	10	5	0									81	9
ADMINISTRATION	9	12	0	4	11	9	3	11	10	6	7	10	8									100	11

CHART # 6 - SITE E

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																					TOTAL	RATING
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
SALARY	10	1	1	1	2	4	3	1	1	3												27	1
POLITICAL INTERFERENCE	5	2	2	3	5	3	7	7	3	0												37	2
JOB QUALIFICATIONS	4	6	8	7	1	5	5	2	4	0												42	4
EQUIPMENT	8	9	10	9	10	2	4	8	5	0												65	9
KINDS OF TRAINING	1	8	6	5	3	7	9	4	2	2												47	5
PERSONNEL	9	7	7	2	4	8	6	3	7	0												53	6
FRINGE BENEFITS	6	5	5	8	9	10	1	5	8	0												57	7
TRAINING OPPORTUNITIES	2	4	4	6	6	1	2	5	6	1												37	3
JURISDICTION	3	11	11	11	11	11	10	10	11	0												89	11
NEPOTISM	11	3	3	4	7	9	8	9	9	0												63	8
ADMINISTRATION	7	10	9	10	8	6	11	11	10	0												82	10

CHART # 7 - SITE F

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																					TOTAL	RATING
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
SALARY	3	1	1	1	2	1	1	1	1	1												13	1
POLITICAL INTERFERENCE	2	2	4	4	6	2	0	6	4	6												36	2
JOB QUALIFICATIONS	5	7	7	2	3	6	0	10	7	9												56	6
EQUIPMENT	9	10	6	9	8	5	2	5	10	3												67	9
KINDS OF TRAINING	7	6	8	6	10	7	0	2	2	7												55	5
PERSONNEL	11	5	10	3	7	0	4	8	6	10												64	8
FRINGE BENEFITS	8	4	5	8	5	3	0	4	5	5												47	4
TRAINING OPPORTUNITIES	4	9	9	7	4	0	5	3	9	8												58	7
JURISDICTION	1	3	3	11	1	4	3	7	3	4												40	3
NEPOTISM	10	8	11	5	9	0	6	10	8	2												69	10
ADMINISTRATION	6	11	2	10	11	0	0	9	11	11												71	11

CHART # 8 - SITE G-1

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
SALARY	3	3	9	2	1	2	1	1	1	1	8	3	1	3	1	5	5	1	4	4	11	8	1	1	0
POLITICAL INTERFERENCE	6	10	8	6	5	10	7	11	6	8	5	5	0	11	10	6	8	9	11	5	9	9	7	10	0
JOB QUALIFICATIONS	4	2	4	5	11	7	2	5	4	9	2	9	3	6	2	1	2	5	5	0	1	7	6	4	0
EQUIPMENT	9	4	7	7	4	1	4	7	5	3	4	10	8	4	4	3	4	4	1	0	4	2	4	3	0
KINDS OF TRAINING	2	6	3	11	3	4	3	9	2	5	3	7	7	3	5	7	3	2	9	1	2	4	9	2	1
PERSONNEL	7	1	5	9	7	9	6	6	10	7	1	4	2	9	3	2	7	6	6	0	10	6	5	5	0
FRINGE BENEFITS	3	7	10	4	9	5	10	3	3	4	7	1	5	10	11	10	11	11	3	0	7	1	10	7	0
TRAINING OPPORTUNITIES	8	8	3	2	2	11	9	10	7	2	9	8	6	2	8	8	6	3	8	2	3	3	2	6	3
JURISDICTION	1	9	1	1	6	3	5	8	9	10	10	11	9	8	9	9	1	8	2	3	6	11	3	9	2
NEPOTISM	10	11	11	10	10	8	8	2	0	11	6	6	0	12	6	11	9	10	10	0	8	5	8	11	0
ADMINISTRATION	5	5	6	8	8	6	11	4	8	6	11	2	4	7	7	4	10	7	7	0	5	10	11	8	0

CHART # 8 - SITE G (Cont.)

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																								TOTAL	RATING
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49		
SALARY	3	1	1	7	3	10	2	11	3	2	10	10	1	0	1	1	1	3	1	3	2	3	3	1	163	1
POLITICAL INTERFER.	12	11	11	10	11	3	10	4	4	9	3	5	2	0	11	2	11	4	4	10	11	9	8	10	357	11
JOB QUAL.	9	7	3	2	4	5	7	6	2	3	5	9	3	0	3	0	6	5	0	4	3	4	1	5	202	3
EQUIPMENT	1	5	7	4	8	1	5	1	6	4	1	2	6	2	2	4	3	1	6	2	1	2	4	2	186	2
KINDS OF TRAINING	4	9	10	8	6	9	3	7	5	7	9	6	8	0	7	0	4	7	1	5	6	5	2	3	244	5
PERSONNEL	10	8	2	1	5	4	8	5	1	1	6	4	11	0	4	3	2	6	0	5	4	5	2	6	236	4
FRINGE BENEFITS	6	2	9	9	7	11	8	10	8	0	11	8	5	0	9	0	5	2	3	7	7	1	6	8	294	7
TRAINING OPPORT.	5	6	8	3	2	8	4	8	7	8	8	7	4	1	8	0	7	8	0	6	6	7	7	7	274	6
JURIS.	8	3	5	6	10	2	6	2	9	6	4	1	10	3	5	5	9	11	5	9	8	11	11	4	307	8
NEPOTISM	11	10	4	11	9	7	11	3	0	10	7	3	7	0	10	0	10	9	0	11	10	10	9	11	356	10
ADMINIS.	7	4	6	5	1	6	1	9	10	5	2	11	9	0	6	0	8	10	7	8	9	8	10	9	311	9

CHART # 9 - SITE H

PRIORITY-SETTING OF PROBLEM AREAS

Note: low score indicates high priority

PROBLEM AREAS	MEMBERS ON STAFF																					TOTAL	RATING
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
SALARY	2	1	3	1	1	1	1	0	1	4	4	3	2	2								26	1
POLITICAL INTERFERENCE	1	2	7	8	5	4	0	5	4	1	6	4	0	1								48	3
JOB QUALIFICATIONS	6	7	2	2	3	3	4	2	8	5	1	5	0	6								54	4
EQUIPMENT	3	3	1	9	0	7	3	0	2	0	0	2	3	3								36	2
KINDS OF TRAINING	11	10	5	4	2	5	2	7	11	6	2	10	0	11								86	9
PERSONNEL	7	6	8	3	4	0	5	3	3	3	7	6	0	7								62	5
FRINGE BENEFITS	5	4	4	6	6	8	7	9	6	8	5	6	0	5								79	7
TRAINING OPPORTUNITIES	10	11	6	5	0	6	6	8	9	7	3	9	0	10								90	10
JURISDICTION	4	5	9	7	8	2	8	1	7	10	0	1	1	0								63	6
NEPOTISM	9	8	11	10	0	0	10	4	5	2	9	8	0	9								85	8
ADMINISTRATION	8	9	10	11	0	0	9	6	10	9	8	7	0	8								95	11

## PROBLEM AREAS AND RECOMMENDATIONS

Major problem areas covered in this study can be categorized into two major areas: the areas of professionalization and the areas of administration/personnel policies.

Under the area of professionalization are two categories: problems in recruitment and problems in training. Specifically, these areas deal with salaries, fringe benefits, kinds of training and training opportunities, political interference of police duties, and other related problems in the community.

Under the area of administration/personnel policies are problems in the area of job qualifications and standards, procedures for grievances, hiring practices, problems in public relations with other agencies and within the community.

There is obviously an overlapping in many of these problem areas; for example, professionalization cannot be achieved without considerations of job qualifications and questions concerning training standards. The two major categories were established for organizational purposes.

### Professionalization: Problems in Recruitment

#### Salary

The implications of salary standards or the lack of in the operation of tribal police programs has direct impact in recruitment. The question of salary was given top priority in the rating of the eleven problem areas by all sites visited. This is not a question of just wanting more money.

According to the BIA Task Force Analysis (1974-1975), tribal and BIA

police are paid less than most officers although their responsibilities are greater.<sup>13/</sup> If any agency or tribe is to compete in recruitment, it must offer salaries and benefits commensurate with other law enforcement agencies.

Entry levels for BIA police and for tribal police as required under P.L. 93-638 as minimum levels are far below those paid law enforcement officers in other federal agencies or urban police departments. Entry levels for BIA police trainees during the first year of training prior to date of appointment is GS-3 or \$7,408; at the end of the first year of training it automatically moves to a GS-4 or \$8,316. Entry levels for tribal police ranged from \$2,880 with an average beginning salary of \$7,319.<sup>14/</sup>

In comparison, entry levels for other federal law enforcement agencies such as the U.S. Marshalls Service, U.S. Customs Service, and Park Service, is approximately at the GS-5 level or \$9,303. Entry levels for police privates in urban areas are approximately \$8,706 at Baltimore, Maryland, to \$14,448 at San Diego, California.

The BIA Task Force recommended that entrance and grade levels for BIA law enforcement officers should be comparable to those agencies named above.<sup>15/</sup> Among recommendations made by tribal police was that a standardized pay scale be developed. Such a scale could be based on the minimum scales used by BIA, where this is not already implemented under 638. Such a model could provide for periodic evaluations for pay

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<sup>13/</sup> Indian Reservation Criminal Justice Task Force Analysis, 1974-75, Bureau of Indian Affairs, Division of Law Enforcement Services, Washington, D.C.; sec. III, B, p. 67.

<sup>14/</sup> See Chart #10.

<sup>15/</sup> Task Force Analysis, Ibid., p. 83.

CHART # 10 - PROFILE OF TRIBAL POLICE STAFF

SITES	EDUCATION		AGE		SALARY			JOB		
	Average Level of Attainment	Range	Average	Range	Average Present Salary	Range	Average Starting Salary	Range	*Average Time	Average Overtime
A	12 yrs.	11-16	25 yrs.	20-49	\$ 8,120.00	\$5232-12,000	\$ 6,745.00	\$4600-10,500	12mos.	9.9 hrs
B	8.8	7-13	40	26-53	9,134.00	8278-9600	8,900.00	8200-9000	6	12.8
C	10	9-13	28	22-40	9,848.00	8316-13,931	7,116.00	4000-9300	34	9.8
D	11	10-14	31	23-64	12,694.00	5000-10,625	7,028.00	2880-9200	53	13
E	11.2	11-16	28	25-41	8,259.00	4800-12,000	5,956.00	3268-8000	25	3.5
F	11	10-14	28	20-38	7,904.00	6200-8750	7,124.00	4800-8750	10	8.3
G	11	10-14	23	19-33	8,569.00	7900-15,000	7,843.00	4300-9826	16	5
H	11	9-19	24	22-38	8,219.00	5664-14,700	7,840.00	5000-14,000	14	2.7
I										
J										
Total Average	10.75 yrs.	7-19	28	19-64	\$ 9,085.00	\$4800-15,000	\$ 7,319.00	2880-14,000	21 mos.	8 hrs.

\*Av. length of time on the job

increases and for a rank structure for advancement.

Other specific recommendations made by those interviewed which require consideration include: 1) step increases; 2) cost of living increases; 3) type of duty or hazardous pay; 4) outstanding performance awards; 5) no-cost housing.

#### Fringe Benefits

This problem area ranked as seventh (7) in priority. The specific problem most generally identified was the lack of retirement benefits. However, the lack of benefits ranged from the lack of over-time pay to the need for adequate insurance. Other needs from some of the tribal police programs included: 1) medical and life insurance; 2) false arrest insurance; 3) uniform allowance; 4) holiday pay; 5) hazardous duty.

#### Political Interference

The role of the police in the community is dependent basically on two factors: the quality of services they can give and the needs of that community. The quality of services is necessarily dependent on the standards of professionalization and administrative/personnel policies. As already indicated, the needs of the reservation community are far more demanding than that of other communities, resulting in a scope of duties for the tribal police which most other forces don't have.

This situation creates a need for better community relations where there is not an understanding of the problems within either the tribal police program or within the community.

While this falls heavily on administrative responsibilities and practice within both the tribal police program and tribal government, it is the responsibility of all law enforcement agencies who have anything to do with the community.

The practice of some tribal governments not to allow needed separation between their political structure and that of the tribal police was cited often as a reason they would leave or as a reason why some qualified officers would prefer to stay away. This problem was rated as second in the aggregate priority setting.

The interference of police duties can come in the form of an outright threat to take the officer's badge if he enforces the law against certain individuals to a lack of understanding either police duties or that which is tribal government policy. A most common complaint was that too many groups, well intentioned or not, attempted to run the police department. These groups may include the tribal council, executive boards, tribal districts, committee, etc. Suggestions to minimize this problem include:

- 1) organize a police commission or police board to take control such matters and to work out complaints;
- 2) separate governing bodies of tribal councils from law enforcement activities by constitutional amendment or other means;
- 3) work for better understanding between police and community;
- 4) strengthen or improve on grievance procedures and require community knowledge of such procedures;
- 5) insure better and more rigid training for police staff on points of law.

## Professionalization: Problems in Training

### Education

The question of quality education in the American education system is not a new concern but one which educators have grappled with for decades. This has been particularly true where reservation schools are concerned. The student has difficulty in writing acceptable reports in school much less a report that can be used in court. Yet this is precisely what the trainee or officer is expected to do, along with other management skills.

According to data gathered (see Chart #10), the average level of educational attainment of tribal police officers and staff is 10.75 years or nearly the eleventh grade. The range of this level is between 7 to 19 years, indicating a very few who have finished the twelfth grade. For example, one site had an average level of educational attainment of 8.8 years with a range of 7 to 13. The youngest member of that staff was 26 years old. The highest level of attainment was averaged to be 12 years with a range of 11 to 16 years. The youngest member was 20 years old.

### Records

The duties of most police officers, as indicated above, involve report writing, accident and investigative reports, as well as writing and keeping arrest records. Many of those interviewed indicated that there was too much paper work and report writing, and that there was a need to learn more in those areas.

Perhaps an outgrowth of this problem can be seen in the problem many police administrators seem to have in getting administrative information such as that in Appendix #5, "Questions for Administrative Officers" which was used

in this survey. Only about half of those sites visited returned this information at all.<sup>16/</sup> The lack of adequate staff also often puts more responsibility on administrative shoulders than they can handle.

Another outgrowth of the problem of keeping and writing records is in the area of issuing arrest records. For many years it has been a fact that Indian young people have had extensive police records before they reached the age of 21. It is important to determine whether this was caused by administrative requirement of officers to make them over-anxious to perform or by the lack of adequate training. This problem of "arresting first and asking questions second" was referred to as a major problem or as a "syndrome" on reservations. How extensive this problem is today is questionable, however, it is probably still a serious problem for the above reasons.

#### Training

There was a general need to have a wider range of localized training with more emphasis in such areas as Indian law, community relations, management skills, and in basic areas of police training.

One of the recommendations of the Report of the Task Force on Indian Matters <sup>17/</sup> was that the Department of Justice assist the BIA and Indian tribes to develop specialized training in reservation investigations and Indian law for FBI agents assigned to reservation areas.

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<sup>16/</sup> This was used to further validate the profile of police staff.  
<sup>17/</sup> Report of the Task Force on Indian Matters; Ibid, p. 39.

Responses from tribal police indicated that such training should extend to them as well. (See Chart #2 and 3.) Other responses indicated specifically the following needs: 1) courses in hand to hand combat, self defense; 2) firearms training; 3) high speed driving; 4) first aid training; 5) courses in community relations and local problems; 6) alcohol and drug abuse; 7) report and investigative writings; 8) more emphasis on disciplinary training for trainees.

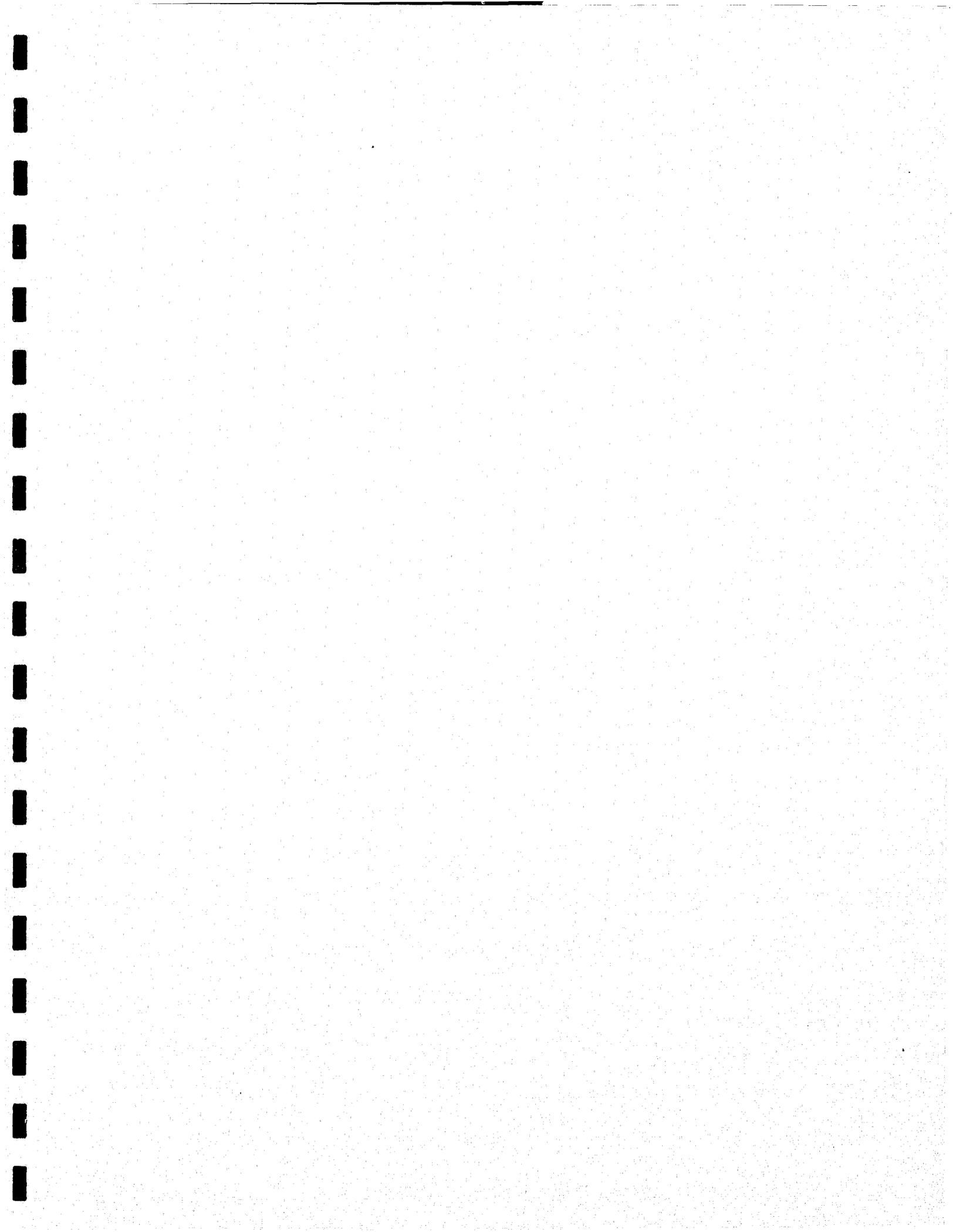
The need for basic and supplementary training is a serious problem for obvious safety reasons and is magnified by the fact that some tribal police come on the force with no formal training.<sup>18/</sup> While BIA police have minimum requirements in training there is no similar required standard for all tribal police program. Where such standards are required, that individual police force has insituted that requirement(s).

Training opportunities were frequently requested to be on the reservation, more often, and with longer periods of time spent on subject areas for a better understanding. There was a need to know about what is available in the line of training and other educational opportunities.

While many sites frequently requested that training be more localized, suited to local needs, and dealing with more areas in Indian law, the question of whether training for tribal police should differ from other training programs was interpreted according to the extent of the traditional tribal customs and language usage of that community.

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<sup>18/</sup> BIA police have a mandatory minimum of 500 hours. National Advisory Commission on Criminal Justice Standards and Goals suggest 400 hours of basic training.



:High Score Means High Priority.

SITE:	A	B	C	D	E	F	G	H	I	J	TOTAL SCORE	RATING (1-5)
-------	---	---	---	---	---	---	---	---	---	---	-------------	--------------

WHAT EDUCATIONAL OPPORTUNITIES WOULD YOU LIKE TO HAVE OFFERED TO YOU?

G E D	2	1	1	1	0	2	2	2			11	5
F B I National Academy Program	3	2	1	5	4	4	34	3			56	2
College Police Course	12	3	5	9	6	7	32	6			80	1
Indian Police Academy	4	1	1	4	8	6	11	5			40	4
In-Service Training	15	1	1	4	7	2	18	6			54	3

CHART # 12

SEE APPENDIX#4 - Question II,C  
 : High Score Means High Priority.

SITE#	A	B	C	D	E	F	G	H	I	J	TOTAL SCORE	RATING (1-10)
WHAT KINDS OF SPECIALIZED TRAINING WOULD YOU LIKE TO HAVE OFFERED TO YOU?												
CRISIS MANAGEMENT	6	3	3	4	3	2	14	2			37	8
FORENSIC SCIENCES	7	3	2	1	2	1	8	1			25	10
CRIMINOLOGY	6	2	4	7	6	3	32	7			67	5
FIREARMS	8	1	5	6	8	6	31	9			74	3
DIVEKSIONARY PROGRAMS	10	2	3	4	3	1	19	0			42	7
LAW	9	2	7	6	9	3	33	7			76	1
BEHAVORIAL SCIENCES	4	2	2	3	3	2	12	5			33	9
RESERVATION LAW ENFORCEMENT	10	2	4	8	8	4	29	6			71	4
MEDICAL	7	1	3	5	2	6	14	6			44	6
POLICE-COMMUNITY REL.	12	1	5	7	7	5	31	7			75	2

## Administration and Personnel Policies

Problems and Recommendations in these categories include job qualifications (rating third), personnel needs (rating six), and administrative concerns (rating ten). Problems concerning nepotism ranked last in the aggregate priority setting for problem areas.

A general consensus was that job qualifications should be higher with more emphasis on experience and the kinds of training needed to supplement basic training courses. While the average tribal police education was tabulated to be 11.5 years, it was felt that basic formal educational requirements need not be more than a high school education except where specialized training was required outside basic police duties.

Recommendations include the following:

- 1) develop a professional qualifications standard (PQS);
- 2) upgrade standards in general;
- 3) do not include felons or drug addicts;
- 4) have closer checks on backgrounds and past records;
- 5) standardize requirements, job descriptions, and duties;
- 6) hire outside the tribe where necessary;
- 7) develop a merit system.

Problems in administrative areas showed a need to have less paperwork and to simplify procedures with a more defined chain of command. The agencies involved with law enforcement should work much closer together.

Specific recommendations made in this area were:

- 1) closer contact with staff and between staff persons;
- 2) improve procedures;
- 3) eliminate unnecessary paper work;
- 4) improve communication between administrative personnel of B.I.A., tribe and police department.

Problems in personnel practices were to cover practices in hiring, recruitment, grievance procedures, etc. Standardized procedures were again needed in many of these areas. Recommendations include:

- 1) a board of police officers should be set up to screen and interview new applicants;
- 2) hire within police department first; hire older applicants;
- 3) set priority on attitudes, physical condition;
- 4) more supervisory personnel needed in remote areas;
- 5) hire more range riders.

Problems in the area of nepotism ranked last or as eleven in priority. Usually the problem involved a concern that the tribal council should not have relatives on the staff of the police department, alluding to the problem of political interference. At one site the practice of hiring relatives was viewed as a desirable practice as long as the applicant was qualified and did not create a conflict of interest.

Recommendations include:

- 1) hire according to qualifications, education and work record;
- 2) enforce laws against nepotism where too many of one family are working;
- 3) follow tribal policy on hiring;
- 4) can and should hire relatives if qualified.

:High Score Means High Rating.

SITE:	A	B	C	D	E	F	G	H	I	J	Total Score	Rating (1-6)
WHAT KIND OF IMAGE DO POLICE HAVE IN YOUR COMMUNITY?												
Very Good	0	0	1	2	0	0	12	6			21	3
Good	4	1	2	2	6	3	22	4			44	2
Fair	11	1	4	11	3	5	21	3			59	1
Poor	0	0	0	1	1	3	2	0			7	4
Very Poor	2	1	0	0	0	0	0	2			5	5
Bad	0	0	0	0	0	0	0	0			0	0
HOW WOULD YOU DESCRIBE THE MORALE OF YOUR POLICE FORCE?												
Very Good	0	0	5	1	0	0	9	4			19	3
Good	7	1	1	1	5	3	35	5			58	1
Fair	7	0	1	10	3	6	7	3			37	2
Poor	2	2	0	0	2	2	4	0			12	4
Very Poor	1	0	0	0	0	0	1	0			2	5
Bad	0	0	0	2	0	0	0	0			2	6

## SUMMARY

Professionalization, administrative and personnel policies of tribal police programs were the major problem areas dealt with in this study. For purposes of organization, the specific needs were categorized under these broad areas. These problems were then set in priority and analyzed and tabulated to establish more critical areas. A profile of the police staff was established.

This profile emerges as: average education is 10.75 years with a range of 7-19 years; average age is 28 years with a range of 19-64 years; average salary (beginning) is \$7,319 with a range of \$2880 to 14,000; the length of time spent on the present job is 21 months with an average over-time per week of 8 hours.

### Problem Areas:

In the area of professionalization are specific problems and needs concerning salary, fringe benefits, kinds of training and training opportunities, political structure, need for an exchange of information, and related problems.

Recommendations made concern the development of models for standardizing minimum beginning salary scales which provide for pay increases and for rank structure of advancement, as well as a comprehensive plan for fringe benefits (especially retirement benefits). Kinds of training needed most were in areas of Indian law and jurisdictional problems, and to localize training to meet specific needs as well, to supplement existing training. A police board or commission, or similar mechanism could be established to set up standardized procedures in areas which

require better public relations and an exchange of information to ensure better understanding between the community, agencies, local government, and the police program.

In the area of administrative and personnel policies are specific problem and needs concerning job qualifications, hiring practices, recruitment, grievance procedures, nepotism, and related needs.

Recommendations include the need to upgrade qualifications for jobs and to standardize job descriptions and duties. Minimum requirements should be established through the development of a professional qualifications standard. Models regarding these policies should be developed with emphasis on simplifying procedures, eliminating unnecessary paperwork, and to improve communications between administrative personnel of those involved in law enforcement activities.

The establishment of a national association for tribal police personnel was overwhelmingly encouraged as an appropriate mechanism by which the above problems and needs could be addressed. This would necessarily involve a nine-month project to establish such a professional organization. The primary duties would be geared toward analyzing and implementing recommendations, development of models and strategy, and to seek approval of agencies, tribes, and others.

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-2

11. Adrienne Chute  
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Fairbanks, Alaska 99701
14. Womens Bureau  
Alexis Herman, Director  
Department of Labor  
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Professional Organizations:

1. NARF  
1712 N Street, N.W. - 2nd Floor  
Washington, D.C. 20035  
202-785-4166
2. American Indian Law Review  
University of Oklahoma, College of Law  
630 Parrington Oral  
Norman, Oklahoma 73069
3. American Indian Lawyer Training Program  
1000 Wisconsin Avenue  
Washington, D.C. 20007  
202-337-5210
4. American Indian Law Center  
University of N.M.  
Albuquerque, N.M. 87105  
505-277-4840
5. National Indian Justice Planning  
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Santa fe, N.M. 87501  
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7. NTCA  
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Suite 207  
Washington, D.C.  
202-343-9484
8. Americans for Indian Opportunity  
Plaza del Sol Bldg.  
600 2nd street, N.W. Suite 403  
Albuquerque, N.M. 87102  
505-842-0962
9. United Indian Planners, Assoc.  
1800 18th St. N.W. Suite 500  
Washington, D.C. 20006  
202-466-8212

10. Survival of American Indians  
Box 719  
Tacoma, Washington 98401  
206-456-1375
11. NIYC  
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12. AIM  
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Mahnomen, Minnesota  
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218-935-2523
13. Brotherhood of American Indians  
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219 Bellvue East No. 305  
Seattle, Wa. 98102

Other:

14. Wisconsin Council on Criminal  
Justice - 122 W Washington  
Madison, Wisconsin 53703  
608-266-0350
15. Indian Assoc. of Alberta  
11710 Kings way, Ave 203  
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21. Donald Brown, Director  
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22. Randolph Seiler, Director  
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23. Saul Arrington, Administrator  
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Washington, D.C. 20500  
202-456-2802
3. Jan Peterson  
Public Liason  
Room 109 OEOP  
Washington, D.C. 20500

Red Cross:

1. Hal Daves  
Community Volunteer Programs  
Red Cross Headquarters  
18th and E  
Washington, D.C. 20006

Studies from the Bureau of Indian Affairs:

Historical Backgrounds for Modern Indian Law and Order; compiled by Robert Young, Albuquerque Area Tribal Operations Officer, April, 1969; traces Indian relationships with European immigrants after 1492 with special reference to land status, tribal sovereignty, and tribal self-government; 27 pp.

Indian Criminal Justice Program Display; compiled by Division of Law Enforcement Services, Bureau of Indian Affairs, Washington, D.C., July, 1974; statistical data by Area covering population, land area, applicable laws and court jurisdiction, enforcement responsibility, and jail facilities utilized, with footnotes; 37 pp.

Indian Law Enforcement History; compiled by Division of Law Enforcement Services, Bureau of Indian Affairs, Washington, D. C., February 1, 1975; a short history of the Indian Criminal Justice System seen through the work of judges and policemen in Indian territory with illustrations and photographs, documentation from various sources; 77 pp. (Special thanks from Suarez to Dave Etheridge.)

Planning for the Improvement of Indian Criminal Justice Services on Reservations - Workbook I; compiled by Division of Law Enforcement Services, Bureau of Indian Affairs, Washington, D. C., 1977; a guidebook to provide planning resources and assistance to tribes and to help them to identify law enforcement problems and needs, emphasis on flexibility of individual reservation areas; illustrations and tables; 78 pp.

Indian Reservation Criminal Justice Task Force Analysis, 1974-75; compiled by Division of Law Enforcement Services, Bureau of Indian Affairs, Washington, D. C. 1975; surveys the status of criminal justice services in those communities served by the BIA; over 132 pp.

Studies from the American Indian Lawyer Training Program, Inc.,  
1000 Wisconsin Avenue, N.W., Washington, D. C. 20007:

Indian Tribes as Governments; first printing January, 1975, revised June, 1975; documentation of findings from a team of Indian law students and lawyers over a period of three months in an action-research project conducted in 1974; reports contain students' personal observations and recommendations; emphasis on issues of tribal governing structure, tribal court structure, economic development of tribal resources, and administration of governing services; profiles on tribes participating; appendices include excerpts from applicable laws; 217 pp. <sup>56</sup>

Indian Self-Determination and the Role of Tribal Courts; February, 1977; response to request from BIA to assume responsibility to gather data for analysis of current status and needs of tribal courts; primary emphasis on personnel, facilities, legal training, and administration; some information concerning tribal and BIA police operations; appendices include LEAA block and non-block awards for FY 1975-1976, tribal court survey instrument (made by personal interviews) and response; 305 pp.

Studies/Reports from the American Indian Policy Review Commission;  
or made for AIPRC:

Captive Nations, A Political History of American Indians, 1977;  
prepared for AIPRC by D'Arcy McNickle, Mary Young, and Roger  
Buffalohead; prepared as background to final Commission  
report; contains reference to Colonial Period, Assimilation,  
future policies; 22 pp.

Nations Within a Nation, the American Indian and the Government of  
the U.S., prepared by A.T. Anderson, Special Assistant to AIPRC;  
1976; reflects information contained in Task Force Reports,  
however content is not necessarily eventual conclusions or  
recommendations of Commission and is personal interpretation  
of Reports; 87 pp.

Studies from the National American Indian Court Judges Association,  
1000 Connecticut Avenue, N.W., Washington, D.C. 20036:

Justice and the American Indian; 1974; contains five volumes:

Vol. 1: The impact of public law 280 upon the administration of criminal justice on Indian reservations; Vol. 2: The Indian judiciary and the concept of separation of powers; Vol. 3: The effect of having no extradition procedures for Indian reservations; Vol. 4: Examination of the basis of tribal law and order authority; Vol. 5: Federal prosecution of crimes committed on Indian reservations; total pp. 430.

Criminal Court Procedures Manual, Research Document in Support of,  
1971; joint effort between the National Indian Court Judges Assoc.,  
and Arrow, Inc.; project limited to areas of American Indian  
criminal law affected by Title II - Rights of Indians - of P.L.  
90-284, Civil Rights Act of 1968; Appendix B. has findings and  
recommendations concerning Tribal judicial systems; 179 pp.

Criminal Court Procedures Manual, a Guide for American Indian Court  
Judges, 1971; joint effort between NICJA and Arrow, Inc.; manual  
evolves out of research of the practices of Indian courts as rel  
related to the Indian Civil Rights Act of 1968; 90 pp.

Other Sources:

Indian Justice - A Guide to Planning; compiled by Audrey Geis and Cleatus Richards, National Indian Justice Planning Association, Santa Fe, New Mexico; a workbook type guide for Indian communities to develop a comprehensive plan for the criminal justice system; how tribes can apply for money under the 1968 Omnibus Crime Control and Safe Streets Act; illustrated by Fritz Scholder; 54 pp.

Second Southwest Indian Tribal Courts Conference: Modern American Courts in General-Tribal Courts in Particular; presented by the University of Arizona in cooperation with the Phoenix and Gallup Area Offices, BIA; March 1962; contains series of speeches made over a two-day period including matters of jurisdiction, extradition, judges, procedure of trial cases; 105 pp.

Police Chiefs Institute; January, 1958; presented by the University of Minnesota, Center for Continuation Study; three day institute covering definition and explanation of series of crimes normally committed in communities and procedure of handling these in the court process; 38 pp.

The Indian Civil Rights Act, Five Years Later, 1973; presentation of two day meeting held by the American Indian Lawyers Association, Denver, Colorado; contains series of speeches on analysis of Indian Civil Rights Bill; 125 pp.

Minority Police Recruitment and Selection- A Total Community Responsibility, 1972; sponsored by the Commission on Peace Officer Standards and Training, Minority Recruitment Project, State of California; presentation of two day conference on Minority Police Recruitment and Selection; 98 pp.

Community Relations Service, U.S. Department of Justice; contains general information on services, mandates, locations; 11 pp.

Law Enforcement Comprehensive Professional Liability Policy, National Sheriffs' Association and Florida Police Chiefs Association, 1974; applications, explanations of coverage; 9 pp. each.

Law and Order Among the First Mississippians, 1968; Association on American Indian Affairs, 432 Park Avenue, South, New York, N.Y. 10016.

Contemporary Problems in Law Enforcement on American Reservations, 1970; See The Police Chief Journal, Vol. 37, No. 7, July 1970, p. 58.

The Indian Police Officer, 1969; International Association of Chiefs of Police, 11 First Field Rd., Gaithersburg, Md. 20760; See The Police Chief Journal, Vol. 36, No. 11, November 1969, p. 30.

Lawmen for the Reservation, 1971; Federal Bureau of Investigation Bulletin, Washington, D.C. 20535.

Law and Order on the Mississippi Choctaw Reservation, 1970; National Technical Information Service, 5285 Port Royal Road, Springfield, Va. 22151; (Stock Order No. P.B.207979.).

Task Force on Policing on Reservations, 1973; National Criminal Justice Reference Service, Microfiche Program, Box 24036, Washington, D.C. 20024.

Administration of Justice Beyond the 50th Parallel, 1972; NCJRS, Microfiche Program, Box 24036, Washington, D.C. 20024.

Indians and the Criminal Justice System, 1975; a brief presented by the National Indian Brotherhood to the National Conference on Native Peoples and the Criminal Justice System, February 3-5, 1975.

Navajo Nation Police Department, Radio Communications Equipment Specifications, Police Technical Report, 1976; NCJRS Microfiche Program, Box 24036, Washington, D.C. 20024.

Omaha Tribal Juvenile Justice Program; Final evaluation report, 1975; Nebraska Commission on Law Enforcement and Criminal Justice, State Capitol Building Lincoln, Nebraska, 68509.

Trends in Expenditure and Employment Data for the Criminal Justice System, 1971-1974; U.S. Department of Justice, Washington, D.C. (Issued 1976).

Criminal Victimization in the U.S., May 1976; U.S. Department of Justice, Washington, D.C.

QUESTIONS FOR POLICE STAFF

Job Title \_\_\_\_\_ Reservation \_\_\_\_\_  
Indian \_\_\_\_\_ Non-Indian \_\_\_\_\_ Age \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

I. What are your duties?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A. Who is your immediate supervisor? (Give position) \_\_\_\_\_

B. Do you supervise anyone? If so, who? (Give position) \_\_\_\_\_

\_\_\_\_\_

C. How long have you been at present job? \_\_\_\_\_

1. What was your last job? \_\_\_\_\_

2. (Optional) Why did you leave? \_\_\_\_\_

3. (Optional) Do you plan to stay in present job? \_\_\_\_\_

If not, why are you leaving? \_\_\_\_\_

\_\_\_\_\_

D. What is your present salary? \_\_\_\_\_

1. What was your starting salary? \_\_\_\_\_

2. How many hours per week do you work? \_\_\_\_\_

3. How many hours overtime do you average per week? \_\_\_\_\_

E. List the fringe benefits your job offers to you: \_\_\_\_\_

\_\_\_\_\_

F. What additional fringe benefits do you need? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

II. What is the highest grade you have completed?

A. List police and specialized training you have taken by approximate year and where training was given:

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B. What educational opportunities would you like to have offered to you?

- |  |   |
|--|---|
| <input type="checkbox"/> 1. GED                          | <input type="checkbox"/> 4. Indian Police Academy |
| <input type="checkbox"/> 2. FBI National Academy Program | <input type="checkbox"/> 5. In-service training   |
| <input type="checkbox"/> 3. College Police Course        | <input type="checkbox"/> 6. Other, specify: _____ |
- 
- 

C. What kinds of specialized training would you like to have offered to you?

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Crisis Management                           | <input type="checkbox"/> 7. Behavioral Sciences         |
| <input type="checkbox"/> 2. Forensic Sciences                           | <input type="checkbox"/> 8. Reservation Law Enforcement |
| <input type="checkbox"/> 3. Criminology                                 | <input type="checkbox"/> 9. Medical                     |
| <input type="checkbox"/> 4. Firearms                                    | <input type="checkbox"/> 10. Police-Community Relations |
| <input type="checkbox"/> 5. Diversionary Programs<br>(Crime Prevention) | <input type="checkbox"/> 11. Other, specify: _____      |
| <input type="checkbox"/> 6. Law   | _____   |
- 
-

III. Why did you choose to go into the area of work that you are in?

Reasons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A. What is your concept (or personal philosophy) of what a policeman should be in his community?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What kind of image do police have in your community?

- \_\_\_a. Very good      \_\_\_c. Fair      \_\_\_e. Very poor  
\_\_\_b. Good      \_\_\_d. Poor      \_\_\_f. Bad

2. How would you describe the morale of your police force?

- \_\_\_a. Excellent      \_\_\_c. Fair      \_\_\_e. Very poor  
\_\_\_b. Good      \_\_\_d. Poor      \_\_\_f. Bad

B. In what ways is law enforcement on reservations and Indian communities different from law enforcement in other places and non-Indian communities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Do you think there is undue political intervention of enforcement procedures? If so, by whom? How can it be corrected?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Should training for Indian police programs differ from other training programs? How?

\_\_\_\_\_  
\_\_\_\_\_

3. Do you speak the Indian language in your community? \_\_\_\_\_

a. Do you think it is helpful to know and speak this language? Why or why not?

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b. Has the language spoken in the community where you will be working ever been a consideration in any of your previous training? \_\_\_\_\_  
Do you think that it should be? Why or why not?

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4. Do you think there is a traditional concept of policing and law enforcement in the Indian community where you are working? Describe.

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a. If there is a traditional concept, to what extent is it taken into consideration?

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b. Do you think it would be an effective policing measure to do so? Why or why not?

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c. Have traditional concepts of law and order in Indian communities and other cultural considerations been a part of your training? \_\_\_\_\_

-5 Q-PS

IV. Number the following problem areas in order of priority as they apply to you in your job and state briefly what you think could be done to improve the situation:

Problem Area:	Recommendations:
<input type="checkbox"/> Salary	
<input type="checkbox"/> Job Qualifications and standards	
<input type="checkbox"/> Personnel	
<input type="checkbox"/> Political Interference	
<input type="checkbox"/> Nepotism	
<input type="checkbox"/> Kind of Training	
<input type="checkbox"/> Training Opportunities	
<input type="checkbox"/> Fringe Benefits	
<input type="checkbox"/> Equipment	
<input type="checkbox"/> Administration	
<input type="checkbox"/> Jurisdiction	
<input type="checkbox"/> Other	

V. Do you belong to an employees association or other organization in connection with your work? If so, what is the name?

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A. If an Indian police association was organized, would you become a member?

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B. If a police association were formed, what activities would you like to have it become involved in or do?

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C. How can a police organization be helpful to you?

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D. How would a tribal civil service type program for all personnel within the police department structure be helpful to you?

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QUESTIONS FOR POLICE CHIEFS, ADMINISTRATIVE OFFICERS, OTHERS

Tribe: \_\_\_\_\_

Address: \_\_\_\_\_

Population (Indian and Non-Indian): \_\_\_\_\_

Total Acreage: \_\_\_\_\_

I. Governing Body of Tribe

A. Form of Government:

- \_\_\_\_\_ General Council
- \_\_\_\_\_ Executive Board
- \_\_\_\_\_ Business Council

B. Size of Council:

- \_\_\_\_\_ Less than 6
- \_\_\_\_\_ 6 - 18
- \_\_\_\_\_ Over 18
- \_\_\_\_\_ Other, specify

C. Type of Jurisdiction:

- \_\_\_\_\_ BIA only
- \_\_\_\_\_ Concurrent with state
- \_\_\_\_\_ Sovereign, exclusive

D. How is the law and order activity handled by the tribe?

- \_\_\_\_\_ By the Board
- \_\_\_\_\_ By the Law and Order Committee
- \_\_\_\_\_ Other, specify

E. Who supervises the tribal police chief? \_\_\_\_\_

II. Budget Data for Law and Order - FY 1977

A. Source of funding and amount:

	Police	Courts	Corrections
BIA			
Tribe			
LEAA			
CETA			
Other			

B. Annual operating budget for police force - FY 1976: \_\_\_\_\_

C. Estimated budget for police force - FY 1978: \_\_\_\_\_

D. Breakdown of budget for police force:

Salaries and benefits \_\_\_\_\_

Training \_\_\_\_\_

Equipment and maintenance \_\_\_\_\_

Operating cost  
(Including travel) \_\_\_\_\_

E. Do police and courts share same facilities and budget? \_\_\_\_\_

F. Is there money set-aside for juvenile diversion programs? \_\_\_\_\_

Other crime prevention programs? \_\_\_\_\_

III. Personnel Inventory

A. Total number on police force: \_\_\_\_\_

- 1. Part-time \_\_\_\_\_ Full-time \_\_\_\_\_
- 2. Indian \_\_\_\_\_ Non-Indian \_\_\_\_\_
- 3. Male \_\_\_\_\_ Female \_\_\_\_\_
- 4. Sworn \_\_\_\_\_ Unsworn \_\_\_\_\_
- 5. Reserve or auxiliary force \_\_\_\_\_

B. Positions on force, number (indicate male or female), and funding source:

	Funding Source (Check source)					
	Number		BIA	Tribe	LEAA	Other
	Male	Female				
1. Special Officer						
2. Captain						
3. Juvenile Officer						
4. Criminal Investigator						
5. Sergeants						
6. Lieutenants						
7. Policemen/women						
8. Clerical						
9. Dispatcher						
10. Other						

C. Is present force adequate in terms of manpower? \_\_\_\_\_

If not, how many additional men are needed? \_\_\_\_\_

In what capacity? \_\_\_\_\_



E. Which benefits are available to personnel, both sworn and unsworn?

Benefit:	None	Partial Payment		Total Payment	
		Sworn	Unsworn	Sworn	Unsworn
1. Retirement	_____	_____	_____	_____	_____
2. Life Insurance	_____	_____	_____	_____	_____
3. False Arrest Insurance	_____	_____	_____	_____	_____
4. Hospital Insurance	_____	_____	_____	_____	_____
5. Surg./Med. Insurance	_____	_____	_____	_____	_____
6. Auto Insurance	_____	_____	_____	_____	_____
7. Workman's Compensation	_____	_____	_____	_____	_____
8. Annual/Sick Leave	_____	_____	_____	_____	_____
9. Uniform Allowance	_____	_____	_____	_____	_____
10. Overtime, Hazardous, Night Differential, & Holiday Pay	_____	_____	_____	_____	_____
11. Other, specify	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

F. Recruitment:

1. What do you do when you have a position to be filled?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What are the qualifications/standards you use for recruitment?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

G. Which is used in selection of new employees:

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. Written exams _____    | 4. physical exam _____          |
| 2. oral interviews _____  | 5. psychiatric evaluation _____ |
| 3. background check _____ | 6. polygraph exam _____         |
|                           | 7. Other, specify _____         |

H. Turnover of personnel:

1. The number for FY 1977 \_\_\_\_\_

2. What do you think the reasons were for the turnover? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Do you think a civil service type program for all personnel within the police department structure would be helpful?

I. What problems do you run into when you need to find a replacement of staff?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

J. Method of rating police personnel:

- |                                |                         |
|--------------------------------|-------------------------|
| 1. Formal merit system _____   | 4. By LEAA _____        |
| 2. By Officer in charge _____  | 5. By BIA _____         |
| 3. By the tribal council _____ | 6. Other, specify _____ |

K. Minimum period of time in grade before officer is eligible for promotion:

\_\_\_\_\_

L. Are officers required to live in jurisdictional limits? \_\_\_\_\_

M. What are the number of hours in the regular work week? \_\_\_\_\_

1. Average overtime per week \_\_\_\_\_
2. Method of compensation: \_\_\_\_\_ Straight  
\_\_\_\_\_ Time and a half  
\_\_\_\_\_ Comp time

N. Conduct standards - are there written rules and regulations for personnel? \_\_\_\_\_

1. Do you have a handbook or manual? \_\_\_\_\_
2. Are these standards used with desk staff? \_\_\_\_\_
3. Are these standards used with field staff? \_\_\_\_\_
4. Are BIA police required to adhere to a code of professional conduct? \_\_\_\_\_
5. What are procedures for reporting and evaluating complaints of police misconduct? \_\_\_\_\_
- \_\_\_\_\_

6. What is the form of punishment for police misconduct? \_\_\_\_\_

O. Provisions for removal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What was the number removed in FY 1977? \_\_\_\_\_

2. What were the reasons for removal?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What are the procedures for appeal? \_\_\_\_\_  
\_\_\_\_\_

P. What was the total number of departures for FY 1977? \_\_\_\_\_

1. Sworn (Male) \_\_\_\_\_ Unsworn (Male) \_\_\_\_\_

2. Sworn (Female) \_\_\_\_\_ Unsworn (Female) \_\_\_\_\_

3. What were the reasons for these departures?

a. Inadequate salaries \_\_\_\_\_

b. Inadequate insurance \_\_\_\_\_

c. Lack of benefits \_\_\_\_\_

d. In-service disability \_\_\_\_\_

e. Dismissed  
(fired or suspended) \_\_\_\_\_

f. Move to another agency \_\_\_\_\_

g. Move to better non-police job \_\_\_\_\_

h. Other, specify \_\_\_\_\_

V. Training

A. Is there a required minimum training for the following: (if yes, list type of training)

1. Position:

2. Type of training required:

a. police chief

b. police officer

c. dispatcher

d. investigator

e. juvenile officer

f. other, specify

B. What types of training do you know is available? (List sponsor and subject)

Do you have any programs sponsored by Red Cross?

C. What are the current training needs (estimated amount in \$)?

Does your police department sponsor any youth programs? If not, is it needed?

D. Does your department assist officers or other personnel working toward a higher education? \_\_\_\_\_

1. If yes, what is the method of aid?

a. tuition/fees \_\_\_\_\_ b. time off \_\_\_\_\_ c. other \_\_\_\_\_

2. In your estimation, is this aid adequate? \_\_\_\_\_

E. Do officers receive financial compensation for time spent in special training during off-duty hours? \_\_\_\_\_

F. Is there incentive pay for officers who have completed specialized training? \_\_\_\_\_

1. If yes, what is the average pay? \_\_\_\_\_

2. How many officers completed specialized training in FY 1977? \_\_\_\_\_

G. How often are in-service training programs conducted? \_\_\_\_\_

1. Who conducts in-service training sessions?

a. FBI \_\_\_\_\_ d. Officers in department \_\_\_\_\_

b. BIA \_\_\_\_\_ e. State police \_\_\_\_\_

c. LEAA \_\_\_\_\_ f. City police \_\_\_\_\_

g. Other, specify \_\_\_\_\_

H. What is the number of hours set aside each year for training:

1. None \_\_\_\_\_

5. 31-40 \_\_\_\_\_

2. Less than 10 \_\_\_\_\_

6. 41-50 \_\_\_\_\_

3. 10-20 \_\_\_\_\_

7. Over 50 \_\_\_\_\_

4. 21-30 \_\_\_\_\_

a. The number of dollars spent for FY 1977? \_\_\_\_\_

b. Any specialized training in juvenile law or diversionary programs? \_\_\_\_\_

I. What kinds of specialized training is available on the traditions and culture of your community?  
\_\_\_\_\_  
\_\_\_\_\_

J. How many on your staff have graduated from or are now attending the following programs:

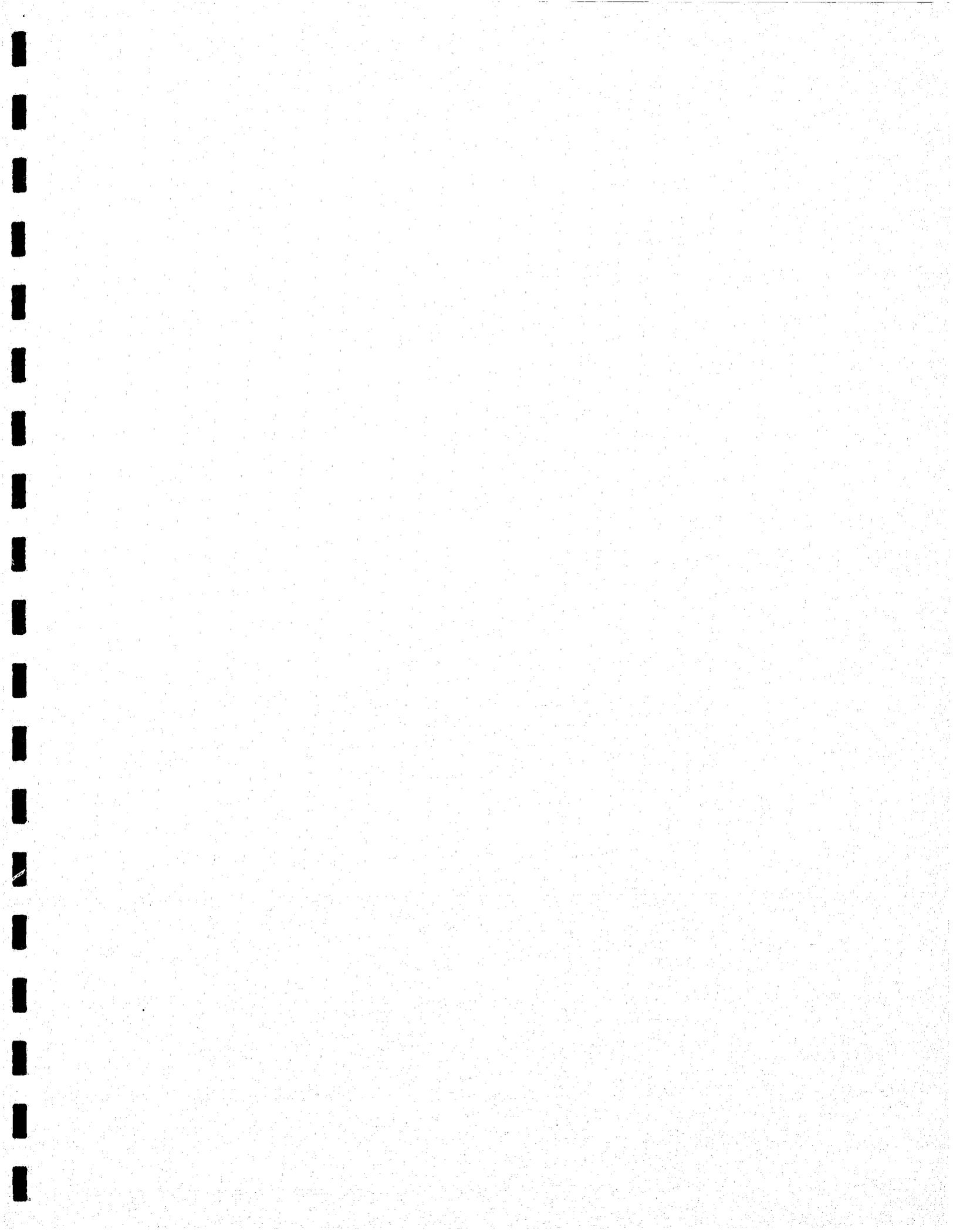
1. School:	Presently 2. Attending:	3. Graduated	Total 4. Hours	Employed by 5. Tribe - BIA	
a. FBI National Academy	_____	_____	_____	_____	_____
b. SW Police Institute	_____	_____	_____	_____	_____
c. Indian Police Academy, Brigham City	_____	_____	_____	_____	_____
d. State Patrol	_____	_____	_____	_____	_____
e. State Police Academy	_____	_____	_____	_____	_____
f. College or University (2 yr program)	_____	_____	_____	_____	_____
g. College or University (4 yr program)	_____	_____	_____	_____	_____
h. College or University (Graduate prog.)	_____	_____	_____	_____	_____

V. Is your police program operating at the minimum adequate level?    Yes    No

If not, then list in priority with money estimates what you need to bring it up to standard. Specify what is needed for personnel, equipment, recruitment, training, and other areas in your operation.

VI. What are your recommendations regarding specific objectives which the tribe is seeking to meet in FY 1978?

VII. What do you hope will result from this inquiry?



## Data on Sites

AREA	TRIBE	TOTAL POPULATION/ACRES	JURISDICTION	PRINCIPLE ENF. RESPONSIBILITY	SOURCE OF FUNDING	LEAA GRANTS FY 1975 - 1976 - 1977
69 ABERDEEN	<u>Rosebud Sioux Tribe</u> Rosebud, S.D. 57570  Chairman: Ed Driving Hawk Phone: 605-747-2283 Officer: Vallandra Phone: 605-747-2266	<u>Population:</u> Ind.: 8,410 Non-Ind. <u>16,470</u> Total: 24,880  <u>Acres:</u> Tribe: 453,355 Allot.: 476,320 Fed.: <u>28,797</u> Total: 958,472	<u>South Dakota:</u>  Sec. 6 of 280 applies; State has constit. disclaimer of jurisdiction;  No constit. admt. necessary for state to assume jurisdiction;	Tribe crim./civil  BIA criminal	Tribe/ BIA	<u>2/75 to 8/76:</u>  \$3,600 Block Purp.: educational seminary for lay magistrates.  <u>10/75 to 12/76:</u>  \$ 68,581 Non-block ; Director: Richard Colhoff Purp.: provide police manpower training; 6 add. officers.  <u>10/76 to 9/77:</u>  \$49,762 Block Purp.: self-awareness program for juveniles.
	<u>Sisseton-Wahpeton</u> Sioux Tribe Sisseton, S.D. 57262  Chairman: Gerald Flute Phone: 605-698-3911  Officer: Sam Crawford Phone: 605-698-7661	<u>Population:</u> Ind.: 3,241 Non-Ind. <u>11,309</u> Total: 14,550  <u>Acres:</u> Tribe: 8,070 Allotted <u>98,309</u> Fed.: <u>72</u> Total: 106,451	Above	CFR crim./civil Fed. crim.	Tribe, BIA	<u>12-74 to 6-76:</u> \$99,956 Non -block Purp.: to provide emergency manpower needs  <u>3-75 to 3-76:</u> \$10,183 Block Purp.: to provide equipment for rehabilitation center.  <u>4-77 to 2-78:</u> \$473 Block Purp.: to remodel facility into dispatch center.
	Yankton Sioux Tribe RR 3 Wagner, S.D. 57380  Chairman: Larry Cournoyer Phone: 384-3641	<u>Population:</u> Ind.: 1227 Non-Ind. <u>5705</u> 6932  <u>Acres:</u> Tribe: 11,687 Allot.: <u>22,370</u> Total: 34,057	Above	CFR crim/civil Fed. crim.	Tribe	<u>9-75 to 9-77:</u> \$50,000 non-block Purp. adult correct. facility <u>8-76 to 7-77:</u> \$36,716 block Purpose: legal res. establish code

## Data on Sites

AREA	TRIBE	TOTAL POPULATION/ACRES	JURISDICTION	PRINCIPLE ENF. RESPONSIBILITY	SOURCE OF FUNDING	LEAS GRANTS FY 1975 - 1976 - 1977
70 ABERDEEN	Cheyenne River Sioux Tribe Eagle Butte, S.D. 57625  Chairman: Wayne Ducheneaux Phone: 605-964-2321	Population: Ind.: 4,487 Non-Ind: 3,795 Total: 8,282  Acres: Tribal: 926,516 Allott: 473,701 Fed.: 3,914 Total: 1,404,131	Sec. 6, 280 applies; has state const. disclaimer of juris.  No constit. amdt. necessary for state to assume juris.	Tribe: crim./ civil  Fed.: crim.	BIA, tribe	<u>12/75 to 11/76:</u> \$219 Block Purp.: to buy legal volumn  <u>12/75 to 2/76:</u> \$15,000 Non-block Purp.: Survey Indian Offender Rehabilitation Fo 5 state area and Federal Bureau of Prisons; Director: Wayne Ducheneaux  <u>8/76 to 10/77:</u> \$30,000 Block Purp.: to recodify tribal penal and civil code.  <u>9/76 to 10/76:</u> \$933 Block Purp.: police officer training sponsored by Rapid City police dept. ride-along program.  <u>6/76 to 6/76:</u> \$973 Block Purp.: tribal police personnel training by BIA; Dispatcher trained in communications.  <u>6/76 to 7/76:</u> \$246 Block Purp.: tribal judicial training in records manag  <u>12/76 to 12/76:</u> \$1,000 Block Purp.: juvenile judges, probation officers to attend conference on juv. court reform.
	Oglala Sioux Tribal Council Pine Ridge, S.D. 57770  Chairman: Al Trimble Phone: 605-867-5821 @ 288-1852 H Officer: Loyd Twobulls Phone: 605-867-5151	Population: Ind.: 9,237 Non-Ind.: 3,941 Total: 13,178 Acres: Tribe: 485,762 Allott: 1160,973 Fed.: 74,846 Total: 1,172,581	Above	Tribe: crim/civil Fed.: crim	tribe	<u>State SPA 10/76 to 9/77:</u> \$21,000 Non-block; Director: Randolph Seiler Purp.: res. justice planner coordinator.  <u>1/76 to 12/77:</u> \$120,000 Non-block; Director: Al Trimble Purp.: provide 6 facil.: correctional, police, court, juvenile.

## Data on Sites

AREA	TRIBE	TOTAL POPULATION/ACRES	JURISDICTION	PRIMARY ENFORCEMENT RESPONSIBILITY	SOURCE OF FUNDING FOR POLICE PROGRAM	LEAA GRANTS FY 1975-76-77
<u>BILLINGS</u>	<u>Fort Peck Tribe</u> Exec. Bd. Poplar, Montana 59255  Chairman: Norman Hollow Phone: 406-768-3259  Officer: Howard Remer Phone: 4-6-768-3209 Sp.Area Officer: Joe Grey Phone: 406-585-6485	Population: Indian: 3,812 Non-Ind.: 6,461 Total: 10,273  Acres: Tribal: 276,474 Allotted: 567,320 Pub.Dom. 22,791 Fed.: 86,597 Total: 953,182	<u>Montana:</u> 280 sec.6 apply  (state has disclaimer) const. admt not nec.  Ex: crim. juris. over Flathead is concurrent with tribe.	Tribe /BIA  Tribe: Civil/Crim. BIA: Criminal	Tribe has contract with BIA: may end 10/77  Law suit pending Meeting held 8/30/77 decision to retain police force under tribe	<u>6-77 to 5-78:</u> \$176,796 Non-block  Purpose: Ft. Peck Youth Services Program - Model demonstration community bureau of youth services program; eq., personnel, supplies; tribe supervises; direct increased services and new approaches toward prevention of juvenile delinquency in res. communities.  Address: Tribal Resource Training Center  Director: Lanny Franizick
	Fort Belknap Comm. Council Harlem, Montana 59526 Chairman: Charles Jack Plumage Phone: 406-353-2258 Officer: Gerald Calf Looking Phone: 406-353-2205	Population: Indian: 1603 Non-Ind.: 246 Total 1849 Acres: Tribe: 175,412 Allot. 457,536 Fed. 25,530 Total: 658,478	Above	Tribe, Crim./civil Fed., Crim.	Tribe	

AREA	TRIBE	TOTAL POPULATION/ACRES	JURISDICTION	PRIMARY ENF. RESPONSIBILITY	SOURCE OF FUNDING FOR POLICE PROGRAM	LEAA GRANTS FY 1975-76-77
MINNEAPOLIS	<u>Red Lake Tribal Council</u> Red Lake, Minn. 56671  Chairman: Roger Jourdain Phone: 218-679-3341  Officer: Robert McMullin Phone: 218-679-3313  Sp.Off.: Herman Fredenburg Phone: 612-725-2261	Population: Ind.: 2,761  Acres: 636,964	<u>Minnesota:</u>  280 state -has juris. crim/civil except for Red Lake;  No retrocession;  Tribe recently assumed crim. jurisdiction over 156,000 acres.	Tribe: crim. & civil  BIA: crim.	BIA, Tribe, LEAA	<u>7-76 to 6-77:</u>  \$134,963 Non-block Purp.: continue juvenile corrections program; lcommunity service coord., adm. and 40 youth workers;  Project director: Andrew Sinaga  <u>7-76 to 6-77:</u>  \$130,448 Non-block; Director: Roger Jourdain Purpose: Red Lake Community Service Program; continue police service program funding 10 police officers, cover 156,000 acres; provide police prot. for 5,000 res.
	<u>Menominee Restoration</u> Committee - Box 71 Keshena, Wisconsin 54135  Chairman: Shirley Daley Phone: 715-799-3366 799-3341	Ind.: 2,707 Non-Ind.: 301 Total: 3,008  Rest. Comm. - 1977 Ind.: 2,882  Acres: Tribal: 220,000	<u>Wisconsin:</u>  280 state; state has crim. & civil juris.  No retrocession	state	BIA, Tribe LEAA	<u>6-77 to 5-78:</u>  \$26,180 Block Purp.: specialized support services; consultant to advise sheriff dept., & provide in-service training to improve police protection.  Wis. SPA: <u>11-76 to 2-78:</u>  \$25,400 Non-Block Purp.: Indian TA Coordinator; enable 10 tribes to operate Crim. Just. Prog. Director: Charles Hill

## Data on Sites

AREA	TRIBE	TOTAL POPULATION/ACRES	JURISDICTION	PRINCIPLE ENF. RESPONSIBILITY	FUNDING	LEAA GRANTS FY 1975/6/7
NAVAJO	Navajo Tribe Window Rock, Ariz. 86515  Chairman:  Peter McDonald  Phone: 602-871-4595  Officer: Phil Meek  Phone: 602-871-4450	Population: Ind.: 125,520 Non-Ind <u>7,355</u> 132,875  Acres: Tribal: 12,956,278 Allotted 716,913 Federal <u>324,350</u> Total: 13,997,541	Arizona:  Under Sec. 6; state has const. disclaimer of juris. Disc. narrowly construed to ref. to land title only  (Juris. extends to air/water pollution laws only.)	Tribe	Tribe	<p><u>4-15-75 to 3-15-76:</u> \$42,413 Purp.: to build criminal justice center</p> <p><u>7-15-75 to 6-15-76:</u> \$31,830 Purp.: buy equipment for new center</p> <p><u>7-1-75 to 12-1-76:</u> \$471,079 Purp.: provide new communications for police department</p> <p><u>6-1-75 to 5-1-76:</u> \$14,000 Purp.: to update criminal laws</p> <p><u>5-1-76 to 4-30-77:</u> \$21,800 Purp.: improve security for Navajo Community College</p> <p><u>7-1-76 to 6-30-77:</u> \$30,835 Purp.: to assist Navajo Victims Rights Commission</p> <p><u>7-1/76 to 6/30/77:</u> \$33,426 Purp.: to provide postsecondary education for law enf. personnel</p> <p><u>6-1-76- to 5-31-77:</u> \$17,745 Purp.: to send exec. officer to management institute.</p>

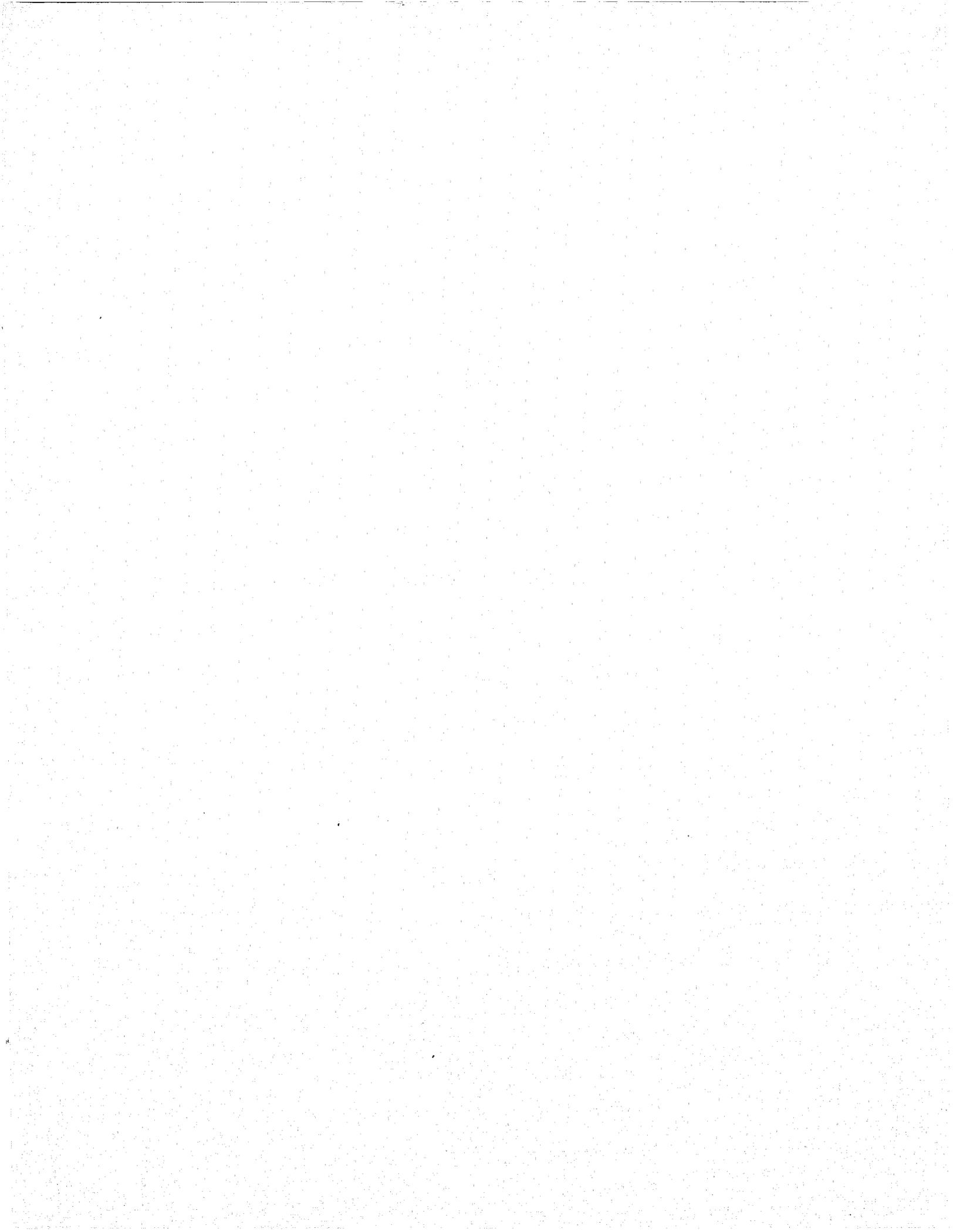
## Data on Sites

AREA	TRIBE	TOTAL POPULATION/ACRES	JURISDICTION	PRINCIPLE ENF. RESPONSIBILITY	FUNDING	LEAA GRANTS FY 1975-76-77
<u>PHOENIX</u>	Uintah & Ouray Tribal Business Council Ft. Duchesne, Utah  Chairman: Ruby Black Phone: 801-722-2263  Officer: Phil Smith Phone: 801-722-2911	Population: Ind.: 1,645 Non-I: 8,329 Total: 9,974  Acres: Tribal: 992,528 Allott: 19,634 Fed.: 1 Total: 1,012,163	Utah: No const. amdt. 1971 legis. assumes crim./civil juris. (Provides for Ind. consent for ext. or retrocession.)	Tribe	Tribe	<u>7-1-76 to 10-177:</u> \$57,846 Purp: to establish project with treatment services for delinquent youth.

DATA ON SITES

AREA	TRIBE	POPULATION/ACRES	JURISDICTION	PRIMARY ENFORCEMENT RESPONSIBILITY	SOURCE OF FUNDING FOR POLICE PROGRAM	LEAA GRANTS FY 1975-76-77	
PORTLAND WA SPA: Office of Community Developmt, Ins. Bldg. Rm 107, Olympia, Wa. 98504  (Note: SPA Grants apply to state)	Colville Business Committee Box 150 Nespelem, Wa. 99155  Chairperson: Ms. Lucy Covington Phone: 509-634-4591 (O) 509-634-4520 (H)  Officer: Sam Johnson Phone: 509-634-4591 (O) (H)	Population: Indian: 2,560 Non-Indian: 1,495 Total: 4,055  Acreage: Tribal: 947,509 Allotted: 57,725 Pub. Dom.: 2,756 Federal: 7 Total: 1,007,997	Washington State  280 -sec. 6 applies: state has disclaimer  1957 stat. provides state juris. at req. of tribe (9 did)  1963 stat. establish state juris. for 8 areas on all res.	State (criminal/civil)	Tribal, no BIA	5-76 to 1-77: \$30,000 State Block Purp: Public Def. funds for legal counsel  9-76 to 8-77: \$30,000 State Block Purp.: Colville Res. Release Program for inmates	8-75 to 976: SPA \$25,000 25,000 Purp.: for Indian Justice Planne. (Richard Hempstad) 10-76 to 9-77: SPA \$27,000 Purp.: TA, salary for Ind. Crim.Just. Specialist (Saul Arrington)  Note: above grts from Pt.B,Reversion ary grants, not subj. to formal evaluation.
	Quinault Tribal Council Box 1118 Taholah, Wa. 98587  Chairman: Joe De La Cruz Phone:206-276-4445 (O) (H)  Officer:Phil Charles Phone:206-276-4422 (O) (H)	Population: Indian: 1,153 Non-Indian: 303 Total: 1,456  Acreage: Tribal: 5,105 Allotted: 124,279 Federal: 18 Total: 129,402	See Above	State (Criminal/civil)  BIA (Criminal)  Tribe (Criminal/civil)	BIA, Tribal	2-74 to 2-75: \$ 4,925 Non-block Purp.: Dev. curr. & training prog. for 45 Indian probation and parole officers; 7-75 to 7-76: \$15,683 Non-block Purp: provide dis- patchers/clerks 7-75 to 7-76: \$13,193 Non-block Purp.: prov. salary, supplies for 1 prob. parole officer 7-75 to 6-76: \$25,651 Non-block Purp.: salary for 2 tribal police, 1 disp. fuel/maint. of veh. 7-75 to 7-76: \$13,449 Non-block Purp.: sal. for 1 com. service counselor	7-76 to 6-77: \$ 9,116 Non-block Purp.:Ct Improvemt, salary for 2 judges 7-76 to 9-77: \$ 41,061 Non-Block Purp.:support for 2 tribal police & jailer/dispatcher 7-76 to 9-77: \$15,800 Nonblock Purp.: community service officer to provide diversion services to juven.

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**END**