

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

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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 , 2019
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana Western
3. NARRATIVE COORDINATOR NAME: Ilene Cohen  
PHONE/EMAIL: 406-683-7311/ Ilene.cohen@umwestern.edu
  
4. ACTIVITY NAME: Indigenous Centered Education
5. PROGRAM STAFF NAME: Vikki Howard, Jen Gilliard, Dee Hoyt, Ryann Gibson  
PHONE/EMAIL: [vikki.howard@umwestern.edu](mailto:vikki.howard@umwestern.edu), [jen.gilliard@umwestern.edu](mailto:jen.gilliard@umwestern.edu),  
[dlynnhoyt@bfcc.edu](mailto:dlynnhoyt@bfcc.edu) 406-338-5441, ext 2305, [Ryann.gibson@umwestern.edu](mailto:Ryann.gibson@umwestern.edu)
- 6.
7. 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	
  
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.

Multiple projects are ongoing between the University of Montana Western (UMW), Blackfeet Community College (BCC), Browning Public Schools, Heart Butte Public Schools and Blackfeet Heat Start Programs. Two US Office of Indian Education personnel training grants are currently funded to prepare pre-kindergarten-3<sup>rd</sup> Grade, elementary and secondary education, and special education degrees and/or certification. BCC and UMWestern have a 2+2 partnership, and the two IHE’s co-deliver the program by hiring adjunct staff from the Browning and Heart Butte Schools. Collectively, the grants (\$2.7M) aim to certify 75 teachers for these communities that historically saw a 30% turnover in teachers every year.

Two consecutive NIH/INBRE research grants (\$150,000) created a collaboration between UMW, Blackfeet Nation Research Programs and the Blackfeet Head Start Programs. The research focuses on the impact of the Good Behavior Game on resiliency and self-regulation of very young Indigenous children. Finally, UMW received an OCHE *iGraduate* grant (\$10,000) in partnership

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with Blackfeet Community College and Browning Public Schools with an intent to increase Tribal high schoolers' experience with and interest in teaching as possible career choice.

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.

A recent OPI policy change permitting educators a one-year grace period to pass the national teacher certification exam (PRAXIS) will be very important for our completers. Because most of our graduates are non-traditional, their academic opportunities and distance from taking courses that are the foundation for the PRAXIS put them at a disadvantage. Sometimes, it takes multiple tries before passing the exam. On the other hand, many graduates strengthen their knowledge through their teaching and while doing so, they are making a difference in their own community schools.

While not a new law, Title 2, Chapter 1, Part 3 Section 2-1-315 Tribal Regalia and Objects of Cultural Significance-allowed at Public Events was an important part of the 2019 commencement ceremony as several of the graduates chose to wear elements of their tribal regalia. This code not only allowed a large population of graduates to celebrate their heritage, but those in attendance at the ceremony were given the opportunity to appreciate the cultural significance of the indigenous people through the ceremonial garbs paired with the traditional academic regalia.

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.

- 28 teacher candidates completed preparation for degrees and certification in P3 and K8 education (OIE), representing a substantial increase in UMW's capacity to serve Indigenous students
- All 28 of the aforementioned candidates are employed as full-time teachers on the Blackfeet Nation (OIE), significantly reducing the teacher turnover and teacher shortage in Tribal schools
- Another 24 K8, 10 special education and 10 secondary education teachers are in progress to earn their degrees/certification (OIE), which will make a difference in addressing high demand areas of need in teaching in Montana
- 34 Blackfeet Head Start teachers were trained to deliver the Good Behavior Game to 300 Tribal preschoolers, providing a meaningful tool to address endemic social and emotional needs of children in Tribal communities
- 25 High school students were initiated into the Young Indians Scholars Buffalo Society, where they served as teaching apprentices in K12 classrooms across the Browning Public Schools (iGraduate), increasing the pool of youth considering teaching as a career

12. 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.*

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Photo File Name: Blackfeet 2019 Graduates of UMW (see attachment)

Photo Caption (include the name of the event/persons, location, and date): Blackfeet Nation education graduates of UMWestern's Indigenous Centered Education Projects in traditional and Western regalia.

Photo Credit: Dee Lynn Hoyt



Photo File Name: Buffalo Society Name Badges

Photo Caption (include the name of the event/persons, location, and date): Name badges worn by Browning High School Buffalo Society when serving as teaching apprentices in K12 schools.

Photo Credit: N/A

Photo File Name: Dedication of the BCC Education Building

Photo Caption: First Row: Toni Tatsey, Brandy Bremner, Lona Running Wolf, Dr. Vikki Howard, Ryann Gibson, Dr. Katrina Kennett, Dr. Deb Hedeem, Second Row: Dr. Nanci Red Bird, Dr. Estee Aiken, Roxanne Engellant, Cheryl Madman, Dee Hoyt, Chancellor Beth Weatherby, Dr. Megan Chilson, Kathy Shipman, Dr. Laura Straus, Dr. Shay Kidd, Matt Raffety, November 5, 2018, BCC Education building

Photo Credit: N/A

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

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- 1. SUBMISSION DATE:
- 2. STATE AGENCY/DIVISION/PROGRAM: UMWestern Early Childhood program
- 3. NARRATIVE COORDINATOR NAME: Ilene Cohen PHONE/EMAIL: 406-683-7311  
[Ilene.cohen@umwestern.edu](mailto:Ilene.cohen@umwestern.edu)

- 4. ACTIVITY NAME: Early EDU Alliance
- 5. PROGRAM STAFF NAME: Nanci RedBird PHONE/EMAIL: 406-683-7046  
nanci.redbird@umwestern.edu

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

The Early Childhood Program within the Division of Education at the University of Montana Western (UMW) participates in a National collaboration to support the early childhood workforce in attaining bachelor’s degrees through quality competence and practice based courses both face to face and on-line. The project and organization is titled the Early EdU Alliance. UMW and Salish Kootenai College (SKC) were among the first to join the state team as well as the pilot for this program. We continue to collaborate as Higher Education partners. The College of Education Dean, Dr. Amy Burland from SKC and the UMW’s Early Childhood Program Chair, Dr. Nanci Red Bird, co-presented alongside the Higher Education Collaboration Director, Kate Emmerson-Hoss from Early EdU at the National Indian Education Association conference in the fall of 2018 to share participation stories from the field. Both colleges also attended the Early EdU Alliance conference in May 2019 in Seattle as colleagues.

- 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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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: Early EdU Alliance collaborators

Photo Caption (include the name of the event/persons, location, and date): Dr. Amy Burland, Dr. Nanci Red Bird, and Kate Emmerson-Hoss, Early EdU Alliance Conference

Photo Credit: Nanci Red Bird

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