

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor’s vision for Montana.

1. **Submission Date:** June 8, 2023
2. **State Agency/Division/Program:** American Indian Governance and Policy Institute
3. **Narrative Coordinator Name:** Heather Cahoon **Phone/Email:** heather.cahoon@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): Research and policy reports
5. **Program Staff Name:** N/A **Phone/Email:**

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The American Indian Governance and Policy Institute is a Montana Board of Regents-certified, Native-led research entity and think tank located at the University of Montana. Dr. Heather Cahoon (CSKT) created the American Indian Governance and Policy Institute to provide tribal decision-makers in Montana with credible, in-depth research and data analyses on an array of the most pressing social determinants of health-related issues in tribal communities.

The American Indian Governance and Policy Institute’s mission is to bring the Montana University System’s research and service resources to work with tribes in Montana to address the core causes of poor socioeconomic health on reservations by providing the necessary support for evidence-informed tribal policy-making. Our vision is that this collaborative, data-backed approach will enhance tribal governing structures by increasing effective functioning, regulatory authority and self-governing abilities and further tribal leaders’ efforts to strengthen reservation economies and build individual and community health and prosperity.

The American Indian Governance and Policy Institute is co-directed by Dr. Cahoon and Professor Kekek Stark, both employees of the University of Montana. The American Indian Governance and Policy Institute has also received non-state support from private funding sources including the Montana Healthcare Foundation, the Headwaters Foundation, and the Mirador Foundation.

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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

In the past year, University of Montana professors and both graduate and undergraduate students worked on several tribal policy studies including ones that were suggested by tribal governments in Montana. This research focused on tribal taxation authority on reservations, tribal aerial sovereignty, increasing American Indian life expectancy, tribal housing best practices, how tribal governments can realize tribal data sovereignty, and issues related to the Indian Child Welfare Act and the Tribal Law and Order Act.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

(No data is available at this time.)

11. Are there **photographs** to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

No.

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1. **S/ubmission Date:** 6/8/23
/State Agency/Division/Program: American Indian Student Services
2. **Narrative Coordinator Name:** Michelle Guzman **Phone/Email:** (406)243-6352
3. **Activity Name:** *Governor's Tribal Relations Report*
4. **Program Staff Name:** Michelle Guzman **Phone/Email:** (406)243-6352/michelle.guzman@mso.umt.edu

5. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell) |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

6. Please specify when this state-tribal activity started and if it is ongoing or finalized.

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| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
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7. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc. AISS staff traveled to reservation High schools both Gear Up and non- Gear Up to inform and answer questions, and connect about our services that are focused to support our Native American students at the University of Montana.
AISS also traveled to tribal colleges to inform, answer questions, and connect potential transfer students about services, schools, departments, costs to attend University of Montana
University of Montana's American Indian Student Services Department hosted Missoula's sister city Palmerston North delegation for a tour of the Payne Family Native American Center, honor song, Native garden tour and star story presentation.
8. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities. Gear Up funding cut by about 60%, hurts our out reach to Gear Up schools which are majority schools with large Native American populations.
9. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.N/A
10. Are there **photographs** to support the narrative? () Yes () No

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Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report? Provide funding or make the Gear Up funding less restricted for supportive activities that can be engaging to students, funding that does not have purchasing of food for events restrictions. Funding specifically for services departments that support Native American Students and their pathway to success.

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1. **Submission Date:** 6/8/2023
2. **State Agency/Division/Program:** University of Montana – Montana Campus Compact
3. **Narrative Coordinator Name:** Josh Vanek **Phone/Email:** Vanek@mtcompact.org
4. **Activity Name** *Centering Indigenous Knowledge series,*
5. **Program Staff Name:** **Phone/Email:**

6. **Select Tribe(s) Involved:**

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|--|---|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
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| <input checked="" type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

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8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.
 - In February and March 2023, Montana Campus Compact (MTCC), housed with the University of Montana, hosted an eight-part webinar series focusing on the substantial contributions of Montana's seven tribal colleges (TCUs). This series, moderated by Dr. Karla Bird, was organized to expand the public's knowledge of the work to advance and preserve tribal knowledge, languages and cultures. The first webinar in the series featured founding presidents and chief academic officers, and discussed the early days of the TCU movement, both at the national and local level. Subsequent webinars focused on each of Montana's unique tribal colleges, diving deep into a specific program or offering at the institution. Accomplishments: the series has had well over 1000 unique views, and attendees came from around the state and country. Impact: our feedback was almost uniformly positive, with people commenting that their level of knowledge about indigenous people in Montana and tribal colleges increasing significantly due to the series.
 - In January of 2023, Montana Campus Compact, an 18 campus higher education consortium based with UM, convened its CEO Council for an in-depth discussion about the future direction of the organization. Under the leadership of Dr. Karla Bird, five of Montana's TCU presidents provided in-depth input and feedback on the future direction of Campus Compact. The impact of this work will be felt with the next strategic plan MTCC publishes this summer.

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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

See separate report submitted via the Governor’s Office of Community service, re. MTCC’s AmeriCorps programming in tribal communities.

11. Are there **photographs** to support the narrative? Yes No
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12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

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1. **Submission Date:** June 9th, 2023
2. **State Agency/Division/Program:** The University of Montana Information Technology Office
3. **Narrative Coordinator Name:** Zach Rossmiller **Phone/Email:** (406) 243-6556
zachary.rossmiller@umontana.edu
4. **Activity Name** National Science Foundation CIRA Grant - CC* CIRA: ICARE+: Addressing Montana’s Digital Equity Gap
5. **Program Staff Name:** Zach Rossmiller **Phone/Email:** (406) 243-6556
zachary.rossmiller@umontana.edu

6. **Select Tribe(s) Involved:**

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|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
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8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

In today’s digital world, offering quality academic programs and conducting research requires robust, high-speed network connections that provide access to online resources, opportunities for collaboration, and the ability to teach and learn at a distance. Currently, Montana’s Tribal Colleges and Universities (TCU) face a variety of Internet access issues, which creates a digital equity gap that must be addressed. Digital equity is achieved when everyone has access to the same online resources regardless of location or socioeconomic situation. Through this grant, over the next two years the University of Montana’s (UM) Improving Cyberinfrastructure to Advance Research and Education (ICARE) team, Montana’s seven TCUs, and the American Indian Higher Education Consortium will be working together to identify each TCU’s specific cyberinfrastructure need and to identify the scientific research projects that benefit from improved connectivity. Representatives from the Montana University System, Internet2, and other infrastructure experts will join this effort by attending a workshop aimed at identifying technical solutions and costs for improving TCU Internet connectivity. The outcome of this effort is a well thought-out and designed plan to be used for securing additional funding to address Montana’s digital equity gap.

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The improved Internet connectivity will enable Montana's TCUs to expand their research and academic activities while strengthening their position as institutions of choice, attracting students, educators, and researchers expecting access to advanced resources and services. In addition, the planning process is helping to identify and facilitate opportunities for collaborations between institutions and researchers while furthering Montana’s ability to develop a comprehensive regional higher-education Cyberinfrastructure Plan.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

None

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

None

11. Are there **photographs** to support the narrative? () Yes (X) No

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Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

None at this time

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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 5/9/2023
2. **State Agency/Division/Program:** Health Careers Opportunity Program
3. **Narrative Coordinator Name:** Wilena Old Person **Phone/Email:** (406) 243-4097 / wilena.oldperson@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): COH HCOP
5. **Program Staff Name:** Lori Morin, PharmD; Mark Pershouse, PhD; Wilena Old Person; Brittney Hunter; Jannette Hoerner
6. **Phone/Email:** Brittney.hunter@mso.umt.edu / (406)243-4573

7. **Select Tribe(s) Involved:**

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|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
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| <input type="checkbox"/> Crow | |

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9. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.
 - The Health Careers Opportunity Program (HCOP) is a grant-funded program focusing on increasing the number of American Indian and disadvantaged students in the healthcare profession. The University of Montana has accomplished the enrollment of 14 Native American pharmacy students and the graduation of 4 Native Americans from the Skaggs School of Pharmacy in May 2022. There are 1,420 active pharmacists, and approximately 30 are Native Americans who graduated from the University of Montana's School of Pharmacy. Furthermore, the Indian Health Service continues to report shortages of pharmacists with only 24% of pharmacists currently working for IHS or tribal health facilities being Native American. Therefore, HCOP works to provide the need for Native American pharmacists to fill recurrent vacancies.
 - The Health Careers Opportunity Program targets recruitment and collaboration by participating in various Native American events. We were able to participate and host The University of Montana's American Indian Student Services Soup Wednesday; attended the 2022 AISES National conference, 2023 AISES Regional conference, and contribute to the University of Montana's Kyiyo Native American Student Association through participation, funding, and collaboration with Missoula Urban Indian Health Center and AHEC scholars. HCOP successfully participates in the annual Tribal

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College tour during the month of April and March 2023. HCOP utilizes direct recruitment and student-centered services within our Academy and summer pre-matriculation Pharmacy Academic Boot Camp. These events are significant in bringing awareness to our program that supports students pursuing health careers.

10. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

- None

11. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

- The Health Careers Opportunity Program serves Native American and disadvantaged students in the professional pharmacy program and undergraduate students who are pursuing health careers at the University of Montana. As noteworthy data, in the spring of 2023, HCOP graduated ten pharmacy students with one Native American student, Robert Hocker from the CSK Tribes. HCOP’s Program Coordinator, Wilena Old Person, received the Nancy Borgmann Diversity Award, supporting HCOP’s mission to create equal opportunity for students.

12. Are there **photographs** to support the narrative? (x) Yes () No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.



Photo File Name: Stone Child College Tabling Event

Photo Caption (include the name of the event/persons, location, and date): Tribal College Tour 2023 at Stone Child College. April 7th, 2023. Box Elder, MT

Photo Credit: Stone Child College photographer

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Photo File Name: HCOP at MTCT 2023

Photo Caption (include the name of the event/persons, location, and date): Tribal College Tour 2023 at Stone Child College. April 7th, 2023. Box Elder, MT

Photo Credit: Stone Child College photographer



Photo File Name: UMT and HCOP at Tabling Event

Photo Caption (include the name of the event/persons, location, and date): Tribal College Tour 2023 at Stone Child College. April 7th, 2023. Box Elder, MT

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Photo Credit: Stone Child College photographer



Photo File Name: Wilena Old Person Award

Photo Caption (include the name of the event/persons, location, and date): Wilena Old Person received the Nancy Borgmann Diversity Award during the week of Excellence at the University of Montana on May 3rd, 2023

Photo Credit: Brittney Hunter

13. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

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Purpose: *The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor’s vision for Montana.*

1. **Submission Date:** 4 June 2023
2. **State Agency/Division/Program:** University of Montana Anthropological Collections Facility (UMACF)
3. **Narrative Coordinator Name:** Courtney Little Axe and Kelly Dixon
Phone/Email: [406.243.2693](tel:406.243.2693) courtney.littleaxe@umt.edu, kelly.dixon@mso.umt.edu
4. **Activity Name** *(the file name should reference this topic):*
The University of Montana Heritage Collections Board (UMHCB) annual meeting. The UMHCB includes representatives from all Montana’s Tribal Colleges and Tribal Preservation Offices. The UMHCB grew out of Tribal Historic Preservation Summits that have taken place annually at UM since 2015 (with Zoom meetings during the pandemic)
5. **Program Staff Name:** Courtney Little Axe
Phone/Email: 406.243.2693/ Courtney.littleaxe@umt.edu

6. **Select Tribe(s) Involved:**

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|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
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8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

Since 2015, the UMACF has hosted annual summits with Montana’s Tribal Historic Preservation Officers (THPOs) and Cultural Heritage representatives to jointly collaborate on the appropriate handling, care, and management of Native American cultural heritage objects in UM’s Anthropological “Museum” collections. In 2019 a series of events inspired us to take the platform of our collections THPO Summits and turn it into the University of Montana’s first Heritage Collections Board (UMHCB) composed primarily of representatives of Tribal nations and colleges situated in Montana, as well as representatives from the UMACF and the Office of the President. Among the charges of the UMHCB is to determine how UM can better serve the needs of THPOs, Culture Committees, and tribal communities with respectful collections management and repatriation. The UMHCB met for two days on UM campus, April 20-21, 2023, for their annual meeting.

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Over the course of eight years and counting, the Summits, now known as meetings of the UM’s Heritage Collections Board (UMHCB), served as a platform for the creation of a Programmatic Agreement (PA) to guide and bind our efforts, a Scope of Collections document specifically for the Cultural Heritage collections, a Policy and Procedure Manual for addressing potential repatriation issues, and an Eagle Feather Policy [which UM did not have before 2019]. Copies of these documents will be made available upon request.

During the UMHCB meeting April 20-21, 2023, the group revisited the PA (as per the directives set forth in the original PA from 2015-2016) and decided it needed to be updated and potentially renamed as a Collaborative Agreement. The UMHCB agreed to review the updated document and make plans for revisions in the future.

As noted in previous Governor’s Tribal Relations Reports, past Summit participants prepared a peer-reviewed, invited publication, entitled, “Beyond the Shelf: Anthropological Collections at the University of Montana” to document and disseminate the story of how strides can be made via such collaboration and long-term, trust-based relationships. NOTE: This co-authored chapter “Beyond the Shelf” came out in print in 2019, part of a larger volume entitled, *New Life for Archaeological Collections* (University of Nebraska Press). This publication summarizes the spirit and progress of UM’s Cultural Collections THPO Summits (a pdf of this publication is available upon request).

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

We have notes from each meeting, as well as the publication summarizing what we have done via the Summits. Additionally, there are government documents, such as MOUs and Notices of Inventory Completion, related to repatriation. The impacts intend to help cultural heritage stewards ensure a sustainable future for Indigenous cultural heritage and benefit people living today. Thus, working with THPOs and designees is intended to benefit Indigenous communities, providing them with foundations to move forward with repatriation and related events.

11. Are there **photographs** to support the narrative? (X) Yes () No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

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Photo File Name: UMHCB_Group_Photo_20230420

Photo Caption (include the name of the event/persons, location, and date):

Group photo of the University of Montana Heritage Collections Board (UMHCB). Front row, seated (left to right) Kathryn “Katie” McDonald, CSKT THPO; Courtney Little Axe, University of Montana (UM) NAGPRA-Repatriation Coordinator/Collections Manager; Johnny Arlee, Salish Kalispell Culture Committee, Elder Committee; Michael Black Wolf, Fort Belknap THPO; back row, standing (left to right) Kelly Dixon, UM Professor, Department of Anthropology; Dyan Youpee, Fort Peck THPO; John Murray, Blackfeet THPO; Duane Reid, Little Shell THPO; Gheri Hall, Blackfeet, Deputy THPO; Sadie Peone, Salish Kalispell Culture Committee Director; Aaron Brien, Crow THPO; Teanna Limpy, Northern Cheyenne THPO; Emma Filesteel, Fort Belknap THPO (future). Note that Jonathan Windy Boy, Rocky Boy’s THPO is not pictured here, but he is part of the UMHCB.

Photo Credit: Lisa Hunt

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Photo File Name: Courtney_Little_Axe_Signing_UMHCB_Group_Letter_20230420

Photo Caption (include the name of the event/persons, location, and date):

Courtney Little Axe, University of Montana (UM) NAGPRA-Repatriation Coordinator/Collections Manager, signing a letter of agreement accompanied by signatures of all THPOs present at the April 2023 UMHCB meeting.

Photo Credit: Kelly Dixon

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? N/A

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1. **Submission Date:** 7 June 2023
2. **State Agency/Division/Program:** University of Montana, Department of Psychology, Department of Teaching & Learning
3. **Narrative Coordinator Name:** Dr. Karla Bird
4. **Activity Name:** Indians into Psychology (InPsych Program) and cross departmental research
5. **Program Staff Name:** Duncan Campbell (Psychology), Rachel Williamson (Psychology), Anisa Goforth (Psychology), Jingjing Sun (Department of Teaching & Learning) **Phone/Email:** 406 243 4731 (campbell)/duncan.campbell@umontana.edu

6. **Select Tribe(s) Involved:**

- | | |
|--|---|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input checked="" type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The University of Montana's Department of Psychology has a number of longstanding programs that serve Montana Tribal community members.

The ***Indians into Psychology (InPsych) Program*** has been continuously funded by Indian Health Service for 25 years. InPsych, championed for decades by the late Dr. Gyda Swaney (Salish), is currently co-directed by Drs. Rachel Williamson and Duncan Campbell, faculty members in Psychology. InPsych supports educational efforts of American Indian and Alaska Native undergraduate students who seek careers in mental/behavioral health and American Indian and Alaska Native doctoral students in clinical psychology. To date, InPsych has supported the educational efforts of dozens of undergraduate students through scholarships and mentorship. In recent years, we have supported undergraduates who are enrolled members or descendants of the Blackfeet, Chippewa Cree, Salish, Little Shell, and Northern Cheyenne Tribal nations. InPsych has graduated 18 doctoral level American Indian Clinical Psychologists, many of whom have Montana Native identities (e.g., Blackfeet, Chippewa Cree, Salish). Some of these psychologists have returned to their Montana Tribal communities for clinical practice.

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The annual InPsych Summer Program is designed for American Indian/Alaska Native undergraduates from Tribal Colleges and non-Native higher learning institutions. It provides information and mentoring centering on graduate-level study in mental/behavioral health. Since the program’s return post-COVID, the summer program has served students from multiple Montana Tribal Nations (e.g., Blackfeet, Salish, Kootenai, Assiniboine, Crow). In addition, the InPsych Program has an ongoing collaborative relationship with the Psychology Department at Salish Kootenai College. This relationship serves multiple functions, including shaping the summer program curriculum.

In a 6+ year cross departmental collaboration, Dr. Jingjing Sun (Department of Teaching & Learning) and Dr. Anisa Goforth (Department of Psychology) have joined with community members in Arlee, Flathead Nation, to co-develop and implement a social-emotional learning program called *Pathways to Wellness* for children and their teachers. The program aligns with Indigenous values, including resiliency, reverence, responsibility, respect, and reciprocity.

Finally, doctoral-level graduate students in Clinical and School Psychology serve as supervised intern trainees for CSKT Tribal Health in St. Ignatius on the Flathead Reservation.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

During the summers of 2021 and 2022, the InPsych Summer Program had 28 registrants, with the majority coming from Tribal Nations in Montana.

Three supervised doctoral students in Clinical Psychology served the mental/behavioral health needs of patients and their families at CSKT Tribal Health during the 2022-2023 Academic Year.

Three InPsych Scholars earned doctoral degrees in Clinical Psychology during the 2022-2023 Academic Year. One of these graduates is a citizen of the Blackfeet Nation.

11. Are there **photographs** to support the narrative? () Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: *The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.*

1. **Submission Date:** May 16, 2023
2. **State Agency/Division/Program:** GEAR UP University of Montana
3. **Narrative Coordinator Name:** Mindy May **Phone/Email:** (406) 243-2281
mindy.may@mso.umt.edu
4. **Activity Name** *(the file name should reference this topic):* *Soup/Wellness Wednesdays; Kyiyo Pow Wow, Decision Day, Site visits, Campus Tours, Peer Mentoring*
5. **Program Staff Name:** Michelle Guzman and Aurora Liberty-Dupuis
Phone/Email: (406) 243-6352, michelle.guzman@umontana.edu; (406) 243-6308, Aurora.LibertyDupuis@mso.umt.edu

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input checked="" type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.
- Soup/Wellness Wednesday: American Indian Student Services (AISS) offered the opportunity for the campus community and GEAR UP students to meet every Wednesday for Wellness Wednesdays. On the first and third Wednesday, there was soup sponsored by one of the campus departments to encourage gathering and information sharing. The second and fourth Wednesday, soup was provided by GEAR UP in conjunction with creative activities offered by AISS and All Nations Health to “get you laughing, creating, and moving--good for your mind, body, and spirit!” This event happened both fall and spring semester. The full sign-up sheet from the events indicate there was accomplishment of students regularly engaging in the activities. When students are engaged, they will feel like they belong, which leads to greater persistence and retainment in the university.

Kyiyo Pow Wow: GEAR UP was a sponsor for the Kyiyo Pow Wow, a fabulous cultural experience offered every year at the University of Montana. It is a great opportunity for the Native American population in the state of Montana to gather and celebrate their heritage. Many high schools will make this a point of focus to come for two opportunities, the Pow Wow and touring the University of Montana campus. The impact is cementing tribal connections and allowing students to see the possibilities beyond high school.

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Decision Day: Every year in May, high schools have a day where seniors can declare what their future intentions are, either going to college, joining the military, enrolling in a trade/certificate program, straight into the workforce, or taking a gap year. For students choosing to come to the University of Montana, GEAR UP created celebratory boxes for those admitted students who had already accomplished at least three tasks in Bear Tracks. The impact is to help the students feel welcome, build excitement, and motivate to prepare in the next few months to join the Griz family.

Site Visits: In both the fall and the spring, Michelle Guzman, Aurora Liberty-Dupuis, and Mindy May, all had the opportunity to visit some of the indigenous GEAR UP high schools. Michelle went to visit Arlee and St. Ignatius on October 26th, Browning on February 2nd, Pryor, Hardin, Lodge Grass, and Lame Deer during the week of April 3-7th. Mindy May from UM GEAR UP and Judi Haskins from MSU GEAR UP, had a site visit with Box Elder, Harlem, Rocky Boy, and Hays Lodge Pole during the week of February 27-March 1st. Later in the month, Mindy and Judi went together to visit Pryor and Hardin on March 28th and 29th. There are extensive and multiple impacts of site visits. UM GEAR UP is creating connections with the liaisons and the students in the high schools. We get a sense for where the students are coming from and what obstacles they have to face. Our purpose becomes more focused to assist students with resources, scholarships, or whatever the student needs to help them transition smoothly to the university. Students feel they have someone they recognize on campus to reach out to and ask for help.

Campus Tours: Many of the indigenous GEAR UP high schools came to tour the University of Montana throughout the year. Great opportunity to expand the students' vision of what college life could be like and options for a career path.

Peer Mentoring: A new GEAR UP program this year. Students registered for the opportunity to meet regularly with a peer mentor. Mentors would provide support and motivation for their mentees. Several of our GEAR UP students participated and were engaged and thrived in the postsecondary environment due to the mentor's support.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

No new policies from UM GEAR UP.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

Out of the fall GEAR UP cohort, there was a total of 29 enrolled and 20 were Native American, 69%. While the spring cohort total was 22 enrolled and 16 were Native American, 73%.

11. Are there **photographs** to support the narrative? (X) Yes () No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
 (for the reporting period July 1, 2022 - June 30, 2023)



Box Elder Campus Tour
 Photo Credit: Mindy May



Maleena Walksalong at Wellness Wednesday-Pemmican Making
 Photo Credit: Mindy May



Hardin Campus Tour
 Photo Credit: Mindy May



Jonaye Doney at Wellness Wednesday-T-shirt decorating
 Photo Credit: Mindy May



Kyiyi Pow Wow
 Photo Credit: Mindy May

THERE IS HELP!

MENTOR PROGRAM

Tiara Walks

Aspen Left Hand

Our goal is to provide a welcoming and supportive environment here at the University of Montana. Mentors offer an extended network of additional resources and information as well as a familiar face to check in with. GEAR UP will continue to put on events throughout the semester so keep an eye out for our emails! If you're interested in the Mentorship Program, fill out an application and email it to Aurora Liberty-Dupuis or drop off at her office in PFNAC 113. Remember, you don't have to participate in the Mentorship Program to attend events, hope to see some new faces soon!



GEAR UP Decision Day Boxes
 Photo Credit: Mindy May

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report? Not at this time.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** June 9, 2023
2. **State Agency/Division/Program:** Univ MT/ Office of the Provost/ UM Summer, Global Engagement Office and Tribal Outreach Specialist
3. **Narrative Coordinator Name:** Julie Cahill **Phone/Email:** 406.243.5658
Julie.cahill@mso.umt.edu
4. **Activity Name:** Global Tech Experience
5. **Program Staff Name:** Julie Cahill **Phone/Email:**406.243.5658
6. **Select Tribe(s) Involved:**

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

<input type="checkbox"/> Started before FY 2023	<input checked="" type="checkbox"/> Started during FY 2023
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2023

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

This summer, the University of Montana (UM) is partnering with Podium Education to offer a program called [Global Tech Experience \(GTX\)](#), a virtual, equity-driven experiential learning program that enables undergraduate students from all backgrounds, especially non-business majors, to build career-focused intercultural and technical skills.

In addition, this summer, a pilot program is being run in collaboration with the Intertribal Education Foundation (IEF) to provide Indigenous students access to GTX. Indigenous Students from across six institutions - the University of Montana, the University of Arizona, Northern Arizona University, the University of Illinois Chicago, Central Michigan University, and the University of Michigan - are participating in the program.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

This is the first summer we are offering this program, so we don't have any data yet.

11. Are there **photographs** to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:**6/13/2023
2. **State Agency/Division/Program:** University of Montana, Graduate School
3. **Narrative Coordinator Name:** Ashby Kinch **Phone/Email:** ashby.kinch@umontana.edu; 406-243-6695
4. **Activity Name** (*the file name should reference this topic*):*Graduate School*
5. **Program Staff Name:** Ke Wu **Phone/Email:** ke.wu@umontana.edu ; 406-243-4818

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

Providing training, support, and development of talented tribal members is a crucial function of graduate education at the University of Montana. In spring '23, we accompanied colleagues from UM on the eastern portion of the tribal listening tour of TCUs, where we heard more about the needs to develop faculty capacity. As a follow up, we met with faculty from Chief Dull Knife on May 11 in Missoula to talk about further collaboration on graduate education; that meeting included faculty in Math, as well as the VP of Research (Scott Whittenburg), as well as the Dean (Ashby Kinch) and Associate Dean (Ke Wu) of the Graduate School.

The Graduate School continues to work with relevant graduate program directors to recruit, retain, and graduate talented Native students. We have continued to support the Wildlife Biology program's recruitment of a cohort of Native graduates of Salish-Kootenai College, whose graduates will provide important future expertise to their tribes. Doctoral Interdisciplinary Studies program has one Native student, Ramey Growingthunder, whose work will have an impact on her tribe in the areas of cultural education, especially integration of Native cultural knowledge into arts and science education and public understanding. In addition, two Native graduate students are in the

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Masters of Interdisciplinary Studies, and others have expressed interest. There have been recent increases in the population of tribal-affiliated students in professional programs (Business, Counseling, Law, and Social Work), which play an important role in offering credentialed professionals who can expand the capacity of tribes, contribute to the economic growth, and manage policy and administration of tribal affairs.

In addition to supporting the Sloan Indigenous Graduate Program, which funds Native STEM students, we have supported the development of an Indigenous Graduate Student Association (IGSA), which will provide outreach, support, and encouragement to students from all disciplines, including undergraduates who are considering graduate school. We hope to expand the activities of the IGSA to include outreach to tribes to encourage tribal members to pursue graduate degrees in support of advancing their professional growth, as well as their tribe's interests and needs. The incoming President of the IGSA, Nicole Benally, attended the tribal listening and came back with good ideas about future collaborations.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

In calendar year 2022, The Graduate School conferred 30 Masters degrees and 3 PhDs to students from Montana tribes. Over 140 individual students were enrolled in graduate and professional degree programs at the University of Montana during that time period, with anticipated degree completers in calendar year 2023 to be ahead of 2022 (predicated to be around 40 Masters and 6 PhDs).

11. Are there **photographs** to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 6/7/2023
2. **State Agency/Division/Program:** University of Montana Housing
3. **Narrative Coordinator Name:** Sandy Curtis **Phone/Email:** (406) 243-2611/
sandra.schoonover@mso.umt.edu
4. **Activity Name** *Indigenous First Year Experience Living Learning Community Collaboration*
5. **Program Staff Name:** John Nugent **Phone/Email:** (406) 243-2097

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input checked="" type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

During the 2022-2023 academic year, Professor Aaron Thomas initiated a collaboration with UM Housing regarding the development of an Indigenous First Year Experience Living Learning Community to launch in the Fall of 2023. Dr. Thomas is part of a group on campus that received a grant to help fund this and other similar programs. Housing began collaborating with Dr. Thomas and others to develop a plan for location of the LLC as well as adapting the housing application and assignment process to facilitate the placement of interested students into the LLC space. Housing also began coordinating with other members of the team to help develop two peer mentor leadership positions that will live in the communities and provide programming and support for the mission of the LLC. This work is ongoing as final preparations are made for the LLC to launch in Fall 2023. The work with the campus partners is funded through their grant, while at least five UM housing staff have also worked on, or continue to work on, the initiative as final plans and preparations are made.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

11. Are there **photographs** to support the narrative? () Yes () No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

No data available.

11. Are there **photographs** to support the narrative? () Yes (x) No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

None at this time.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION
FORM

(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 13 JUN 2023
2. **State Agency/Division/Program:** University of Montana / Indigenous Research and STEM Education / HHMI Coalition for Indigenous STEM
3. **Narrative Coordinator Name:** Kristen Byrne **Phone/Email:** (406) 243-4404
4. **Activity Name** (*the file name should reference this topic*): HHMI Coalition for Indigenous STEM
5. **Program Staff Name:** Aaron Thomas **Phone/Email:** aaron.thomas@umontana.edu
6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | <input type="checkbox"/> Out of state |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input checked="" type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The Coalition for Indigenous STEM (CIS) is a program supported by the Howard Hughes Medical Institute (HHMI) Driving Change initiative in an effort to cultivate continuing cultural change within STEM programs at UM. This initiative shifts focus from the implicit expectation of student assimilation to the university system in order to create a more inclusive and dynamic environment for UM's Indigenous STEM student body.

To spur this change, HHMI CIS is actively recruiting incoming first-year Indigenous students to the Indigenous First-Year Experience (IFYE) and Living Learning Community (LLC). Through these efforts, we have contacted at minimum 20 potential incoming students from various tribes. We have also been in contact with an administrator from Chief Dull Knife College to recruit for the program. Additionally, we are working to collaborate on an Indigenous Ways of Knowing course for STEM students at UM. We have so far worked with three faculty members from Blackfeet Community College and expect this list to grow. Furthermore, we have collaborated with six Indigenous graduate student parents, including

**2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION
FORM
(for the reporting period July 1, 2022 - June 30, 2023)**

those who identify as Navajo, Blackfeet, Little Shell, and Métis, on the setup of childcare assistance for UM students.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people, and tribal communities.

While not a new policy, the University of Montana’s Indigenous graduate students are unable to qualify for the Best Beginnings Child Care Scholarship Program as many of them are full-time graduate students, with or without a teaching or research assistantship. Thus, whether they are a two-parent or single-parent household, it is difficult for them to meet the work requirements for program eligibility. While HHMI CIS plans to provide childcare assistance, this policy affects the number of options and funds for UM’s Indigenous students. For many parents in Montana, childcare is deeply needed and unaffordable. Our graduate students are missing out on a crucial funding opportunity that HHMI CIS and other entities cannot fulfill.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

As we are in the first year of our program, we are still in the planning and recruitment stages, with the goal to serve, at minimum, 20 Indigenous first-year students.

11. Are there **photographs** to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

Not at this time.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 5/25/2023
2. **State Agency/Division/Program:** Linguistics Program, University of Montana
3. **Narrative Coordinator Name:** Mizuki Miyashita
Phone/Email: mizuki.miyashita@umontana.edu
4. **Activity Name:** Institute on Collaborative Language Research (CoLang 2022)
5. **Program Staff Name:** Madeleine Shek
Phone/Email: madeleine.shek@mso.umt.edu

6. **Select Tribe(s) Involved:**

- | | |
|--|---|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| <input checked="" type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input checked="" type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The Institute on Collaborative Language Research (CoLang) is a summer institute on language documentation and revitalization. It was held from June 13-July 8, 2022 at the University of Montana (UM). CoLang offers intensive workshops over the course of two weeks, followed by an optional practicum to apply these skills. CoLang has always been a place for people to meet, share experiences, and collaborate towards common goals of language revitalization and reclamation. Several Montana tribal language workers collaborated with the UM team in planning the event, as well as offered presentations and workshops during the event.

The impacts of CoLang span from the multi-directional teaching and learning that takes place during the workshops, the forefronting and promotion of Indigenous ways of knowing to a vast and diverse audience, and the steps towards bridging relations between tribal language work and academia. Partners include but are not limited to: the National Science Foundation, the Linguistic Society of America, the Endangered Language Fund, the Smithsonian Center for Folklife & Cultural Heritage, the Mother Tongue Film Festival, All Nations Health Center, the American Indian Language Development Institute, Chief Dull Knife College, Humanities Montana, and the Collaborative Language Planning Project.

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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

The new process by which a program becomes a provider of Renewal Units through the Office of Public Instruction (OPI) enabled the Linguistics Program at UM, as host of CoLang 2022, to offer these units to Class-7 teachers that attended and participated in the event.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

Over half of the individuals who attended CoLang 2022 (127 of 225 attendees) are American Indians, Alaska Natives, and Native Hawaiians as well as citizens of Canadian First Nations.

The event included a series of 10 plenary talks. Eight of the talks were given by American Indian presenters, three of which were Montana tribal members.

<https://www.umt.edu/colang/colang2022/events/public-talks.php>

There were 39 workshops offered at CoLang in the first two weeks of the program (June 13-24). All workshops were co-facilitated (co-instructed) by teams of American Indian scholars, many from Montana tribes, and non-Indigenous scholars.

The event also included a film screening, sponsored by the Smithsonian Institute Center for Folklife and Cultural Heritage. The featured movie was “Sooyii” filmed entirely in the Blackfeet language. An interview session and Q&A with the Blackfeet tribal members who starred in the film was held following the screening.

11. Are there **photographs** to support the narrative? (x) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: CoLang22groupphoto.jpg

Photo Caption (include the name of the event/persons, location, and date): CoLang 2022, University of Montana, Missoula, June 24, 2022

Photo Credit: UM



Photo File Name: CoLang22opening

Photo Caption (include the name of the event/persons, location, and date): CoLang 2022, University of Montana, Missoula, June 24, 2022

Photo Credit: CoLang 2022

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

No.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 5/25/2023
2. **State Agency/Division/Program:** Linguistics Program, University of Montana
3. **Narrative Coordinator Name:** Mizuki Miyashita **Phone/Email:**
mizuki.miyashita@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): Collaborative Language Planning Project (CLPP)
5. **Program Staff Name:** Madeleine Shek **Phone/Email:**
madeleine.shek@mso.umt.edu

6. **Select Tribe(s) Involved:**

- | | |
|--|---|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The Collaborative Language Planning Project (CLPP) works to enhance communication among language activists, language teachers, students, and researchers from Indigenous and non-Indigenous communities in the state of Montana. CLPP invites representatives from tribal colleges and universities (TCUs) in Montana as well as language activists, teachers and researchers from independent community language programs to participate in events and activities that create significant opportunities for enriching language revitalization efforts among Indigenous communities, enhancing training experiences, and encouraging collaboration.

In 2022-2023, CLPP conducted three events: (1) CLPP workshop at Blackfeet Community College on October 8, 2022. (2) A lecture on “An Epiphany: Ho'etovatseohkesohovèxaatameseestove!” by Dr. Richard Littlebear on November 28, 2022. (3) Conference on Indigenous Science and Language (CISL) on May 18 and 19, 2023. Indigenous scholars delivered lectures and facilitated workshops, which represents movement toward higher recognition of the importance of Indigenous science as well

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as linguistics. The overall impact is that the activities of the conference are critical training for public school educators, especially Class 7 teachers. Each event provided Office of Public Instruction renewal units to those who sought to earn them. CLPP activities are funded by the National Science Foundation as well as partially supported by the Linguistics Program at the University of Montana.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

To our knowledge, there are no new laws, rules, or policies related to our program.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

At the CISL conference, 109 people attended, and 78 were Indigenous community members. Over 30 of them were Class 7 teachers. Of 23 total presentations, 15 were delivered by Indigenous scholars.

11. Are there **photographs** to support the narrative? () Yes () No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.



Photo File Name: CISL2023

Photo Caption (include the name of the event/persons, location, and date): CISL 2023, opening event, University of Montana. May 18, 2023.

Photo Credit: CLPP

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

No.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** June 8, 2023
2. **State Agency/Division/Program:** University of Montana / Mansfield Library / Archives and Special Collections
3. **Narrative Coordinator Name:** Donna McCrea, Head of Archives and Special Collections / Professor **Phone/Email:** 406-243-4403 / donna.mccrea@umontana.edu
4. **Activity Name** Consultation with THPO Officers about archival collections
5. **Program Staff Name:** **Phone/Email:**

6. **Select Tribe(s) Involved:**

- | | |
|--|---|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input checked="" type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| <input checked="" type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input checked="" type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

Donna McCrea, Head of Archives and Special Collections, attended a summit that brought together THPO officers at the University of Montana on April 14, 2023. At that summit McCrea shared information about archival collections housed at the University of Montana's Mansfield Library that include cultural heritage objects created by Native Americans. Some THPOs already had knowledge of these collections and some did not. This presentation to the group will facilitate future conversations between UM and each THPO specific to the cultural heritage objects from their tribe that are a part of the Frank Bird Linderman archival collection.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

11. Are there **photographs** to support the narrative? () Yes () No

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Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 6/7/23
2. **State Agency/Division/Program:** Mansfield Center, UM
3. **Narrative Coordinator Name:** Karla Bird **Phone/Email:** karla.bird@mso.umt.edu
4. **Activity Name** (*the file name should reference this topic*): Mansfield Center Programs
5. **Program Staff Name:** Kelsey Stamm Jimenez **Phone/Email:**
kelsey.stamm@umontana.edu

6. **Select Tribe(s) Involved:**

- | | |
|--|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input checked="" type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

Salish high school student Snpaqsin Morigeau traveled on an exchange to Vietnam July 2022 with his Montana high school peers to study environmental issues, focusing on those shared between Vietnam and Montana. The Montana high school group then hosted their Vietnamese peers in Montana later in July 2022.

A joint program between the Mansfield Center, College of Forestry, and Global Engagement Office, funded by the National Science Foundation, supported the travel of 10 Indigenous graduate students to India to learn about Indigenous ways to conserve natural resources. The 10 students traveled to India December 2022.

The Mansfield Center arranged for educational and professional exchanges, funded by the US Department of State, with the Confederated Salish and Kootenai Tribes from March 2022 – October 2022. Over 200 of these participants from around the globe interacted with CSKT Tribal members, learning about environmental issues, Indigenous sovereignty and land rights, and Indigenous education.

CSKT also was a formal professional placement host in the Young Southeast Asian Professional Fellows Program (YSEALI PFP), with the Tribal Legal Department hosting an Indigenous Filipino

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attorney for one month in their office, and the Tribal Health Department hosting two Fellows from Laos and Singapore. A Salish placement host, Jamie Cahoon, was awarded a reciprocal exchange experience to Singapore in July 2023, due to the success of the fellowship at Tribal Health. The Charkoosta published [this story](#) on this exchange in November 2022.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

N/A

11. Are there **photographs** to support the narrative? () Yes () No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: Vietnam High School Exchange

Photo Caption (include the name of the event/persons, location, and date): Big Sky High School student Snpaqsin Morigeau shares cultures with Vo Quynh Huong Nguyen of Vietnam during a two-way exchange between Vietnam and Montana.

Photo Credit: Mansfield Center

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

N/A

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 6/14/23
2. **State Agency/Division/Program:** UM Marketing and Communications
3. **Narrative Coordinator Name:** Karen Schlatter **Phone/Email:** Karen.schlatter@mso.umt.edu 406-304-7241
4. **Activity Name** *(the file name should reference this topic): Nike N7 Basketball Game*
5. **Program Staff Name:** Karen Schlatter **Phone/Email:** Karen.schlatter@mso.umt.edu 406-304-7241

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

To help recognize and celebrate Montana's close history with Native American and Indigenous peoples, Griz Athletics hosted its first N7 basketball game. The N7 program is a Nike initiative, led by Fort Peck native Sam McCracken, that shows Nike's long-time commitment and mission to inspire and enable 2 million Native American and Aboriginal youth in North America to participate in sport and physical activity.

The customized turquoise uniforms, which is a color that symbolizes friendship and fellowship in Native American cultures, were created by Nike. The logo was designed by UM alumnus Benji Headswift, a member of the Northern Cheyenne tribe.

Officially licensed Nike Griz retail was available for sale through the UM Bookstore, The M Store, Scheels and a variety of other local outlets. A portion of the proceeds will support UM's Kyiyo Pow Wow, one of the oldest student-run powwows in the nation.

In addition to the two N7 games, there was also a showing of The House That Rob Built on Jan. 27 at the Dahlberg Arena. The event was free to the public.

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While the movie, directed by UM alumnae and former Lady Griz player Megan Harrington, told the story of Montana's historic women's basketball coach, it also dived into the history of Native American basketball in the state of Montana. Lady Griz players who are Native American were recognized during the women's N7 game.

Additional in-game elements will also celebrate Native American history in the state of Montana.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities. N/A

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

University of Montana- Nike N7 Basketball Game specifics:

- Admissions – outreach to all the reservations for free tickets to N7 games. 300 tickets and N7 swag offered
- Trademarks and Licensing partnered with Nike to contract/pay Benji Headswift as an artist.
- Kyiyo student group benefited from proceeds from licensing fees that were donated from N7 merchandise.
- Highlighted former Native American players before, during, and after the games
- Friday night showing of “The House that Rob Built” in honor of former Lady Griz players and Robin Selvig
- Representation of honors songs and flags, dancers, opening song at both N7 games
- Presidents Box to tribal leaders
- Sam from Nike partnership and Fort Peck attended and was honored
- Law School event meet and greet for Native American students
- Emma’s dress
- Video that highlighted generational dancers and drummers
<https://umt.box.com/s/0bhiaolow8op1iw7v7bfeqiwmp7xzomz>

UM Graduation

- Honorary Doctorate was Mandy
- Blackfeet flag song opening song at graduation

Stone Child Graduation

- Bodnar speaker

11. Are there **photographs** to support the narrative? (X) Yes () No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

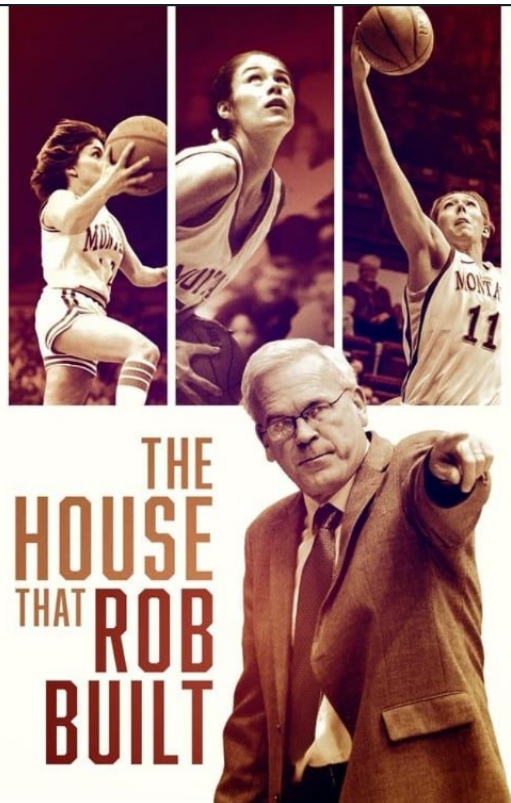


Photo File Name: Nike N7/Nike N7 Griz
Photo Caption (include the name of the event/persons, location, and date):
Photo Credit:

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? N/A

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** June 7, 2023
2. **State Agency/Division/Program:** Missoula College
3. **Narrative Coordinator Name:** Grace Gardner **Phone/Email:** 406 243 7921
4. **Activity Name** (*the file name should reference this topic*): Blackfeet Tribal Business Council Meeting at UM
5. **Program Staff Name:** Tom Gallagher, Dean **Phone/Email:** 406 243 7801

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

Friday, April 21 Missoula College and Accelerate Montana participated in a discussion with tribal leaders from Blackfeet CC, Blackfeet Tribal Business Council, Aaniiih Nakoda College (ANC), Stone Child College (SCC). Participants present were Karla Bird, Brad Hall (BCC President), Everett Armstrong (BTBC), Wilma Tyner (SCC, Dean of Academics), Katherine Lechman, Mike Braun, Pat Armstrong (BTBC), Shelly, Cheryl Madman (BCC Workforce Development), Crystal Little Owl (aMT), Shawn Candler (ANC President), Peter Baker, Paul Gladen, Me, Virgil Last Star (BTBC), Scott Kipp (BTBC Chair).

The purpose was for the Blackfeet Tribal Business Council to conduct a listening session for those listed above about the educational and employment needs of the Blackfeet Nation. Priority workforce programs were also discussed and what might be needed at Blackfeet Community College. Workforce programs that are already in progress at Blackfeet Community College, such as Job Site Ready, were discussed and how things are going with the program. Accelerate MT also conducted an Indigenous Cyber Rapid training.

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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
No new law or rule or policies were created but the participants agreed to stay in touch regarding further projects, collaborations and ideas.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

11. Are there **photographs** to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor’s vision for Montana.

1. **Submission Date:** June 6, 2023
2. **State Agency/Division/Program:** **The University of Montana National Science Foundation funded project, Willow Alliance for Graduate Education and the Professoriate (AGEP)**
- 3.
4. **Narrative Coordinator Name:** **Anne Grant** **Phone/Email:** **anne.grant@mso.umt.edu**
5. **Activity Name:** **Willow-AGEP Alliance at UM**
6. **Program Staff Name & Phone/Email:**
Ruth Plenty Sweetgrass-She Kills (Hidatsa, Mandan, Dakota, Nakoda), UM-PI
Ke Wu, UM-PI
Amy Kinch, UM team Senior Personnel – Willow Institutional Support Program
Katherine Swan (Rocky Boy Chippewa Cree), UM team Senior Personnel – Willow Research Publication and Grant Writing Program
Jennifer Harrington, UM team Social Science Research Specialist (Turtle Mountain Chippewa, Cree, Metis)
Anne D. Grant, UM team Willow Program Manager (Blackfeet, A’aninin)
Diana Doan-Crider – SKC team PI

Willow External Evaluators: Utilizing the Indigenous Evaluation Framework
Carol Ward (Brigham Young University Professor,
Berdie Brown (Northern Cheyenne, Arapahoe) N. Cheyenne Board of Health

Michael Patterson, former UM-Co PI (retired) – Hermeneutics approach
Blakely Brown, former UM team co PI - Indigenous Mentoring Program
Yukiko Maeda, Purdue University, former Social Science Research Specialist
Stephan Chase, former UM team Social Science Research Specialist (Diné)
Salena Beaumont Hill, former UM team Social Science Research Specialist (Crow, Blackfeet)

Willow Advisory Board:
William Swaney (Confederated Salish & Kootenai)
Ed Galindo (Yaqui)
Karla Bird (Blackfeet)
Ranalda Tsosie ((Diné)
Jenny McNulty (University of Alaska)

7. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All** | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

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****Willow team members visit each one of Montana's Tribal Colleges once a year on the Tribal College visit/tour.**

8. Please specify when this state-tribal activity started and if it is ongoing or finalized.

Started before FY 2023

Started during FY 2023

Ongoing/Long-Term

Completed/finalized during FY 2023

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

9. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The purpose of the WILLOW Alliance for Graduate Education and the Professoriate (AGEP), who initially collaborated with University of Montana in Missoula, Salish Kootenai College in Pablo, Montana, and Sitting Bull College in Fort Yates, North Dakota, is to develop, implement, and study a Model for the professional success of faculty and instructional staff in science, technology, engineering, and mathematics (STEM) who are enrolled in, and/or descendants of, Native American tribes. The current WILLOW-AGEP with UM and SKC is funded by the National Science Foundation and aims to *increase* success of Native American STEM Faculty and *advance knowledge* about issues impacting their career progression in STEM fields.

The significance of WILLOW-AGEP is that it consists of three intervention components: an Indigenous Mentoring program, a Research Publication and Grant Preparation program and an Institutional Support program that use a mixed methods participatory approach to research with Indigenous Research Methodologies that include the 6Rs Indigenous Research Framework [*relationship, respect, representation, relevance, responsibility and reciprocity*] and employs an Indigenous Evaluation Framework.

The major research accomplishments of WILLOW-AGEP have been identification of the personal, relational, and collective experiences that enhance or inhibit professional development and career advancement of Native American Faculty (NAF) teaching in Science, Technology, Engineering and Mathematics (STEM) disciplines; collection of data on the underlying institutional issues affecting NAF-STEM promotion and advancement and the approaches NAF-STEM use to support promotion and advancement; identifying the ways different types of universities and colleges (tribal vs. non-tribal) can support NAF-STEM, and survey the climate of STEM departments (comparing how non NAF-STEM and NAF-STEM experience professional development, promotion and advancement).

The overall impact of WILLOW-AGEP: Willow is currently in Year 6 - Aug. 1, 2022 to July 31, 2023 and will be requesting an one-year extension from the National Science Foundation (NSF) for Year 7, beginning Aug. 1, 2023 to July 31, 2024. Willow has several manuscripts for review and submission for publication in peer-reviewed scientific and educational journals, e.g., Journal of Higher Education, Frontiers of Psychology, the Tribal College Journal, Journal of Diversity in Higher Education, Rural Sociology, as well as a [Willow-AGEP website](#) where bimonthly

Newsletters are featured on a webpage under [Willow Dissemination](#), along with [Podcast episodes](#) (Ep. 84 & 85) conducted through the UM Graduate School and previous WILLOW presentations.

The state program contributing to the WILLOW-AGEP activity, timelines, cost and monetary contributions, and location is primarily University of Montana and SKC.

Other partners include:

Our primary funding sponsor, the National Science Foundation (NSF), Directorate for Education and Human Resources (EHR), Division of Human Resource Development (HRD). This is an AGEP-T: Alliances for Graduate Education and the Professoriate – Transformation under these HRD grant numbers for the University of Montana (UM) #1723248 and Salish Kootenai College (SKC) #1723006.

The [Native Food, Energy and Water Systems Alliance](#) (Native-FEWS), led primarily by Indigenous faculty, researchers and partners to fuse place-based approaches to teaching and diversity with applied research in food, energy and water systems as well as incorporate Indigenous ways of knowing, co-innovate and transform institutional STEM fields to be relevant and accessible to Indigenous communities.

The Native-FEWS Alliance is part of a broader National Science Foundation (NSF) INCLUDES [Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science] National Network for *Broadening Participation and Expanding Opportunities in STEM*.

Willow has also partnered with a National Research Advisory Board and collaborates informally with other NSF-AGEP Alliances, as well as institutions and organizations through research presentations and meetings, e.g., American Indian Science and Engineering Society (AISES), American Indian Higher Education Consortium (AIHEC), American Indian Research Association, and Society for Advancement of Chicanos and Native Americans in Science (SACNAS), and Clemson University NSF science and technology center for Diversity, Equity, and Inclusion.

10. In 1-2 paragraphs, describe any new law, rule, or policy related to your program that impact state-tribal relations, Indian people and tribal communities.

WILLOW AGEP Alliance includes interconnected components focusing on retention and support for Native American Faculty in science, technology, engineering, and mathematics (NAF-STEM).

The development of a model to increase the success of NAF-STEM will provide more effective ways to strengthen their participation through professional development and systemic institutional change. This model will inform public post-secondary Institutions of higher education that are not tribally affiliated and Tribal Colleges, as they seek to be more inclusive of faculty that reflect the student and community practice populations they serve.

Institutions can develop strategies for addressing NAF-STEM barriers by understanding the factors attributed to persistence or career fatigue. WILLOW will decrease the occlusion of diverse perspectives (women, Indigenous people, and people of color) in academia by engaging NAF-STEM in research and mentoring processes, as a means of developing role models to students and faculty at the two Alliance institutions.

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11. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc. **Not Applicable at this time**
12. Are there **photographs** to support the narrative? () Yes **See Attached Photo** () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name: **Willow_SG1_SKC_May19.23**

Photo Caption (include the name of the event/persons, location, and date): **Willow Spring Gathering at Salish Kootenai College, Pablo, Montana, May 18-20, 2023**
(L to R) Carol Ward, Dean Nicolai, Michael Munson, Ke Wu, Ruth Plenty Sweetgrass-She Kills, Diana Doan-Crider, Sandra Boham, Anne des Rosier Grant, Berdie Brown, Amy Kinch, and Steve Dupuis

Photo Credit: **Anne Grant**



12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report? **No**

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:**
2. **State Agency/Division/Program:** University of Montana
3. **Narrative Coordinator Name:** Ke Wu **Phone/Email:** 406.2434818
4. **Activity Name** (*the file name should reference this topic*): UM STARS Project
5. **Program Staff Name:** Ke Wu, Jennifer Harrington, Fred Peck **Phone/Email:**406.2435561

6. **Select Tribe(s) Involved:**

- | | |
|--|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The STARS (Supporting Talent with Aligned Resources for STEM Students) project is a National Science Foundation-funded, 6-year program, that started in April 2022. It is a collaborative project among four partner institutions - Salish Kootenai College, the University of Montana, Montana Technological University, and Blackfeet Community College. STARS focuses on three goals: (1) supporting STARS scholars with a suite of services (mentoring, tutoring, freshman seminar, math enrichment, professional development, networking, and research experiences); (2) promoting institutional change through professional development and evaluation of organizational collaboration; and (3) understanding the integrated STEM identity.

Each year STARS offered 5 - 8 new scholarships at each of the four partner institutions of up to \$10,000 per academic year for undergraduates or associate-level students in STEM fields (Science, Technology, Engineering and Math). STARS scholars are academically talented with demonstrable financial need by FAFSA. Scholarships are renewable for up to 4 years for those who achieve academic success.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

None.

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10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

During the 2022-2023 academic year, there were 28 STARS scholars who received awards. STARS Scholars who have been accepted into the program include 13 freshmen, 3 sophomores, 7 juniors, and 5 seniors. There are 13 males (46%), 12 females (43%), 2 nonbinary scholars (7%), and 1 scholar (4%) who chose not to disclose their gender. Thirteen of the scholars are American Indian/Alaska Native (46.4%), twelve are white (42.9%), one is Asian (3.6%), one is American Indian/Alaska Native and Hispanic or Latino (3.6%) and one (3.6%) chose not to disclose their race.

11. Are there **photographs** to support the narrative? () Yes (x) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 4/27/2023
2. **State Agency/Division/Program:** PJW College of Education
3. **Narrative Coordinator Name:** Jamie McNally **Phone/Email:** x4915, jamie.mcnally@mso.umt.edu
4. **Activity Name** (*the file name should reference this topic*): Digital Twin - Victory XR
5. **Program Staff Name:** Jonathon Richter **Phone/Email:** x2473, jonathon.richter@mso.umt.edu

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.
 - One thing in development now is the Digital Twin UM campus being created in partnership with Victory XR. As one of the buildings being simulated on our Digital Twin campus, the Payne Native American Center is key to our College of Education and the whole university. This building model simulation is actually not yet completed (so not in this photo) - but will be within the next few weeks. Once the model is ready, we have plans to reach out and begin brainstorming and collaboration with our partners at the tribal communities and tribal colleges to make use of this 3D campus to incorporate representation, cultural heritage, language, social events and, of course, educational programs - possibly even highlighting and sharing this Digital Twin to strengthen the 2+2 agreements we have with their respective institutions. This Digital Twin campus can enrich our connections in manifold ways.
 - [Home Virtual Reality VR Education Software & Augmented Reality Learning - VictoryXR](#)
9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

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10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
11. Are there **photographs** to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.



Photo File Name: UM Campus

Photo Caption (include the name of the event/persons, location, and date): Digital Twin UM Campus

Photo Credit: Jonathon Richter

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Photo File Name: PJW College of Education

Photo Caption (include the name of the event/persons, location, and date): Digital Twin Phyllis J. Washington College of Education

Photo Credit: Jonathon Richter



Photo File Name: UM Main Hall

Photo Caption (include the name of the event/persons, location, and date): Digital Twin UM Main Hall

Photo Credit: Jonathon Richter

Photo File Name: PJW College of Education 2

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Photo Caption (include the name of the event/persons, location, and date): Digital Twin Phyllis J. Washington College of Education – Southeast side
Photo Credit: Jonathon Richter



Photo File Name: Jeanette Rankin Hall
Photo Caption (include the name of the event/persons, location, and date): Digital Twin Jeanette Rankin Hall
Photo Credit: Jonathon Richter

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 5/11/2023
2. **State Agency/Division/Program:** PJW College of Education
3. **Narrative Coordinator Name:** Jamie McNally **Phone/Email:** x4915, jamie.mcnelly@mso.umt.edu
4. **Activity Name** (*the file name should reference this topic*): Pathways to Wellness
5. **Program Staff Name:** Jingjing Sun **Phone/Email:** x4285, jingjing.sun@mso.umt.edu

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.
 - "Pathways to Wellness" is the name of our place-based, culturally responsive social-emotional learning program that we have co-created with our community members from Arlee and CSKT. This program has been adopted by Arlee School Board and integrated in 3-6th grades' curriculum since spring of 2021. I included a recent book chapter that described further the process of co-creation. Below you can also find a poster from the program that we commissioned a local youth artist, Persephone Sariel, to create.
9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
11. Are there **photographs** to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

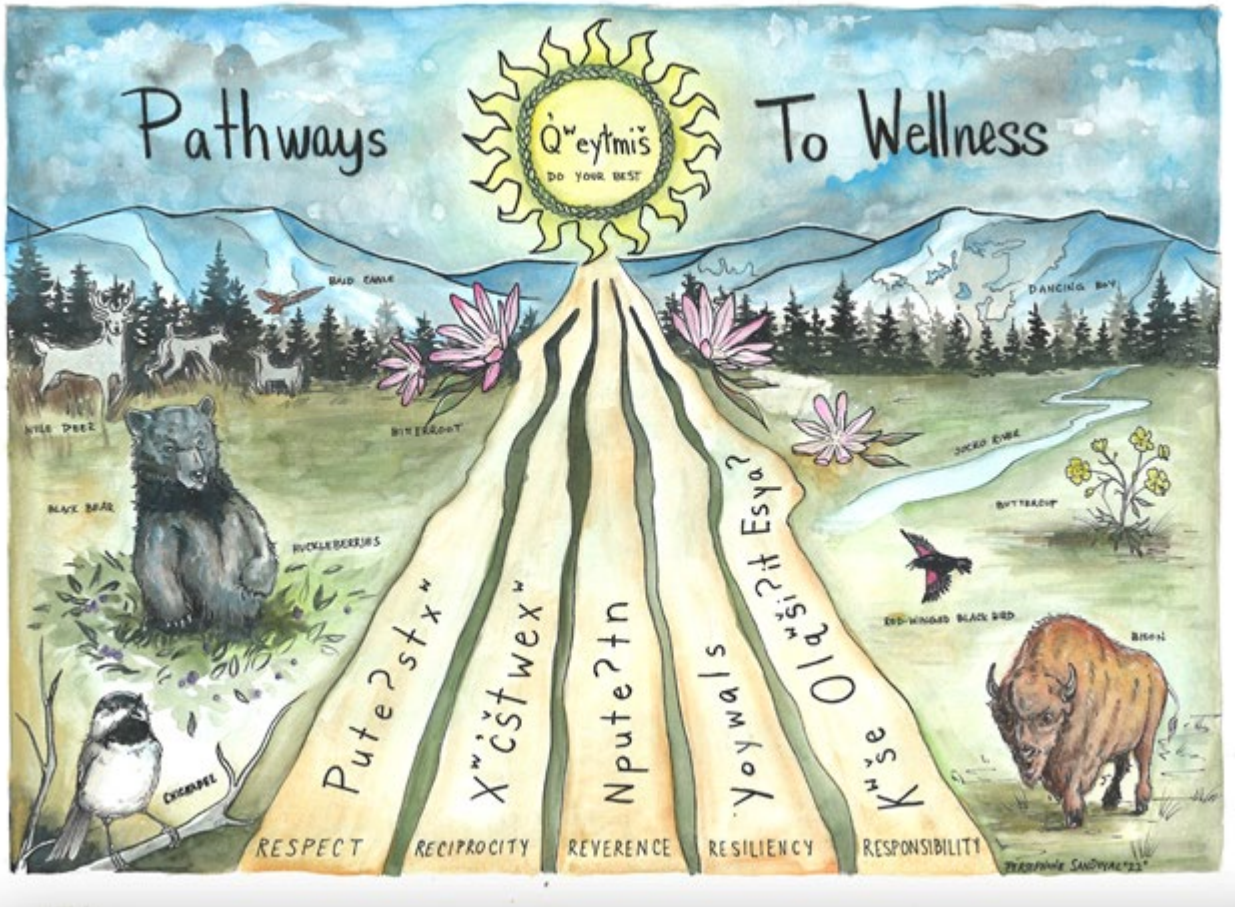


Photo File Name: Pathways to Wellness

Photo Caption (include the name of the event/persons, location, and date): Pathways to Wellness poster.

Photo Credit: Artwork by: Persephone Sariel

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 4/27/2023
2. **State Agency/Division/Program:** PJW College of Education
3. **Narrative Coordinator Name:** Jamie McNally **Phone/Email:** x4915, jamie.mcnelly@mso.umt.edu
4. **Activity Name:** Psychology Careers course presentation at Salish Kootenai College
5. **Program Staff Name:** Veronica Johnson **Phone/Email:** x4205, Veronica.Johnson@mso.umt.edu
6. **Select Tribe(s) Involved:**

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input checked="" type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

<input type="checkbox"/> Started before FY 2023	<input type="checkbox"/> Started during FY 2023
<input type="checkbox"/> Ongoing/Long-Term	<input checked="" type="checkbox"/> Completed/finalized during FY 2023

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.
 - Veronica Johnson attended, via Zoom, a Psychology Careers class at Salish Kootenai College to talk about our counseling programs on Feb. 24th, 2023. She doesn't have any photos or narratives to share, but it was an engaging experience and she hopes we see some SKC students apply to our programs in the future!
9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
11. Are there **photographs** to support the narrative? () Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.
Photo File Name:
Photo Caption (include the name of the event/persons, location, and date):
Photo Credit:
12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: *The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor’s vision for Montana.*

1. **Submission Date:** June 7, 2023
2. **State Agency/Division/Program:** University of Montana, National Native Children’s Trauma Center
3. **Narrative Coordinator Name:** Veronica Willetto DeCrane **Phone/Email:** (406) 998-8953; veronica.willetto@mso.umt.edu
4. **Activity Name** *(the file name should reference this topic):* Tribal Youth Resource Center
5. **Program Staff Name:** Veronica Willetto DeCrane **Phone/Email:** (406) 998-8953; veronica.willetto@mso.umt.edu

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The National Native Children’s Trauma Center (NNCTC) is a partner of the Tribal Youth Resource Center. In this capacity, the NNCTC responds to training and technical assistance requests from tribes in Montana and nationally who are receiving OJJDP’s CTAS Purpose Area 8 (Tribal Juvenile Healing to Wellness Courts and Purpose Area 9 (Tribal Youth Programs) grant funds. We can also respond to requests from other federally recognized tribes. The Fort Belknap Indian Community and the Fort Peck Tribes have both been awarded these grants and requested training and technical assistance in trauma-informed care.

In Fall of 2020, the NNCTC began working with the Fort Belknap Juvenile Healing to Wellness Court (JHWC) to provide technical assistance and plan professional development for staff to assist in their objective of trauma-informed cross system training and collaboration. In February 2023, we completed a *Walking the Four Directions: Implementing Culturally Based Wrap Around Services* training for the Fort Belknap JHWC and their partners. Although the Fort Belknap Juvenile Healing to Wellness Court grant has ended, we have a goal of continuing with our partnership, which will include wrap around coaching and a Secondary Trauma Stress and Self-Care training. In addition, we have been providing technical assistance to the Fort Belknap Tribal

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Youth (TY) Program since December 2020. We continue to provide technical assistance to their TY program staff to support them with their objective of trauma-informed programming and staff education.

In December 2020, the NNCTC began working with the Fort Peck Tribes to plan trauma-informed care trainings. In February 2023, we completed two foundational trainings for the Frazer Public Schools, a partner of the Fort Belknap TY program, during a teacher in-service day. One of the trainings was on the topic of *Trauma and Resilience in Tribal Communities*. The second training was in *Secondary Traumatic Stress and Self-Care*. This was in response to an objective to build the skills of staff to respond more effectively to cumulative and community-level trauma responses by students and staff. A secondary goal was to address the issue of truancy. In April 2023, we completed a two-day training in *Think Trauma: Working with Justice-Involved Youth* for the Fort Peck Tribal Courts that involved both the JHWC and TY program staff. The goal of this training was for court staff to gain foundational knowledge to learn how to more effectively assist clients who have experienced traumatic events and for court staff who are experiencing their own trauma responses to learn how to care for themselves.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

Targeted Audience	Training	No. of Participants
Fort Peck Tribal Courts – All Staff	Think Trauma: Working with Justice-Involved Youth	19
Frazer Public School – Teachers; Paraprofessionals, Administrators	Trauma and Resilience in Tribal Communities	27
	Secondary Traumatic Stress and Self-Care	27
Fort Belknap Juvenile Healing to Wellness Court Staff and Partners	Walking the Four Directions: Implementing Culturally Based Wrap Around Services	18

11. Are there **photographs** to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: *The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.*

1. **Submission Date:** June 10, 2023
2. **State Agency/Division/Program:** N/A
3. **Narrative Coordinator Name:** Blakely Brown **Phone/Email:** 406-243-6524/blakely.brown@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): SKC and UM 2+2 Public and Community Health B.S. degree
5. **Program Staff Names:** Blakely Brown (UM) and Alana Bahe (SKC)
Phone/Email: Alana Bahe: 406.275.4926/ alana_bahe@skc.edu

6. **Select Tribe(s) Involved:**

- | | |
|--|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2021 | <input type="checkbox"/> Started during FY 2021 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2021 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

8. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

In the interest of increasing the number of Montanans possessing college degrees, faculty and staff members from Salish-Kootenai College and the University of Montana have created and approved a Memorandum of Understanding for a 2 + 2 plan of study for students interested in studying behavioral health promotion and public and community health. These students will matriculate from the Associate of Arts (AA) Health Promotion Practices degree option at Salish-Kootenai College to the College of Health at the University of Montana, to obtain a Bachelor of Science (BS) in Public Health from the School of Public and Community Health Sciences.

The plan of study requires the student to:

1. *Complete their Freshman year and fall and winter quarters of their Sophomore year for the Associate of Arts degree in Health Promotion Practices, as well as be in good standing in the spring quarter of their Sophomore year in which the student plans to apply for admission to the University of Montana.*
2. *Apply to the UM SPCHS-Public Health program by June 30. Prior to this deadline students must:*

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- a) *Contact the SPCHS Program Manager and apply for admission to the Public Health major, at which time the Advising Office will verify the above admission requirements have been met;*
 - b) *Complete application paperwork to become a University of Montana student (required for pre-registration of UM campus classes).*
3. *Complete the SKC Associate of Arts in Health Promotion Practices at the end of the spring quarter in which the student plans to apply for admission to the University of Montana, completing 90 or more quarter credits at SKC which is the equivalent of 60 or more semester credits.*

Upon completion of these requirements and acceptance into the Public Health degree program, the student will enter into the undergraduate program with junior standing.

This MOU is intended to be a "transfer" plan for students seeking two levels of degree – an AA in Health Promotion Practices followed by a BS in the School of Public and Community Health Sciences– Public Health concentration. The MOU does not apply to other associate degrees. Students who do not adhere to the plan will likely be delayed in attaining the AA and/or BS in Public Health.

To ensure ongoing communication and to refine the agreement and advising documents, representatives from Salish-Kootenai College and the College of Health at the University of Montana meet annually, on a mutually agreeable date, to review and refine the agreement and attendant advising plan. Such review may include evaluation of course syllabi, changes to courses required in the plan, sequencing of courses in the plan, or other changes to align the 2 + 2 with the BS Public Health requirements.

The MOU may be discontinued by either unit by written notice provided by September 1 in the academic year prior to termination of the agreement. Notification of the MOU is provided to all relevant faculty and campus committees.

Accomplishments and Challenges - 2022/2023

- *Currently, SKC has several students pursuing the AA Health Promotion Practice (HPP) degree. Three students graduated from the HPP AA degree program June 11, 2023. This is the most students in a single year graduating from the program. Two of these students have expressed interest in pursuing the B.S. in Public Health degree program.*
- *Limited staffing, resources, and funding at both SKC and UM for the degree program continue to be the most significant barrier for increasing recruitment, retention and matriculation rates.*
- *At UM, Anna Kiley became the new undergraduate program director in the School of Public and Community Health Sciences and will take on the position of co-directing the 2+2 program in 2024 as Dr. Brown steps away from this role.*
- *Dr. Blakely Brown and Ms. Alana Bahe met monthly throughout AY 2022/23 to discuss and coordinate the 2+2 program. Ms. Anna Kiley began attending the the monthly meetings in Spring 2023.*

Overall impact

There is an increasing focus on prevention, wellness, and healthy lifestyle choices in Indian Country and elsewhere across the United States. The life expectancy for Native Americans is 20 years less than other Montanans because of health disparities, including high prevalence rates of obesity, diabetes, heart disease cancer, and mental health issues. More health promotion professionals are needed in Indian country to educate people about lifestyle and health behaviors that prevent or treat these diseases and provide coaching and assistance in achieving a healthy lifestyle. Additionally, numerous grant-funded projects targeting Native American health disparities are ongoing on all Native American reservations. However, there is an insufficient number of qualified Native Americans to staff projects in health promotion and disease prevention as well as the many grant-funded projects. The 2+2 Public Health B.S. degree, and the A.A. in Health Promotion Practice will provide graduates with the knowledge and skills to fill new and/or enhanced positions in health education and health promotion on Native American reservations.

9. In 1-2 paragraphs, describe any new law, rule, or policy related to your program that impact state-tribal relations, Indian people and tribal communities. *N/A*
10. If available, provide noteworthy data regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc. *N/A*
11. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report? *No*

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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** June 13, 2023
2. **State Agency/Division/Program:** University of Montana, School of Social Work
3. **Narrative Coordinator Name:** Deanna Cooper **Phone/Email:** 406 243 5587,
deanna.cooper@umontana.edu
4. **Activity Name** *UMSSW 2+2 BSW Distance Program*
5. **Program Staff Name:** Tomas Hernandez **Phone/Email:**
tomas.hernandez@umontana.edu

6. **Select Tribe(s) Involved:**

- | | |
|---|---|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.
The 2+2 BSW Program provides an opportunity for students around the state, including rural and tribal communities, to obtain their Bachelors of Social Work degree while remaining in and completing their practicums in their home communities. Since its inception in 2013, the program has grown to include five partnering tribal colleges and is growing in number of students enrolling, with a focus on support for readiness and persisting though to earn a BSW degree. Partnering with the tribal community colleges listed above, and with local social work aligned agencies and organizations, the 2+2 BSW program is proud to be part of a successful collaboration that provides a much-needed professional workforce in integrated health, child and family wellness, criminal justice and educational settings in tribal communities over the past four years. Our current cohort to graduate in Spring, 2023, included eight tribal-enrolled students, and our newest cohort, who will graduate in 2024, includes five tribal enrolled students. The 2023 academic year, the UMSSW began an online MSW program, which is enrolling graduates of the 2+2 BSW Program, to earn an advanced degree, MSW, while remaining and working in their home communities. The UMSSW is in the planning stages of providing an Advanced Standing MSW Distance program to meet the needs of our graduates with BSW degrees.
9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

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10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

The 2+2 BSW Distance Program has graduated, since 2016, thirty-eight tribal-enrolled students, who are now providing much needed professional workforce in tribal communities across our state.

11. Are there **photographs** to support the narrative? () Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 6/13/2023
2. **State Agency/Division/Program:** SpectrUM/University of Montana
3. **Narrative Coordinator Name:** Jessie Herbert-Meny
Phone/Email: 406-207-1010 / jessie.herbert@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): Transforming Spaces Tribal Advisory Committee
5. **Program Staff Name:** Jessie Herbert-Meny
Phone/Email: 406-207-1010 / jessie.herbert@umontana.edu

6. **Select Tribe(s) Involved:**

- | | |
|--|---|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The University of Montana spectrUM Discovery Area, through our IMLS-funded Transforming Spaces project, has developed a tribal advisory committee to guide our project. This project intends to foster a more inclusive, culturally responsive Third Place for Missoula's urban Indian population while better meeting the needs of all learners in our community by weaving Native science experiences through spectrUM's exhibits and programs.

Made up of tribal partners from Salish Kootenai College, Stone Child College, Blackfeet Community College, and the Fort Peck Tribes, our advisory committee meets twice annually to share input on project activities.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

None

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10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

Evaluation is being led by Dr. Beth Covitt of the University of Montana. Through interviews with advisors, Covitt found that project advisors share that representation is one of the most important potential outcomes of this project, and that advisors praised the project’s existing Advisory Board as an example of ensuring Native people drive and guide the direction of the project.

11. Are there **photographs** to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.



Photo File Name: SpectrUM2

Photo Caption (include the name of the event/persons, location, and date): In April 2023, spectrUM and library partners participate in a training led by Turquoise Devereaux on Creating Culturally Safe Spaces for Native American Communities.

Photo Credit: Jessie Herbert-Meny

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 6/13/2023
2. **State Agency/Division/Program:** SpectrUM/ University of Montana
3. **Narrative Coordinator Name:** Jessie Herbert-Meny
Phone/Email: 406-207-1010 / jessie.herbert@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): SciNation on the Flathead Reservation
5. **Program Staff Name:** Jessie Herbert-Meny
Phone/Email: 406-207-1010 / jessie.herbert@umontana.edu

6. **Select Tribe(s) Involved:**

- | | |
|--|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The University of Montana spectrUM Discovery Area has maintained a community advisory group on the Flathead Reservation since 2013. Named SciNation on the Flathead Reservation, the group consists of members from Tribal Education, Natural Resources, and Health Departments, as well as participants from the Boys and Girls Club of Flathead Reservation and Lake County. spectrUM meets with SciNation monthly to collaborate and plan all programming that spectrUM brings to the communities on the Flathead Indian Reservation.

The keystone project of SciNation is planning the Science Learning Tent at the Arlee Celebration and Elmo Standing Arrow Powwows. Since 2014, spectrUM and SciNation host a large tent at the powwow grounds to engage youth in science featuring local and native role models. The Science Learning Tent reaches over 1,000 students each year. More information about SciNation can be found at <https://www.umt.edu/spectrum/collaborations/scination/default.php>.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

None

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10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

In 2022, spectrUM and SciNation brought back the Science Learning Tent at both the Arlee Celebration and Elmo Standing Arrow Powwows, after two years of hibernation. spectrUM served 1,000 visitors total.

11. Are there **photographs** to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.



Photo File Name: SpectrUM

Photo Caption (include the name of the event/persons, location, and date): spectrUM and SciNation engage children with hands-on science activities at the Science Learning Tent at the Arlee Celebration in 2022.

Photo Credit: Caitlin Ervin

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

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process. This effort is creating a blueprint for other organizations to follow, in regards to how to care for and manage the tribal relationships during the repatriations process.

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

11. Are there **photographs** to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.



Photo File Name: Emma’s Dress

Photo Caption (include the name of the event/persons, location, and date): K-12 students from the Mission Valley visit the UM campus to learn about Emma’s Dress and the boarding school era.

Photo Credit: Tommy Martino, UM

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor’s vision for Montana.

1. **Submission Date:**6/13/23
2. **State Agency/Division/Program:** University of Montana –Tribal Outreach/Relations
3. **Narrative Coordinator Name:** Karla Bird **Phone/Email:** 406-241-8424
4. **Activity Name** *(the file name should reference this topic):*
5. **Program Staff Name:** Karla Bird **Phone/Email:**karla.bird@mso.umt.edu

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The University of Montana Tribal Outreach Specialist position helps nurture respectful and productive relationships between tribal colleges, tribal universities, and tribal high schools and the University of Montana. Additionally, the Tribal Outreach specialist works with off reservation high schools that serve high populations of Native Americans. They also help facilitate opportunities and act as a bridge in support of Native students and the faculty and staff at both Tribal Educational Institutions (TEIs) and UM. The Tribal Outreach Specialist provides culturally appropriate outreach both on the UM campus and in Montana communities, and works to develop, identify, and promote new opportunities for interdepartmental and interinstitutional collaboration. Recognizing the independent and unique status of each educational institution, the Tribal Outreach Specialist helps build opportunities and partnerships based on respect and cultural understanding.

The Tribal Outreach Specialist also helps serve as an advisor and partner to UM departments and offices in ensuring UM is welcoming to Native students. The person in this role will actively identify and help implement practices that support Native students’ persistence at UM. Lastly, the Tribal Outreach Specialist position helps to lead the President’s Native American Advisory Council, is the Institutional Level Project lead for UM’s strategic priorities on tribal partnership, and serves on the AIMA council.

Key Projects include:

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- Partnership and planning on the Nike N7 Basketball game.
- Native Students Careers Pathways with Missoula Federal Credit Union.
- Native Griz Marketing materials. Finalized the American Indian Gateway page. Recorded podcast on American Indian leadership principles.
- Coordinated and planned the Blackfeet Tribal Business Council, Blackfeet Community College, Stone Child College, and Aaniiih Nakoda College campus visit on Workforce development.
- Assisted in coordinating the Centering Indigenous Knowledge webinar with Campus Compact.
- Hosted Blackfeet Tribal Business Council campus meeting regarding educational opportunities.
- Helped facilitate tribal partnership for the Frank Bird Linderman Collection, as well as the Anthropological Collections on campus.
- Help recruit for Indigenous First Year Experience, SLOAN, AHEC, Net 10, STARS, etc.
- Created an Indigenous Funding webinar for potential students. Served on the NAS scholarship committee. Recommended students for Diversity awards. Helped to coordinate the ongoing updates to the Excellence in Native American Education Plan. Helped recruit for Podium- an Indigenous Cohort pursuing Global Education in the area of Tech education.
- Facilitated meetings to discuss Eminent scholarship. Collaborated with OPI’s tribal relations department.
- Serves on FAST Blackfeet Board of Trustees, as well as UM SpectrUM Board.
- Assisted academic departments in development of Indigenous centered curriculum. Recruited elders to help design the Indigenous Ways of Knowing course.
- Attended Tribal College Tour. Coordinated tribal nations visit to campus to help design the Oval Medallion.-Researched updates to the land acknowledgements on campus.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
11. Are there **photographs** to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name: Tribal Outreach Photos

Photo Caption (include the name of the event/persons, location, and date):



Tribal Outreach 1: Dr. Ramey Growing Thunder’s Dissertation Defense, UM



INDIGENOUS FUNDING & SUPPORT AT U OF M



Come learn about funding opportunities for Indigenous students at the University of Montana. Learn about programs such as Indigenous First Year Experience (IFYE), SLOAN (STEM), Indians Into Psychology (InPsych), Health Careers Opportunity Program (HCOP), Native American Natural Resource Program, Area Health Education Center (AHEC), Supporting Talent with Aligned Resources for STEM (STARS), Grizzly Promise, American Indian Tuition Waiver, and much more!

WEBINAR

June 21st, 2023 12:00 pm -1:30 pm

Tribal Outreach 2: Indigenous Funding Webinar, UM



Tribal Outreach 3: MMIW Event, UM

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Tribal Outreach 4: Student Diversity Awards, UM



Tribal Outreach 5: Student Diversity Awards, UM

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Tribal Outreach 6: Student Diversity Awards- BSW Partnership between UM & BCC



Tribal Outreach 7: Student Diversity Awards, UM

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Tribal Outreach 8: Nike N7 Basketball Game

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Tribal Outreach 9 : UM Employee Awards, UM

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Tribal Outreach 10: Student Video, UM

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Tribal Outreach 11: Tribal Historic Preservation Offices - UM Collections Board

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Tribal Outreach 12: Tribal Historic Preservation Offices- UM Collections Board

Photo Credit: Karla Bird

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report? N/A

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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 6-12-2023
2. **State Agency/Division/Program:** University of Montana, Student Affairs, TRIO Student Support Services
3. **Narrative Coordinator Name:** Dan Benge **Phone/Email:**406-243-4199, Daniel.benge@umontana.edu
4. **Activity Name** *(the file name should reference this topic):* *TRIO Services*
5. **Program Staff Name:** Dan Benge **Phone/Email:** Same as Above

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

Student Support Services -TRIO is a federally funded grant designed to assist students who come from low income backgrounds, or are First Generation college, or may be a student with a disability. The objectives of the project are to increase retention and graduation rates for students from these disadvantaged backgrounds.

Students were provided tutoring services, academic and personal advising, and a host of workshops ranging from financial aid and literacy to wellness. Students also have access to a book loan program, a computer lab designated for TRIO students, that include free printing services.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

Not Applicable

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

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This past year we served a total of 39 students who identified as Native American. Twenty-seven (27) list Native American as their ethnicity and twelve (12) students list Native American as one of their ethnicities.

Just looking at the 27 students, the average number of interactions with the TRIO project was 7.6 per student during the year, roughly once a month during the academic year, and each interaction averaged 25 minutes. The dominant service provided to the students was academic advising and coaching. Students typically use TRIO as their primary point of contact to seek guidance with course registration.

11. Are there **photographs** to support the narrative? () Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribes Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Activity Name** (please update the file name to include your program & activity name): College Attainment
2. **Program Name:** University of Montana – TRIO Upward Bound
Program Staff Name: Dannette Fadness, Director
Phone/Email: 406.243.2219 dannette.fadness@umontana.edu

3. Select tribe(s) Involved:

- | | |
|---|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

4. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2023 Started during FY 2023
 Ongoing/Long-term Completed/finalized during FY 2023

5. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, locations, other partners, etc.

The Upward Bound program serves the Blackfeet Nation's low-income and first-generation college bound high school students at Browning High and Heart Butte High. Native American students from the Blackfeet Reservation comprise more than 70% of UM's TRIO Upward Bound program. On the Blackfeet Nation, a staff member serves as an academic coordinator to support services include tutoring, academic instruction and advising, financial literacy training for families, assistance with scholarship and college applications, campus visits, and monitoring of students' progress. In the Fall, students got the opportunity to participate in a campus tour trip to Idaho State, Utah State and UM Western to give them the opportunity to learn about the different colleges and determine the best fit for them when they go on to college. During the trip the students attended The Lion King on Broadway which was well received. In the Spring, students attended a trip to Montana State University where the students visited the campus, the Museum of the Rockies, and a local hot spring. During the summer, students participated in the six-week residential academy at the University of Montana. They lived in the dorms and engaged in the academy which includes intensive instruction in mathematics, laboratory science, composition, and foreign language. This camp includes cultural and recreational activities as well including time at Camp Paxson on

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(for the reporting period July 1, 2022 - June 30, 2023)

Seeley lake and more. UM TRIO Upward Bounds provides credit-bearing course work augmented with activities that develop the non-cognitive skills necessary for successful secondary school and college completion.

6. In 1-2 paragraphs, describe any new law, rule, or policy related to your program that impacts state-tribal relations, Indian people and tribal communities.

NA

7. If available, provide any noteworthy data regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

UM TRIO Upward Bound served 49 high school students on the Blackfeet Nation over the year.

8. Are there photographs to support the narrative? Yes No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.



Photo File Name (choose names that reflect content): Upward Bound students at Camp Paxson Summer 2023

Photo Caption (share all relevant detail, including the name of the event/persons, location, and date): UM TRIO Upward Bound Students at Camp Paxson

Photo Credit: Xavier Xtravaganza, Montana Campus Compact AmeriCorps College Coach with UM TRIO Upward Bound

9. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

[Click or tap here to enter text.](#)

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 06/12/23
2. **State Agency/Division/Program:** University of Montana Writing and Public Speaking Center
3. **Narrative Coordinator Name:** Shareen Grogan **Phone/Email:** 243-2450/shareen.grogan@umontana.edu
4. **Activity Name** *(the file name should reference this topic):*
5. **Program Staff Name:** Shareen Grogan **Phone/Email:** 243-2450/shareen.grogan@umontana.edu
6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input checked="" type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) came from an entity outside of state government.

8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc. Writing and Public Speaking Center Directors and tutors provided writing workshops and one-on-one tutoring to students in Sabine Brigitte's NAS 279 and WRIT 101 classes. The purpose of the visits was to both normalize getting feedback and revising writing and familiarize students with the Writing Center should they transfer to UM or other 4-year school. We hope to continue such work with students at Tribal Colleges.
In addition, Director Shareen Grogan visited Montana Tribal colleges in October 2022 and April 2023 with other UM personnel to learn about curricular and student support offerings at the Tribal Colleges, to develop relationships, and to explore opportunities for collaboration.
9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities. n/a
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
~15 Students attended the two workshops.
11. Are there **photographs** to support the narrative? () Yes (x) No

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name:

Photo Caption (include the name of the event/persons, location, and date):

Photo Credit:

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report? n/a

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor’s vision for Montana.

1. **Submission Date:** 5/18/23
2. **State Agency/Division/Program:** UMW Department of Education: Early Childhood Education and University of Montana School of Social Work
3. **Narrative Coordinator Name:** Terri Barclay UMW/Deanna Cooper UM
Phone/Email: [406-214-1985/terri.barclay@umwestern.edu](tel:406-214-1985)
[406-243-5587/deanna.cooper@umontana.edu](tel:406-243-5587)
4. **Activity Name: 2 + 2 Programs:**
 - Tribal Head Start Partnership Grant “To Come Together for our Children.”
 - UMSSW 2+2 BSW Distance Program
5. **Program Staff Name:** Terri Barclay UMW/Deanna Cooper UM
Phone/Email: [406-214-1985/terri.barclay@umwestern.edu](tel:406-214-1985)
[406-243-5587/deanna.cooper@umontana.edu](tel:406-243-5587)

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input checked="" type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input checked="" type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

University of Montana Western 2+2 in Education

The University of Montana Western (UMW) is in its third year of a five-year Tribal Head Start subgrant funded by the Federal Head Start Office. The UMW subgrant amount is \$171,000 annually for five years. Stone Child College is the grantee with four partners including Blackfeet Community College, Aaniih Nakoda College, Fort Belknap Community College, and The University of Montana Western. UMW established articulation agreements with partnering tribal colleges, and graduates from these colleges are completing B.S. degrees in Teaching and Learning in Early Childhood

**2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)**

Education or Early Childhood Education: PreK-Grade 3. The Office of Head Start agreed to allow UMW to help build capacity for quality childcare on the Crow Reservation and for the Little Shell Tribe by allowing us to support Little Shell and Crow tribe B.S. students living in Billings and Great Falls in addition to students working at Head Start programs who graduated from associate-level early childhood education programs at ANC, BCC, FPCC, and SCC. We have had three BS graduates and anticipate three more BS graduates in the 2023-24 SY. We are currently serving 13 American Indian students on this grant. We added two students from Babb, MT Head Start this past spring. Both students are committed to the Head Start program on the Blackfeet Reservation. The special feature of the UMW online grant program is a full-time, grant-funded, online student mentor who supports students through academic tutoring, problem-solving, and navigation of higher education.

Representative Sharon Peregoy recruited a Billings Head Start student committed to children and families on the Crow Reservation. This student will submit an admissions application with the University of Montana Western for enrollment in fall 2023. At the end of the spring 2023 semester, three of our students were recognized for excellence in coursework by their instructors. The recognition came through coursework submissions where Native and Indigenous Ways of Knowing and Culturally Responsive activities were created and shared with peers. Students were also commended for thoughtful participation and contributions in discussion forums where their perspectives were shared. Student peers expressed gratitude for the new knowledge and respect for ideas that were new to them. In my time as a mentor for tribal distance students, this is the greatest amount of recognition our students have received.

Finally, a group comprised of faculty/staff members from Stone Child College, Little Big Horn College, BCC, and UMW met throughout the year to study trauma-informed practices with a focus on mental health and healing. This collective group continues to work together to strengthen instructional practices for students in our programs. A picture is included for your reference.

University of Montana 2+2 in Social Work

The 2+2 BSW Program provides an opportunity for students around the state, including rural and tribal communities, to obtain their Bachelors of Social Work degree while remaining in and completing their practicums in their home communities. Since its inception in 2013, the program has grown to include five partnering tribal colleges and is growing in number of students enrolling, with a focus on support for readiness and persisting though to earn a BSW degree. Partnering with the tribal community colleges listed above, and with local social work aligned agencies and organizations, the 2+2 BSW program is proud to be part of a successful collaboration that provides a much-needed professional workforce in integrated health, child and family wellness, criminal

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

justice and educational settings in tribal communities over the past four years. Our current cohort to graduate in Spring, 2023, included eight tribal-enrolled students, and our newest cohort, who will graduate in 2024, includes five tribal enrolled students. The 2023 academic year, the UMSSW began an online MSW program, which is enrolling graduates of the 2+2 BSW Program, to earn an advanced degree, MSW, while remaining and working in their home communities. The UMSSW is in the planning stages of providing an Advanced Standing MSW Distance program to meet the needs of our graduates with BSW degrees.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

NA

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

UMW Education 2+2

- 13 current students in the Head Start Partnership Grant program enrolled in the UMW distance program.
- 2 current students in the Head Start Partnership Grant program attending UMW on campus.
- 1 new graduate with BS in Early Childhood Teaching Learning Program in Spring 2023.

UM Social Work 2+2

- The 2+2 BSW Distance Program has graduated, since 2016, thirty-eight tribal-enrolled students, who are now providing much needed professional workforce in tribal communities across our state.

11. Are there **photographs** to support the narrative? (X) Yes () No

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name: Healing Your Almond Tribal Group

Photo Caption (include the name of the event/persons, location, and date): Trauma-Informed Practice Work Group, Missoula, MT, December 2022. The group comprises faculty/staff members from Stone Child College, Little Big Horn College, BCC, and UMW.

Photo Credit: Franchon Francees

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report? NA

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Phone/Email: 406-214-1985/terri.barclay@umwestern.edu
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Phone/Email: 406-214-1985/terri.barclay@umwestern.edu
406-243- 5587deanna.cooper@umontana.edu

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input checked="" type="checkbox"/> Chippewa Cree | <input checked="" type="checkbox"/> Little Shell |
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| <input checked="" type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
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2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Falls in addition to students working at Head Start programs who graduated from associate-level early childhood education programs at ANC, BCC, FPCC, and SCC. We have had three BS graduates and anticipate three more BS graduates in the 2023-24 SY. We are currently serving 13 American Indian students on this grant. We added two students from Babb, MT Head Start this past spring. Both students are committed to the Head Start program on the Blackfeet Reservation. The special feature of the UMW online grant program is a full-time, grant-funded, online student mentor who supports students through academic tutoring, problem-solving, and navigation of higher education.

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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.

NA

10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

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UMW Education 2+2

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11. Are there **photographs** to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

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Photo Caption (include the name of the event/persons, location, and date): Trauma-Informed Practice Work Group, Missoula, MT, December 2022. The group comprises faculty/staff members from Stone Child College, Little Big Horn College, BCC, and UMW.

Photo Credit: Franchon Francees

12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report? NA

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Purpose: *The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.*

1. **Submission Date:** 6/13/2023
2. **State Agency/Division/Program:** University of Montana, Broader Impacts Group, Spatial Analysis Lab
3. **Narrative Coordinator Name:** Jessica Mitchell **Phone/Email:** 406-544-9256
4. **Activity Name** *Mapping annual invasive grasses on lands encompassed by the Crow Reservation*
5. **Program Staff Name:** Jessica Mitchell **Phone/Email:** 406-544-9256/Jessica.mitchell@mso.umt.edu

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input checked="" type="checkbox"/> Crow | |

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

In June 2020, University of Montana Spatial Analysis Lab (SAL) partnered with the Bureau of Indian Affairs (BIA) Rocky Mountain Region under the SAFE – Invasive and Noxious Weed Management program (Agreement No. A20AP00049; \$747,562) for the purpose of developing remote sensing and spatial analysis methods to conduct invasive plant species mapping. Under this project, which recently ended on May 1st, 2023, SAL developed a close working relationship with Little Big Horn College (LBHC) and was able to provide summer salary to a Science Instructor, as well as two to four student interns from LBHC each summer, and one year of summer support for a Montana State University graduate student and Crow tribal member. Summer interns were trained with BIA and SAL field crews to collect vegetation surveys using mobile mapping technology. The grant also supported an Ethnobotany seminar, local presentation opportunities, and autonomous aerial vehicle pilot certification. This summer, SAL will continue to provide the same support to a Science Instructor and two interns under a new National Fish and Wildlife Foundation grant to expand the mapping of a target invasive annual grass, *Ventenata dubia*, east to Northern Cheyenne. Under this new 3-year award LBHC will assist in recruiting additional students from tribal colleges and becoming the central location for analyzing the chemical constituents of dominant grass species by prepping plant materials, collecting surface reflectance measurements, and performing

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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chemometric analysis. Additional groups we are engaging with under this grant include Salish-Kootenai College and Chief Dull Knife College.

- 9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
- 10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

To date, this work has created six seasonal positions for students (6) and faculty (1).

- 11. Are there **photographs** to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.



Photo File Name: LBHC_Sampling.jpg

Photo Caption (include the name of the event/persons, location, and date): Vegetation surveys to support annual invasive grass mapping on lands encompassed by the Crow Reservation. From Left to Right: Claire Wigglesworth, Caiden Cummins, Norman Dawes, Imani Coleman.

Photo Credit: UM Spatial Analysis Lab

- 12. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** May 30, 2023
2. **State Agency/Division/Program:** Native American Natural Resource Program
3. **Narrative Coordinator Name:** Jen Harrington
Phone/Email:(406)243-5561/ jennifer.harrington@mso.umt.edu
4. **Activity Name** (*the file name should reference this topic*):Native American Natural Resource Program
5. **Program Staff Name:**Jen Harrington
Phone/Email: jennifer.harrington@mso.umt.edu (406) 243-5561

6. **Select Tribe(s) Involved:**

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
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- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
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8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc. The Native American Natural Resource Program in the College of Forestry and Conservation coordinates and participated in activities to increase Indigenous representation in academia and to build relationships with Tribal communities across the State of Montana. The program hosts panel discussions on topics such as Indigenous Research Methods and Methodologies, the Indigenous Mentoring Program, hosting student dinners, wellness activities like making lip balms, hiking, and rafting trips. The Native American Natural Resource Program also works with Yellowstone National Park to provide 1-2 internships for Native American students each summer with invitations to students across the State to apply.
The Program also works to build relationships with the College of Forestry and Conservation and all Montana TCU Natural Resource and Wildlife Biology program faculty by organizing meetings and working to increase access to TCU faculty, staff, and students to resources like scientific publications via faculty-affiliate status. The FCFC faculty get to learn about successes and some of the barriers our TCU faculty face across the State.
Our student dinners take place twice a month every semester, with meals provided and a guest speaker who shares academic or employment opportunities with everyone. It has been an important resource for students to find community here on campus and to make friends and mentors while they are here.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

The Program participates in the Tribal College Tour visiting with each of Montana’s Tribal College administrators, faculty, and students as well as the community high school students and faculty. For many of the faculty and administrators here at the University of Montana, they do not understand the differences in teaching loads, access to research publications, or balancing grant writing and mentoring students for Tribal College faculty. They also learn a lot about the students and can see where they live and how far it is from UM campus. This trip allows the faculty and administrators to learn in communities from the people living on the reservations. What we learn on the Tribal College Tour allows us to identify gaps in our support services and we can attempt to bridge support when students transfer from a Tribal College to UM.

The Indigenous Mentoring Program started with 30 participants made up of staff, a few faculty, and graduate students, but last Fall we had requests from the American Indian Higher Education Consortium (AIHEC) and the Native Food Energy Water Systems (FEWS), groups to join the training. The program includes Cultural Humility training, Indigenous Mentoring panel with students and mentors, and resources for students and mentors alike. The Graduate school has now included the Indigenous Mentoring Program with other professional development trainings here at UM.

The Native American Natural Resource Program has been teaching a graduate seminar for over two years called, Tribal Natural Resource Management. The class has grown from 5 in 2021 students to 20 students in Spring 2023. The class discusses publications written by Indigenous scholars and Indigenous scientists, and we have had guest speakers from SKC, BCC, Native American Fish and Wildlife Society, CSKT Natural Resource Program, Forest Service, and more. The students share the importance of having Native American representation addressing Natural Resource issues through a lens that the students connect with find validation in academic spaces that have not always been inclusive of their point of view.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people, and tribal communities. NA
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc. The Native American Natural Resource Program students have over doubled in the last few years. Students are enrolled in Wildlife Biology, Forestry, Environmental Sciences, geology, and geography. The number of Native American graduate students has tripled in the last few years in the Native American Natural Resource Program, with students conducting their research with Tribal Nations, like CSKT and the Blackfeet Nation.

The Tribal Natural Resource Management Graduate Seminar has also grown, starting with five Indigenous graduate students in 2020, enrollment increased to 20 students, with 18 graduate students and two undergraduate students. The impact of this course has been in the introduction of topics and guest speakers not usually found in higher education STEM courses, or it has validated and affirmed the existence of multiple ways of knowing and engaging in science, technology, engineering, and mathematics.

11. Are there **photographs** to support the narrative? () Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

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Photo File Name: Native American Natural Resource Program student dinners

Photo Caption (include the name of the event/persons, location, and date): Native American Natural Resource Program student dinners with Jen Harrington (Director), Celina Gray (graduate student and her family), Nicole Benally and Daniel Bird (PhD candidates and their family), Stephanie Barron, and Xavier Lovato (graduate student).

Photo Credit: Ke Wu (Graduate School Associate Dean).

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Photo file name: NANRP at the Bison Range

Photo Caption (include the name of the event/persons, location, and date): Native American Natural Resource Program visit to the Bison Range with Jen Harrington (Director), Sidney Fellows (graduate student), Nicole Benally and Daniel Bird (PhD candidates and their family), Stephanie Barron (graduate student), Lisa Spang and Faith Wells (undergraduate students).

Photo Credit: Passerby using Jen Harrington's camera.

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Photo File Name: NANRP visit with students from Browning High School

Photo Caption (include the name of the event/persons, location, and date): Native American Natural Resource Program visit with students from Browning high school with Jen Harrington (Director), Celina Gray (graduate student), Tiara Walks (undergraduate student) and Browning high school class.

Photo Credit: Jen Harrington (NANRP)

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?