

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

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 1, 2017
2. STATE AGENCY/DIVISION/PROGRAM: OCHE
3. NARRATIVE COORDINATOR NAME: Angela McLean PHONE/EMAIL: 444-0332
amclean@montana.edu

4. ACTIVITY NAME (OCHE Tribal Relations):
5. PROGRAM STAFF NAME: Angela McLean PHONE/EMAIL:

6. Select Tribe(s) Involved:

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

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

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

Tribal College and American Indian Scholars Report (Initiated 2016 and Ongoing)

Between March 31 and April 6 Dr. John Cech, Commissioner Clayton Christian and AIMA Director Angela McLean traveled to six of Montana’s seven Tribal Colleges to meet with college Presidents, their administrative teams and on a couple of visits, their students. The conversations were engaging and forward thinking around all things student learning and success.

The most common themes of discussion included: 1) Common Course Numbering; 2) National Student Data Clearinghouse; and 3) Tribal College Work with Complete College America around Math Pathways. The OCHE team is now working with Little Big Horn College President on follow up with each of the TC Presidents at their May meeting on these respective pieces.

There was significant conversation with several of our Tribal Colleges around 2+2’s. Fort Peck Community College noted that since the early 2000’s they, in partnership with MSU-N have

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

graduated over 100 teachers. This was powerful as we visit about growing the educator pipeline and also providing opportunities for our American Indian students to graduate in fields that allow a student to return home.

Another common theme was the need for a “meeting space” for our American Indian students on campus. Conversation here focused on a comfortable, relaxing space that allowed for support, comraderie and even the ability to heat up lunch in the microwave. This theme was echoed by our students when they met at Montana State University for the Inaugural American Indian Scholars Orientation.

On April 12, the Scholars orientation took place at Montana State University. Richard White of MSU welcomed students to the campus. Dr. Walter Fleming also welcomed the students and thanked them for their leadership. He also spoke to the evolution of American Indian Studies in the MUS as well as the evolution of IEfA across Montana. Dr. Caires also MSU spoke to the history of student activism on American campuses and how major changes have occurred as a result of student involvement. He challenged the students through this effort to create the change they want to see. Additionally, AIMA Director McLean spoke with students about the “why” behind the importance of their work and shared key data points.

Officer of the Commissioner AIMA Council (Ongoing)

The AIMA Council, established by Commissioner Christian in 2013, will have convened three times since January 2016. The council is made of educators across the P-20 spectrum who convene to discuss how best to improve American Indian student achievement. A campus climate study was completed last year and will be a part of the Council’s work going forward.

Photo: AIMA Council

Date: February 2016

Location : Office of the Commissioner of Higher Education, Helena



American Indian Tuition Waiver (Ongoing)

In the 2014-15 academic year the Montana University System awarded 771 American Indian tuition waivers. This served approximately 38% of the American Indian student population and each award averaged \$3494 for a total amount awarded near \$2,693,874. Please see the attached link for qualifications necessary to receive the American Indian tuition waiver.

American Indian Student Achievement Indicators (Ongoing)

The Office of the Commissioner of Higher Education collects data to better serve our American Indian student population. Such information is also used in the MUS Performance Funding mechanism.

- **American Indian Student Enrollment**
<http://www.mus.edu/data/AmInd/MUS%20Am%20Indian%20Enrollment%202001-2015.pdf>
- **American Indian Student Retention**
<http://www.mus.edu/data/AmInd/MUS-AmIndianRetention2015.pdf>
- **American Indian Student Completion**
<http://www.mus.edu/data/AmInd/MUS%20AI%20Completions%202003-2015.pdf>

GEAR UP (funded through 2018)

The Montana GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) serves approximately 4,500 hundred students per year in 18 middle and high schools across the state. The program is projected to serve 8,800 students between 2011 and 2018. About 66% of these students are Native American and 86% are Free and Reduced Lunch eligible. Twelve of the eighteen GEAR UP schools served are on or near one of Montana's seven American Indian Reservations. The college readiness services provided through GEAR UP include rigorous academic curricula, tutoring and homework assistance, academic enrichment activities, summer programs, and counseling, advising, and academic planning. Sixty eight percent (68%) of 2015 GEAR UP graduates enrolled in college in the fall semester after graduation. Fifty six percent (56%) of GEAR UP graduates who enrolled in college during the fall of 2014 persisted into the fall of 2015. Montana GEAR UP is also involved in key statewide college access initiatives including College Application Week and statewide ACT testing for all public high school juniors.

<http://mus.edu/gearup/>



Photo: GEAR UP students participate in a Dinosaur molding at NASA summer camp
Date: June 2016
Location: Montana State University

Educational Talent Search (Grant funded through 2021)

The Montana Educational Talent Search Program (METS) serves right under 1300 participants annually throughout the state focusing primarily on middle school and high school participants. METS is a college access program focused on financial literacy, college awareness, and career preparedness. During the 201-2016 METS grant cycle 84% of participants served were Native American. Seventy-one percent (71%) of the participants served were low-income, first generation students. On average 63% of our senior participants enrolled in post-secondary education the fall after high school graduation. In July 2016 METS was refunded to serve its participants for another five years (2016-2021) with additional focus on helping participants re-enter the educational pipeline at both the secondary and post-secondary level.

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

Photo: Flathead area Educational Talent Search Participants Ardon, Gabrielle and Jillian
Date: January 2016



Rev UP

Fort Peck Community College

FPCC has been involved in RevUp focused on improving welding, commercial driver's license, entrepreneurship and developmental math programs. As of 3.30.16 the college had served 85 students in its credit-bearing academic programs during the grant program and 70 additional students through developmental math initiative. During the project, FPCC integrated NCCER industry-recognized credentials into its welding program and expanded its CDL program through expansion of its training fleet and through inclusion of Hazmat and bus endorsements in its curriculum. Recently the college has strengthened partnerships with MSU-Northern to enable students to take diesel technology courses via online/hybrid programs through RevUp's Course Sharing initiative.

Little Big Horn College

LBHC had planned to be involved in many of RevUp's programs through the project's course sharing initiative in which LBHC would gain access to programs taught through online/hybrid delivery by

other colleges. Because the course sharing initiative has evolved more slowly than planned, the scope of LBHC's RevUp involvement has shifted with the college now just focused on expanding traditional programming for welders and commercial truck drivers. As of 3.30.16 the college had served 11 participants in those programs. In May, the US Department of Labor chose to include LBHC in its site-visit of the RevUp consortium due in part to LBHC's relatively low expenditures and participant count. USDOL found that some of LBHC's administrative procedures needed additional bolstering to bring the college to an appropriate level of compliance with federal regulations. The site-visit also paved the way for an unusual late-project-equipment-purchase-approval from USDOL enabling LBHC to spend an additional \$547,000 on equipment to expand its two grant programs.

Healthcare Montana

Stone Child College

Stone Child College (SCC) is a sub-recipient for the HealthCARE (Creating Access to Rural Education) Montana project that proposes to expand workforce opportunities for Rocky Boy's Indian Reservation and surrounding community members by offering training to gain skills and credentials for high-paying jobs in the healthcare industry.

SCC has partnered with the HealthCARE MT project and the Chippewa Cree Tribal Health Center (CCTHC) to increase training and apprenticeship programs for health professionals on the Rocky Boy's Indian Reservation and surrounding communities. SCC currently has sixty-five students enrolled in HealthCARE MT programs: Twelve Certified Nurse Assistants (CNAs) and two Pre-Nursing students graduated in May 2015; Seventeen CNAs and two Pre-Nursing students graduated in May 2016 with all twenty-nine passing the state CNA exam. These students receive access to support services provided by HealthCARE MT staff, partners and service providers.

SCC is beginning to meet with Aaniiih Nakota College faculty and staff to discuss the possibility of sharing of faculty and resources in the development of a two-year Nursing program. Aaniiih Nakota College, although not a consortium college partner in HealthCARE MT, has been actively involved in the nursing curriculum redesign and will use the common curriculum for their two-year nursing program when it has been through all the approval procedures.

Elinor Nault Wright, SCC Transformation Specialist, Chairs the HealthCARE MT Native American Diversity Sub-Committee, which includes fourteen members from Tribal and community colleges. Native American students attend these meetings and contribute their perspective. A Strategic Action Plan went through six drafts before being finalized. The overall goal is to evaluate how to assist Native American students in successful acceptance, retention, graduation and NCLEX testing for Practical Nurse (PN) or Registered Nurse Associate of Science (ASRN) programs with progression to Bachelor of Science in Nursing and higher. Onsite visits to Tribal and Community nursing programs were held and more are scheduled to gather information on successful strategies. After all campuses are visited a final report will be disseminated. The Committee plans to train Tribal and community college staff and faculty on these strategies to increase Native American student success. The Native American Sub-Committee in partnership with staff of the Academic Progression In Nursing Project were successful in receiving Tribal and community college nursing student enrollment, acceptance, retention, graduation, and NCLEX pass rate data going back the last five years. The data was

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

presented at the 2016 MT Nurses Summit. A wealth of literature on diversity with emphasis on Native Americans in nursing has been identified and shared with the committee members. Stone Child College also oversees a Tribal Emergency Medical Technician (EMT) Apprenticeship Pilot Project. The EMT Pilot Project enrolled 14 students. The goals of the Project are to develop a partnership between SCC and CCTHC staff to increase college completion rates among tribal college students in the areas of CNA, Pre-Nursing, and Allied Health students. SCC is integrating an EMT Apprenticeship program into the CCTHC Ambulatory Department. The objectives of the EMT on-the-job training are to familiarize apprentices with the roles of an emergency medical technician in the health care system; to give the apprentices an idea about the scope of practice of an EMT; to help apprentices understand the medical terminologies, correctly; and to enable the apprentices to perform the job of an EMT more efficiently and according to the standards of the state.

Salish Kootenai College

Salish Kootenai College (SKC) nursing faculty served in a mentoring role in the nursing curriculum redesign. Prior to the HealthCARE MT grant, SKC had redesigned their nursing curriculum to address a rapidly evolving healthcare system and to teach evidence based strategies in providing patient-centered care. Thus, their participation has been one of providing lessons-learned and ensuring the curriculum is culturally appropriate for Native American students and patients.

Brittnee Broom, a faculty member at SKC, was very actively involved in and chaired the HealthCARE Montana Allied Health Core Curriculum Committee in 2015-2016. Due to her leadership, the college is now in the process of forming an Allied Health Department and developing additional allied health related certificate and degree programs. The Medical Assisting Program was launched in September 2015 and the newly developed Certificate of Completion in Emergency Services Program will be accepting the first cohort in the fall of 2016. A primary component of the Emergency Services Certificate of Completion is the Emergency Medical Technician (EMT) training.

SKC will also continue work on re-designing retention-related policies, procedures, and intervention strategies. As just one example, with assistance from the HealthCARE Montana grant, the college is re-launching the Bridge Program in August. The program was proven highly effective in significantly increasing college preparedness and retention rates among participants but was discontinued five years ago due to lack of funding.

Additionally, the grant is supporting offering stronger academic support to students in healthcare related programs through utilizing Smarthinking tutoring and hiring a designated Healthcare Professions Academic Success Specialist in September 2016.

Other ongoing grant supported initiatives include curriculum alignment and improvement, data collection and analysis, and continuous refinement and implementation of recruitment and retention strategies.

Chief Dull Knife College

With funds from the HealthCARE Montana grant, Chief Dull Knife College (CDKC) developed an addiction counselor program leading to licensure. The eight course curriculum will be offered from summer 2016 through spring 2017. Fifteen students completed the first two courses summer 2016. Upon completion of the eight courses, students will test for the Montana State Licensed Addictions Counselor (LAC) exam. It is expected that the students with a preexisting AA will have the entire minimum requirement to take the LAC exam by end of May 2017.

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

As an extension of the addictions programing at CDKC, the apprenticeship team is working on the possibility of developing an addiction counselor apprenticeship program.

In addition, plans are underway to develop access for students in Lame Deer to statewide online healthcare training programs. Of particular interest and need are paramedic, health information technology, phlebotomy, CNA, dental assistant, and medical assistant training. A Reservation Advisory Board is being developed to better coordinate available jobs and training at Chief Dull Knife College as needed. To promote these activities, a Health Care Job Fair is being planned for fall 2016.