

**2016 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM  
(FOR THE REPORTING PERIOD JULY 1, 2015 - JUNE 30, 2016)**

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

1. SUBMISSION DATE: 8/5/16
  
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 (name electronic file with this name):  
CAIRHE research projects (4) in tribal communities
  
5. PROGRAM STAFF NAME: James Burroughs, program coordinator  
PHONE/EMAIL: (406) 994-4407, jburroughs@montana.edu
  
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input checked="" type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input checked="" type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input checked="" type="checkbox"/> Crow	
  
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.  

<input checked="" type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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

Since its formation in September 2014, the Center for American Indian and Rural Health Equity (CAIRHE), formerly known as the Center for Health Equity in Rural Montana, based at Montana State University–Bozeman, has conducted four research projects in close collaboration with partners on the Crow, Fort Belknap, and Fort Peck Reservations. These projects continue in FY 2017. All four projects pursue CAIRHE’s primary mission, which is to reduce significant health disparities in Montana’s tribal and nontribal rural communities through community-based participatory research (CBPR) that is considerate of and consistent with their cultural beliefs. The Center is supported by a \$10.6 million, five-year Centers of Biomedical Research Excellence (COBRE) award from the National Institute of General Medical Sciences of the National Institutes of Health (grant number 5P20GM104417). The following are summaries of all four projects, which

concluded Year 2 of a 5-year timeline in August 2016. More information is available at [www.montana.edu/cairhe](http://www.montana.edu/cairhe).

**Project Title: Increasing Environmental Health Literacy in a Native American Community (or “Guardians of the Living Water”).** Crow Reservation. Project Leader Vanessa Simonds, Sc.D., MSU Department of Health and Human Development.

*Guardians of the Living Water* is a partnership among the Crow Environmental Health Steering Committee, Crow Agency School, Montana State University, and Little Big Horn College. Through a system of summer camp and after-school activities involving art and science—all grounded in the Apsáalooke culture—children in grades 4 through 6 learn about the relationship between water-related environmental issues and human health, then apply their knowledge in practical applications and dissemination tasks. Results may determine how effective children can be as agents of change, a concept that has received little attention from researchers.

At the conclusion of the project, the intervention developed for *Guardians of the Living Water* may be adapted and tested in other tribal communities in Montana and beyond to address environmental health disparities. The project’s most recent annual budget (2015-16) was \$185,798, including a sub-award of \$129,253 to Little Big Horn College.

**Project Title: Increasing Access to Oral Health Care: Evaluating the Outcomes of a Community Health Specialist Program.** Fort Belknap Reservation. Project Leader Elizabeth Kinion, Ed.D., MSN, MSU College of Nursing.

Using community-based participatory research, this partnership between Montana State University and researchers on the Fort Belknap Reservation examines the common problem of early childhood caries (ECC), an acute and virulent form of dental decay that destroys the primary dentition of infants and toddlers, among tribal and rural communities across Montana. Through cooperation with rural families, researchers hope to develop and implement an ECC-prevention program that can be community-centric, data-driven, and—most importantly—sustainable in rural settings of all kinds.

Centered upon the work of a trained and local community oral health specialist, the project’s intervention model will roll out in a series of carefully planned and agreed-upon steps involving guidance from tribal community partners at every stage. The project’s most recent annual budget (2015-16) was \$204,494, including sub-awards to Aaniiih Nakoda College and the Fort Belknap Tribal Health Department (\$130,379 total).

**Project Title: The Fort Peck Sexual Health Project.** Fort Peck Reservation. Project Leader Elizabeth Rink, Ph.D., MSU Department of Health and Human Development.

The objective of the *Fort Peck Sexual Health Project* is to identify a multitude of factors influencing sexual and reproductive health among 15- to 18-year-old adolescents living on the Fort Peck Reservation. The study hypothesizes that high rates of sexually transmitted infections and unplanned pregnancies among these tribal communities are a marker for deeper underlying health issues operating and interacting at the individual, family, community, and environmental levels.

Using a community-based participatory research framework, this project examines several interrelated ecological factors that are likely to be influencing the sexual risk-taking behaviors of American Indian youth. The current research builds on Dr. Rink’s decade of work on the Fort Peck Reservation, including two previous CBPR projects: the *Fort Peck Men’s Sexual Health Study* and

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the *Fort Peck Ceremony of Research Project*. The project’s most recent annual budget (2015-16) was \$203,300, including a sub-award of \$88,552 to Fort Peck Community College.

**Research Project: The Fort Peck Substance Abuse and Resilience Project.** Fort Peck Reservation. Project Leader Monica Skewes, Ph.D., MSU Department of Psychology.

The objective of the *Fort Peck Substance Abuse and Resilience Project* is to understand local cultural conceptualizations of substance abuse problems and resiliency among the Assiniboine and Sioux tribes. The project examines individual, family, community, and sociocultural factors contributing to disparities in substance abuse problems, as well as factors associated with resilience and recovery. Researchers use a mixed-methods approach grounded in community-based participatory research.

Phase 1 of the project has involved interviews with a wide range of community members: some who have never used alcohol or drugs, some in long-term recovery, and some who are trying to quit. Among this broad sample, researchers hope to assess the general attitudes and beliefs surrounding substance use rather than individual stories. Phase 2 will focus on a particular subset of the population through quantitative surveys that build on earlier results. Ultimately, project collaborators will use the findings to develop sustainable public health interventions to reduce the disease burden of substance abuse on the reservation. The project’s most recent annual budget (2015-16) was \$171,440, including a sub-award of \$46,709 to Fort Peck Community College.

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

The primary impacts of CAIRHE projects on the tribal communities that are home to their collaborative research partners 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 or their families. Each sub-award 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.

10. Are there photographs to support the narrative? ( ) Yes ( X ) No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

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?  
N/A.

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1. SUBMISSION DATE: August 8, 2016
2. STATE AGENCY/DIVISION/PROGRAM: **Native American Studies, Montana State University**
3. NARRATIVE COORDINATOR NAME: Walter C. Fleming PHONE/EMAIL (406) 994.3881  
wfleming@montana.edu
  
4. ACTIVITY NAME (name electronic file with this name): Natural Resources Geospatial Database
5. PROGRAM STAFF NAME: Dr. Gina Richard PHONE/EMAIL: (406) 994.3823  
Gina.richard@montana.edu
  
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input checked="" type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
  
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<input checked="" type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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In February 2016, I began working with the Northern Cheyenne Tribe in Lame Deer, Montana to provide expertise as they develop their Natural Resources geospatial database program. Specifically, I was to develop the tribe’s first geodatabase for tracking bird species on the reservation. The Northern Cheyenne Department of Natural Resources provided me with hundreds of pages of bird observation data extending back to 1999 and from that data I developed a relational geodatabase and provided cartographic services to them. In May 2016, I accompanied a tribal elder, James Spang, as well as staff from the tribe’s Department of Natural Resources to the field to ground truth these bird observation routes and reconcile these areas with the mapping data sheets provided to me. This work is ongoing and is expected to extend until early Fall 2016 when the project will be complete. In addition to this work, in June of 2016, I was asked to perform training for the Northern Cheyenne’s Cultural Resource Management Office. I performed a one-day training seminar on implementing the Native American Graves Protection and Repatriation Act of 1990 (25 U.S.C. 3001 et seq and 43 C.F.R. Part 10) and critical issues regarding the Freedom of Information Act (5 U.S.C. § 552) and archaeological site and sacred site protection. Included in

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this seminar was information on protecting “Living Traditional Cultural Properties” on and off the reservation. In attendance were the Northern Cheyenne Tribal Historic Preservation Officer, the Tribal Archaeologist, approximately 15 tribal Cultural Resource Management specialists, tribal elders and a tribal councilman.

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10. Are there photographs to support the narrative? ( ) Yes (X ) No  
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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: August 8, 2016
2. STATE AGENCY/DIVISION/PROGRAM: **Native American Studies**, Montana State University
3. NARRATIVE COORDINATOR NAME: Walter C. Fleming PHONE/EMAIL: (406) 994.3881
  
4. ACTIVITY NAME (name electronic file with this name): Yellowstone Altai-Sayan Project (YASP)
5. PROGRAM STAFF NAME: Dr. Kristin Ruppel PHONE/EMAIL: [ktruppel@montana.edu](mailto:ktruppel@montana.edu) (406) 994.5261
  
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input checked="" type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
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Yellowstone Altai-Sayan Project (YASP)

Informal Science Learning in Ecological Contexts—Science learning and native language use in contrasting U.S. and Mongolian mountain systems (NSF award #1261160)

The Yellowstone Altai-Sayan Project (YASP) brings together student and professional researchers with Indigenous communities in domestic (U.S.) and international (Mongolian) settings. Supported by a National Science Foundation grant (#1261160), MSU and tribal college student participants performed research projects in their home communities (including Crow, Northern Cheyenne, Fort Peck Assiniboine & Sioux, and Fort Berthold—Mandan, Hidatsa and Sahnish) during spring semester 2016. In the spirit of reciprocity, these projects are then offered in comparative research contexts, working with Indigenous researchers and communities in the Darhad Valley of northern Mongolia during summer 2016, where our partner organization, BioRegions International, has worked since 1998. In both places, Indigenous Research Methodologies and a complementary approach called Holistic Management guide how and what research is performed. Ongoing conversations with

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community members inspire the research questions, methods of data collection, as well as how and what is disseminated, and to whom. The Project represents an ongoing relationship with and between Indigenous communities in two comparable bioregions\*: the Big Sky of the Greater Yellowstone Ecosystem, and the Eternal Blue Sky of Northern Mongolia

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

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- 1. SUBMISSION DATE: 08/11/2016
- 2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, College of Agriculture
- 3. NARRATIVE COORDINATOR NAME: Susan Fraser PHONE/EMAIL: 406-994-3683, sfraser@montana.edu

- 4. ACTIVITY NAME (name electronic file with this name): Various
- 5. PROGRAM STAFF NAME: Various 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                           |  |

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- |   |   |
|---|---|
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| <input checked="" type="checkbox"/> Ongoing     | <input type="checkbox"/> Completed/finalized during FY 2016 |

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June 20, 2016

Jill Lee  
National Institute of Food and Agriculture  
1400 Independence Avenue SW  
Washington, DC 20250

***Re: Stone Child College Capacity-Building Research Project Grant Funding***

Ms. Lee:

On behalf of *Montana State University – Northern Agriculture Research Center (MSU-NARC)*, please accept this correspondence in response to your budgetary inquiry regarding *Stone Child College’s Capacity-Building Research Project* (Proposal #2016-03897).

As stated in the Collaborative Agreement submitted with the proposal, *MSU-NARC* and *Stone Child College (SCC)* have established a partnership to enhance the research infrastructure at *SCC* that focuses on food, agricultural, and health concerns of the Rocky Boy’s Indian Reservation. *MSU-NARC* will provide technical expertise and guidance/consulting to the research infrastructure project throughout the three-year project period. Because our role for this project is in an advisory capacity, *MSU-NARC is not requesting any grant funding so a sub-award is not necessary.*

We look forward to collaborating with *Stone Child College* on this student-driven research infrastructure project. If you have any questions, please do not hesitate to contact me.

Sincerely,

Darrin L. Boss  
Superintendent, Northern Agricultural Research Center

Collaborative Agreement between  
Northern Agricultural Research Center  
Montana State University Agricultural Experiment Station and  
Stone Child College

**Cooperating Partners**

The Montana State University – Northern Agriculture Research Center (*MSU-NARC*) and Stone Child College (*SCC*) have established a partnership to enhance the research infrastructure at *SCC* that focuses on food, agricultural, and health concerns of the Rocky Boy’s Indian Reservation. *MSU-NARC* has met with representatives of the *SCC* research infrastructure team, and endorses the research proposed infrastructure project.

Department  
of  
Research Centers

The Northern Agriculture Research Center under Montana State University system is an 1862 Land Grant Institution, and will be referred to as *MSU-NARC*.

Stone Child College is a 1994 Land Grant Institution, and will be referred to as *SCC*.

**Purpose**

*MSU-NARC* and *SCC* enter into this partnership to clarify their roles in the National Institute of Food and Agriculture (*NIFA*) Tribal Colleges Research Grant Program (*TCRGP*).

**Terms of Agreement**

*MSU-NARC* and *SCC* agree that:

- Each Partner has unique knowledge, skills, and abilities that can fulfill the requirements of the research project
- Each Partner will coordinate efforts to develop and maintain effective working relationships.
- *MSU-NARC* will provide technical expertise and guidance/consulting to the research infrastructure project throughout the three-year project period.

Northern Agricultural  
Research Center

3710 Assinniboine Rd.  
Havre, MT 59501

Tel (406) 265-6115  
Fax (406) 265-8288  
<http://ag.montana.edu/narc>

- SCC will provide leadership, project delivery, project scope, goals and objectives, and will update *MSU-NARC* on the status of the project throughout the three-year project period.

**General Considerations**

This Collaborative Agreement is not intended to diminish or otherwise impair the authority of either party to carry out respective independent functions. It is not a financial document and does not obligate financial funds.

The Collaborative Agreement will be reviewed periodically and updated to meet the needs of both partners. Each partner reserves the right to cancel this agreement upon notification of its intention within sixty (60) days of the decision. Such notification must be signed by the President of *SCC* and the Superintendent of *MSU-NARC*.

Department  
of  
Research Centers

**Certification**

We the Undersigned agree to work collaboratively thereby ensuring the success of the project and the success of all the participants. Consequently, we agree to fulfill our responsibilities as listed herein.

**IN WITNESS WHEREOF**, the parties hereto have caused this Collaborative Agreement to be executed by their duly authorized administrators.

President, Stone Child College

Nathaniel St. Pierre  
Signature

2/19/16  
Date

Northern Agricultural  
Research Center

3710 Assiniboine Rd.  
Havre, MT 59501

Tel (406) 265-6115  
Fax (406) 265-8288  
<http://ag.montana.edu/narc>

Superintendent, Northern Agricultural Research Center

Darrin L. Boss  
Signature  
Darrin L. Boss

2/15/16  
Date

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1. SUBMISSION DATE:
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, Research and Economic Development
3. NARRATIVE COORDINATOR NAME: Renee Reijo Pera      PHONE/EMAIL: 994-7355, renee.rejiopera@montana.ede
4. ACTIVITY NAME (name electronic file with this name):
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
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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?

## INTRODUCTION

The Rocky Boy's Indian Reservation is located in rural north-central Montana approximately sixty miles from the Canadian border. The reservation lies in the shadows and drainage area of the Bears Paw Mountains and stretches out into rolling foothills and prairie land. Mountain terrain accounts for about one third of the reservation land. The principal uses of lands within the reservation are grazing and dry-land farming. Our community experiences extreme isolation, mountainous road-ways with very limited pedestrian facilities, extreme weather conditions, and chronic poverty. Our homes and facilities are dispersed. The nearest supermarket is located in Havre, MT, with a population of 9,575, approximately 30 miles from the Rocky Boy Agency. The Chippewa Cree tribe of the Rocky Boy's Indian Reservation is the home to over 6,800 enrolled Chippewa Cree tribal members, with approximately 4,000 residing within the exterior boundaries of the small and isolated reservation. *Stone Child College* enrolls predominantly American Indian students with the current enrollment reflecting 98% American Indian descent. Based upon the U.S. Department of Education's definitions of special populations, 90% of the College's student population are considered low income, 81% are first generation college students, 77% are of limited English proficiency, and 2% are disabled.

The *Stone Child College (SCC) Tribal Colleges Capacity-Building Research Project (SCC Research Project)*, is a Tribal community-based research initiative that will enhance SCC's institutional infrastructure and faculty expertise, with extensive student involvement. Planning and carrying out appropriate applied research projects that address the concerns and needs of the *Chippewa Cree Tribe (CCT)* will be enhanced through this project. The ultimate goal of this project is to develop and implement a pilot study to determine the feasibility of methods to be employed for a potential research study which will compare the effects of ancient Khorasan wheat on physiological measures associated with diabetes in adult diabetic American Indians on the Rocky Boy's Indian Reservation.

***Overall research objective of the institution consistent with the strategic plan or business plan of the 1994 or the department or college within which research is to be conducted.***

Overall Research Objective of the Project: The *SCC Research Project* will establish a baseline research infrastructure that focuses on food, agricultural, and health concerns of the reservation community and provides American Indian students with research experience that will better prepare them for higher education opportunities.

SCC is a 1994 Land Grant Institution whose mission statement is: "*Stone Child College (SCC) is a tribally chartered college established to deliver post-secondary educational opportunities through degrees, certificates and continuing education. SCC stresses the importance of preserving the Chippewa Cree language, culture and history. SCC will promote transfer students, professionally prepared and career-ready individuals.*" The SCC Board of Regents has adopted a set of guiding principles which are consistent with our overall research objective. Guiding principles specifically relevant to this proposed research project are: 1) *to assist Tribal organizations in staff development, planning, research, and other needed services;* and 2) *to collaborate with*

*other institutions and agencies in furthering the interests of the college and community.”*

Further indications of the consistency of the proposed project with SCC’s overall strategic plan were evidenced by Dr. Nate St. Pierre, SCC President. In his 2013 Inaugural Address, Dr. St. Pierre described a vision for the College to become the center for community based participatory research for the Reservation. The research to be conducted by the College is intended to address community needs in order to better serve our reservation. This project addresses community needs as follows: 1) increasing our research capacity for both students and faculty; 2) improving the health of our population, especially our adult diabetics; and 3) determining the feasibility of establishing an agricultural project that economically benefits the community.

***Hypothesis to be tested or Question or discover statement to be addressed.***

The statement of inquiry proposed under this project is *to determine the feasibility of a research project that will test the hypothesis that fasting hemoglobin A1C (HgbA1C), C-reactive protein, interleukin-6, total cholesterol and triglycerides and LDL-cholesterol will decrease, and HDL-cholesterol will increase with daily ancient wheat consumption compared to daily modern wheat consumption in Native American overweight or obese individuals with diabetes.*

***Summarize the body of knowledge or other past activities that substantiate the need for the proposed project. Describe ongoing or recently completed significant activities that relate to the proposed project including the work of key project personnel. Include preliminary data/information pertinent to the proposed project. This section should include in-depth information on the following when applicable:***

- ***Estimates of the magnitude of the issues and their relevance to stakeholders and to ongoing tribal, State, and Federal food and agricultural research, education, and extension programs.***

In comparison to State and National economic indicators, the Rocky Boy’s Indian Reservation poverty rate is much higher than the Nation. Specifically, 52% of individuals 16 years of age and older are in the labor force as compared to 65% for the State and 64% for the Nation. Thirty-six percent (36%) of individuals on the Reservation live below the poverty level compared to 15% for the State and 11% for the nation. Additionally, the income levels for the Rocky Boy community fall well below those of communities Statewide and Nationwide. The 2013 per capita income for our reservation is \$12,238 as compared to \$25,373 for the State and \$28,135 for the Nation. (2013 American Community Survey 5-year estimate) According to the Montana Department of Labor unemployment May 2015 report, the Rocky Boy’s Indian Reservation suffers from an unemployment rate of 9.6%, as compared to the State’s rate of 3.4% and the national rate of 5.5%. This rate does not account for those who are discouraged workers, chronically unemployed, or not seeking jobs. When factoring in those elements, the unemployment rate varies from 60% in the summer to 80% in the winter. In short, income and employment data for the Rocky Boy’s Indian Reservation clearly document a high level of economic distress, especially when reservation data are compared to local, state, and national levels. In general, the Rocky Boy’s Indian Reservation lacks sufficiently developed resources to provide an adequate living for community members.



Based on the community's low-income status and distance to travel to access fresh foods (30 miles to the nearest town with a supermarket and 110 miles to the nearest small city), the Rocky Boy's Indian Reservation is considered a Food Desert as defined by the USDA. One of the many problems faced by our community is poor health, including diabetes. The prevalence rate of diabetes on the Rocky Boy's Indian Reservation is 8.3% (2015 Rocky Boy Head Start / Early Head Start Community Assessment). Additionally, according to the Rocky Boy Health Board, 30% of the male population and 24% of the female population are considered obese. Studies have shown that there is a clear link between obesity and diabetes. Specifically, 80-90% of people diagnosed with type II diabetes are also diagnosed as obese (Diabetic Care Services, "A Codependent Relationship: Diabetes & Obesity"). Considering the link between diabetes and obesity, the activities proposed under this *SCC Research Project* are necessary to enhance our research infrastructure, instrumentation, and faculty expertise. These enhancements will effectively determine the feasibility of conducting advanced research studies which will address food, agricultural, and human sciences concerns of our community through rigorous scientific inquiry and discovery.

Many of the community problems that exist on the Rocky Boy's Indian Reservation can be attributed to the extreme poverty conditions that we endure. The Chippewa Cree Business Committee recognizes that the problems cannot be solved unless there is active community support and a collaborated effort is put forth. No amount of Federal funding or subsistence can compare to the power of a "grassroots" action plan which incorporates strengthening communities and membership development. All service projects must reflect the needs and interests of the community by providing quality services in education, agriculture, environment, and human needs which serve to enhance the quality of life and support a self-sustaining society.

- *The role of stakeholders in problem identification, planning, implementation, and evaluation as appropriate.*

The stakeholders for this proposed *SCC Research Project* include students, project partners, community members, especially those with diabetes or other health issues, project staff, *SCC* faculty, and Tribal leaders. Stakeholders have been involved in the identification and planning of this project, and will continued to be involved through the implementation and evaluation stages as follows.

**Identification and Planning** - In 2012 *SCC* undertook a formal five-phase Rural Health strategic planning process. Participants in the planning process included representation from Tribal Council, Rocky Boy Health Board, Chippewa Cree Housing Authority, Stone Child College, Rocky Boy Veterans Center, Benefis Health System, Chippewa Cree Planning & Development, Chippewa Cree Human Services, White Sky Hope Center, Senior Center, Tribal Elders, *SCC* faculty and students, and community members. As set forth by this plan, the proposed *SCC Research Project* will address the following community goals:

- ▶ *Cooperative Network Goals:* Improve rural health services by developing and strengthening collaborative partnerships on and near the reservation.
- ▶ *Professionalism Goal:* Improve local healthcare services by investing in human resource

training and recruitment.

- ▶ *Sustainable Funding Goal*: Improve the sustainability of rural health services and related initiatives through focused planning and effective collaboration.
- ▶ *Natural Environmental and Human Resources Goal*: Improve the health and wellbeing of the community by accessing the local natural and human resources.
- ▶ *Research Goal*: Increase our understanding of the community's health-related needs and establish baseline information for measuring the impacts of programs by conducting primary and secondary research.

**Implementation and Evaluation** - Stakeholders will be intrinsically involved in the implementation and evaluation stages of this project. Please see the project timeline for a list of all activities and which stakeholders will be responsible for these activities. As set forth in the methods section of this proposal students, faculty, and partners will play an extensive role in this project.

Students, faculty, and the collaborative partner will participate in all aspects of this project. *SCC*'s infrastructure and faculty expertise in planning and carrying out appropriate research projects will be enhanced through the activities proposed in year one. Faculty, in coordination with the collaborative partner, will work diligently during the implementation of this project to enhance the research infrastructure at *SCC*. Students will engage in all aspects of this research project, thus providing them with better prospects for employment and educational achievement in food, agricultural, and natural resource related areas. Students will also build leadership skills through this comprehensive research experience and through participation in *SCC*'s Student Leadership course.

- ***The enhancement this funded project will add to the research capacity of the institution.***

*SCC* is currently implementing its *Behavioral Health Research Network Project*, funded under the American Indian Higher Education Consortium (AIHEC) Native American Research Centers for Health (NARCH) Program. Under this program, *SCC* initiated a student-driven, community-based research program focused on substance abuse and mental health treatment and prevention, with special emphasis on historical trauma. This project also established a base level behavioral health research infrastructure by developing the *SCC Office of Institutional Research*.

This proposed *SCC Research Project* will enhance the *SCC Office of Institutional Research* by expanding the current substance abuse and mental health research infrastructure to include research that focuses on food, agriculture, and health concerns of community members. During the first year of the project, the Project Director and Project Coordinator will gather data from the AIHEC NARCH project including, but not limited to lessons learned, project results, anecdotal reports from students, staff and faculty, and evaluation results. After gathering data, results will be analyzed, and curriculum will be developed for the pilot study and research report which will take place in years two and three.

Studies have been conducted researching the effects of diet on health related outcomes. Examples include: 1) *Daily flaxseed consumption improves glycemic control in obese men and*



women with pre-diabetes: a randomized study. Nutrition Research 2013; 2) *Characterization of Khorasan wheat (KAMUT) and impact of a replacement diet on cardiovascular risk factors: cross-over dietary intervention study*” European Journal of Clinical Nutrition; and 3) *Effect of Triticum turgidum subsp. Turanicum wheat on irritable bowel syndrome: a double-blinded randomized dietary intervention trial*” Nutrition 2014. (See the attached bibliography & references cited for a listing of examples of studies.) Utilizing the results of these research studies, SCC will conduct a pilot study to determine the feasibility of a research study which would compare the effect of ancient and modern wheat on diabetic American Indians. To conduct this pilot study, we will first recruit a cohort group of four (4) SCC students. This task will take place at the beginning of the second project year for two reasons: 1) curriculum for the study will be developed and finalized in year one; and 2) SCC is a Tribal College offering Associate’s Degrees to its students. The cohort group of students will participate in this project for the duration of their studies at the college. Under the tutelage of the Project Director and Project Coordinator, students will learn about the research methodology required to conduct the pilot study. Once the students are trained, they will analyze results of studies similar to the pilot study proposed herein. Students will also conduct surveys and interviews with community members, specifically adults with diabetes. These surveys and interviews will be aimed at acquiring data which will be essential in determining if potential participants would be willing to commit to the research study. After the pilot study is completed, the cohort group, Project Director, and Project Coordinator will work together to develop a research report detailing the results and recommendations of the pilot study. Throughout the project period, meetings will be held on a weekly basis (with the Project Director and Project Coordinator in year one and with the Project Director, Project Coordinator, and student researchers in years two and three). These meeting will be utilized to communicate progress on the project. Project staff and students will contact our collaborative partner, as needed, for technical assistance throughout the project period. The Project Coordinator will develop monthly reports detailing the status of the project. These reports will be disseminated to the Project Director, cohort students, SCC President, and collaborative partner. Additionally, the SCC President will report milestones to Tribal Council at the monthly council meetings.

Through the enhanced research capacity developed under this project, we will be better able to provide our students with a strong foundation, attract new students, increase the number of graduates in food, agricultural, and human sciences related fields, and prepare our students for successful completion of baccalaureate degrees at four-year institutions. Additionally, completion of this project will guide future research projects including research on ancient Khorasan wheat on physiological measures associated with diabetes in adult diabetic American Indians on the Rocky Boy's Indian Reservation, and other research projects relating to food, agricultural, natural resources, and human sciences concerns of our community.

## **METHODS**

*Explicitly state the procedures or methodology that will be used in the proposed project. This section should include but not necessarily be limited to descriptions of:*

- *Research expertise and background of the PD and Co-PDs and relevance to the project.*

Mr. Douglas Crebs, Natural Resources Department Head at *SCC*, will serve as 0.15 FTE Project Director. Mr. Crebs holds a B.S. in Biology and a M.S. in Science Education. He has more than 40 years of experience in research related projects and employment. Specific research-related experience includes: 1) two years as a Lab Technician providing supporting research in muscular dystrophy and developing clinical tests for carcino-embryonic antigen; 2) six years as a Bio-Research Technician for USDA Agricultural Research Service; 3) seven years as a Support Scientist for USDA Agricultural Research Service, conducting agricultural research with plant parasitic nematodes; 4) one year performing experiments in soil fertility investigations; and 5) twenty-six years as an Instructor/Natural Resources Department Head at *SCC*. Results of his work over the years are reflected in his multiple publications listed in detail in his attached resume. Mr. Crebs' expertise and background are uniquely and specifically relevant to the proposed project, not only because of his research-related background, but because of his instructional experience. His direct experience will be crucial in all aspects of the project, especially in the areas of capacity-building, student tutelage, and the proposed pilot study to be performed.

Other parties crucial to the success of this project include: 1) Project Coordinator (to be hired); 2) Student Researchers; and 3) Dr. Darrin Boss, Superintendent at the project's collaborating institution (Montana State University - Northern Agricultural Research Center). Specific activities for each of these collaborating parties is listed in detail in the project timeline.

- ***Proposed project activities, listed sequentially in a time-line format.***

To carry out this research project, we have developed the following measurable objectives:

**Objective 1:** By the end of month 12, *SCC* will enhance the *SCC Office of Institutional Research* by adding research infrastructure that focuses on food, agricultural, and health concerns of the reservation community and provides American Indian students with research experience that will better prepare them for higher education opportunities. This objective will be evidenced by an enhanced operational plan, policies and procedures, staff records, research study curriculum, and project reports.

**Objective 2:** During months 13-36, *SCC* will initiate a student-driven, community-based research program that focuses on food, agricultural, and health concerns of the reservation community through the development of one research report which details the results and recommendations of the research pilot study conducted.

The following **project timetable** reflects a complete list of activities and the people responsible for each activity:

SCC Capacity-Building Research Project Timeline													
Key: <b>PD</b> - Project Director; <b>PC</b> - Project Coordinator; <b>S</b> - Student Researchers; <b>CP</b> - Collaborative Partner (MSU-NARC); <b>P</b> - SCC President													
Project Period: 10/01/2016 - 09/30/2019		Year 1				Year 2				Year 3			
Activity	Person Responsible	1	2	3	4	1	2	3	4	1	2	3	4
Finalize grant award	P												
Hire Project Coordinator	P, PD												
Provide staff orientation	PD												
Gather data from AIHEC NARCH Project	PD, PC												
Analyze AIHEC NARCH data	PD, PC												
Develop Curriculum for pilot study	PD, PC, CP, P												
Recruit cohort group of students	PD, PC, CP, P												
Hold weekly project meetings	PD, PC, S												
Develop monthly project reports	PC												
Contact <i>MSU-NARC</i> for technical assistance as needed	PD, PC, S, CP												
Train cohort students on research methodology	PD, PC, CP												
Conduct research on existing studies	PD, PC, S, CP												
Conduct research/pilot study	PD, PC, S, CP												
Develop instruments in Survey Monkey	PC, S												
Interview / survey community members	PC, S												
Log data, check data for accuracy, enter data into computer, transform data	PD, PC, S												
Analyze and interpret data	PD, PC, S, CP												
Develop research report and related	PD, PC, S, CP												

SCC Capacity-Building Research Project Timeline													
Key: <b>PD</b> - Project Director; <b>PC</b> - Project Coordinator; <b>S</b> - Student Researchers; <b>CP</b> - Collaborative Partner (MSU-NARC); <b>P</b> - SCC President													
Project Period: 10/01/2016 - 09/30/2019		Year 1				Year 2				Year 3			
Activity	Person Responsible	1	2	3	4	1	2	3	4	1	2	3	4
recommendations													
Report results to Tribal Council	P												
Disseminate project results to the community	PD, PC, S												
Complete project reports as required by USDA	PD, PC												
Close out project and submit final report to USDA	PD, PC												

- **Research methodology that includes the experimental design techniques.**

SCC will undergo a student-led comprehensive pilot study using technology driven, scientifically sound, and culturally appropriate methods. This process will include on-site meetings, secondary research, e-mails, survey administration, documentation/data reviews, interviews, and community awareness. Data will be gathered from existing studies and community members while utilizing our collaborating institution for technical assistance as needed.

The research will be conducted by SCC students, under the direction of the Project Director and Project Coordinator. Surveys will be developed and administered in-person by the student participants. Survey results will be entered and compiled utilizing Survey Monkey and tablets/computers provided by the college. The target audience for the surveys includes direct stakeholders - adults with a diagnosis of diabetes.

- **Instrumentation to be used including evidence that measurements and data collection protocols will be taught and followed.**

Students will develop instrumentation for the surveys based on the results of the training they receive, which will be developed with the curriculum in year one. This instrumentation will include questions which will determine the feasibility of a research study which would compare the effect of ancient and modern wheat on diabetic American Indians. Sample questions may include: Do you

like the food products you would be given under the ancient and modern wheat study? Do you get tired of eating the same foods all the time? What is the best way to get prepared foods to you?

Data preparation for both the secondary and primary components will involve logging, checking, entering data into the computer, and transforming the data. Quality checks will be implemented as follows: *Logging the data*: A computerized survey will be developed in Survey Monkey to log the incoming data. Data from this survey will be stored on the Survey monkey site and backed-up in Microsoft Excel spreadsheets. The returned surveys, field notes, test protocols, and any other records provided to *SCC* will be archived for at least five years. *Checking the data for accuracy*: The data will be screened for accuracy upon receipt. During screening, several questions will be asked: Are the responses legible/readable? Are all important questions answered? Are the responses complete? Is all relevant contextual information included (e.g. data, time, place, researcher)? *Entering the data into the computer*: Following the initial data screening, data from hard copy surveys will be entered into the previously developed online survey. Data from online surveys will be entered by student researchers within 24 hours of survey administration. To assure a high level of data accuracy, the Researchers, Project Director, and Project Coordinator will spot check records on a random basis. Once the data is entered, Survey Monkey will be used to check that all the data was within acceptable limits and boundaries. *Data Transformations*: Upon validation, the raw data will be downloaded in Microsoft Excel format. Standard statistical processes will be used to analyze the data and report findings.

- ***Indicate how data will be analyzed or interpreted.***

Upon completion of data gathering and compilation, student researchers will analyze and interpret the data. Visual inspection, data graphing, statistical analysis, and/or other operations on the data will be conducted where appropriate. All secondary and primary research data will be collected, compiled, and analyzed separately, then combined to make final recommendations based on the results of the research. In relation to the qualitative data, student researchers will determine any patterns in the data, especially where survey participants refer to similar barriers or problems with the pilot study. The project will also analyze differences between groups. Specifically, groups within the secondary research will be compared to the primary research study group (American Indians with diabetes). Correlations will be made between the two groups, and these correlations will be reported in the research study report and related recommendations.

Once the project results are organized and analyzed, students will interpret the results through the development of a comprehensive research report, including recommendations. The final report developed under this project will determine whether a research study comparing the effect of ancient and modern wheat on diabetic American Indians is feasible in the Rocky Boy community.

- ***Role to be played by the collaborating institution.***

Montana State University - Northern Agriculture Research Center (*MSU-NARC*) will serve as the collaborating 1862 land grant institution. Dr. Darrin Boss, Superintendent at *MSU-NARC*, will provide technical assistance, guidance, and consulting to the *SCC Research Project* proposed

herein. When determining the feasibility of a Khorasan wheat project, Dr. Boss will provide technical assistance in the areas of land use, agronomics, organic practices, and moving land to organic farming to include historic pesticide and herbicide use on the plot. *MSU-NARC* will also provide on-site assistance upon request from *SCC*. In summary, the support and experience provided by *MSU-NARC* will positively contribute to the successful outcome of this research infrastructure project. For complete details on this formal partnership, refer to the attached collaborative agreement between *MSU-NARC* and *SCC*.

- ***Plans to communicate results to stakeholders, communities, and the public.***

The Project Director and the Project Coordinator will communicate on a monthly basis with all stakeholders, including partners, students, the reservation, and the general public. This will begin in year one, with information provided to the community about the study and the statement of inquiry to be addressed. As the study progresses, we will communicate with potential participants for the potential khorasan wheat research project. This communication will be essential and key to determining the feasibility of the khorasan wheat project. As the project progresses, the staff and students will continue to inform the Tribal Council and *SCC* Board on a monthly basis at Tribal Council meeting and Board meetings. Upon completion of the project and data analysis, student researchers will report the final results to all stakeholders, including residents of the reservation, through publications and public meetings and existing informative programs geared towards people with diabetes.

- ***Discussion of possible limitations of the proposed procedures, obstacles or unintended issues and how they will be addressed.***

During the 2013 Rural Health strategic planning process, community members identified a sense of hopelessness. This was expressed as the feeling of doom - a sense that they were predisposed to poor conditions and disease, so there is little to no point of achieving a healthy lifestyle. We anticipate this sense of being predisposed to disease as being a possible obstacle during the implementation of this project. This potential limitation will be addressed through activities proposed under this project including, but not limited to: 1) enhancement of *SCC*'s research infrastructure; 2) improved prospects for employment and educational achievement for students; 3) leadership skills development for students; and 4) potential for further research that will improve the health of community members, especially those with diabetes. Specifically, through the enhanced research infrastructure, students and faculty will have the opportunity to learn about different research studies that have worked in other impoverished communities, and how similar research studies in our community, can improve the quality of life for community members. The lessons learned through this project will begin with *SCC*, reach to students and, ultimately, will be realized among community members who participate in future research projects. The results of these projects have the potential of alleviating the sense of doom permeated within our community by beginning with a small group and spreading to the larger community area through dissemination of project results.

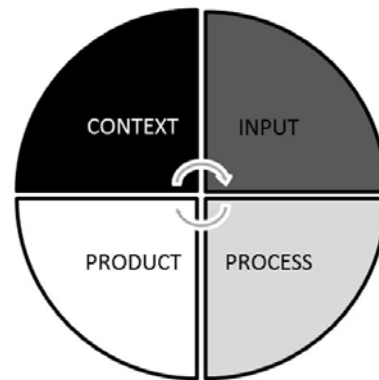
- ***Evaluation plan that includes possible evaluators and their experience with tribal research***

*evaluations.*

SCC utilizes Stufflebeam's Context, Input, Process, Product (CIPP) evaluation model. This model has proven to be very feasible and appropriate to the goals, objectives and intended outcomes of previously funded agriculture education and research programs and will be continued for this project. The CIPP Evaluation Model can briefly be described as follows:

### CONTEXT

- What does the project propose to accomplish?
- What are the goals and objectives?
- Are the objectives measurable?
- Can the project be replicated?
- How can the effectiveness of project implementation strategies be measured?



### INPUT

- Who designed the project?
- Is the plan realistic?
- Can anyone implement the project design?

### PROCESS

- Can all who, when, where, how, and what variables be measured?

### PRODUCT

- Can all context questions be answered and replicated?

To provide for continuous evaluation, the design will include the following four reactive components: (1) A component to determine the project's effectiveness that provides performance feedback on a continuous basis to allow project staff to modify the activities as needed on an ongoing basis; (2) A component to assess each objective with appropriate instruments, methods for analyzing quantitative data and how to improve the program; (3) A component to examine the effectiveness of project implementation strategies; and, (4) A component to determine the impact of the project on the participants receiving services (intended outcomes).

Formative and summative evaluations will be conducted internally on an ongoing basis, with the Project Director reporting to the SCC President and Board of Regents. The evaluations will include the progress of meeting the project objective, reviewing monthly reports, reviewing data collected, and reviewing research records (including daily activity logs, student reports, feasibility study results, etc.) to determine if the project has implemented project strategies according to the time schedule, and progress of the research infrastructure activities. The summative evaluation will include determining the quantity and quality of research activities and intended outcomes of the project by reviewing monthly reports, research records, and other pertinent documents. The internal evaluator will produce recommendations for improvement and/or modifications at the end of each year, enabling the Project Director to effectively modify activities as necessary in order to meet each

objective.

The methods to analyze evaluation data are in place at the present time and provide *SCC* a means of evaluation for examining the effectiveness of project implementation strategies through the use of objective data. These methods include the monthly monitoring of project activities (implementation strategies), internal formative and summative review, monthly recommendations from staff regarding project implementation strategies, and periodic reports from classroom instructors. These practices lead to changes in the project implementation strategies as needed on a continuous basis.

In conclusion, the evaluation of this project is a major concern of the College during the entire grant period. Through proper evaluation processes and activities, the level of success of this project can be documented and disseminated for replication by other entities seeking the same results.



<i>Stone Child College Tribal Colleges Capacity-Building Research Project</i>				
<i>Budget Category</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Total</i>
A. Senior / Key Person				
Project Director - 0.15 FTE	\$8,016	\$8,176	\$8,340	\$24,532
Fringe - 31.81%	\$2,550	\$2,601	\$2,653	\$7,804
<b>Sub-total Senior / Key Person</b>	<b>\$10,566</b>	<b>\$10,777</b>	<b>\$10,993</b>	<b>\$32,336</b>
B. Other Personnel				
Project Coordinator - 0.25 FTE	\$8,840	\$9,017	\$9,197	\$27,054
Fringe - 31.81%	\$2,812	\$2,868	\$2,926	\$8,606
<b>Sub-total Other Personnel</b>	<b>\$11,652</b>	<b>\$11,885</b>	<b>\$12,123</b>	<b>\$35,660</b>
<b>Total Salary, Wages, and Fringe</b>	<b>\$22,218</b>	<b>\$22,662</b>	<b>\$23,116</b>	<b>\$67,996</b>
C. Equipment	\$0	\$0	\$0	\$0
D. Travel	\$0	\$0	\$0	\$0
E. Participant Trainee Costs				
1. Tuition/Fees/Health Insurance	\$0	\$0	\$0	\$0
2. Stipends	\$0	\$8,502	\$8,502	\$17,004
3. Travel	\$0	\$0	\$0	\$0
4. Subsistence	\$0	\$0	\$0	\$0
5. Other	\$0	\$0	\$0	\$0
<b>Total Participant Trainee Costs</b>	<b>\$0</b>	<b>\$8,502</b>	<b>\$8,502</b>	<b>\$17,004</b>
F. Other Direct Costs	\$0	\$0	\$0	\$0
<b>G. Direct Costs</b>	<b>\$22,218</b>	<b>\$31,164</b>	<b>\$31,618</b>	<b>\$85,000</b>
<b>H. Indirect Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>I. Total Direct &amp; Indirect Costs</b>	<b>\$22,218</b>	<b>\$31,164</b>	<b>\$31,618</b>	<b>\$85,000</b>
J. Fee	\$0	\$0	\$0	\$0

## Budget Justification

### A. Senior / Key Person

**Project Director:** (*Mr. Douglas Crebs, 0.15 FTE*) Mr. Crebs will spend 15% of his time in areas such as planning, organizing, staffing, coordinating, reporting, evaluating, monitoring, communicating, and budgeting for this project. Mr. Crebs' salary is budgeted at **\$8,016 in year one**. We are including a 2% cost of living adjustment in years 2 and 3.

**Fringe:** Fringe benefits are budgeted at 31.81% of salaries. Following is a breakdown of fringe benefits: FICA and Medicare - 7.65%; Retirement - 15.00%; Tribal Unemployment - 3.80%; State Admin - 0.80%; Workers Compensation - 0.56%; Severance / Leave Fee - 2.00%; Employer Wellness Contribution - 2.00% **Total Project Director Fringe ..... \$2,550**

Sub-total Senior / Key Person			
Year 1	Year 2	Year 3	Total
\$10,566	\$10,777	\$10,993	\$32,336

### B. Other Personnel

**Project Coordinator:** (*To Be Hired, 0.25 FTE*) The Project Coordinator will be responsible for implementing the project in accordance with objectives and timeline; administering and reporting on the project; implementing evaluation system to measure project specific performance outcomes and progress in meeting objectives of the project; and coordinating with student researchers. The Project Coordinator's salary is budgeted at **\$8,840 in year one**.

**Fringe:** Fringe benefits are budgeted at 31.81% of salaries as broken down above. Total Other Personnel fringe is **\$2,812 in year one**.

Sub-total Other Personnel			
Year 1	Year 2	Year 3	Total
\$11,652	\$11,885	\$12,123	\$35,660

Total Salary, Wages, and Fringe			
Year 1	Year 2	Year 3	Total
\$22,218	\$22,662	\$23,116	\$67,996

**C. Equipment** - none requested

**D. Travel** - none requested

**E. Participant Trainee Costs**

1. Tuition/Fees/Health Insurance ..... \$0
2. Stipends - We are budgeting \$8,502 per year in years 2 and 3 for student researchers. \$708.50 per researcher x 4 researchers x 3 semesters (Fall, Winter, and Summer) = \$8,502. As outlined in the project narrative, the curriculum will be developed for the study, and a cohort of students will perform extensive student-driven research in years 2 and 3 \$8,502
3. Travel ..... \$0
4. Subsistence ..... \$0
5. Other ..... \$0

Total Participant Training Costs			
Year 1	Year 2	Year 3	Total
\$0	\$8,502	\$8,502	\$17,004

**F. Other Direct Costs** - none requested

**G. Direct Costs**

Total Direct Costs			
Year 1	Year 2	Year 3	Total
\$22,218	\$31,164	\$31,618	\$85,000

**H. Indirect Costs** - none requested

We have an approved indirect cost rate of 44.7% of total modified direct costs. We have waived all indirect costs for this proposal.

**I. Total Direct and Indirect Costs**

Total Direct and Indirect Costs			
Year 1	Year 2	Year 3	Total
\$22,218	\$31,164	\$31,618	\$85,000





MSU Grants and Proposals which involved Native Americans in Fiscal Year 2016 Office of Sponsored Programs 04-AUG-2016														
Name	Type	Status	Organization	Sponsor	Source	AuthAmt	MaxFunds	GrantOpen	ProjStart	ProjEnd	PropSubmit	PropRequest	Title	KeyWords
Macur, Richard E	Grant	Closed	Center for Biofilm Engin (421250)	American Indian Higher E (AMEIND011)	FED-USDOE	45,000	45,000	2/10/2014	9/1/2013	7/31/2015	4/22/2013	59,920	Cultivation and Characterization of Cyanobacteria for a Renewable Organic Fertilizer	
Marlow, Clayton B	Prop	Accepted MSU	Animal & Range Sciences (412400)	US Department Of Agricul (USDA)	FED-NIFA				9/1/2016	8/31/2018	3/4/2016	81,517	Capturing Traditional Ecological Knowledge for Sustainable Management of Bison on Montana Native American Reservations	BISON SUSTAINABLE RANGELANDS CLIMATE CHANGE TRADITIONAL ECOLOGICAL KNOWLEDGE
McDermott, Timothy R	Grant	Closed	Land Resources & Environ (412700)	Aannih Nakodde College (AANNAK)	FED-NIFA	35,132	35,132	4/9/2015	9/1/2013	8/31/2015	1/6/2015	35,131	Hydrologic Impacts on Mercury Cycle in Prairie Pothole Wetlands	MERCURY BIOACCUMULATION PRAIRIE POTHOLES
McDermott, Timothy R	Grant	Active	Land Resources & Environ (412700)	National Science Foundat (NSF)	Federal	569,351	569,351	7/14/2014	7/1/2014	6/30/2017	11/15/2013	569,351	A Cellular Systems Analysis of Microbe-Arsenic Interactions	SYSTEMS BIOLOGY ARSENIC TOXIN
McWethy, David B	Grant	Active	Earth Science (415500)	Salish Kootenai College (SALKOO)	FED-NIFA	51,126	51,126	6/9/2016	4/1/2016	11/30/2016	7/24/2014	48,851	Collaborative Research: Reconstructing climate and fire-driven ecological effects on a keystone subalpine tree species: Whitebark Pine (Pinus albicarpa)	FIRE DISTURBANCE PALEOECOLOGY DENDROECOLOGY RESILIENCE MIXED-SEVERITY FIRE REGIMES FIRE REGIMES
McWethy, David B	Grant	Active	Earth Science (415500)	National Science Foundat (NSF)	Federal	329,993	329,993	8/13/2015	9/1/2015	2/28/2019	2/25/2015	350,465	Climate, fire, and people: implications of ancient and recent forest management	
McWethy, David B	Grant	Active	Earth Science (415500)	Salish Kootenai College (SALKOO)	FED-USDA	72,387	72,387	4/24/2014	4/1/2014	7/31/2016	2/13/2013	72,387	Climate, fire, and people: implications of ancient and recent forest management	
Melland, Helen	Grant	Active	Nursing Departments (411600)	Health Resources and Ser (HRSAA)	Federal	624,685	624,685	6/18/2015	7/1/2015	6/30/2017	4/21/2015	656,064	Caring for Our Own - Nursing Workforce Diversity	
Melland, Helen	Grant	Active	Nursing Departments (411600)	US Department of Health (USHHS)	Federal	764,924	764,924	1/17/2013	9/15/2013	9/14/2016	8/22/2013	1,022,149	Caring for Our Own Program: A Nursing Education Program for American Indian and Alaska Native Students	
Melland, Helen	Prop	Accepted MSU	Nursing Departments (411600)	Indian Health Service (INDHEA)					8/1/2016	7/31/2019	6/1/2016	977,685	Caring for Our Own Program: A Nursing Education Program for American Indian and Alaska Native People	
Mogk, David W	Grant	Active	Earth Science (415500)	National Science Foundat (NSF)	Federal	63,967	63,967	11/7/2014	1/1/2015	12/31/2016	5/2/2014	1,307,483	Collaborative Research: The Geo-CCCP Foundry - Building institutional Capacity for Broadening Participation in the Geoscience Workforce	CURRICULUM DEVELOPMENT PROFESSIONAL DEVELOPMENT DIVERSITY EARTH SCIENCE EDUCATION
Mosley, Jeffrey C	Grant	Active	Animal & Range Sciences (412400)	Missoula County Weed Dis (MISCOU003)	Private	9,997	9,997	7/14/2015	6/1/2015	6/30/2017	7/21/2014	10,000	Targeted Cattle Grazing to Suppress Spotted Knapweed	WEEDS RANGELAND CATTLE SPOTTED KNAPWEED BIOLOGICAL CONTROL
Mosley, Jeffrey C	Grant	Active	Animal & Range Sciences (412400)	Montana Department of Ag (MDA)	State	28,723	28,723	5/22/2015	5/14/2015	10/31/2016	12/1/2014	28,723	Can targeted cattle grazing and bio-control insects work together to suppress spotted knapweed?	TARGETED GRAZING CATTLE NOXIOUS WEEDS BIOLOGICAL CONTROL INVASIVE SPECIES SPOTTED KNAPWEED
Mumev, Brendan M	Grant	Closed	Computer Science (414604)	National Science Foundat (NSF)	Federal	359,640	359,640	3/20/2012	3/1/2012	2/28/2016	8/16/2011	347,640	REU Site: Research in Networking and Networks with Applications to Sustainability	NETWORKS SUSTAINABILITY ENVIRONMENTAL MODELING ENERGY
Nategh, Neda	Grant	Active	Electrical Engineering (414300)	National Science Foundat (NSF)	Federal	174,038	174,038	5/24/2016	5/1/2016	4/30/2018	5/23/2016	174,038	CRRI: A Biologically-Inspired Algorithm to Detect, Segment, and Track Moving Objects with Observer Motion	
Nategh, Neda	Grant	Active	Electrical Engineering (414300)	National Aeronautics And (NASA)	Federal	49,910	49,910	2/5/2016	1/1/2016	12/31/2016	10/16/2015	49,715	A real-time, computational model and algorithm for vision based detection and tracking of orbital debris. NASA Technology Area 5.7	
Neesley, Michael P	Grant	Active	Sociology & Anthropology (415900)	Bureau Of Land Managemen (BLM)	Federal	280,000	280,000	10/2/2015	9/14/2015	8/31/2020	9/4/2015	280,000	Project Archaeology Human Migration	
Perry, Dustin	Prop	Accepted MSU	Agricultural Education (412600)	Utah State University (UTASTA)					9/15/2016	9/14/2021	11/9/2015	196,615	Agricultural Safety Education Initiative	
Perry, Dustin	Prop	Accepted MSU	Agricultural Education (412600)	Office of Commissioner o (OFFCOM)					1/1/2016	12/31/2016	10/27/2015	52,951	Matching Standards to Practice in Agricultural Education	
Phillippi, Meghan J	Grant	Active	National 4-H Council (NAT4H)	FED-USDOJ	164,634	164,634	2/22/2016	12/1/2015	1/31/2017	9/10/2015	202,296	Montana 4-H Mentoring Partnership Program - Year 6		
Potvin, Martha A	Prop	Accepted MSU	Provost (Academic Affair (419001)	Kauffman Foundation (KAUFU)					10/1/2015	9/30/2017	8/3/2015	500,000	Expanding Quality Support for Entrepreneurs	
Poulter, Benjamin	Grant	Active	Institute on Ecosystems (421410)	National Science Foundat (NSF)	Federal	375,000	375,000	4/7/2015	6/1/2015	11/30/2018	9/2/2014	471,928	Understanding Fire-Human Dynamics Along a Forest-Steppe Ecotone	
Poulter, Benjamin	Prop	Accepted MSU	Institute on Ecosystems (421410)	National Science Foundat (NSF)					1/1/2017	12/31/2020	3/10/2016	5,999,999	Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies	
Poulter, Benjamin	Prop	Declined	Extended University Dire (41EUC00)	National Science Foundat (NSF)					7/1/2016	6/30/2017	2/9/2016	132,659	Climate in My Backyard (ClIMB): Building a citizen science network.	
Reddy, Gadi V	Grant	Active	AES WTARC (412907)	Montana Wheat & Barley C (MWBC)	State	11,002	11,002	7/6/2015	6/30/2015	12/31/2016	7/2/2015	11,002	Improving Performance of Wheat Stem Sawfly Parasitoids	BENEFICIAL INSECT CROPPING SYSTEM FLORAL NECTAR PHEROMONE HIGH SCHOOL BIOLOGY MODULE BIOLOGICAL CONTROL
Richards, Abigail M	Grant	Closed	Chemical & Biological En (414100)	Engineering Information (ENGINF)	Private	22,794	22,794	8/16/2012	8/1/2012	7/31/2015	2/29/2012	22,974	Community Building Intervention to Increase Retention of Freshman College Undergraduate Females in Engineering	
Rink, Elizabeth	Grant	Active	Health & Human Developme (413100)	National Institute Of He (NIH)	Federal	203,300	203,300	9/24/2015	9/1/2015	8/31/2016	9/8/2015	203,301	Fort Peck Sexual Health Project	
Rink, Elizabeth	Grant	Active	Health & Human Developme (413100)	National Science Foundat (NSF)	Federal	479,344	479,344	9/30/2015	3/5/2014	4/30/2017	9/15/2015	479,344	Population Dynamics in Greatland	
Rink, Elizabeth	Grant	Closed	Health & Human Developme (413100)	National Institute Of He (NIH)	Federal	212,531	212,531	10/22/2014	9/15/2014	8/31/2015	9/29/2014	1,033,645	CHERM Project 3: Fort Peck Sexual Health Project	
Rink, Elizabeth	Prop	Accepted MSU	Health & Human Developme (413100)	Fort Peck Community Coll (FORPEC)					3/1/2016	8/31/2017	6/16/2016	47,250	Mindfulness Based Stress Reduction Project	FARM TO SCHOOL CONFERENCE TEAM NUTRITION
Roth, Aubree C	Grant	Active	Health & Human Developme (413100)	Montana Office of Public (MTOPI)	FED-USDA	16,085	16,085	4/8/2016	2/1/2016	9/30/2016	2/2/2016	16,085	2016 Farm to School Conference Grant - Let's Get Growing	FARM TO SCHOOL CONFERENCE TEAM NUTRITION
Ruff, William G	Grant	Active	Education (413200)	Little Big Horn College (LTBHC)	FED-USDOED	1,116,682	1,116,682	4/15/2013	7/1/2012	6/30/2016	3/8/2012	1,148,790	Indian Leadership Education and Development (I LEAD)	
Ruff, William G	Prop	Accepted MSU	Education (413200)	US Department of Educat (USDOED)					1/1/2017	6/30/2021	6/22/2016	1,289,083	Indian Leadership Education and Development	
Ruppel, Kristin T	Grant	Active	Education (413200)	National Science Foundat (NSF)	Federal	247,356	247,356	8/7/2013	5/1/2013	4/30/2017	8/2/2012	247,356	IRES: Informal Science Learning in Ecological Contexts: Science Learning & Native Language Use in Contrasting N. American & Mongolian Mountain Systems	SCIENCE LEARNING UNDERSERVED POPULATIONS ECOLOGICAL SCIENCE CULTURE/INDIGENOUS NATIVE PEOPLE ECOLOGICAL LEARNING
Sarchet, Brent	Grant	Active	ES Agents (471002)	Montana Department of Ag (MDA)	State	9,932	9,932	8/14/2015	7/1/2015	8/15/2017	8/15/2015	24,784	Fruit Tree Cultivar Research and Education Program Expansion	
Schell, William J	Prop	Declined	Mechanical & Industrial (414500)	National Science Foundat (NSF)	Federal	5/1/2016	4/30/2019	8/24/2015	5/1/2016	4/30/2019	8/24/2015	358,350	REU Site: Sustainability in Yellowstone National Park	
Schmidt, Leslie L	Grant	Active	Research (421001)	Montana Department of Co (MTDOCO)	FED-USSSA	58,541	58,541	1/4/2016	1/1/2016	12/31/2016	12/29/2015	58,589	Small Business Development Center (SBDC)	
Shanks, Carmen	Grant	Closed	Health & Human Developme (413100)	Cornell Center for Behav (CORBEN)	FED-USDA	41,613	41,613	9/25/2014	9/1/2014	9/15/2015	3/20/2014	14,939	Improving Fruit and Vegetable Selection in High School Lunches through Student Involvement in Smarter Lunchroom Design	NATIONAL SCHOOL LUNCH PROGRAM SMARTER LUNCHROOMS FRUITS VEGETABLES PARTICIPATION
Simonds, Vanessa W	Grant	Active	Health & Human Developme (413100)	National Institute Of He (NIH)	Federal	185,798	185,798	9/24/2015	9/1/2015	8/31/2016	9/18/2015	802,089	Appalooske Health Literacy Project (Guardians of the Living Water)	HEALTH LITERACY WATER CBPR
Simonds, Vanessa W	Grant	Closed	Health & Human Developme (413100)	National Institute Of He (NIH)	Federal	192,248	192,248	10/28/2014	9/15/2014	8/31/2015	9/29/2014	1,047,975	CHERM Project #2: Apsalooke Health Literacy Project	
Simonds, Vanessa W	Grant	Closed	Health & Human Developme (413100)	University of Washington (WASUNU)	FED-NIH	75,349	75,349	7/21/2014	1/1/2014	8/31/2015	4/22/2014	75,349	Regional Native American Community Networks Program (RNA CNP)	
Singel, David J	Prop	Declined	Provost (Academic Affair (419001)	US Department of Educat (USDOED)	Federal	868,494	1,042,470	7/31/2013	10/1/2013	9/30/2018	6/7/2012	1,100,000	McNair Scholars Program	
Singel, David J	Prop	Declined	Provost (Academic Affair (419001)	US Department of Educat (USDOED)					1/1/2016	12/30/2019	7/21/2015	2,998,991	Advancing Enrollment, Retention, and Graduation of Women and Native Americans in STEM disciplines at MSU	
Skewes, Monica	Grant	Active	Psychology (415810)	National Institute Of He (NIH)	Federal	171,440	171,440	10/7/2015	9/1/2015	8/31/2016	9/15/2015	185,840	CHERM: The Fort Peck Substance Abuse and Resilience Project	
Skewes, Monica	Grant	Closed	Psychology (415810)	National Institute Of He (NIH)	Federal	144,000	144,000	2/19/2015	9/15/2014	8/31/2015	2/17/2015	144,000	CHERM: Addressing Substance Use in Indian Country: Community Based Approach	
Smith, Jessi L	Grant	Active	Psychology (415810)	National Institute Of He (NIH)	Federal	948,646	948,646	8/2/2011	8/1/2011	5/31/2017	10/12/2010	957,239	Culturally connected communal goals: Latino and Native Americans in Biomedicine	
Smith, Jessi L	Prop	Accepted MSU	Psychology (415810)	University of Wisconsin (WISUNU)					1/1/2017	12/31/2020	2/24/2016	310,080	Promoting Motivation for Underrepresented Groups in Undergraduate Biology and Chemistry Courses	
Smith, Vincent H	Grant	Closed	Agricultural Economics & (412100)	Fort Peck Community Coll (FORPEC)	FED-USDA	20,000	20,000	1/7/2015	10/1/2014	9/30/2015	10/15/2014	20,000	Increasing Socially Disadvantaged American Indian Participation in Federal Farm Programs on the Fort Peck Indian Reservation and in Montana	FARM PROGRAMS OUTREACH WORKSHOPS
Spangler, Lee H	Grant	Active	Energy Research Institut (421070)	US Department of Energy (USDOE)	Federal	100,000	750,000	9/24/2014	10/1/2014	9/30/2017	3/21/2014	750,000	Area 1: Geomechanical Monitoring for CO2 Hub Storage: Production and Injection at Kevin Dome Phase III	GEOMECHANICAL MONITORING CO2 STORAGE CARBON SEQUESTRATION PRODUCTION INJECTION
Stanton, Christine R	Grant	Active	Humanities Montana (HUMANMON)	FED-NEH	2,917	2,917	4/22/2015	3/30/2015	10/31/2015	10/31/2015	11/25/2014	5,000	Pikani Digital Histories	NATIVE AMERICAN DIGITAL HISTORY BLACKFEET PARTICIPATORY RESEARCH
Stanton, Christine R	Prop	Awarded MSU Internal	Education (413200)	MSU Vice President for R (MONVIC001)					5/1/2016	12/31/2016	1/20/2016	10,000	Center for Digital Storywork Development	
Sterling, Tracy	Grant	Active	Land Resources & Environ (412700)	Bureau Of Land Managemen (BLM)	Federal	5,000	5,000	2/26/2015	3/1/2015	2/28/2020	2/10/2015	5,000	Noxious Weed Education and Awareness in Montana: Sharing and Distributing Information About Management and Control of Invasive Species	INVASIVE SPECIES
Sterling, Tracy	Grant	Frozen	Land Resources & Environ (412700)	USDA Forest Service (USDFOR)	Federal	28,500	28,500	7/27/2011	7/25/2011	5/30/2016	6/22/2011	28,500	Student Technology Transfer Research Internship Program (STRIP)	TRAINING UNDER-REPRESENTED GROUPS BIOLOGICAL CONTROL TECHNIQUES MONTANA SNAP-ED
Stone, Cody C	Grant	Active	ES Nutrition Education (471005)	Montana Department of Pu (MTDPHHS)	FED-USDA	846,595	846,595	12/18/2015	10/1/2015	9/30/2016	1/15/2015	846,595	Montana SNAP-ED	
Weaver, David K	Grant	Active	Land Resources & Environ (412700)	Montana Wheat & Barley C (MWBC)	State	50,035	50,035	7/9/2015	6/30/2015	12/31/2016	3/13/2015	61,037	Improving Performance of Wheat Stem Sawfly Parasitoids	BENEFICIAL INSECT CROPPING SYSTEM FLORAL NECTAR PHEROMONE HIGH SCHOOL BIOLOGY MODULE BIOLOGICAL CONTROL
Weaver, David K	Grant	Active	Land Resources & Environ (412700)	Montana Noxious Weed Tru (NOXIOUS)	State	20,000	20,000	5/20/2015	5/14/2015	10/31/2016	12/1/2014	28,000	Testing Candidate Agents for Biocontrol of Russian Olive: Ensuring Impact on Weed Population Growth	BIOCONTROL HOST-SPECIFICITY HERBIVORE-MOTH HERBIVORE-MITE EFFICACY
Weaver, David K	Grant	Active	Land Resources & Environ (412700)	Montana Noxious Weed Tru (NOXIOUS)	State	37,634	37,634	5/19/2015	5/14/2015	10/31/2016	11/1/2014	37,634	Optimizing available toxiflex biocontrol resources and evaluation of efficacy of candidate stem-galling weevils	MECINUS-HEYDENII RHINUSA-BRONDELIUSI STEM-GALLING-WEEVELS QUANTANITE BIOCONTROL FIELD-SOURCED-AGENTS
Weaver, David K	Grant	Active	Land Resources & Environ (412700)	Bureau Of Indian Affairs (BIA)	Federal	40,000	40,000	11/20/2014	1/1/2015	12/31/2017	11/1/2014	10,000	Biological Control of Noxious Weeds	

MSU Grants and Proposals which involved Native Americans in Fiscal Year 2016 Office of Sponsored Programs 04-AUG-2016														
Name	Type	Status	Organization	Sponsor	Source	AuthAmt	MaxFunds	GrantOpen	ProjStart	ProjEnd	PropSubmit	PropRequest	Title	KeyWords
Weaver, David K	Grant	Closed	Land Resources & Environ (412700)	Montana Wheat & Barley C (MWBC)	State	218,641	218,641	9/30/2014	7/1/2014	12/31/2015	3/16/2014	272,581	Implementation of Wheat Stem Sawfly IPM	HOST PLANT RESISTANCE ENTOMOPATHOGEN PHEROMONE AGRIBUSINESS
Weikert, Angela H	Grant	Active	Museum of the Rockies (411MOR)	Institute Of Museum And (IMLS)	Federal	71,972	71,972	9/25/2014	10/1/2014	9/30/2017	12/10/2013	71,972	Transforming Field Trips for Montana's Schoolchildren	BIODECONOMICS TRAP CROPS
Whitlock, Cathy	Grant	Active	Research (421001)	National Science Foundat (NSF)	Federal	98,040	98,040	9/12/2014	5/1/2010	8/31/2017	9/3/2014	98,040	WildFIRE PIRE: Feedbacks and Consequences of Altered Fire Regimes in the Face of Climate and Land-Use Change in Tasmania, New Zealand, and the Western US	
Whitlock, Cathy	Grant	Active	NSF EPSCOR (421340)	University of Montana (MDUNUI)	FED-NSF	347,407	347,407	8/27/2014	9/1/2013	8/31/2016	12/18/2013	363,125	INSTEP Yr 3: IoESubs	
Wynhoff Olsen, Allison	Prop	Accepted MSU	English (415840)	Office of Commissioner o (OFFCOM)					10/20/2015	10/30/2015	11/16/2015	82,977	Writing Curriculum in Rural Montana Schools	
Yeoman, Carl	Grant	Closed	Animal & Range Sciences (412400)	National Institute Of He (NIH)	Federal	43,083	43,083	1/12/2016	11/1/2015	4/30/2016	1/5/2016	43,083	Building Research Capacity And Community Awareness On The Vaginal Microbiomes Importance To Reproductive Health Among Blackfeet	
Young, Sara L	Grant	Active	Microbiology & Immunolog (412200)	National Institute Of He (NIH)	Federal	278,199	278,199	9/24/2015	9/1/2015	8/31/2016	9/17/2015	318,239	CHERC: Community Eng Core	
Young, Sara L	Grant	Frozen	Microbiology & Immunolog (412200)	National Institute Of He (NIH)	Federal	240,428	240,428	10/20/2014	9/15/2014	8/31/2015	10/9/2014	365,072	CHERC: Community Eng Core	

**2016 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM  
(FOR THE REPORTING PERIOD JULY 1, 2015 - JUNE 30, 2016)**

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

1. SUBMISSION DATE:  
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, College of Nursing  
NARRATIVE COORDINATOR NAME: Helen Melland PHONE/EMAIL: 994-5736,  
helen.melland@montana.edu

3. ACTIVITY NAME (name electronic file with this name):  
4. PROGRAM STAFF NAME: PHONE/EMAIL:

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

6. Please specify when this state-tribal activity started and if it is ongoing or finalized.  
 Started before FY 2016  Started during FY 2016  
 Ongoing  Completed/finalized during FY 2016

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

7. In 1-2 paragraphs, describe the purpose of the activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program and its contribution to the activity, and include timelines, cost, location, other partners, etc.  
8. 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.  
9. Are there photographs to support the narrative?  Yes  No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

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?



**Montana State University - College of Nursing**  
**Tribal Relations Report – August 2016**

**Ft. Peck Partnership:** Julie Ruff MSN RN CPNP-PC, an assistant teaching professor in the College of Nursing, continues to spearhead the collaborative work between the College of Nursing and the Ft. Peck Indian Reservation that focuses on school health, mental health care, suicide prevention, nutrition, dental care and health education.

- 30 junior nursing students traveled to Ft. Peck during this past academic year in four groups, where they stayed for one week of a cultural immersion service learning experience. Students saw approximately 900 children during the 2015-2016 academic year, completing well child checks and school sports physicals, vision and dental screenings plus fluoride treatments, and providing health education.
- Nursing students hosted an education class for fathers of head start students.
- Nursing students taught maturation classes to students in grades 4-12 at 3 tribal schools.
- Nursing students completed head start physical exams for approximately 50 children.
- Through a partnership with a pediatric dentist in Bozeman, surgical care has been provided to over 50 children from the reservation. In addition, a pediatric dental practice has been established to meet the ongoing needs of native children.
- August 2015, The HPDP program at the Fort Peck Reservation multidisciplinary team including Julie Ruff, met with the Harvard University selection committee for the final steps of the selection process for a national award for innovative health care programs within Native American communities. The HPDP program at fort Peck was honored with this award in San Diego in October of 2016.

Close collaboration with the Fort Peck Indian Reservation and the Health Promotion and Disease Prevention program continues. The program has expanded from interventions in three tribal schools to six tribal schools. In the summer of 2016, collaboration with the Montana Chapter of the American Academy of Pediatrics to begin the process of providing every child on the reservation with a health care plan.

**Caring for our Own Program:** The Caring for Our Own Program (CO-OP) provides support to Native American students and continues to benefit from federal support of the Indian Health Service (IHS) and the Health Services Administration (HRSA). CO-OP's goals are to increase the enrollment of American Indian nursing students in the College of Nursing at Montana State University and build a strong pool of American Indian nurses who are prepared for practice, management, and leadership to serve Indian Country. The program receives funding through IHS and HRSA grants. Specifically this program provides:

- Financial support to students in the form of monthly stipends and full tuition support for seven IHS scholars.
- Culturally competent tutoring and mentoring
- Study groups, seminars and weekly student check-ins
- Student support to take a review course in preparation for the professional licensing exam

- Resume and job application assistance after graduation
- A summer program held prior to the university's fall semester to prepare students for college life
- CO-OP served 38 Native American students during the past year with the majority of students representing all Montana Tribes.
- 9 CO-OP students graduated over the past year including 8 BSN students, 2 who were in the accelerated program and graduated in 15 months, and 1 DNP student who was part of the CON's inaugural class of doctoral students. There were a total of 13 American Indian students who graduated from the College of Nursing in AY 15-16; 9 were enrolled in the CO-OP programs.
- AS of fall of 2015, 6.5% of the College of Nursing undergraduate students were Native American reflecting the census population data in Montana for percentage of Native Americans in the state.

Mariya Waldenberg, RN (advisor CO-OP program), Raelene Schott, RN (nurse mentor CO-OP program), and Milissa Grandchamp, MN, FNP-C (graduate of the MSU family nurse practitioner program) presented an effective session at the June 6-7, 2016 Montana Center to Advance Health through Nursing (MT CAHN) (gardening themed) Nursing Education and Practice Summit. The session entitled "Nurturing Plant Variation to Build a Culture of Health: Native American Nurses Needed" highlighted the internal and external challenges Native students face when entering nursing education and practice settings.

**Great Falls Campus:** During the past year, Professor Laurie Glover placed a student or two every semester (spring, summer, and fall) with Indian Family Health Clinic (IFHC) in Great Falls for the NRS 477 Population-Based Nursing Care in the Community course. This amounts to approximately 95 hours clinical experience per student, which includes group education on topics such as diabetes care and stress management; disease management; screenings, etc. The IFHC serves all with tribal affiliation, as well as non-Indians for a reduced fee. Professors Jaimee Gregoire and Laurie Glover placed students with the Indian Health Services in Browning spring and fall semesters for clinical experience in NRS 477 – Population Based Nursing Care in the Community and NRS 487 – Nursing Leadership-Management courses.

In NRS 341 - Psychosocial Concepts, students visit either the Benefis Native American Welcoming Center or the Indian Family Health Clinic every semester, as a group tour, relating to the cultural care course objective. Many times, students are privileged to participate in a smudging ceremony led by a local Native spiritual leader. (spring, summer, and fall semesters = 48 total students total)

**Missoula Campus:** NRS 477 Population-Based Nursing in the Community. Faculty: Christy Buttler Nelson & Dale Mayer.

- Spring Semester 2016, two students collaborated with the Confederated Salish and Kootenai Tribes, Tribal Health Department in St. Ignatius as a part of their clinical experience, approximately 40 hours each. Their project involved research and education to tribal health professionals regarding culturally appropriate maternal-child health home visiting models.

- Spring Semester 2016: Collaboration between Missoula City County Health Department's *Let's Move Missoula Program*, Missoula Urban Indian Health Center and two NRS 477 students for clinical experience. Each student contributed approximately 40+ hours of clinical time at MUIHC's Restoring our Relationships Wellness Program, providing children with group education related to health and wellness using culturally appropriate games and activities.
- Fall & Spring Semesters 2016: Students had supplementary clinical experience with the Missoula Urban Indian Health Centers' Restoring Our Relationship Wellness Program located on the University of Montana's campus. Approximately 120 hours of clinical time per semester for 20 students per semester, as part of their total NRS 477 clinical experience. Students provided health screening related to BMI assessments at the bi-weekly event.
- Fall & Spring Semesters 2016: Collaboration between Missoula Urban Indian Health Center, University of Montana's IPHARM program and two nursing students as a component of their clinical experience with IPHARM. Nursing students, working with IPHARM, provided health screening at MUIHC's biannual health fair located on the University of Montana's campus, approximately 5 hrs/student. Screening provided by the interdisciplinary student team mentored by IPHARM include A1C, lipids, bone density, fall prevention, B/P.

N487- Leadership in Nursing. Faculty: Sally Rappold

- 3 leadership and management (NRS487) students who have had their clinical rotations with the nurse manager at Tribal Health, St. Ignatius over the past few years. One student's final project (Sarah Meeks) was titled: Treatment of Non-Malignant Chronic Pain on a MT Reservation
- The response to these rotations has been consistently positive. Aims to assign more students in this setting in the future.
- Also-Sarah Meeks (CO-OP Student-graduated May 2016) was hired by Tribal Health as a home health RN after her graduation last May.

**MSU Explore: Earth and Space Science Camp** on June 27-July 1 was a new NASA-supported camp for middle school students held at MSU. Particular emphasis was placed on recruiting students from rural and reservation communities. One whole day of the camp was a visit to many different departments who base their work on strong science. The College of Nursing provided both high and low fidelity simulation demonstration and participation to 80 - 100 middle school "campers," many of whom were from reservations.

**Faculty Scholarship and Research:** Several College of Nursing faculty programs of research or scholarship focus on Native American populations:

**Dr. Yoshi Colclough** works with the Blackfeet Nation on a research project titled "Comforting Toward Your Wishes – End of Life Care." This project's goal is to increase

the community people's knowledge about hospice and to support cancer patients and their family members from diagnosis to end-of-life. This program will train Blackfeet lay health educators to have knowledge about hospice and cancer and support the community people in various ways. She also expanded to include the concept of cancer stigma to examine its mechanism and develop an intervention.

- Dr. Colclough presented the results of her research "Comforting Toward Your Wishes – End of Life Care" at the "Days of the Piikani (Blackfeet)" of the Blackfeet Community College (BCC) in Browning, MT.
- In addition to current community research team members, Dr. Colclough initiated a collaborative relationship with a nurse practitioner and two BCC faculty to involve their students in the research process. It is in progress.

**Dr. Laura Larsson** works with the Blackfeet, Northern Cheyenne and Confederated Salish-Kootenai Nations on varied Pediatric Dental Health projects.

- Dr. Larsson's research explores the most effective messages to improve oral health practices. Displays are in use in four Blackfeet clinical waiting areas and four clinical waiting areas in the Community Health Center in Lame Deer.
- Dr. Larsson submitted an NIH grant in partnership with faculty at the University of Iowa and Community Advisory Board members from Salish-Kootenai and Northern Cheyenne for a 5-year research award to study improvements in pediatric oral health behaviors and outcomes.
- Dr. Larsson employs one MSU nursing student from the Northern Cheyenne Nation.
- Dr. Larsson chaired Kate Taubert's doctoral committee. Kate completed her pediatric oral health project with the Blackfeet Service Unit of the Indian Health Service.

**Dr. Elizabeth Kinion** continues to work with the Ft. Belknap Tribal Health and Aaniiih Nakoda College. She has an ongoing relationship with the Community Leaders and the Tribal College faculty and students. Her current NIH funded project *Increasing Access to Oral Health Care: Evaluating the Outcomes of a Community Oral Health Specialist Program*, includes team members from the Tribal Health Department and students from Aaniiih Nakoda College. The Oral Health study is one of several studies in the Montana State University Center for American Indian and Rural Health Equity. Dr. Kinion is an offsite faculty Advisor for Kaye Brown an American Indian student research assistant at Aaniiih Nakoda College.

Dr. Kinion is a partner with Dr. Julie Baldwin at Northern Arizona University. They submitted and RO1 addressing Access to Oral Health Care on the Crow Reservation in Montana and the Hopi Reservation in Arizona( Currently awaiting the funding decision). Dr. Kinion worked closely with Fredericka Left-hand at Chief Dull Knife College and Sarah Young and Emily Solias from Montana INBRE during the preparation of the proposal.

Dr. Kinion was the faculty mentor for Jennifer Show, an American Indian student who graduated in May 2016 as Doctor of Nursing Practice student. Dr. Show received the College of Nursing Outstanding Graduate Student Award for her clinical project titled *Implementing an Oral Health Tool and Motivational Interviewing Tool to Improve Oral Health Care Among Type II Diabetics on a Northern Plains Reservation*.

Dr. Kinion served as a team member of the MSU Pilot Project: Transitioning Tribal College students into MSU STEM Degree Programs. This program is chaired by Dr. Anne Camper. The focus of this project is to create processes and procedures to overcome barriers encountered by Montana's Tribal College students transferring into bachelor degree programs at MSU. It builds on the established connections between MSU and the seven Tribal Colleges' STEM faculty to create clear transfer/articulation agreements for STEM programs. Curriculum alignment will be incorporated into Degree Works. The team met with colleagues at Little Bighorn College and Blackfeet Community College during this academic year.

**Dr. Sandra Kuntz (CON) and Dr. Bill Schell (COE)** In continuation of their work on interprofessional education (IPE) projects, Drs. Schell and Kuntz received a Native American Retention and Recruitment (NARR) award from the MSU NARR proposal committee and the Provost's Office (March 2016). The nursing/engineering project entitled Native Healthcare Engineering Internship utilized recommendations for student interns from the COE and the CON CO-OP program. An engineering student (Ty Show from the Blackfeet Tribe) and a nursing student (Charlee Millett, Alaska Native Tribes) were selected to complete three rapid action quality improvement projects at three hospital/clinic locations (Bozeman Deaconess Hospital, Northern Cheyenne Service Unit, and Blackfeet IHS Hospital) during summer 2016. The students were mentored and monitored by Drs. Schell and Kuntz and local members of the healthcare team and at the end of each project, presented their results to healthcare leadership at each site. The titles of the two reservation projects completed:

- "Improving Documentation Quality at Northern Cheyenne Service Unit"
- "Improving Revenue & Revenue Cycle Time at Blackfeet Community Hospital"

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

1. SUBMISSION DATE: 8/12/16
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Department of Health and Human Development
3. NARRATIVE COORDINATOR NAME: Elizabeth Ann R. Bird      PHONE/EMAIL  
406-994-2520; [ebird@montana.edu](mailto:ebird@montana.edu)
4. ACTIVITY NAME (name electronic file with this name): Fort Peck Buffalo Connections Project
5. PROGRAM STAFF NAME: Dr. Elizabeth Ann R. Bird  
(MSU partners: Dr. Michael Everts, Dr. Julia Haggerty, Dr. Elizabeth Rink)  
PHONE/EMAIL:  
406-994-2520; [ebird@montana.edu](mailto:ebird@montana.edu)
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input checked="" type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.  

<input checked="" type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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

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

This project supports efforts of a Fort Peck grassroots organization (Pté Group) to engage Fort Peck tribal members reservation-wide in community building initiatives intended to rejuvenate ongoing and life-giving connections with their buffalo relatives. The premise of this ongoing effort is that as the bison prosper, so will all people who connect with them for learning, spiritual development, physical and mental health, and well-being.

Milestones in this collaboration between Fort Peck Community College, Fort Peck Tribal Departments, Montana State University and World Wildlife Fund include: 1) An exploratory study of the herd’s significance for community well-being (2013); 2) The “Buffalo People Summit,” a week of community-wide and school events (September 2015); 3) Oral histories to reconstruct the path of buffalo advocacy by the Fort Peck Tribes (2015-16); 4) A survey to understand what the Fort Peck people want, need and aspire to concerning bison and their management, with an assessment of their Wildlife Value Orientations in general (summer 2015); 5) Collaboration on the development of buffalo prayer/honoring sites and a community trail (preliminary designs completed June 2016); 6) A teacher cultural immersion institute led by Fort Peck Community College partners (August 2016) and 7)

Creating and hiring a buffalo connections administrator to support Pté Group work and respond to current limitations in the public outreach of the Tribes' buffalo management program.

MSU personnel (Departments of Health & Human Development, Earth Sciences, and Architecture) have raised funds for all these endeavors (totaling around \$50,000 to date), and devoted considerable time and effort to reaching these milestones. The work itself has primarily taken place on the Fort Peck reservation.

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

The Pté Group consists of about a dozen members and through our collaborative organizing efforts has become known and appreciated as an advocate for buffalo culture education across the reservation. The Buffalo People Summit involved tribal members of all ages. An opening ceremony drew about 100 children and adult participants. Three days of school field trips to the buffalo ranch hosted 300-500 youth/day from all schools on the reservation. The field trip featured 20 tipi "stations," each convened by an elder or other expert, that the young people circulated among. Teachers were provided with packets to take back to the classroom; both youth and teachers responded enthusiastically to the presentations and activities. The final Summit activity which included a community buffalo feast drew about 150 adult and family participants, including non-tribal members who indicated on the evaluation survey that they'd learned important lessons about Nakoda and Dakota buffalo culture. Materials developed to support the Summit included a program booklet with the agenda, buffalo stories, a listing of buffalo-related research projects at Fort Peck, a brief history of buffalo on the reservation, and a buffalo fact-sheet. A local artist was commissioned to develop two posters consisting of an artistic rendering of White Buffalo Calf Pipe Woman and other buffalo lore, as well as a copy of the inter-tribal Buffalo Treaty with tribal insignias. A videographer filmed the presentations at the ranch and these recordings are now available primarily to tribal members and teachers. All of the events held and materials distributed made a very significant contribution to raising awareness of buffalo on the reservation and spreading traditional lore and skills related to the buffalo's centrality to Assiniboine and Sioux life.

World Wildlife Funds are supporting the new position which will stimulate economic development both through the job itself and its multiplier effects, but also through that individual promoting development of the buffalo program which could eventuate in a processing plant and/or increased tourism in the area.

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

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

Photo File Name: BUFFALO PEOPLE SUMMIT photo

Photo Caption (include the name of the event/persons, location, and date): School field day at the Fort Peck Buffalo Ranch as part of the September 20-24 Fort Peck Buffalo People Summit.

Photo Credit: RTM Productions

Photo File Name: White Buffalo Calf Woman Poster

Photo Caption (include the name of the event/persons, location, and date): Poster created by Lance FourStar for the September 20-24 Fort Peck Buffalo People Summit.

Photo Credit: Lance FourStar

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

# Buffalo People Summit



RTM Productions



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

1. SUBMISSION DATE: August 15, 2016
2. STATE AGENCY/DIVISION/PROGRAM: College of Education, Health and Human Development
3. NARRATIVE COORDINATOR NAME: Suzanne Christopher                      PHONE/EMAIL  
406.994.6321, Suzanne@montana.edu
4. ACTIVITY NAME (name electronic file with this name): Improving Illness Management with the Absalooke Nation: The Baaniilaa
5. PROGRAM STAFF NAME: Suzanne Christopher                      PHONE/EMAIL:  
406.994.6321, Suzanne@montana.edu
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input checked="" type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.  

<input checked="" type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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

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

**Improving Chronic Illness Management with the Apsaalooke Nation: The Baaniilaa**

This purpose of this project is to improve chronic illness (CI) management among Apsaalooke (Crow) Indians in Montana through a community-based program. American Indians experience high rates of health disparities, including disparities in CI prevalence rates, hospitalization rates, and mortality rates, yet little research exists on effective methods for ameliorating these disparities. This four-year project will add to the existing science of health disparities by using a community-developed and culturally centered intervention as a vehicle for change and a community-based participatory research approach in a partnership between a university and an American Indian Nation. An NIH grant totaling \$2,045,155 was awarded for the project this spring, to both MSU and Messengers for Health, a non-profit organization based at Crow Agency.

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

10. Are there photographs to support the narrative? ( ) Yes ( X ) No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

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?

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

1. SUBMISSION DATE: August 12, 2016
2. STATE AGENCY/DIVISION/PROGRAM: MSU, The Center for Bilingual and Multicultural Education
3. NARRATIVE COORDINATOR NAME: Dr. Jioanna Carjuzaa  
PHONE/EMAIL 406-994-4941 carjuzaa@montana.edu
4. ACTIVITY NAME (name electronic file with this name): **Title II: Improving Teacher Quality Grant -- Class 7 Conference**

PROGRAM STAFF NAME: Dr. Jioanna Carjuzaa  
PHONE/EMAIL: 406-994-4941 carjuzaa@montana.edu

5. 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                           |  |

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

- |   |  |
|---|--|
| <input type="checkbox"/> Started before FY 2016 | <input type="checkbox"/> Started during FY 2016                        |
| <input type="checkbox"/> Ongoing                | <input checked="" type="checkbox"/> Completed/finalized during FY 2016 |

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

**In 1-2 paragraphs, describe the purpose of the activity, its significance, major accomplishments,  
Title II: Improving Teacher Quality Grant -- Class 7 Conference**

Dr. Jioanna Carjuzaa, Executive Director of the Center for Bilingual and Multicultural Education (CBME) at Montana State University (MSU) along with Associate Director of the CBME Dr. William G. Ruff and Dr. David Henderson were awarded a Title II: Improving Teacher Quality Grant to provide professional development for Class 7 teachers. In 1995 the Montana Office of Public Instruction (OPI) began granting a special license for educators to teach courses in Native American languages and cultures. Rather than a traditional teacher’s license, the Class 7 certification does not require a degree in education and other requirements; rather, it is granted solely upon the recommendation from an individual’s tribe.

Over 100 Class 7 Indigenous language and culture teachers and other language instructors and supporters from school districts and communities across Montana attended a three-day professional development institute in June 2015, focusing on pedagogical strategies for teaching American Indian languages. Keynote speakers included Dr. Richard Littlebear, President of Chief Dull Knife College and leader in Indigenous language revitalization, and Terry Brockie, Blaine County Superintendent of Schools and language teacher. Littlebear, who was instrumental in passing the Class 7 legislation in 1995, was honored during this twenty-year anniversary celebration. Arlene Augare, the first language instructor to ever earn a Class 7 certificate, was also recognized. A panel of dignitaries featuring Carla Lott, Native American liaison for Montana Senator John Tester; Casey Lozar, Montana State Tribal Economic Development Commission; State Senator Jonathan Windy Boy; and representatives involved in language preservation efforts from each reservation shared their efforts.

7. and overall impact. Please include a brief description of the state program and its contribution to the activity, and include timelines, cost, location, other partners, etc.

I worked closely with Mike Jetty, Indian Education Specialist at the Montana Office of Public Instruction (OPI), Dr. Richard Littlebear, president of Chief Dull Knife College and the CBME Advisory Board members. The grant award was \$70,892. The conference was held at the C'MON Inn in Bozeman, June 15<sup>th</sup>-17<sup>th</sup>, 2015.

8. 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.

- Support Senator Windy Boy's 2013 Indian Language Preservation Pilot Programs and the Native Language Preservation Bill (SB 272) that passed the Montana legislature in 2015.

- Developed three webinars for Class 7 teachers:

Reinhardt, M. J. & Carjuzaa, J. (2016). *Developing and Implementing an Indigenous Language Immersion Lesson Plan Webinar*, Created for the Equity Assistance Center, Metropolitan State University, Denver, CO

Reinhardt, M. J. & Carjuzaa, J. (2016). *Indigenous Language Immersion Assessment Webinar*, Created for the Equity Assistance Center, Metropolitan State University, Denver, CO

Reinhardt, M. J. & Carjuzaa, J. (2016). *Indigenous Language Immersion Curriculum Development Webinar*, Created for the Equity Assistance Center, Metropolitan State University, Denver, CO

- Carjuzaa obtained a Spencer Foundation Grant for \$50,000 to hold an education research conference on Indigenous immersion language programs, July 2016.

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

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

Photo File Name: <http://www.montana.edu/ehhd/news/sept15CNU.pdf> see page 6

Photo Caption (include the name of the event/persons, location, and date): Class 7 Teachers at a Professional Development Workshop Hosted by Dr. Jioanna Carjuzaa of the MSU Center for Bilingual and Multicultural Education at the C'MON Inn in Bozeman on June 16, 2015

Photo Credit: Deb Redburn, Communication Specialist, College of EHHD, MSU 406-994-6890

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

In the future, please provide adequate time for us to provide the requested information.

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1. SUBMISSION DATE: August 10, 2016
2. STATE AGENCY/DIVISION/PROGRAM: College of Education, Health and Human Development
3. NARRATIVE COORDINATOR NAME: Sweeney Windchief                      PHONE/EMAIL:  
406.994.3339; [Sweeney.windchief@montana.edu](mailto:Sweeney.windchief@montana.edu)
4. ACTIVITY NAME (name electronic file with this name): Indigenous Mentoring Program  
PROGRAM STAFF NAME:     Sweeney Windchief (MSU) and Blakely Brown (UM), and  
program coordinators Raquel Arouca (UM), Michael Munson (SKC), Co Carew (SKC), Shanara  
Spang Gion (MT Tech).
5.                                      PHONE/EMAIL: 406.994.3339 [Sweeney.windchief@montana.edu](mailto:Sweeney.windchief@montana.edu)
6. Select Tribe(s) Involved:  

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.  

<input type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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- **AGEP-T PNW COSMOS**

The primary objective of the Indigenous Mentoring Program research is the development of a discipline-focused culturally-congruent Indigenous Mentoring Program (formerly referred to as Mutual Mentoring Program) to support the unique needs of American Indian/Alaska Native (AI/AN) graduate students who are part of a larger community of Collaborative Opportunities for Success in Mentoring for Students (COSMOS) graduate students but whose unique cultural considerations warrant specific attention and effort.

Activities Summary

During the second year of the grant, the research team met weekly, from October 2015 to May 2016 and biweekly during June 2016. The team accomplished the following:

1. Develop a 9-module Indigenous Mentoring Program (IMP) for faculty;
2. Obtained approval for an amendment to the IRB to implement the modules;
3. Developed online course to complement modules;
4. Implemented Modules 1 through 6 of the IMP;
5. Assessed implementation of modules and its corresponding logistics;
6. Currently developing IMP modules for students based on the research;
7. Currently developing adaptation strategy of IMP to other Alliance Institutions;
8. Draft publication/Dissemination plans

The research team members involved in developing and implementing the IMP are Co-Investigators Sweeney Windchief (MSU) and Blakely Brown (UM), and program coordinators Raquel Arouca (UM), Michael Munson (SKC), Co Carew (SKC), Shanara Spang Gion (MT Tech).

- **The American Indigenous research Association Presentation 23-24 of October**

This Presentation examined significant critiques of Indigenous Research Methodologies as part of an *Indigenous Methodologies in Educational Research* course at a midsized public university. The authors will present their perspectives in response to critiques of Indigenous methodologies in research as presented at the American Indigenous Research Association in October of 2014. This collection of responses is offered in an effort to facilitate an interactive dialogue with scholars who use Indigenous research methodologies applicable to multiple fields of study.

- **Montana University System American Indian Achievement Advisory Council**

The Office of the Commissioner of Higher Education (OCHE) has approved the creation of a Montana University System American Indian Achievement Advisory Council to identify ways in which we can strengthen our service to all people of Montana. Through a statewide nomination process, your name was presented to me to serve on this important council. I am very hopeful you will accept this nomination and become an active participant. The Council will hold its first meeting in December and will be chaired by Brandi Foster, Director of American Indian and Minority Achievement at OCHE.

This Council focuses on the following items in order to make recommendations for the Board of Regents' review:

1. Map current programs, projects, and initiatives to determine connections and opportunities to enhance connections
2. Ensure clear messaging regarding diversity through current policy and recommendations for future policy
3. Identify and suggest opportunities to engage campus communities in learning about equity and inclusion
4. Identify best practices for recruitment, orientation, and retention for students and faculty/staff
5. Identify structured opportunities for cross-cultural collaboration and professional development
6. Understand and define Indian Education for All for MUS
7. Other items identified by the Council

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

10. Are there photographs to support the narrative? ( ) Yes ( xx) No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

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: August 3<sup>rd</sup> 2016
2. STATE AGENCY/DIVISION/PROGRAM: MSU / College of Education Health and Human Development / Department of Health and Human Development
3. NARRATIVE COORDINATOR NAME: Selena Ahmed PHONE/EMAIL  
406.994.3289; selena.ahmed@montana.edu
4. ACTIVITY NAME (name electronic file with this name): Measuring Food Environments, Dietary Quality, and Food Security on the Flathead Indian Reservation Towards Mitigating Diet-Related Chronic Disease
5. PROGRAM STAFF NAME: Selena Ahmed (MSU), Carmen Byker Shanks (MSU), Mike Tryon (SKC), Dawn Thomas (SKC)  
PHONE/EMAIL: 406.994.3289; selena.ahmed@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 2016  Started during FY 2016
  - Ongoing  Completed/finalized during FY 2016

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

During FY 2016, we examined food environments and dietary quality on the Flathead Indian Reservation of Montana towards identifying general and context-specific variables that influence diet-related health outcomes with the goal of designing future dietary interventions for disease mitigation. Our overall objectives were to carry out a comprehensive assessment of the food environment on the Flathead Indian Reservation and to evaluate the impact that the food environment has on dietary choices, food security, and health outcomes dietary screeners. This past year, we developed and piloted an interview protocol to understand local diets. This protocol was used to conduct and transcribe 79 interviews in 8 communities on the Flathead Reservation. Our research team developed a codebook for analyzing data to identify emerging themes and subthemes from the interviews. We conducted and analyzed 80, 24-hour dietary recall interviews and socio-

demographic surveys in 8 communities to assess dietary quality and diversity. We evaluated the food environment of retail outlets using the Nutrition Environment Measurement Survey for Stores. Project staff were trained during an 8-hour module and carried out a total of 18 food environment surveys in retail food outlets across 8 communities of the Flathead Nation. We evaluated the farmers' market food environment through assessing the availability, accessibility, and desirability of fresh local produce at 5 farmers' markets on and off of the Flathead Reservation. These offerings were compared with those of supermarkets and convenience stores.

A key aspect of our work this year was to develop a Community Advisory Board (CAB) to guide our project on the Flathead Reservation. We developed a CAB of 12 community members on the Flathead Reservation that are either experts, leaders, or interested members of the community in issues regarding local food security. During 3 meetings, the CAB provided suggestions for research methods, informed our research findings, and assisted in the development of a community-based intervention through information and ideas related to project objectives. During FY 2017, we will work with our CAB and lead investigators at Salish and Kootenai College on an intervention on food environments, dietary quality, and food security with participants of the Federal Distribution Program on Indian Reservations.

- 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.

Our funded project provided part-time salary for two students, one project coordinator, and two investigators of the Confederated Salish & Kootenai tribes.

- 10. Are there photographs to support the narrative? ( ) Yes ( x ) No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

Photo File Name:

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

Photo Credit:

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1. SUBMISSION DATE: 8/12/16
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Extension
3. NARRATIVE COORDINATOR NAME: PHONE/EMAIL  
Sandy Bailey 406-994-6745 [baileys@montana.edu](mailto:baileys@montana.edu)
4. ACTIVITY NAME: Montana Grandparents Raising Grandchildren Project
5. PROGRAM STAFF NAME: PHONE/EMAIL:  
Debbie Albin 406-994-5099 [deborah.albin@montana.edu](mailto:deborah.albin@montana.edu)
6. Select Tribe(s) Involved:  

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.  

<input checked="" type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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

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

In Montana there are more than 10,000 grandparents who have the sole responsibility for raising their grandchildren. To address this family need, the Montana Grandparents Raising Grandchildren Project was started in 2002. This family form occurs across all socioeconomic groups and ethnic/racial groups. The majority (approximately 94%) are doing so outside of the State child welfare system either because the grandparents intervened prior to State involvement or they do not want the grandchild to be part of the State system. Most of these families are created due to a family crisis such as the death of a parent, parental substance abuse, mental or physical health problems, incarceration or teen pregnancy. Often the situation is multifaceted. This off-time parenting can be challenging and stressful. The Montana GRG Project provides support and education to grandparents as they parent a second time around. We train support group facilitators, publish a newsletter three times a year, publish factsheets related to grandfamilies, offer a warm line during business hours, offer educational seminars for grandparents, conduct presentations to agencies and organizations, maintain Facebook and Pinterest pages, and conduct applied research on rural and Native grandfamilies. The project now has facilitators in 30 locations around the state including all seven reservations. Local facilitators are not paid by the Project to organize or

implement support/education groups for grandparent caregivers. They either do the work within their local agency/organization budget or do so on a volunteer basis.

The Project has a Statewide Partners group that include staff from Child and Family Services, TANF, Office of Public Instruction, Aging Services Bureau, Stone Child College, AARP Montana, Child Support Services, Blackfeet Eagle Shields Center, Montana WIC Program, Mental Health Services, Child Support and Enforcement and others. A list is available upon request.

The Project has won a national award from Generations United, a regional research award from the National Extension Association of Family and Consumer Sciences and the Extension Specialist received the MSU Provost’s Outreach Award in 2014 for her work with grandfamilies.

The project has been funded by a variety of small foundation grants, some funding from the Montana DPHHS Community Service Division for workshops, and some funding from the College of EHHD. We have a .5 FTE Program Manager for the project and a portion of the Extension Specialist’s time for this project.

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

In 2015 we served approximately 730 grandparent caregivers including an estimated 315 Native American grandparent caregivers.

9. Are there photographs to support the narrative? ( ) Yes ( X ) No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

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?

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

1. SUBMISSION DATE: August 2016
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, Humanities Montana
3. NARRATIVE COORDINATOR NAME: Christine Stanton    PHONE/EMAIL (406)219-3898; christine.rogers1@montana.edu
  
4. ACTIVITY NAME (name electronic file with this name): Piikani Digital Storywork
5. PROGRAM STAFF NAME: Lucia Ricciardelli (MSU School of Film & Photography, [luciaricciardelli@gmail.com](mailto:luciaricciardelli@gmail.com)) and Brad Hall (Blackfeet Community College, [brad@bfcc.edu](mailto:brad@bfcc.edu))
  
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
  
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.  

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

The Piikani Digital Storywork (PDS) project (originally known as Piikani Digital Histories) engages Piikani (Blackfeet) community members, Blackfeet Community College (BCC) students and faculty, and Montana State University (MSU) students and faculty in the development, production, and dissemination of digital stories and oral histories using community-centered participatory research practices. The project seeks to advance historical and cultural understanding, promote tribal and educational sovereignty, and elevate Indigenous philosophies within research, teaching, and outreach. Five phases guide the project: 1) engaging in documentary decision-making related to technical, artistic, and cultural aspects, 2) filming interviews and supporting footage for audiovisual projects, 3) editing footage to align with technical, artistic, and cultural goals, 4) sharing finished products with others as deemed appropriate by tribal leadership and participants, and 5) revisiting and modifying the project model to better serve Indigenous communities. To date, we have completed 1 full cycle (all 5 phases) of the project and have completed phases 1 and 2 for a second cycle. We have also initiated a third cycle, which partners BCC mentors (participants in the first and second cycles) with Blackfeet

Academy (an alternative high school in Browning) faculty, staff, and students. Funds from Humanities Montana (\$2,917), the MSU Office of Outreach & Engagement (\$5,000), and the MSU Office of the Vice President for Research (Humanities, Arts and Social Sciences grant: \$10,000) have contributed to the project during the reporting period.

The PDS project is unique in its attention to tribal sovereignty and decision-making. Resulting films are not necessarily as polished as professional level films, as they have been developed primarily by novice Blackfeet filmmakers. The process, therefore, is even more important than the final products: Indigenous community members control all aspects of filmmaking production and distribution, and MSU participants serve as technical mentors while learning about cultural protocol within research, education, and outreach. The leadership team (Stanton, Hall, and Ricciardelli) conducts ongoing research exploring these intersections and the potential for digital storywork to drive culturally revitalizing research and education. PDS project implications are both methodological (e.g. guidance for scholars conducting community-centered research with Indigenous communities) and pedagogical (e.g. guidance for educators and mentors supporting student-led research, applying Indigenous research methodologies, teaching about culture in cross-cultural contexts, and/or using film as historical counter-narrative). Outcomes have included a completed film highlighting the importance of Blackfeet language revitalization, which has been shared in a variety of venues (e.g. a community-based showcase, conferences, YouTube, etc.). MSU and BCC leaders and participants have co-constructed a framework for culturally sustaining/revitalizing filmmaking. In addition, the leaders have co-authored 2 book chapters (one in press, one under editorial review), an article (currently under peer review), and 7 peer-reviewed conference proposals (4 international, 2 national, 1 regional). Our larger Cycle 1 team (the 3 leaders and 2 BCC students) has been invited to contribute two chapters to a book titled *Indigenizing Education*, and these chapters are currently being drafted. One chapter (Stanton & Ricciardelli) will focus on the theory and research that contributed to the development of the digital storywork model, while the second chapter (Hall, Burd, & Cox) will describe practical application of the model in the Blackfeet context. BCC student partners have co-presented with project leaders at local events (e.g. MSU's Pecha Kucha showcase, BCC's Days of the Piikani celebration) and national/international conferences.

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

The PDS project has directly served 30+ American Indian students, elders, educators, and other community members. We have developed long-term relationships with four Indigenous community members who have been consistently involved from the project's official beginning (January 2015). Grant funds have supported a variety of project-related activities and needs, including equipment purchases, workshop materials, group meals, travel expenses, and BCC scholar and community coordinator stipends.

Resulting products have directly affected educational practices in high school (at Blackfeet Academy), tribal college (BCC), and university (MSU and UM) settings. Discussion of the PDS model has informed education and educational research at the national and international levels. Community members are full partners during workshop planning and facilitation and throughout scholarly efforts related to the project (i.e. publications and presentations). For example, three Blackfeet community

members traveled to Washington D.C. to co-present a paper overviewing the PDS model and then introduce their film at a special screening at the American Educational Research Association convention, which is the largest and most prestigious international educational research conference in the world. The opportunity to publish and present aligns with one of the main goals of the project: to elevate attention to Indigenous research methodologies and teaching pedagogies both within the community and throughout academia/society broadly.

Most importantly, the PDS project has demonstrated potential to connect Indigenous community members to media production careers and funding. One participant was hired by BCC to provide digital media support for language revitalization based on his work with the PDS project. Another was invited to contact a national foundation regarding funding for her future work. Two BCC students were contracted to create a film highlighting events related to the commemoration of the Marias River (traditionally called Bear River by the Blackfeet) massacre. A high school participant has expressed interest in pursuing a filmmaking career.

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

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

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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?

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

1. SUBMISSION DATE: August 12, 2016
2. STATE AGENCY/DIVISION/PROGRAM: College of Education, Health and Human Development
3. NARRATIVE COORDINATOR NAME: Vanessa Simonds    PHONE/EMAIL 994.7396
  
4. ACTIVITY NAME (name electronic file with this name): Guardians of the Living Water (Center for American Indian and Rural Health Equity)
5. PROGRAM STAFF NAME:    PHONE/EMAIL:  
Vanessa Simonds, Velma Pickett (Little BigHorn College) 994-7396/vanessa.simonds@montana.edu
6. Select Tribe(s) Involved:
 

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input checked="" type="checkbox"/> Crow	
  
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 

<input checked="" type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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Native American communities are at particular risk for exposure to environmental contaminants due to subsistence diets, and spiritual and cultural practices that increase their likelihood for contact with contaminated soil and water. Existing and past interventions focus primarily on education of the community through the adult population. This project is a partnership between the Crow Environmental Health Steering Committee (CEHSC), Crow Agency Elementary School, Montana State University (MSU) and Little Big Horn College. Working in collaboration with Apsáalooke community members, this study aims to develop and pilot an intervention to increase children’s water-related environmental health literacy skills and to transfer that knowledge and skills to others in their schools, families, and communities. Through a system of modules and activities involving art and science, based in the Apsáalooke culture, the children will obtain water-related information, which they then use in a practical application and/or dissemination task. The major goals of our first year were to develop our program to educate Apsáalooke (Crow tribal) children about the relationship between the water-related environmental issues and human health through teachings



grounded in Apsáalooke culture, thereby increasing culturally-based environmental health literacy of children and in turn their social networks. The intervention developed in this project may be adapted and tested in other tribal communities to address environmental health disparities.

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.

2016 Enrollment:

Afterschool program: 13 students

Summer Camp: 13 students

10. Are there photographs to support the narrative? ( ) Yes ( X ) No  
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1. SUBMISSION DATE: 8-15-16
2. STATE AGENCY/DIVISION/PROGRAM: MSU – Department of Health and Human Development
3. NARRATIVE COORDINATOR NAME: Elizabeth Rink PHONE/EMAIL: 406-994-3833; elizabeth.rink@montana.edu
4. ACTIVITY NAME (name electronic file with this name): Fort Peck Sexual Health Project
5. PROGRAM STAFF NAME: Elizabeth Bird and Paula Firemoon  
PHONE/EMAIL: [ebird@montana.edu](mailto:ebird@montana.edu); PFiremoon@fpcc.edu
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input checked="" type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
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<input checked="" type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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

The objective of the Fort Peck Sexual Health Project is to identify the individual, family, community, and environmental factors influencing the sexual and reproductive health among young male and female Native Americans ages 15 to 18 years old in a rural, frontier setting. This study focuses specifically on the Fort Peck Reservation in northeastern Montana, home to the Assiniboine and Sioux tribes. We hypothesize that high STI rates and unplanned pregnancies are a marker for deeper underlying health issues operating and interacting at the individual, family, community, and environmental levels. Using a community based participatory framework, this study examines several interrelated ecological factors that are likely to be influencing the sexual risk taking behaviors of 15 to 18 year old Native American males and females. The aims of this study are: AIM 1: To identify the cognitive behavioral factors contributing to sexual risk taking behaviors among male and female Native American adolescents; AIM 2: To examine which social and cultural norms contribute to sexual risk taking behaviors among male and female Native Adolescents, including parenting and transmission of parental values, cultural beliefs about the value of children, attitudes and beliefs about sex, and the traditional and contemporary religious belief systems with regard to sex; AIM 3: To identify the environmental and contextual factors (such as free time, relationships with peers, parties and access to drugs and alcohol, and limits

on access to family planning services) that might contribute to sexual risk taking behaviors among male and female Native American adolescents; *AIM 4*: To develop and pilot an intervention that incorporates findings from Aims 1-3. The Fort Peck Sexual Health Project uses a concurrent qualitative and quantitative research design involving focus groups, key informant interviews, and a survey to inform the design, implementation and evaluation of sexual and reproductive health intervention.

The Fort Peck Sexual Health Project will be grounded in a community based participatory research approach (CBPR). Community members representing the Assiniboine and Sioux tribes of the Fort Peck Reservation are equal partners in this project. Over the past five years, Montana State University and the Fort Peck Tribes have collaborated to address the sexual health disparities present on the reservation which has included a five year men’s sexual health study for Native American men ages 18 to 24. In addition, Montana State University, the Fort Peck Tribes and Fort Peck Community College (FPCC) have collaborated on a three-year project, the *Ceremony of Research*, to build the tribes’ research infrastructure. As part of the Fort Peck Sexual Health Project, a community advisory board (CAB) will play an integral role in all aspects of the research, collaborating in participant recruitment, measurement and instrument design and data collection, data analysis and interpretation, dissemination of the study results and development of an effective intervention strategy.

**1.2 – Study Innovations.** Several research innovations are inherent in The Fort Peck Sexual Health Project. First, previous research with Native American communities in Montana has not taken an ecological approach to addressing sexual and reproductive health (Kaufman, Shelby et al., 2007). Second, this study examines traditional and contemporary cultural practices in order to provide a culturally relevant perspective for understanding the complexity of interrelated factors that influence sexual and reproductive health among young Native Americans living on reservations. Third, the proposed project is grounded in a CBPR framework, which has been identified as a necessary framework for conducting health research in Indian Country and has only limited exposure to conducting sexual and reproductive health research in Montana (Baldwin et al., 2009; Rink et al., 2012a; Rink et al., 2012b). Fourth, the Fort Peck Sexual Health Project uses a concurrent qualitative and quantitative research design to mutually inform the research process. Finally, the results of the Fort Peck Sexual Health Project will be used to construct an innovative, community designed and implemented, intervention plan to reduce STI rates and prevent unplanned pregnancies among Native Americans living in Montana as a model for other tribal communities in rural, frontier environments.

## TIMELINE – FORT PECK SEXUAL HEALTH PROJECT

YEAR ONE - September 2014 to August 2015				
Year One Activities	September to November	December to February	March to May	June to August
IRB Process and Approval	X	X		
Hire and Train Research Team and CAB	X			
CAB Meetings	X	X	X	X
Design Focus Group Guide and Protocols		X		
Recruit Focus Group Participants, Pilot Test and Conduct Focus Groups and Analysis of Focus Groups with CAB			X	X
Design Key Informant Interview Guide and Protocols				X
Data Management		X	X	X
YEAR TWO - September 2015 to August 2016				
Year Two Activities	September	December	March to	June to August

	to November	to February	May	
IRB Renewal	X			
CAB Meetings	X	X	X	X
Recruit Key Informants, Pilot Test and Conduct Key Informant Interviews, Analysis of Key Informant Interviews with CAB	X	X	X	
Design of Sexual Health Survey and Protocols and Pilot Test Sexual Health Survey		X	X	
Conduct Sexual Health Survey				X
Data Management	X	X	X	X
Dissemination of Results	X	X	X	X
<b>YEAR THREE - September 2016 to August 2017</b>				
Year Three Activities	September to November	December to February	March to May	June to August
IRB Renewal	X			
CAB Meetings	X	X	X	X
Conduct Sexual Health Survey and Analysis of Sexual Health Survey with CAB	X	X		
Begin Development of Pilot Intervention with CAB			X	X
Data Management	X	X	X	X
Dissemination of Results	X	X	X	X
<b>YEAR FOUR – September 2017 to August 2018</b>				
Year Four Activities	September to November	December to February	March to May	June to August
IRB Renewal	X			
CAB Meetings	X	X	X	X
Finalize Research Protocols for Pilot Test of Intervention, Pilot Test Intervention, and Begin Review of Pilot Intervention Results with CAB	X	X	X	X
Data Management	X	X	X	X
Dissemination of Results	X	X	X	X
<b>YEAR FIVE - September 2018 to August 2019</b>				
Year Five Activities	September to November	December to February	March to May	June to August
IRB Renewal	X			
Review Pilot Intervention Results with CAB	X	X		
Develop R01 Submission		X	X	X
Data Management	X	X	X	X
Dissemination of Results	X	X	X	X

The location of the Fort Peck Sexual Health Project is Fort Peck Reservation in Northeastern Montana. The yearly cost of the project is \$150,000 a year of five years.

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.

Thus far the focus group (completed during Year One ) and key interview results have been analyzed and discussed with the project’s 5 member community advisory board. Findings suggest the following:

- Family structures and values have shifted over time, particularly with the invasion of colonial elements into the local culture.

- Current youth culture surrounding sex is new and dissociated from older generations.
- Negative responses from older generations isolate youth, who are left with the logic of their own sexual behaviors.
- Immediate psychosocial effects play out on teens who look for ways to feel better without strong narratives of community or the future.
- Micro politics of the environment and relationships have direct effects on sexual risk behaviors.

10. Are there photographs to support the narrative? ( ) Yes ( X ) No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

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?

More communication to MSU faculty and students and tribes about what the Governor's Office actually does with tribal communities.

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

1. SUBMISSION DATE:

2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, Extension

NARRATIVE COORDINATOR NAME: Jodie DeLay      PHONE/EMAIL: 994-2502,  
jdelay@montana.edu

3. ACTIVITY NAME (name electronic file with this name):

4. PROGRAM STAFF NAME:

PHONE/EMAIL:

5. Select Tribe(s) Involved:

All

Fort Belknap

Blackfeet

Fort Peck

Chippewa Cree

Little Shell

Confederated Salish & Kootenai

Northern Cheyenne

Crow

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

Started before FY 2016

Started during FY 2016

Ongoing

Completed/finalized during FY 2016

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8. 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.

9. Are there photographs to support the narrative?  Yes       No

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

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Montana is home to seven American Indian Reservations and twelve tribal nations. American Indians comprise 6.5 percent of Montana's population and represent the largest group of potentially underserved citizens. Extension's Federally Recognized Tribes Extension Program (FRTEP) hosts agents on five of Montana's Reservations. These agents in particular, but all agents and specialists in general, work closely with tribal nations to provide a variety of opportunities. While in some cases there are specific programs for American Indians, most of Montana's programs include all citizens in a culturally sensitive and appropriate manner that celebrates both differences and similarities.

Following are some highlights of Extension work with American Indians.

### **Northern Cheyenne FRTEP**

ServSafe Program: Provided four free ServSafe programs for 160 community members. Having ServSafe Certification broadens employment opportunities for participants.

#### Horticulture and Gardening:

“Branching Out” Community Tree Program: Provided 1,770 trees (conservation grade to 3+ feet) at \$1 each to 288 community members and donated more trees for community service projects. The effort provided affordable shade, fruit, ornamental and shelter belt trees, as well as education on how to properly plant and care for the trees.

Intertribal Agriculture Council – Mobile Farmers Market: Worked with tribal producers and communities to help with distribution of their bounty via a fuel-efficient cargo van that made regular trips to remote areas of Indian Country with minimal food access, to provide residents with healthy, traditional food products.

Seeds of Change – Community Gardening Program: Provided 300 pounds of free certified seed potatoes saving Northern Cheyenne gardeners \$600. Also provided two tillers to the community for free use and thousands of seed packets. Helped eight community members establish new gardens. This was in collaboration with the Partnership with Native Americans (PWNA).

Boys and Girls Club: Helped the Boys and Girls Club convert a rocky, abandoned area of property into beds of lettuce, tomatoes, broccoli, cucumbers, potatoes, onions, strawberries and other vegetables. More than 120 youth, ages 5-16, helped plan, maintain, and harvest the garden. Volunteers shared lessons about gardening, nutrition and more.

3 Sisters Farmers Market: provided information, seeds, and equipment to support families trying to meet healthy eating goals by growing and sustaining a steady food source. Includes contests such as largest zucchini, ugliest tomato, best homemade jelly and watermelon eating.

#### Youth Development:

“SWATT” Science With ATTitude program: Northern Cheyenne Tribal Headstart program invited Extension to provide fun, hands on, educational science projects at the “Little Cheyenne Headstart Center. Once each week, Extension provided interactive science activities, coordinated with the curriculum being taught in school, and light snacks for 20 low income students.

Blazing Trails Summer Camp: Thirty-two youth and 13 volunteers spent one week in the Big Horn Mountains doing activities such as bow and arrow making, leather work, nature hikes and trips to culturally historic sites. Youth learned about healthy eating, leadership, team-building, exercising, gardening and raising chickens.

Boys and Girls Club Camp: Collaborated with the Boys and Girls Club to provide educational materials to 89 youth aged 14-17 that focused on Northern Cheyenne culture, visiting vital sacred cultural sites, stopping bullying and team-building.

### Agriculture

Provided Northern Cheyenne producers with MSU's integrated resource management for beef cattle book which was designed to improve the economic efficiency of cattle operations.

Provided free hay analysis and soil and water testing. Hosted free seminars with guests from NRCS, FSA CDKC Extension and MDA.

Provided a stock trailer for producers to use free of charge for cattle operation duties. This program was initiated to help young producers get started in the cattle business without fewer initial overhead expenses.

### **Blackfeet FRTEP**

#### Youth Development

4-H: 75 youth and 12 adults are enrolled in 8 clubs located throughout the Blackfeet Reservation.

Fundraising provides an annual \$500 scholarship for one member for college or vocational training.

Livestock quality assurance classes were offered with 51 youth and their parents being certified. Information provided included selection, care, feed ration guidelines, grooming, showmanship and carcass evaluation for beef, sheep and swine. Grooming, showmanship and education related to horses included: anatomy, feed and nutrition, health, equipment, safety, basic roping skills and moving cattle from horseback. 4-Hers completed 97 animal projects in 2015.

4-H ServSafe Certification training was completed by 69 youth and their parents. These students worked in the 4-H Food Booth during the fair raising \$5270 for the club.

Charging Home Stampede 4-H Fair and Auction: Thirty volunteers planned and implemented the 4-day 4-H fair, auction/buyers barbeque and working ranch horse competition. \$5900 was raised to build an addition on the 4-H kitchen. Sixty-seven youth exhibited projects and approximately 750 community members attended. Fifty-five businesses and individuals purchased 51 market animals resulting in \$143,000 that went directly to the youth.

Junior Ag Loan Program: Fourteen youth are currently working with their parents on planning and paperwork. Eight loans are currently active.



2015 Indian Ag Youth Alliance Essay Contest and Conference: Agent developed the theme, writing prompts and ranking matrix for a national essay contest and developed a national review committee to advertise collect and review the essays. The theme was “Utilizing Our Resources to Our Greatest Benefit”. There were 154 essays submitted with 3 finalists and 9 honorable mentions selected. The finalists presented their essays at the national Intertribal Ag Council Membership Meeting. Four Blackfeet 4-H youth and 12 FFA members participated in the conference.

Native Youth in Food and Agriculture Summer Summit: Participated on the planning committee, presented and chaperoned three youth during this national event.

### Agriculture

Rural Assistance Loan Program: manages 10 active loans and provides assistance for loan application process for others.

Financial and production record keeping. Assists producers with setting financial and production goals and measuring how well those goals are achieved. Utilizing the pocket-sized Red Book, these producers record various information about their cattle. Fifty adult and youth producers received the Red Book – Integrated Resource Management, along with instruction. This year the Livestock Feed Program was made available to farmers impacted by drought. About 190 producers received \$1.74 million in benefits because they were able to provide good production and financial records.

Twelve producers attended a forum to learn about important changes to the Noninsured Crop Disaster Assistance Program (NAP).

Worked cooperatively with the Blackfeet Tribe and Blackfeet Conservation District to strategically plan how to complete the Blackfeet Agriculture Resources Management Plan which will include an environmental assessment.

Worked cooperatively with the Blackfeet Tribal Business Council to develop the Blackfeet Tribe Agriculture Program. There are about 480 individuals producing about 50,000 beef cows who can eventually benefit from this marketing and promotion effort which is in early stages.

### **Fort Belknap FRTEP**

#### Fort Belknap Livestock Marketing Cooperative (FBLMC)

Indian Country Economic Development (ICED) grant: Applied for and received this \$60,000 grant to upgrade and expand the Hays Livestock Scale. The FBLMC used the funds to enlarge and increase the holding corrals and allies, replace two loading chutes on either end of the corals, replace fencing, improve the gravel road into the establishment and begin replacing the water well. This allowed local producers to save money on trucking and calf weight loss (ave. \$5 gain/calf). In 2015 there were 2200 calves weighed at the scale saving local producers \$11,000.

## Youth Development

Regularly provided agricultural/gardening/nutrition classes for 24 3<sup>rd</sup> and 4<sup>th</sup> graders at the Mission School and 18 students at Dodson Junior High and High School.

Provided afterschool programming twice a month from November – January for 22 Hays/Lodge Pole elementary students.

Provided 4H cooking classes for 11 Hays Lodgepole Junior High and High School students.

Started five Junior Ag Loans and completed three for a total of \$10,500.

Collaborated with tribal programs to provide the Youth Rodeo camp for 44 youth.

Provided weekly “Horse Play Days” during June – August for an average of 12 youth.

Provided weekly gardening, cooking and nutrition classes throughout the summer for Hays and Lodgepole Boys and Girls Clubs averaging 6 youth.

## Fort Belknap Food Sustainability Program

Offered weekly food preservation classes from August to October in Hays and Lodge Pole totaling over 370 jars of food with an average savings of \$2/jar. Eight families consistently participated.

Offered two workshops on meat cutting and drying.

Mentored 28 individuals throughout the 2015 garden season and hosted weekly horticulture education at the Lodge Pole Community Garden.

Supported the development and maintenance of the Red Paint Creek Community Garden (RPCCG). The garden produced over 1000 pounds of vegetables which were distributed to community elders and families.

Collaborated to write a successful Harvesting Health Communities Grant application for \$2500 that was used to purchase a high tunnel and fencing for the RPCCG. Successfully reapplied for the grant and received an additional \$2500 to establish chicken flocks at the RPCCG during 2016.

Successfully established a Hays Community Garden on property in a public area and applied for a \$2500 grant (pending) to provide fencing.

Created a partnership with the Bureau of Indian Affairs and Taos Community Economic Development Group to train RPCCG committee members to create a five year strategic plan for the Lodge Pole Trading Post.

## Family and Consumer Sciences

Provided the Walk with Ease program for an average of 9 attendees.

Oversaw a \$165,000 grant received by the Fort Belknap Indian Community Planning Department. With the grant, a garden and nutrition educator was hired. An outline was created to develop objectives and implementation and outreach to increase awareness was conducted.

The program offered cooking classes and recipe demonstrations, and a repair assessment was done for fixing the Senior Center greenhouse. The grant also provided support for gardening class participants to receive raised garden beds, vegetable plants and seeds, fruit trees and tilling access. In total the grant will provide Fort Belknap community members with over \$30,000 to improve and build community and personal gardens.

Planned and implemented the Mid Winter Fair which was attended by 523 community members who attended events such as a food preservation contest, youth talent show and banquet, and carnival.

Supplemental Nutrition Assistance Program: Youth classes were conducted in first, third and fifth grade classes at Mission Grade School, Hays Lodgepole School and Dodson School. A total of 117 students learned about healthy eating and the importance of exercise. Adult lessons were taught through the Fort Belknap Diabetes Prevention Program, Fort Belknap Chemical Dependency Center, Aaniiih Nakoda College and other programs. Cooking Matters at the Store tours were conducted at Albertsons to reinforce how to make smart food buying choices. The Office of Public Instruction Team Nutrition program provided for two small school-based gardens, one at Hays Lodgepole and one at Lodgepole.

#### **Fort Peck FRTEP**

Tribal Extension Garden: The Fort Peck Tribes gave Fort Peck Extension use of some acreage for education purposes. Extension offered gardening programs and community activities and distributed certified seed potatoes from the State Seed lab for use at home gardens as well as in the Extension garden. Over 1000 pounds of potatoes and 500 pounds of other vegetables that were grown in the Tribal Extension Garden were donated to community members, the Tribal Elderly Program and the local food bank. In addition, the community worked together to create a pumpkin patch for the local kindergarten classes to work in. Over 150 students learned about the growth cycle and parts of the pumpkin before harvesting their own pumpkin.

Farm Bill: More than 40 producers received one-on-one education related to the new Farm Bill which gave farmers and ranchers more program choices. Using Extension's roaming computer lab, producers were able to put their own information into a decision making tool to get personalized feedback on how the various options would work for them.

Orange Wheat Blossom Midge: The Midge has caused \$1.5 million in damages across Montana. With the help of Extension, through monitoring, five locations on the Fort Peck reservation were found to have the Midge. Producers learned to make an educated determination of whether they meet the economic threshold to administer pesticide.

Progressive Ag Safety Day: Funded with a grant from the Progressive Agriculture Foundation, this event recognizes that while the Fort Peck Reservation is extremely rural and agricultural based, many youth are generations removed from working on farms. The event moves around the reservation to various locations. This year it was hosted by Poplar Schools. All activities are hands-on and interactive and designed to meet specific safety needs as determined by the community. This year over 400 youth and 50 volunteers attended.

#### **Flathead FRTEP**

4-H Mentoring Program: Supports 70 mentor/mentee matches. Teen mentors receive leadership training and learn how to support youth through STEM activities.

Research to reduce knapweed: The Confederated Salish and Kootenai Tribe (CSKT) and MSU Extension have been working for seven years to explore alternatives to pesticides for reducing knapweed. They are in the third year of the current study which examines the combined use of targeted cattle grazing and bio-control insects. Preliminary results show that using targeted cattle grazing and bio-control insects together works well. Further analysis is underway.

Wildlife Biology Club: Every Tuesday afternoon during school months, MSU Extension and CSKT Natural Resources and Wildlife Department partnered with Pablo Elementary school teachers to present hands-on 4-H activities to help youth learn about reservation wildlife. A favorite multi-week lesson was about all the species of bats on the reservation and the benefits they bring to humans. Part of the lessons including building and installing bat houses at the Silver Fox Golf Course. Parents were invited to once-per-month Family Night Out events further connecting the youth with their local culture and natural resources.

Supplemental Nutrition Assistance Program (SNAP): A series of lessons were delivered to 1032 youth in 51 first, third and fifth grade classrooms. Students in these classes reported drinking less soda and other sugary drinks, as well as increasing their consumption of fruits and vegetables. Eighty-eight adults participated in classes as well.

Farm Fresh Produce: In Lake County/Flathead Reservation, 76 percent of residents eat less than the recommended serving of fruits and vegetables. MSU Flathead Reservation Extension partnered with the Polson Farmers Market and Montana Campus Compact Americorps Farm-to-Institution VISTA to further grant dollars and provide food preservation lessons to SNAP recipients shopping at the market. Participants learned about canning, freezing and drying local produce.

ServSafe: In January 2015 the Montana Rule for Retail Food Establishments went into effect which required some modifications and additions to previous food safety training. Ten eight-hour Serve Safe classes were attended by over 250 participants. Participants learned to control time and temperature, prevent cross contamination and about food safety management systems.

Two Eagle River School (TERS) and MSU Flathead Reservation Extension Grant: Received a grant to keep youth engaged in STEM projects that will support the CSKT. Eighth grade science classes were trained on IPAD video production technologies and movie making. Each youth developed their own video that included text and music.

#### GENERAL or STATEWIDE

Farm Bill Outreach: Between October 15, 2014 and March 31, 2015, fourteen presentations were held on reservations and seven webinars designed specifically for Native American communities were presented. The Native American Farm Bill information website was viewed by 355 users. Ninety-five percent indicated they significantly or very significantly increased their understanding of the new programs and how to make decisions that would be best for them. Eighty-five percent of those contacted after the sessions indicated they used the tools provided to make their decisions.

Weatherization Center: While not directly impacting only Native Americans, the Weatherization Center offered 31 classes for 338 contractors, business and individuals to increase housing safety and efficiency. The program works closely with HRDC and Tribal associates provide assistance to those in low-income housing. An average of \$283 annually is saved on homes that are weatherized. A national report found that for every dollar invested in weatherization, \$4.50 was generate in energy and non-energy benefits.

4-H Enrollment: 2189 Native American youth participated in 4-H activities, representing 12% of all 4-H youth.

Grandparents Raising Grandchildren: All seven reservations have education/support groups as part of the Montana Grandparents Raising Grandchildren program and have access to a full range of support and resources through the network.

**2016 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM  
(FOR THE REPORTING PERIOD JULY 1, 2015 - JUNE 30, 2016)**

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

1. SUBMISSION DATE: 8/22/16
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University College of Arts & Architecture
3. NARRATIVE COORDINATOR NAME: Royce Smith                      PHONE/EMAIL 406.994.6654  
royce.smith@montana.edu
  
4. ACTIVITY NAME (name electronic file with this name): Creative Nations of the College of Arts & Architecture
5. PROGRAM STAFF NAME: JoDee Palin                                      PHONE/EMAIL: 406.994.6654  
jpalin@montana.edu
  
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input checked="" type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input checked="" type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input checked="" type="checkbox"/> Confederated Salish & Kootenai	<input checked="" type="checkbox"/> Northern Cheyenne
<input checked="" type="checkbox"/> Crow	
  
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.  

<input type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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

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

**JoDee Palin, Interim Assistant Dean, has created a group in the College of Arts & Architecture is called Creative Nations of the College of Arts & Architecture that meets with Native American students from across the state of Montana and beyond. Our goal is to form a supportive community of and for Native American and indigenous students and scholars in the College of Arts and Architecture at Montana State University. We meet every other week to eat pizza talk, laugh, and celebrate in addition get to know one another and the college better. Students also meet with JoDee individually and have received resources, support and financial support for books. The College of Arts & Architecture’s nationally-accredited and recognized programs in the Art, Architecture, Film, Music and Photography offer a rich array of academic experience.**

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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.

**Students served:**

**2014/15 – 32**

**2015/16 – 30**

10. Are there photographs to support the narrative? ( ) Yes ( x ) No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

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. Just more time between request and deadline.

**2016 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM  
(FOR THE REPORTING PERIOD JULY 1, 2015 - JUNE 30, 2016)**

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

1. SUBMISSION DATE: 8/12/16
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Department of Health and Human Development
3. NARRATIVE COORDINATOR NAME: Elizabeth Ann R. Bird      PHONE/EMAIL  
406-994-2520; [ebird@montana.edu](mailto:ebird@montana.edu)
4. ACTIVITY NAME (name electronic file with this name): Fort Peck Buffalo Connections Project
5. PROGRAM STAFF NAME: Dr. Elizabeth Ann R. Bird  
(MSU partners: Dr. Michael Everts, Dr. Julia Haggerty, Dr. Elizabeth Rink)  
PHONE/EMAIL:  
406-994-2520; [ebird@montana.edu](mailto:ebird@montana.edu)
6. Select Tribe(s) Involved:  

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input checked="" type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.  

<input checked="" type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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

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

This project supports efforts of a Fort Peck grassroots organization (Pté Group) to engage Fort Peck tribal members reservation-wide in community building initiatives intended to rejuvenate ongoing and life-giving connections with their buffalo relatives. The premise of this ongoing effort is that as the bison prosper, so will all people who connect with them for learning, spiritual development, physical and mental health, and well-being.

Milestones in this collaboration between Fort Peck Community College, Fort Peck Tribal Departments, Montana State University and World Wildlife Fund include: 1) An exploratory study of the herd’s significance for community well-being (2013); 2) The “Buffalo People Summit,” a week of community-wide and school events (September 2015); 3) Oral histories to reconstruct the path of buffalo advocacy by the Fort Peck Tribes (2015-16); 4) A survey to understand what the Fort Peck people want, need and aspire to concerning bison and their management, with an assessment of their Wildlife Value Orientations in general (summer 2015); 5) Collaboration on the development of buffalo prayer/honoring sites and a community trail (preliminary designs completed June 2016); 6) A teacher cultural immersion institute led by Fort Peck Community College partners (August 2016) and 7)



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Creating and hiring a buffalo connections administrator to support Pté Group work and respond to current limitations in the public outreach of the Tribes' buffalo management program.

MSU personnel (Departments of Health & Human Development, Earth Sciences, and Architecture) have raised funds for all these endeavors (totaling around \$50,000 to date), and devoted considerable time and effort to reaching these milestones. The work itself has primarily taken place on the Fort Peck reservation.

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

The Pté Group consists of about a dozen members and through our collaborative organizing efforts has become known and appreciated as an advocate for buffalo culture education across the reservation. The Buffalo People Summit involved tribal members of all ages. An opening ceremony drew about 100 children and adult participants. Three days of school field trips to the buffalo ranch hosted 300-500 youth/day from all schools on the reservation. The field trip featured 20 tipi "stations," each convened by an elder or other expert, that the young people circulated among. Teachers were provided with packets to take back to the classroom; both youth and teachers responded enthusiastically to the presentations and activities. The final Summit activity which included a community buffalo feast drew about 150 adult and family participants, including non-tribal members who indicated on the evaluation survey that they'd learned important lessons about Nakoda and Dakota buffalo culture. Materials developed to support the Summit included a program booklet with the agenda, buffalo stories, a listing of buffalo-related research projects at Fort Peck, a brief history of buffalo on the reservation, and a buffalo fact-sheet. A local artist was commissioned to develop two posters consisting of an artistic rendering of White Buffalo Calf Pipe Woman and other buffalo lore, as well as a copy of the inter-tribal Buffalo Treaty with tribal insignias. A videographer filmed the presentations at the ranch and these recordings are now available primarily to tribal members and teachers. All of the events held and materials distributed made a very significant contribution to raising awareness of buffalo on the reservation and spreading traditional lore and skills related to the buffalo's centrality to Assiniboine and Sioux life.

World Wildlife Funds are supporting the new position which will stimulate economic development both through the job itself and its multiplier effects, but also through that individual promoting development of the buffalo program which could eventuate in a processing plant and/or increased tourism in the area.

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

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

Photo File Name: BUFFALO PEOPLE SUMMIT photo

Photo Caption (include the name of the event/persons, location, and date): School field day at the Fort Peck Buffalo Ranch as part of the September 20-24 Fort Peck Buffalo People Summit.

Photo Credit: RTM Productions

Photo File Name: White Buffalo Calf Woman Poster

Photo Caption (include the name of the event/persons, location, and date): Poster created by Lance FourStar for the September 20-24 Fort Peck Buffalo People Summit.

Photo Credit: Lance FourStar

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, 2015 - JUNE 30, 2016)**

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

1. SUBMISSION DATE: 08/23/2016
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATORS NAME: Associate Professor Lucia Ricciardelli (Phone: (406) 994-6228 / Email: [luciar@montana.edu](mailto:luciar@montana.edu)) and Assistant Professor Christine Stanton (Fax: (406) 994 / Email: [christine.rogers1@montana.edu](mailto:christine.rogers1@montana.edu))
4. ACTIVITY NAME: The Piikani Digital Histories (PDH)
5. PROGRAM STAFF NAME: Associate Professor Lucia Ricciardelli (Phone: (406) 994-6228 / Email: [luciar@montana.edu](mailto:luciar@montana.edu)) and Assistant Professor Christine Stanton (Fax: (406) 994 / Email: [christine.rogers1@montana.edu](mailto:christine.rogers1@montana.edu))
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

<input type="checkbox"/> Started before FY 2016	<input type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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

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

The Piikani Digital Histories (PDH) project partners Blackfeet community members with Montana State University students and faculty. Through participation, Piikani filmmaker-scholars develop their own language of filmmaking and research to provide compelling, culturally sustaining/revitalizing audiovisual oral histories. Simultaneously, non-Indigenous participants develop awareness of cultural protocols, learn about diverse histories and experiences, and gain skills needed to advance social justice within education, research, and creative activity. The project has been fully funded by grants secured by the co-principal investigators. These funds have supported workshops, equipment costs, travel expenses, and stipends for community scholars. The project has received national and international recognition for its potential to be a model for research, learning, and community outreach.

The project consists of multiple, interlinked phases, with each phase defined as the conceptualization of a film(s) through the screening of the completed film(s). Phase 1 (January-October 2015) consisted

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of 5 workshops (2 in Bozeman, 3 in Browning) and a screening of a completed film during the Days of the Piikani showcase. Phase 2 (January-October 2016) has consisted of 4 workshops (2 in Bozeman and 2 in Browning). The first two Phase 2 workshops focused on refinement of interviewing and technical filmmaking skills, while the second two provided an introduction to the project for new participants.

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

The PDH project has demonstrated important results. The workshop series provided a foundation for participants to learn about technical filmmaking elements and culturally responsive, community-based research. The BCC student-created documentary (“Full Circle”) received tremendous praise during the Days of the Piikani celebration September 22, 2015. The participants have also been able to apply their skills within several community contexts, and they are eager to begin working on new projects. In particular, the students have an opportunity to create a film about the Bear River Massacre to be included as part of the 2016 Commemoration. Project leaders and participants have also been approached about involving BCC Health Sciences faculty and students in continuation of the project.

In addition to the project results within the Browning community, the PDH project has gained national and international attention. Co-investigators Lucia Ricciardelli and Christine Stanton were invited to an interdisciplinary, international workshop on best practices in oral history education held in Ottawa. At that workshop, scholars and educators from several countries expressed interest in learning more about the project. While documentary work is happening in Indigenous communities around the world, few projects focus on both the technical and cultural elements of filmmaking, and very few engage Native community members in making decisions about the films throughout all phases of production. The PDH project is unique in its focus on Indigenous filmmaker and tribal sovereignty throughout filmmaking processes.

10. Are there photographs to support the narrative? ( ) Yes (X) No  
Please submit photographs in JPEG format, in high resolution (300 DPI). List below the name of each photo file below and specify with the related caption and photo credit.

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?

A continuation of the project would allow the current participants time to finish both in-production and new films, and it would support expanded collaboration with BCC Health Sciences. Within the next three months, we plan to apply for substantial grant funding to establish a Center for Digital Histories at Montana State University and to ensure sustainability of the BCC project through development of on-site mentoring opportunities and classes.



EXIT  
Welcome New Students  
To Rockwell Community College



WE SUPPORT  
OUR  
TROOPS



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OUR  
TROOPS

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