

**2017 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2016 - JUNE 30, 2017)**

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: **5/26/17**

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 (5) 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 checked="" 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 2017	<input type="checkbox"/> Started during FY 2017
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2017

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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 multiple research projects in close collaboration with partners on the Crow, Fort Belknap, Fort Peck, and Flathead Reservations. One of these projects concluded in early FY 2017, while three ongoing projects have continued throughout FY 2017. All of our center’s 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 five projects. More information is available at 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 (2016-17) was \$132,245, including a sub-award of \$80,219 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 (2016-17) was \$204,483, including sub-awards to Aaniiih Nakoda College and the Fort Belknap Tribal Health Department (\$116,696 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 the *Fort Peck Ceremony of Research Project*. The project’s most recent annual budget (2016-17) was \$197,427, including a sub-award of \$87,889 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 (2016-17) was \$203,187, including a sub-award of \$65,589 to Fort Peck Community College.

Dissemination Project: Towards Healthy Food Environments and Healthy Communities: Disseminating Research Results and Building Research Capacity at the Flathead Indian Reservation of Montana. Confederated Salish and Kootenai Tribes of the Flathead Reservation. Project leaders Selena Ahmed, Ph.D., and Carmen Byker Shanks, Ph.D., MSU Department of Health and Human Development.

Numerous studies have shown that a notable percentage of diet-related chronic diseases are preventable over time with healthy food environments that include access to nutrient-rich foods, appropriate food choices, and regular physical activity. Rural and tribal communities are particularly vulnerable to diet-related chronic diseases with toxic food environments that present barriers to obtaining healthy and affordable foods. Since 2013, Drs. Ahmed and Byker Shanks and their partners at Salish Kootenai College have collaborated at the Flathead Indian Reservation to assess food environments, food choices, and dietary quality. This two-month project, which concluded in August 2016, created culturally appropriate materials to disseminate research findings to the local and scientific communities. These materials included an illustrated booklet, posters, and scientific articles. The work also developed protocols and resources for building research capacity on food environments at the Flathead Reservation, and developed a proposal for a community-based project for external funding. The project's budget was \$42,394.

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

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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: 05/01/2017
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University **Office of Admissions**
3. NARRATIVE COORDINATOR NAME: Ronda Russell PHONE/EMAIL: 406-994-2452

4. ACTIVITY NAME (name electronic file with this name): Admissions activities
5. PROGRAM STAFF NAME: Ronda Russell PHONE/EMAIL: 406-994-2452

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
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The MSU Office of Admissions recognizes that importance of recruiting Native American students to Montana State University and makes every effort to provide opportunities to showcase the resources and inclusive community that MSU can provide Native American students. Below are recruitment efforts that the MSU Office of Admissions has utilized in the past year.

- High School Visits to all reservation high schools in Montana every year to meet prospective students and provide contact with high school faculty and staff.
- Rep visits to all Montana Tribal Colleges every year to meet prospective students and provide contact with Tribal College faculty and staff.
- Creation and Distribution of Native American specific publications (visit poster, freshman and transfer checklist),
- Participation in the MPSEOC Tribal College Fairs annually to promote transferring to a four year Montana institution.
- Campus visit programs scheduled for Native American specific groups including meetings with Admissions, campus tours, departmental meetings, and scheduled time with Native American specific departmental resources.

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- Correspondence and scheduling of Native American groups to attend any of five MSU Friday programs.
- Native American specific counselor packets sent to Montana and regional counselors informing of Native American specific programs and resources available at MSU.
- Targeted electronic communication to Native American students periodically throughout the recruitment cycle.

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

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

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1. SUBMISSION DATE: 6/21/2017
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- **College of Nursing**
3. NARRATIVE COORDINATOR NAME: Helen Melland PHONE/EMAIL: 406-994-5736

4. ACTIVITY NAME (name electronic file with this name): College of Nursing Tribal Activities
5. PROGRAM STAFF NAME: Helena Melland PHONE/EMAIL:406-994-5736

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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<input type="checkbox"/> Crow	

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Ft. Peck Partnership: Dr. Julie Ruff 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.

- 32 junior nursing students (in four groups), 1 senior nursing student and 1 graduate nursing student traveled to Ft. Peck during this past academic year, where they stayed for one week of a cultural immersion service learning experience. Students saw **approximately 900 children during the 2016-2017 academic year**, completing well child exams, school sports physicals, vision and dental screenings plus fluoride treatments, and providing health education including diabetes education and stroke prevention. Hands only CPR was taught to 250 students in grades 6-8.
- Nursing students taught maturation classes to students in grades 4-12 at 3 tribal schools.
- Nursing students completed head start physical exams for approximately 60 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.

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- December 2016, Dr. Ruff formulated the Montana State University/Fort Peck Partners ad hoc committee. Committee members met on campus in December 2016 and again in February and April 2017 with Mr. Kenny Smoker from the Health Promotion Disease Prevention program on the Ft. Peck Reservation. The purpose of this committee is to share information and expertise with faculty members across the University and tribal representatives in an effort to collaborate and share resources and common goals.
- January 2017, Dr. Ruff was invited by faculty from the WAMMI program to share her program details with medical students interested in partnering with the Fort Peck reservation and with the College of Nursing at MSU.
- The College of Nursing awarded Mr. Kenny Smoker from the Ft. Peck reservation its Outstanding Clinical Partner award at its May, 2017 nurses Pinning Ceremony.
- In the summer of 2016, collaboration began 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; this work continues.
- 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.

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

CO-OP served 33 Native American students during the past year with the majority of students representing all Montana Tribes. Seven CO-OP students graduated over the past year including 6 BSN students, 2 who were in the accelerated program and graduated in 15 months, and 1 DNP student. As of fall of 2016, 6.1% of the College of Nursing undergraduate students were Native American.

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
- A summer orientation program held prior to the university's fall semester to prepare students for college life

Great Falls Campus: During the past year, Professor Laurie Glover placed 1-2 students 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-

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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. A total of 48 students were involved in the spring, summer, and fall semesters.

Science in Action Simulation for Crow Reservation Students: Three faculty on the Bozeman campus did a demonstration of “Science in Action” using high-tech simulated human manikins for a group of 6th to 9th graders from Pryor School on the Crow Reservation. The students enjoyed the manikin that could groan and cough and gag. They also had the opportunity to listen to the manikin’s heart and lungs and then their own.

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 “Exploring a Blackfeet Traditional Perception on End-of-Life Issues and Developing a Lay Health Educator Intervention.” This project’s goal is to understand traditional and current Blackfeet culture on end-of-life discussions and to develop a culturally appropriate intervention which addresses the traditional perception of discussing such topics and improves quality of life at the final stage of life.

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 was awarded a \$40,000 grant from the DentaQuest Foundation to create and test an oral health message. The “Fist Tooth First Visit” project is in partnership with Community Advisory Board members from the Northern Cheyenne for a 1-year research award to study improvements in pediatric oral health behaviors and outcomes. She was invited by the Tribal Health Department Director to give a presentation about her work with the Blackfeet and Northern Cheyenne communities as they consider installing and using waiting room displays. She shared a Montana Healthcare Foundation grant proposal with the SKC consultant, Gwen Langford Spencer, and are in conversation about revising and resubmitting it for funding a project with SKC. Dr. Larsson employs one MSU nursing student from the Northern Cheyenne Nation who is a tribal college transfer student to the MSU College of Nursing.

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.

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Dr. Kinion is a partner with Dr. Julie Baldwin at Northern Arizona University. They have submitted a revised RO1 addressing Access to Oral Health Care on the Crow Reservation in Montana and the Hopi Reservation in Arizona was submitted. The researchers anticipate hearing about funding sometime in October 2017. Dr. Kinion worked closely with Fredericka Left-hand at Chief Dull Knife College and Sarah Young and Emily Solias from Montana CAIRHE during the preparation of the proposal.

Dr. Kinion served as a team member of the MSU Pilot Project: Transitioning Tribal College students into MSU STEM Degree Programs. Dr. Anne Camper chairs this program. 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 Fort Peck, Aaniiih Nakoda College and Stone Child College during this academic year.

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1. SUBMISSION DATE: June 8th 2017
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 and Carmen Byker Shanks 406.994.3289;
cbykershanks@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), Virgil Thomas (SKC)
PHONE/EMAIL: 406.994.3289; selena.ahmed@montana.edu
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
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During FY 2017, we continued to examine 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 develop, carry out, and evaluate a fresh fruit and vegetable pilot program on the Flathead Indian Reservation. Our team evaluated the impact that the fruit and vegetable program had on dietary choices, food security, and health outcomes. This past year, we analyzed qualitative interviews, 24-hour dietary recalls, and socio-demographic surveys in to assess dietary quality and diversity of local diets. Based upon the pilot program and our analyzed

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data, we collaboratively developed a fresh fruit and vegetable program to be implemented at the Food Distribution Program on Indian Reservations during the FY 2017-2018.

A key aspect of our work this year was to continue our work with our Community Advisory Board (CAB) on the Flathead Reservation. Our CAB includes community members on the Flathead Reservation that are either experts, leaders, or interested members of the community in issues regarding local food security. During 2 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.

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

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1. SUBMISSION DATE: 4/27/17
2. STATE AGENCY/DIVISION/PROGRAM: **MSU Extension Family & Human Development**
3. NARRATIVE COORDINATOR NAME: Sandy Bailey PHONE/EMAIL
406-994-6745 baileys@montana.edu
4. ACTIVITY NAME (name electronic file with this name): Extension F&HD Tribal 2016
5. PROGRAM STAFF NAME: Sandy Bailey PHONE/EMAIL:

6. Select Tribe(s) Involved:

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
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Program 1: Montana Grandparents Raising Grandchildren Project (GRG): This project began in 2002 to provide education, support and resources to grandparents across Montana who have the sole responsibility for their grandchildren. Since that time, the program has been ongoing. The project aims to serve the 7,540 (American Community Survey, 2011-2015, 5-year estimate, #51002) of grandparents raising grandchildren in the state. Nearly 94% of these grandparents are providing care outside of the state’s child welfare system (Montana GRG Project). The Montana GRG Project currently has 30 local contacts across the state both on and off the reservations. These sites are located in County Extension and non-profit organization offices and work directly with grandparents at the local level. Many also provide support/educational groups to the grandparents. Each year we provide direct service to approximately 600 grandparents and half of the population served are Native American. We also have indirect contact with an estimated 2900 grandparent caregivers. We are currently funded through the Montana Children’s Trust Fund to provide the parent education program Parenting a Second Time Around and to provide crisis packets of information to new grandparent caregivers. We are also piloting a successful caregiver self-care program based off of Powerful Tools for Caregivers to grandparents called GrandCares along with

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1. SUBMISSION DATE: 5/18/17
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
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: Professor Michael Everts, AIA; Dr. Julia Haggerty, Dr. Elizabeth Rink)
PHONE/EMAIL:
406-994-2520; 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 initiative (Pté Group – Pté means female buffalo in Assiniboine and Sioux) 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.

The ongoing collaboration follows several interrelated tracks. Milestones in this collaboration between Fort Peck Community College, Fort Peck Tribal Departments, Montana State University and World Wildlife Fund are described by track.

1) Research. 1a) We have completed an exploratory study of the herd’s significance for community well-being (2013); 1b) We are completing analysis of oral histories to reconstruct the path of buffalo advocacy by the Fort Peck Tribes (2015-16); 1c) Led by WWF, we completed 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); publications from all these research efforts are in preparation.

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1. SUBMISSION DATE: May 19, 2017
1. STATE AGENCY/DIVISION/PROGRAM: MSU, **The Center for Bilingual and Multicultural Education**
2. NARRATIVE COORDINATOR NAME: Dr. Jioanna Carjuzaa
PHONE/EMAIL 406-994-4941 carjuzaa@montana.edu
3. ACTIVITY NAME (name electronic file with this name): Office of English Language Acquisition (OELA) MontTELLs (Montana Teachers of English Language Learners) Grant Project
4. 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 checked="" type="checkbox"/> Started during FY 2016
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2016

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U.S. Department of Education, Office of English Language Acquisition, National Professional Development Program

On September 19, 2016 we were notified that the Center for Bilingual and Multicultural Education was awarded \$2.7 million to recruit and educate 60-90 middle and high school teachers from schools across Montana with significant proportions of American Indians and others identified as Limited English Proficient students (LEPs) in hopes of raising the academic achievement of these students. The

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1. SUBMISSION DATE: May 19, 2017

1. STATE AGENCY/DIVISION/PROGRAM: MSU, **The Center for Bilingual and Multicultural Education**

2. NARRATIVE COORDINATOR NAME: Dr. Jioanna Carjuzaa
PHONE/EMAIL 406-994-4941 carjuzaa@montana.edu

3. ACTIVITY NAME (name electronic file with this name): 1). Spencer Foundation Grant --
Class 7 Conference

4. 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 checked="" 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.

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.

As explained in the August 2016 State-Tribal Relations report, Carjuzaa obtained a Spencer Foundation Grant for \$50,000 to hold an education research conference on Indigenous immersion language programs, July 2016. In conjunction with Dr. Marty Reinhardt, Carjuzaa developed and delivered three webinars for Class 7 teachers during the fall 2016 semester.

Carjuzaa also contacted with *Cogent Education* for a journal special issue on the ***Revitalization of Indigenous Languages: Designing and Facilitating Immersion Programs***. The invited experts/scholars who attended/presented at the conference were invited to contribute their manuscript to the special issue for Taylor & Francis’ journal, ***Teacher Education & Development***. *Cogent Education* is the leading multidisciplinary open access journal in education and teaching. The

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1. SUBMISSION DATE: 6/21/2017
2. STATE AGENCY/DIVISION/PROGRAM: MSU – College of Education, Health and Human Development
3. NARRATIVE COORDINATOR NAME: Gilbert Kalonde PHONE/EMAIL: 406-994-5775
4. ACTIVITY NAME (name electronic file with this name): MSU Noyce Scholarships for STEM Teachers from Under-Represented Groups
5. PROGRAM STAFF NAME: Gilbert Kalonde PHONE/EMAIL: 406-994-5775
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2016
 - Ongoing
 - Started during FY 2016
 - 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.

Projected Partners: Blackfeet Community College, Fort Peck, Chief Dull Knife, Little Big Horn College, Salish Kootenai College, and Aaniiih Nakoda College (formerly Fort Belknap College) Local School Districts surrounding the community colleges.

Progress: I met and had professional discussions regarding an introduction of a 2 + 2 system with the community colleges to transfer into technology education as seniors after finishing AA/AS degrees from their respective tribal colleges. The other discussion still going on is the introduction of the Noyce Scholarship of the National Science Foundation. To reiterate the position of the Noyce scholarship proposal, I want this program to contribute to the broader impacts of Native American students in STEM education. This program will make available 40 - 50 scholarships to pre-service STEM education teachers from an underrepresented group who as discussed with the colleges and schools visited will serve in rural Montana and the Native American communities’ high-need schools, and other places in the nation. I informed the various stakeholders I met that assuming these teachers are retained at the 94% retention rate typical of previous MSU Teacher Education program graduates, within 5 years about 8,000 students in high-needs schools will be

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1. SUBMISSION DATE: 5/9/17
2. STATE AGENCY/DIVISION/PROGRAM: **MSU**
3. NARRATIVE COORDINATOR NAME: _____ PHONE/EMAIL _____
4. ACTIVITY NAME (name electronic file with this name): Messengers for Health Baa nnilah program
5. PROGRAM STAFF NAME: Suzanne Held 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 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 Messengers for Health Baa nnilah Program is a grant-funded research partnership between the Crow Nation and Montana State University Department of Health and Human Development. Urgent attention is needed to address the significant disparities between whites and American Indians (AIs) in age at death for those with chronic illness (CI). In our state of Montana, AIs die 14 years earlier for those with heart or kidney disease, 12.5 years for those with diabetes, and 11 years for those with cerebrovascular disease. Existing programs addressing CI management, which can lead to lower mortality rates and a higher quality of life, fail because they are not consonant with the AI culture. To address this failing, we developed *Baa nnilah*, an innovative and unique program to improve capabilities for CI management among Apsáalooke (Crow) Indians in Montana.

The study is based on methods and findings from a 19-year community-based participatory research (CBPR) partnership between members of the Apsáalooke Nation and faculty and students at Montana State University. Community members asked the partnership to develop an effective intervention for CI management. The development, implementation, and evaluation of a culturally centered

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1. SUBMISSION DATE: May 22, 2017
2. STATE AGENCY/DIVISION/PROGRAM: **Montana State University – Bozeman**

3. NARRATIVE COORDINATOR NAME: Holly Hunts PHONE/EMAIL
406-920-2081
hhunts@montana.edu

4. ACTIVITY NAME (name electronic file with this name):
Holly Hunts

5. PROGRAM STAFF NAME: PHONE/EMAIL:

Collaborators (in alphabetical order by last name):

- Selena Ahmed, Assistant Professor of Sustainable Food Systems MSU
Selena.ahmed@montana.edu
- Claire Baker, Biotechnology entrepreneur, clairesand@aol.com
- Eric Birdinground, Legislative Councilman, Crow Tribe EricBIG@ctlb.gov
- Jioanna Carjuzaa, Professor of Education MSU carjuzaa@montana.edu
- Fi Davis, Director Osage Nation Food Distribution Program on Indian Reservations
fdavis@osagetribe.org
- Edward Dratz, Professor of Biochemistry MSU dratz@montana.edu
- Florence Dunkel, Associate Professor of Plant Science/Plant Pathology MSU
dunkelflorence@earthlink.net
- Charles “Red” Gates, Director Standing Rock Sioux Food Distribution Program on Indian Reservations
cgates@standingrock.org
- Jenelle Gimlin, Former Liaison for Food Distribution Program on Indian Reservation and the State of Nevada
- David Henderson, Associate Professor of Education MSU david.henderson3@montana.edu
- Janie Hipp, Director Indigenous Food and Agriculture Initiative jhipp@uark.edu
- Richard Little Bear , President Chief Dull Knife College rlb@cdkc.edu
- Perry Martinez, Director Eight Northern Indian Pueblos Council Food Distribution Program on Indian Reservations, fdpir8northern@netscape.net
- Alma McCormick, Executive Director Messengers Program Crow Reservation
alma.mccormick@montana.edu
- Michael Pierre, Director Flathead Reservation Food Distribution Program on Indian Reservations
michaelp@cskt.org
- Roxanna Newsom, Director Chickasaw Food Distribution Program on Indian Reservations
Roxanna.Newsom@chickasaw.net

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1. SUBMISSION DATE: 6/5/2107

2. STATE AGENCY/DIVISION/PROGRAM: Office of Commissioner of Higher Education/Title II,
Part A: Improving Teacher Quality Grant Program

3. NARRATIVE COORDINATOR NAME: PHONE/EMAIL

4. ACTIVITY NAME): Exploring Mathematics with Analogous Tasks (EMAT)

5. PROGRAM STAFF NAME: Fenqjen Luo PHONE/EMAIL: 406-994-5950/fluo@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 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 type="checkbox"/> Ongoing | <input checked="" 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.

9.

Project EMAT’s website address is <https://www.montana.edu/em>. The activities for the year of 2016 are accessible at <https://www.montana.edu/em/2016/>. In the project year of 2016, EMAT provided a total of twelve (12) online meetings, two (2) face-to-face whole-day meetings on MSU campus in summer, and one (1) face-to-face presentation at the MEA-MFT Educators’ Conference. Below listed the partnership schools in which participating math teachers have to teach a significant number of American Indian students.

- Lodge Grass Elementary K-8 (Crow)
- Hard High School (Crow)
- Wolf Point High School (Fort Peck)

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1. SUBMISSION DATE: 5.08..17
2. STATE AGENCY/DIVISION/PROGRAM: MSU - **HHD**
3. NARRATIVE COORDINATOR NAME: Elizabeth Rink PHONE/EMAIL
elizabeth.rink@montana.edu

4. ACTIVITY NAME (name electronic file with this name): Mindful Based Stress Reduction Project (MBSR)
5. PROGRAM STAFF NAME: Mary Miles and Loy Sprague PHONE/EMAIL:
mmiles@montana.edu and LSprague@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	

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"/> 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 proposed research objective aims to introduce a mindfulness-based intervention to AIAN college students and measure efficacy in reducing stress-related symptoms related to identified risk factors as well as build resiliency factors to better manage or prevent future symptoms. The partners are MSU-Bozeman HHD faculty and students and Fort Peck Community College faculty and students.

The purpose of the proposed research is to 1) adapt a mindfulness-based stress reduction program to target unique risks and needs of AIAN college students at FPCC, and 2) assess feasibility and initial efficacy for improving coping/resiliency, reducing perceived stress and associated physical, psychological, and emotional conditions in college students and 3) provide data on feasibility, acceptability, initial efficacy, and pilot data for a larger-scale treatment study.

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: May 31, 2017
2. STATE AGENCY/DIVISION/PROGRAM: Educational Leadership Program / Center for Bilingual and Multicultural Education, College of EHHD
3. NARRATIVE COORDINATOR NAME:

4. ACTIVITY NAME Indian Leadership Education and Development (ILEAD) Project
5. PROGRAM STAFF NAME: William Ruff, David Henderson, Jioanna Carjuzaa
PHONE/EMAIL 406 994-4182/ wruff@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 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. The purpose of the Indian Leadership Education and Development (I LEAD) program is to recruit, educate, certify, place and induct American Indian educators into leadership positions at schools and school systems supporting American Indian students. Partnering with Little Big Horn College (Crow), the MSU Educational Leadership program has prepared and placed over 100 American Indian educators into K-12 school administrative positions since 2009. Recently, the project was awarded funding for its fourth cohort, approximately \$1.3M to recruit, educate, certify, place and induct an additional 25 American Indian educators into school principal and superintendent positions at schools serving a significant proportion of American Indian students and their families. Forty-five American Indian educators applied and 25 were selected. Selected candidates include members of the following tribal nations: Eastern Shoshone, Crow, Blackfeet, Assiniboine, Ft Peck Sioux, Gros Ventre, Chippewa-Cree, Navajo, Confederated Salish & Kootenai, and Cheyenne.

9. In 2006, when the project began there were approximately 10-12 American Indian educators licensed as school administrators. In the last decade, I LEAD has produced more than 110 school administrators of which more than 90% are serving in school and school system leadership positions in school districts with high proportions of American Indian students. This increase in American Indian school administrators has directly resulted in an American Indian School Caucus being formed with the foremost professional organization for school administrators in Montana,

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School Administrators of Montana (SAM) and thus providing continuous network of support for both the leaders and the schools.

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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Data collection is still on going and has not been analyzed as of yet.

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? More support/funding for community-academic partnerships to evaluate health outcomes.

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

During the year of 2016, Project EMAT potential provided services to one elementary K-8 and four high school teachers in tribal communities. The number of total math students taught by those five math teachers during the past year is 494.

Teacher	# of Total Math Students
Large Grass Elementary Teacher #1 (P)	29
Hardin High Teacher #1 (T)	61
Hradin High Teacher #2 (J)	93
Wolf Point High Teacher #1 (W)	134
Wolf Point High Teacher #2 (A)	177
Total	494

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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- Erin Shirl Parker, Director of Research and Staff Attorney Indigenous Food and Agriculture Initiative eshirl@uark.edu
- Jaime Prouty, Director Comanche Tribe of Oklahoma Food Distribution Program on Indian Reservations jaimep@comanchenation.com
- Tod Robertson, Director Seminole Food Distribution Program on Indian Reservations
- Bill Ruff, Professor of Education, wruff@montana.edu
- David Sands, Professor of Plant Science/Plant Pathology davidsands41@yahoo.com
- Carmen Byker Shanks, Associate Professor of Food and Nutrition and Sustainable Food Systems cbykershanks@montana.edu
- Teresa Smith, Postdoctoral Research Fellow Gretchen Swanson Center for Nutrition
- Lindwood Tallbull, Ethnobotanist Northern Cheyenne Reservation ncelderly@yahoo.com
- Meredith Tallbull, High School Science Teacher Lane Deer High School thumpinrabbit2001@yahoo.com
- Dawn Thomas, Previous Greenhouse and Ethnobotany Director Salish Kootenai College dawnthomas726@gmail.com
- Mary Green Trottier, Director Spirit Lake Food Distribution Program on Indian Reservations, Chair Nutrition Advisory Committee Mountain Plains FDPIR, Executive Board Member National Association of FDPIR sltfdp@gondtc.com
- Michael Tryon, Previous Faculty Member in Community Health, Salish Kootenai College miketryon56@gmail.com
- Joseph VanAlstine, President National Association of Food Distribution Programs on Indian Reservations, Director of Little Traverse Bay Band of Odawa Indians FDPIR JVanAlstine@LTBBODAWA-NSN.GOV
- David Yarlott, President Little Big Horn College davidyarlott@lbhc.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 |

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.

Completed in July 1, 2015 – June 30, 2016 Time Frame

A. Food Distribution Program on Indian Reservations

I have been working for several years with the National Association of Food Distribution Programs on Indian Reservations (FDPIR) and related organizations including the Intertribal Agriculture Council and the Indigenous Food and Agriculture Initiative. I have worked with centers at the state, regional and national levels on efforts related to nutrition education, improving the food package, moving towards food sovereignty and nutritional analysis. During the 2015 – 2016 time frame I have had several projects completed including:

Deliverable:

Byker-Shanks, C., Smith, T. M., Ahmed, S., & Hunts, H. (2015, August). Assessing foods offered in the food distribution program on Indian reservations (FDPIR) using healthy eating index- 2010. *Public Health Nutrition*, <http://dx.doi.org/10.1017/S1368980015002359>

Collaborators: National Association of Food Distribution Programs on Indian Reservations Key Board Members: Mary Green Trottier, Jenelle Gimlin, Jaime Prouty, Tod Robertson, Charles “Red” Gates, Roxanna Newsom, and Fi Davis and co-authors Carmen Byker-Shanks, Teresa Smith and Selena Ahmed.

Funding and Impact: As per the request of the Board of Directors of the National Association of Food Distribution Programs on Indian Reservations we conducted an analysis of the FDPIR food package with respect to the latest United States Department of Agriculture’s Health Eating Index. Cost was circa \$1,000 for a stipend for Dr. Teresa Smith’s technical consulting which was paid for through a mini-grant from the College of Education, Health and Human Development. This article has served as a starting point for more complex nutritional analyses that are currently underway and was an important piece of information shared with an ad hoc committee of the National Congress of American Indian prior to their Tribal Consult with the United States Department of Agriculture. I believe it has inspired the USDA Food and Nutrition Service to revisit the nutritional value of the food package.

Deliverable:

Hunts, H., & Dratz, E. (2016, February 23). Nutritional issues in the food distribution program on Indian reservations. *Invited presentation with select members of the National Congress of American Indians and board members of the National Association of Food Distribution Programs on Indian Reservations*. Washington, D.C.

Collaborators: Janie Hipp from the Indigenous Food and Agriculture Initiative was the key person to organize this meeting Present were Tribal presidents from the Navajo Nation, Cherokee Nation, Pueblo Nations and Tribal council persons from Spirit Lake Sioux, Standing Rock Sioux, Little Traverse Bay Band of Odawa Indians, Chickasaw, and through my connections,

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Eric Birdinground Tribal Councilman Crow Legislative Branch was able to join the group. Ed Dratz and I were co-presenters.

Funding and Impact: The Indigenous Food and Agriculture Initiative paid Ed's and my travel expenses to attend meetings in Washington, D.C. (costs circa: \$4,000). The Department of Health and Human Development MSU paid travel expenses to collect canned commodity beef samples from FDPIR centers (costs circa \$1,000). The Department of Chemistry/Biochemistry MSU paid for biochemical analysis (direct costs circa \$100 – capital equipment costs over \$100,000). Dr. Dratz and I met with an ad hoc committee from the National Congress of American Indians, members of the Indigenous Food and Agriculture Initiative and FDPIR directors from across the country ahead of the historic first Tribal Consult with the USDA on Additionally, I believe the report, in conjunction with other efforts, *helped lead to important traditional food additions to the food package including: frozen ground buffalo, wild rice, blue cornmeal, whole wheat tortillas and frozen salmon steaks.*

Additionally, this presentation led to an invitation to present at the First Annual Native American Nutrition Conference which was held in Minnesota in September of 2016 and a feature story in Indian Country Today. The Minnesota presentation led to an invitation to present at the Intertribal Agriculture Council in Las Vegas in December of 2016. More to report on those in next year's report.

Deliverable: Hunts, H. (2016, June). Consumer advocacy, nutrition information and the food distribution program on Indian reservations. *Annual meeting American Council on Consumer Interests.* Washington, DC.

Funding and Impact: Funding for travel came from the MSU Department of Health and Human Development. The impact of this talk was to share nutritional information about FDPIR nationally and also to pique an interest in food issues in Indian Country which led to an invited keynote speaker, Erin Parker, from the Indigenous Food and Agriculture Initiative to speak to the 2017 Annual meeting of the American Council on Consumer Interests in Albuquerque, NM.

Deliverable: Hunts, H., & Dratz, E. (2016, June). Survey results from interviewing FDPIR directors in the Mountain Plains Region and Nutrition Analysis. Annual meeting of National Association of Food Distribution Programs on Indian Reservations. Traverse City, MI.

Funding and Impact: Funding came from a USDA Food Nutrition Education Grant that was awarded to Spirit Lake Tribe and managed by the United Tribes Technical College in North Dakota. Due to the USDA refusal to allow me to seek tribal permission for the interviews I was asked to conduct I was unable to share the information directors shared with me – other than the broadest of already known concepts – mainly that additional educational efforts are needed. I was able though to share a wide variety of educational strategies and materials with a large, national, audience.

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Additionally, I did provide to the Mountain Plains FDPIR Nutrition Advisory Committee a plethora of nutrition education resources and with **Additional Funding from the Montana Team Nutrition Director Katie Bark** I was able to pay for the distribution of Team Nutrition materials to all Montana FDPIR centers and the chair of the Mountain Plains FDPIR Nutrition Advisory Committee for her consideration.

Deliverable: Hunts, H. (2015, August). *Food Distribution Program on Indian Reservations*. Invited presentation at the annual meeting of the W3002 Nutrition Research Team. Bozeman, MT

Funding and Impact: No funding was required as the meeting was held on the MSU campus. Presenting to this group was an excellent opportunity to inform university faculty and administrators interested in nutrition research from across the country about the plight of Tribal nations in terms of food security, nutrition related health disparities, and nutritional deficiencies in the FDPIR food package. Several faculty expressed interest in this work and are potential collaborators for the future.

B. Nutritional analysis and support of buffalo as food

Deliverable: Dratz, E., Eller, J., Ferguson, C., & Hunts, H. (2016, Summer). Why is a return to eating buffalo and more traditional foods so important for health? *Buffalo Tracks*, 24-25. Rapid City, SD: Intertribal Buffalo Council. Retrieved from http://www.itbcbuffalo.com/itbc_main_files/115344_itbc_buffalo_tracks_summer.pdf

Funding and Impact: This article was the result of past analyses of buffalo meat conducted by Ed Dratz and several high school students from the Crow Tribe – as well as Ed's and my joint work on FDPIR food package analyses. *Buffalo Tracks* is available publicly and delivered to the 64 member Tribes so the information was widely disseminated. The article led to Ed Dratz being invited to speak at the Annual Meeting of the Intertribal Buffalo Council in Arizona. Additionally, this exposure to our work led to us being able to give technical assistance to the Tanka corporation in South Dakota as they work on developing a bison hotdog to be served at Bureau of Indian Education schools nationwide.

**Applied for Funding During July 1, 2015 – June 30, 2016 and
Received Funding for Projects Which are Now Underway**

A. Funded External Grants

1. 2017 – 2020

Funding Source: United States Department of Agriculture: National Institute for Food and Agriculture

Project Title: *Research and experiential learning for undergraduates in agriculture, food and nutrition: From Lab to Table*

Award #: 2016-06429her

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Funding Amount: **\$281,436**

Principal Investigator: **Holly Hunts**

Co-Investigators David Sands, Ed Dratz, Claire Baker, Florence Dunkel

This three year grant is allowing us to bring in Tribal College students from Blackfeet Community College, Little Big Horn College, and Tribal College students from several different communities around the United States to be part of a 14 month paid research experience and extension outreach internship program. Additionally, we are able to support MSU Tribal students to serve as peer mentors.

2. 2016-2021

Funding Source: United States Department of Education: Office of English Language Acquisition

Project Title: *Montana Teachers of English Language Learners (MontTELLs)*

Funding Amount: **\$2,700,000**

Principal Investigator: Jioanna Carjuzaa

Co-Investigators: William Ruff, David Henderson

Statistician: Art Bangert

Evaluator: **Holly Hunts**

This five year grant is allowing us to provide best practices – Sheltered Instruction Observation Protocol (SIOP) training to Montana teachers teaching in schools with high rates of American Indian/Alaska Native student enrollment and high rates of English Language Learners.

B. Internal University Grants

1. 2017 – 2018

Funding Source: Montana State University Equipment Fee Allocation

Project Title: *Using the Quintron hydrogen/methane breath analyzer for Student Use in Understanding Metabolomics Related to Lactose and Small Intestine Bacterial Overgrowth.*

Funding Amount: **\$20,000**

Principal Investigator: **Holly Hunts**

Co-investigators: Edward Dratz and Mary Miles

This equipment will be used with USDA grant sponsored Tribal College students so that they can learn how to use the equipment in their own communities to determine the rate of lactose intolerance and small intestine bacterial overgrowth – both of which can cause serious health issues – and be controlled through diet.

2. 2017-2018

Funding Source: Montana Idea Network for Biomedical Research Excellence

Project Title: *Planning Grant: Teaching Tribal College Students to Carry Out and Develop Research Projects Using a Noninvasive Breath Tests for Lactose Intolerance and Small Intestinal Bacterial Overgrowth (SIBO).*

Funding Amount: To Be Determined – circa \$6,500

Principal Investigator: **Holly Hunts**

This grant is allowing me to use Community Based Participatory Research methods to talk to Tribal communities throughout Montana to learn about the nutrition/food sovereignty issues that they think are the most important and to see if they might be interested in breath tests for lactose intolerance and small intestine bacterial overgrowth.

3. 2016-2017

Funding Source: Office of the Vice President for Research and Economic Development

Project Title: *Nutritional Supplementation to Improve School Performance in Native American Youth*

Funding Amount: **\$30,000**

Principal Investigator: Edward Dratz

Co-Investigators: Holly Hunts, Wade Hill

This grant is allowing us to provide nutritional supplements to children attending a small school on the Crow reservation. To date we are seeing tremendous improvement in school performance and I am looking forward to reporting about this in next year's report!

4. 2016-2017

Funding Source: Extended University

Project Title: *NuMo Nutritional Monitoring App Development*

Funding Amount: **\$1,000**

Principal Investigator: Edward Dratz

Co-Investigators: **Holly Hunts**, Wilson Britten, Colleen Rothe, Ellie Pennell

This grant allowed us to develop a nutritional monitoring app which is now in beta testing. We took special efforts to include foods available through FDPIR in the app. The app tracks the most important nutritional elements to address issues the following issues in Indian Country – Type 2 Diabetes, Type 1 Diabetes, Heart Disease, Liver Disease, Cancer, Depression, Anxiety, Substance Use and Suicide.

5. 2016-2017

Funding Source: Blackstone/LaunchPad

Project Title: *Computer Science Software Factory NuMo Nutritional Monitoring App Development*

Funding Amount: **In-kind award** (two awardees were selected from nine applications) from the Software Factory (Software Factor space – team of senior computer science students)

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Principal Investigator: Edward Dratz

Co-Investigators: **Holly Hunts**, Wilson Britten, Colleen Rothe, Ellie Pennell

6. 2016 - 2017

Funding Source: Jake Jabs College of Business and Entrepreneurship

Project Title: *Marketing Internship Award NuMo Nutritional Monitoring App Development*

Funding Amount: **In-kind paid intern** for 20 hours a week to develop marketing strategy (competitive application process)

Principal Investigator: Edward Dratz

Co-Investigators: **Holly Hunts**, Wilson Britten, Colleen Rothe, Ellie Pennell

7. Fall 2015

Funding Source: Office of the Provost

Project Title: *Faculty Excellence Grant Food Distribution Program on Indian Reservations*

Funding Amount: **\$5,000 Course buy-out and travel funds**

Principal Investigator: **Holly Hunts**

This grant was critical to me developing my expertise and professional connections with FDPIR.

8. Summer 2015 – Fall 2015

Funding Source: College of Education, Health and Human Development Seed Grants

Project Title: *Looking for Best Practice Models among Food Distribution Programs on Indian Reservations*

Funding Amount: **\$3,800**

Principal Investigator: **Holly Hunts**

This grant allowed for me to travel to a variety of FDPIR centers and learn about best practices. Additionally, this helped pay for me to attend the Mountain Plains Regional FDPIR meeting.

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 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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intervention for improving CI management can serve as an important model for other communities and tribal nations looking to improve CI health disparities and has implications for management of acute conditions.

Using a CBPR approach, we completed qualitative interviews with 20 AI men and women on the Apsáalooke Reservation who had a CI diagnosis. After we developed a culturally consonant method for co-analyzing the data with our community advisory board (CAB), we analyzed the data and used the findings to develop a conceptual framework and intervention for understanding and improving CI management, something that had not existed for this population. Our intervention will be tested across multiple CIs, as our analysis findings matched other CI management interventions in that “people with chronic conditions have similar concerns and problems”(2-4). The intervention is titled *Baa nnilah*, which translates to advice or instructions for life that are received from others, often in a story form. The method for *Baa nnilah* is centered on Apsáalooke cultural strengths. The content of *Baa nnilah* is based on our conceptual framework of influencers of CI management gleaned from the interview data. The measured outcomes flow directly from the conceptual framework and intervention content. *Baa nnilah* is a group intervention comprised of 10 groups of 11 tribal members: a trained facilitator, who is considered a successful manager of his/her CI, and 10 mentees, who are not managing their illness well. Each 11-member group will meet 7 times covering content and using methods outlined in our intervention manual that include a mini-discussion (lecture), talking circle and skill-building activity. The mentees will be partnered into supportive pairs who will connect a minimum of once per week outside of group meetings. Topics include those found in both our interview data and existing evidence-based self-management programs (e.g., developing a positive relationship with a healthcare provider) and Apsáalooke-specific topics from our interview data (e.g., coping with historical and current grief and loss).

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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No

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impacted by high quality STEM education instruction to be offered by the participant NOYCE scholars who will become teachers.

Colleges and College Presidents met and discussed program:

Little Big Horn College (12/8/16): Met with Frederica Lefthand – Dean of Academics Dr. David Yarlott Jr. – President. Dr. David Yarlott agreed to another meeting and met at the Council of Elders in April. He agreed to write a support letter for the Noyce scholarship to the NSF. I am planning my second visit.

Aaniih Nakoda College (April 13):Met Ms. Carole Falcon-Chandler – President Ms. Carole Falcon-Chandler meeting was not conclusive on the support of the Noyce proposal as our meeting was brief at the MSU sponsored Council of Elders meeting. This meeting is still on going as I plan to visit her college.

Chief Dull Knife College (12/8/16):Met with Dr. Richard Littlebear – President Dr. Littlebear was very supportive of the idea of the Noyce scholarship. He promised to sign and write a supporting letter to the NSF. We are yet to sit down and plot the 2 + 2 articulation.

Salish Kootenai College (April 14):Met Dr. Sandra Boham at the Council of Elders meeting and had a private meeting regarding Noyce grant and the introduction of a 2 + 2 program in some courses. We discussed our planning for the program and her help to make it successful. She acknowledged the need for Native American teachers in STEM courses in the predominantly Native American reservations high schools. I am yet to travel and meet for the second time and introduce her to the need for support letters.

School Districts Meetings: (12/8/16):During my trip to the Little Big Horn College (Crow) and Chief Dull Knife College, I also visited two high schools and two school districts (One was a St. Ignatius Jesuit school district with Superintendent Jason Sargent. I also met school Superintendent for Lame Deer school district Mr. Bill Parker. I am yet to go back to both school districts as we had not concluded their kind of support to our students and if possible how to accommodate students who choose to visit or do student teaching at their schools.

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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publication is due out in August 2017. Since *Cogent Education* is an open access journal, Indigenous individuals, scholars, researchers, etc. will be able to access the research which was shared at the language conference hosted this past July in Bozeman.

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.

http://www.montana.edu/education/cbme/IMG_1085.JPG

Photo File Name: Spencer Foundation Conference

Photo Caption (include the name of the event/persons, location, and date): Class 7 Teachers, C'MON Inn Bozeman, July 25, 2016.

Photo Credit: Deb Redburn

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MontTELLs grant project seeks to provide professional development and mentoring to the participants in each of two interventions. In order to determine the most effective way to support teachers of LEPs, schools will be randomly assigned to one of two programs and all participants in that school will receive the intervention randomly selected for that school. Using this cluster-randomized clinical trial design we hope to be able to provide causal evidence regarding the efficacy of the interventions. One intervention consists of an intensive six-week online course addressing language acquisition theories and instructional strategies for teaching LEPs followed by mentoring. The second intervention consists of 12 credits of graduate study coursework towards a Culturally and Linguistically Diverse Education (CLDE) Certificate spread over two summers with mentoring sandwiched in between during the academic year. All schools with teachers participating in both interventions will also benefit from participation in Circles of Trust designed to improve community engagement.

Over the five years of the grant, we will continue to recruit participants from the secondary schools of our consortium member school districts to participate in the three cohorts. Each cohort will consist of 20-30 participants of which about half will come from schools randomly selected for one of the two intervention groups. We are working with 26 schools in 12 school districts across Montana. All are on or near the reservation, except for the Great Falls School District, which is included because it serves a large number of American Indian students. The participants in the first cohort involved in Intervention II completed their online coursework this May. The participants in Intervention I will be completing the first two courses for the graduate certificate in CLDE this June. We also have scheduled a retreat for the Community Liaisons involved in the Circles of Trust that will be held in Bozeman this May.

For more information please contact Dr. Jioanna Carjuzaa, the Principal Investigator on this grant at 406.994.4941 or carjuzaa@montana.edu

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.

See article

MSU receives grant for project to help raise achievement of Limited English Proficient students in Montana

November 28, 2016 -- By Anne Cantrell, MSU News Service

<http://www.montana.edu/news/16544/msu-receives-grant-for-project-to-help-raise-achievement-of-limited-english-proficient-students-in-montana>

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:

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

Photo Credit:

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2) Public Education. 2a) We raised funds and successfully organized the “Buffalo People Summit,” a week of community-wide and school events that involved over 1000 youth and community members (September 2015); 2b) In summer 2015 classes on traditional arts related to the buffalo economy were highly successful; 2c) We raised funds and held August 2016 and June 2017 well-attended teacher cultural immersion institute led by Fort Peck Community College partners; 2d) In spring 2017 we raised funds and began resource collection and dialogue for development of a Head Start buffalo people curriculum; 2e) We began publishing a series called “Buffalo Tracks” in the Fort Peck Journal in spring 2017, beginning with a history of Fort Peck buffalo restoration (see attached image).

3) Buffalo ranch access. A collaboration with MSU/Architecture has generated trail and “story pole” designs for a site along the southern end of the Fort Peck Turtle Mound Buffalo Ranch that hosts Yellowstone buffalo. It will include buffalo observation and honoring sites (3 grant proposals have been submitted; 2 story pole prototypes will be completed summer 2017 with funds from the MSU Office of Outreach and Engagement; 2 other grants pending). Using a slideshow about the trail prepared by MSU partners, a community process is underway to engage reservation youth in naming the trail.

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 with many more stakeholders, and through our collaborative organizing efforts it has become known and appreciated as an advocate for buffalo people education across the reservation. World Wildlife Fund is supporting the new Buffalo Connections Coordinator position which will stimulate economic development by that individual promoting development of the buffalo program which could eventuate in a buffalo-based enterprise and/or increased tourism in the area. The proposed trail is envisioned as a tourist attraction.

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: “BuffaloConnection_StoryPole_Lookout”

Photo Caption (include the name of the event/persons, location, and date): Photoshop image of proposed “story pole” with cultural inscriptions on the site (actual background photo) of the planned buffalo connections trail on the Fort Peck Turtle Mound Buffalo Ranch.

Photo Credit: Professor Michael Everts, AIA, MSU School of Architecture

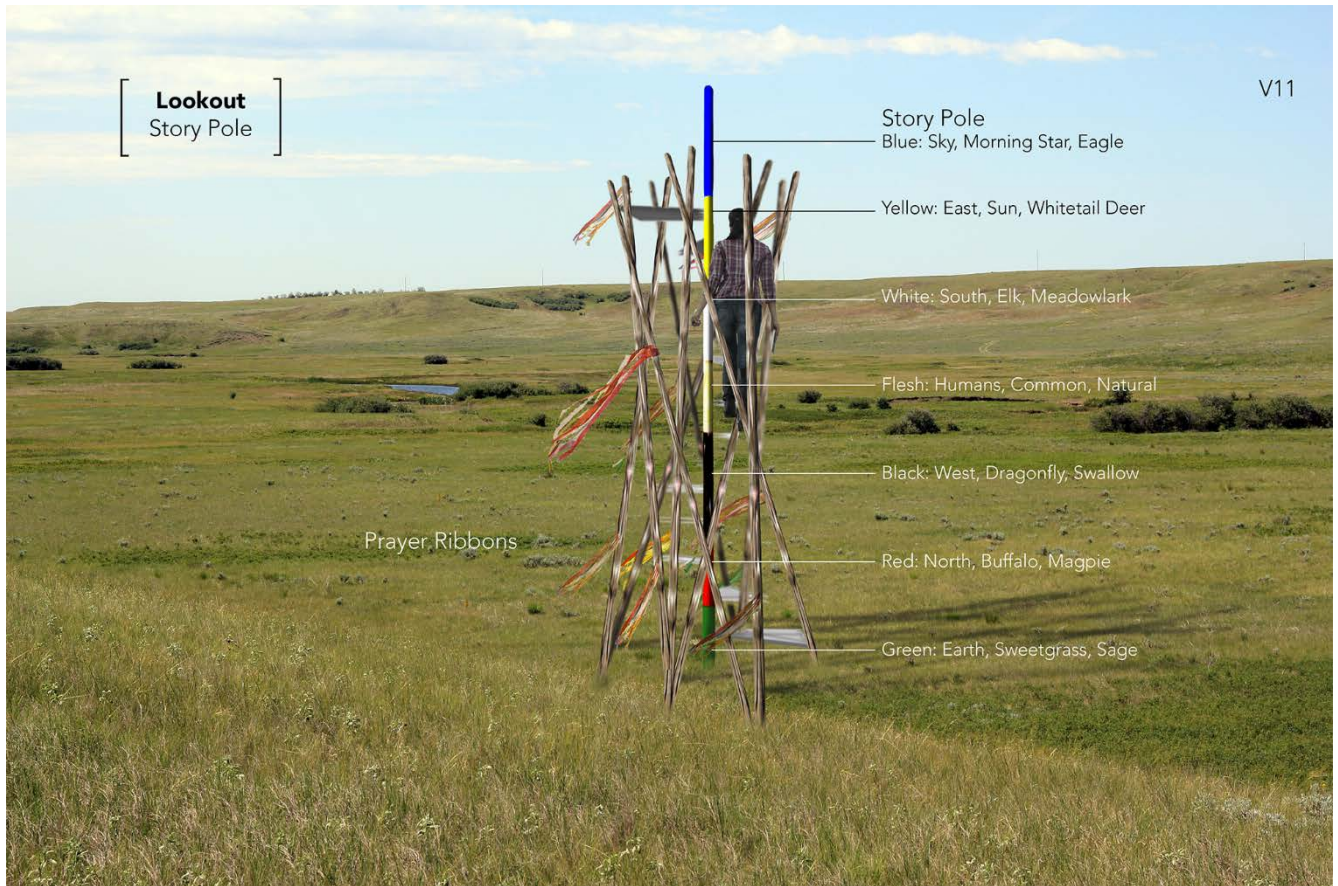
Photo File Name: “Path Back color”

Photo Caption (include the name of the event/persons, location, and date): The Path Back: The Return of Buffalo to Fort Peck.

Photo Credit: Dr. Julia Haggerty, MSU Department of Earth Sciences, and Mr. Dennis Jorgensen, Program Officer, World Wildlife Fund, Northern Great Plains

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THE PATH BACK: THE RETURN OF BUFFALO TO FORT PECK

1882-83: Last buffalo killed on Fort Peck lands; tremendous suffering follows

1880-1980: Buffalo relations are honored through prayer and ceremony keeping the connection alive

1970'S: Indigenous people in North America begin to establish buffalo herds

1970-90: Sporadic access to hunts at Yellowstone, Indian Nations ride horseback to Gardiner in protest

1980'S: Fort Peck begins to discuss acquiring buffalo

1990: 19 tribal nations gather to launch Intertribal Buffalo Council

1999: Dick and Val Smith offer their ranch as start of Turtle Mound Buffalo Ranch

2000-01: Tribal Executive Board passes several resolutions to move buffalo program forward

JAN/FEB 2001: 100 buffalo bought from Fort Belknap arrive at Fort Peck and are welcomed through ceremony

2001: Approval of 1st 5-year plan for the buffalo program

2004: 1st fee hunting to generate revenue for Fort Peck buffalo program

2009-10: Expansion of Turtle Mound Buffalo Ranch in preparation for arrival of Yellowstone buffalo

MARCH 19, 2012: 63 Yellowstone buffalo arrive at Fort Peck during a spring storm. They are welcomed by the Assiniboine people at the bridge over the Missouri River and by Sioux relatives at the Turtle Mound Buffalo Ranch.

MARCH 21, 2012: Celebration and press conference at Poplar attended by Governor of Montana and numerous guests

AUGUST 2013: Fort Peck transfers 36 Yellowstone bison to Fort Belknap after nearly a year delay due to court injunction

SEPTEMBER 23, 2014: Fort Peck becomes a signatory to the Northern Tribes Buffalo Treaty, the first treaty among tribes and first nations in over 150 years

NOVEMBER 13-15, 2014: 139 Yellowstone bison arrive after four years at Ted Turner's ranch

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the states of Colorado and Hawaii. We are in the process of offering these programs and collecting data.

Program 2: In collaboration with the MSU Center for Mental Health Research and Recovery (CMHRR) and One Montana, MSU Extension is delivering educational programming related to mental health through County Extension Agents. This project was funded in late 2016 from the USDA/NIFA Rural Health and Safety Education grant and the Montana Mental Health Trust Fund. Seventeen County Extension Agents were trained to teach the Youth Aware of Mental Health program to youth grades 6-12 across Montana. This program was previously piloted by the MSU CMHRR and brought to the US from Europe through the Center. MSU Extension partnered with Stone Child College and Little Big Horn College on the federal grant. We are also working with the Flathead Reservation Extension Agent to offer the program in schools on that reservation. Seventeen Extension Agents were trained and certified to offer the program in March of 2017. Most will implement the program in the fall of 2017. Additionally, four County Extension Agents became certified trainers for Mental Health First Aid. One class was scheduled for Rocky Boys but had to be postponed due to a power outage. We will be offering the class on Rocky Boys and on Crow in the coming year. We will be collecting and analyzing evaluation data on these programs in the coming year.

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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**2017 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2016 - JUNE 30, 2017)**

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: June 6, 2017
2. STATE AGENCY/DIVISION/PROGRAM: MSU – College of Education, Health and Human Development
3. NARRATIVE COORDINATOR NAME: _____ PHONE/EMAIL _____
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: _____
 6. Vanessa Simonds, 994-7396/vanessa.simonds@montana.edu
 - Velma Pickett (Little BigHorn College) 406-638-3159/pickettv@lbhc.edu
7. 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	
8. 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.

9. 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.

Major Activities: We continued to hold monthly meetings with steering committee. We have weekly staff meetings with project partners including: Little Big Horn College, Crow Environmental Steering Committee, Crow Agency Public School and MSU partners. We implemented a summer camp in June 2016, an afterschool program in Fall16/Spring17, and are preparing for a summer camp in July 2017. *This project is supported by the Center for American Indian and Rural Health Equity (CAIRHE) funded by the National Institute of General Medical Sciences of the National Institutes of Health under Award Number 5P20GM104417.*[PI: Alex Adams].

Major Accomplishments:

1. **Summer Camp 2016 (Crow Agency Public School) (June 13-17, 2016)**

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1. SUBMISSION DATE: May 15, 2017

2. STATE AGENCY/DIVISION/PROGRAM: MSU Bozeman, College of Education, Health, & Human Development

3. NARRATIVE COORDINATOR NAME: Christine Stanton, MSU Dept. of Education
PHONE/EMAIL: 406-994-1890, christine.rogers1@montana.edu

4. ACTIVITY NAME (name electronic file with this name): Partnership for Community-Centered Storywork (PCCS)¹

5. PROGRAM STAFF NAME:
Christine Stanton (MSU Dept. of Education, christine.rogers1@montana.edu)
Lucia Ricciardelli (MSU School of Film & Photography, luciaricciardelli@gmail.com)
Jioanna Carjuzaa (MSU Dept. of Education, carjuzaa@montana.edu)
Brad Hall (Blackfeet Community College, 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 checked="" 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.

The *Partnership for Community-Centered Storywork* (PCCS) teams Indigenous community members (e.g. tribal college faculty and students, youth in grades 5-12, elders, etc.) with Montana State

¹ The Partnership has been previously known as the *Piikani Digital Histories* project, the *Piikani Digital Storywork* project, the *Digital Storywork Project*, and the *Community-Centered Digital Storywork Partnership*. This current iteration of the project’s name recognizes our partnerships with multiple communities and storywork that is not limited to audiovisual storytelling and digital media.

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1. SUBMISSION DATE: June 5th 2017
2. STATE AGENCY/DIVISION/PROGRAM: **Montana State University**
3. NARRATIVE COORDINATOR NAME: Sweeny Windchief PHONE/EMAIL:406.994.3339

4. ACTIVITY NAME: Indigenous Mentoring Program/AIMA/IMR
5. PROGRAM STAFF NAME: Sweeney Windchief PHONE/EMAIL: 406.994.3339
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 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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Development of an indigenous Mentoring program (IMP) "AGEP-T: Pacific Northwest Collaborative Opportunities for Success in Mentoring of Students (PNW-COSMOS)," Sponsored by National Science Foundation (NSF)/ (October 1, 2014 - March 31, 2018). Presentations were made at the National Indian Education Association Conference in Portland Oregon, and the American Educational Research Association (AERA) in Washington DC and at the University of Montana. This project expands upon mainstream mentorship models while considering the Indigenous experience in graduate education.

During this period I was also privileged to be on the Montana University System American Indian Achievement Advisory Council. This Council focuses on the following items in order to make recommendations for the Board of Regents’ review:

- Map current programs, projects, and initiatives to determine connections and opportunities to enhance connections
- Ensure clear messaging regarding diversity through current policy and recommendations for future policy

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- Identify and suggest opportunities to engage campus communities in learning about equity and inclusion
- Identify best practices for recruitment, orientation, and retention for students and faculty/staff
- Identify structured opportunities for cross-cultural collaboration and professional development
- Understand and define Indian Education for All for MUS

Further academic engagement connected to Montana Tribes includes the development of a course entitled “Indigenous Methodologies in Educational Research. A resulting presentation at the American Indigenous Research Association Annual gathering October 24th 2015 (hosted by Salish Kootenai College) was made by Sweeney Windchief (Fort Peck Tribes), Michael Munson (Salish), Cheryl Polacek (Crow), and Mary Ulrich: “How We Know: Class Reflections on AIRA Keynote Presentation 2014: Considering Indigenous Research Methodologies: Critical Reflections by an Indigenous Knower.”

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.

IMP: Faculty participation By Institution

Institution	STEM Faculty
Montana State University	17
Montana Tech	5
Salish Kootenai College	4
University of Montana	9
Total	35

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.

**2016 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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University (MSU) students and faculty to develop, produce, and share stories and oral histories using community-based participatory research (CBPR) practices. The PCCS focuses on sustaining and revitalizing locally relevant cultural knowledge while supporting research, education, and outreach related to storytelling, media production and literacy, and Indigenous ways of knowing. To frame PCCS processes, we apply 6 Rs (respect, relevance, reciprocity, responsibility, relationality, and representation). While specific activities and timeframes are determined by community needs, five phases typically guide PCCS efforts: 1) engaging in decision-making related to technical, artistic, and cultural aspects of storywork, 2) recording interviews and audiovisual footage (if applicable) for storywork projects, 3) analyzing and editing narratives and/or footage with technical, artistic, and cultural interests in mind, 4) sharing finished products with others as deemed appropriate by tribal leadership and partners, and 5) revisiting and modifying the project model to better serve Indigenous communities. Funds from the MSU Office of the Vice President for Research (Humanities, Arts and Social Sciences grant: \$10,000) and MSU’s College of Education, Health, and Human Development (\$19,994) have contributed to the project during the reporting period.

As a result of PCCS support, partners have completed one publicly accessible film (“Full Circle”) and several other films with limited circulation due to culturally or personally sensitive content. Additional films (“Bear River” and language instruction tutorials) are under production. These films will share knowledge unique to at least 3 different Indigenous communities. During the 2016-2017 academic year, the PCCS resulted in the completion of 2 book chapters (1 published, 1 in press) and development of an additional 2 chapters (currently under review). Tribal nation partners served as co-authors on these publications. Similarly, community partners co-presented with MSU faculty 2 state workshops, 1 regional research presentation, 2 national research presentations, and 1 international presentation (for the largest documentary film and media studies conference in the world).

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 PCCS has directly served 50+ individuals from multiple Indigenous nations as well as 30+ MSU students, faculty, and graduates. Through the PCCS, MSU has partnered with tribal colleges, high schools, private consultants, tribal leaders, and program directors to provide workshops, equipment, and technical coaching. Additionally, the PCCS leaders and partners have engaged in planning sessions and professional development related to the cultural protocol, interests, and needs specific to diverse Indigenous communities.

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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Last June 2016 we implemented a summer camp. We collected pre/post data on *functional literacy* knowledge, and environmental health literacy attitudes and behaviors. We also measured *interactive literacy* through parent-child communication and did interviews with parents to determine their perceptions of parent-child communication.

Significant Findings:

Interactive Literacy: Parents found it acceptable for their children to act as agents of change, and recognized noteworthy changes in the environmental health knowledge, attitudes, and behaviors of their child. Change agency can span multiple health topics in many communities. More research is needed that uses innovative approaches to evoke parent perspectives of youth health promotion in the form of change agency. More importantly, this study shows parent-child relationships can foster or inhibit the transfer of communication, and highlights the voices and actions of children as valuable to addressing health disparities.

Outcomes: This accomplishment provides a basis for understanding and applying our environmental health literacy framework. Ours is one of the first to collect data examining parent perceptions of students as change agents.

2. Afterschool Program Fall 2016/Spring 2017 (Crow Agency Public School)

We continued with a fall and spring afterschool program (13 sessions) and two community dinners. We are preparing for our third camp which will be implemented July 2017. We also collected environmental health literacy data on attitudes and behaviors from both parents and children enrolled in afterschool program.

Major Accomplishment:

Photovoice Project completed in afterschool program Fall 16/Spring 17. We adapted photovoice as a participatory activity to nurture students as co-researchers, and to provide a venue to voice their understanding and concerns about water-related issues. Students were provided training in basic photography, photo-story presentation, safety and ethics of Photovoice, and basic thematic analysis methods. Students used digital cameras to take pictures representing water's importance. Selected photographs were discussed and captioned, and analyzed for emerging themes.

Significant Findings: Students selected several important issues, and developed and implemented action plans. We presented these pictures at a community dinner and will have them displayed at the local wellness center. **Key Outcomes:** Students decided their action plan would include decorating trash cans and rain barrels in their local community. Further actions will be identified and implemented during the July 2017 summer camp.

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

Summer camp 2016: 16 youth

Afterschool Program: 9 youth

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

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Photo File Name:

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

Photo Credit:

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

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1. SUBMISSION DATE: 6/14/2017
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University – Cell Biology and Neuroscience
3. NARRATIVE COORDINATOR NAME: Christa Merzdorf PHONE/EMAIL: 406-994-5645
4. ACTIVITY NAME (name electronic file with this name): Intensive STEM Courses for tribal college students
5. PROGRAM STAFF NAME: Christa Merzdorf PHONE/EMAIL:406-994-5645
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

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

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The courses are the result of working extensively with faculty and staff at Aaniiih Nakoda College (Harlem, MT), Chief Dull Knife College (Lame Deer, MT), Little Bighorn College (Crow Agency, MT), and Fort Peck Community College (Poplar, MT). To date, the courses have been held at MSU three times (2015-2017), at ANC and CDKC in 2016. In 2017, courses will be held at LBHC and FPCC. Our only 2 year-old program already shows a very promising trend of attracting students into undergraduate research and increasing student diversity at MSU. To date, we have been able to serve 51 students in total (38 tribal college students and 13 high school students, who joined the course at CDKC) along with 2 faculty members from CDKC. Among the 38 tribal college students, many have gone on to transfer MSU (9), participate in research at MSU and tribal colleges (19), and continued to work with our program as TAs (5). The impact of our program extends well beyond our courses, since our students contribute to research at tribal colleges and at MSU and the faculty members, who participated, are incorporating the material learned into their teaching. This program has been funded by two internal MSU grants totaling \$25,000 and by an NSF research grant, which covered JF's salary.

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 below the name of each photo file below and specify with the related caption and photo credit.

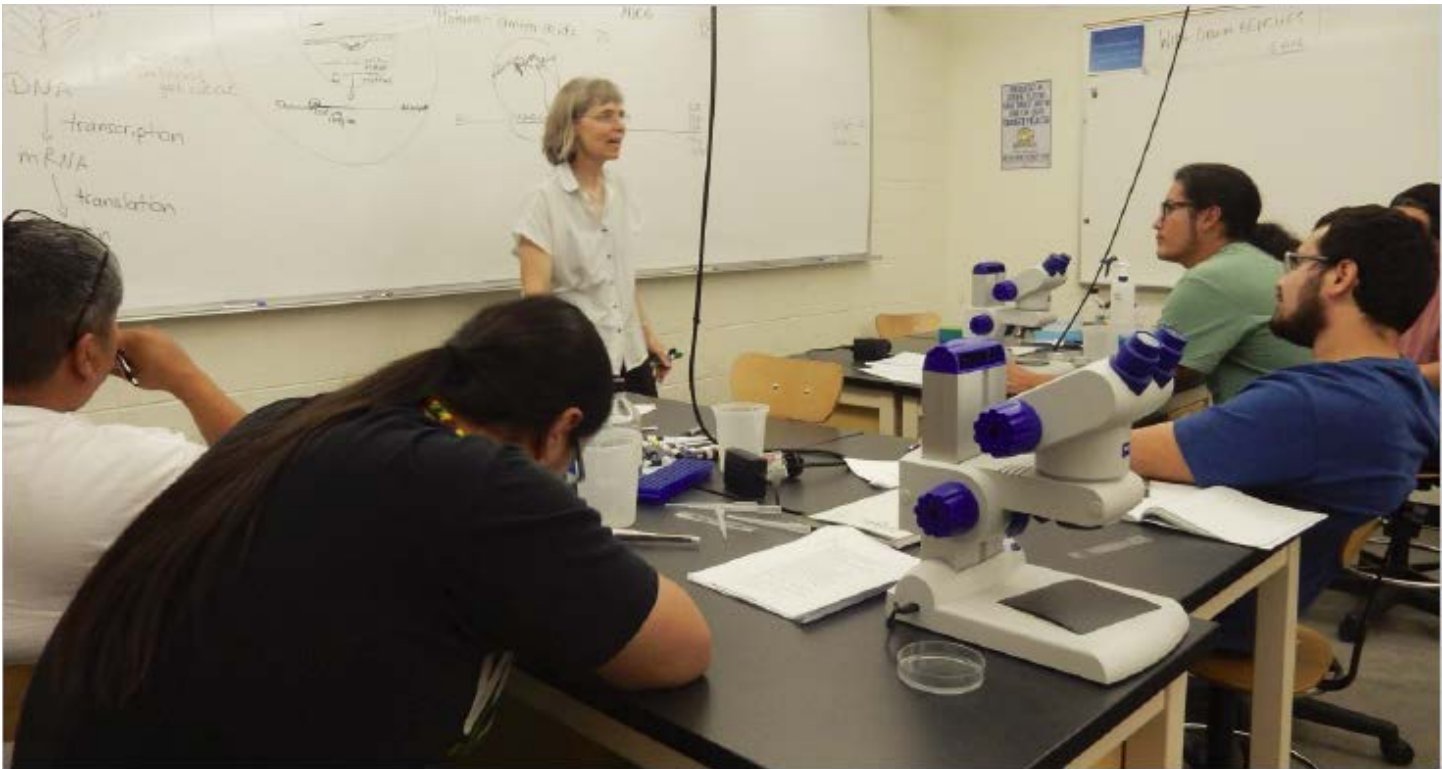
Photo File Name:

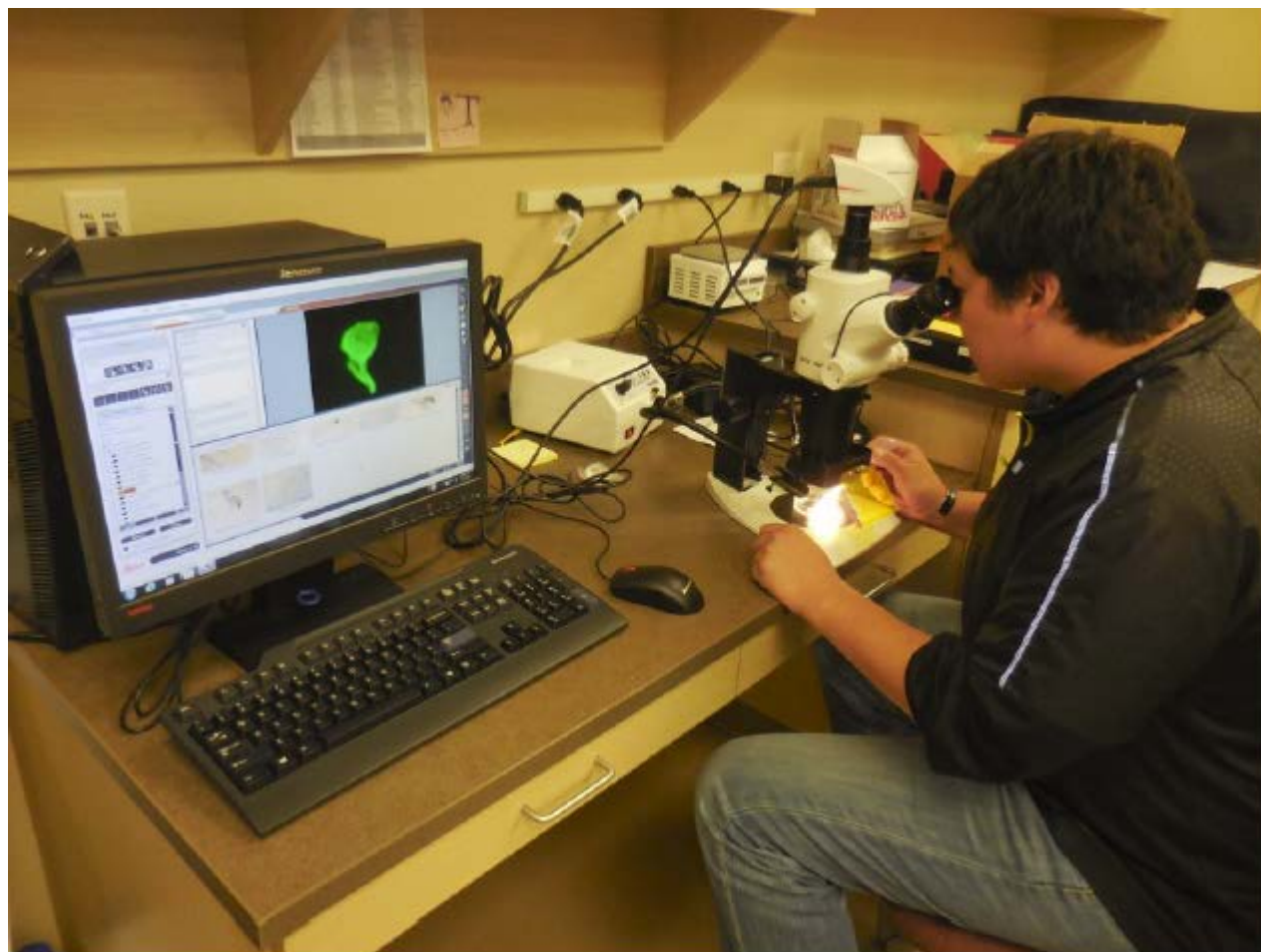
Photo Caption (include the name of the event/persons, location, and date):

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: June 23, 2017
2. STATE AGENCY/DIVISION/PROGRAM: Tribal College Librarians Institute, MSU Library
3. NARRATIVE COORDINATOR NAME: Mary Anne Hansen PHONE/EMAIL 406/994-3162, mhansen@montana.edu
4. ACTIVITY NAME (name electronic file with this name): Tribal College Librarians Institute, MSU Library
5. PROGRAM STAFF NAME: Mary Anne Hansen PHONE/EMAIL: 406/994-3162, mhansen@montana.edu; Robin Francis, 406/994
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 MSU Library’s Tribal College Librarians Institute (TCLI) is an annual professional development opportunity tailored specifically to the cultural and professional needs of library personnel working at tribal colleges, mostly in reservation communities. Hosted by the Montana State University Library since 1989, TCLI typically takes place each May or June in Bozeman, Montana, on the MSU campus. TCLI has met twice in Washington, D.C., in 2001 and 2006, funded by grants from the National Agriculture Library and the National Museum of the American Indian. In 2012, TCLI convened in Tulsa, OK, in conjunction with the Association of Tribal Archives, Libraries and Museums (ATALM) annual conference through IMLS funding. Approximately 40 – 60 tribal college personnel from across the U.S. and Canada participate each year, although 2012 attendance reached 72 because of the TCLI/ATALM joint conference opportunity; in 1997 and 2011 Maori librarians from New Zealand attended and presented at TCLI on library services for their indigenous students. TCLI has been funded by IMLS grants since 2010. The current IMLS grant will expire in August 2017, but TCLI

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Coordinators have been granted approval from IMLS to extend the grant project another year to complete TCLI activities as the full grant has not yet been expended.

TCLI provides educational and cultural programming relevant to indigenous peoples, tribal colleges, tribal college libraries and their staff. TCLI operates on a shoestring budget, relying mostly on grants. The bulk of any grant is distributed to participants to either defray or entirely cover their travel costs to the institute, while some funding is used to fund outside presenters. Since it first began in 1989, TCLI has become *the* professional development event of choice for many of the participants because of its intimate environment geared specifically toward their needs. These librarians come together not just to learn library issues and skills, but more important, to share their stories and to support and educate each other. TCLI partners include Dr. Lorie Roy, UT Austin School of Information Professor and Past-President of the American Library Association (Anishanabe, enrolled in the White Earth Tribe in Minnesota); Sandy Littletree, University of Washington iSchool doctoral student and instructor (Navajo); Gary McCone, Retired Director of Systems at the National Agriculture Library; and the National Networks of Library of Medicine/Pacific Northwest Region and Greater Midwest Region. Many of the TCLI participants are Native, while many are not, yet they all share common issues in serving their indigenous communities. Valuable group problem-solving happens during the institute each year in addition to the new knowledge and skills gained. The contributions of TCLI continue year-round via a TCLI discussion list, a forum for tribal college librarians to ask questions of their peers and to engage in group problem-solving.

9. 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? (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: TCLI2017GroupPhoto.jpg

Photo Caption (include the name of the event/persons, location, and date): MSU Library's Annual Tribal College Librarians Professional Development Institute, MSU Strand Union Building Procrastinator Theater, May 25, 2017.

Photo Credit: Megan Sprenger, MSU Art/Ceramics Graduate Student

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TCLI 2017 Participants & Presenters*

- *Nicola Andrews, University of Washington iSchool (WA)
- Cindy Bates, Dine' College, Shiprock Campus (NM)
- *Barbara Bays, National Endowment for the Humanities (virtual presenter, D.C.)
- Darlene Bear Killer, Oglala Lakota College (SD)
- *Tim Bernardis, Little Big Horn College (MT)
- *Carrie Billy, President, American Indian Higher Education Consortium (VA)
- *Joy Bridwell, Stone Child College (MT)
- Hannah Buckland, Leech Lake Tribal College (MN)
- Christie Burke, Tuzzy Consortium (AK)
- *Brie Covert, Salish Kootenai College (MT)
- *Carlos Duarte, UT Austin School of Information (TX)
- *Eva English, Aaniiih Nakoda College (MT)
- *Jacqueline Frank, Montana State University (MT)
- *Sarah Gardner, UT Austin School of Information (TX)
- *Sarah Gilbert, UT Austin School of Information (TX)
- Jen Hart, Red Lake Nation College (MN)
- *Karen Haight, College of the Muscogee Nation (OK)

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*Richenda Hawkins, Linn Benton Community College (OR)
Anne Heidemann, Saginaw Chippewa Tribal College (MI)
Mandi Henderson, Blackfeet Community College (MT)
Samanthi Hewakapuge, Dine' College, Shiprock Campus (NM)
*Erin Hollingsworth, Tuzzy Consortium (AK)
Mark Holman, Sitting Bull College (ND)
*Jessica Humphries, University of Washington iSchool (WA)
*Jon Ille, Little Big Horn College (MT)
Cassy Keyport, Red Lake Nation College (MN)
*Manisha Khetarpal, Maskwacis Cultural College (Alberta, CA)
*Aaron LaFromboise, Blackfeet Community College (MT)
Harvey LaRocque, Turtle Mountain Community College (ND)
Wendy Lewis, Nueta Hidatsa Sahnish College (ND)
*Sandy Littletree, University of Washington iSchool (WA)
Ann Madhaven, National Networks of Libraries of Medicine/Pacific Northwest Region (WA)
Michelle May, Oglala Lakota College (SD)
Valerie McBeth, Oglala Lakota College (SD)
Mary Norcross, Dine' College, Tsaile Campus (AZ)
*David Ongley, Retired Tuzzy Consortium Director (AK)
*Jain Orr, UT Austin School of Information graduate (TX)
Elizabeth Ortega, Tohono O'odham College (AZ)
Caryl Pfaff, Lac Courte Oreilles College (WI)
Melvine Reierson, Cankdeska Cikana College (ND)
John Robinson, Leech Lake Tribal College (MN)
*Dr. Loriene Roy, UT Austin School of Information (TX)
Catalina Sanchez, Nisqually College (WA)
Anita Scheetz, Fort Peck Community College (MT)
*Todd Scudiere, Government Printing Office (D.C.)
Rhiannon Sorrell, Dine' College, Tsaile Campus (AZ)
Marcella Stephenson, Pawnee Nation College (OK)
*Sandra Toro, Institute for Museum & Library Services (D.C.)
Susan Tyndall, Nebraska Indian Community College (NE)
Charlene Weis, United Tribes Technical College (ND)
*Greg Weyman, EBSCO – Exhibitor (D.C.)
*Scott Young, Montana State University (MT)



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

**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: June 28, 2017
2. STATE AGENCY/DIVISION/PROGRAM: **MSU CAIRHE**
3. NARRATIVE COORDINATOR NAME: Colter Ellis PHONE/EMAIL: colter.ellis@montana.edu

4. ACTIVITY NAME (name electronic file with this name): Responding to Secondary Trauma Among Blackfeet Victim Service Providers
5. PROGRAM STAFF NAME: Colter Ellis, PhD and Kelly Knight, PhD.
6. PHONE/EMAIL: colter.ellis@montana.edu, kelly.knight3@montana.edu

7. Select Tribe(s) Involved:

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

8. 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"/> 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.

9. 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 purpose of this project is to address secondary trauma (ST) among tribal victim service providers. ST is a significant problem because it impacts victim service providers’ mental and physical health, decreases the efficacy of service provision for victims, exacerbates staff turnover, and increases costs. Several major accomplishments have been made over the year-an-a-half span of this project. With the support of several Blackfeet victim service providers, we were awarded \$25,000 from the Montana Healthcare Foundation (MHCF) to implement an ST intervention project. Taking a community-based participatory approach, we then recruited a community advisory board (CAB) comprised of Blackfeet victim service providers from seven organizations. The CAB has met 10 times. At each meeting, we discuss, modify, and evaluate a potential tool for addressing ST in their organizations. These tools will be combined into a “toolkit” of organizational resources. In the Spring of 2018, the toolkit will be disseminated at an educational retreat and conference event, where a sustainable train-the-trainer model will be used to teach Blackfeet victim service providers how to implement the toolkit into their respective organizations. The overall impact of this ongoing project will be evaluated after its completion in the Summer of

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2018. That said, the CAB meetings are well attended, members are enthusiastic about the project, and several promising tools have been identified.

Montana State University's Center for American Indian and Rural Health Equity (CAIRHE) has made substantial contributions to this project. Without their support, the program would not be possible. CAIRHE has helped us establish and maintain community relationships, has offered critical mentorship, and provided substantial financial support. The timeline for our project extends through August of 2018. The costs of this project are supported by the MHCF and CAIRHE. All CAB meetings and the retreat are supported by the MHCF grant. CAIRHE provides funding for travel, supplies, and salary. The primary location of this project is Browning MT, however our hope is that the resources developed will eventually benefit other rural and tribal communities throughout the state. In addition to CAIRHE and MHCF, we have formed partnerships with victim service organizations in Gallatin County, on the Blackfeet reservation, and across the state.

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

No data are available at this time. The overall impact of this ongoing project will be evaluated after its completion in the Summer of 2018.

11. 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?

**2016 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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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.

Project One

1. SUBMISSION DATE: 29 June 2017
2. STATE AGENCY/DIVISION/PROGRAM: **Native American Studies**, Montana State University
3. NARRATIVE COORDINATOR NAME: Fleming, Walter C. PHONE/EMAIL:
wfleming@montana.edu

4. ACTIVITY NAME (name electronic file with this name): Yellowstone Altai Sayan Project
5. PROGRAM STAFF NAME: Dr. Kristin Ruppel
 - PHONE/EMAIL: 994.3881

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 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.

Yellowstone Altai Sayan Project: Informal Science Learning in Ecological Contexts, Science Learning and Native Language Use in Contrasting North American and Mongolian Mountain Systems, " sponsored by National Science Foundation (NSF). (May 1, 2013 - April 30, 2018). Grant #: W4444. Current Funding: \$247,356.00

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.

NA

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

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?

Project Two

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: 29 June 2017
2. STATE AGENCY/DIVISION/PROGRAM: Native American Studies, Montana State University
3. NARRATIVE COORDINATOR NAME: Fleming, Walter C. PHONE/EMAIL: wfleming@montana.edu
4. ACTIVITY NAME (name electronic file with this name): Indian Land Project
5. PROGRAM STAFF NAME: Dr. Kristin Ruppel
 - PHONE/EMAIL: 994.3881
6. Select Tribe(s) Involved:
 - (XX) 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 (xx) 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.

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.

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A small Department of Native American Studies team, comprised of technical, adjunct and graduate student support, has been assembled to create an integrated approach to NAS scholarship, teaching, outreach and service in the applied Western and Indigenous sciences. Our current focus is to develop courses and research/outreach/service-learning opportunities that give our students both hard and soft skills appropriate to working in and with reservation communities. A new course called NASX 470/570 "Indigenous Planning: Strategic Economic and Human Development Approaches" being developed with Christopher Carter (MSU alum and urban/community planner) provides one such opportunity, linking state of the art planning theory and methodologies with current Indigenous expertise around the state. Under two separate grants from the MSU Initiative for Regulation and Applied Economic Analysis, we have been reaching out to Indigenous planners and economic development professionals from several Montana tribes, with the ultimate aim of involving all seven reservations as we seek collaborative opportunities and feedback on our current direction with the course, as well as with overarching, programmatic efforts. An additional gift from the Foundation for Community Vitality supports outreach and research into current tribal work consolidating Indian land ownership within reservations, as well as ongoing environmental conservation efforts at Blackfeet.

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.

NA

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?

2016 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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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: **06/19/2017**
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, **College of Agriculture**
3. NARRATIVE COORDINATOR NAME: Yeoman, Carl
PHONE/EMAIL: 994-7440; carl.yeoman@montana.edu
4. ACTIVITY NAME (name electronic file with this name): Risk Factors in reproductive morbidity
5. PROGRAM STAFF NAME: Yeoman, Carl
PHONE/EMAIL:994-7440; carl.yeoman@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 type="checkbox"/> Started before FY 2016	<input checked="" 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.

We are working with the tribes to understand the Psycho-Social, Behavioral, Environmental, and Biochemical Risk Factors linking the underlying microbiology to gynecological and reproductive morbidity which is exacerbated among American Indian populations – including tribes of the Ft. Peck reservation (Assiniboine and Sioux). Alongside we are training students (n=8) through the Fort Peck Community College in microbiological techniques and theory. Specifically, they are learning about microbes that live in and on us all and how they contribute to health, nutrition, and disease. The research and educational outreach are funded by the National Institutes of Health’s (NIH) National Institute of General Medical Sciences (NIGMS) funded Initiative for American Indian and Alaskan Native Centers for Translational Research (AIAN-CTR Grant # U54GM115371). The project began in January 2016 with an NIH-NIGMS Idea Network for Biomedical Research Excellence (INBRE) funded capacity building grant. The trial is currently underway and will continue indefinitely as long as funding permits. The educational program began 06/05/17 and will run for six weeks.

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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.

**The program is funded by NIH-NIGMS AIAN-CTR grant # U54GM115371
One community coordinator is currently funded for six months. Eight students are being paid for summer research and education.**

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: IMG_3581.jpg
Photo Caption (include the name of the event/persons, location, and date): Ft Peck
Community College Students Learning Microbiology #1
Photo Credit: Carl Yeoman**

**Photo File Name: IMG_3591.jpg
Photo Caption (include the name of the event/persons, location, and date): Ft Peck
Community College Students Learning Microbiology #2
Photo Credit: Carl Yeoman**

**Photo File Name: IMG_3592.jpg
Photo Caption (include the name of the event/persons, location, and date): Ft Peck
Community College Students Learning Microbiology #3
Photo Credit: Carl Yeoman**

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







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1. SUBMISSION DATE: **06/19/2017**
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, **College of Agriculture**
3. NARRATIVE COORDINATOR NAME: Dunkel, Florence
PHONE/EMAIL: 994-5065; fdunkel@montana.edu

4. ACTIVITY NAME (name electronic file with this name): Hort&Sustainable Foods w/PATH
5. PROGRAM STAFF NAME: Dunkel, Florence
PHONE/EMAIL:994-5065; fdunkel@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	

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"/> 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.
 1. Tribal land has been approved for Meredith Tall Bull, our AGSC 465R site mentor and Lame Deer HS Science teacher, to grow low glycemic index potatoes developed by Dave Sands. Land is tilled and potatoes received, going in ground Saturday if it stops raining.
 2. My student, senior Horticulture major, Alisha Bretzman, captured 4 sets of traditional Northern Cheyenne plant stories from the ethnobotanist, Linwood Tall Bull. These are now on the website she created to be used for anyone visiting the botanical part in Lame Deer, an ongoing cooperative project of AGSC 465R, Meredith, and the tribe.
 3. Alisha also physically created 4 plant tags to be placed in the park for visitors. Meredith is installing these.
 4. Meredith has taken over webmastership of the website and ethnobotanist, Linwood, has volunteered to contribute all his plant stories in correlation with his father’s book on the Ethnobotany of the Northern Cheyenne.
 5. Meredith will receive on 27 May 2017 high lysine tomatoes developed by Dave Sands (CDKC) to be grown in Lame Deer High School greenhouse and fields.

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- 6. Edible entrails books was completed and presented to Chief Dull Knife College as requested, completing a 2-year project initiated by CDKC Cheyenne history instructor and students.**
 - 7. Six Lame Deer High School students and their teachers (2) visited MSU for recruiting, had homestays with faculty, participated in the Share-the-Wealth Symposium, and taught traditional Cheyenne hand games to MSU students and faculty.**
 - 8. PATH (Pathway to Agriculture and Food; Tribal Health and Sovereignty) was funded and began led by Hunts, Dunkel, Sands, Dratz. Many applications for the first four 4 tribal college student 14-month externships have been received.**
 - 9. President Richard Littlebear of Chief Dull Knife College spent a 2-day visit with us in Bozeman to discuss a more permanent program beyond the 3-year PATH grant.**
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 below the name of each photo file below and specify with the related caption and photo credit.
11. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?
No

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1. SUBMISSION DATE:
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension
3. NARRATIVE COORDINATOR NAME: _____ PHONE/EMAIL _____
4. ACTIVITY NAME (name electronic file with this name): **CYFAR grant**
5. PROGRAM STAFF NAME: Stephanie Davison, Tracy Novak, Yanet Eudave Marin, Brenda Richey, Rene Kittle, Gregg Switzer (contracted), Wally Berglund (contracted)

PHONE/EMAIL: 406-994-3502/sdavison@montana.edu

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

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

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 purpose of the CYFAR (Children, Youth, and Families At-Risk) project is to provide at-risk youth with resources/education/interventions that are sustainable and that will strengthen their communities. The program is managed by MSU Extension 4-H through a grant from USDA-NIFA. MSU staff work at two sites to deliver science, technology, engineering, and math (STEM) to middle and high school students. State (MSU) staff work with local staff to implement community-driven and culturally-relevant programs. For example, students are learning to build and fly drones, how to use software to pinpoint invasive plant species, how to use computer-aided design software to design objects, and ultimately, a pedestrian bridge that will be built in one of the state parks. Youth at the Two Eagle River School in Pablo learned iMovie technology to make short, science-related films.

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MSU staff trains the community partners on the technology and provides monthly support on-site during classroom hours. The teachers at the Pretty Eagle school have integrated the project activities into their science and math curricula.

Partners include teachers and staff at Pretty Eagle Catholic Academy, St. Labre, Two Eagle River School, Salish-Kootenai College, Flathead Reservation Extension, and a private sector engineer. Cost is \$140,000/year in USDA-NIFA funds allocated to the grant for salary, benefits, supplies, and travel. It is a 5-year grant that began in 2014. For kids on the Crow Reservation, this is the second 5-year grant so the MSU team has worked with the school for eight years. The current grant expires in August 2019.

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.

Over sixty students at Pretty Eagle Catholic Academy in St. Xavier participated in this project (3-8 grades). Students in grades 5-8 participated in a formal evaluation (n=42). The skills that were measured using a pre/post-test were:

- 1) Decision making - mean pre-test = 1.91, mean post-test = 1.93
- 2) Critical thinking - mean pre-test = 1.6; mean post-test = 1.62
- 3) Skill building (technology) - mean pre-test = 2.75, mean post-test = 3.62
- 4) Workforce prep - mean pre-test = 1.05, mean post-test = 1.15.

Interview data was coded and results indicate that the students learned technology and engineering skills, teamwork, problem-solving, and communication.

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: group_catching_drone_101816

Photo Caption (include the name of the event/persons, location, and date): *Seventh grade students at Pretty Eagle Catholic Academy in St. Xavier, Montana learn to fly drones safely and how to use the aerial photos to check the land for invasive plant species.*

Photo Credit: Stephanie Davison

Photo File Name: PEkids_CAD_6thgrade_112415

Photo Caption: *Sixth grade students at Pretty Eagle Catholic Academy learn to use computer-aided design (CAD) software.*

Photo Credit: Stephanie Davison

Photo File Name: girls_buildingdrones_112415

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Photo Caption: *Seventh grade girls from Pretty Eagle Catholic Academy learn engineering skills as they build a drone that they will later learn to fly.*

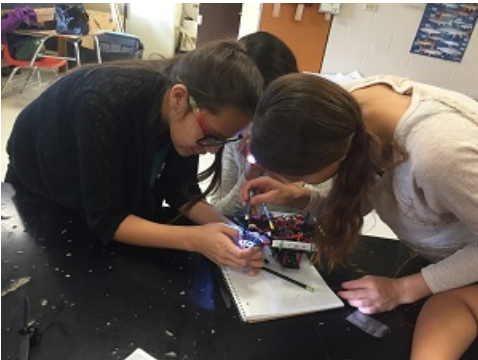
Photo Credit: Stephanie Davison

Photo File Name: 5thgrade_longlat_googleearth

Photo Caption: *Fifth grade students at Pretty Eagle get an introduction to mapping and global positioning systems.*

Photo Credit: Stephanie Davison

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? 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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1. SUBMISSION DATE:
2. STATE AGENCY/DIVISION/PROGRAM: **MSU Extension**
3. NARRATIVE COORDINATOR NAME: _____ PHONE/EMAIL _____

4. ACTIVITY NAME (name electronic file with this name): 4-H Mentoring
5. PROGRAM STAFF NAME: _____ PHONE/EMAIL: _____

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

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

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 Youth and Families with Promise (YFP) 4-H National Mentoring program provides adults and youth the opportunity to be a mentor and/or a mentee. Mentee’s engage in weekly learning opportunities, receive homework help and learn to develop a healthy relationship with a safe mentor while engaging in 4-H activities. Mentors are provided trainings throughout the year that support the development of community engagement and positive leadership skills. Mentor, mentee and mentee’s family attend a monthly family night out (FNO) dinner. FNO includes family skill building games and activities, thereby enhancing the developmental assets of youth, and strengthening the family unit as a whole. Research shows that the YFP mentoring program provides opportunities that improve the social, emotional and academic competencies of youth.

The YFP program is funded in Montana through a grant received by Montana 4-H. Funding for the Flathead Reservation YFP site is \$46,000. The Montana 4-H Center provides oversight to and assistance to the onsite staff who administer the program on the Flathead reservation. YFP on the Flathead Reservation partnered with Friends Forever Mentoring during this time-frame. The YFP program is implemented November 1, 2015-January, 2017.

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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.

During the 2015/2016 school year 93 matched (one mentor to one mentee) relationships were a part of the YFP program. Forty-five of the mentor's and 67 of the mentees identified as Native American. Mentored youth on the Flathead Reservation showed competency increases in both social skills (75%) and emotional competence (70%). Youth also show academic improvement in at least one subject (14%), two subjects (42%), three subjects (21%) and four or more subjects (23%).

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.

Weekly Match Game Time
Site 2 Weekly Mentoring Event 15/16 School Year
Taken by Brenda Richey

Family Night Out Cooking Activity
Site 2 Monthly Family Night Out event, 12/2016
Taken by Brenda Richey

Winter Teen Mentor Training
Sites 1 and 2 Winter Teen Training, 12/2016
Taken by Crystal Little Owl

Winter Teen Mentor Training – Team Work Exercise
Sites 1 and 2 Winter Teen Training, 12/2016
Taken by Crystal Little Owl

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


No suggestions at this time.



Mental

- School
- Reading
- Learning
- Making good decisions
- Think Ahead
- Creative
- Learn from your past

Spiritual

- meditation
- pray
- Living life to the fullest
- cultural practices
- 

GROUP 1

PHYSICAL

- eat Healthy
 - Sleep
 - Exercise
 - Stay Positive
 - Healthy Relationships
 - Good Home life
 - No Smoking
 - No Drinking!
 - No Drugs!
 - Acceptance of one's Self
 - SPORTS!
 - Involved + have fun
- Jaylyn + Jenaya
- Want to be there/
Want to do it!
 - Participate
 - Believe in those
Around you
 - Mental Strength
 - Keep on Keepin'!

Emotional

- Self confidence
- don't be hard on your self
- Control Emotions^(Angel)
- Being open with others and communicate
- Be Happy! :))

