

2022 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2021 - June 30, 2022)

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

- 1. **Submission Date:** 06/08/2022
- 2. **State Agency/Division/Program:** Montana State University – College of Arts & Architecture
- 3. **Narrative Coordinator Name:** JoDee Palin **Phone/Email:** jpalin@montana.edu
- 4. **Activity Name** *Sean Sherman – Cooking class & Lecture*
- 5. **Program Staff Name:** same as 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 type="checkbox"/> Started before FY 2022 | <input checked="" type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input checked="" type="checkbox"/> Completed/finalized during FY 2022 |

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

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

In February we invited Sean Sherman to Montana State University. A member of the Oglala Lakota nation who grew up on the Pine Ridge Reservation in South Dakota, Sherman explored Native American farming, harvesting, and cooking techniques, as well as land stewardship and cultural history.

During his visit to MSU Sean will host two cooking classes with Native students, meet with Native American Masters students, and work in the lab with culinary students.

The Sioux Chef team works to make indigenous foods more accessible to as many communities as possible. To open opportunities for more people to learn about Native cuisine and develop food enterprises in their tribal communities. Sherman said his work is motivated by a desire to raise awareness about indigenous food.

Sean’s visit focused on continued our commitment to educate Native students about Indigenous foods and how to prepare them to eat. Sherman’s focus on the revitalization and evolution of indigenous foods systems throughout North America has worked to gain a better understanding of how to bring back Native American cuisine to today’s world.

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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people, and tribal communities.
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Sean’s lecture attracted nearly 300 people with people sitting on the floor and in aisles. There were 32 Native students that participated in the cooking classes.

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

Photo File Name: Sean Sherman - College of Arts & Architecture - Governor's Tribal Relations Report 2022 #1

Photo Caption: Sean Sherman, renowned chef of Native American cuisine and chief executive of The Sioux Chef, lectures at Montana State University on Monday, February 28, 2022, in Bozeman, Mont.

Photo Credit: JoDee Palin

Photo File Name: Sean Sherman - College of Arts & Architecture - Governor's Tribal Relations Report 2022 #2

Photo Caption: Sean Sherman, renowned chef of Native American cuisine and chief executive of The Sioux Chef, leads a cooking class with Montana State University students, with recipes from his cookbook “The Sioux Chef’s Indigenous Kitchen”, Tuesday, March 1, 2022, in the Hospitality Management Culinary Arts kitchen on campus in Bozeman, Mont.

Photo Credit: MSU Photo by Adrian Sanchez-Gonzalez

File Name: Sean Sherman - College of Arts & Architecture - Governor's Tribal Relations Report 2022 #3

Photo Caption: Poster announcing Sean’s visit.

Photo Credit: JoDee Palin

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

This form is cumbersome to fill out. Would there be a possibility of an electronic/web option to submit these reports.

Sean Sherman, renowned chef of Native American cuisine and chief executive of The Sioux Chef, lectures at Montana State University on Monday, February 28, 2022, in Bozeman, Mont.

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THE
SIUX
CHEF

THE (R)EVOLUTION OF INDIGENOUS FOOD SYSTEMS OF NORTH AMERICA

MONDAY / **February 28th**

Norm Asbjornson's **Inspiration Hall**

6:30 PM / **Indigenous Hors d'oeuvres**

7:00 PM / **Presentation**



FREE AND OPEN TO THE PUBLIC

Sean Sherman's visit is made possible by a generous donation from Sherry Brown and in part by the College of Arts & Architecture and the College of Education, Health & Human Development.

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2. **State Agency/Division/Program:** Montana State University – College of Arts & Architecture
3. **Narrative Coordinator Name:** JoDee Palin **Phone/Email:** jpalin@montana.edu
4. **Activity Name** *Creative Nations*
5. **Program Staff Name:** same as 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.

- | | |
|--|---|
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Creative Nations goal is to form a supportive community of and for Native American student scholars at Montana State University... everyone is welcome.

We gather to eat food, talk, laugh, and celebrate in addition we get to know one another and the university better. Faculty, staff, and special guests are invited to share this meal. Through these interactions students share with faculty about their culture, who they are, and get to know to know each other.

The MSU dining halls are now serving Indigenous Cuisine so it also educational tool to teach students about Indigenous food options available. Through the generosity of Sherry Brown, a dear friend, and donor of MSU, support has been given so that Creative Nations can experience this important culinary culture that is often not talked about or is often inaccessible.

These students get to know faculty and staff firsthand which helps them to feel more comfortable navigating college. We are also able to share valuable MSU resources including scholarship and internship opportunities. I am also able to share university and community events that we often attend together. We become a family and look forward to our Thursday

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lunch!

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

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.

Every week I have between 15 – 25 students, families, faculty, staff, and guests.

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

Photo File Name: Creative Nations

Photo Caption A picture at lunch with Ryann Spang, Allison Longtimesleeping-Reyos, and Connie Brownotter. Bozeman, MT. 2/04/2021 – These students were making stink-eye at the students that didn't make lunch becoming a huge funny meme. We all check in with students that miss lunch to see how they are doing.

Photo Credit: JoDee Palin

11. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? It would be great if it were an electronic/web form.



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

1. **Submission Date:** 10 May 2022
2. **State Agency/Division/Program:** Graduate School, Montana State University
3. **Narrative Coordinator Name:** Craig Ogilvie **Phone/Email:** 406 994 5555
4. **Activity Name** *Graduate education, Montana State University*
5. **Program Staff Name:** **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 |
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- | | |
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There are 108 American Indian/Alaska Native (AI/AN) graduate students at Montana State, including 35 doctoral students. They are seeking advanced degrees in a wide range of fields including education, health and human development, nursing, chemistry, land resources & environmental sciences, and Earth Sciences. Many students are doing research projects with their home communities. Faculty partner with tribal colleges across the state on these projects and through these relationships recruit graduate students.

Our premier graduate program is the Sloan Indigenous Graduate Program for AI/AN graduate students in STEM. We had 14 active Sloan Scholars in AY 2021/22, from Crow, Aleut, Blackfeet, Central Council Tlingit and Haida Indian Tribes of Alaska; Tlingit & Tsimshian, Yaqui, Potowatami, and Jicarilla Apache. Four Sloan scholars graduated in Spring 2022, 3 with their masters and one with their Ph.D. Four new scholars will join us in Fall 2022.

We have started a new partnership with Salish Kootenai College (SKC). Two new faculty in their biology department will also enroll in a Ph.D. program at Montana State University. The research they do for their doctorate will be the same research they use for the tenure and promotion at SKC. The joint research project with MSU faculty will also include undergraduate students at SKC.

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The GRE exam is no longer required for admission for any graduate program at Montana State University. This will make our graduate programs more accessible to a wide range of students, especially those who have been away from formal education for a while.

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

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

Photo File Name:

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

Photo Credit:

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

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1. **Submission Date:** June 9, 2022
2. **State Agency/Division/Program:** Montana State University Library's Annual Tribal College Librarians Institute
3. **Narrative Coordinator Name:** Mary Anne Hansen **Phone/Email:** 406/994-3162, mhansen@montana.edu
4. **Activity Name** (*the file name should reference this topic*):
MSULibrary_TribalCollegeLibrariansInstitute_GovernorsTribalRelationsReport_June2022
5. **Program Staff Name:** MaryAnne Hansen **Phone/Email:** 406/994-3162
6. **Select Tribe(s) Involved:**
 - a. All Fort Belknap
 - b. Blackfeet Fort Peck
 - c. Chippewa Cree Little Shell
 - d. Confederated Salish & Kootenai Northern Cheyenne
 - e. Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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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 students. TCLI has been funded by IMLS funding since 2010. The current IMLS grant expires in March 2023. TCLI 2020 would have marked the 30th anniversary of this annual gathering. Because of COVID-19, TCLI 2020 was cancelled in its typical face-to-face format. However, at the request of many regular TCLI participants, an online alternative consisting of several programs and discussions via WebEx and Zoom was facilitated in both June 2020, and June 2021

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during the Covid-19 Pandemic.

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

Photo File Name: TCLI_2022_Group_Photo

Photo Caption (include the name of the event/persons, location, and date): Tribal College Librarians Institute 2022, Montana State University American Indian Hall, June 6/2022

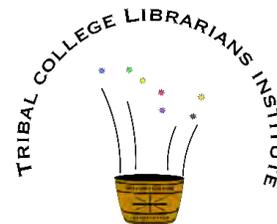
Photo Credit: Star Bradley

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

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**Tribal College Librarians Institute (TCLI): June 6-10, 2022,
American Indian Hall, Room 166, MSU Campus**



Monday, June 6:

- 8:15 am **Welcome breakfast & Posters:** *enjoy breakfast & visit with poster presenters*
- 9:00 **Opening Prayer; Welcome to TCLI & MSU, Land Acknowledgement: Dr. Walter Fleming, Chair of the MSU Native American Studies Department; Welcome from Brian Rossmann, Associate Dean, MSU Library**
Many Indigenous peoples, including the Apsáalooke (Crow), Niimiipuu (Nez Perce), Očhéthi Šakówiŋ (Lakota), Piikani (Blackfeet), Seliš (Salish), Shoshone, and Tsétséhéstâhese (Northern Cheyenne), have traditional claims to the lands upon which Montana State University (MSU) physically sits.
- 9:15–10:30 *Introductions + institutional updates + Burning Issues you'd like to discuss this week*
- 10:30 – 11 ***BREAK, tour the American Indian Hall on your own!***
- 11:00 – Noon *Finish introductions + institutional updates*
- Noon–1:30 **Catered Lunch Program: Joe Seymour, Jr., Coast Salish Artist**, revealing of the new TCLI logo
- 1:30 – 2:30 **Hannah Buckland**, Minnesota State Library – updates on telecom programs, including FCC adoption of “tribal libraries” as eligible e-rate applicants, the Affordable Connectivity Program; the Digital Equity Act
- 2:30 – 3:00 ***BREAK 30th anniversary in person – cake! Welcome by MSU Library Dean, Dr. Kenning Arlitsch; Special Guest: Kathy Kaya, TCLI Founder (1990) & retired MSU Librarian***
- 3:00 – 3:15 **Group Photo** (outside on north side of SUB, weather permitting)
- 3:15 – 4:45 **Poster Presenters:** *10 minutes each to highlight your poster content!* (see p. 3 for titles/presenters)

Tuesday, June 7: PLEASE NOTE 8:30 am START TIME & DIFFERENT LOCATION

- 8:30 – 10 am **Dr. Shane Doyle: “Revealing a Presence” - Procrastinator Theatre, 2nd floor of Strand Union Building** – *quickest access is SUB door kitty-corner from the American Indian Hall: Joint Conference Presentation with Conversations on Collecting Yellowstone Conference: Dr. Shane Doyle, Apsáalooke, will provide detail and insight into the dynamic and enduring relationship between the Yellowstone region and dozens of Indigenous nations that recognize it as part of their ancestral homeland.*
- 10:00 -10:45 ***BREAK/meet & greet with Dr. Doyle & Yellowstone Conference attendees; Vendor Fair in SUB***
- 10:45–11:00 Walk back to the American Indian Hall
- 11 – 12:00 **Breaking Barriers Together: Dr. Jerome Offord, Jr.**, Harvard University Library’s Associate University Librarian for Antiracism would like to talk with Tribal College Library leaders about establishing a partnership with Harvard Library. Joining him will be **Elizabeth E. Kirk**, Associate University Librarian for Scholarly Resources and Services at Harvard University.
- 12:00 - 1:30 **TCULA Business meeting & AILA Discussion/catered lunch: TCULA & AILA President, Aaron LaFromboise** (*lunch 12–12:30; program 12:30 – 1:30*)
- 1:30 – 2 ***BREAK***
- 2 - 5 pm **Dr. Grace Mukupa, AIHEC Associate Director of Connections for Student Success, Dr. David Ernst & Barb Thees, University of Minnesota, Open Education Network workshop** (break at presenters’ discretion)
- 7 pm **Good Books Discussion: Informal gathering in Hannon Hall Lounge, first floor**

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Wednesday, June 8:

- 9:00 – 11:00 am **George Strawley, NNLM Region 4 & Eva English, Retired Aaniiih Nakoda College Library Director**, “Connecting Library of Medicine Resources and Tribal College Librarian Expertise
- 11:00 – 11:30 **BREAK**
- 11:30 - 12:00 **Library Services to Veterans and Military Families: a discussion**, facilitated by Star Bradley & Mary Anne Hansen, MSU Library
- 12:00 – 12:30 **Jennifer Himmelreich, Senior Program Officer, Institute of Museum & Library Services**
*[Afternoon on your own or sign up for one of two Museum of the Rockies tours of the \[Apsáalooke Women and Warriors\]\(#\) exhibit, curated by Nina Sanders \(Apsáalooke\), curator of historic and contemporary Native American art at the University of Chicago’s Field Museum; signup sheets will be available for a 2 pm and a 3 pm tour.*PLEASE NOTE: you can visit this Museum of the Rockies exhibit any time June 5 – 11, 9 – 5 pm on your own as well: Just mention “Tribal College Librarians Institute” to gain free admission.](#)*

Thursday, June 9:

- 9:00 – 9:05 am Announcements
- 9:05 – 10:30 **Joy Bridwell & Samantha Courchane --** Continuing Programming and Digitalizing the Archive: Planning for the New Stone Child College Library.
- 10:30–11 **BREAK**
- 11– Noon **Kirstin Nelson, JD, National Agricultural Library Senior Law Librarian and Diversity & Inclusion Council Executive Director; Gary McCone, Retired Head of Systems, National Agricultural Library:** “Beyond the Books: Services and Collaboration with the National Agricultural Library”, via WebEx: <https://montana.webex.com/join/x12j691>
- Noon-1:30 pm **Lunch on your own**
- 1:30 – 3 pm **Dr. Loriene Roy, Professor, & Melissa Deuber, Graduate, University of Texas at Austin School of Information; Hinano Tangaro & Keahiahi Long, University of Hawaii at Manoa Graduate:** "A Distinguished Service Academy, Creating Tutorials, & Best Practices in Archiving Hawaiian Cultural Knowledge"
- 3:00– 3:30 **BREAK**
- 3:30 – 4:30 Burning Issues Discussion – what challenges are you facing? Best practices you’ve discovered?
- 5:30 pm - **EBSCO-Sponsored Burning Issues Dinner & Discussion (our heartfelt thanks to Greg Weyman & EBSCO)**, Columbo’s Pizza (South 10th & West College Ave.)

Friday, June 10:

- 9 -9:15 am Announcements
- 9:15–10:45 **Joe Bouchard**, via WebEx <https://montana.webex.com/join/x12j691> –exercises/icebreakers for libraries and college students
- 10:45 *Turn in TCLI evaluations; Closing Blessing*

Thank you SO MUCH for participating in TCLI 2022! YOU are what make this such a great event!

TCLI 2022 Poster Presenters:

L.Marie Avila, University of Kansas/Haskell Indian Nations University, “A Pilot Program: Academic Librarians Partner to Mentor Underrepresented Minority (URM) Students at a R1 University”

Star Bradley & Mary Anne Hansen, Montana State University Library – “Talking Circles: Targeted Outreach to

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Student Veterans to Better Understand and Meet their Library and Information Needs”

Constance King Gottschall & Amy (Solis) Matthews, Nueta Hidatsa Sahnish College - “NHSC’s Singing Spring Library Quenches the Thirst for Knowledge and Advancement”

Sara Quimby, Shoshana Vegh-Gaynor, & Avi Netzorg Wootner, Institute of American Indian Arts – “IAIA’s Personal Librarian Program”

Doris Watts, Haskell Indian Nations University – “The Johnnie Young Collection: A Tommaney Library Archive”

TCLI 2022 Participants & Presenters*

Nicholas Adamson, Salish Kootenai College, MT

*Dr. Kenning Arlitsch, Welcome from the Dean, Montana State University Library, MT

*L.Marie Avila, Presenter, University of Kansas, KS

*Joy Bridwell, Presenter, TCLI Advisor, Stone Child College, MT

*Joe Bouchard, Presenter, Keweenaw Bay Ojibwa Community College, MI

*Star Bradley, Presenter, Montana State University, MT

*Hannah Buckland, Presenter, Minnesota State Library, MN

Keith Cich, Fond du Lac Tribal & Community College, MN

Carrie Cornelius, Haskell Indian Nations University, KS

*Samantha Courchane, Presenter, Stone Child College, MT

*Melissa Deuber, Presenter, University of Texas at Austin School of Information, TX

Kim Dickson, Leech Lake Tribal College, MN

*Eva English, Presenter, (Aaniiih Nakoda College – retired 9/2021) MT

*Dr. David Ernst, Presenter, University of Minnesota Open Education Network, MN

Michael Fast Buffalo Horse, Blackfeet Community College, MT

Tiana Finney, Institute of American Indian Arts, NM

*Dr. Walter Fleming, Welcome & Opening Prayer, Montana State University Native American Studies Department Chair, MT

*Mary Anne Hansen, Presenter/TCLI Coordinator, Montana State University, MT

Samanthi Hewakapuge, San Juan College, NM

*Jennifer Himmelreich, Senior Program Officer, Institute of Museum & Library Services, D.C.

Kathy Kaya, TCLI Founder, Retired MSU Librarian, MT

*Constance King-Gottschall, Presenter, Nueta Hidatsa Sahnish College, ND

*Elizabeth E. Kirk, Presenter, Associate University Librarian for Scholarly Resources & Services, Harvard University, MA

*Aaron LaFromboise, TCLI Advisor, Presenter, American Indian Library Association (AILA) President, Blackfeet Community College, MT

Dr. Sandy Littletree, TCLI Advisor, University of Washington Information School, WA

*Keahiahi Long, Hawai‘inuiākea School of Hawaiian Knowledge at University of Hawai‘i at Mānoa, HI

*Amy (Solis) Matthews, Presenter, Nueta Hidatsa Sahnish College, ND

Valerie McBeth, Northwest Indian College, WA

*Gary McCone, Retired Director of Systems, National Agricultural Library, MD

*Dr. Grace Mukupa, Presenter, American Indian Higher Education Consortium (AIHEC) Associate Director of



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Connections for Student Success, VA

*Kirstin Nelson, JD, Presenter, National Agricultural Library, MD

*Dr. Jerome Offord, Presenter, Associate University Librarian for Antiracism, Harvard University, MA

Kimberly Old Chief, Blackfeet Community College, MT

Caryl Pfaff, Lac Courte Oreilles, WI

*Sara Quimby, Presenter, Institute of American Indian Arts, NM

*Brian Rossmann, Welcome from the Associate Dean, Montana State University Library

*Dr. Loriene Roy, Presenter, University of Texas at Austin School of Information, TX

Joe Rutherford, Blackfeet Community College, MT

Anita Scheetz, Fort Peck Community College, MT

*Joe Seymour, Jr., Presenter, Coast Salish Artist, WA

Wendy Sinclair, Regina Public Library - Indigenous Services Advisor, AB, CA

*George Strawley, Presenter, National Network of Libraries of Medicine, Region 4, UT

Hinano Tangaro, Hawai‘inuiākea School of Hawaiian Knowledge at University of Hawai‘i at Mānoa, HI

*Barb Thees, Presenter, University of Minnesota Open Education Network, MN

*Shoshana Vegh-Gaynor, Presenter, Institute of American Indian Arts, NM

Adrienne Violett, Chief Dull Knife College, MT

*Doris Watts, Presenter, Haskell Indian Nations University, KS

Charlene Weis, United Tribes Technical College, ND

*Greg Weyman, Exhibitor, EBSCO Information Services, MD

*Avi Netzorg Woontner, Presenter, Institute of American Indian Arts, NM

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



2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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TCLI_2022_Group_Photo, American Indian Hall, Montana State University.
Photo Credit Star Bradley

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** 5/20/22
2. **State Agency/Division/Program:** MSU Extension
3. **Narrative Coordinator Name:** Brianna Routh **Phone/Email:** 406-994-5696
4. **Activity Name** (*the file name should reference this topic*): *Turtle Island Tales Blackfeet Pilot*
5. **Program Staff Name:** **Phone/Email:**

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

- | | |
|--|--|
| a. <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| d. <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

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

The purpose of this project is to pilot the delivery of Turtle Island Tales within the Blackfeet community with the support of Extension and SNAP-Ed. This program was developed as a research project with the support of key Blackfeet partners as well as partners from other native communities across the US. Now we are partnering to determine if this program can be sustainably offered using this partnership as a dissemination mechanism. In January, we were able to recruit upwards of 90 families and enroll ~60 to receive monthly health and wellness kits free of charge to help caregivers and family members engage with in health topics with their 3-8 year olds. We are collected brief impact data to determine if the program has similar outcomes for families when delivered outside of a research study. SNAP-Ed and Extension have helped in the recruitment, data collection, and mailing while Turtle Island Tales provides the materials. While impacts are not yet in for this 12 month program, the curricula was approved for use in the SNAP-Ed tool kit in 2022 so it can now be written in to some extent to SNAP-Ed grants across the country.

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

While our efforts have not directly impacted local rules or policies, this effort had us look at who SNAP-Ed can serve and think creatively about how we could meet the needs of families living both on or off of the reservation. We were also able to get new policy approval to have this program available within the approved

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SNAP-Ed tool kit of evidence-based curricula resources.

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 project data will serve the community through improvements in family health behaviors, individual and family well-being.

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

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

Photo File Name:

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

Photo Credit:

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

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

Submission Date: May 20, 2022

1. **State Agency/Division/Program:** Montana State University, The Center for Bilingual and Multicultural Education

2. **Narrative Coordinator Name:** Dr. Jioanna Carjuzaa

3. **Phone/Email:** 406-994-4941 carjuzaa@montana.edu

4. **Activity Name** (*the file name should reference this topic*):

5. **Program Staff Name:** **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.

Started before FY 2022

Started during FY 2022

Ongoing/Long-Term

Completed/finalized during FY 2022

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

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

Class 7 Alliance

Under my leadership as the Executive Director of the Center for Bilingual and Multicultural Education (CBME), I have supported/promoted language preservation initiatives in Indian Country for the past two decades (see <https://www.montana.edu/carjuzaa/indigenousslanguagespreservationefforts.html>). Building on the numerous professional development conferences I have hosted, the webinars I have held, and the *Cogent Education* Special Issue on Language Revitalization I published, I am proud to be actively involved in the newly formed Class 7 Alliance's efforts to provide professional development opportunities to empower Class 7 Indigenous Language and Culture teachers. These current efforts are tribally lead and institutionally supported; this initiative reflects an important shift in federal, state, and tribal relationship. As of September 15, 2021, the Education Interim Budget Committee has authorized Representative Jonathan Windy Boy HD32 to take the lead in four areas on the Shared Policy Goals signed by Chairman Bedey and Vice Chair Dan Solomon.

I am humbled to serve as an ally to support the initiatives to change policies, create standards, develop

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

proficiency scales, create tribal consultation guidelines, develop teaching materials, set-up digital programs, etc. to support the Montana Indian Language Preservation Program (MILIP), Cultural Integrity Commitment Act (Indian Language Immersion), and the Indian Language Immersion Program (ILIP). I am proud to serve Representative Jonathan Windy Boy, Jay Eagleman, Mike Geboe, Ramey Running Thunder, Dr. Lanny Real Bird, Dr. Brad Hall, Margaret Campbell, Todd Hanson, Erica Hanson, Dugan Coburn, and others who have led the way. Sponsoring Organizations include: The Chippewa Cree Tribe Department of Indian Education, Fort Peck Tribes Language and Culture Department, Confederated Salish and Kootenai Tribal Education Department, Little Shell Chippewa Tribe, MSU Center for Bilingual and Multicultural Education (CBME), MSU Northern Little River Institute, University of Montana Linguistics Department, Western Education Equity Assistance Center (WEEAC), MSU Billings, the Office of Public Instruction (OPI), the Office of the Commissioner of Higher Education (OCHE), Montana Historical Society, Montana Advisory Council for Indian Education (MACIE) etc.

We have planned a series of four conferences:

Class 7 Professional Development Training & Language Revitalization Planning Conference,
December 10-11, 2021, MSU-Billings

Class 7 Professional Development Training & Language Revitalization Methods Conference,
March 8-9, 2022, University of Missoula

Class 7 Professional Development Training: Tribal Culture and History Conference,
June 7-8, 2022, Great Falls College

Class 7 Professional Development Training & Language Revitalization Tribal Sovereignty Conference,
September 13- 14, 2022

(see conference posters pasted below).

Here are some of the ways I have supported the Class 7 Alliance:

I provided the comprehensive list of the Class 7 teachers and their contact information that I compiled in March 2019 to invite everyone to my CBME Class 7 conference back in April 2019. In addition, I helped update this list by verifying who is currently teaching and where and what their current contact information is.

I created the draft of a survey with Dr. Lanny Real Bird so we could take a snapshot of the current state of Indigenous language instruction in our K-12 public schools in Montana. We revised this survey into a user-friendly Qualtrics Survey online. We collected and processed the data so that Representative Windy Boy could use the information for his presentation to the Education Committee.

Because of COVID restrictions, some elders were not able to join our first two conferences (Billings and Missoula) in person. The CBME set up and monitored the virtual aspects of the conference attendance/participation via Zoom\ for the first conference in Billings

I shared the MontTELLs documentary, *Braiding Indian Education for All, Indigenous Language Preservation, and Academic Literacy in English: A Model for Supporting American Indian English Language Learners* and participated in a Q&A session on the grant program which included the CLDE certificate coursework and mentoring we have offered at the Billings' conference.

I serve as the Provider for Renewal Units for our conference participants at each conference.

I participate in weekly planning meetings, recruiting and hosting of presenters, discussions on policy, fundraising efforts, etc.

My fundraising efforts include the securing of the following funding: \$7,000 in donations from the Montana Association of Bilingual Education (MABE), \$10, 000 from the Western Education Equity Assistance Center (WEEAC) and an additional \$10,000 per year for the next five years if their Equity Center receives its grant award renewal in September 2022.

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In addition, fundraising included: \$1,000 the CBME contributed to the first conference in Billings, and the \$3,000 I contributed from my IEFA Index to support the travel/attendance/presentation of Dr. Ku Kahakalau and Craig Vencill at the Great Falls conference.

I will participate in the showing and panel discussion of the Little Shell documentary, *Little Shell Celebration to Regain Federal Recognition* I produced, highlighting the language preservation initiatives and the federal recognition celebration at the Great Falls conference.

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

Meaningful consultation as outlined in ESSA Section 8538 is critical to moving the statutory authority into practice and policy at the local level. We are addressing a four-legged stool highlighting the Shared Policy Goals signed by Chairman Bedey and Vice Chair Dan Solomon: Montana Indian Language Preservation Program (MILIP), Indian Language Immersion Program (ILIP), Digital Academy, and Tribal Linguistics Programs.

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

We have had 200+ participants in attendance (in-person and virtually) at each of the first two conferences.

All of the 11 Indigenous languages in Montana are critically endangered. Having the tribal members step up and lead this initiative is significant. The members of the Class 7 Alliance have met weekly to support Representative Windy Boy's goals.

We will be sharing data when Representative Windy Boy reports to David Bedey, Chairman – Joint Appropriations Subcommittee on Education in September 2022.

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

Photo File Name:

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

Photo Credit:

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

CLASS 7 PROFESSIONAL DEVELOPMENT TRAINING & LANGUAGE REVITALIZATION PLANNING WORKSHOP

DECEMBER 10TH - 11TH, 2021

MSU BILLINGS, 2630 NORMAL AVENUE, BILLINGS, MONTANA

✦ *Sponsored by:* ✦

Chippewa Cree Tribe Department of Indian Education

MSU Bozeman Center for Bilingual and Multicultural Education

MSU Billings American Indian Student Achievement

Fort Peck Tribes Language & Culture Department

Workshop Agenda: Friday, December 10th, 2021
Petro Theater, Student Union Building - 7:30 a.m. to 5:00 p.m.

7:30-8:00 Workshop Registration Opens

8:00-9:00 Welcome

Cultural Integrity Act/Montana Indian Language Preservation/Digital Academy/College Tribal Linguistics

9:00-10:00 Tribal Language Lesson Planning

10:00-10:15 Break

10:15-11:45 Tribal Language Curriculum/Tribal Language Standards

11:45-12:45 Lunch

12:45-2:00 Culturally Responsive Pedagogy: Tribal Perspectives

2:00-2:15 Break

2:15-3:45 Assessment

3:45-5:00 Class 7 Participant Presentations/Renewal Units

Workshop Agenda: Saturday, December 11th, 2021
Glacier Room, Student Union Building - 8:00 a.m. to 3:30 p.m.

8:00 - 9:00 Tribal Language Preservation Networking: Continental Breakfast

9:00-10:30 **Language Revitalization Planning: Montana Indian Language Program**

Provide a Big Picture overview of Planning and Development for Language Revitalization

Identify some of the most common challenges

Discuss in detail the vision, mission, goal and objectives of your planning group

12:00-12:30 Lunch

12:30-2:00 **Indian Language Immersion: Cultural Integrity Commitment Act**

2:00-2:15 Break

2:15-3:30 Wrap Up

Tribal Language Goals/Tribal Language Strategies/Tribal Language Metrics

TO REGISTER OR TO REQUEST ADDITIONAL INFORMATION, PLEASE CONTACT:

Sunny Day Real Bird, Director of the Native American Achievement Center, MSU Billings
(406)657-2144 or sunnyday.realbird@msubillings.edu

Workshops will also be streamed via Zoom. Attendees will adhere to COVID-19 safety measures through social distancing, face masks, and hand sanitizing.

CLASS 7 PROFESSIONAL DEVELOPMENT TRAINING
LANGUAGE REVITALIZATION METHODS WORKSHOP

MARCH 8TH - 9TH 2022

UNIVERSITY OF MONTANA, 32 CAMPUS DRIVE, MISSOULA, MONTANA



Sponsored by:

Chippewa Cree Tribe Department of Indian Education
Confederated Salish Kootenai Tribal Education Department
Fort Peck Tribes Language & Culture Department
MSU Bozeman Center for Bilingual and Multicultural Education



Workshop Agenda Overview: March 8th 2022

7:30 a.m. to 5:00 p.m.

7:30-8:00 Workshop Registration Opens

8:00-9:00 Welcome: Confederated Salish Kootenai Tribal Chairperson

9:00-10:00 Total Physical Response / Language Immersion Methods

10:00-10:15 Break

10:15-11:45 Tribal Approaches to Increasing Contact Time in Your School

11:45-12:45 Lunch Native Archives Research:

12:45-2:00 Cuts The Wood Immersion:

2:00-2:15 Break

2:15-3:00 Nkwusm Salish Language Immersion School

3:00-3:45 Class 7 Alliance: Creating A New Vision

3:45-4:45 Accelerated Second Language Acquisition (ASLA)



Workshop Agenda Overview: March 9th 2022

8:00 to 5:00 p.m.

8:00 - 8:30 Tribal Language Acquisition Networking: Continental Breakfast

Language Revitalization Planning: Montana Indian Language Program

Indian Language Immersion: Cultural Integrity Commitment Act

Indian Education for All

" A Montana Legal Framework for Native Language Culture History"

1:00-3:00 Break Out Session - Hands On Tribal Classroom Management Strategies

3:00- 5:00pm Break Out Presentation(s) Close Out



SAVE THE DATE M SAVE THE DATE M SAVE THE DATE

CLASS 7 PROFESSIONAL DEVELOPMENT TRAINING: TRIBAL CULTURE AND HISTORY

◆◆◆◆ **JUNE 7 - 8, 2022** ◆◆◆◆
GREAT FALLS COLLEGE MSU CAMPUS, 2100 16TH AVE SOUTH

Sponsored by:

LITTLE SHELL CHIPPEWA TRIBE CONFEDERATED SALISH AND KOOTENAI TRIBES
CHIPPEWA CREE TRIBE DEPARTMENT OF INDIAN EDUCATION
FT. PECK TRIBES LANGUAGE & CULTURE DEPARTMENT
MSU NORTHERN MSU BOZEMAN MSU BILLINGS
UNIVERSITY OF MONTANA
WESTERN EDUCATION EQUITY ASSISTANCE CENTER

Workshop Agenda: Tuesday, June 7
Great Falls College MSU campus, Heritage Hall
8:00 a.m. — 5:00 p.m.

8:00 Invocation
8:30 Welcome Address
Senator Jon Tester Opening Remarks
Gerald Gray, Jr., Chairman of the Little Shell Tribe
Dr. Stephanie Erdmann, Great Falls College CEO/Dean
9:30 Jim O'Chiese: The Learning Lodge Foundation
11:00 Break
11:15 Little Shell Film: Moderated by Gerald Gray Sr.
12:15-1:00 Lunch
1:00 Dr. Michael Sullivan: Ojibwemowin
3:00-3:15 Break
3:15 Hand Signing: A Pikuni Perspective
4:00 Todd Hanson: Meaningful Tribal Consultation & Native American Language Protection Act
5:00 Wrap up and Announcements

Workshop Agenda: Wednesday, June 8
BREAKOUT SESSIONS
8:00 a.m. — 3:30 p.m.

Class 7 Alliance Work Plan
C.M. Russell Museum
Lauren Clairmont Modern Tribal Images
Blackfeet Hand Talk/Crow Hand Talking
Working with the Hearing-Impaired

REGISTRATION LINK

GOOGLE FORMS PORTAL

TO REQUEST ADDITIONAL INFORMATION, PLEASE CONTACT:

Marci Buckman at (406)399-4054 or marci.buckman@gmail.com

WORKSHOPS WILL ALSO BE STREAMED VIA ZOOM. MORE DETAILS TO COME.

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** May 23, 2022
2. **State Agency/Division/Program:** Montana State University – Department of Health & Human Development
3. **Narrative Coordinator Name:** Christine Lux **Phone/Email:** 406.994.5005
4. **Activity Name** (*the file name should reference this topic*): Buffalo Head Start Curriculum Project
5. **Program Staff Name:** Elizabeth Bird **Phone/Email:** 406.994.2520

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 type="checkbox"/> Started before FY 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

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

The purpose of the ongoing Buffalo Head Start Curriculum Project is to collaborate with Fort Peck Head Start teachers and administrators to create meaningful lessons for preschoolers that teach about the buffalo and their return to the reservation. Curriculum materials were purchased in previous project funding years using grant monies as well as Head Start budget funds. The curriculum has been presented numerous times to the Head Start teachers, as well as to a broader audience at the national level. During summer 2021, I was invited to expand the curriculum to kindergarten and the early primary grades and planned to travel to Fort Peck during the 21-22 school year to continue collaborating with teachers but was unable to do so because of continued COVID restrictions. I've been invited to present the curriculum at a regional Head Start conference in September 2022.

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

No new rule, policy, or law to report.

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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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 project continues to generate interest and attention, as the Pte Group continues to meet regularly to hear updates about the curriculum and other projects associated with the return of the buffalo to Fort Peck. The Head Start Curriculum Project also was an inspiration and resource for the development of a National Endowment for the Humanities proposal to conduct national teacher institutes with a buffalo curriculum (pending).

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

Photo File Name:

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

Photo Credit:

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

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

- 1) **Submission Date:** 5/11/2022
- 2) **State Agency/Division/Program:** Montana State University, Center for Research on Rural Education
- 3) **Narrative Coordinator Name:** Dr. Jayne Downey **Phone/Email:** jdowney@montana.edu
- 4) **Activity Name** (*the file name should reference this topic*): Youth Aware of Mental Health
- 5) **Program Staff Name:** Kelley Edwards **Phone/Email:** kelley.edwards@montana.edu

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

- | | |
|---|--|
| a. <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| d. <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
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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 Center for Research on Rural Education (CRRE) at Montana State University (MSU), along with MSU Extension, brought Youth Aware of Mental Health (YAM) to 340 9th graders at Browning, Heart Butte, Ronan, and St. Ignatius High Schools during the 2021-2022 school year.

Youth Aware of Mental Health (YAM) is an evidence-based, classroom mental health promotion program that aims to raise mental health awareness about risk and protective factors associated with suicide, including knowledge about depression and anxiety, and to enhance the skills and emotional resiliency needed to deal with stress and crisis. The adolescents learn from a trained professional as well as from each other through a mix of cognitive, emotional, and experiential learning. The American Foundation for Suicide Prevention and American Academy of Pediatrics recently recommended YAM as important universal programming for suicide prevention. CRRE partnered with several entities to bring the YAM program to these schools. For Browning and Heart Butte, the CRRE partnered with Blackfeet Community Health, as they supported two employees to become trained assistants to help implement program. The Steele-Reese Foundation awarded a \$30,000 grant to the CRRE to train instructors, assistants, and pay for the program supplies, including the mental health informational booklets, which the students receive. Unfortunately, due to COVID-19, two individuals were not able to be trained as instructors this year but do plan to be trained in the future. Finally, Montana State University Extension was awarded the Children, Youth, Families at Risk (CYFAR) grant in 2019, which funds YAM for Ronan and St. Ignatius freshmen students until 2024.

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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- 9) In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people, and tribal communities.

N/A

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

During this past school year, 340 students in tribal communities participated in Youth Aware of Mental Health (YAM). One new community member was trained as a certified instructor to deliver the program to schools on the Salish-Kootenai Reservation and there are plans to train two additional community members as certified instructors to teach students on the Blackfeet Reservation.

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

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

Photo File Name:

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

Photo Credit:

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

N/A

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(for the reporting period July 1, 2020 - June 30, 2021)

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

- 1) **Submission Date:**5/24/22
- 2) **State Agency/Division/Program:** Montana State University – Health and Human Development
- 3) **Narrative Coordinator Name:** Suzanne Held **Phone/Email:** 406-223-6321
- 4) **Activity Name** Messengers for Health
- 5) **Program Staff Name:**Alma Mccormick **Phone/Email:** 406-665-5492; alma.mccormick@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 |
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| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2021 |

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

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

Our partnership developed and implemented Baa nnilah, an innovative and unique program to improve capabilities for chronic illness (CI) management among Apsáalooke (Crow) Indians in Montana. This is significant because of the 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.

Over 200 community members were involved in the program and 10 local mentors who had CIs facilitated the program in different communities on the reservation. We are now working to sustain the program in the community and to expand the program to other tribal nations. We are starting partnerships with the Chippewa Cree tribal nations and the tribal nations at Fort Belknap.

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

None

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

We partner with the Apsáalooke non-profit Messengers for Health, which has a Facebook page that has reached over 3,000 people in the past year.

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

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

Photo File Name:

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

Photo Credit:

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

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

- 1) **Submission Date:** May 16, 2022
- 2) **State Agency/Division/Program:** Montana State University – Health and Human Development
- 3) **Narrative Coordinator Name:** Wan-Yuan Kuo **Phone/Email:** wanyuan.kuo@montana.edu
- 4) **Activity Name** (*the file name should reference this topic*): Indigenous Food-Science-Ways: Integrating Indigenous knowledge with food science research and education to support value added Native foods (Western Sustainable Agriculture Research and Education Grant)
- 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.

<input checked="" type="checkbox"/> Started before FY 2022	<input type="checkbox"/> Started during FY 2022
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2022

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

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

In partnership with the Confederated Salish and Kootenai, the **purpose** of this project is to establish a culturally sensitive, value-added Native food initiative by integrating Indigenous wisdom with current practices in food science research, instruction, and outreach. The expected outcome of this project is that it will identify the critical components to establish sustainable, Native-owned value-added enterprises to support 150 Confederated Salish and Kootenai producers.

This project is **significant** because re-defining value-added food processing through a Native lens will facilitate the creation of nutritious and culturally significant Native food products to strengthen the economy, food sovereignty, and ecological resilience of Native communities. The integration of Native values with Western practice in this project can serve as a collaborative model for the food science community to support the Indigenous food sovereignty movement at national and global scales.

The **major accomplishments** include:

Funding received from the Center for American Indian Rural Health Equity to form a CSKT Community Advisory Board on healthy value-added Native foods.

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Developed a partnership with the People's Food Sovereignty Program of the Flathead Reservation to develop traditional dry meat products and support food distribution program.

Developed a partnership with the Native Fish Keepers, Inc. to investigate the feasibility of re-purposing fish waste into new value-added products.

Presenting research results “How an invasive lake trout can support food sovereignty – A Case Study” at the Food Sovereignty Symposium and Festival in Marquette, MI, May 2022.

The **overall impact** of the project includes increased knowledge and awareness around value-added Native food opportunities.

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

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 () No

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

Photo File Name:

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

Photo Credit:

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

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

1. **Submission Date:** 5/24/2022
2. **State Agency/Division/Program:** Montana State University, Department of Education, Library Media Certificate Program
3. **Narrative Coordinator Name:** Deborah Rinio **Phone/Email:** deborah.rinio@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Indigenous Perspectives in School Librarianship
5. **Program Staff Name:** Deborah Rinio **Phone/Email:** deborah.rinio@montana.edu

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

- | | |
|--|--|
| a. <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| d. <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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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.

Indigenous Perspectives in School Librarianship (IPSL) is funded by the Institute of Library and Museum Services (RE-2463030-OLS-20). IPSL seeks to build capacity by preparing school librarians serving Indigenous populations to be culturally relevant educators who can serve as models and leaders in their schools and communities. To accomplish this goal, IPSL consists of two interrelated components: redesign the Montana State University (MSU) school library preparation program to feature a culturally relevant and responsive curriculum including Indigenous perspectives; and recruit and train 30 teachers in Alaska and Montana to become school librarians who are prepared to be culturally relevant educators in their states. This will be accomplished via MSU's fully online three-semester, 21-credit Master's-level Library Media Certificate program which leads to a teaching endorsement as a K-12 library media specialist in AK, MT, and many other states. Applicants residing in rural areas and/or serving Alaska Native populations/Montana reservation communities will be given priority consideration.

To ensure that the curriculum redesign is culturally appropriate, meaningful, and pedagogically sound, an advisory board consisting of Indigenous education, library science, and e-learning experts from Alaska and Montana will guide the development of the curriculum throughout all three years of the program from initial conception to published, open-access materials in order to effectively meet culturally relevant standards in schools with an emphasis on Indigenous perspectives. This group will meet two to three times

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annually to review and provide feedback on course syllabi, rubrics, evaluation tools and protocols, and program evaluation reports; and provide guidance for refinement of the curriculum between Cohort 1 and Cohort 2. Advisory board members include individuals who self-identify as, or work on the lands / reservations for the following communities: Blackfeet, Rocky Boy, Crow, Ft. Peck, Inupiaq.

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

Not applicable.

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

Over the two years of the program (i.e., years 2 and 3 of the grant, following the program re-design which happened in year 1), 30 students who serve Indigenous communities in Alaska and Montana will be enrolled in the Library Media Certificate Program with the revised IPSL curriculum. In year 2, 12 students engaged with the program, and approximately 30 additional students engaged with the curriculum (as non-scholarship recipients).

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

Photo File Name:

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

Photo Credit:

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

No.

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

1. **Submission Date:** 5.23.22
2. **State Agency/Division/Program:** HHD
3. **Narrative Coordinator Name:** Elizabeth Rink **Phone/Email:** 406.994.3833
elizabeth.rink@montana.edu
4. **Activity Name** *We Are Here Now – 4W7658*
5. **Program Staff Name:** Elizabeth Rink **Phone/Email:**
elizabeth.rink@montna.edu

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

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

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - a. Started before FY 2022 Started during FY 2022
 - b. Ongoing/Long-Term Completed/finalized during FY 2022

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

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

AI youth report earlier onset of sexual intercourse than other adolescent populations in the United States. The rates of teen birth, pre-term birth, low birth weight, sexually transmitted infections (STIs), miscarriages, ectopic pregnancies, hepatitis C virus (HCV), and human immunodeficiency virus (HIV) are higher in AI youth compared to Caucasians. AI populations are the only racial and ethnic group in the United States of which the incidence of HIV continues to rise. Our research demonstrates that these issues among AI youth are markers of deep underlying issues operating and interacting at the individual, family, school, community, and systems levels within AI communities. The interconnectedness of these complex factors warrants novel multi-faceted, community-based interventions. Our study, *Nen ŨnkUmbi/EdaHiYedo* (“We Are Here Now,” or *NE*), builds on a 14-year collaborative research relationship between the Assiniboine and Sioux Tribes of the Fort Peck Reservation and Montana State University (MSU) researchers to prevent STIs, HIV, HCV, and teen pregnancy among AI youth.

NE is located at the Fort Peck Reservation. We have subawards with the Fort Peck Tribes and with Fort Peck Community College. We also work with Frazer High School, Wolf Point High School, Poplar High School, Brockton High School, and Culbertson High School. We collaborate with Fort Peck Tribes Tribal

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Health Department and Indian Health Services as well as the Montana Department of Health and Human Services.

NE is a community-based participatory research (CBPR) multi-level, multi-component sexual and reproductive health (SRH) intervention. *NE* is a 5-year study involving 14- to 18-year-old AI youth. The target population for *NE* is 456 AI youth. The overarching aim of *NE* is to refine, tailor, and finalize the components of the multi-level intervention and evaluate its efficacy. We use a cluster-randomized stepped-wedge design (SWD), in which 5 schools that AI youth from Fort Peck attend are the clusters randomized into the intervention one at a time, with all schools eventually being randomized to the intervention. The 5 schools are located in Frazer, Wolf Point, Poplar, Brockton and Culbertson. *NE* includes four levels: Level 1) A school-based sexual and reproductive health (SRH) curriculum called *Native Stand*, designed to address individual-level factors that lead to sexual risk behaviors; Level 2) a family-level curriculum called *Native Voices*, tailored to increase communication between adult family members and youth about SRH topics; Level 3) a cultural mentoring component at the community level that pairs AI youth with adults and elders to discuss traditional AI beliefs and practices about SRH; and Level 4) a mobilizing strategy to activate a multi-sectoral network of youth-servicing organizations at the systems level in Fort Peck to coordinate SRH services for AI youth.

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

Title X funding has been transferred from the State of Montana to Bridger Care.

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.

Data for the project is not yet available as our RCT is still in process.

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

Photo File Name:

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

Photo Credit:

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

Nothing to report.

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- 1. **Submission Date:**5/20/22
- 2. **State Agency/Division/Program:** MSU Extension
- 3. **Narrative Coordinator Name:** Brianna Routh **Phone/Email:** 406-994-5696
- 4. **Activity Name** (*the file name should reference this topic*): *Native American Food Sovereignty*
- 5. **Program Staff Name:** **Phone/Email:**

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

- a. All Fort Belknap
- b. Blackfeet Fort Peck
- c. Chippewa Cree Little Shell
- d. Confederated Salish & Kootenai Northern Cheyenne
- e. Crow

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

- Started before FY 2022 Started during FY 2022
- Ongoing/Long-Term Completed/finalized during FY 2022

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

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

The purpose of this grant was to support MSU Extension Agents to understand what needs or strengths in local foods Extension might be able to support with outreach and resources. This project is to assess local need, triangulate local food experiences across sectors served, and ID next steps for outreach development within each community. In 2022, we have accomplished getting IRB approval from 3 participating communities (SKC, Ft Belknap, and Ft Peck). A graduate student worked on the project and ID a list of native local food resources including outreach resources, policy supports, and potential future funding possibilities. We began data collection, particularly in SKC from producers and distributors. These interviews have been reviewed and a white paper has been produced with potential next steps. We are still awaiting additional interviews from consumers as well as producers and distributors at our other two sites for cross comparison to see if consistent resources and supports may be beneficial across communities as well.

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

While our efforts have not directly impacted local rules or policies, these interviews are providing a better understanding of road blocks and supports that can facilitate local food production and sales within some of Montana's native communities. The list of potential resources communities may explore as a result of the project (collected by our graduate student researcher) may inform future opportunities and had increased the connection of community members to resources others have developed. For example, I was able to provide a resource on setting up food codes to support food pantries to another community because

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these resources were collected in one spot.

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 project data will serve the community by IDing priorities and easily addressable opportunities to expand Extension outreach in support of local foods. In the future, local food sovereignty will continue to support communities economically through improvements in well-being as well as potentially local job development within the local food sector.

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

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

Photo File Name:

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

Photo Credit:

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

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1. **Submission Date:** 5-2-22
2. **State Agency/Division/Program:**
3. **Narrative Coordinator Name:** **Phone/Email:**
4. **Activity Name:** HEART. Health Education and Art for Resiliency Teaching, N-349 Nursing Care of Children and Families.
5. **Program Staff Name:** Dr. Julie H. Alexander-Ruff MSN,RN,APRN,CPNP-PC **Phone/Email:**
406-599-9576 Julie.ruff@montana.edu

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

- | | |
|--|---|
| a. <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| d. <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

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

The Mark and Robyn Jones College of Nursing at Montana State university, and the College of Education, Health and Human Development at Montana State University, in collaboration with the Fort Peck tribes, and the Wolf Point school district supported Dr. Julie H. Alexander-Ruff, Dr. Alexandra Aylward and Dr. William Ruff to initiate the HEART (Health Education and Art for Resiliency Teaching) project. This program was initiated at the request of the tribe and the school district. With IRB approval we worked together to implement and evaluate a program designed to improve children's resiliency and socio-emotional climate of their classrooms. Specifically, the aim of this project was to directly impact and improve the lives of Native children immediately and in their futures by decreasing the incidence of drop out, early death, incarceration, and alcoholism and drug abuse. A teacher who is attuned to Native ways of learning is better equipped to meet the emotional and learning needs of children in their classrooms. The nurse practitioner worked directly with the children to build resiliency and self-esteem skills through the mechanisms of mindfulness training, nutritional and health education and activities directed at building the skills necessary to improve self-esteem and resiliency. The faculty researchers visited the school site for three days each month observing classrooms, coaching teachers, providing professional development to teachers and evaluating indicators of student-teacher relationships. Five undergraduate student nurses participated in this experience which included 3 days in the School based health center, caring for Native

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students with acute and chronic illness, health promotion and disease prevention.

9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities. None yet-data analysis is ongoing . End of year presentation to the Wolf Point.school board is scheduled for June 2022.

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.

78 children served over the academic year 2021-2022 .

3 K-3 teachers

2-K-12 administrative staff members

1-superintendent

5 undergraduate student nurses

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

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

Photo File Name:

Photo Caption: Junior level student nurses preparing for their Cape Air flight home from the fort Peck Reservation.

3rd grade students participating in the HEART project at Southside school in Wolf Point, Montana

Photo Credit: Dr. Julie H. Alexander-Ruff MSN,RN, APRN, CPNP-PC

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

None

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the file name, caption and credit for each photograph.

Photo File Name: RMS TEA and flowers; RMS flower detail

Photo Caption (include the name of the event/persons, location, and date): March 2022

Photo Credit: TEA youth cohort (Montana Sustainable Communities)

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

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

1. **Submission Date:** May 13, 2022
2. **State Agency/Division/Program:** Guardians of the Living Water
3. **Narrative Coordinator Name:** Vanessa Simonds **Phone/Email:** 406-570-8886/vanessa.simonds@montana.edu
4. **Activity Name** *(the file name should reference this topic):* Guardians of the Living Water
5. **Program Staff Name:** Christine Martin **Phone/Email:** 406-638-3159/martinc@lbhc.org

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

- | | |
|--|--|
| a. <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| d. <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

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

Purpose

The Guardians of the Living Water: Advancing Informal Stem Learning Among Apsaalooke Youth and their Community (GLW) project is proposed as an Innovations in Development Informal Learning Project that integrates Indigenous and Western science to increase water-related, STEM knowledge and skills for Apsaalooke (Crow Indian) youth to promote environmental sustainability within their community. The purpose of GLW is to bridge the gap between available science research and people's understanding of that scientific research, so that Apsaalooke community members can make decisions that promote environmental sustainability in their community. Over the past 15 years, Apsaalooke tribal members have partnered with university scientists to identify contamination in their local water sources. This extensive water quality research coupled with the complex contamination issues in this rural, economically deprived, yet culturally rich community make it an ideal setting for this project

GLW (Guardians of the Living Water) Project Overview: GLW is a 4-week internship for five Indigenous high school and five tribal college students. For the first two weeks of the internship, these students choose a local water source (river, spring, or well) and learn about local water quality research and cultural aspects of their water source from a STEM professional and an elder. During this time, they are

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also trained to teach and mentor younger students. For the second two weeks, they facilitate summer camp activities with five groups of five 5th and 6th grade students (for a total of 35 students involved in GLW). Together the five cross-age mentor groups engage in **experiential learning** by visiting local water sources, assessing water quality and discussing the location's cultural importance. GLW, a **culturally responsive land-based** program, focuses on connecting youth to their water-related cultural teachings and uses a **cross-age mentoring** approach whereby college students mentor high school students, who then mentor 5th and 6th graders. During the two-week camp, all students learn about local water quality research, and then the older students guide their groups of younger students in producing a local water-related research project. A secondary goal of the program is for younger students to share what they are learning with their families and communities. Accordingly, younger students identify two family members that they will share information with during the two weeks. To reach the larger Apsáalooke community, each group presents on the last day of camp and at one of four community events in the following year

Accomplishments: We held our summer camp in 2021, we had 9 older students and 19 5th&6th grade participants. Currently, we are preparing for our summer 2022 camp that will be held in June 2022.

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

N/A

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

Data from the evaluation activities included online reflections, Talk Story dialogues, focus groups and interviews. There were three key themes that emerged across the data: 1) Importance of the GLW Program; 2) Core Values guiding the GLW program; and 3) Implementation of the GLW program. Within these top-level themes, there are several sub-themes, as well as areas that relate to specific audiences.

Overall, the data suggested that participants are increasing their awareness of water and environmental issues around the Apsalooke communities. While the evaluation is in its early stages, the data initially suggests that youth are increasing their Science Technology, Engineering, and Mathematics (STEM) literacy and importantly, their cultural knowledge and connection to their community's environment, which ultimately nurtures their identity as Apsalooke community members. The experience also provided opportunities to deepen or create relationships among peers and elders/knowledge holders.

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

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

Photo File Name: Guardians of the Living Water Summer 2021 Visit to Chief Plenty Coups State Park
Photo Caption (include the name of the event/persons, location, and date): Guardians of the Living Water Summer 2021 Visit to Chief Plenty Coups State Park

Photo Credit: Vanessa Simonds

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

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

1. **Submission Date:** May 17, 2022
2. **State Agency/Division/Program:** Partnership between MSU Department of Education, U of Montana, Northern Arapaho Nation, and other tribal partners
3. **Narrative Coordinator Name:** Christine Stanton **Phone/Email:** christine.stanton@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Healing Coalition: Developing Partnerships to Confront Trauma in Research, Education, and Preservation Activities
5. **Program Staff Name:** Christine Stanton (MSU), Marsha Small (Northern Cheyenne/MSU), Jordan Dresser (Northern Arapaho), Brad Hall (Blackfeet/U of MT), Eduardo Duran (Apache/Tewa), Vanessa Simonds (Crow)
6. **Select Tribe(s) Involved:**
 - a. All Fort Belknap
 - b. Blackfeet Fort Peck
 - c. Chippewa Cree Little Shell
 - d. Confederated Salish & Kootenai Northern Cheyenne
 - e. Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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

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

The Healing Coalition Project supports Indigenous knowledge partners in collaborative development of methodological guidelines, frameworks, and protocols to better honor Indigenous wellbeing, healing, and survivance (i.e., survival + resilience/resistance) throughout research, development, preservation, and education activities. The Project directly confronts the most critical challenge facing all academic efforts that involve Indigenous knowledges—the long-standing, systematic, and continued exclusion of Indigenous representation, access, and self-determination throughout research, education, collections management, and other practice. Through collaborative development of a Healing Coalition and guidelines to support wellbeing, healing, and survivance, this Project creates and holds space for Indigenous partners to access and reclaim cultural knowledges and ways of knowing surrounding trauma and healing. To date, we have planned four Coalition Gatherings; identified potential participants, consultants, and partners; completed extensive literature reviews; and collaboratively prepared grant proposals. During FY 2022, we have applied or are applying for \$450,000 in federal grant funding (\$100,000 from the National Park Service and \$350,000 from the National Endowment for the Humanities). If awarded, these grants will fund establishment of the Coalition, development and piloting of guidelines and frameworks, completion of

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3 pilot projects (one related to documentation of Indian Boarding school cemeteries, one related to repatriation of cultural artifacts, and one related to teaching and learning about the MMIWP crisis).

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

No new state laws or policies affect this program.

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

This project is in development but will serve Indigenous community members from at least 5 Nations, including 3 Nations located in Montana.

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

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

Photo File Name:

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

Photo Credit:

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

Include an “other” category for #6 so it is possible to recognize partnerships that include tribes outside of Montana. This is particularly important in terms of acknowledging Nations with historical connections to the lands within Montana’s contemporary boundaries (e.g., Eastern Shoshone, Lakota, Nez Perce, etc.). Such an option would also support intertribal and interstate partnerships.

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

1. **Submission Date:** May 17, 2022
2. **State Agency/Division/Program:** Partnership between MSU Department of Education, University of Missouri College of Education, U of Montana, and William Buffalo Hide Academy (WBHA) (Blackfeet Nation)
3. **Narrative Coordinator Name:** Christine Stanton **Phone/Email:** christine.stanton@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Centering Native Youth's Stories of Schooling to Advance Culturally Revitalizing, Anti-Colonial Praxis
5. **Program Staff Name:** Christine Stanton (MSU), Allison Wynhoff Olsen (MSU), Robert Petrone (U of Missouri), Brad Hall (U of MT), Michael Johnson (WBHA), Nicholas Rink (WBHA), Katie McDonald (WBHA), others
6. **Select Tribe(s) Involved:**
 - a. All Fort Belknap
 - b. Blackfeet Fort Peck
 - c. Chippewa Cree Little Shell
 - d. Confederated Salish & Kootenai Northern Cheyenne
 - e. Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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

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

This project builds upon years-long collaborations between researchers at Montana State University (MSU), University of Missouri, University of Montana, and William Buffalo Hide Academy (WBHA), which is an alternative, public high school serving the Blackfeet Nation. WBHA successfully enacts unique, culturally specific and trauma-reducing practices and programs to improve academic success, graduation rates, self-efficacy, cultural awareness, and more. Through application of Indigenous Storywork (Archibald, 2008) and Repositioning Pedagogy (Petrone & Rink, 2020), our project engages students at WBHA as co-researchers and teacher educators to learn more about the ways WBHA enhances culturally revitalizing education, trauma-informed education, and educational equity for/with Native students.

In Fall 2021, we received a \$4,000 Instructional Innovation Grant through MSU's Center for Faculty Excellence, which we had planned to support a university visit for WBHA students and staff in Spring 2022. During this visit, WBHA students were going to facilitate conversations and guest lecture in teacher

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education courses. However, WBHA remains impacted by the COVID-19 pandemic, and we needed to shift directions with this project. In March 2022, Christine Stanton traveled to Browning to visit WBHA and meet with students, teachers, and staff to discuss the school’s and community’s needs and develop plans for the future. In addition, this award, and other internal grants through MSU, will support curriculum updates and relationship-building between MSU and WBHA staff. The broader project was the focus on 2 major grant proposals during the 2021-2022 academic year. It was a finalist (but not funded) for a \$600,000 grant from the William T. Grant Foundation. We recently received news that our other major grant proposal (\$400,000 from the Spencer Foundation) was not advanced to the semifinalist level of review. In 2022-2023, we will revise and resubmit at least one of these proposals.

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

No new state laws or policies affect this program.

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

See information for # 8, above. The Instructional Innovation grant directly impacted 3 WBHA staff (all 3 are enrolled Blackfeet) and 15+ WBHA students through academic opportunities and resources. Our publications and presentations surrounding the project are reaching regional, national, and international audiences, potentially informing research, curriculum, and teacher professional development that will affect Native communities in and beyond Montana. I

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

Photo File Name:

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

Photo Credit:

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



We are planning the Recruitment & Retention Project

Join the conversation by reaching out to the project's research lead, Dr. Seifert.

The Montana Office of Public Instruction has partnered with researcher Dr. Tricia Seifert (Montana State University) to understand the student experience at Montana tribal colleges during the timeframe of the COVID pandemic. For two decades, Dr. Seifert's work has centered on understanding students' transition to and experience in college. She will work with representatives from each participating tribal college to identify the questions that will best help develop a deeper understanding of the recruitment and retention challenges and opportunities Montana's tribal colleges faced during COVID-19. As a team, they will design the data collection, analysis, and dissemination plan. Grant funds will support personnel and data collection efforts at each participating tribal college. All data collected will be owned by the participating tribal college so to inform decisions as the college determines prudent. Working as a collective with participating tribal colleges, we believe this project will identify promising practices from across the state.

RESEARCH LEAD

Dr. Tricia Seifert, MSU
Tricia.Seifert@montana.edu

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

1. **Submission Date:** May 8, 2022
2. **State Agency/Division/Program:** Honors College, Montana State University
3. **Narrative Coordinator Name:** Dean Ilse-Mari Lee **Phone/Email:** (406) 994-4110
4. **Activity Name** *(the file name should reference this topic):*
5. **Program Staff Name:** Dawn Major, Assistant to the Dean **Phone/Email:**
(406) 994-4110. dmajor@montana.edu

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

- | | |
|--|--|
| a. <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| d. <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input checked="" type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

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

The Honors College Tutoring Program in the American Indian Student Success Center is now in its fourth year. Nine volunteer Honors tutors offered 35- 40 hours of free tutoring each week and also assisted with the move from Wilson to American Indian Hall over winter break. In August 2021, we launched the Honor Bound Program, created to recruit and retain outstanding American Indian/Alaska Native Students to Montana State University, and modeled after the Hilleman Scholars Program, with programming before the start of the academic year, and also during the academic year. The first cohort of four top students have been mentored by MSU Honors Alumnus Steven Davis, a member of the Lower Brule Sioux and Blackfeet tribes.

We also secured the endowed Alpenglow Presidential Scholarship designated for an AI/AN student, as well as \$250K investment from the MYSUN Foundation, which will fund 6 AI/AN Presidential Scholars over the next four years. Finally, we are now a partner institution with the American Astronaut Program. The first MSU American Astronaut Program nominee will be announced in January 2023. This student will be selected from the AI/AN Honor Bound students in the Honors College at Montana State. This event will coincide with a visit by Astronaut John Herrington.

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

Photo File Name: Honor Bound 1

Photo Caption (include the name of the event/persons, location, and date): MSU graduate Steven Davis, front left, mentors the inaugural class of Honor Bound students. August 19, 2021

Photo Credit: Kelly Gorham, MSU Mountains and Minds Article

<https://www.montana.edu/news/mountainsandminds/21672/honor-bound>

Photo File Name: Honor Bound 2

Photo Caption (include the name of the event/persons, location, and date): The inaugural class of Honor Bound students take notes during an orientation session. August 19, 2021

Photo Credit: Kelly Gorham, MSU Mountains and Minds Article

<https://www.montana.edu/news/mountainsandminds/21672/honor-bound>

Photo File Name: Honor Bound 3

Photo Caption (include the name of the event/persons, location, and date): The inaugural class of Honor Bound students come from communities that stretch from Alaska to Virginia. They are united by a new appreciation for their Indigenous cultures, a striving for excellence and a supportive community devoted to both. August 19, 2021

Photo Credit: Kelly Gorham, MSU Mountains and Minds Article

<https://www.montana.edu/news/mountainsandminds/21672/honor-bound>

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

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

1. **Submission Date:** 5/3/22
2. **State Agency/Division/Program:** Montana State University, Center for American Indian and Rural Health Equity (CAIRHE)
3. **Narrative Coordinator Name: Phone/Email:**
4. **Activity Name** CAIRHE research projects and community engagement in multiple tribal communities
5. **Program Staff Name:** James Burroughs **Phone/Email:** 406-994-4407; jburroughs@montana.edu

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

- | | |
|--|--|
| a. <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| d. <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

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

Since its formation in September 2014, the **Center for American Indian and Rural Health Equity (CAIRHE)**, based at Montana State University–Bozeman and directed by Alexandra Adams, M.D., Ph.D., has conducted multiple research projects in close collaboration with partners on the Blackfeet, Crow, Flathead, Fort Belknap, Fort Peck, and Rocky Boy Reservations. With its close partner Montana INBRE (NIH IDeA Network of Biomedical Research Excellence), CAIRHE also maintains active community engagement with all tribal communities and tribal colleges in Montana. During FY 2022 the Center’s faculty investigators continued ongoing research spanning mental health, sleep, addiction, environmental health, sexual and reproductive health, nutrition and wellness, food security, health care access, and COVID-19 testing. Two recent projects with regional/national significance are: 1) “Protecting Our Community: A Pragmatic Randomized Trial of Home-Based COVID-19 Testing with Native American and Latino Communities,” a \$1.8 million National Institutes of Health grant to CAIRHE involving partners at Salish Kootenai College and in the Confederated Salish and Kootenai Tribes on the Flathead Reservation; and 2) “Building Bridges with Libraries Serving Native and Rural Communities in Montana,” a Community Engagement Ambassador grant to the MSU Library and the CAIRHE-INBRE Community Engagement Core by the Region 4 Network of the NIH’s National Library of Medicine, based at the University of Utah.

- a. All of the Center’s projects pursue CAIRHE’s primary mission, which is to reduce significant

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health disparities in Native and non-Native rural communities in Montana through community-based participatory research that is considerate of and consistent with their cultural beliefs. The Center is supported by a \$10.7 million, five-year Centers of Biomedical Research Excellence award from the National Institute of General Medical Sciences of the National Institutes of Health (grant number P20GM104417). More information is available at www.montana.edu/cairhe.

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

Not applicable.

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

The primary impacts of CAIRHE projects in tribal communities are the health interventions and improvements to tribal health disparities that will result from the research. Over time, these positive developments will have the potential to affect the lives of all community members and their families. In many cases, a subaward to the local tribal college funds salary support for one or more faculty and/or staff members; compensation and research experience for tribal college student research assistants; and travel support for faculty and/or student attendance and presentations at regional or national research conferences. Each project regularly convenes a Community Advisory Board who are trained in the principles of community-based participatory research and are involved in every stage of the project. Members of the tribal communities at large also receive regular presentations on research progress and results and the value of research performed in collaboration with local partners.

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

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

N/A

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

1. **Submission Date:** June 10, 2022
2. **State Agency/Division/Program:** Jake Jabs College of Bus & Entr – American Indian Business Leaders
3. **Narrative Coordinator Name:** Virginia Bratton **Phone/Email:** 406-994-6785
4. **Activity Name** *(the file name should reference this topic):*
5. **Program Staff Name:** Virginia Bratton **Phone/Email:** 406-994-6785
- 6.

Select Tribe(s) Involved:

- | | |
|---|---|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input 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 type="checkbox"/> Started before FY 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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.

1) AIBL is the “only American Indigenous non-profit organization solely dedicated to empowering business students in the United States” (<https://www.aibl.org/about>). After a hiatus of several years, Jabs College faculty reestablished AIBL at MSU in fall 2019. While there was much interest among Native students at MSU, there is hesitancy among many to participate in a business-oriented club. In academic year 2021/2022, a core group of active members led this chapter, which included students from film, economics, environmental sciences, and business. Our goal in year 3, as we emerged from the pandemic, was to meet face to face and recruit new members in order to keep the chapter moving forward.

Currently, the MSU chapter of AIBL represents the only formal Indigenous student activity in the Jake Jabs College of Business and Entrepreneurship [JJCBE]. Our year 3 accomplishments include:

- Hosting guest speaker, Danielle Antelope who presented her pilot tea program which was offered last year through Food Access and Sustainability Team Blackfeet.
- Participating in and organizing campus outreach activities including presenting at the Indigenous student orientation, participating in CATAPALOOZA to recruit student members, hosting a recruitment event in Fall 2022, raising MSU awareness of traditional Indigenous food by selling fry bread in the campus center, supporting the American Indian Council (AIC) Easter celebration, and offering a salary negotiation workshop targeted specifically to Indigenous students, led by Dr. Amber Raile.

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- Participating in the national AIBL calendar contest. We submitted a photo which was selected to appear in the 1st national AIBL calendar which will be distributed to membership across the country.
 - Working with the MSU AIC to monetize their IndigiCats logo, developing a business plan for this project, and submitting it to the national 2022 AIBL business plan competition, which will take place in Palm Springs in July 2022.
- 2) Three faculty members- Laura Black, Virginia Bratton, and Brooke Lahneman- engaged in ongoing qualitative research on Indigenous Entrepreneurship, in partnership with Helena entrepreneur and member of the Northern Cheyenne tribe, Major Robinson. This research is aimed at creating case studies of successful Indigenous entrepreneurs and examining connections between Indigenous culture and values and ways of doing business. Stemming from this research, the faculty members made 1 peer-reviewed presentation at the 2022 meeting of Western Academy of Management. They also were awarded a Scholarship and Creativity grant at MSU to support this research.

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

None.

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

One Indigenous student obtained part-time employment through the school year via his involvement in AIBL with Turtle Island Tales Inc. This led to an internship for credit, and his attendance at the Native American Nutrition conference in May 2022 where he made a poster presentation of research stemming from his work.

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

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

Photo File Name: Terrance Limpy President AIBL Fall 2021

Photo Caption (include the name of the event/persons, location, and date): Terrance Limpy, AIBL president, featured in Fall 2021 issue of Mountains and Minds magazine

<https://www.montana.edu/news/mountainsandminds/21673/business-class>.

Photo Credit: Adrián Sánchez-González

Photo File Name: AIBL 2022 members April 2022

Photo Caption (include the name of the event/persons, location, and date): 2021/2022 AIBL membership. (clockwise from top left): Terrance Limpy, Bruno Amon Franceschi, Blythe Gill, Sierra Realbird, and Lana Redfield. MSU AIBL submission to the National AIBL calendar contest.

Photo Credit: Laura Black

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

At this time, no suggestions.

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2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** 8 June 2022
2. **State Agency/Division/Program:** Montana State University
3. **Narrative Coordinator Name:** Florence Dunkel **Phone/Email:** 406 451 9343 fdunkel@montana.edu;
4. **Activity Name** Cooperative (*the file name should reference this topic*):
5. **Program Staff Name: Phone/Email:**

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

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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

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

The purpose of this state-tribal activity is to show how plant sciences and Indigenous knowledge are intertwined. In addition, the building display shows the greater context of MSU and the Montana Agricultural Experiment Station sites across the state and their geographic relationship with the federally recognized tribes and reservations in Montana. The display will replace an existing basic map with this more detailed map. In the process of creating the display a dialogue began in 2021-2022 between the 12 Native American nations residing in what is now the State of Montana and the MSU Department of Plant Sciences and Plant Pathology (PSPP). This is a major accomplishment. When completed, representatives of each of the 12 Nations will have joined in this dialogue.

The overall impact of this state-tribal activity is that a communication channel about local plants, ceremonial, medicinal, and for food will be created between the tribal nations residing in Montana and the faculty of the Plant Science and Plant Pathology Department of Montana State University. Equally significant is the visual recognition of this, their traditional ecological knowledge, for all Montana tribal students attending classes, seminars, advisor meetings in the Plant Biosciences Building. In a sense, this will create respect and recognition of the importance of this place-based knowledge.

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

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These actions, written, auditory, and visual, will carry out the law regarding Indian Education for All, particularly at the 13 through 16 grade levels.

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.

There will be Native American artists, metalworkers, and other skilled labor opportunities created in Indian Country to create, build and install this art project. Because of the intertwined action of linking Western science and Native science there will likely be significant funds leveraged to complete this project and to perhaps develop a related IEFA educational workshop for Native American and non- Native American people.

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

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

Photo File Name:

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

Photo Credits:

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

I think you have asked the correct questions. There is opportunity in the form to add just enough detail to understand the activity and predict where the impact will happen.

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

1. **Submission Date:**
2. **State Agency/Division/Program:** MSU/COA/MCB Dept/Environmental Health Program
3. **Narrative Coordinator Name:** Margaret Eggers **Phone/Email:** (406) 994-3064/
mari.egggers@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Crow Environmental Health Steering Committee
5. **Program Staff Name, MSU:** Margaret Eggers **Phone/Email:** (406) 994-3064/
mari.egggers@montana.edu

Program Staff Names, Little Big Horn College: John Doyle, **Phone/Email:** (406) [638-3155](tel:4066383155)/doylej@lbhc.edu; Christine Martin, **Phone/Email:** (406) [638-3157](tel:4066383157)/martinc@lbhc.edu

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

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

- Started before FY 2022 Started during FY 2022
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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.

A. Crow Reservation comprehensive home well and river testing, with USGS National Water Quality Program, Rocky Mountain Laboratory (Hamilton, MT) and MSU

Twenty home/public wells and seven sites along the Little Big Horn River will be sampled the second week of August, 2022. This will be comprehensive testing for inorganic, organic and microbial contaminants, with about \$1000 worth of analyses per site. Analyses will take a full year to complete and will greatly expand what is known about contamination of drinking, ceremonial and recreational water sources on the Crow Reservation. There will be subsequent dissemination to the Crow community and to regional and national audiences (including publications in peer reviewed journals).

USGS Collaborators: Drs. Paul Bradley and colleagues with the USGS National Water Quality Program (his team is doing similar testing across the US).

• Septic system wastewater: When USGS samples and analyzes water from 20 home wells and 7 sites along the LBHR in August, they will do a “bioassay” for endocrine disrupting compounds (EDCs). Many

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commercial chemicals which can be in septic wastewater (“septage”) are EDCs, so their presence is a marker for septage. (Partially supported by MSU’s USDA NIFA Tribal College research grant, PIs Doyle and Eggers)

- Organic compounds: USGS will test for a wide range of organic contaminants that we have never had the budget nor expertise to test for, including pesticides, compounds from oil spills, PFAS/PFOA (the “forever chemicals”) and more. (Relates to our EPSCoR funding.)
- Metals and nitrate: USGS will test for the same metals and nitrate we have been testing for, plus some additional ones. (MT EPSCoR funding is partially supporting staff time – Eggers and Doyle.)

Rocky Mountain Laboratories (RML) Collaborators: Drs. Crystal Richards, Ashley Groshong, Sarah Anzick (expertise in microbiology, genomics and bioinformatics – to identify pathogens)

- The USGS will also collect well water and LBHR samples for analysis by Crystal Richards and colleagues at Rocky Mountain Laboratories (RML). The RML team will use genetic techniques to identify a wide range of microbes, and then screen particularly for the 12 categories of pathogens that are on the EPA “Contaminant Candidate List 5” for water contaminants of concern. (Partially supported by our USDA NIFA TC research funding, PIs Doyle and Eggers.)

MT USGS Collaborators: Dr. Elliott Barnhart, Dr. Sheree Watson and Melissa Schaar.

- USGS Montana folks have offered to do follow up analysis using qPCR, which allows quantification of the pathogens of most concern.
- Barnhart and Watson are also volunteering their time to do a session each with the Guardians of the Living Waters water quality summer camp for Crow youth, held on the Crow Reservation, June 2022. (USGS funding)

Guardians of the Living Waters and MSU Collaborators: Dr. Vanessa Simonds and Christine Martin (NSF funding, Simonds PI); MSU researchers Drs. Brent Peyton, Sandra Halonen, Rebecca Mueller (who has since taken a USDA job), and Peyton’s PhD student John Shikani. (NARCH funding from Great Lakes Inter Tribal Council.)

- Dr. Mueller supervised the collection of LBHR samples by five teams of Guardians students last summer, and with help from RML, the initial microbial community analyses have just been completed. That process tentatively identified some pathogens of concern which need further bioinformatics research to confirm their presence. RML is doing that additional work.
- Additional river sampling in August 2022 to test for *Naegleria fowleri* (the deadly, brain-eating amoeba) and other pathogenic amoeba. (This is not part of the Guardians, as biosafety protocols make it much more challenging to involve undergraduates in this sampling, due to the nature of the pathogens.)
- MSU PhD student John Shikani will come to Crow in June to help with the Guardians camp, and could collect samples for analysis, from another swim hole at that time.

Student involvement

- Guardians are coming to MSU for tours of the Peyton and Ewing labs on Friday, June 10th.
- Richards, Martin and Eggers are planning a day long tour of RML for Guardians/LBHC Crow students and other project interns, tentatively sometime during the last two weeks of July. This will be an overnight trip.
- Montana USGS collaborators Drs. Elliott Barnhart and Sheree Watson are each coming to teach a session at the Guardians camp. Dr. Groshong from RML is coming to the camp twice to do the sampling with and teach the Guardians’ students.
- John Shikani at MSU will come to the Guardians camp to explain last summer’s results and describe the kinds of microbes found.

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- Crow Tribal PhD student JoRee LaFrance was invited to the Water in the West conference in Bozeman in May, both to participate and to meet Montana USGS colleagues we are collaborating with. She will also come in August to meet and work with the national USGS Water Quality team.
- Two Crow college students be invited to participate in the August sampling with USGS (stipends provided).
- Eggers is working on securing NSF travel funding for Crow student researchers to join us at the Tribal Environmental Health Summit in Lac Du Flambeau the first week in August, if they have a poster abstract accepted.

B. Collaboration with Plenty Doors Community Development Corporation (PDCDC), a Crow Tribal non-profit

John Doyle is a member of the PDCDC Board of Directors, and Doyle and Eggers participate in their weekly WASH (Water, Sanitation and Hygiene) conference calls. PDCDC has been able to use our home well water data to secure \$1 million in Community Development Block Grant funds for home repairs, including plumbing repairs. Eggers was able to get PDCDC \$25K in funding from the EPA and American Academy of Pediatrics for the Green and Healthy Homes training being held this week in Crow. Christine Martin helped with the logistics of offering the training. (Staff time supported with USDA NIFA TC Research funds, Doyle and Eggers, PIs)

C. Crow Reservation home well testing for arsenic species and arsenic-sulfur compounds

MSU Collaborators: Drs. Stephanie Ewing, Toby Koffman, Margaret Eggers, MSU

LBHC Collaborator: John Doyle

- Ewing and Koffman are finishing the analyses of approximately 20 Crow home well water samples, working to understand what arsenic species and arsenic compounds are present. A main finding coming out of this is that when there is a lot of organic material in groundwater (such as septic wastewater), the resulting low level of oxygen in groundwater results in increased levels of dissolved arsenic and if sulfur is present, levels of very toxic arsenic-sulfur compounds might also increase. This means keeping septic tanks pumped every few years as needed is really vital. Results will be returned to and discussed with each well owner. (MT EPSCoR funding supporting Eggers' and Doyle's time on this project)

Student involvement: MSU student and Crow Tribal member Tennison Big Day is a research intern on this project, and has presented a poster on the project (with only initial results) at an MSU student research celebration.

D. Inviting MSU Crow students' STEM mentors to visit and get an orientation to the Crow community

Leads: Christine Martin (staff), JoRee LaFrance (consultant) – both Crow Tribal members

- Martin and LaFrance will set the dates and come up with an overall concept, then do more detailed planning in July. (USDA NIFA NBTS funding, Eggers PI)

E. Supporting community health and water resources/environmental science majors at Little Big Horn College, Crow Reservation

Leads: Christine Martin, Jonah Morsette, Mari Eggers, Vanessa Simonds

- Working on offering two new LBHC courses: a summer water resources management course (JM) and a fall community health course (CM). These are each equivalent to the intro course in the respective program of study at MSU.
- The four of us will be working with LBHC on updating old 2 + 2 agreements for the community health, environmental health and environmental science majors. The water resources minor at MSU could be completed with any of those majors. (USDA NIFA NBTS funding)

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F. Air pollution from trash burning in Crow

Leads: John Doyle, Dr. Mari Eggers and collaborator Dr. Joe Hoover (U AZ), along with NIH P50 colleagues at the University of New Mexico

• Doyle has set out wristbands (hung on buildings or trees, not worn by people) for a week's time, along a transect from the dumpster site to the weather station, on two occasions. The wristbands go to the U of Oregon for analysis. The results from the first batch – when the dumpster was burning – have come back, and indicate some hazardous air pollutants with concentrations elevated closer to the dumpster site. We are waiting on the results from the second batch – controls when the dumpsters weren't burning. (UNM P50 funding, subaward to Eggers at MSU)

G. NIH Tribal Environmental Health Summit in Lac Du Flambeau, WI, August 3-5th.

Crow Tribal members and Eggers of the Crow Environmental Health Steering Committee (Doyle, Martin and others) will be attending and co-presenting two platform presentations on above work.

H. MSU Environmental Health major Rose Mary Antone, a Native American student, interning summer 2022 with the Chippewa Cree Water Resources Department on the Rocky Boy Reservation. Rose Mary is working full time for the Tribe this summer, through an MSU internship. She lives with her family on the Rocky Boy Reservation and is part Chippewa-Cree (along with other Tribal affiliations).

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

N/A

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

Data largely unavailable. In addition to the grant funds awarded directly to Little Big Horn College (by MT EPSCoR, USDA NIFA Tribal College Research Program, USDA NIFA New Beginnings for Tribal Students Program), our research data supported a \$1 million award to Plenty Doors CDC for improving safe water access and home plumbing on the Reservation and a \$25,000 EPA award to PDCDC for staff and community training on healthy homes. USGS will be contributing > \$30,000 worth of Crow home well water and river water analyses, and Rocky Mountain Laboratory roughly another \$30,000 worth of microbial analyses of water samples from the same sites.

* Crow Tribal authors:

Doyle, J.*, Martin, C*., Young, S.L. *, Lefthand, M.J. *, Three Irons, E. *, Eggers, M.J. 2022. Ch. 15: Graduate Research Serving Apsáalooke Communities. Pp. 225-234. *In* Atalay, S., McCleary, A., Eds. *The Community-Based PhD: Complexities and Triumphs of Conducting CBPR*. University of Arizona Press.

Schlenger, C., Conroy-Ben, O., Cooley, C., Cooley, N., Cruz, M., Dotson, D., Doyle, J. *, Eggers, M.J., Hardison, P., Hatch, M., Hogue, C., Jacobson Hedin, K., Jones, C., Lanphier, K., Marks-Marino, D., Mosley, D., Olsen Jr., F., & Peacock, M. 2021. Water. In *Status of Tribes and Climate Change Report* [Marks-Marino, D. (ed.)]. Institute for Tribal Environmental Professionals, Northern Arizona University, pp. 98–141.
https://www7.nau.edu/itep/main/docs/publications/ITEP.STACC.Report_2021.pdf.

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Donatuto, J., Campbell, L., Cooley, C., Cruz, M., Doyle, J. *, Eggers, M., Farrow Ferman, T., Gaughen, S., Hardison, P., Jones, C., Marks-Marino, D., Pairis, A., Red Elk, W., Sambo Dorough, D., & Sanders, C. 2021. Health & Wellbeing. In Status of Tribes and Climate Change Report [Marks-Marino, D. (ed.)]. Institute for Tribal Environmental Professionals, Northern Arizona University, pp. 159–173.

https://www7.nau.edu/itep/main/docs/publications/ITEP.STACC.Report_2021.pdf.

Martin, C. *; Simonds, V.W. *; Young, S.L. *; Doyle, J. *; Lefthand, M. *; Eggers, M.J. 2021. Our Relationship to Water and Experience of Water Insecurity among Apsáalooke (Crow Indian) People, Montana. Int. J. Environ. Res. Public Health 18:582 (20 pp). <https://doi.org/10.90/ijerph18020582>.

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

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

Photo File Name:

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

Photo Credit:

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

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

1. **Submission Date:** 6/8/2022
2. **State Agency/Division/Program:** Montana State University College of Agriculture
3. **Narrative Coordinator Name:** Bruce Maxwell **Phone/Email:** maxwell@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Ecosystem consequences of bison reintroduction on Blackfeet Tribe Buffalo Pastures
5. **Program Staff Name:** Bruce Maxwell **Phone/Email:** maxwell@montana.edu
6. **Select Tribe(s) Involved:**
 All Fort Belknap
 Blackfeet Fort Peck
 Chippewa Cree Little Shell
 Confederated Salish & Kootenai Northern Cheyenne
 Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
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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.

Bison have represented a culturally significant and important food source for indigenous people across the Northern Great Plains. In the early 1800s bison were nearly hunted to extinction through high hide demand and U.S. military tactics for subjugating the Plains Indians and other Native Americans. Conservation efforts for preserving and reintegrating bison into their native ecosystems have begun by re-establishing the wild herds across North America. MSU research project under the direction of Bruce Maxwell, Helen Augare Carlson and Kyran Kunkel to assess the ecosystem consequences of bison reintroduction on Blackfeet Tribe Buffalo Pastures. This research project has a training aspect focused on providing Blackfeet Community College students with training that enable them to become modern rangeland managers using new technologies to monitor trends in the vegetations and wildlife dynamics as well as bison behavior. In parallel, a strong emphasis is placed on indigenous knowledge of the ecology of these ecosystems and how these approaches can create a synergy in rangeland management.

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

A primary impediment to bison herd development is the lack of local meat processing facilities on the reservations.

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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.

Since starting the program in 2021 we have only had 2 native students go through our summer research internship program and move on to 4-yr degree programs. We hope to attract more students in 2022.

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

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

Photo File Name: BCC and MSU bison research collaborators

Photo Caption (include the name of the event/persons, location, and date): Hannah Duff (MSU graduate student), Shawna Illig (Blackfeet Community College student) and Helen Augare Carlson (Blackfeet Community College Institutional Development Title III Director, NSFC Co-Founder), Smith Ranch, Browning, MT 6/2021

Photo Credit: Bruce Maxwell

Photo File Name: Bison reintroduction at the Smith Ranch

Photo Caption (include the name of the event/persons, location, and date): Bison roaming the Smith Ranch after reintroduction, Browning, MT 6/2021

Photo Credit: Bruce Maxwell

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

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

1. **Submission Date:** 6/8/2022
2. **State Agency/Division/Program:**
3. **Narrative Coordinator Name:** Tracy Dougher **Phone/Email:** 406-994-6772 tracyaod@montana.edu
4. **Activity Name** (*the file name should reference this topic*): *Growing and Sustaining Pathways in Agriculture for Tribal Students*
5. **Program Staff Name:** Tracy Dougher **Phone/Email:** 406-994-6772 tracyaod@montana.edu

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

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In 2020, Blackfeet Community College (BCC), in partnership with MSU College of Agriculture (CoA), received a USDA National Institute on Food and Agriculture, New Beginnings grant, Growing and Sustaining Pathways in Agriculture (GaSPA) for the recruitment and retention of tribal students in college and universities. This two-year grant will support Seasonal Institutes at BCC and MSU for observation, communication, education and research centered on agricultural needs for Blackfeet food sovereignty and their rural economy. Seasonal Institutes and other activities will provide the opportunity for students, faculty, and staff to understand the barriers in the path of tribal students as well as creating a community at MSU that both tribal communities and tribal students consider a home-away-from-home. In addition, the grant provided financial and social support for all tribal students at MSU. A gift from Northwest Farm Credit Services (Jan 2021) aided in expanding this pilot program to all tribes and colleges at MSU.

For July 2021-June 2022, the Blackfeet and MSU collaborators continue to work towards an articulation agreement for the Environmental Sciences program with BCC adding a two-semester chemistry course. CoA faculty and staff (8) engaged in Days of Piikani and listening sessions with BCC faculty to immerse in the culture of the tribe and BCC. In October at the American Indian Hall Dedication convening, we hosted a meet and greet with Blackfoot Confederacy Elder and family, State Fish and Wildlife Tribal liaison, MSU CoA and faculty, and a Smithsonian Fellow (23 participants). The CoA Indigenous Pathways in Agriculture and BCC

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provided tutoring resources and established a peer mentoring program that connects students at BCC with students at MSU CoA via Zoom. MSU CoA hosted BCC students for a tour at MSU that introduced students (2) to Academic/Financial support with TRIO Student Services, MSU Explore, Campus and Farm Tours, Ancestral seed bank tour, Bug Buffet student competition, in conjunction with masterclass with Dr. Kyle Whyte, March 3-4.

Accomplishments:

- Strong collaborative working relationship has evolved between not only project teams at each institution but also between the two student support services staff who share resources and work together to determine effective student engagement.
- The GaSPA coordinators organized two successful events bringing together BCC and MSU students
- MSU Indigenous Pathways in Agriculture Support Program outcomes include monthly 1-1 personalized support provided to core students in the program
- Number of BCC students that transferred and/or are planning to transfer to MSU in CoA (1)
- MSU CoA awarded ~\$50K in scholarships to indigenous students, including emergency funding during mid-semester. Five scholarships awarded from USDA-NIFA funding to BCC students and six scholarships awarded to MSU students
- MSU faculty and GaSPA staff met with elders and faculty at BCC during the mini-immersion in November that not only provided important insights into their perceptions about current needs and ways to strengthen the transfer pathways, but also opened the door for strengthening relationships and collaborating toward shared goals in the immediate future.
- There is a collective sense that the GaSPA partnership will be sustained past the official end to the grant. Conversations are ongoing with respect to collaborations around research, including the involvement of students, and leveraging other grants and existing activities to sustaining staff positions and programming.
- Eighteen faculty/researchers participated in the series of “Welcoming Tribal College Student Transfers” workshops offered in person at MSU with the option to join remotely. BCC GaSPA leaderships also joined. Thirteen participants completed the post-survey of which ten reported preparing and presenting a final project. Eleven participants reported that the workshops “considerably” or “greatly” increased their ability to “develop a welcoming environment that minimizes border crossings” and nine reported the same degree to which they could “advise respectfully graduate and undergraduate students from a culture other than their own.”

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

In working on this articulation agreement, gaps in the MSU transfer and articulation process have been uncovered. These gaps significantly affect students from tribal colleges, making transfer difficult. OCHE and MSU are working on breaking down those barriers and bridging the gaps with transfer credits.

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

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Photo Credit:

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

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1. **Submission Date:** 9 June 2022
2. **State Agency/Division/Program:** Montana State University
3. **Narrative Coordinator Name:** Florence Dunkel **Phone/Email:** 406 451 9343 fdunkel@montana.edu;
4. **Activity Name** Cooperative (*the file name should reference this topic*):
5. **Program Staff Name: Phone/Email:**

6. **Select Tribe(s)(X) Involved:**
 All Fort Belknap
 Blackfeet Fort Peck
 Chippewa Cree Little Shell
 Confederated Salish & Kootenai Northern Cheyenne
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The purpose of this state-tribal activity is to add to the field experiences of the Guardians of the Living Water (GLW) (originated by Dr. Vanessa Simonds and Christine Martin) the connection between plant anatomy, physiology, Western medicine studies and Elder knowledge and ceremonial uses of the Apsaalooke. We focused on *Mentha piperata*, peppermint.

The significance is this activity is to engage the GLW youth in discovery at the river's edge, or riparian areas, of the microscopic structure of this important ceremonial plant.

The overall impact of this state-tribal activity is that a communication channel about local plants, ceremonial, medicinal, and for food will be created between the Western scientists and the Apsaalooke Elders. Equally significant is the visual recognition of this, the GLW youth's traditional ecological knowledge, has been verified by peer refereed journal articles that report double blind studies verifying the medicinal (digestive) benefits of peppermint, *Mentha piperata*. In a sense, this will create respect and recognition of the importance of this place-based knowledge of the GLW youth themselves.

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

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These actions, written, auditory, and visual, will carry out the law regarding Indian Education for All, particularly at the 4 through 12 grade levels.

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.

There will be about 20 GLW youth who will learn these lessons of the interrelationship of traditional knowledge and verification of western science. They will share this knowledge with their families. Science teachers throughout Montana can learn that with a simple dissecting microscope they can see the plant structures that store these bio-active plant compounds recognized for millennia perhaps by Native Americans in the area that is now Montana.

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

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

Photo File Name:

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

Photo Credits:

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

I think you have asked the correct questions. There is opportunity in the form to add just enough detail to understand the activity and predict where the impact will happen.

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** 9 June 2022
2. **State Agency/Division/Program:** Montana State University
3. **Narrative Coordinator Name:** Florence Dunkel **Phone/Email:** 406 451 9343 fdunkel@montana.edu;
4. **Activity Name** Cooperative *(the file name should reference this topic): Immersion of MSU undergraduates in AGSC 465R on the Northern Cheyenne reservation.*
5. **Program Staff Name:** Meredith Tallbull, Linwood Tallbull, Mina Seminole, Anthony Whitedirt, Janelle Beartusk, Burt Medicine Bull, Richard Littlebear **Phone/Email:**406 477 6215
6. **Select Tribe(s)(X) Involved:**
 All Fort Belknap
 Blackfeet Fort Peck
 Chippewa Cree Little Shell
 Confederated Salish & Kootenai Northern Cheyenne
 Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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

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

The purpose of this state-tribal activity is to add to give all students in AGSC 465R (trained in skills and concepts appropriate to the immersion) an opportunity to engage with the community, particularly the instructors and administrators at Chief Dull Knife College. The significance is that the students can practice active listening in order to determine the desired quality of life with this Indigenous community in Montana.

The significance of this activity is that students were able to engage in relatively deep conversation with tribal members of a variety of ages and a selection of professions. Although only one of the students was focused on a project within the Northern Cheyenne community, all students had an opportunity to learn the impact of the tribe's history, spend time on their land, and in general help them understand how to learn from their own community of focus.

The overall impact of this state-tribal activity is that students learned first-hand the ramifications of historical trauma. They also learned the current ways the Northern Cheyenne nation, particularly at the tribal college is trying to mitigate the trauma with historical reenactment and with capturing the spoken language and the stories of their Elders.

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

These actions, will carry out the law regarding Indian Education for All, particularly at the 14 through 16 grade levels.

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.

About 30 people in WebEx and in person attended the Share the Wealth Symposium where these students presented their research results and learnings. This included those who attended the immersion on the Northern Cheyenne reservation as well as Gallatin Valley immigrant immersions, immersions in Juarez, Mexico.

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

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

Photo File Name:

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

Photo Credits:

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

I think you have asked the correct questions. There is opportunity in the form to add just enough detail to understand the activity and predict where the impact will happen.

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** 9 June 2022
2. **State Agency/Division/Program:** Montana State University
3. **Narrative Coordinator Name:** Florence Dunkel **Phone/Email:** 406 451 9343 fdunkel@montana.edu;
4. **Activity Name** Cooperative (*the file name should reference this topic*): *Low Glycemic Index Community Garden for Lame Deer MT.*
5. **Program Staff Name:** Meredith Tallbull **Phone/Email:**
6. **Select Tribe(s)(X) Involved:**
 All Fort Belknap
 Blackfeet Fort Peck
 Chippewa Cree Little Shell
 Confederated Salish & Kootenai Northern Cheyenne
 Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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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 purpose of this state-tribal activity is to add to engage the community, particularly the youth in planting, harvesting and enjoying the vegetables from the garden in the center of Lame Deer. The significance is that the leader of this activity is Meredith Tallbull, a successful Lame Deer High School teacher and an entrepreneur in his own right. He is the originator and owner of the pizza pop up, a popular treat in the town of Lame Deer. As such he is a major model of engagement, success for the youth who know him well.

The significance of the pizza pop up truck, that is called the Rezzeria, is that eventually all the vegetable toppings for the pizza will be grown in this low glycemic index garden. Moreover, Meredith relies only on the community and research by MSU students and their instructors. He accepts no government or extramural funding on principle of being independent and focused on his people.

The field experiences (harvest) from the garden last August and September was a major accomplishment and this was well noted by the residents of Lame Deer. Pumpkins were especially successful. This spring the major accomplishment was the receiving of heritage seeds by the seed saving initiatives developed by Dr. Jill Makin in Department of Health and Human Development.

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The significance is this activity is that MSU non-native students are watching this empowered Northern Cheyenne and his vision to connect with and inspire the youth of the community.

The overall impact of this state-tribal activity is that a communication channel about place-based Native American entrepreneurship works. There is also a message that is being adopted slowly. That message is that local, home grown foods are more tasty and low cost and healthier for residents.

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

These actions will carry out the law regarding Indian Education for All, particularly at the 4 through 12 grade levels.

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

This year the students of AGSC 465R who have been working with the Northern Cheyenne in support of this garden idea since 2010 collected two new sets of data. One of the AGSC 465R students, Sophie Roberts a junior in Environmental Studies and minor in Native American Studies from Bozeman, linked with the soil analysis professors to determine if toxic metals and other elements were present in this garden area and adjacent area designated for expansion in 2023. The data showed no qualitative or quantitative concerns.

The other noteworthy experience this year was the engaging of the poet, Dr. Richard Littlebear, President of Chief Dull Knife College in considering the how the poet can speak to the garden experience and how the garden can inspire the poet. Dr. Littlebear reminded us that each of us has the capacity to be a poet and the work required to help the garden be productive can provide a way for everyone to engage in what happens in the garden.

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

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Photo File Name:

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

Photo Credits:

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

I think you have asked the correct questions. There is opportunity in the form to add just enough detail to understand the activity and predict where the impact will happen. Share the results more broadly.

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

1. **Submission Date:** 9 June 2022
2. **State Agency/Division/Program:** Montana State University

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(for the reporting period July 1, 2020 - June 30, 2021)

3. **Narrative Coordinator Name:** Florence Dunkel **Phone/Email:** 406 451 9343 fdunkel@montana.edu;
4. **Activity Name** Cooperative *(the file name should reference this topic)* Preparing MSU faculty, staff, and administrators for their role in Welcoming Tribal Students
5. **Program Staff Name:** Helen Augere Carlson **Phone/Email:**
6. **Select Tribe(s)(X) Involved:**
 All Fort Belknap
 Blackfeet Fort Peck
 Chippewa Cree Little Shell
 Confederated Salish & Kootenai Northern Cheyenne
 Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
- Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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The purpose of this state-tribal activity was to engage with the MSU community, particularly in the College of Agriculture. The significance is that the leader faculty, administrators, and staff were carefully guided through the cognitive dissonance of learning some truths of the history and current issues of the Native Americans of Montana. Concepts such as participatory diagramming, doing one's historical background was emphasized in using decolonizing methodologies in the classroom, in writing, and advising.

The significance was the personal relationship with the Amskapi Piikani at Blackfeet Community College, hearing a Napi story, tasting foods such as tongue that are not typical of some Euro-American cultures.

The field experiences during the immersion at the College in Browning and in the overwintering location of the bison as well as the site of the boarding schools were life changing experiences for some of the College of Agriculture personnel.

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

These actions, will carry out the law regarding Indian Education for All, particularly at the 13 through 16 grade levels and beyond.

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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Faculty engaged in book discussions with Incorporating Cultures Role in the Food and Agricultural Sciences; individual mentoring; engaged in 6 ninety minute workshops and a 3-day immersion on the Amskapi Piikani reservation.

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

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

Photo File Name:

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

Photo Credits: Sophia Roberts (verbiage), Florence Dunkel and Gloria Baldevia (photos in poster) and Florence Dunkel (poster design)

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

I think you have asked the correct questions. There is opportunity in the form to add just enough detail to understand the activity and predict where the impact will happen. Share the results more broadly.



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

1. **Submission Date:**
2. **State Agency/Division/Program:** Montana State University/College of Agriculture/Department of Microbiology and Cell Biology
3. **Narrative Coordinator Name:**Christa Merzdorf **Phone/Email:**994-5645/merzdorf@montana.edu
4. **Activity Name** Trails to Research: Intensive STEM Courses for Tribal College Students
5. **Program Staff Name: Phone/Email:**
Christa Merzdorf 994-5645/ merzdorf@montana.edu
Jennifer Forecki 414-803-1699/ jforecki@gmail.com
6. **Phone/Email:**
7. **Select Tribe(s) Involved:**
 All Fort Belknap
 Blackfeet Fort Peck
 Chippewa Cree Little Shell
 Confederated Salish & Kootenai Northern Cheyenne
 Crow
8. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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

In order to increase the diversity of students at MSU, Drs Christa Merzdorf and Jennifer Forecki conduct the Trails to Research Program, which comprises courses for American Indian tribal college students, where students experience STEM research in an intimate and immersive setting, both at MSU and at tribal colleges in Montana. The centerpieces of these week-long intensive courses are student-designed and -managed research projects in the fields of cellular and molecular biology. With these projects, tribal college students learn the research process from developing a hypothesis all the way to the final step of presenting their findings. This hands-on approach teaches STEM concepts and provides both the mindset and skills required to participate in undergraduate research. These projects are a major boost to students' confidence and self-efficacy in research. Teaching these courses at tribal colleges is particularly important for students, who may not yet be ready to leave the reservation for a variety of reasons. Students, who have precipitated in one of the courses are invited to return as TAs to achieve even deeper engagement with the material and research concepts. Thus, these courses provide stepping stones to undergraduate research experiences at MSU, such as the BRIDGES to Baccalaureate, Undergraduate Scholars, or INBRE programs. Many studies have shown that participation in undergraduate research creates a sense of belonging and purpose that critically contributes to students' retention and success.

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Our course taught at MSU is also part of the “New Beginnings” program, which is a collaboration between Blackfeet Community College and the College of Agriculture at MSU. Dr. Tracy Dougher and Rikki Ollinger are the partners at MSU.

Finally, we taught a 3-day molecular biology workshop for the interns at SKC.

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

NA

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

The courses are the result of working extensively with faculty and staff at all seven of Montana’s tribal colleges. To date, the courses have been held at MSU seven times (2015-2022), at ANC five times (2016, 2018, 2020, 2021, 2022), at CDKC five times (2016, 2018, 2019, 2021, 2022), at LBHC three times (2017, 2019, 2020), at FPCC two times (2017, 2019), at BCC once (2021), and at SCC once (2022). During the 2021/2022 reporting period, the course was held at MSU, CDKC, ANC, and SCC. Students from all seven tribal colleges are invited to attend the course at MSU.

Many of the students in our courses have transferred to MSU or other 4-year institutions. We are currently gathering information to obtain accurate numbers. Overall, the impact of our program extends well beyond our courses. Our students contribute to research at tribal colleges and at MSU and the faculty members, who participated, are incorporating the material into their teaching.

During the 2021/2022 reporting period, 47 students participated in our courses and 3 students from previous courses returned as TAs. In total, 231 tribal college students and 16 high school students have attended our courses and 19 TAs have participated. Further, 8 faculty members from tribal colleges have participated in our courses (from CDKC, ANC, LBHC, BCC, SCC).

This program is funded by a grant from the National Science Foundation.

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

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

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Photo File Name: Students at Stone Child College
Photo Caption (include the name of the event/persons, location, and date):
Students in Trails to Research Course at Stone Child College 5/16/2022-5/20/2022
Photo Credit: C. Merzdorf



Photo File Name: Microscopy at Stone Child College
Photo Caption (include the name of the event/persons, location, and date):
John Bigknife doing microscopy of zebrafish embryos during Trails to Research Course at Stone Child College
5/16/2022-5/20/2022
Photo Credit: C. Merzdorf

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

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** 5/9/2022
2. **State Agency/Division/Program:** Montana State University, Bozeman
3. **Narrative Coordinator Name:** Yoshi Colclough **Phone/Email:** 406-994-6048/ yoshikoc@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Blackfeet Community Hospice Project
5. **Program Staff Name:** Gary M. Brown **Phone/Email:** 406-450-4149/
garymbrown990@gmail.com

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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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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 **purpose** is to build on and expand a workshop study by investigating 1) factors that impact end-of-life (EOL) information seeking/sharing behaviors (i.e., active seekers &/or passive receivers) and 2) how publicly shared EOL information is used among Blackfeet tribal members on the reservation. Disparity in hospice use threatens optimal quality of life during the final stage of life since hospice provides alleviation of pain, suffering, and burdens, and promotes dignity and a peaceful death for the users and their families. While over 50% of the deceased under Medicare used hospice, its use by American Indian/Alaska Native (AI/AN) patients is 0.4% of all users when compared to 1.7% of their proportion in the total United States (U.S.) population.

Montana Healthcare Foundation had funded (\$26,262.00) a pilot workshop study to the Blackfeet Nation in 2018 that is a base of this expanding project. Results will contribute to the expansion of health information seeking behavior theory in the context of hospice care for the AI/AN population.

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

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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.

Our proposal is pending for possible NIH/NINR end of the year funding (in September 2022).

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

Photo File Name:

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

Photo Credit:

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? None

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 6/8/2022
2. **State Agency/Division/Program:** MSU Mark and Robyn Jones College of Nursing, Great Falls Campus
3. **Narrative Coordinator Name:** Laurie Glover **Phone/Email:** 406-788-3420
glover@montana.edu
4. **Activity Name** *(the file name should reference this topic):*
5. **Program Staff Name:** **Phone/Email:**

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

- | | |
|--|--|
| a. <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input checked="" type="checkbox"/> Little Shell |
| d. <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc. In NRS 477, Population-based Nursing, one senior nursing student completed 80 hours each during Fall, Spring, and Summer semesters, at Indian Family Health Clinic in Great Falls. The IFHC serves all American Indians, but Great Falls is primary home to the Little Shell. Also in NRS 477, two students each semester complete 20 hours each at Rocky Boy's Health Center for clinical learning. Finally, also in NRS 477, one student is completing their clinical experience of 40 hours at Butte Native Wellness Center. In NRS 341, Psychosocial Nursing Concepts, 16 nursing students each semester visit the Native American Welcoming Center which serves Native American patients and families at Benefis. NRS 469, Blackfeet Cultural Immersion Course, was re-started in 2022 after 20 years of not being offered. Fifteen ABSN senior nursing students will travel to the Blackfeet reservation the week of June 19-24, 2022. The course involves didactic preparation, cultural experiences, and clinical work in I.H.S. and Tribal Health facilities.
9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

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11. Are there **photographs** to support the narrative? () Yes (x) No We may have photos after 6/24 of the Blackfeet Immersion course week.

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

Photo File Name:

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

Photo Credit:

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

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1. **Submission Date:** 6/8/2022
2. **State Agency/Division/Program:** MSU Mark and Robyn Jones College of Nursing, Great Falls Campus
3. **Narrative Coordinator Name:** Angela Jukkala **Phone/Email:** 406-406-253-4441
angeal.jukkala@montana.edu
4. **Activity Name** *(the file name should reference this topic):* IFHC Telehealth Assessment
5. **Program Staff Name:** Indian Family Health Clinic Great Falls
Phone/Email:
406-268-1510.
6. **Select Tribe(s) Involved:**
 - a. All Fort Belknap
 - b. Blackfeet Fort Peck
 - c. Chippewa Cree Little Shell
 - d. Confederated Salish & Kootenai Northern Cheyenne
 - e. Crow

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

- Started before FY 2022 Started during FY 2022
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In the summer of 2021, a customer satisfaction survey with the implementation of telehealth services was conducted for the Great Falls Indian Family Health Clinic (IFHC). IFHC This activity provided the IFHC with baseline information to guide future telehealth program improvement and development.

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

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

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

Photo File Name:

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

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Photo Credit:

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

2021 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** 5-2-22
2. **State Agency/Division/Program:**
3. **Narrative Coordinator Name:** **Phone/Email:**
4. **Activity Name:** HEART. Health Education and Art for Resiliency Teaching, N-349 Nursing Care of Children and Families.
5. **Program Staff Name:** Dr. Julie H. Alexander-Ruff MSN,RN,APRN,CPNP-PC **Phone/Email:**
406-599-9576 Julie.ruff@montana.edu

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

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

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

- | | |
|---|---|
| a. <input checked="" type="checkbox"/> Started before FY 2022 | <input type="checkbox"/> Started during FY 2022 |
| b. <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

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

The Mark and Robyn Jones College of Nursing at Montana State university, the College of Education, Health and Human Development at Montana State University, in collaboration with the Fort Peck tribes, and the Wolf Point school district supported Dr. Julie H. Alexander-Ruff and Dr. William G. Ruff to initiate the HEART (Health Education and Art for Resiliency Teaching) project. This program was initiated at the request of the tribe and the school district. With IRB approval we worked together to implement and evaluate a program designed to improve children's resiliency and socio-emotional climate of their classrooms A teacher who is attuned to native ways of learning is better equipped to meet the emotional and learning needs of children in their classrooms. The nurse practitioner worked directly with the children to build resiliency and self-esteem skills through the mechanisms of mindfulness training, nutritional and health education and activities directed at building the skills necessary to improve self-esteem and resiliency. The faculty researchers visited the school site for three days each month observing classrooms, coaching teachers, providing professional development to teachers and evaluating indicators of student-teacher relationships. Five undergraduate student nurses participated in this experience which included 3 days in the School based health center, caring for Native students with acute and chronic illness, health promotion and disease prevention.

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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities. None yet-data analysis is ongoing . End of year presentation to the Wolf Point.school board is scheduled for June 2022.
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.
78 children served over the academic year 2021-2022 .
3 K-3 teachers
2-K-12 administrative staff members
1-superintendent
5 undergraduate student nurses

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

Photo File Name:

Photo Caption: Junior level student nurses preparing for their Cape Air flight home from the Fort Peck Reservation.

3rd grade students participating in the HEART project at Southside school in Wolf Point, Montana

Photo Credit: Dr. Julie H. Alexander-Ruff MSN,RN, APRN, CPNP-PC

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?
- a. Funding to support and grow this program is requested and needed. In order to continue to meet the requested needs of the Fort Peck tribes in the K-12 system, ongoing program support is necessary. Program support would allow for funds to bring in experts in the area of trauma and its relationship to school success which will directly impact and improve the lives of native children immediately and in their futures. Decreasing the incidence of drop out, early death, incarceration and alcoholism and drug abuse. I have been asked by the tribe to follow children from 3rd grade through middle school, providing services related to health education, nutrition, mindfulness training, support for teachers in educating children from the perspective of culturally congruent classroom services and resiliency.

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(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** June 10, 2022
2. **State Agency/Division/Program:** Mark & Robyn Jones College of Nursing, Montana State University
3. **Narrative Coordinator Name:** Laura Larsson
4. **Phone/Email:** 406-994-7504
5. **Activity Name:** NRSB 469 Culturally Resonant Care: The Blackfeet Experience
6. **Program Staff Name:** L. Larsson **Phone/Email:** llarsson@montana.edu

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

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

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

- | | |
|--|--|
| a. <input type="checkbox"/> Started before FY 2022 | <input type="checkbox"/> Started during FY 2022 |
| b. <input type="checkbox"/> Ongoing/Long-Term | <input checked="" type="checkbox"/> Completed/finalized during FY 2022 |

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

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

Purpose: This one-week immersion course is to foster a growth mindset towards health beliefs, intercultural learning, communication, and nursing applications. The 15 participants are accelerated nursing students on the Great Falls Campus who will apply cultural concepts with applications to nursing.

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

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

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

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

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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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1. **Submission Date:** June 10, 2022
2. **State Agency/Division/Program:** Mark & Robyn Jones College of Nursing, Montana State University
3. **Narrative Coordinator Name:** Laura Larsson
4. **Phone/Email:** 406-994-7684
5. **Activity Name:** *Caring for Our Own Program (CO-OP)*
6. **Program Staff Name:** L. Larsson **Phone/Email:** (406) 994-7504 llarsson@montana.edu

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

- | | |
|---|---|
| a. <input checked="" type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| b. <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| c. <input checked="" type="checkbox"/> Chippewa Cree | <input checked="" type="checkbox"/> Little Shell |
| d. <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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A high level of recruitment in Montana, regionally, and nationally occurred this last year. Further developmental orientations occur twice a year and throughout the year student support activities in the form of tailored check-in's and the provision of tutoring occur. We expect retention rates to continue to meet or exceed 90%. Ongoing data collection and results are reported semi-annually.

All primary activities and services provided to students will remain constant in subsequent years. This high level of consistent service provides the best chances of success and having students and the program achieve long term goals. Several strategies enhance the skills of current AI/AN registered nurses and advanced practice nurses (APRNs). Through the following formal continuing education programs we provide the highest quality healthcare services in AI/AN health care organizations.

Nurses working in I.H.S. and tribal facilities have been added to the listserv from Office of Rural Health Montana AHEC and have been invited to attend continuing education events. Graduates of our program are invited to speak at each HOPE Week. In winter of 2022, Ms. Casaja Fritzier spoke about her time in nursing school and encouraged educational persistence for our undergraduate students.

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CO-OP alumni serve as preceptors for students completing undergraduate clinical hours in rural and primary care settings.

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

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 Caring for Our Own Program (CO-OP) celebrated 23 years of diversifying the nursing workforce during the 2021-2022 academic year. Total program enrollment from 1998-2022 is 378 students with 74 currently enrolled and making progress toward degree completion. The distribution of degrees included 127 bachelors (119 traditional, 8 accelerated) and 11 graduate degrees (MN = 3, FNP = 2 DNP = 6) to date. Approximately 8.6% of our graduates are male. A snapshot of our current enrollment is that 29 CO-OP members are in their junior and senior years of nursing school and another 32 are in their freshmen and sophomore years of nursing school indicating a strong baccalaureate pipeline. We have an additional 7 students ready to transfer in at the junior level this fall 2022. At the graduate level 11 DNP degrees were awarded and 5 graduate students are currently enrolled. We expect a robust recruitment to graduate study and trained nurses adept in providing primary care upon graduation. Further 91.99% of the Caring for Our Own Program graduates pass the NCLEX and the state licensure rate (n = 99/110, 90.8%) reflects active and unencumbered registered nurse licenses. The pass rate for NP certification is 100%.

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

Photo File Name:

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

Photo Credit:

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

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

1. **Submission Date:** June 10, 2022
2. **State Agency/Division/Program:** Mark & Robyn Jones College of Nursing, Montana State University
3. **Narrative Coordinator Name:** Laura Larsson
4. **Phone/Email:** 406-994-7504
5. **Activity Name:** One Community One Health and the Smiles Across Montana Partnership Montana Department of Health and Human Services (MT DPHHS) Oral Health Program
6. **Program Staff Name:** Nicole Hayes Phone/Email: (406) 994-6724

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

- | | |
|---|---|
| a. <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| b. <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| c. <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| d. <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| e. <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

Montana Department of Health and Human Services (MT DPHHS) Oral Health Program (OHP) have partnered to support American Indian initiatives that collaboratively support early childhood oral health activities. This project is funded by Health Resources and Services Administration Grants to States to Support Oral Health Workforce Activities Grant No. T12HP30538 through August 31, 2022. The MT DPHHS OHP was awarded this grant in September 2016 and receives financial support of \$400,000 annually. During the subcontract period of 10/1/18 through 8/31/22, MSU-CON will receive \$339,158 of federal funding and is required to provide \$135,663 matching or in-kind funding.

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

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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11. Are there **photographs** to support the narrative? () Yes (x) 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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(for the reporting period July 1, 2020 - June 30, 2021)

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

1. **Submission Date:** Monday, June 13, 2022
2. **State Agency/Division/Program:** Montana State University-Bozeman, School of Art
3. **Narrative Coordinator Name:** Dr. Jennifer Woodcock-Medicine Horse
Phone/Email: (406) 539-5487 jwoodcock@montana.edu
4. **Activity Name** (*the file name should reference this topic*):
"IndigenEyes: Contemporary Native American Art of the Rocky Mountain West."
5. **Program Staff Name:** Dr. Jennifer Woodcock-Medicine Horse
Phone/Email: (406) 539-5487 jwoodcock@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
Crow | <input type="checkbox"/> Northern Cheyenne <input type="checkbox"/> |

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

- | | |
|---|---|
| Started before FY 2022 | <input checked="" type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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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.

Brief Description:

The MSU-Bozeman School of Art has been awarded \$50,000 to implement a digital humanities project, "*IndigenEyes: Contemporary Native American Art of the Rocky Mountain West.*" *IndigenEyes* will culminate in an online exhibit documenting and sharing the work of at least 18 extraordinary contemporary Native American artists. Each artist will be showcased by digital imagery of their work, a video interview and a curatorial essay placing their work in historical, cultural, and political context. The project is funded by the National Endowment of the Humanities in partnership with the Association of Tribal Archives, Libraries and Museums; funding is for one year March 2022-February 2023. The project is in Phase 1 – selection of artists, preliminary website design, and curriculum design. This work is being accomplished by a twelve member working group comprised of tribal members from within Montana, MSU, MT-OPI, the Smithsonian-NMAI, and the Institute for American Indian Art-Museum of Contemporary Native American Art. Additional funding partners are being sought to cover research travel expenses.

Phase 2 will commence in August 2022, with filmed interviews of the artists and digital imaging of their work. Phase 3 will begin in September 2022 with assembly of the website and development of curriculum.

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Phase 4 will take place in January 2023 with publicity and outreach – launching the website, ready for use. It is the intent of the *IndigenEyes* working group to secure funding to continue and expand this project.

Purpose:

Montana's 20,535 Native American K-12 students currently do not have access to this kind of cultural resource regarding contemporary Native American art from our region. *IndigenEyes* will serve as an exceptional tool for MT's K-12 teachers through curriculum material designed to meet educational standards and MIEFA requirements for their students. *IndigenEyes* will also include guiding ideas/questions and historical context to yield a compelling experience for academic visitors and the public.

Significance:

MSU is ideal for *IndigenEyes* with more than 800 Native students and partnerships with all of our tribal communities on which to draw. The School of Art is receptive to creating a permanent home for this exhibit, which will allow it to accrue additional artists over time. Physical exhibits of contemporary Native American art have been of demonstrable interest to an increasing audience in Montana museums, however, large, meaningful physical exhibits of this kind are prohibitively expensive for many museums in Montana. An enduring online exhibit offers both accessibility and the ability to deploy high resolution digital imagery giving an unparalleled closer look.

Overall Impact:

The *IndigenEyes* online exhibit and portal could reach at least 200,000 visitors, including tribal members, students, academics, and members of the public. This web portal concept is unique, encompassing art, education, and digital humanities to create a comprehensive and curated introduction to contemporary regional Native American art. There is no other existing web presence like it, including curriculum, curation, first-person documentaries of the artists, and high resolution imagery of their work. There exists the potential for a national impact, much like that of the MT Indian Education for All legislation and the resulting work of the Office of Public Instruction in inspiring other states to follow suit. Because *IndigenEyes* is also unique in this regard, it may serve as a pilot project for other regions who would like to create similar initiatives.

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

IndigenEyes is working in affiliation with the Office of Public Instruction to create MIEFA and state standards compliant curriculum. This affiliation will facilitate the delivery of these materials to our tribal communities and schools.

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.

It is projected that *IndigenEyes* will serve at least 20,000 American Indian K-12 students in Montana. Noteworthy data will be available for the 2023 Governor's Tribal Relations Report after the website has launched and a program evaluation has been completed in February 2023.

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

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

Photo File Name: *IndigenEyes* DRAFT website splash page

Photo Caption *IndigenEyes* DRAFT website splash page, Montana State University-Bozeman – School of Art, June 2023. (include the name of the event/persons, location, and date):

Photo Credit: Jennifer Woodcock-Medicine Horse



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

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Dr. Carjuzaa and I also planned and produced an inspiring documentary tracing the long road to federal recognition traveled by the Little Shell Tribe. We created the film, entitled *A Celebration of Courage: Little Shell Chippewa Tribe*, in partnership with School of Film & Photography students Michael Peterson and Brenden Scheller, Little Shell Chairman Gerald Gray Jr., and Little Shell Tribe member Gerald Gray Sr. The completed film now serves as a vital archival record for the Little Shell. Dr. Carjuzaa, I, and Gerald Gray, Sr. screened this film as part of a conference presentation in June 2022 during the Class 7 Conference at Great Falls College MSU (June 7-8, 2022). We will again screen it in October at the Indian Education for All Professional Development Workshop at Procrastinator Theater, MSU (October 12, 2022).

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

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.

No data available, though we believe our work demonstrates a material and positive impact on the tribal communities.

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

Photo File Name: *MontTELLs: Braiding Indian Education for All with Academic Literacy in English*

Photo Caption: Film Poster

Photo Credit: Lucia Ricciardelli-Fossi



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Photo File Name: *A Celebration of Courage: Little Shell Chippewa Tribe*

Photo Caption: Film Poster

Photo Credit: Lucia Ricciardelli-Fossi



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

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

- 1) **Submission Date:** June 13, 2022
- 2) **State Agency/Division/Program:** College of Letters and Science, Montana State University
- 3) **Narrative Coordinator Name:** Stacy Nation-Knapper **Phone/Email:** 406-994-4262
- 4) **Activity Name** *(the file name should reference this topic):*
- 5) **Program Staff Name:** **Phone/Email:**

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

- 7) Please specify when this state-tribal activity started and if it is ongoing or finalized.
 Started before FY 2022 Started during FY 2022
 Ongoing/Long-Term Completed/finalized during FY 2022

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

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

Earth Sciences Department

Collaborating with CSKT, Blackfeet Nation and Crow graduate and undergraduate students to conduct research on Indigenous use of fire and long-term land management.

Native American Studies Department

With the grand opening of Montana State University's American Indian Hall in fall 2021, unique opportunities emerge to grow new programming to match the new building in its dedication to Native American ways of knowing, being and doing. The new building and the relationships formed and renewed around its evolution, now 15+ years in the making, continue to inspire fresh insights into how the university community can improve-and be improved by-its relationships with Native students, their families, and the communities from which they come. This project envisions some of those ideas turned into reality. With Margaret A. Cargill Philanthropies support, a multi-generational support network--a web of relations--for Native students, their children and their elders builds on existing, sustained relationships between tribal community colleges and the university.

This web of relations will be nourished by an Elders-in-Residence program, peer-to-peer mentoring, substantial support for students and their families (as many of our students are young parents), and year-round 'cultural enhancement' and academic programming through the Native American Studies (NAS) Department to be housed in the new American Indian Hall. Cultural enhancement programming includes informal learning opportunities such as weekly talking circles, 'bead and feed' gatherings, in-house childcare (including a dedicated space for our students' children to play and learn together), intergenerational language transference (the 'language nest' model) through non-credit bearing classes, and cultural events programming open to the public. The latter builds cross-cultural understanding, such as the

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Annual MSU Pow-Wow (now in its 46th year), and a wide variety of programming around annual events like Indigenous Peoples Day and topical ones that might include film screenings, lectures and public presentations.

Like a translational model already underway with Blackfeet Community College (USDA grant #2020-70411-32781), the envisioned web of relations (support network) helps to smooth the pathways for students transitioning from tribal colleges to the university and provide continual support for those students throughout their undergraduate (and, eventually perhaps, graduate) careers. Alongside the cultural programming, this project supports students in exploring areas of interest and relevance to their communities and tribes to help incentivize students' attainment of their full potential and progression toward meaningful employment and/or graduate education. We know that, for the tribes in our region, their students' undergraduate and graduate capacity building is becoming increasingly important in all areas relevant to food security and food sovereignty including but not limited to Native American Studies, Sustainable Food Systems, Culinary Arts, the Earth and Life Sciences, Agriculture, Engineering, Education, Arts and Architecture, Business, Economics, and Agricultural Economics. Thus, this project provides direct support for Native students throughout their educational careers through scholarships, peer-to-peer mentoring, and cultural enhancement programming in their multi-generational 'home away from Home' at MSU

Psychology Department:

Dr. John-Henderson: The work and partnership with the Blackfeet Community is sponsored by an R01 from the National Institute of Minority Health and Health Disparities (NIMHD). The work is focused on understanding long-term and short-term relationships between social connectedness and health. The long-term goal is to provide evidence that increases in social connectedness overtime map on to improvements in outcomes and health behaviors linked to mental and physical health. The findings would then support a community-driven intervention to improve social connectedness. The work involves students and faculty from the Blackfeet Community college, a community member who acts as a project coordinator, and a long-standing community advisory board.

Dr. Skewes: This is a 5-year, \$3.2M research project funded by the NIH/National Institute on Drug Abuse. The goal is to conduct a randomized clinical trial of a culturally adapted relapse prevention intervention for Fort Peck tribal members with substance use disorder. The project funds several community members and will increase community capacity to address addiction and mental health problems on the reservation.

Dr. Scott: This is a 3-year, \$411,523 research project funded by the Montana State University Center for American Indian and Rural Health Equity (CAIRHE), which is supported by a Centers of Biomedical Research Excellence (COBRE) award from the National Institute of General Medical Sciences of the National Institutes of Health (grant number P20GM104417). The primary goal of this project is to culturally adapt a prevention and early intervention for anxiety and depression for American Indian 8-12 year-old youth attending Rocky Boy and Box Elder Schools. We are using work and focus groups of key stakeholders (e.g., Elders, parents, youth) to gather information on adaptation in Year 1 and we plan to evaluate the feasibility of providing the culturally adapted program in the schools with American Indian providers from the community in Years 2 and 3. The project funds several community members during the project period and will increase community capacity to build resilience and address youth mental health problems on the Rocky Boy Reservation.

Mathematical Sciences Department

The Department of Mathematical Sciences has been a contributor to research and outreach with Tribal partners in three ways: the Montana Models project, Statistical Consulting and Research Services, and the Storytelling Project.

Montana Models is a National Science Foundation funded project that brings middle school and high school aged youth to the Montana State University campus in the summer for a 5 day camp where youth

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use mathematical modeling to address problems they identify in their communities. Montana Models has been working with a group in Ronan and a group from St. Labre School who will join the camp in summer 2022.

Statistical Consulting and Research Services has supported researchers in the last two years who are actively involved in or proposing projects with the Blackfeet (PIs Vernon Grant, Yoshiko Colclough), Crow (PI Suzanne Held), and Confederated Salish and Kootenai (PI Selena Ahmed).

The Storytelling Project has worked with or been in contact with members of Blackfeet, Fort Peck, Salish & Kootenai, and Crow partners. A collaboration with faculty from across campus, the storytelling team is developing and researching culturally responsive curriculum and teacher development that engage American Indian and rural Montana students in learning computer science and computing skills. The project infuses computer science across the grades 4-8 curriculum, which helps students understand that computing skills are relevant across disciplines and are important for a wide variety of professions in the work-force. The materials produced are aligned with the new Computer Science state content area standards and with Montana's Indian Education for All curriculum.

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

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.

Earth Sciences Department

2 American Indian graduate students and 1 Native American undergraduate student at MSU

Psychology Department:

Dr. John-Henderson: The funding from the NIMHD has supported research internships for Blackfeet Community college students, salary for Blackfeet community college faculty, and a long-term position for a community member.

Dr. Skewes: The project is ongoing, so we do not yet have data to report. Thus far we are employing one full time employee on the reservation and 5 part time positions.

Dr. Scott: The project is ongoing, so we do not yet have data to report. Thus far we are employing one full time employee on the reservation and plan to hire an additional 4 part-time employees in Year 2.

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

Photo File Name:

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

Photo Credit:

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