

**2020 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2019 - JUNE 30, 2020)**

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: 7/3/2020
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana Western
3. NARRATIVE COORDINATOR NAME: Vikki Howard
4. PHONE/EMAIL. 406-660-0550; vikki.howard@umwestern.edu

5. ACTIVITY NAME: UMW-Tribal College Teacher Education Partnership Projects
6. PROGRAM STAFF NAME: _____ PHONE/EMAIL: _____

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 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 2020	<input type="checkbox"/> Started during FY 2020
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2020

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.
 1. We have been working closely with Blackfeet Community College and the Browning and Heart Butte Schools to prepare educators *from* the community schools, *by* the community schools and *for* the community schools. Over 34 completers and 40 current Indigenous educators who are members of the Blackfeet Nation, most of whom were working in the schools prior to joining our program, have been served by the program. School leaders are recruited to teach face-to-face classes and create immersive field experiences. Participants earn their bachelors’ degrees from UMW and are licensed in Pre-K3, elementary education, special education and secondary education (post bacc). Blackfeet schools hired 100% of completers, and over four years, the teacher retention rate has been over 90%. At least one school in Browning is now 50% staffed by completers of this partnership. In the spring of 2020, UMW partnered with Little Big Horn College and the Hardin, Lodge Grass and St. Labre schools to prepare elementary educators in community schools serving 80-100% Native American children. The delivery model replicates that developed with BCC and the Browning/Heart Butte Schools.

These projects have been funded through external sources. Over \$2M was funded by the US Department of Education since 2016. Some Tribal candidates received Pell grants and other scholarships. Additional funding was raised through the UMW Foundation to support (\$205,000). Two supporting grants were funded through

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INBRE (\$180,000) and an *iGraduate* grant (\$10,000) was funded by the Office of the Commissioner of Higher Education to support High Schoolers interest in the teaching profession.

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.

N/A

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.

A majority of teacher candidates in our program were working in low paying positions teacher assistants prior to completing their bachelor's degrees with UMW. Additionally, schools on and near the Reservations hired a large percentage of nonTribal, sometimes itinerant teachers in professional positions. Now, the Browning schools are staffed by over 80% Indigenous educators whose economic welfare improved dramatically once they were qualified for professional teaching positions. As mentioned above, partner schools help prepare and then recruit 100% of our graduates as soon as they finish their preparation to teach. We are pleased that the retention of our teachers (>90%) has contributed significantly to creating a more stable teaching/learning community that has influenced student success.

12. 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:



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Photo Caption (include the name of the event/persons, location, and date): Masala Prellwitz-fire truck visit

Classroom photo: Patrick Armstrong, UMW Graduate, Browning PS teacher

Classroom photo: KW-Vina School, Browning school district

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