

2016 Governor’s Tribal Relations Report – Agency Narrative Reporting Form
(for the reporting period July 1, 2015 - June 30, 2016)

1. SUBMISSION DATE: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/UM/University of Montana TRIO-Upward Bound
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 1_UM Upward Bound
5. PROGRAM STAFF NAME: Twila Old Coyote PHONE/EMAIL: 406-243-2219
twila.oldcoyote@umontana.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 2015 | <input type="checkbox"/> Started during FY 2015 |
| <input checked="" type="checkbox"/> Ongoing | <input type="checkbox"/> Completed/finalized during FY 2015 |

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. Make sure to spell out acronyms. Acknowledge the source if the information/story was written by an entity outside of state government.

Native American students from the Blackfeet Reservation comprise 70% of UM’s TRiO-Upward Bound program. At Browning High School, a staff member serves as an academic coordinator to help students with the skills needed for academic success, navigating higher education, financial aid, scholarship searches, ACT prep, and developing social skills to succeed in college. The goal is to improve retention rates, high school graduation rates, and baccalaureate achievement rates.

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 No

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

Photo File Name: 2015UBpic.jpg

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Photo Caption (include the name of the event/persons, location, date): 2015 Upward Bound group photo, Missoula Airport, 7-25-15 (Summer Theme: *Flight*)

Photo Credit: Brett Klaassen van Oorschot

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



**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: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana Department of Biomedical and Pharmaceutical Sciences
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 2_UM Pharmacogenetics in Rural and Underserved Populations
5. PROGRAM STAFF NAME: Erica Woodahl, Ph.D. PHONE/EMAIL: 406-243-4129
erica.woodahl@umontana.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 checked="" type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

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

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

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The purpose of the research is to study pharmacogenomics and precision medicine with American Indian and Alaska Native populations. This work includes identifying genetic and environmental predictors of variability in drug response and toxicity, as well as community-based participatory research to aid in the translation of precision medicine research into the clinic. The research is funded under a grant entitled “Pharmacogenetics in Rural and Underserved Populations” (U01GM092676) by the National Institutes of Health (NIH) National Institute of General Medical Sciences (NIGMS) Pharmacogenomics Research Network (PGRN).

The grant is a partnership between Dr. Erica Woodahl and Dr. Elizabeth Putnam in the Department of Biomedical and Pharmaceutical Sciences and the Tribal Health Department of the Confederated Salish and Kootenai Tribes. The grant was funded between July 15, 2010 – June 30, 2016, although the partnership began in 2007. The research has been renewed with another grant that begins in FY2017.

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To date, the partnership has led to six peer-reviewed publications in scientific journals and numerous articles printed in the Char-Koosta News, a publication of the Confederated Salish and Kootenai Tribes. The project has the potential to improve health care delivery in the community through personalized and precision medicine.

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?

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1. SUBMISSION DATE: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana Mansfield Center
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 3_UM Mansfield Center
5. PROGRAM STAFF NAME: Kelsey Stamm Jimenez PHONE/EMAIL: 406-243-2838
kelsey.stamm@umontana.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 checked="" type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input checked="" type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	

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

<input checked="" type="checkbox"/> Started before FY 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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The Mansfield Center at the University of Montana manages international exchange programs and seeks to include a diversity of peoples in its programming. Sponsored by the US Department of State, the Mansfield Center collaborated with the Confederated Salish and Kootenai Tribes for the Young Southeast Asian Leaders Initiative (YSEALI) Professional Fellows Program, a program that places emerging young leaders from Southeast Asia in professional fellowships to learn best practices from their American peers. Chairman Vernon Finley, Germaine White, Elaine Frank, and Tracie McDonald hosted five Southeast Asian fellows, teaching them about tribal sovereignty and governance, indigenous education, and tribal management of natural resources. Finley, White, Frank, and McDonald will travel to Southeast Asia in 2017 to continue their work with these Southeast Asian partners.

In a second US Department of State-sponsored program, the American Youth Leadership Program (AYLP), the Mansfield Center engaged 20 Montana high school students in a year-long study of food security and climate change, which included a 27-day exchange in Thailand to study these issues first-hand. Six of the 20 students are Native American, including students from the

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Blackfeet, Confederated Salish and Kootenai Tribes, and the Chippewa Cree. These students studied the parallels of climate change and food security between Montana and Thailand for six months before departing to Thailand to engage in further applied studies and cultural exchange with Thai high school peers. Back in Montana, the students will each launch a community service project based on their experiences. In the past, such projects have included starting a backpack program to feed students on weekends and teaching climate change curriculum.

Gabriella Blatt of Rocky Boy stated, after returning from Thailand, “Now I feel like I can do anything. I value this new confidence and attitude towards life.”

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10. 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: Mimi and Joe

Photo Caption (include the name of the event/persons, location, and date): Joe McDonald, former president of the Salish and Kootenai College, meets Amema Sae-Ju, from the indigenous Lisu tribe of northern Thailand, at the SKC Powwow on May 13, 2016.

Photo Credit: Tracie McDonald



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Photo File Name: Doi Inthanon

Photo Caption (include the name of the event/persons, location, and date): Jolee Bullshoe, Charro Trombley, and Nicole Perry pause to try to spot some rare bird species at the top of a sacred mountain, Doi Inthanon, in northern Thailand. July 24, 2016

Photo Credit: Caitlin Sager



Photo File Name: Thai Music

Photo Caption (include the name of the event/persons, location, and date): Nicole Perry learns how to play a traditional Thai instrument with the help of her Thai friend. July 11, 2016

Photo Credit: Caitlin Sager



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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: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana Office of the Provost
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 4_UM Native American Student Advisory Council
5. PROGRAM STAFF NAME: Kate Shanley PHONE/EMAIL:(406) 243-5832
kathryn.shanley@umontana.edu

6. Select Tribe(s) Involved [students from these Tribes have been involved]:

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

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

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

In fall 2014, a Native American Student Advisory Council (NASAC) was formed at the University of Montana as the result of students’ discussions with the Provost and the Vice President for Student Affairs. The Council serves to advise the aforementioned administrators on matters related to Native American student life at the University of Montana. Comprised of both undergraduate and graduate students who represent Native American student organizations and other relevant programs across campus, the Council also includes several at-large members: Native American students who nominated themselves or were nominated by other students.

The Council has taken up such issues as how Financial Aid staff members interact with Native American students, how Native students experience the atmosphere at UM, and the housing issues Native students and their families face. They have held many social events, including a traditional powwow, with the idea of both being available to their constituency and creating positive community

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building events. The Council initially met monthly during the last two years, but eventually increased meetings to every other week, so that guests could be invited to one meeting a month. NASAC is striving to provide a more prominent Native American voice on campus. The Council seeks to enhance opportunities for Native American students, to address issues of concern and to provide input on strategic planning. Anyone with concerns that he or she would like carried forward to the administration regarding Native American student life on the UM campus can feel free to contact any of the Council members. The Council members have expressed gratitude for being asked to serve in the capacity of advisors and enthusiasm for working to make UM a more welcoming and supportive place for Native American students.

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.
N/A

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?
No

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1. SUBMISSION DATE: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana, Skaggs School of Pharmacy, Native American Center of Excellence
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL: 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 5_UM Native American Center of Excellence
5. PROGRAM STAFF NAME: Wilena Old Person PHONE/EMAIL: 406-243-4097
wilena.oldperson@umontana.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 |
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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 Skaggs School of Pharmacy has a long history of working with the Native American population in Montana and the region. One of its primary grant funded programs is the Native American Center of Excellence (NACOE). The four-year competitive grant is funded by the Health Resources and Services Administration (HRSA). A total of \$2,464,205 has been received in this grant cycle (2014-2017). There are seven overall grant purposes including student recruitment and retention, clinical instruction, health disparities research, and cultural competency and education.

The most significant purpose of the program is to increase the number of Native American faculty and students in pharmacy in order to improve health care delivery to Native American populations through better professional preparation, and to achieve cultural competence for all pharmacy graduates and faculty. The program offers a wide variety of services that contribute to the students' overall academic performance and development. Program services include

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recruiting efforts, summer enrichment programs, advising support, mentoring, and free tutoring.

UM's Skaggs School of Pharmacy has a tradition of excellence in graduating American Indian/Alaska Native Pharmacists and has successfully trained 66 Native Pharmacists since 1963.

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? (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: DamionKillsback_lecture.jpg

Photo Caption (include the name of the event/persons, location, and date): CDR Killsback (Northern Cheyenne) of the USPHS Commissioned Corps visited the University of Montana campus to talk about Indian Health Service opportunities. L to R: NACOE Clinical Instructor Cherith Smith, CDR Killsback, NACOE PI Lori Morin, NACOE Pre-Pharm Student Marley Tanner, NACOE Student Resource Advisor Shane Sangrey

Photo Credit: Shane Sangrey\

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Photo File Name: IPHARM&LBHC.jpg

Photo Caption (include the name of the event/persons, location, and date): Little Big Horn College First Year Experience Coordinator Salena Hill and IPHARM P4 Kaja Wagner set up for screenings. This photo is from the UMHM trip to the Northern Cheyenne and Crow reservations. | Little Big Horn College, Crow Agency, MT | April 27, 2016

Photo Credit: Shane Sangrey

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Photo File Name: LBHC Tribal College visit.jpg

Photo Caption (include the name of the event/persons, location, and date): NACOE promoting UMHM with IPHARM at Little Big Horn College | Little Big Horn College – Crow Agency, MT | April 27, 2016

Photo Credit: Salena Hill

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

If you feel that the data you are receiving is not enough or unorganized when you receive it, maybe incorporate institutionally a semi-annual request for content. Or a fall, spring, and summer request for content.

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1. SUBMISSION DATE: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana, Departments of Anthropology and Native American Studies
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL: 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 6_UM Native Language Teacher Training Workshop
5. PROGRAM STAFF NAME: Stephen Neyooxet Greymorning PHONE/EMAIL 406-243-4409
neyooxet.greymorning@mso.umt.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 |
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| <input type="checkbox"/> Crow | |

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- | | |
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Professor S. Neyooxet Greymorning organized and facilitated the 12th annual *Giving the Gift of Language Teacher Training Workshop for Native Language Instruction and Acquisition* in Missoula April 14-16, 2016. Participants included tribal members of the Blackfeet (Montana), as well as members of tribes from across the country.

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1. SUBMISSION DATE: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana Department of Psychology
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL: 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 7_UM Indians into Psychology Program
5. PROGRAM STAFF NAME: Gyda Swaney PHONE/EMAIL 406-243-5630
gyda.swaney@mso.umt.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
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The University of Montana Department of Psychology continues its highly successful Indians into Psychology (InPsych) Program, made possible by a five-year federal grant from Indian Health Service. The grant provides financial support and unique educational opportunities for Native American students as they pursue degrees in clinical psychology.

The InPsych Program was established as part of the Indian Health Care Improvement Act and seeks to provide summer programs to expose Native American students to the various fields of psychology, stipends for students to pursue careers in clinical psychology, tribal community outreach and health professions recruitment. The program also aims to develop affiliation agreements with tribal colleges and universities to enhance Native students’ education and, ultimately, provide psychological services to under-served Native American communities by providing training opportunities for psychology graduate students in those communities.

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1. SUBMISSION DATE: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana College of Humanities & Sciences
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL: 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 8_UM Bridges to Baccalaureate Program
5. PROGRAM STAFF NAME: Kevin KickingWoman PHONE/EMAIL 406-243-2632
kevin1.kickingwoman@umontana.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 |

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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.

UM’s Bridges to Baccalaureate Program began in 1995 with a grant from the National Institutes of Health to help Indian students transition from tribal colleges to four-year institutions through a summer research experience. The program has since expanded to:

- improve tribal college student learning with regular summer science activities (prior to transition to the four-year institution)
- provide professional development for tribal college teachers, and
- provide mentoring experiences in support of student success.

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 No

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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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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: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana College of Humanities & Sciences
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL: 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 9_UM Elouise Cobell Land and Culture Institute
5. PROGRAM STAFF NAME: Ian Withrow, College of Humanities and Sciences media and information coordinator PHONE/EMAIL: ian.withrow@mso.umt.edu / 406-243-2683
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input checked="" type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input checked="" 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 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.

The Elouise Cobell Land and Culture Institute is named in honor of Elouise Cobell, the leader from the Blackfeet tribe who in 1985 embarked on one of the largest and most complicated class-action lawsuits ever brought against the U.S. Government. The lawsuit claimed the Interior Department illegally obtained billions of dollars in royalties owed to individual tribal members all across the country, and ultimately resulted in a 2010 settlement worth \$3.4 billion. Elouise Cobell died in 2011 at the age of 65.

Offering unprecedented technology and learning environments to UM students, the Elouise Cobell Land and Culture Institute provides flexible classroom designs, advanced distance-learning platforms, and a multi-screen theater room that emphasizes the narrative traditions in Native American culture. It has served as a starting point for increased collaboration between UM and Montana’s Tribal Colleges. One highlight of the facility is the Round Room, which uses the same

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technology as NASA to immerse viewers in an interactive display of the environment and the sky. It is used for teaching astronomy and for traditional storytelling.

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?

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1. SUBMISSION DATE: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana School of Journalism
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL: 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 10_UM Native News
5. PROGRAM STAFF NAME: Jason Begay PHONE/EMAIL 406-243-2191
jason.begay@umontana.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 |

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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 UM School of Journalism published the 25th issue of Montana Native News, titled “Across the Divide: Montana’s Tribes Navigate Politics and Progress”. Eight teams of student reporters visited Montana’s seven reservations and one landless tribe, developing compelling photo-essays focused on the multifaceted world of politics. The stories and accompanying photographs and video are available online at <http://nativenews.jour.umt.edu/2016/>.

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 No

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Publish electronically to allow for video to be submitted for use in the report.

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1. SUBMISSION DATE: 8/15/16
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana School of Business Administration
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 10_2016_UM_American Indian Business Leaders
5. PROGRAM STAFF NAME: Larry Gianchetta PHONE/EMAIL: 406-243-4831
larry.gianchetta@umontana.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 |

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American Indian Business Leaders (AIBL) was organized in 1994 and recognized as a 501(c)(3) in 1995 at the University of Montana. The organization has grown to include 70 chapters across the United States. AIBL’s purpose is to increase the representation of American Indians and Alaska Natives in business and entrepreneurial ventures through education and leadership development opportunities.

AIBL is designed to foster a support system for American Indian students interested in learning the skills necessary to acquire a job, design their own business, raise capital, network with successful American Indian business people, learn about and eventually use their formal education to assist with tribal economic development efforts.

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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.

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: OCHE/MUS/University of Montana Indigenous Research and STEM Education
3. NARRATIVE COORDINATOR NAME: Claudine Cellier PHONE/EMAIL 406-243-4689
claudine.cellier@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): 12_2016_UM_Indigenous Research and STEM Education
5. PROGRAM STAFF NAME: Aaron Thomas PHONE/EMAIL: 406-243-2052
aaron.thomas@umontana.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
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IRSE looks to expand the research and education opportunities for Indigenous students. This includes identifying methods and best practices to assist Indigenous students in obtaining B.S., M.S., and Ph.D.’s in Science, Technology, Engineering, and Math (STEM) related fields. IRSE also provides service to in grades 8-12 in order to introduce and engage them in science and engineering fields, help set a path for careers in STEM, and better prepare the students for higher education. Various partners and funding opportunities have been identified to assist in the education of middle and high school, undergraduate, and graduate students.

IRSE is also interested in helping identify research opportunities for undergraduate students to gain insight and experience in STEM fields. Assistance in guiding graduate students through the graduate school process as well as being a part of research projects is an IRSE priority. With an overarching goal to increase the number of STEM degrees completed by Indigenous students, IRSE will commit intensive and sustained service to Indigenous students. Education and research

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also extends to the tribal colleges and tribal communities in a collaborative effort to ensure the advancement of Indigenous people.

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

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