

**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: 06/21/2017
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana College of Health Professions and Biomedical Sciences
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): JPB Environ Health Fellowship_UM
5. PROGRAM STAFF NAME: Annie Belcourt PHONE/EMAIL: 406-243-5454
annie.belcourt@umontana.edu

6. Select Tribe(s) Involved:

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

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

- | | |
|--|---|
| <input 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 |

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.

Funding from the JPB foundation and the NIGMS funded Center for Translational Research Programs (Collaborative grant between UM, MSU, Alaska Universities, and the Blackfeet Community college) has provided resources for two parallel programs conducted on the Blackfeet Reservation. The Harvard directed JPB Fellowship is an ongoing project initially funded in 2014. The project allows for collaborations between faculty at the University of Montana, Blackfeet Community College, and the Swinomish Indian Community in Washington State to work to conduct survey-based and qualitative research on risk and protective factors associated with environmental health on the Blackfeet Nation. The CTRP development funding has allowed for initial work in adapting an evidence-based intervention for trauma therapy for the Blackfeet Reservation in collaboration with BCC.

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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These efforts have resulted in collection of 250 participant data, creation of health fair screening protocols for the community, the creation of community advisory boards comprised of tribal members, provided direct research data reports to the community to enhance their ability to apply for competitive extramural funding resources, and directly provided funding the BCC to hire students, staff, and purchase equipment needed to promote research and educational efforts at the college.

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

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

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1. SUBMISSION DATE: 6/21/17
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana Mansfield Center
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Mansfield Center_UM
5. PROGRAM STAFF NAME: Deena Mansour PHONE/EMAIL: 406-243-2713
deena.mansour@umontana.edu

6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input checked="" type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input checked="" type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input checked="" type="checkbox"/> Confederated Salish & Kootenai	<input 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 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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The Maureen and Mike Mansfield Center at the University of Montana receives federal funding from the U.S. Department of State to implement international exchange programs. All of our programs include components drawing on the expertise of our partner Tribes, particularly the Confederated Salish and Kootenai Tribes (CSKT). Under the American Youth Leadership Program on food security and natural resource issues, 20 Montana high school students traveled to Thailand. Of those 20, seven were Native American participants, with five specifically from Montana’s Chippewa/Cree, Blackfeet, and Salish tribes.

Under the auspices of the U.S .Department of State Professional Fellows Program, leaders from Southeast Asia are partnered with professionals in Montana in a mentorship experience. Five indigenous leaders from Southeast Asia were partnered with the Confederated Salish and Kootenai Tribes. The CSKT Tribal Chairman Vernon Finley was one of four tribal members who personally hosted the Fellows during their month-long visit. A representative from CSKT, Germaine White, traveled to Cambodia and Thailand in March 2017 to consult with local indigenous peoples on sovereignty and natural resource issues.

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Within the Study of the U.S. Institutes, 61 fellows from around the world travel to Montana to learn about thematic issues in addition to U.S. culture and society. Each of these foreign participants traveled to CSKT as well as the Blackfeet Indian Reservation to learn lessons on sovereignty, natural resource management, and cultural preservation.

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: Doi Inthanon

Photo Caption (include the name of the event/persons, location, and date): Blackfeet participants (from left to right) Jolee Bullshoe and Charro Trombley pose with Salish participant Nicole Perry on top of a mountain in Chiang Mai, where they were observing the effects of reforestation on bird populations. Chiang Mai, Thailand, July 24, 2017. Photo credit: Caitlin Sager



Photo File Name: Students with Thai Peers

Photo Caption (include the name of the event/persons, location, and date): Blackfeet participants (left) Jolee Bullshoe and Charro Trombley and Salish participant Nicole Perry (right) have lunch with their Thai high school peers in southern Thailand. Nakhon Si Thammarat, Thailand, July 17, 2017. Photo credit: Caitlin Sager

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Photo File Name: Mimi and Joe

Photo Caption (include the name of the event/persons, location, and date): Indigenous Lisu participant from Thailand, Amema Sae-Ju meets with Joe MacDonald, founder of the Salish Kootenai College, to discuss tribal education and maintaining cultural identity. Pablo, Montana, May 13, 2016. Photo credit: Kelsey Stamm Jimenez

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

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

1. SUBMISSION DATE: 6/21/17
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/UM School of Journalism
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Native News_UM
5. PROGRAM STAFF NAME: Jason Begay PHONE/EMAIL: 406-243-2191
jason.begay@umontana.edu

6. Select Tribe(s) Involved:

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 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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The UM School of Journalism published the 26th issue of Montana Native News, titled “For the benefit, care and assistance... How America fails to keep its healthcare promise”. Eight teams of student reporters visited Montana’s reservations, developing compelling photo-essays focused on healthcare. The stories and accompanying photographs and video are available online at <http://nativenews.jour.umt.edu/2017/>.

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1. SUBMISSION DATE: 6/21/17
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana, College of Humanities and Sciences, Native American Studies Department
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Red Thunder Rising_UM
5. PROGRAM STAFF NAME: David Beck (Native American Studies Department) and Rosalyn LaPier (Environmental Studies Program) PHONE/EMAIL: 406-243-6097; 406-243-6787
david.beck@umontana.edu rosalyne.lapier@mso.umt.edu

6. Select Tribe(s) Involved:

- | | |
|---|--|
| <input type="checkbox"/> All | <input checked="" 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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When the waste from cyanide heap leach mining by Zortman Landusky in the Little Rocky Mountains began to destroy the environment on the Fort Belknap Indian Reservation tribal members rose up to try to put an end to the mining. Wildlife and ecosystems were destroyed, human health on the reservation was deeply impacted. Local tribal members and allies of theirs established an organization, Red Thunder Rising, to begin this effort. They succeeded after much effort. In fact, as a result this type of mining has been banned in the state of Montana.

This project, organized by colleagues at the University of Michigan, is an effort to capture the oral history of Red Thunder Rising, for eventual establishment of an educational website and other projects to be determined. In summer 2017 the work began in earnest with oral history interviews, tours of the mine site, and photography and video capture of testimony by original participants in the organization.

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9. If available, provide noteworthy data regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
10. Are there photographs to support the narrative? () Yes (X) No
12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

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1. SUBMISSION DATE: 6/21/17
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/National Native Children’s Trauma Center
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Sister Nations Empowerment Proj_UM
5. PROGRAM STAFF NAME: Maegan Rides At The Door PHONE/EMAIL: 406-243-2644
maegan.ridesatthedoor@mso.umt.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.

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|---|---|
| <input type="checkbox"/> Started before FY 2017 | <input checked="" type="checkbox"/> Started during FY 2017 |
| <input type="checkbox"/> Ongoing | <input type="checkbox"/> Completed/finalized during FY 2017 |

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The Sister Nations Empowerment Project (SNEP) is a collaboration between the University of Montana’s National Native Children’s Trauma Center (NNCTC) and the Fort Peck Assiniboine and Sioux Tribes. The purpose of the Sister Nations Empowerment Project is to support the youth of the Fort Peck Assiniboine and Sioux Tribes and the agencies and adults who serve them in their shared journey toward a suicide-safer community. Project activities are based on local wisdom, multiagency collaboration, utilization of best practices, and public outreach efforts led by youth, community leaders, elders, and survivors.

The new funding—which comes from the Substance Abuse and Mental Health Services Administration’s Garrett Lee Smith Suicide Prevention Grant Program—will accomplish four primary goals:

- I. Increasing the number of community members who are trained to identify and help support suicidal behavior and at-risk youth.

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- II. Expand the mental health screening, treatment and follow-up services available through the reservation's health care system.
- III. Promote cross-over collaboration between the Fort Peck community and project stakeholders to increase community input and participation.
- IV. Enhance public awareness of suicidal risks and behaviors, particularly among the reservation's youth population.

This project just started in October 2016 and is expected to be funded for five fiscal years.

- 9. If available, provide noteworthy data regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
- 10. Are there photographs to support the narrative? () Yes (X) No
- 11. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? No

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1. SUBMISSION DATE: 6/21/17
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/UM School of Social Work
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Transforming Child Protective Services_UM
5. PROGRAM STAFF NAME: Ryan Tolleson-Knee PHONE/EMAIL: 406-243-6499
ryan.tollesonknee@umontana.edu
6. Select Tribe(s) Involved:

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

<input checked="" type="checkbox"/> Started before FY 2017	<input type="checkbox"/> Started during FY 2017
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Researchers within the UM School of Social Work have obtained extramural funding to create trauma informed child welfare systems in Indian Country and determine the effectiveness of five evidence-based interventions to address traumatic stress in Native Children.

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

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1. SUBMISSION DATE: 6/21/17
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/UM/Mathematics, American Indian Student Services, Indigenous Research and STEM Education, Undergraduate Advising Center, Financial Education Program
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Tribal College Visitation_UM
5. PROGRAM STAFF NAME: Ke Wu, Royelle Bundy, Aaron Thomas, Natalie Hymes, Holly Wright, Ruth Swaney, Marty Meineke, Katelyn Barcus. PHONE/EMAIL: 406-243-6352
royelle.bundy@mso.umt.edu

6. Select Tribe(s) Involved:

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
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Staff and Faculty from several UM departments and programs took an opportunity to visit each Montana Tribal College along with high schools and middle schools on the 7 reservations. The purpose was to continue to strengthen relationships between the schools and the university. It also provided opportunity for UM to present the various services and opportunities provided to our Native American students to help with the transition from the tribal college or high school to the university. There was also time for the tribal colleges to present their programs and desires for collaboration with UM.

Several opportunities are being planned in response to the conversations had with the schools. It is planned to continue these visits at least once every year

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

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



Photo File Name: Chief Dull Knife College3

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

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Photo File Name: Fort Peck Community College2

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



Photo File Name: Little Bighorn College

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

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1. SUBMISSION DATE: 6/21/2017
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/UM/Office of Undergraduate Admissions
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Tribal Relations Recruitment_UM
5. PROGRAM STAFF NAME: Emily Ferguson-Steger PHONE/EMAIL:406-243-6268
emily.steger@mso.umt.edu

6. Select Tribe(s) Involved:

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
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| <input type="checkbox"/> Crow | |

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Undergraduate Admissions Office (which recruits and provides services for prospective students and their families interested in University of Montana - UM, Missoula College - MC and Bitterroot College - BC), visits all high schools and community colleges in the state of Montana in the fall of each year. Included in these visits are stops at all Montana Tribal High Schools and Tribal Colleges. Emily Ferguson-Steger meets with all prospective students at the, Tribal High Schools, Gear Up/Upward Bound Programs and sometimes even Middle/Elementary Schools, who are interested in learning more about College and UM/MC/BC. She also arranges for tabling at the Tribal Colleges and whenever possible with the Higher Education Department of each Montana Tribe. She also participates and helps to coordinate the state wide the annual spring MPSEOC (Montana Post-Secondary Educational Opportunity Council) Tribal College Circuit. This event includes College/Career Fairs hosted by each Montana Tribal College for both college tribal college students and area k-12 students.

Undergraduate Admissions Office provides tours and on campus activities and events for Tribal College, High/Middle School and Gear Up/Upward Bound groups. These visits can include

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scheduling/implementing: Native American student panels, Students Service panels, tours of the Payne Native American Center, on campus scavenger hunts and mock classes.

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10. Are there photographs to support the narrative? () Yes (X) No
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1. SUBMISSION DATE: 6/21/17
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/UM/TRIO-Upward Bound
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Upward Bound_UM
PROGRAM STAFF NAME: Twila Old Coyote PHONE/EMAIL: 406-243-2219
twila.oldcoyote@umontana.edu
5. 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	
6. 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 type="checkbox"/> Ongoing	<input checked="" type="checkbox"/> Completed/finalized during FY 2017

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.

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

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.

TRIO-Upward Bound has had a long-standing relationship with Browning High School. The program has a 90% graduation rate with three out of four students enrolling in postsecondary education the fall semester following high school graduation.

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(FOR THE REPORTING PERIOD JULY 1, 2016 - JUNE 30, 2017)**

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



Photo File Name: 2016 UB group pic

Photo Caption (include the name of the event/persons, location, and date): Upward Bound Summer Program 2016, Washington-Grizzly Stadium, July 2016 Photo Credit: Todd Goodrich

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