

State-Tribal Relations Report

Board of Regents

Indian Education for All

The Montana Board of Regents adopted an Indian Education for All plan for the Montana University System in November 2006: http://mus.edu/asa/docs/Plan_IEFA.pdf. The plan emphasized three important activities:

- 1) the obligation of teacher education programs throughout the Montana University System to prepare their students for the Indian Education for All mandate at the K-12 level;
- 2) the leadership role that the System should assume in providing professional development opportunities for the K-12 community and its own academic personnel; and
- 3) the development of university-level coursework and programs that supplement the K-12 Indian Education for All mandate, with a minimum expectation of at least one course on every campus.

Policy 303.5 - American Indian Study: <http://mus.edu/borpol/bor300/3035.htm>

Montana Indian Student Fee Waivers

Operating Budget: <http://mus.edu/board/meetings/2006/06-Sept/OperatingBudgets06-07FNL.pdf>

Policy 940.13 – Tuition Waivers: <http://mus.edu/borpol/bor900/940-13.htm>

Application form: <http://mus.edu/nafeewaiverapp.pdf>

Brochure: <http://mus.edu/aima/FeeWaiver.pdf>

In Fiscal Year 2007 727.7 FTE were budgeted at an anticipated cost of \$2,839,318 to support eligible American Indian students.

Board of Regents' Policies and Tribal Colleges

The Montana Board of Regents has no authority over the seven tribal colleges in Montana; these colleges are tribally controlled community colleges based on each of the seven reservations in Montana. Each has its own independent board. The Tribal College Presidents have a standing invitation to attend the meetings of the Board of Regents. The Board does make a special effort to invite the tribal colleges to participate in some policies and practices within the Montana University System, particularly those policies that permit students to transfer more easily between campuses. Some of the tribal colleges have accepted that invitation, and have voluntarily shaped their procedures so they closely mirror the Montana University System. The tribal colleges have also been invited to participate in meetings of the Board of Regents' Two-Year Council.

Link: American Indian Higher Education Consortium: <http://www.aihec.org/index.cfml>

Tribal College Assistance Program

The Tribal College Assistance Program, MCA 20-25-428, provides funding to support a portion of the costs of educating “non-beneficiary” Montana students (White, Asian, Hispanic, Black and tribally unenrolled American Indian) attending the seven tribal colleges on the reservations in Montana. During Fiscal Year 2007, \$419,816 was distributed to the seven tribal colleges. The 2007 Montana Legislature increased the amount to be distributed to \$957,000 for Fiscal Year 2008.

Office of the Commissioner of Higher Education

American Indian/Minority Achievement Program

Link: <http://mus.edu/aima/index.asp>

Policy 1902 Minority Achievement: <http://mus.edu/borpol/bor1900/1902.htm>

Budget FY 2997: \$82,192

The Office of the Commissioner of Higher Education has had a state funded director of American Indian/Minority Achievement since 1990, one of only a handful of positions in higher education system offices throughout the United States. Ellen Swaney currently serves as the director in the Commissioner’s office. The Director’s responsibilities include:

- 1) oversight of the TRACKS project;
- 2) liaison and coordination of activities with the tribal governments and their seven tribal colleges, and with other minority communities and organizations;
- 3) oversight of the diversity/minority action plans of eleven campuses of the Montana University System;
- 1) Link: <http://mus.edu/asa/reports/diversity/index.asp>
- 4) provision of cultural diversity training programs for the administrators, faculty, staff, and students of the Montana University System; and
- 5) oversight responsibility for the implementation of MCA 20-1-501 “Indian Education for All Montanans”.

Swaney also serves as an advocate for American Indian/minority students, faculty and staff of the MUS and was recently appointed the ADA coordinator for OCHE/MUS.

Swaney currently serves on the UM – Western’s Teacher Education Advisory Board. She represents higher education on the Board of Public Education & the Office of Public Instruction’s Montana Advisory Council on Indian Education (MACIE). Link:

<http://www.opi.mt.gov/indianed/macieNew.html>

In November of 2006 she chaired the planning committee in collaboration with the Attorney General’s Office and others for the Montana Conference on Race 2006: Partnering Indians and Non-Indians for Change in order to provide training to fulfill HB 608 MCA 2 15 143 (1).

Link: <http://www.mus.edu/aima/2006-RaceConference.asp>

Swaney also has oversight responsibility for the Tribal College Tribal History and Equipment Grant. OCHE was designated as the state agency for disbursement of said funds among the seven tribal colleges in Montana for the purposes designated by the Legislature. The legislature approved \$2.0 million in the 2007 biennium to support tribal colleges, specifically for equipment needs and to support efforts at each college to detail tribal history for use by the State of Montana in meeting the constitutional and statutory obligations related to the Indian Education for All [Montana] program in K-12 education. This appropriation was distributed equally among the seven tribal colleges. The legislature approved this as a biennial, one-time-only (OTO) appropriation. The maximum total distribution to each Tribal College was \$285,714. Three percent of the total amount to be disbursed (\$8,571) was awarded to the Tribal College upon receipt of a signed Memorandum of Agreement. The remainder of the total distribution (\$277,143) was disbursed in two equal payments in accordance with the agreement. An extension was granted to all the projects and their final products will be completed December 31, 2007.

Federal TRIO Program – Montana Educational Talent Search

Link: <http://mus.edu/ets/METS.asp>

Budget FY 2007: \$584,664

Funded by the U.S. Department of Education, METS has been administered by the Commissioner of Higher Education since 1979. Talent Search is one of the TRIO programs (Talent Search, Upward Bound, Educational Opportunity Centers, Student Support Services, Veterans Upward Bound, McNair) <http://www.ed.gov/about/offices/list/ope/trio/index.html> created in 1965 to provide equal opportunity for higher education to all Americans. The program director in Helena supervises coordinators who provide educational outreach to over 1,200, primarily American Indian, students at 32 junior and senior high schools in five target areas throughout Montana. The grant offers services to low-income and first generation students to ensure that students complete high school and continue their education at a college or technical school. All but four of the schools served by the grant are on or near Indian reservations. The target areas are the Flathead, Blackfeet, Northern Cheyenne reservations and the city of Great Falls. The Talent Search staff also works closely with the tribal colleges and tribal educational directors on the Indian reservations that receive Educational Talent Search services. Rene' Dubay is the Talent Search director for OCHE.

Federal GEAR UP

Link: <http://gearup.mus.edu/>

Budget FY 2007: \$4,060,610

The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) <http://www.ed.gov/programs/gearup/index.html> This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through

high school. GEAR UP funds are also used to provide college scholarships to low-income students. Montana GEAR UP works with 25 middle schools and their respective high schools in low-income communities throughout the state. Two-thirds of the GEAR UP schools are located on or near Indian reservations. Sandy Merdinger is the director of the state-wide GEAR UP grant in the Commissioner's office.

Montana GEAR UP is finishing the second year of a six-year, \$18 million grant from the U.S. Department of Education to increase the number of students from low income communities who are prepared to enter and succeed in postsecondary education. This is Montana's second statewide GEAR UP grant. The program's three goals are to promote early college and career awareness; financial aid awareness, planning, and scholarships; and improved academic support and rigor. Montana GEAR UP believes that postsecondary education is possible for all Montana students, regardless of economic background, and strives to empower them to realize that ambition. Montana GEAR UP brings this message to middle and high schools, students, their parents, and the community. Highlights of fiscal 2007 for Montana GEAR UP include:

- Served 1,585 students in 7th & 8th grade in 25 schools (65% American Indian, 32% Caucasian, and 3% other).
- Funded ACT's EXPLORE test at 19 GEAR UP schools for 540 8th grade students in a pilot program designed to improve student academic performance, raise ACT test scores when the students are juniors, and provide career guidance to improve course selection in high school.
- Trained 25 teachers at 11 GEAR UP schools, serving 582 students, to use technology to introduce new concepts in the classroom setting and to deliver differentiated instruction to individual students; the training was funded through a \$50,000 grant from the National Council for Community & Education Partnerships and the AT&T Foundation.
- Conferred 15 Montana GEAR UP Pathways Scholarships valued at \$20,000 each to graduating seniors.

Federal Perkins Funds

Link: <http://mus.edu/wd/Assets/Montana%20Transition%20Plan07-08%20without%20Sec%20Apps%20.pdf>

Budget FY 2007: Total Carl D. Perkins State Grant \$5,457,128

As the state agency for Federal Perkins funds, the Office of the Commissioner of Higher Education (OCHE) provides funding to three of the seven tribal colleges to support career and technical education. Because of federal eligibility requirements, only three tribal colleges currently receive the local application funds. These are

- Blackfeet Community College \$85,912.12
- Salish Kootenai College \$181,436.79
- Fort Peck Community College \$66,687.03

Contact: Dr. Arlene H. Parisot, State Director for Carl D. Perkins grant for the Office of the Commissioner of Higher Education (406-444-0316); Kathy Wilkins, Grant Manager (406-444-0313).

WIRED Montana's Agro-Energy Plan

Link: http://mus.edu/wd/WIRED_NHA.asp

Budget FY 2007: \$1,469,465

The Office of the Commissioner of Higher Education is managing the educational partnership for Montana's Agro-Energy Plan for the U.S. Department of Labor Workforce Innovation for Regional Economic Development (WIRED) grant. The Montana Department of Labor and Industry is the fiscal administrator for this grant. The OCHE project requires partnerships among two-and four-year colleges, K12 schools, and business and industry. The WIRED grant assists Eastern and Central Montana in transforming a traditional agriculture economy to one that is based on value-added products such as biofuels and biolubricants and their residual byproducts.

The Office of the Commissioner of Higher Education has chosen four post secondary institutions to receive funding under Montana's Agro-Energy Plan. The successful institutions are designated as Cluster Hubs for the agro-energy industry and serve as a clearinghouse for resources, incubators for new business development, research and testing of products, entrepreneurship workshops and curricula development for workforce training. These Cluster Hubs include: Dawson Community College, Fort Peck Community College, Miles Community College and MSU-Northern. All of these institutions reside within the 32 Montana counties designated for these federal funds. Each of these institutions have partnerships with other organizations, including area tribal, that relate to their specific focus. The funds must be used to provide job training or assist in the development and implementation of model activities related to the Agro-Energy industry.

Contacts: Director: Dr. Arlene H. Parisot (406-444-0316); Grants Specialist: Dr. David Hall (406-444-0608) oversee the projects for the Office of the Commissioner of Higher Education.

Two-Year Education Council

Link: <http://mus.edu/twoyear/twoyearcouncil.asp>

The Montana Two-Year Education Council was chartered by the Montana Board of Regents to provide a representative perspective from the two-year education sector on issues related to two-year education.

To achieve its mission, the Montana Two-Year Education Council concentrates its efforts on:

1. Engendering a statewide understanding of the value of two-year colleges and a statewide commitment to promoting and increasing the value of two-year education in Montana.
2. Serving as the primary resource in Montana for information and consultation about two-year education-related issues, whether in Montana or throughout the world;
3. Using common language and similar approaches to ensure that two-year pathways to four-year degrees or to high-demand jobs are frequently and easily traveled;
4. Sharing resources to ensure that the needs of Montana's students, communities, and economies are met in responsive, flexible, affordable ways;

5. Creating peer networks and dialogue across disciplines, positions, communities, and cultures within the two-year college sector.
6. Taking a leadership role in the development, implementation, and assessment of programs and services related to the best practices of two-year colleges adopted by the Board of Regents in 2003;
7. Fostering effective partnerships with high schools, tribal colleges, four-year institutions, government and government agencies, community groups, and business and industry to address emerging needs in education, the Montana economy, our communities, and society.

Although Tribal Colleges are independent of the Montana University System under the Board of Regents, representatives from each tribal college are eligible members of the council as follows:

- Presidents of Tribal Colleges or the President’s Designee
- Academic/Student Affairs Professional Staff Representative from Tribal Colleges
- Faculty Representative from each Tribal College
- Student from Each Tribal College

Federal Title II Program <http://www.ed.gov/programs/heatqp/index.html>

Link: <http://mus.edu/titleII/index.asp>

Budget FY 2007: \$357,742

The Office of the Commissioner of Higher Education administers the Federal Title II: Improving Teacher Quality program for higher education in the State. Title II: Improving Teacher Quality provides grants targeted to K-12 teachers who will benefit from strengthening their knowledge and skills in the content areas. All of the Title II recipients must partner with a “high need” school. Schools on all of the Indian reservations satisfy that criteria and more than half of the Title II money in Montana each year impacts those schools. Currently Lodge Grass and Browning high schools are grant recipients. The Director of Academic Initiatives encourages applications from Partnerships of Schools of Education, Colleges of Arts and Science, and high-need school districts at any time Jan Clinard administers the Title II program for OCHE.

MONTANA UNIVERSITY SYSTEM

Montana State University – Bozeman

American Indian Projects Link: <http://www.montana.edu/wwwai/>

Council of Elders

In 2004, Montana State University established a Council of Elders to advise the President in regard to the University’s educational commitments and activities in relation to the descendants of the continent’s first peoples, particularly the tribes of the State of Montana, as mandated in the Constitution of the State of Montana. The Council advises the President in

regards to the University's recognition and implementation of Constitutionally declared policy regarding the distinct cultural heritage of the state's American Indian peoples, its commitment of resources to the provision of services and programs to Native peoples, and institutional strategies for improving the education, recruitment, retention, and graduation of Native students. The Council also provides counsel the President in his efforts to:

- Promote respect for Native American cultures throughout the University community.
- Fulfill the University's land grant commitments to teaching, research, and service/outreach to Native peoples in culturally appropriate ways.
- Work with tribes, tribal governments, tribal schools and colleges, and other organizations of Native peoples.
- Foster basic literacy in American Indian history, cultural values, and contemporary issues.
- Ensure the curriculum is respectful of the cultural values and rights of self-government of tribal peoples and evolves to meet the changing needs of Native peoples.
- Provide a mechanism for on-going cooperation with tribes on the development, delivery and evaluation of the University's educational programs and activities

The members of the Council of Elders are appointed by the President from nominations made by faculty, staff, students, and other interested parties. Membership includes 12 tribal members, six honored members, and six ex officio members.

During the period from April, 2006 and March 2007, the Council has had focused discussions and provided feedback to the President on the topics including:

- Recruitment, retention and graduation of Native American students
- Partnership possibilities between Tribes and the campus – a specific example was the presentation on assistance to the Rocky Boys Reservation on Long Range Planning
- Plans for the proposed Native American Center on the campus – see <http://www.montana.edu/cpa/news/nwview.php?article=2530>
- MSU Science and Health in support of Native American students
- Gubernatorial initiatives and the GAINS report
- Tour of the Museum and discussion of the representation of tribes in the exhibits

Indian Leadership Education and Development (ILEAD)

ILEAD, funded by the US Department of Education, is a joint project of Montana State University, Fort Peck Community College, and the Poplar Public Schools. The primary goal is to develop Native American teachers, and teachers wanting to work in Native American communities, into high-quality principals and school leaders. Project leaders have designed a course of study for aspiring school administrators that will help them deal with everything from budgeting, to hiring, to student discipline, to motivating staff and designing curricula while improving a schools' effectiveness as they learn. The first participants started in the spring of 2007, and the program runs for three years. Contact Dr. William Ruff (994-4182) or Dr. Joanne Erickson (994-2290).

Enhancing Access Scholarships in Engineering and Computer Science (EASE)

The College of Engineering at Montana State University received funding from NSF's S-STEM program for \$368,645 over 5 years. The EASE program's overall goal is to help diminish

financial and academic barriers to tribal college transfer student's success in engineering and computer science degree programs. Specific objectives include; 1) increasing the number of academically talented, financial-aid-eligible students who transfer to MSU engineering programs from Montana tribal colleges and community colleges, and 2) increase the number of transfer students from Montana tribal and community colleges who graduate with engineering and computer science degrees.

EASE Scholars can receive up to \$10,000 for school per year for up to four years depending upon financial aid eligibility and academic success. EASE scholarship recipients will receive academic support prior to their first semester at MSU and supplemental instruction in math. Scholarship recipients will be required to attend study groups and monthly networking and mentoring events to further build their attachment to the College of Engineering and engineering/computer science as a career choice. Targeted recruiting for EASE scholarship applicants is done by on-site visits at all tribal colleges and two-year community colleges in the state. The College of Engineering has already begun working with two-year colleges in the state on transfer worksheets between pre-engineering degree programs. For more information about EASE scholarships please contact Sheree Watson at 406-994-6723 or swatson@coe.montana.edu or visit the website www.coe.montana.edu/scholarships.html.

Center for Community-Based Research in Native American Health

The center's goal is to improve the health of Native Americans in Montana through community-based health projects that are conducted in partnerships between community members and health researchers. This goal is met through a research approach called community-based participatory research (CBPR) in which researchers and community partners work in partnership. Research is an essential component in eliminating health disparities, however many groups who experience health disparities have had negative experiences with researchers and with research processes. Traditionally, research has been conducted on or to, rather than with, tribal communities. Understandably, these experiences have led many communities and community members to distrust both the process of research and the people involved in research. The Center aims to change this history by bringing together community members and researchers to establish trust, share power, foster co-learning, enhance strengths and resources, build capacity, and examine and address community-identified health needs. Contact Sara Young (477-6607) or Suzanne Christopher (994-6321)

NOTE: The IMSD, BRIDGES and MAP programs are ongoing initiatives that received additional funding for continuation during the last year.

Montana American Indian Initiative for Maximizing Student Diversity (IMSD)

Through biomedical research and a focus on American Indian health issues, the Montana IMSD program will continue to assist its students to move into careers working to reduce public health disparities in their communities. This IMSD program is set to increase the number of American Indians in biomedical research careers by improving their academic competitiveness and by providing them with research experiences, thereby motivating them to pursue biomedical research careers. Our 4-year objective is to increase by 25% the number of our students who enter graduate school in biomedical disciplines. Contact American Indian Research Opportunities (AIRO) Director Dr. John Watts (994-5847)

Bridging Tribal Colleges to MSU (BRIDGES)

This NIH-funded project maintains and enhances the partnership between Montana State University-Bozeman and four tribal colleges in Montana: Little Big Horn College, Fort Peck Community College, Stone Child College and Chief Dull Knife College. The specific goal of this partnership is to build a seamless educational experience between the four reservation-based colleges and MSU to increase the number of Native American students successfully transferring and pursuing academic studies in the biomedical and other health-related sciences at MSU. To accomplish this goal BRIDGES maintains and develops supportive communities of learners between and among students at all four community-based campuses and the MSU faculty mentors with whom they will be matched. To meet this goal, the BRIDGES project enlists 20 MSU faculty as research mentors/workshop presenters and annually hosts a three-day spring workshop for tribal college students and faculty at MSU. BRIDGES annually introduces 20 tribal college students drawn from the workshops to the four-year campus—including research labs, classes, Native campus support system, housing options, faculty mentors, and transfer issues—and matches the 11 students selected for the summer program with research projects/mentors. BRIDGES provides tribal college faculty with increased research support and opportunities for professional development and provides 4 tribal colleges in the consortium with funds to strengthen their research capabilities. Contact American Indian Research Opportunities (AIRO) Director Dr. John Watts (994-5847)

The Montana Apprenticeship Program (MAP)

MAP is a six-week summer program for juniors and seniors in high school designed to provide pre-college preparation and hands-on research experience. Apprentices receive a stipend for participating in MAP, and room and board are provided. Of those MAP students graduating from high school, 80% have entered college. A full staff of teachers and residential advisors are with students throughout the summer. Contact American Indian Research Opportunities (AIRO) Director Dr. John Watts (994-5847)

Native American Housing Technical Assistance Institute

Provides training and technical assistance to Montana and regional tribal housing and environmental health programs to create and maintain the energy, safety, structural and environmental integrity of native homes. Contact Dr. Michael Vogel, 994-3451.

Connected to the Earth

Self-guided and confidential home environmental risk assessment folder and fact sheets for native families. The folder contains 11 fact sheet assessments with topics including indoor air quality, water quality, management of household chemicals, and septic systems. Partnership with USDA-CSREES. Contact Dr. Michael Vogel. 994-3451

Tribal Pollution Prevention Web Site

Web-based portal to connect tribes throughout the U.S. to waste minimization and pollution prevention resources and access to successful case studies. www.tribalp2.org. Funding partnership with the U.S. Environmental Protection Agency.

Cultural Preservation and Pollution Prevention Tribal College Curriculum.

Tribal College curriculum to support natural resource courses. Curriculum includes a teaching guide and PowerPoints, student study guide, and evaluation materials dealing with these tribal related topics: What is Pollution Prevention, Preventing Solid Waste, Preventing Hazardous Waste, Preventing Air Pollution, Water Quality, Energy Conservation, Pollution Prevention in Agriculture and Pollution Prevention in Business. Contact Dr. Michael Vogel. 994-3451.

Native AIR (Asthma Intervention and Reduction) Program

Native asthma incidence is three times the national norm. The MSU Extension Native AIR program provides native families with culturally appropriate asthma assessment, reduction and mitigation educational and assistance services. www.nativeasthma.org. Funding partnership with U.S. Housing and Urban Development and the U.S. Environmental Protection Agency.

Meth in Tribal Communities

Comprehensive self-guided, self-contained, tribal-specific resource toolkit to assist native communities implement methamphetamine prevention, treatment and awareness campaign. www.stoptribalmeth.org. Funding partnership with the National Congress of American Indians.

Montana State University – Billings

American Indian Big Sky Projects

The Montana State University-Billings Montana Center on Disabilities and the newly expanded American Indian Big Sky Projects, formerly known as Bighorn Teachers Project, at MSU-Billings received \$1,142,716 from the U.S. Department of Education to implement the Teacher Education for All in Montana (TEAM) program at MSU-Billings.

Dr. Susan Barfield, an associate professor in the MSU-Billings College of Education, wrote the grant proposal with assistance from the MSU-Billings Montana Center on Disabilities, the MSU-Billings Big Horn Teacher Projects and the MSU-Billings College of Education.

<http://www.msubitillings.edu/bighornteacherproj/> The grant is a collaboration between MSU-Billings, Little Big Horn College, Chief Dull Knife College, and school districts on or near the Crow and Cheyenne reservations. The grant provides the funding for MSU-Billings, by spring 2008, to graduate 15 certified American Indian teachers who demonstrate a commitment to employment in schools serving these reservations. Currently, American Indian teachers comprise a low percentage of the teaching staffs in Montana schools.

Native American Studies Program Coordinator

Hired Reno Charette on July 2, 2007. Educate students on various tribal cultures and history and build an environment of collaboration between MSUB and all tribal governments and colleges. State funding \$100,000 + for materials, travel, salary, and other items.

IBM and MSUB initiatives

IBM and MSUB representatives have visited with Chief Dull Knife College and the Northern Cheyenne community to look at initiatives to provide high-speed internet access and open

source management systems to various parts of the reservation, the tribal college, and tribal government. It is anticipated that Little Big Horn College/Crow will also be visited at minimal cost.

Minority Student Admissions Counselor

The Office of New Student Services expanded outreach and assistance to various tribal communities and tribal colleges by adding responsibilities to one of the Admissions Counselors' position, creating the Minority Student Admissions Counselor to educate native students on higher education possibilities at MSUB. \$20,000 in State funds were used to create this position. The Minority Student Admissions Counselor dedicates more time in visiting tribal colleges, high schools on the reservations, and connecting with educators and programs that serve all minority students.

New Tribal College Articulation Agreements

MSUB is working on new tribal college articulation agreements for transferability of credits starting with Chief Dull Knife and Little Big Horn tribal colleges. The Director of Academic Advising will continue to review existing agreements and make appropriate adjustments.

MSUB Inter-Tribal Club Pow Wow

This yearly event occurred in early April and involved many tribal leaders and Native American students at MSUB. This cultural activity for MSUB and the Billings community attracts people from across the state and region. It was funded for \$16,000 in gate revenues and Associated Students of Montana State University – Billings funds.

Montana Indian Business Alliance (MIBA) Conference and Showcase.

MSUB joined MIBA as a Partner and provided sponsorship funding for this September 2007 conference. The statewide Montana Indian Business Alliance (MIBA) promotes private Indian business development by maximizing and developing resources that encourage and support Montana Indianpreneurs.

Events held at MSUB:

Senator Baucus hosted a statewide Faith Based Summit that included significant minority issues as evident by the headliner speakers and titles of the break out sessions. This event increased government relations and exposed people to MSUB.

The statewide Youth Justice Council held quarterly meetings at MSU-B, which included a subcommittee called the DMC – Disproportionate Minority Contact. This event exposed people to MSUB.

The Office of New Student Services hosted the first Native American Student Day with 23 prospective Native American students in attendance – most were from Little Big Horn and Chief Dull Knife colleges. This recruitment activity was statewide and targeted all Tribal Colleges and also served as an educational program for Native students wanting to attend college.

The statewide American Indian Heritage Day was held on Sept. 22, 2006 and involved various Native American students. Ms. Carol Juneau, Mt. State Legislator was present and served as a guest speaker. This event brought Native Americans from various reservations to Billings and MSUB and exposed current students to native cultures.

Contact: Mr. Stacy Klippenstein, Vice Chancellor for Student Affairs, 406 657-2307
Ms. Reno Charette, Native American Studies Program Coordinator, 406 657-2144

Montana State University – Northern

Partnership for Leadership

In response to the constitutional and statutory expectations concerning Indian Education for All at the post-secondary level, Montana State University-Northern established a Partnership for Leadership with the four (4) tribal colleges in north-central Montana. The purpose of the partnership is to acknowledge and embrace the Native American cultures in that area, to learn more about those cultures, and to coordinate efforts among the institutions based on recommendations from the Partnership.

Tribes Involved: Blackfeet, Fort Belknap, Rocky Boy and Fort Peck.

Contact Person: Jim Longin

Telephone Number: (406) 265-3768

Montana State University– Great Falls College of Technology

Upon the request of the Governor, MSU – Great Falls agreed to serve as the host institution for the Little Shell Tribal History Project. The 2007 Montana Legislature allocated \$200,000 for the Little Shell to conduct the Project in 2007 through 2009. OPI will oversee the project. MSU – Great Falls will provide fiscal services, and ultimately include the Tribal History in its library collection.

The University of Montana – Missoula

Native American Resources Link: http://www.cas.umt.edu/native_american/

Introduction

The University of Montana—Missoula has engaged in a wide range of activities and collaborative relationships with all of Montana’s Tribal Colleges and Native American Tribes for many years. Fiscal year 2007 saw even further interactions and occurred in many areas which we attempt to describe below. Given the short turn-around time for this request, however, we would ask that it be regarded as a draft rather than a complete, finished report on our current and planned activities with these partner colleges and tribes.

General Comments about Activities during 2007 Fiscal Year

The University of Montana focused additional attention during the past academic/fiscal year on expanding our already substantial relationships with Montana's Tribal Colleges and Tribes. In the context of our plans to build a Native American Center on campus and to improve our collaborations, for instance, several groups and individuals administrators, staff, and faculty visited the reservations across the state and met with the leadership of both the tribal colleges and tribes to discuss mutually important interests and opportunities.

During the fall semester, Linda Juneau (UM's Tribal Liaison) and Julia Horn (College of Arts and Sciences' Director of Development) visited the tribal colleges as well as a number of the tribal councils. During the spring semester, President Dennison led a small delegation of UM officials (Fetz, J. Foley, D. Beck, L. Juneau, W. Davies, J. McKusick) on a set of visits to all of the state's tribal colleges, and those involved visits with tribal leaders in most cases as well. During Homecoming at UM in the early fall of 2006, we held a "Healing and Blessing Ceremony" on campus involving spiritual leaders from all of Montana's tribes on the site where the new Native American Center will be erected. President Dennison also hosted once again a meeting on campus of the Presidents of the Montana Tribal Colleges. These and other interactions during the year between leaders of UM and leaders of the tribal colleges and tribes have led to new work in the areas of curricular collaborations, research affiliations, transfer credit articulation, intensified orientation and mentoring of Native students, and both increased and improved communication about and understanding of needs, challenges, and opportunities for cooperation beyond our current level and scope.

Summary of longer-standing collaborations

The University of Montana has worked over the past several years to develop and carry out a relatively large number of cooperative projects with the tribal colleges, individually or collectively, as well as with other organizations in Montana's Indian country and beyond. Of these, the following might serve as representative examples that underscore our commitment in this area and the variety of work carried out to date:

- UM is the originator and home of the American Indian Business Leaders (AIBL) organization that has chapters and activities on all of Montana's tribal colleges, in several high schools, and at dozens of other colleges and schools across the country. *School of Business Administration.*
- M-HCOP Grants, funded by NIH, have enabled UM and partner tribal colleges across the state and in Wyoming to develop vibrant collaborative programs in psychology and pharmacy. *Department of Psychology, School of Pharmacy.*
- The School of Law annually holds an Indian Law Clinic (*School of Law*).
- The School of Journalism has sponsored for many years an Honors Journalism Project that focuses on a different topic each year related to Montana's Indian reservations. It is also the home of *Reznet*, a national internet publication. *School of Journalism.*

- The College of Forestry and Conservation has for many years collaborated with faculty and administrators at several tribal colleges as well as the tribes in building curriculum and services in the area of natural resource management. *College of Forestry and Conservation.*
- The College of Arts and Sciences is home to the Native American Studies Department which teaches courses to some 2,000 UM students each year. Its faculty members have regular contact with the faculty of the tribal colleges and have collaborated on curriculum development with most of them. The CAS Division of Biological Sciences has secured, in collaboration with tribal college faculty, a number of NSF-funded grants to promote shared resources, opportunities for Native students in the sciences, and a variety of research projects. *College of Arts and Sciences.*
- The School of Education, in cooperation with the College of Arts and Sciences and other academic units, has developed curricula and workshops to address the mandates included in the Indian Education for All Act. Collaborations with Office of Public Instruction and other state agencies, as well as with various Native organizations and agencies, have been critical to this work. *School of Education, Native American Studies Department/College of Arts and Sciences.*
- American Indian Student Support Services, a unit of UM's Student Affairs Office, has provided advising and mentoring for Native students over the three+ years since its inception. *AISS/Student Affairs*
- The Sloan Scholarship Program provides Native students with interest in and potential as graduate students in the sciences with both funding and mentoring for their studies. UM applied for and received this multi-year grant two years ago, and it is a continuing program. *UM's Graduate School, UM's Science Programs.*
- The Kyi-yo Indian Student Club plans and puts on an annual powwow during spring semester. Hundreds of Natives and non-Natives from across the state and beyond gather for this educational celebration every year.
- UM has frequently collaborated with the tribes and tribal colleges in developing and putting on conferences that focus on issues of importance to Natives and non-Natives alike, such as the highly successful *Confluence of Cultures* conference three years ago (which also resulted in a number of publications and electronic materials that are now in use in schools). In the works at this point is a conference that will focus on "Indigenous Peoples' Intellectual Property Rights." *Continuing Education, Division of Educational Research and Service.*

Initiatives currently in progress or planned for 2007-08 academic year

- Breaking ground and beginning construction on UM's new Native American Center. Commitments of private funding that will make this Center a reality have recently been secured as part of UM's Capital Campaign for which the Center was a major priority. The Center will become the home of the Native American Studies Department, the Office of American Indian Student Support services, a variety of Native American student organizations, and will also hold a number of important classrooms and resources. Ceremonial groundbreaking will take place in April 2008 during the annual Kyi-yo Celebration.

- UM is collaborating with Blackfeet Community College and Salish Kootenai College to begin offering instruction on campus, in part via distance technology from those tribal colleges, in Blackfeet and Salish languages. Additional languages and tribal college collaborations are in the planning stages as well.
- UM has started collaboration with Blackfeet Community College that has brought the Montana Writing Project, a program to support through workshops and course work improvement in teaching writing across the state, to BCC. Additional tribal college partnerships are also in the works.
- The Native American Studies Department plans and carries out a visiting Elder program that brings to campus a variety of Native American leaders from many fields to interact with our students and faculty. This program is funded with privately-raised monies.
- Individual faculty members and departments are engaged in a variety of joint research projects (Anthropology and Archaeology, Biological Sciences, Chemistry, English, Forestry, History, Journalism, Linguistics, Political Science, Sociology) that involve faculty and students from the tribal colleges.
- UM will continue to work with the tribal councils of all Montana tribes to secure their participation, both financially and programmatically, in the development of the Native American Center and the academic and public programs that will emanate from that new facility.

Individuals to contact regarding this draft report and its content:

Royce Engstrom, Provost and Vice President for Academic Affairs
 Gerald Fetz, Dean, College of Arts and Sciences
 Linda Juneau, UM Tribal Liaison

Montana Tech of the University of Montana

***Blackfeet Community College Job Training Program
 Blackfeet Community College & Montana Tech
 EPA Region 8***

Blackfeet Community College was selected by EPA to receive approximately \$200,000 for a job training grant. The college plans to train 30 students and place 21 in environmental jobs. Graduates will be tracked for one year. The 246-hour training program will include HAZWOPER/HAZMAT certification and course work in hazardous materials management, lead risk assessment, asbestos and mold abatement, methamphetamine lab cleanup, and geographic information systems. Montana Tech will provide a majority of the training, although the college plans to hire additional qualified Native American instructors. A limited number of training spots will be made available to non-tribal members residing on the reservation. The Blackfeet Tribal Employment Rights Office will assist in the placement and support of trainees throughout their first year of employment. Training began in September 2006 at Blackfeet

Community College and was completed June 2007. Tracking students and assisting in Job Placement will occur until Sept 2008.

Contact:

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***Montana Indian Country CARE Project
Rocky Mountain College, Montana
EPA Region 8***

Mountain Indian Country CARE Project (MICCP) is the recipient of a Level II CARE cooperative agreement (\$300,000) in Fall of 2006. MICCP will create and coordinate the collaboration of four tribal colleges with four different tribal reservation communities. MICCP aims to educate reservation communities about everyday toxic exposures and help them reduce and mitigate those exposures. This cooperative agreement will help the program with the unique toxics issues that are faced by tribal communities while providing real environmental benefits to the people of Montana.

The project will be led by Rocky Mountain College which will coordinate the effort among four local colleges utilizing their science program to provide technical support to the community partnerships. The risk reduction priorities have been identified through a joint project of Rocky Mountain College and the four community colleges called the Indian Country Environmental Health Project (ICEHP) which was supported by the State of Montana's Community Environmental Health Assessments program. The Priority Environmental Issues include toxic contamination from methamphetamine labs, drinking water contamination, indoor and outdoor air quality, mold, household chemical use and disposal, pesticide use, and solid and hazardous waste. Planning projects include toxic reduction strategy for families, inventory of toxic exposure sources for tribal communities as knowledge base for tribal planning and education campaigns, culturally sensitive messages that communicate toxic exposure in Indian Country, and promotion of toxic reduction strategies in a majority of Tribal schools. The project is currently active.

CARE Partners: Montana State Government, Tribal governments, Fort Peck reservation, Fort Peck Community College, Fort Belknap reservation, Fort Belknap College, Northern Cheyenne reservation, Chief Dull Knife College, Crow Reservation, and Little Big Horn College.

Contact:

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**Lead Screening and Education within the Fort Belknap Indian Community
Fort Belknap Environmental Office & Montana Tech
EPA Region 8**

The Fort Belknap Environmental Department and Montana Tech will provide their community with education and outreach concerning the harmful effects of lead and potential pathways within the community that could be a concern due to potential lead exposures. A portion of the educational outreach materials will be created in the Gros Ventre and Assiniboine native languages. This grant opportunity will provide the Fort Belknap Environmental Department with the initial effort needed to develop a self sustaining Lead Program, which will be able to serve and protect the community from Lead well into the future. The total proposed budget for the educational outreach program is \$75,000 over two years. The project is currently active.

Contact

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Montana Minds Scholarship Program

Partners: Montana GEAR UP, Montana TRIO Programs (Upward Bound/Talent Search), and Montana Tech

Funder: National Science Foundation \$594,000

Status: In Effect

National, state and local data all point to an obvious need to recruit and retain more Native American students into the Science, Technology, Engineering, and Mathematic (STEM) disciplines at the post secondary level. Montana Tech has identified 43 high schools in Montana that are currently served by GEAR UP or TRIO programs (23 or 53% of these schools are tribally ran or public schools on tribal land representing all seven reservations in Montana). Through partnerships with these outreach programs, STEM faculty at Montana Tech will recruit 20 graduating seniors from these high schools. Each student will receive a \$6,500 a year scholarships renewable for four years. Along with these scholarships the grant has special features to help ensure the success of these 20 scholars including: learning communities, college success course, individual faculty advising, student tutors/mentors, trips to national science and engineering laboratories, and assistance in attending a national conference in the area of their major for juniors or seniors. Funding for this unique scholarship program has been awarded by the National Science Foundation in the amount of \$594,000. The Montana Minds program timeline includes recruitment of students in the fall, initial scholarship applications due in January, award decisions being announced in March, and an award banquet being held in May.

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Tour of Nations Program

Partners: Hardin, Lame Deer, Hays, Box Elder, Rocky Boy, Heart Butte High Schools and Montana Tech

Funder: Angel Well Consulting, Barry Browne CEO, \$6,000

Status: In Effect

In effort to accomplish a two fold mission of (1) recruiting Native American students into STEM disciplines and (2) retaining Native American students in the STEM disciplines, Montana Tech has created a Tour of Nations Program with funding provided by Angel Well Consulting. Current American Indian undergraduate and graduate students receive small stipends and travel expenses to visit reservation high school science and math classes. Their goals are to; excite high school students about math, science and engineering by leading them through hands-on experiments and to role model the tenacity necessary to be a successful college student by sharing their college experiences. A secondary benefit of this program is the surrogate family the college students create between themselves during this experience; they become a support system to one another that does significantly affect each of their own retention and chance of maturation. In 2007, 4 Montana tribes (Northern Cheyenne, Gros Ventre & Assiniboine, Chippewa Cree, and Blackfeet) were visited by 10 engineering students representing 5 Montana tribes (Gros Ventre, Crow, Chippewa Cree, Northern Cheyenne, and Little Shell). In 2008, the Tour of Nations will again visit these schools.

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The University of Montana – Western

The University of Montana Western continued to work with Salish Kootenai College over the past year and assisted them in the development of their own Elementary Education program. This, however, means that we will no longer be offering the UMW degree on the SKC campus. We do plan to continue a close relationship with SKC including continued field experiences for our students in the area served by SKC. We have also been exploring grant writing possibilities with SKC to further Indian Education.

The University of Montana – Helena College of Technology

SS225 Native American Culture

Credits: 3 Offered Fall Semester

Prerequisites: none

Study of cultural makeup of Native Americans in Montana and subsequently in the United States. Education, historical, legal, and social aspects will be analyzed for their influence on the modern Indian culture.

Dawson Community College

Indian Ed for All Lecture Series (06-07 Academic Year) This series was designed around the legislative directed professional development for public school faculty. Dawson Community College facilitated a lecture series for faculty and staff from 15 school districts via interactive television. Topics included library/classroom Native American holdings, Native American Culture, tribal government, Indian Literature, and current Native American Issues. The lecture series ended in May 2007. The late Gar Amundson, Director of Continuing Education, provided the framework for the series. For more information contact Jackie Schultz, Dean of Instructional Services, at 406-377-9405.

Eight Annual Shaping the Future Conference Dawson Community College, through the sponsorship of AEM Head Start, Glendive Public Schools, DEAP R & R, Prairie View Special Services Region I-CSPD, DCC Early Childhood ECHO Program, Dawson County Domestic Violence Program and Dawson County Healthy Communities, facilitated training for area daycare providers and the public school system via a two day workshop featuring Jack Gladstone, a Blackfeet singer, songwriter, storyteller, and lecturer. In addition to Mr. Blackfoot's presentation, Linwood Tall Bull from Lame Deer presented a lecture entitled "Traditional Beliefs of the Plains Indian People" which included medicinal plants and herbs, taboos, history and current educational issues. The focus for the concert was on the appreciation and understanding of American Indian history, mythology, and music. Other presenters included Jay Old Mouse, flute maker and player from Lame Deer, White Wolf Song and Dance Pack from Wolf Point and Elizabeth Springfield Old Chief from the Crow Tribe Head Start. One hundred eighty people participated in the conference which was organized by Brenda Stockert, DCC Early Childhood Director who can be reached at 406-377-3396. While the event itself is annual, the topics presented are subject to change.

NA 101 Introduction to Native American Studies Dawson Community College offers a three credit class each fall semester which provides an introduction to the issues and problems in Native American history and culture, especially in the context of Indian-white relations over the past five hundred years. Topics include the diverse and changing features of Native art, language, oral and written literature, kinship, social and economic organization, law and values from pre-contact cultures through the present. Approximately ten students enroll annually for this class. Contact Jackie Shultz, Dean of Instructional Services at 406-377-9405 for more information.

Flathead Community College

Flathead Valley Community College on-going initiatives:

- One of FVCCs many student organizations, the Multicultural Club is open to all students, staff and community members interested in promoting cultural awareness and diversity.
- FVCC provides ten (10) Native American Tuition Waivers each semester. To qualify, students must be enrolled at FVCC a minimum of half-time, be degree-seeking, and be one-quarter Indian blood.
- FVCC offers classes that pertain to Native Americans--some that are specific to Indians in Montana.

New classes this summer:

- **Traditional Salish-Kootenai Understanding for Indian Education Curriculum Design.** A new class offered the first time this summer. The class included Native mentoring and guest speakers; the alignment of brain-based research on learning with traditional Salish Kootenai ways; participation in model lesson designs that incorporate this alignment and that take place as experiential and/or outdoor learning processes; application of new concepts and strategies for designing curriculum that meets the requirements of the participants' teaching assignments and IEFA standards. This class was taught by Margaret Scott; Margaret participated in developing Montana's plan for Indian education.
- **Cultural Immersion: Peru.** A six-week program that includes such activities as hiking the Andes mountains, traveling to Machu Picchu, cultural exchange opportunities, community service work, visiting archeological sites and Inca ruins, learning to speak Spanish in practical situations and discovering the wonders of the Peru.

Miles Community College

Miles Community College has made regional tribal participation a major objective with the FundedMAP-WIRED grant "Today's Fuels for Tomorrow's Growth." This grant is administrated through MCC in partnership with Chief Dull Knife Memorial College, Little Big Horn College, Fort Belknap College, Stone Child College, and Fort Peck Community College. The grant is focused on entrepreneurship training and education about the biofuels industry and the potential impact of this industry in Central and Eastern Montana. Contact individuals have been established at all locations and two campus visits to each school have been conducted by MCC personnel.

A thirty credit, universal, distance education based Entrepreneurship certificate program has been preliminarily approved by all of the colleges in the partnership. This program was created under the grant administration at MCC in close cooperation with the administration and faculty at the tribal colleges. This program is designed to increase the availability of small business training across the region and will hopefully be taught by a combination of educators from all schools.

The second aspect of the MAP-WIRED Grant with the tribal colleges is the education about the growing biofuels industry and possibility for economic growth associated with this immerging

industry. Because of the suitability of this region for oil seed production, MCC is focusing this program specifically on biodiesel production. In order to incorporate all the partner schools and maximize the impact on the communities; live demonstrations of oil seed cleaning, and crushing in addition to biodiesel production are being scheduled for public events on all of the participating reservations. In the spring semester these demonstrations will be taken to K-12 schools to educate the youth in the areas.

A biofuels demonstration for the Northern Cheyenne tribe will be held during the Ashland Powwow. A demonstration for the Gros Ventre and Assinibione tribes is planned for Garden Days at Fort Belknap College Campus. A biofuels day on the campus of Little Big Horn College is being planned in mid-September to share information with the Crow tribe. A demonstration will also be conducted for the Chippewa- Cree tribe during Native American Days at Stone Child College. Fort Peck Community College will be demonstrating the equipment obtained for their college during the Northeastern Montana Agricultural Conference. Demonstrations for K-12 will be scheduled through college leaders. Further equipment for biofuels curriculum development on each campus is being researched.

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