

2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)

Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: 06/07/2019
2. STATE AGENCY/DIVISION/PROGRAM: MSU School of Film & Photography
3. NARRATIVE COORDINATOR NAME: Theodore Lipfert and Dr. Lucia Ricciardelli

PHONE/EMAIL: (406) 994-2484 fert@montana.edu and (406) 994-6228 luciar@montana.edu

ACTIVITY NAME (*use acronym or key words for the electronic file name*): Native American / MSU Student Oral History Film Project

4. PROGRAM STAFF NAME: Jon Murie

PHONE/EMAIL: (406) 395-4875 ext. 295 jmurie@stonechild.edu

5. Select Tribe(s) Involved:

- | | |
|---|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input 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 | |

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2019 | <input type="checkbox"/> Started during FY 2019 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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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.

The project has multiple goals. First and foremost, it intends to revitalize indigenous languages and cultures by reclaiming the disregarded histories, experiences and ways of knowing of Montana Native Americans through the production and dissemination of documentary films based on their oral storytelling tradition. Although the project leverages the technical and creative skills of SFP faculty and students, Native Americans determine the audiovisual stories' content and stylistic approach. Another important goal of this initiative is to recruit Native American students to attend MSU-Bozeman School of Film & Photography. Our hope is that familiarly with our faculty, facilities, and processes will encourage Native students to apply and enroll. A tertiary goal is to familiarize our graduate students in Science and Natural History Filmmaking with the richness and diversity of our Native American colleagues and neighbors. The project is thus committed:

To give voice to the stories and experiences of Indigenous peoples, emphasizing community control and tribal sovereignty over the project's content and methodological approach.

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- To provide Indigenous community members with an outlet to preserve and disseminate their cultural knowledge.
- To show non-Indigenous documentary filmmakers how to embrace Indigenous ways of knowing and methodologies in the documentary making process as an alternative model to western-centric documentary approaches.
- To demonstrate how audiovisual storytelling can be used as an act of living resistance and political action.

The immediate goals of the initiative are to produce Native-driven stories using contemporary video and audio techniques and processes. Further, a related goal is to share our evolving understanding of the ethics, methods, and results with the international scholarly community. This is accomplished through peer-review articles and conference presentations. The project was seed funded with \$15,000 from Montana State University.

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

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.

The project team has published three scholarly works (1 article and two book chapters, all peer-reviewed), and completed an article, which is currently under peer review. The team has also made four local, four state/regional, and six international presentations (including international conferences in documentary studies, education research and oral history scholarship) to disseminate the results of their partnership with Native American communities on a global scale. Additionally, Professor Ricciardelli (SFP, MSU) has recently launched the *Circles of Story Circles* online platform for the dissemination of Native American audiovisual stories (here is the link to the online platform for your perusal: <http://circlesofstorycircles.com/>). In terms of recruitment, several Native American students attending the documentary workshops have manifested an interest in applying for the SFP film program. One student from SCC has already applied and will start her Bachelor in Film in the spring of 2019. Through this ongoing partnership with tribal colleges and tribal communities members, MSU will have the opportunity to advance its commitment to the collaborative work with Native American communities across Montana and solidify its position as a leader of community-centered, culturally sensitive research, creative activity and outreach.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide 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 State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: 06/07/2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University/School of Architecture and Montana State University/Department of Health and Human Development
3. NARRATIVE COORDINATOR NAME: Professor Michael Everts
PHONE/EMAIL 406-994-3392; meverts@montana.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Fort Peck Buffalo Trails
5. PROGRAM STAFF NAME: Dr. Elizabeth Ann Bird
PHONE/EMAIL: 406-994-2520; ebird@montana.edu
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input 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 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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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.
This project supports efforts of a Fort Peck grassroots initiative (Pté Group – Pté means female buffalo in Assiniboine and Sioux) to engage Fort Peck tribal members reservation-wide in community building initiatives intended to rejuvenate ongoing and life-giving connections with their buffalo relatives. The premise of this ongoing effort is that as the bison prosper, so will all people who connect with them for learning, spiritual development, physical and mental health, and well-being.
There are varying collaborations—all related to connections with the Buffalo—between Fort Peck Community College, Fort Peck Tribal Departments, Montana State University and World Wildlife Fund that relate to different tracks of the project. This report is for the project track that is a 4-7 mile trail through the Buffalo lands and “story poles” (culturally significant structures that use abstractions of historically meaningful items and symbols as a catalyst for engagement with the Buffalo) along it. The trail and story pole design work began in spring 2016 with a graduate architectural design studio. It builds on extensive collaborative research

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(2013), public education and fund raising (2015–2016) led by faculty and staff in the MSU/Department of Health and Human Development. The trail and story poles will be located on the southern end of the Fort Peck Turtle Mound Buffalo Ranch that hosts Yellowstone buffalo. It will include buffalo observation and honoring sites (3 grant proposals have been submitted; Story pole prototypes are currently being developed with funds from a National Park Service grant and a National Endowment for the Arts “Our Town” grant, which was awarded August 1, 2018 for \$100,000. Using visualizations and 3D scale models created by MSU/School of Architecture, an ongoing community process engages reservation youth and elders in the design development phase of the project.

9. In 1-2 paragraphs, describe any new rule, policy or law 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 Pté Group consists of about a dozen members with many more stakeholders, and through our collaborative organizing efforts it has become known and appreciated as an advocate for buffalo people education across the reservation. World Wildlife Fund is supporting the new Buffalo Connections Coordinator position which will stimulate economic development by that individual promoting development of the buffalo program which could eventuate in a buffalo-based enterprise and/or increased tourism in the area. The proposed trail is envisioned as a tourist attraction. The project has also resulted in courses being offered July 2019 at Fort Peck Community College.

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

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

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

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1. SUBMISSION DATE: June 4, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University
3. NARRATIVE COORDINATOR NAME: Selena Ahmed PHONE/EMAIL:
Selena.ahmed@montana.edu; 406-994-5640

4. ACTIVITY NAME: Advancing Healthy and Sustainable Diets for All through a Social Media and Nutrition Education Intervention on the Flathead Reservation of the Confederated Salish & Kootenai Tribes
5. PROGRAM STAFF NAME: PHONE/EMAIL:

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.

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<input type="checkbox"/> Ongoing/Long-Term	<input checked="" type="checkbox"/> Completed/finalized during FY 2019

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Implementation of a food environment intervention with food and nutrition training with 40 low-income participants on the Flathead Reservation.

9. In 1-2 paragraphs, describe any new rule, policy or law 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
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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?
This form could be electronic, or a fillable pdf.

2019 Governor's Tribal Relations Report – Agency Narrative Reporting Form

(for the reporting period July 1, 2018-June 30, 2019)

Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: May 30, 2019

1. STATE AGENCY/DIVISION/PROGRAM: Montana State University, The Center for Bilingual and Multicultural Education

NARRATIVE COORDINATOR NAME: Dr. Jioanna Carjuzaa

PHONE/EMAIL 406-994-4941 carjuzaa@montana.edu

2.

3. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Class 7 Indigenous Language and Culture Professional Development Conference

4. PROGRAM STAFF NAME: PI, Dr. Jioanna Carjuzaa

PHONE/EMAIL: 406-994-4941 carjuzaa@montana.edu

5. Select Tribe(s) Involved:

All

Fort Belknap

Blackfeet

Fort Peck

Chippewa Cree

Little Shell

Confederated Salish & Kootenai

Northern Cheyenne

Crow

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

Started before FY 2019

Started during FY 2019

Ongoing/Long-Term

Completed/finalized during FY 2019

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Class 7 Professional Development Conference

Dr. Jioanna Carjuzaa

To continue to support the revitalization and maintenance efforts for the critically endangered Indigenous languages in Montana, I reached out to Class 7 teachers and other language

instructors to help them develop or expand their immersion language programs by providing a professional development workshop. I hired CBME Advisory Council members who are Class 7 certified to accompany me to present on the following topics: lesson/unit planning, curriculum materials design, classroom management, and assessment. I scheduled a one-day conference on Saturday, May 11th at the C'mon Inn in Bozeman. Presentations included: Lesson Planning—Dr. Jioanna Carjuzaa; Materials/Curriculum Design – Dr. Lanny Real Bird; Classroom Management- Dr. Walter Fleming; and Dr. Richard Littlebear – Assessment. Registration was on a first come basis. The conference filled up in two days. We had 50 attendees, representative of all Montana Indigenous language groups. Attendees earned 7 Renewal Units. I provided gas cards to attending participants to cover their travel costs as well as covered their hotel costs for Friday night and provided meals. I asked Kayce Williams to tape the workshop so that we could share the sessions on the CBME web site.

For more information please contact Dr. Jioanna Carjuzaa, 406.994.4941 or carjuzaa@montana.edu

8. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities. NA
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.
10. Are there photographs to support the narrative? () Yes (X) No
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No

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1. SUBMISSION DATE: May 30, 2019

1. STATE AGENCY/DIVISION/PROGRAM: Montana State University, The Center for Bilingual and Multicultural Education

NARRATIVE COORDINATOR NAME: Dr. Jioanna Carjuzaa

PHONE/EMAIL 406-994-4941 carjuzaa@montana.edu

2.

3. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Office of English Language Acquisition (OELA) MontTELLs (Montana Teachers of English Language Learners)

4. PROGRAM STAFF NAME: PI, Dr. Jioanna Carjuzaa

PHONE/EMAIL: 406-994-4941 carjuzaa@montana.edu

5. Select Tribe(s) Involved:

All

Blackfeet

Chippewa Cree

Confederated Salish & Kootenai

Crow

Fort Belknap

Fort Peck

Little Shell

Northern Cheyenne

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U.S. Department of Education, Office of English Language Acquisition, National Professional Development Program

On September 19, 2016 we were notified that the Center for Bilingual and Multicultural Education was awarded \$2.7 million to recruit and educate 100 middle and high school teachers from schools across Montana with significant proportions of American Indians and others identified as Limited English Proficient students (LEPs) in hopes of raising the academic achievement of these students. The MontTELLs grant project is providing professional development and mentoring to the participants in each of two interventions. In order to determine the most effective way to support teachers of LEPs, schools have randomly been assigned to one of two programs and all participants in that school are receiving the intervention randomly selected for that school. We hope to be able to provide causal evidence regarding the efficacy of the interventions. One intervention consists of an intensive five-week online course addressing language acquisition theories and instructional strategies for teaching LEPs followed by mentoring. The second intervention consists of 12 credits of graduate study coursework towards a Culturally and Linguistically Diverse Education Certificate spread over two summers with mentoring sandwiched in between during the academic year. Over the five years of the grant, we will recruit participants from the secondary schools of our consortium member school districts to participate in one of three cohorts. We recruited for Cohort 1 last year and are currently recruiting for Cohort 2. The first cohort consisted of 20 participants and Cohort 2 will consist of 30-40 participants of which about half will come from schools randomly selected for one of the two intervention groups. We are working with schools in our original Consortium Partnerships as well as with school districts across Montana. Most schools we have recruited from are on or near the reservations which have a large number of American Indian students and/or other LEPs, except for the Bozeman School District, the Billings School District and Missoula School District.

For more information please contact Dr. Jioanna Carjuzaa, the Principal Investigator on this grant at 406.994.4941 or carjuzaa@montana.edu

8. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities. NA
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.
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No

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1. SUBMISSION DATE: June 4, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University
3. NARRATIVE COORDINATOR NAME: Michelle Grocke PHONE/EMAIL:
michelle.grocke@montana.edu; 406-994-4711
4. ACTIVITY NAME: Collaborative Research and Strategic Planning for Fort Peck Inter-Tribal Buffalo Treaty Implementation Results
5. PROGRAM STAFF NAME: _____ PHONE/EMAIL: _____
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input checked="" 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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To date, we have recruited two Fort Peck Community College student-interns. We have also designed and held a focus group facilitation workshop at MSU Bozeman campus. We have also begun to invite community partners from the Fort Peck reservation to become involved in our project.

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

To date, our interns have learned how to conduct a focus group, and report feeling ready and confident to conduct their own focus groups back at Fort Peck.

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1. SUBMISSION DATE: 6/7/19
2. STATE AGENCY/DIVISION/PROGRAM: MSU
3. NARRATIVE COORDINATOR NAME:
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Messengers for Health Baa nnilah program

5. PROGRAM STAFF NAME: Suzanne Held PHONE/EMAIL: 406-994-6321;
Suzanne@montana.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	

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The Messengers for Health Baa nnilah Program is a grant-funded research partnership between the Crow Nation and Montana State University Department of Health and Human Development. Urgent attention is needed to address the significant disparities between whites and American Indians (AIs) in age at death for those with chronic illness (CI). In our state of Montana, AIs die 14 years earlier for those with heart or kidney disease, 12.5 years for those with diabetes, and 11 years for those with cerebrovascular disease. Existing programs addressing CI management, which can lead to lower mortality rates and a higher quality of life, fail because they are not consonant with the AI culture. To address this failing, we developed *Baa nnilah*, an innovative and unique program to improve capabilities for CI management among Apsáalooke (Crow) Indians in Montana.

The study is based on methods and findings from a 20-year community-based participatory research (CBPR) partnership between members of the Apsáalooke Nation and faculty and students at Montana State University. Community members asked the partnership to develop an effective intervention for CI management. The development, implementation, and evaluation of a culturally centered intervention for improving CI management can serve as an important model for other communities and

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tribal nations looking to improve CI health disparities and has implications for management of acute conditions.

Using a CBPR approach, we completed qualitative interviews with 20 AI men and women on the Apsáalooke Reservation who had a CI diagnosis. After we developed a culturally consonant method for co-analyzing the data with our community advisory board (CAB), we analyzed the data and used the findings to develop a conceptual framework and intervention for understanding and improving CI management, something that had not existed for this population. Our intervention will be tested across multiple CIs, as our analysis findings matched other CI management interventions in that “people with chronic conditions have similar concerns and problems”(2-4). The intervention is titled *Baa nnilah*, which translates to advice or instructions for life that are received from others, often in a story form. The method for *Baa nnilah* is centered on Apsáalooke cultural strengths. The content of *Baa nnilah* is based on our conceptual framework of influencers of CI management gleaned from the interview data. The measured outcomes flow directly from the conceptual framework and intervention content. *Baa nnilah* is a group intervention comprised of 10 groups of 11 tribal members: a trained facilitator, who is considered a successful manager of his/her CI, and 10 mentees, who are not managing their illness well. Each 11-member group will meet 7 times covering content and using methods outlined in our intervention manual that include a mini-discussion (lecture), talking circle and skill-building activity. The mentees will be partnered into supportive pairs who will connect a minimum of once per week outside of group meetings. Topics include those found in both our interview data and existing evidence-based self-management programs (e.g., developing a positive relationship with a healthcare provider) and Apsáalooke-specific topics from our interview data (e.g., coping with historical and current grief and loss).

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

SB30

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? (xx) Yes () No

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

Photo File Name: Baa nnilah graduation

Photo Caption (include the name of the event/persons, location, and date): Baa nnilah program graduation, Hardin, MT with mentor Laura He Does It (picture 5335) and Pam Garza (picture 5336).

Photo Credit: Suzanne Held

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

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No. I don't know how this is used.

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**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: June 4, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University
3. NARRATIVE COORDINATOR NAME: Christine Lux PHONE/EMAIL:
christine.lux@montana.edu; 406-994-5005
4. ACTIVITY NAME: Buffalo Head Start Curriculum Project
5. PROGRAM STAFF NAME: _____ PHONE/EMAIL: _____
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input 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 2019	<input type="checkbox"/> Started during FY 2019
<input type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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.

I began meeting with the Pte Group in June 2017 to start planning the curriculum with input from Viola Wood, Fort Peck Head Start Director. I worked with a graduate student throughout Fall 2017 to write the curriculum and presented it to Head Start teachers in October 2018. I visited Fort Peck again in March 2019 to present the next set of lessons and curriculum materials based on teacher feedback.

9. In 1-2 paragraphs, describe any new rule, policy or law 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.

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Listening to teachers and responding to their needs has been essential to the success of this project. Though email, phone calls, and visiting the reservation, I have carefully followed guidelines for indigenous ways of knowing and being by offering respect, building relationships responsibly, ensuring relevance, and sharing information willingly. Curriculum materials have been purchased using grant monies as well as Head Start budget funds. In June 2019, I shared the process of developing the curriculum at the National Association for the Education of Young Children (NAEYC) Professional Learning Institute.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide 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?

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: June 4, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University
3. NARRATIVE COORDINATOR NAME: Mary Miles PHONE/EMAIL: mmiles@montana.edu; 406-994-6678

1. ACTIVITY NAME: AIAN CTRP funded research: Exploring the Feasibility of a Pilot Project to Improve Diabetes Management for Montana AI Communities

2. PROGRAM STAFF NAME: _____ PHONE/EMAIL: _____

3. 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 | |

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2019 | <input checked="" type="checkbox"/> Started during FY 2019 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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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, location, other partners, etc.

American Indian/Alaska Native Clinical and Translational Research Program (AIAN CTRP) funding from NIH (Jovanka Voyich, PI):

Diabetes is a chronic disease with disproportionately high incidence and severity in the AI/AN community. Diabetes apps have been shown to improve diabetes management, but research reviews and market research have established that currently available apps are not reaching their full potential in AI/AN communities. One potential weakness of generic apps for AI/AN communities is that they do not consider the available foods, cultural practices, local traditional foods, and self-knowledge of the community. The **overall goal** of this proposal is to use a CBPR approach to develop effective technological tools that are culturally appropriate and aimed at specific challenges in diabetes management identified by the Confederated Salish and Kootenai Tribes (CSKT) health care providers and community. Focusing on these health care provider and community identified problem areas and priorities, this pilot project will achieve the following highly innovative **specific aims**: 1) Provide app design mockups to Flathead Diabetes Program healthcare providers and community members with diabetes to gather feedback from **user testing** and **focus groups**. We will use an iterative process to develop and revise the app by repeating the sequence: develop app functions and design, get user

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feedback from 2-3 focus groups, revise the app with input from health care providers, and check with 2-3 individuals from the focus groups to see how well we captured their ideas before repeating the process. **The result of this iterative process will be a blueprint (wireframe) from which computer programmers can create a fully functioning app.** 2) Provide opportunities for 4-6 focus group members to create ‘**digital stories**’ of their experience with diabetes and or being part of this CBPR project. This will be a critical component of validating and sharing their stories and experiences with other CSKT community members and ultimately, other AI communities that face similar challenges with diabetes. These aims are significant because an AI/AN community-specific diabetes management tool has never been developed, and this may prove to be an efficacious model to improve therapeutic outcomes in additional AI/AN communities. Accomplishing these aims will position the research team consisting of university researchers, community health care providers, and a community advisory board (CAB) to move into clinical trial research to test the efficacy of the technology developed by the community to address the environment that is unique to the rural, CSKT community residing on the Flathead Reservation in Montana.

6. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.
7. 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.
8. Are there photographs to support the narrative? () Yes (X) No
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- 1. SUBMISSION DATE: June 4, 2019
- 2. STATE AGENCY/DIVISION/PROGRAM: Montana State University
- 3. NARRATIVE COORDINATOR NAME: Christine Stanton PHONE/EMAIL:
christine.rogers1@montana.edu; 406-994-1890

- 4. ACTIVITY NAME: Digital Storywork Partnership
- 5. PROGRAM STAFF NAME: _____ PHONE/EMAIL: _____

- 6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne

- 7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2019
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Multiple products (films, publications, papers presented, curricular resources, etc.).

- 9. In 1-2 paragraphs, describe any new rule, policy or law 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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Windchief, Timothy San Pedro (Ed.), *Applying Indigenous Research Methods: Storying with Peoples and Communities* (pp. xxiv-xxvii). New York, N.Y.: Routledge.

<https://www.taylorfrancis.com/books/9781351690058>

- Co-Edited by Fort Peck Tribal Member
- Chapter 8 was Co-authored with SKC Instructor

Books

Hoo, K., Windchief, S. (in press). In Betsy O. Barefoot (Ed.), *Indigenous Communities and Access to Graduate Degrees in STEM* (pp. 110). San Francisco, CA: Josses-Bass - Wiley Periodicals, Inc - New Directions for Higher Education.

- Co-edited and Chapter 1 written by Fort Peck Tribal Member

Windchief, S., San Pedro, T. (2019). *Applying Indigenous Research Methods: Storying with Peoples and Communities*. In Sweeney Windchief, Timothy San Pedro (Ed.), *Indigenous and Decolonizing Studies in Education* (9781351690058th ed., pp. 194). New York, N.Y.: Routledge. <https://www.taylorfrancis.com/books/9781351690058>

- Co-authored by Fort Peck Tribal Member

Refereed Journal Articles

Windchief, S., Arouca, R., Brown, B. (2018). Developing an Indigenous Mentoring Program for AI/AN graduate students in STEM fields. *Mentoring and Tutoring; Partnerships in Learning*, 26(5), 503-523.

<https://www.tandfonline.com/doi/pdf/10.1080/13611267.2018.1561001?needAccess=true>

- One author from Fort Peck Tribes
- In order to increase graduation rates of American Indian and Alaska Native doctoral candidates in the STEM (science, technology, engineering, and math) fields, a culturally attuned mentorship program needs to be developed. In our study, we used a conversational method of Indigenous research that privileges relationships and lived experiences to inform such a program. Data was collected in semi-structured interviews using a conversational guide and initial themes were deliberated and refined into a coding framework that was subsequently applied to the data. The themes that emerged from the research included relationality, cultural humility, Indigenous worldviews, suggestions for activities, and resources/support. These themes established the framework for an Indigenous mentoring program (IMP) for faculty mentors of American Indian/Alaska Native graduate students in STEM at four, 4-year institutions and a tribal college.

Windchief, S., Ryan, K. E. (2018). The sharing of indigenous knowledge through academic means by implementing self-reflection and story. *AlterNative: An International Journal of Indigenous Peoples*, 1-8. <http://dx.doi.org/10.1177/1177180118818188>

- Both Authors from Fort Peck Tribes
- This paper contemplates the passing of Indigenous knowledge through academic means by implementing self-reflection and story. Concluding that Indigenous research is for

Indigenous community, this work explores questions such as; 1) What are the “Rules” to using Indigenous methodologies in research? 2) How can we use Indigenous methodologies in research that reflect the nuance of our community identity? 3) How can we reciprocate in the sharing of Indigenous knowledge? and 4) how can we share Indigenous knowledge in a way that maintains cultural protocol? The practical implications of this work include support for Indigenous methodologies and consider the tri-cultural context of the He Manawa Whenua Indigenous research community. Future work connected with the findings include complicating the perceptions of research from both academic and Indigenous community perspectives.

Windchief, S., Polacek, C., Munson, M., Ulrich, M., Cummins, J. (2018). In Reciprocity: Responses to Critique of Indigenous Methodologies In Education. *Qualitative Inquiry*, 24(8), 532-542. <http://journals.sagepub.com/eprint/eeFX2ZIQgMMeVbP3w8BN/full>

- One author from Fort Peck Tribes, Two from Crow Tribe, One from SKC
- This article will examine and respond to significant critiques of Indigenous research methodologies as part of an Indigenous Methodologies in Educational Research course at a mid-sized public university in the intermountain west. The authors will present their perspectives in response to critiques of Indigenous research methodologies as presented at the American Indigenous Research Association's annual meeting in October of 2014. This collection of responses is offered in an effort to facilitate an interactive dialogue with scholars who use Indigenous research methodologies applicable to multiple fields of study, support scholarship that is responsive to the needs of Indigenous communities, and ultimately center relevant research design and findings within Indigenous paradigms.

Presentations Given

Windchief, S., Simonds, V., Birdhat Howe, R., Stanton, C., Brown Bag Research Seminar, "Indigenous Research Methods," College of EHHD. (December 2018).

- One panelist from Fort Peck Tribes, Two from Crow Tribe

do Amaral, B. (Author & Presenter), Windchief, S., Northern Rocky Mountain Educational Research Association (NRMERA) 2018 Annual Conference, "The Pathway to Achieving Classroom Equity: Computational and Critical Thinking through Storytelling and 3D Models," Salt Lake City, Utah. (October 19, 2018).

- One Author from Fort Peck Tribes

Windchief, S., Brown, B. (Author), Arouca, R. (Author), American Indian Science and Engineering Society National Conference, "Developing an Indigenous Mentoring Program; Training Faculty to Mentor American Indian Graduate Students in STEM," Oklahoma City, Oklahoma. (October 5, 2018).

- One Author from Fort Peck Tribes

Harmon, A. (Chair), Windchief, S. (Panelist), White, S. (Panelist), Prat, A. (Panelist), Pegg, J. (Panelist), International Symposium for Innovation in Rural Education, "Strengthening Rural Education: Partnering for Enduring Success," Center for Research on Rural

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Education/The National Centre of Science, Information and Communication Technology, and Mathematics Education for Rural and Regional Australia, Bozeman, Montana. (August 3, 2018).

- One Panelist from Fort Peck Tribes

Contracts, Grants and Sponsored Research

Grant (G)

Fasy, B. T. (Principal), Hancock, S. A. (Co-Principal), Komlos, B. Z. (Co-Principal), Windchief, S. (Co-Principal), Wittie, M. (Co-Principal), "Strategies: Improving the Pipeline for Native American Students Entering CS Via Storytelling," Sponsored by National Science Foundation (NSF), Federal. (August 1, 2017 - July 31, 2020).

- One Co-PI from Fort Peck Tribes
- By developing classroom tools that could be shared throughout Montana, the project aims to increase the number of students who pursue computer science degrees, as well as to help teachers meet state education requirements. Montana's Indian Education for All Act, which the Montana legislature passed in 1999 to reinforce educational goals stated in Montana's 1972 Constitution, requires that "every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner." According to Fasy's research team, many Montana teachers find it challenging to develop their own curricula for meeting those requirements. On top of that, teachers are trying to respond to the increasing importance of computer programming in the modern classroom and workplace.

Johnson, C. M. (Co-Principal), Hoo, K. (Principal), Komlos, B. Z. (Co-Principal), Myers, C. (Co-Principal), Windchief, S. (Co-Principal), "AGEP-T: Pacific Northwest Collaborative Opportunities for Success in Mentoring of Students (PNW-COSMOS)," Sponsored by National Science Foundation (NSF), Federal. (October 1, 2014 - March 31, 2020).

- One Co-PI from Fort Peck Tribes

Subcontract to MSU (SC)

Hoo, K. (Principal), Windchief, S. (Co-Principal), "Sloan Indigenous Graduate Partnership: An Integrated National Program to Support Indigenous Graduate Students in STEM Disciplines," Sponsored by Purdue University (PURUNI), University. (July 1, 2017 - June 30, 2020).

- One Co-PI from Fort Peck Tribes
- The SIGP program allows eligible American Indian/Alaska Native masters and doctoral candidates at the University of Alaska, Anchorage and Fairbanks, The University of Arizona, The University of Montana-Missoula, Montana Tech of The University of Montana-Butte, Montana State University, and Purdue University to apply for

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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 recipient of the Washington Foundation Native American Graduate Fellowship last year and next year is a member of the Crow tribe. She is pursuing a Masters degree in Sustainable Food Systems. In her application, she expressed an interest in returning to the Crow reservation after graduation to teach about food and food systems at the local community college.

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

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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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The SIGP program provides funding to selected graduate students on a competitive basis. Each SIGP program partner has a responsibility to provide financial support to their Scholars; the amount allocated for tuition and teaching/research assistantships varies by institution. The Sloan awards are a supplement to the funding a Scholar receives from the institution/graduate program. The M.S. awards are \$20,000 total and the Ph.D. awards are \$40,000 total. A student can apply for an M.S. award and then apply separately for a Ph.D. award upon completion of the M.S. degree.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.
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This past year MSU had ten Sloan Scholars in various STEM disciplines. Of these:

- Four are pursuing PhD's and six are pursuing MS degrees.
- Eight are Native American, Five from Montana tribes (4 Blackfeet, 1 Crow).

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

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Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: **May 28, 2019**
2. STATE AGENCY/DIVISION/PROGRAM: **MSU Extension & MSU Department of Agricultural Economics and Economics**
3. NARRATIVE COORDINATOR NAME: **Kate Fuller and Joel Schumacher**
PHONE/EMAIL **kate.fuller@montana.edu / 994-5603**
4. ACTIVITY NAME *(use acronym or key words for the electronic file name):*
5. PROGRAM STAFF NAME: **MSU Faculty: Kate Fuller, Joel Schumacher, George Haynes**
PHONE/EMAIL: **406-994-6637** or jschumacher@montana.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 type="checkbox"/> Started before FY 2019 | <input checked="" type="checkbox"/> Started during FY 2019 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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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.

This project is a partnership between MSU Department of Agricultural Economics and Economics, USDA Risk Management Agency, and several county and tribal extension offices. This current project builds on many similar projects over the past few years. Project personnel with professional experience in agriculture, education, outreach and policy work collaboratively to provide education related to risk management, with each workshop tailored to the local community. Topics include 1. Crop and Livestock Insurance (with policies covered specific to the group); 2. Futures and Options (with crop or livestock-specific examples); 3. Lease rates, terms, and negotiation (with group-specific considerations); 4. Farm policy, in particular, changes in the 2018 farm bill as they apply to the group; 5. "Hot topics" in production, as determined by our partners. We have held eight two-day workshops

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thus far, including two with tribal partners at Fort Peck Community College and Aaniih Nakota College. Each of the eight workshops included between 15 and 30 participants.

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

Agricultural producers need to make well informed decisions to successfully operate. One very important aspect of many farm management decisions is to have to accurate information on Federal Farm Policies and Programs. Many of the education efforts in this project focus on keeping producers up to date on changes in farm policy (often implemented by the Farm Bill). Another education goal is to provide required training to producers receiving USDA loans. Approximately half of the participants attend the workshops for this purpose each year.

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). Please provide below the file name, caption and credit for each photograph.

Photo File Name: Wolf Point 2019.jpg

Photo Caption (include the name of the event/persons, location, and date): George Haynes teaching a workshop unit on budgeting, Wolf Point, March 2019.

Photo Credit: Joel Schumacher

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1. SUBMISSION DATE: **May 28, 2019**
2. STATE AGENCY/DIVISION/PROGRAM: **MSU Extension & MSU Department of Agricultural Economics and Economics**
3. NARRATIVE COORDINATOR NAME: **Vince Smith**
PHONE/EMAIL vsmith@montana.edu; **994-5615**
4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*:
5. PROGRAM STAFF NAME: **MSU Faculty: Kate Fuller, Joel Schumacher, George Haynes**
PHONE/EMAIL: **406-994-6637** or jschumacher@montana.edu
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input checked="" type="checkbox"/> Fort Peck
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This project is a partnership between MSU Department of Agricultural Economics and Economics and Fort Peck Community College. This current project builds on many similar projects over the past few decades. This specific project will address the educational needs of agricultural producers located in reservation communities. This project receives financial support from the Outreach and Assistance for Socially Disadvantaged Farmers and Ranchers and Veteran Farms and Ranchers Program. Project personnel with professional experience in agriculture, education, outreach and policy will work collaboratively to meet the following objectives: 1) Educate, communicate and work with tribal farmers and ranchers to enhance their understanding of the impacts of extreme climate events on their farming and ranching operations. 2) Educate and work with tribal farmers and ranchers to implement effective livestock management strategies. 3) Develop and deliver education programs to introduce

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Federal Farm Program opportunities for American Indian farmers and ranchers that can improve the sustainability of their operations.

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

Agricultural producers need to make well informed decisions to successfully operate. One very important aspect of many farm management decisions is to have to accurate information on Federal Farm Policies and Programs. Many of the education efforts in this project focus on keeping producers up to date on changes in farm policy (often implemented by the Farm Bill).

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Purpose: The State-Tribal Relations Report features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE:
2. STATE AGENCY/DIVISION/PROGRAM: NIH
3. NARRATIVE COORDINATOR NAME: Jovanka Voyich, Ph.D. PHONE/EMAIL 406-994-7184, jovanka@montana.edu

4. ACTIVITY NAME *American Indian/Alaska Native Clinical Translational Research Program (AI/AN CTRP)*
5. PROGRAM STAFF NAME: Jovanka Voyich, MT PI, Stacy Rasmus , AK PI
PHONE/EMAIL: 406-994-7184, jovanka@montana.edu
- 6.

7. 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 checked="" type="checkbox"/> Crow	

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

<input checked="" type="checkbox"/> Started before FY 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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.

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 American Indian and Alaska Native Clinical and Translational Research Program (AI/AN CTRP) is a 5-year, \$20M program supported by a grant from the National Institute of General Medical Sciences (NIH-NIGMS), IDeA Program Infrastructure for Clinical and Translational Research (IDeA-CTR). The overarching goal of the program is to strengthen Montana’s and Alaska’s CTR capacity in Native health. Native people account for 14.7% and 6.5%, of Alaska and Montana populations respectively, and the AI/AN CTRP is currently the only IDeA-CTR focusing exclusively on Native health.
 - Montana State University (MSU) serves as the lead institution for the AI/AN CTRP. Other partner institutions include University of Montana (UM), University of Alaska - Anchorage (UAA), University of Alaska - Fairbanks (UAF), Alaska Native Tribal Health Consortium (ANTHC), Southcentral Foundation (SCF), and Blackfeet Community College (BCC). ANTHC, SCF, and BCC are owned and managed by tribal communities.

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- Thus far, CTRP has supported 33 investigators through Pilot, Development, and Diversity awards, and an NIH supplement. The CTRP is being successful in helping investigators develop and sustain research partnerships with Native communities and conduct Community-Based Participatory Research (CBPR), as well as produce publications and secure external funding needed to progress in their careers.
- The progress of most research projects is good, and advances are being made in priority areas of Native health, including behavioral health assessment and interventions, EMS system functionality, and characterization and causal mechanisms of diseases and conditions such as nasopharyngeal and colorectal cancer, bacterial vaginosis, and vitamin D deficiency. Most investigators are being successful obtaining external funding, with 17 new, extramural awards totaling over \$6M in expenditures, and NIH proposal success rates for current investigators at an impressive 43%.
- In addition, CTRP investigators have produced 120 peer-reviewed publications. One investigator has received a new NIH R01 award, and two have received NIH R21 awards. Four investigators received their first non-IDeA NIH awards, and eight are lead PIs. Further, nine early-stage investigators have achieved significant career milestones, including terminal degrees, academic positions, promotions, significant grants, patents, and professional awards. These accomplishments are on track to meet or exceed Year 3 targets.
- The program has made progress in developing the capacity of institutions and tribal communities to participate in Native health research. Community partnerships are being strengthened in both Alaska and Montana. To date, twelve new community research partnerships are being developed and ten have been sustained. These partnerships include all seven Montana reservations, two Alaska regional tribal health organizations, four Alaska Native Villages (ANVs), and other entities that provide statewide services in Alaska.

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

- Currently not applicable but some projects may impact policy in the future.

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.

- In Year 3, 30% of the research teams comprise Native people, including three project leaders, three co-investigators, and four graduate research assistants, among others. These results exceed expectations, given the sizes of the two states' Native populations. Native people account for 14.7% and 6.5%, of Alaska and Montana populations, respectively.**

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- The Community Grant program, which received no proposals last year, was revised in Year 3 to better serve community needs. To date, four Community grants have been awarded (two to Blackfeet, one to Crow, and one to ANTCH). Interest in this program has exceeded expectations.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide 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?

2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)

Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: **05/16/2019**
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: **Tracy Dougher** PHONE/EMAIL **406-994-6772**

4. ACTIVITY NAME (*use acronym or key words for the electronic file name*):
5. PROGRAM STAFF NAME: **Carl J. Yeoman** PHONE/EMAIL: **406-994-7440**

6. Select Tribe(s) Involved:

- | | |
|---|---|
| <input type="checkbox"/> All | <input 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 2019 | <input type="checkbox"/> Started during FY 2019 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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.

American Indian (AI) women experience disproportionately high rates of sexually-transmitted infections (STI). Because bacterial vaginosis (BV) and biogenic amine metabolites have each been associated with an increased risk of STI and the prevalence of each have not been assessed among AI, we set out to understand their contribution to this women's health issue. Across two studies conducted to date, 99 reproductive age, American Indian participants answered in-depth quantitative and qualitative questions and self-collected biological specimens for molecular analyses. American Indian women (67%) were more likely to have molecular BV, compared to a previous study of 396 North American women of varying non-AI races. Correspondingly, vaginal biogenic amine concentrations were greater among AI women than non-AI women. Stress, anxiety, depression, and smoking were the major correlates of molecular BV and biogenic amine concentrations, and stress levels were associated with self-reported UTI, STI, and symptoms of BV. We are currently working to identify culturally appropriate interventions that can be evaluated for their ability to improve AI women's health

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9. In 1-2 paragraphs, describe any new rule, policy or law 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.

To date \$263,465 of funding has been obtained from the National Institutes of Health for this research project. These funds have helped to employ two members of the Ft. Peck reservation to coordinate the research project. Eight students were funded through the grant to aid in the research objectives and two summer health education courses have (2017) and are (2019) being taught by Dr. Yeoman to American Indian students through the Ft. Peck Community College.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide 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 State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: 5/17/19
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, Department of Land Resources and Environmental Sciences
3. NARRATIVE COORDINATOR NAME: Scott Powell PHONE/EMAIL: (406)994-5017;
spowell@montana.edu
4. ACTIVITY NAME: Crow Water Quality Project
5. PROGRAM STAFF NAME: N/A PHONE/EMAIL:
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 type="checkbox"/> Started before FY 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019
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.

As a faculty member in the Department of Land Resources and Environmental Sciences (LRES) at Montana State University, I have been mentoring a graduate student, Emery Three Irons, who is completing his M.S. degree in LRES in the summer of 2019. Emery recently wrote and defended his thesis in May, 2019. Funding for Emery's research came from the National Institutes of Health, as a diversity supplement to an existing University of New Mexico Center for Native Environmental Health Equity project. Emery's research focused on drivers of coliform contamination of home well-water on the Crow Reservation, and found strong evidence of both well protection factors (e.g. the age and condition of the well cap) and physical factors (e.g. the hydrogeological production formation) as potential contributors to well-water contamination. The results of this study will hopefully guide mitigation and planning efforts on the Crow Reservation, and also inform future research efforts.
9. In 1-2 paragraphs, describe any new rule, policy or law 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

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funds stimulating economic development, etc.

The impact of this research on the Crow Reservation will be to inform mitigation efforts aimed at improving water quality. The methods employed in this research, as well as the specific scientific findings, are broadly applicable to other regions, including other Montana tribes, where water quality is compromised.

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

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

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Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: June 6, 2019
2. STATE AGENCY/DIVISION/PROGRAM: MSU-Bozeman; Dept. of Native American Studies
3. NARRATIVE COORDINATOR NAME: Walter C. Fleming, PhD
PHONE/EMAIL: (406) 994-3881 wffleming@montana.edu

4. ACTIVITY NAME: "Blackfeet Innovation Pathways to Food Sovereignty: Sustainability through Indigenous Applied Research Partnerships"
5. PROGRAM STAFF NAME: Kristin Ruppel, PhD
 - PHONE/EMAIL: (406) 994-5261 ktruppel@montana.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 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 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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 widespread adoption of research and agriculture innovations promises to improve economic and related conditions by removing barriers that prevent Native communities from participating in sustainable agricultural production. The Blackfeet Tribe, a sovereign nation located in Northwest Montana, will leverage funding provided by the Foundation for Food and Agriculture Research (FFAR) to catalyze the implementation of its Agriculture Resource Management Plan (ARMP), a federally funded, Blackfeet-led, holistic and sustainable agriculture plan that prioritizes the need for economic development for producers, the intergenerational health and well-being of the Amskapi Piikani (Blackfeet) people, as well as ecological and cultural sensitivities on reservation lands and traditional territories. After confronting two major external barriers related to law, policy, and the misalignment between tribes and land grant universities, the ARMP then targets two major internal barriers related to this Indigenous Nation's growing capacity and alignment of food production and delivery systems. Via this multi-variant approach, this project offers a national model of successful and sustainable agriculture operations on tribal lands that will improve the economic futures of producers and their families, as well as health outcomes for Native communities.

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9. In 1-2 paragraphs, describe any new rule, policy or law 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

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?

**2019 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: June 5, 2019
2. STATE AGENCY/DIVISION/PROGRAM: MSU Library, Indigenous Participatory Design and Indigenous Student Success
3. NARRATIVE COORDINATOR NAME: Scott Young PHONE/EMAIL 406/994-6429, scott.young6@montana.edu
4. ACTIVITY NAME: TribalRelations_2019_MSULibrary_Participatory_Design
5. PROGRAM STAFF NAME: Scott Young PHONE/EMAIL: 406/994-6429, scott.young6@montana.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 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 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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.

The MSU Library is working with the MSU Native community to build an *Indigenous Participatory Design Toolkit*, a prototype design tool created by and for students, staff, and faculty at Montana State University. The primary purpose of this toolkit is to create a safe space for creative and critical thinking around the challenges and strengths of Native students. The tool aims to help generate dialogue and understanding across diverse populations, as well as to generate ideas for new services in support of Native student success.

The toolkit has three main goals:

- Break down barriers between Native students and non-Native professionals in higher education
- Generate dialogue, understanding, and empathy around the challenges and strengths of Native students

**2019 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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- Co-create new services in support of Native student success.

Please read more about the toolkit on our website: <http://www.lib.montana.edu/indigenous-design-toolkit/>

The toolkit is supported primarily by MSU Library funds, with additional support from the MSU Presidential Emerging Scholars Grant program and the McNair Scholars program. Partners includes the American Indian Council and the American Indian/Alaska Native Student Success Service.

Related to this Toolkit, MSU Librarian Scott Young is working with MSU student Connie Brownotter to investigate implementation strategies for the toolkit in the context of Native American Student Success Services. In support of this project, Scott Young is serving as a McNair mentor to Connie Brownotter, whose 2019 McNair Scholar project is titled “Indigenizing Student Success Services: New Models for Supporting Whole-Self Well-Being.”

Note: Connie Brownotter is an enrolled member of the Standing Rock Sioux Tribe.

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

This project is in progress.

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). Please provide below the file name, caption and credit for each photograph.

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

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The State-Tribal Relations Report, entitled “Partners in Building a Stronger Montana,” features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services across state agencies.

1. SUBMISSION DATE: May 29, 2019
2. STATE AGENCY/DIVISION/PROGRAM: MSU Library: Tribal College Librarians Institute, and Engagement of Native Students Through Participatory Design
3. NARRATIVE COORDINATOR NAME: Mary Anne Hansen PHONE/EMAIL 406/994-3162, mhansen@montana.edu;
4. ACTIVITY NAME (name electronic file with this name):
MSULibrary_TribalCollegeLibrariansInstitute_GovernorsTribalRelationsReport_May2019
5. PROGRAM STAFF NAME: Mary Anne Hansen PHONE/EMAIL: 406/994-3162, mhansen@montana.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 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 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

In the next sections, please make sure to spell out acronyms. It is also necessary to acknowledge the source when the text, data and photographs were provided by an entity outside of state government.

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

The MSU Library’s Tribal College Librarians Institute (TCLI) is an annual professional development opportunity tailored specifically to the cultural and professional needs of library personnel working at tribal colleges, mostly in reservation communities. Hosted by the Montana State University Library since 1990 (planning for which began in 1989), TCLI typically takes place each June in Bozeman, Montana, on the MSU campus. TCLI has met twice in Washington, D.C., in 2001 and 2006, funded by grants from the National Agriculture Library and the National Museum of the American Indian. In 2012, TCLI convened in Tulsa, OK, in conjunction with the Association of Tribal Archives, Libraries and Museums (ATALM) annual conference through IMLS funding. Approximately 40 – 60 tribal college personnel from across the U.S. and Canada participate each year, although 2012 attendance reached 72 because of the TCLI/ATALM joint conference opportunity; in 1997 and 2011 Maori librarians from New Zealand attended and presented at TCLI on library services for their indigenous

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students. TCLI has been funded by IMLS funding since 2010. The current IMLS grant expires in August 2021. TCLI 2020 will mark the 30th anniversary of this gathering.

TCLI provides educational and cultural programming relevant to indigenous peoples, tribal colleges, tribal college libraries and their staff. TCLI operates on a shoestring budget, relying mostly on grants. The bulk of any grant is distributed to participants to either defray or entirely cover their travel costs to the institute, while some funding is used to fund outside presenters. Since its inception in 1990, TCLI has become *the* professional development event of choice for many of the participants because of its intimate environment geared specifically toward their needs. These librarians come together not just to learn library issues and skills, but more important, to share their stories and to support and educate each other. TCLI partners and advisors include Dr. Loriene Roy, UT Austin School of Information Professor and Past-President of the American Library Association (Anishanabe, enrolled in the White Earth Tribe in Minnesota); Dr. Sandy Littletree, University of Washington iSchool Lecturer (Navajo), specializing in Indigenous Knowledge Systems; Gary McCone, Retired Director of Systems at the National Agriculture Library; Aaron LaFromboise, Blackfeet Community College Library Director (enrolled member of the Blackfeet Nation); Joy Bridwell, Stone College College Library Director (enrolled member of the Chippewa-Cree Tribe on the Rocky Boy Reservation); and the National Networks of Library of Medicine/Pacific Northwest. Many of the TCLI participants are Native, while many are not, yet they all share common issues in serving their indigenous communities. The essence of TCLI is coming together face-to-face in the same room throughout the course of a week. Valuable group problem-solving happens during the institute each year in addition to the new knowledge and skills gained. The contributions of TCLI continue year-round via a TCLI discussion list, a forum for tribal college librarians to ask questions of their peers and to engage in group problem-solving.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.



**Latest TCLI Group photo is from TCLI 2018, included here; TCLI 2019 is scheduled for June 3 – 7, 2019 at MSU.*

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Tribal College Librarians Institute (TCLI): June 3 – 7, 2019
Strand Union Building Rooms 233/235, MSU Campus

Monday, June 3:

- 8:00 am - Welcome breakfast and poster sessions: *enjoy some nourishment and peruse poster presentations*
- 9:00 am - Land Acknowledgement, Opening Prayer; Welcome to TCLI and MSU!
- 9:15–10:30 – *Introductions + institutional updates + Burning Issues you'd like to discuss this week*
- 10:30 – 11 - **BREAK**
- 11:00 –Noon - *Finish introductions + institutional updates*
- Noon–1:30 - Catered Lunch Program: TCULA Business meeting: *TCULA President, Marcella Stephenson + Burning Issues, including Archive of TCULA documents/history, etc. (lunch 12–12:35; program 12:35 – 1:30)*
- 1:30 – 2:30 - Hannah Buckland, MN State Library Program Specialist, Diaune Kauppi, Library Consultant - *Meeting Facilitation Strategies*
- 2:30 – 3:00 - **BREAK**
- 3:00 – 4:30 Poster Presenters: *10 minutes each to highlight your poster content!*
- 4:30 – 5:00 Nora Stabs Down - *Red Crow College New Building Initiatives*

Possible evening outing on your own: Bozeman Hot Springs – several outdoor & indoor pools (closed Wed, Thurs, Fri nites)

Tuesday, June 4:

- 9:00 - Announcements, *(turn in boarding passes & receipts for reimbursement)*
- 9:10–10:15 - Gail Kouame, Augusta University, *Health Information Needs and Resources for Incarcerated and Justice-Involved Persons*
- 10:15 -10:45 - **BREAK**
- 10:45–noon - Dr. Lorie Roy, *Update on Veterans Library School Program and other initiatives*
- Noon–1:30 - Catered lunch program: Jeff Shook, *Building Renovation Repair Q & A –bring something to repair! (lunch 12–12:35; program 12:35 – 1:30)*
- 1:30 – 2 - **BREAK**
- 2 – 2:45 - Molly McGrane-Cleary, *Mellon Foundation Q & A*
- 2:45- 3:15 - *Group photo, outside SUB North Entrance OR in Procrastinator Theater, depending on weather!*
- 3:15 –4 – Joe Seymour – *Indigenous Artist, Intersection of Tribal Libraries & Indigenous Art*
- 4 – 5 - *Burning Issues – Veterans' needs, OER, other topics of interest or concern*
- 5 -5:15 - Eva English, Aaniiih Nakoda College, *50th Anniversary of the Moon Landing Resources*
- 5:30 – 7:00 *TCLI/MSU Friends of the Library joint book group discussion; meal provided for those who opted in at Registration: There There, by Tommy Orange; facilitator Sheila Bonnard, MSU FOL Library Book Group*

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Wednesday, June 5: *(remember to bring boarding passes and receipts for reimbursement if you haven't already!)*

9:00–10:30 - Dr. Sandra Toro, IMLS – *Native American Basic & Enhancement Grants Information, Q & A*

10:30 – 11 *BREAK*

11 - 12:00 - Anne Heidemann, Saginaw Chippewa Tribal College, Bimaadiziwin – *the Good Life, Community Empowerment Enhancement Grant Project Report*

12 - 12:30 - Nicole Palanuk & Debra Paul, Yellowhead Tribal College, *Moving a Tribal Library: Our Story*

Afternoon on your own OR join in an optional group hike up Bear Canyon (23 minute drive from Jefferson Dorm)!

6:00–8 pm - Joy Bridwell & Samantha Courchane will make Indian Tacos for all at Mary Anne's home, 1510 South Grand Ave.: *Special thanks to Greg Weyman and EBSCO, for sponsoring this event!*

Thursday, June 6:

9:00 – 9:05 Announcements

9:05 – 10:35 - Tim Bernardis, Jon Ille, & Jane Holds, Little Big Horn College- *Cultivating Ourselves: Digitization, Access, Outreach, Preservation and Repatriation in a Digital Age*

10:35–11 - *BREAK*

11– Noon - Tim Bernardis, Jon Ille, Janine Pease, & Sharon Stewart Peregoy, Little Big Horn College-, *Creating and Perpetuating Crow Oral History in the Classroom and Beyond: the Crow Oral History Post WWII Project*

Noon-1:45 pm - Catered Lunch Program: Aaron LaFromboise, Blackfeet Community College, Valerie McBeth, Northwest Indian College, Facilitators - *Library of Congress Classification (lunch 12–12:30; program 12:30 – 1:30)*

1:45 – 2 pm *BREAK*

2 – 3:15 pm – Dr. Sandy Littletree, University of Washington iSchool Faculty, *Native American Library Services History: Stories from the Archives*

3:15 - 3:45 - *BREAK*

3:45 – 4:45 - Manisha Khetarpal, Maskwacis First Nations College, *Revenue Generating, Cree Language Resources*

6:00 - ? - *EBSCO-Sponsored Burning Issues Dinner & Discussion (our heartfelt thanks to Greg Weyman & EBSCO), Columbo's Pizza (South 10th & West College Ave.)*

Friday, June 7: *(remember to bring boarding passes and receipts for reimbursement if you haven't already!)*

9 -9:15 – Announcements

9:15–10:15 - Erin Hollingsworth, Instructional Specialist, North Slope Borough School District (AK)– *Cultural Safety*

10:15–10:30 - *BREAK*

10:30-11 – Remaining Burning issues and/or TCULA wrap-up = Action Items/Takeaways?

11:00 am *Turn in TCLI evaluations; Closing Blessing*

Thank you SO MUCH for participating in TCLI 2019! YOU are what make this such a great event!

Please remember to send additional receipts by June 15 so you can get reimbursed! robin@montana.edu

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: June 5, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Honors College, Montana State University
3. NARRATIVE COORDINATOR NAME: Dean Ilse-Mari Lee PHONE/EMAIL:
Ilselee@montana.edu

4. ACTIVITY NAME *Udall Scholarship Cultivation and Nomination*
5. PROGRAM STAFF NAME: Dean Ilse-Mari Lee PHONE/EMAIL: Ilselee@montana.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 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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. *We actively collaborate with the Empower, McNair and Native American Studies Programs to identify, cultivate and nominate students for the prestigious Udall Scholarship in the tribal category. This year, we nominated two outstanding students: Brianna Bull Shows and James Vallie. Brianna was named a Udall scholar and James a Udall Honorable Mention. Brianna will travel to Tucson in August, where she will meet the other Udall Scholars. Both students are now part of the network of Udall Scholars, who collectively work to improve the health and quality of lives of their communities.*
<https://www.montana.edu/news/18659/msu-student-wins-prestigious-udall-scholarship-intends-to-give-back-to-her-apsalooke-community>

9. In 1-2 paragraphs, describe any new rule, policy or law 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*

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

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

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

Photo File Name: asg-20190418-udall-scholar-brianna-bullshows-005

Photo Caption (include the name of the event/persons, location, and date): Brianna Bull Shows, April 24, 2019

Photo Credit: Adrian Sanchez-Gonzalez

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

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2017 - JUNE 30, 2018)**

TCLI 2019 Poster Presenters:

Carmen Cruz (Consumer Financial Protection Bureau): *Helping Students and Young Consumers*

Anne Heidemann (Saginaw Chippewa Tribal College): *Decolonizing Libraries to Foster Community Well-being: An IMLS National Leadership Grant Proposal*

Valerie Janis (Oglala Lakota College): *Library Outreach on the Pine Ridge Reservation*

Manisha Khetarpal (Maskwacis Cultural College): *Continuing Education Program, 2018, Maskwacis Cultural College Library*

Gail Kouame (Augusta University), & Mary Anne Hansen (Montana State University): *Resources for Veterans' Health Information*

Aaron LaFromboise (Blackfeet Community College) & Dr. Lorie Roy (UT-Austin School of Information): *Reading Nation: A Survey on Early Literacy and Library Use on the Blackfeet Reservation*

Cassy LEEP (Red Lake Nation College): *Digital Storytelling & Preservation: Student Engagement in the Tribal Archives*

Todd Scuderie (U.S. Government Printing Office): *Federal Government Resources for Veterans and Military Families*

The Montana State University Library and TCLI Coordinators would like to express our sincerest gratitude to the Institute of Museum and Library Services for funding support for TCLI.



The Montana State University Library and TCLI Coordinators would like to express our sincerest gratitude to Greg Weyman, EBSCO, for funding support for TCLI.



**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2017 - JUNE 30, 2018)**

TCLI 2019 Participants, Presenters*, and Exhibitors+

L.Marie Avila – Haskell Indian Nations University (KS)

*Tim Bernardis – Little Big Horn College (MT)

Joy Bridwell—Stone Child College (MT)

*Hannah Buckland—Hennepin County Library (MN)

Chloe Bragg—Institute of American Indian Arts (NM)

Samantha Courchane—Stone Child College (MT)

*Carmen Cruz—Bureau for Consumer Financial Protection (D.C.)

*Eva English – Aaniiih Nakoda College (MT)

Michael Fast Buffalo Horse—Blackfeet Community College (MT)

*Anne Heidemann—Saginaw Chippewa Tribal College (MI)

Samanthi Hewakapuge—Dine' College Shiprock Campus (NM)

*Jane Holds – Little Big Horn College (MT)

*Erin Hollingsworth – North Slope Borough School District (AK)

*Jon Ille – Little Big Horn College (MT)

*Valerie Janis – Oglala Lakota College (SD)

FaLeisha Jourdain—Red Lake Nation College (MN)

*Diane Kauppi—Library Consultant (MN)

*Manisha Khetarpal—Maskwacis Cultural College (AB, CA)

*Gail Kouame—Augusta University Health Sciences Library (GA)

*Aaron LaFromboise—Blackfeet Community College (MT)

*Cassy LEEPport—Red Lake Nation College (MN)

*Dr. Sandy Littletree—University of Washington (WA)

*Valerie McBeth – Northwest Indian College (WA)

*Molly McGrane-Cleary – Andrew W. Mellon Foundation (NY)

Mary Norcross—Dine' College Tsaille Campus (AZ)

*Nicole Palanuk—Yellowhead Tribal College (AB, CA)

*Debra Paul—Yellowhead Tribal College (AB, CA)

*Janine Pease – Little Big Horn College (MT)

*Sharon Peregoy—Little Big Horn College (MT)

Dr. Herman Peterson – Dine' College Tsaille Campus (AZ)

Caryl Pfaff—Lac Courte Oreilles Ojibwa Community College (WI)

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Bridges to the Baccalaureate "Bridges" program, which is funded by the National Institutes of Health. In summer 2019, 12 underrepresented/first generation students from Montana two-year colleges, including seven Native students, are participating in the eight-week transfer preparatory program at MSU-Bozeman. The students work in research labs alongside MSU faculty mentors and participate in academic coursework and co-curricular activities to prepare for four-year degrees in biomedical and behavioral science fields. Native students from Blackfeet, Little Bighorn, Stone Child, and Great Falls colleges are participating in the 2019 program.

Finally, Empower staff regularly travel to Montana tribal colleges each year in the fall and spring semesters to meet with students and faculty, and to provide outreach and support to tribal college students interested in transferring to MSU-Bozeman in STEM fields.

9. In 1-2 paragraphs, describe any new rule, policy or law 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.

Nine Empower students graduated from MSU this year with STEM degrees; this included four Native students who represent the Crow, Northern Cheyenne, and Salish-Kootenai tribes. Two of these students are now preparing to apply for graduate school in microbiology and chemistry; the other two students, both electrical engineers, just commenced jobs with the Northern Cheyenne Tribe’s renewable energy office and Hill Airforce Base in Utah.

One Empower student and member of the Crow Tribe was awarded the prestigious Udall Scholarship this spring for her work in tribal health policy; this student was mentored through the months-long Udall application process by Empower staff. Another Empower student and Crow tribal member received an honorable mention for the Udall Scholarship in the tribal public policy category for his research in chemical engineering to develop renewable energies. Finally, an Empower student and active Empower peer mentor became the first Native American student at MSU to be awarded the Goldwater Scholarship, the nation’s top scholarship for undergraduates majoring in the natural sciences, engineering and mathematics.

Recent articles on the accomplishments of Empower students include:

<https://www.montana.edu/news/18659/msu-student-wins-prestigious-udall-scholarship-intends-to-give-back-to-her-apsalooke-community>

<https://www.montana.edu/news/18674/four-msu-students-named-2019-goldwater-scholars>

<https://www.montana.edu/news/18554/trisheena-kills-pretty-enemy-steps-up-for-her-family-and-her-culture>

11. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide 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?

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2017 - JUNE 30, 2018)**

T. Robert Przeklasa-- California Indian Nations College (CA)
Melvine Reiersen—Cankdeska Cikana Community College (ND)
*Dr. Lorie Roy—School of Information, the University of Texas-Austin (TX)
Joseph Rutherford—Blackfeet Community College (MT)
Anita Scheetz—Fort Peck Community College (MT)
*Todd Scudiere—Government Printing Office (D.C.)
*Joe Seymour—Coast Salish Artist (WA)
*Jeff Shook—Independent Researcher (TX)
Amy Solis—Nueta Hidatsa Sanish College (ND)
*Nora Stabs Down – Red Crow Community College (AB, CA)
*Marcella Stephenson—Pawnee Nation College (OK)
Betty Todacheeny – Dine’College Shiprock Campus (NM)
*Dr. Sandra Toro—Institute of Museum & Library Services (D.C.)
Doris Watts – Haskell Indian Nations University (KS)
Charlene Weis – United Tribes Technical College (ND)
Teresa Williams – Ilisagvik College (AK)
+Greg Weyman – EBSCO (D.C.)

TCLI 2019 Coordinators:

Mary Anne Hansen, Montana State University Library, Lead Coordinator

Scott Young, Montana State University Library, Co-Coordinator

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: May 24, 2019
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension SNAP-Education Program
3. NARRATIVE COORDINATOR NAME: Carrie Ashe
PHONE/EMAIL 406-994-2015, carrie.ashe@montana.edu

4. ACTIVITY NAME *Montana State University Extension SNAP-Education Program (MSU SNAP-Ed)*
5. PROGRAM STAFF NAME: Carrie Ashe
PHONE/EMAIL: 406-994-2015, carrie.ashe@montana.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 (position vacant in FY18)
<input checked="" type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input checked="" type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne (position vacant in FY18)
<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 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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.

The MSU SNAP-Ed program is housed in county and reservation Extension offices and supports low-income Montanans in making the healthy choice the easy choice through a dual focus on nutrition and physical activity education and partnering with local and statewide organizations to support healthy behaviors. Through a 6-9-week series of classes, county and reservation-based nutrition educators lead interactive lessons for adults and youth to help families with:

- Easy meal planning according to MyPlate
- Stretching limited food dollars
- Increasing physical activity
- Discovering tasty ways to eat healthy
- Improving skills for safe food handling and preparation

In fiscal year 2018, funding to directly support this program in reservation areas was \$285,873. Communities served are denoted in #6 above.

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

9. In 1-2 paragraphs, describe any new rule, policy or law 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.

Program Reach and Impact:

Both youth and adult participants complete a pre and post program evaluation that includes demographic data and a behavior checklist. In fiscal year 2018, the MSU SNAP-Ed program provided nutrition education classes to 5,567 Montanans. Of those, 1,990 identified as American Indian.

Specific Behaviors Improved (by Adult SNAP-Ed Participants) (Percent of adults who made improvements in the following practices pre to post)

- 40% Eat vegetables more often
- 41% Eat fruit more often
- 44% Eat dark green vegetables more often
- 27% Drink regular soda less often
- 21% Cook dinner at home more times per week
- 49% Exercise for at least 30 min more days per week
- 41% Made small changes to be active more often
- 35% Thaw frozen food at room temp less often
- 19% Wash hands more often before preparing food
- 33% Have enough money for food more often
- 36% Plan meals before shopping more often
- 25% Compare food prices more often

Specific Behaviors Improved (by Youth SNAP-Ed Participants) (Percent of youth who made improvements in the following practices pre to post)

- Diet Quality: 79% of children improved their ability to choose foods according to MyPlate
- Physical Activity: 27% of children improved their knowledge of physical activity or physical activity practices
- Food Safety: 47% of children improved their knowledge of food safety or use safe food handling practices more often

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

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide 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, I'm not familiar with the report.

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide 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?

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

community forums on reservations as well as 4 Tribal Technical Assistance Trainings from 2019 – 2020. Anticipated costs for the 3 community forums and 4 trainings are \$46,000.

9. In 1-2 paragraphs, describe any new rule, policy or law 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.

MSU Extension will work with 75 tribal community leaders and 8 TOR grantees over the two year grant period. While only 9 months into the grant period, we have reached 47 tribal community leaders and consistently work with the 8 TOR grantees. 5 tribal nations have completed Tribal Opioid Response Strategic Plans.

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

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

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**



**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Photo File Name: Infodesk.jpg

Photo Caption (include the name of the event/persons, location, and date):
Tribal Technical Assistance Training, Great Falls, May 1-2, 2019

Photo Credit: Wendy Stevens, MSU Extension Program Manager

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

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

and recycling project, recently visited by Montana’s Governor. Boys and Girls Club participants learned how to operate and fly drones and how to use GPS units to find caches.

MSU Extension 4-H oversees the CYFAR grant and works with project partners to integrate the 4-H essential elements into in- and out-of-school activities. MSU Monetary contributions are in-kind such as office space, equipment, and administrative support staff; grant funds provide salary support, contracted services, and equipment/supplies.

9. In 1-2 paragraphs, describe any new rule, policy or law 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.

Over five years, approximately 400 Native American youth (grades 5-8) have participated in the CYFAR program and 7-10 adults have been trained in the use of the technologies so they can continue the program after the grant ends. All sites have the supplies necessary to sustain the programs (3-D printer, laptops, software, robotics kits, video cameras, GPS units, drone, etc.). At the end of last year, two 8th grade students from the Crow Reservation came to Bozeman for three days to job-shadow people in the tech industries (Montana Drone Company, MSU Film Department, ILX Lightwave).

Interest in the bridge project helped PECA secure additional funds from First Interstate Bank in Hardin to finalize the bridge and to implement the STEM program in other schools (St. Charles, St. Labre). School funds were used to build the football shed. Quantitative data (pre/post-tests) indicate an increase in critical thinking, problem-solving, communication, and technology skills as well as an increase in the participants’ perception of the skills they are learning and how that prepares them for jobs.

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

Photo File Name: MIEA Conference

Photo Caption (include the name of the event/persons, location, and date): PECA student shows teacher how to use SolidWorks CAD software to reverse engineer a foam doghouse.

Photo Credit: Stephanie Davison

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**



**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**



Photo File Name: STEM Day 2019

Photo Caption (include the name of the event/persons, location, and date): PECA kids work on steel bridge at Chief Plenty Coups State Park STEM Day

Photo Credit: Stephanie Davison

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**



Photo File Name: STEM Day 2019

Photo Caption (include the name of the event/persons, location, and date): PECA kids load test unrolled bridge

Photo Credit: Stephanie Davison

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**



Photo File Name: STEM Day 2019

Photo Caption (include the name of the event/persons, location, and date): PECA kids follow map of site and use GPS units to map locations.

Photo Credit: Stephanie Davison

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**



Photo File Name: CAD

Photo Caption (include the name of the event/persons, location, and date): PECA student learns to use CAD

Photo Credit: Stephanie Davison

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**



Photo File Name: Shed

Photo Caption (include the name of the event/persons, location, and date): PECA kids work on their football shed.

Photo Credit: Tracy Novak

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

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: **May 28, 2019**

2. STATE AGENCY/DIVISION/PROGRAM: **MSU Extension & MSU Department of Agricultural Economics and Economics**

3. NARRATIVE COORDINATOR NAME: **Kate Fuller and Joel Schumacher**
PHONE/EMAIL **kate.fuller@montana.edu / 994-5603**

4. ACTIVITY NAME *(use acronym or key words for the electronic file name):*

5. PROGRAM STAFF NAME: **MSU Faculty: Kate Fuller, Joel Schumacher, George Haynes**

PHONE/EMAIL: **406-994-6637** or jschumacher@montana.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 type="checkbox"/> Started before FY 2019 | <input checked="" type="checkbox"/> Started during FY 2019 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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.

This project is a partnership between MSU Department of Agricultural Economics and Economics, USDA Risk Management Agency, and several county and tribal extension offices. This current project builds on many similar projects over the past few years. Project personnel with professional experience in agriculture, education, outreach and policy work collaboratively to provide education related to risk management, with each workshop tailored to the local community. Topics include 1. Crop and Livestock Insurance (with policies covered specific to the group); 2. Futures and Options (with crop or livestock-specific examples); 3. Lease rates, terms, and negotiation (with group-specific considerations); 4. Farm policy, in particular, changes in the 2018 farm bill as they apply to the group; 5. “Hot topics” in production, as determined by our partners. We have held eight two-day workshops

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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thus far, including two with tribal partners at Fort Peck Community College and Aaniih Nakota College. Each of the eight workshops included between 15 and 30 participants.

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

Agricultural producers need to make well informed decisions to successfully operate. One very important aspect of many farm management decisions is to have to accurate information on Federal Farm Policies and Programs. Many of the education efforts in this project focus on keeping producers up to date on changes in farm policy (often implemented by the Farm Bill). Another education goal is to provide required training to producers receiving USDA loans. Approximately half of the participants attend the workshops for this purpose each year.

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). Please provide below the file name, caption and credit for each photograph.

Photo File Name: Wolf Point 2019.jpg

Photo Caption (include the name of the event/persons, location, and date): George Haynes teaching a workshop unit on budgeting, Wolf Point, March 2019.

Photo Credit: Joel Schumacher

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

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: 6/5/19
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension
3. NARRATIVE COORDINATOR NAME: Wendy Becker PHONE/EMAIL 768-3431,
wbecker@montana.edu
4. ACTIVITY NAME: Tribal Ag Series
5. PROGRAM STAFF NAME: Wendy Becker PHONE/EMAIL:

6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2019
 - Started during FY 2019
 - Ongoing/Long-Term
 - Completed/finalized during FY 2019

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.

MSU Extension-Fort Peck Reservation (Federally Recognized Tribes Extension Program) began a Tribal Agriculture Series where relevant agriculture topics were presented and discussed. Throughout the fall and winter, 4 workshops (3 lasting 3-4 hours, and 1 was 2 days) were given with topics related to wildfire, pulse crops, weather, farm and ranch management, NAP insurance coverage, bull selection, beef checkoff, value added meat cuts, forages and testing, and soil health and salinity issues.

The Fort Peck Tribes Natural Resources Department and the Fort Peck Community College Ag department both sponsored the events. They were held both in Poplar and Wolf Point. Impacts realized from the events: Producers were better able to manage risk and make management decisions. Forage producers learned they could nitrate test right here in the office in Poplar and know within an hour if they have a nitrate issue, rather than sending their samples to a lab and waiting minimum 3-7 days. That very afternoon after the program, 4 samples were brought in and tested. Evaluations indicated that these were some of the best workshops they had ever attended, mainly due to the real issues facing our producers here on the Fort Peck Reservation and Northeast Montana. Wildfire impacts also resulted in evaluating how we can view policy set in range units

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

differently and modify accordingly. For the value added meat cuts, other people indicated that they know better what to ask for when cutting their meat or getting it from the local butcher.

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

Fort Peck nationwide had one of the first and only ARMP (agriculture resource management plan) plan which makes it able to receive assistance in improving much reservation land. The NRCS (natural resources conservation service) and the Tribes Natural Resources Department are leaps and bounds above many other areas that don't have a plan in place. They are also constantly reviewing how to improve their policy if need be to better suit our reservation to the best management practices. Because Fort Peck is being so proactive, they also want to make sure that educational needs are being met, hence the tribal ag series inception.

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). Please provide below the file name, caption and credit for each photograph.

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Photo File Name:



Photo Caption (include the name of the event/persons, location, and date): Tribal Ag Series, Shelley Mills presenting on Forage Testing, which resulted in multiple producers bringing in samples to get tested that same day.

Photo Credit: Wendy Becker

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

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: June 22, 2019
2. STATE AGENCY/DIVISION/PROGRAM: MSU Office of International Programs
3. NARRATIVE COORDINATOR NAME: Janelle Rasmussen PHONE/EMAIL
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Fulbright TEA
5. PROGRAM STAFF NAME: Janelle Rasmussen PHONE/EMAIL: jrasmussen@montana.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 2019 | <input type="checkbox"/> Started during FY 2019 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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.

The Fulbright Teaching Excellence and Achievement Program (Fulbright TEA) is sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by IREX, partnering with Montana State University (MSU).

Fulbright TEA brings international teachers to the United States for a six-week program that offers academic seminars for professional development at a host university. Participants observe classrooms and share their expertise with teachers and students at the host university and at local secondary schools. Fulbright TEA participants foster positive interactions with Americans throughout their time in the United States, especially in American classrooms. All program participants have opportunities to observe, co-teach, and share their expertise in U.S. secondary schools.

MSU served as one of 4 host institutions fall of 2018. MSU’s Academic Director for Fulbright TEA, Dr. Jioanna Carjuzaa, Executive Director of the Center for Bilingual and Multicultural Education, co-advisor to the American Indian Council and faculty advisor for the Society of Indigenous Educators for Native students pursuing teaching careers, incorporates facilitation of culturally responsive pedagogy and the integration of Indian Education for All across the

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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curriculum as well as social justice and cultural sensitivity into our MSU Fulbright TEA Programming.

Crow Reservation Visit (October 19, 2018): The TEA Fellows traveled to the Crow Reservation to develop a different perspective on education systems in Montana. While at the Crow Reservation, the TEA Fellows visited a language immersion school, where they had the opportunity to learn about language preservation, including that of Crow sign language. The TEA Fellows then attended a session with Dr. Lanny Real Bird, who taught the Fellows Crow signs.

When asked about her experience at the St. George Immersion School, Nowrin Koly from Bangladesh reported, “To perceive historical truth and experience the way of life of American Indian Tribes, we went to the Crow Reservation, the largest of the seven Indian reservations in Montana. The Crow has approx. 11,000 enrolled membership of Crow tribes and 85% of them speak 'Crow' as their first language. To communicate with the tribes of other reservations, Natives Americans use sign language. We learned some common expressions in sign language from Native American language expert Dr. Lanny Real Bird”

Attended the Indian Education for All workshops on campus (September 27, 2018)

Attended American Indian Heritage day (September 28, 2018)

- Lunch and discussion with Dr. Jioanna Carjuzaa & the Wanji Oyate (One Tribe) Education Cohort members

9. In 1-2 paragraphs, describe any new rule, policy or law 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.

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

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

Photo File Name: TEA Fellows 2018 at Indian Heritage Day

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

2018 TEA Fellows with Connie Brownotter, Miss Indian MSU at MSU Indian Heritage Day (September 28, 2018)

Photo Credit: Akira Whitecrane

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

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**



2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)

Purpose: The State-Tribal Relations Report features the State's cooperative work with tribes in support of the Governor's vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: **June 11, 2019**
2. STATE AGENCY/DIVISION/PROGRAM: **MSU College of Nursing**
3. NARRATIVE COORDINATOR NAME: **Sarah Shannon** PHONE/EMAIL sarah.shannon1@montana.edu
4. ACTIVITY NAME:
 - **Caring for Our Own Program (CO-OP)**
 - **Good Health TV Network** (Laura Larsson, PI; llarsson@montana.edu)
 - **Head Start Oral Health Screenings** (Laura Larsson, PI; llarsson@montana.edu)
 - **Smiles for Life Frontline Health Worker Curriculum** (Laura Larsson, PI; llarsson@montana.edu)
 - **Behavioral Health Workforce Education and Training program** (Rebecca Pogoda; rebecca.pogoda@montana.edu)
 - **Blackfeet Hospice Project** (Yoshiko Colclough, PI; yoshikoc@montana.edu)
 - **Clinical Placements** (Susan Raph, Associate Dean Academic Affairs; sraph@montana.edu)
5. PROGRAM STAFF NAME: **Multiple (noted above)**
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 checked="" type="checkbox"/> Started before FY 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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.
 - **CO-OP:** The Caring for Our Own Program is in its 20th year and will celebrate its 100th graduate this year. This program supports AI/AN students to earn an undergraduate or graduate degree in nursing.

2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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- **Good Health TV Network:** By the end of 2018, Good Health TV messaging was implemented in six out of the seven Tribal Nations in Montana. Health promotion messaging is currently present in 42 waiting rooms in Montana. In April 2019, we partnered with KAT Marketing and Blackfeet Community Hospital in Browning, Montana to create a video about the use of Silver Diamine Fluoride as a tool for the management of dental caries. This is the third in a series of educational messages being tested for improving pediatric oral health in Indian Country.
- **Head Start Oral Health Screenings:** During our first year in Head Start classrooms we provided basic health screening to 3 – 5-year old children, which included height, weight, hearing, vision, and oral health screenings. Screenings took place in September 2018, January 2019, and April 2019. This was achieved in collaboration with Northern Cheyenne Head Start, Smiles Across Montana, Indian Health Service Dental Clinic and Montana State University nursing students. Along with completing health screenings, we also maintained Head Start health tracking sheets, helped track completed referrals, and distributed oral health supplies for twice-daily brushing and xylitol-gum. We are looking forward to three more years of collaboration with our partners to achieve greater health outcomes in the Northern Cheyenne Head Start classrooms.
- **Smiles for Life Frontline Health Worker Curriculum:** On April 30, 2018, we delivered and evaluated three modules of the *Smiles for Life* oral health curriculum with frontline health workers on the Northern Cheyenne Reservation. The information offered in the curriculum provided frontline health workers with materials that could be integrated into their work and shared with their clients. Increasing the number of frontline workers who have access to this curriculum may be one of the necessary steps to address the oral health epidemic in Indian Country. Facilitating additional Smiles for Life workshops, adapted to be culturally appropriate and regionally meaningful, is well-supported by the evaluation data.
- **Behavioral Health Workforce Education and Training program:** In 2017 the University of Montana in collaboration with AHEC and Montana State University was awarded a 4 year, approximately \$400,000/year HRSA funded grant. The grant provides stipends to MSU Psych-Mental Health nurse practitioner students in addition to UM doctoral psychology, masters counseling and master in social work students for completing requirements associated with the grant. The grant's focus is around integrated behavioral health providing both experiential and didactic education around the topic. Students in their final year of school are placed in teams of at least two disciplines in integrated behavioral health settings with a primary care component. Some clinical experiences are in tribal communities.
- **Blackfeet Hospice Project:** To address lack of quality end-of-life care and knowledge among the Blackfeet community. Goal of this partnership is to secure grant funding and disseminate end-of-life care information and knowledge.
- **Clinical Placements:** The CON places students across Montana including at IHS clinics, tribe-administered 638 clinics, and at urban community health sites that serve predominately Native American clients. Examples from the past year include Rocky Boy Health Center, Indian Family Health Center, Leo Pocha Urban Indian Health Clinic, Confederated Salish Kootenai Tribal Health Department, Lake County Boys and Girls Club, etc.

2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

- **Good Health TV Network:** On March 8, 2019, the Montana Board of Dentistry voted to broaden the scope of practice for dental hygienists by allowing those with advanced training to apply silver diamine fluoride (SDF) in public health settings. Under this ruling, dental hygienists with limited access permits (LAP) will be able to apply the topical agent without a prior screening by a dentist.

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.

- **CO-OP:** The Caring for Our Own Program is in its 20th year and will celebrate its 100th graduate this year.
- **Head Start Oral Health Screenings:** A total of 44 students (juniors/seniors) attended the classrooms to do heights and weights, provide oral health education, apply fluoride varnish and gain experience working with 3 – 5-year-olds, and gain experience with registered dental hygienists. Nearly 100 children received oral health care in the Head Start classrooms with visits in September 2018, January 2019 and April 2019. With each visit, the dental needs of the children decreased. The number of sealants applied declined as the year went on, with 133 placed at Time 1, compared to 85 at Time 3. The number of oral health referrals also decreased over time with about half as many at Time 3 (11 referrals) compared to Time 1 (27 referrals). By the end of Year 1, we completed 80 Head Start screening forms and Indian Health Service Basic Screening Surveys. Additionally, 70% of families completed paperwork for oral health screenings in the classroom setting. Only three of these families declined to participate.
- **Smiles for Life Frontline Health Worker Curriculum:** Participants included frontline healthcare workers (n=13) and Indian Health Service Dental Officer (n=1). Participants scored the workshop on a 0-4 scale (M = 3.67, SD = 0.47). Three months after the workshop, participants maintained their appreciation for the oral health information they received noting that it was mostly new information to the in their roles. Participants reflected that having oral health supplies to distribute made it easier to start conversations with the clients they serves and that taking oral health seriously is a persistent barrier in their community.

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

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

Photo File Name: Browning ER GHTV, Northern Cheyenne GHTV

Photo Credit: Laura Larsson

Photo File Name:5392, 5396. Student nurses and dental hygienists conducting Head Start Health Screenings in the Classrooms.
Photo Credit: Laura Larsson

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









**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: June 12, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University – Bozeman, Office of Return-to-Learn
3. NARRATIVE COORDINATOR NAME: Carina Beck/Marilyn Cuthill PHONE/EMAIL
406.994.7627 or cbeck@montana.edu

4. ACTIVITY NAME *Return to Learn:*
5. PROGRAM STAFF NAME: Marilyn Cuthill PHONE/EMAIL:
406.994.7627 or marilyn.cuthill@montana.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 type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input 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 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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.
See attached report

9. In 1-2 paragraphs, describe any new rule, policy or law 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.

See attached report

11. Are there photographs to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide 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):

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Photo Credit:

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







The Office of Return-to-Learn (R2L) at Montana State University in Bozeman (MSU- Bozeman) is dedicated to inviting back former students who have not earned their degree to return and graduate. Each student prospect is given support to navigate the re-enrollment process (financial aid, housing, childcare, career planning, etc.) and work with them each step of the way to graduation. Designed to help students improve both their academic performance and their career focus, the R2L program emphasizes both degree completion through academic engagement alongside important co-curricular experiences that advance the student's future prospects.

Since the inception of R2L in year 2015, we have provided 34 American Indian students with scholarships in the amount of \$57,686; 9 students have graduated, 21 are persisting and 2 have transferred to other colleges. Investment partnerships with the Windmill, Hearst, and Niles Foundations, provides the Return-to-Learn Program matching scholarships for Native students. We also work in partnership with MSU's Native American Studies department, to recruit American Indian/Alaska Native students across Montana.

According to the U. S. Census Bureau, the educational attainment of "some college, no degree" for Population 25 and over for Tribal Nations is 24.9%. Our goal is to improve this measure through active outreach, recruitment and support.

Beginning in the Fall 2017, R2L has participated in collaborative recruitment efforts with 6 Tribal Colleges and Native American communities in Montana. MSU Native American women representatives travel across Montana and relate their stories of overcoming obstacles to achieve their desired educational outcomes. It is through their brave storytelling of their return to college that empowers Native American students to attend MSU to complete their bachelor's degree. In academic years 2017 and 2018, the efforts returned with 166 prospects, and we are actively reaching out to this community to invite them to return to MSU-Bozeman to complete their degree.