

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 5/21/2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension Soil Fertility Program
3. NARRATIVE COORDINATOR NAME: Clain Jones (MSU), PHONE/EMAIL 994-6076 clainj@montana.edu

4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*: Workshop
5. PROGRAM STAFF NAME:

6. Select Tribe(s) Involved:

- | | |
|---|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input checked="" 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 2018 | <input checked="" type="checkbox"/> Started during FY 2018 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

As part of Stone Child College/Aaron Aquino’s Beginning Farmer & Rancher Program, I met with 3 tribal members and a producer about improving soil fertility on tribal land on May 17, 2018 in Box Elder.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

None.

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. n/a

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?
Not at this time.

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 5/17/18
2. STATE AGENCY/DIVISION/PROGRAM:
Montana State University, Center for American Indian and Rural Health Equity (CAIRHE)
3. NARRATIVE COORDINATOR NAME:
4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*:
CAIRHE research projects in multiple tribal communities
5. PROGRAM STAFF NAME: PHONE/EMAIL:
James Burroughs, program coordinator 994-4407; jburroughs@montana.edu
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 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 2018	<input checked="" type="checkbox"/> Started during FY 2018
<input type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

Since its formation in September 2014, the Center for American Indian and Rural Health Equity (CAIRHE), based at Montana State University–Bozeman, has conducted multiple research projects in close collaboration with partners on the Blackfeet, Crow, Flathead, Fort Belknap, and Fort Peck Reservations. During FY 2018 the Center has administered 7 research or pilot projects in these communities. The Center also maintains community engagement with the remaining reservation communities in Montana, even though there are not active research projects in those locations at this time. All of the Center’s projects pursue CAIRHE’s primary mission, which is to reduce significant health disparities in tribal and nontribal rural communities in Montana 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 award from the National Institute of General Medical Sciences of the National Institutes of Health (grant number P20GM104417). More information on these projects is available at www.montana.edu/cairhe.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.
Not applicable.
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.

The primary impacts of CAIRHE projects in tribal communities are the health interventions and improvements to tribal health disparities that will result from the research. Over time, these positive developments will have the potential to affect the lives of all community members or their families. Each sub-award to the local tribal college funds salary support for one or more faculty and/or staff members; compensation and research experience for tribal college student research assistants; and travel support for faculty and/or student attendance and presentations at regional or national research conferences. Each project regularly convenes a community advisory board who are trained in the principles of community-based participatory research and are involved in every stage of the project. Members of the tribal communities at large also receive regular presentations on research progress and results and the value of research performed in collaboration with local partners.

11. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?
N/A

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: May 29, 2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension/Blackfeet Tribe
3. NARRATIVE COORDINATOR NAME: Megan Van Emon PHONE/EMAIL: 406-874-8286; megan.vanemon@montana.edu
4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*: MSU Extension Farm and Ranch Management Seminar
5. PROGRAM STAFF NAME: Verna Billedeaux PHONE/EMAIL: 406-338-2650; vbilledeaux@montana.edu
6. Select Tribe(s) Involved:

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

<input type="checkbox"/> Started before FY 2018	<input checked="" type="checkbox"/> Started during FY 2018
<input type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

I was contacted by Verna Billedeaux in April 2018 to speak about weak calf syndrome at the Farm and Ranch Management Seminar. Verna is the Montana State University Extension Agent located on the Blackfeet Reservation. I presented on Weak Calf Syndrome, a scheduled 45-minute talk that lasted over an hour due to great questions and discussion. Attendees were able to ask questions and discuss their circumstances during the spring 2018 calving season. There were 25 people in attendance during my presentation.

A PowerPoint was presented at the meeting, but the general discussion after the presentation were aimed specifically at their ranches. The meeting took place at the Glacier Peaks Hotel Conference Room in Browning, MT.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

No new rules or policies were developed.

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.

11. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: May 29, 2018
2. STATE AGENCY/DIVISION/PROGRAM: Stone Child College/Beginning Farmer and Rancher Resource and Technical Assistance Program
3. NARRATIVE COORDINATOR NAME: Megan Van Emon PHONE/EMAIL: 406-874-8286; megan.vanemon@montana.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): RTAP Beef Cattle Production and Bull Selection
5. PROGRAM STAFF NAME: Aaron Aquino PHONE/EMAIL: 406-395-4875 Ext. 220; aaquino@stonechild.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 2018
 - Started during FY 2018
 - Ongoing/Long-Term
 - Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

Mr. Aquino contacted myself and Dr. Emily Meccage in November of 2017 to speak about forages and beef cattle production. Mr. Aquino is the Project Coordinator of the Beginning Farmer and Rancher Resource and Technical Assistance Program at Stone Child College. Dr. Meccage and myself conducted a meeting on December 12, 2017 with approximately 5 attendees. We worked through forage analysis interpretation and impacts on beef cattle production. Attendees were able to determine their forage quality and when to best feed the varying forages. Additionally, I was invited to speak again on March 29, 2018 to discuss breeding soundness of bulls and what expected progeny differences meant and how to read the numbers. There were 6 attendees at that meeting.

PowerPoints were presented at each meeting, but the general discussion after the presentations were aimed specifically at their ranches. Each meeting took place at Stone Child College in Box Elder, MT. These meetings were held in conjunction with Montana State University Extension.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

No new rules or policies were developed.

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.

11. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 05.29.2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU CAIHRE
3. NARRATIVE COORDINATOR NAME: Kelly E. Knight
PHONE/EMAIL kelly.knight3@montana.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Responding to Secondary Trauma Among Blackfeet Victim Service Providers
5. PROGRAM STAFF NAME: Colter Ellis, PhD and Kelly Knight, PhD.
PHONE/EMAIL: colter.ellis@montana.edu, kelly.knight3@montana.edu
6. Select Tribe(s) Involved:

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

<input type="checkbox"/> Started before FY 2018	<input type="checkbox"/> Started during FY 2018
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The purpose of this project is to address secondary trauma (ST) among Blackfeet 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 two year-and-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 20 times. At most meetings, we discussed, modified, and evaluated potential tools for addressing ST in their organizations. These tools were combined into a “toolkit” of resources. On May 17, 2018, the toolkit was disseminated at an educational retreat and conference event, where a sustainable train-the-trainer model was 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 during the summer of 2018. That said, the CAB meetings were well attended, members are enthusiastic about the project, and several promising tools have been identified in the toolkit. Initial feedback about the educational retreat and training is very positive.

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.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

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.

11. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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

Purpose: 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: May 31, 2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU School of Film & Photography
3. NARRATIVE COORDINATOR NAME: Theodore Lipfert EMAIL: tlipfert@montana.edu
4. ACTIVITY NAME (name electronic file with this name): **Piikani Digital Storywork** (PDS)
5. PROGRAM STAFF NAME: Dr. Lucia Ricciardelli EMAIL: luciar@montana.edu

6. Select Tribe(s) Involved:

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

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

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

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

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

The **Piikani Digital Storywork** (PDS) is a project that facilitates the collaboration between the Piikani (Blackfeet) community members, Blackfeet Community College (BCC) students and faculty, Blackfeet Academy (BA) high school students and faculty, and Montana State University (MSU) students and faculty for the development of digital story work. The project has helped support several workshops, designed to develop BCC and BA documentary filmmakers and scholars so they can engage in culturally sustaining/revitalizing community-centered research, prepare quality documentaries, and gain filmmaking mentorship skills.

While documentary work is happening in Indigenous communities around the world, few projects focus on both the technical and cultural elements of filmmaking, and very few engage Native community members in making decisions about the films throughout ALL phases of production. The PDS project is unique in its focus on Indigenous filmmaker and tribal sovereignty throughout filmmaking processes.

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

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

Photo File Name:

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

Photo Credit:

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

Not at this time.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Photo File Name: BUFFALO PEOPLE SUMMIT photo

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

Photo Credit: RTM Productions

Photo File Name: White Buffalo Calf Woman Poster

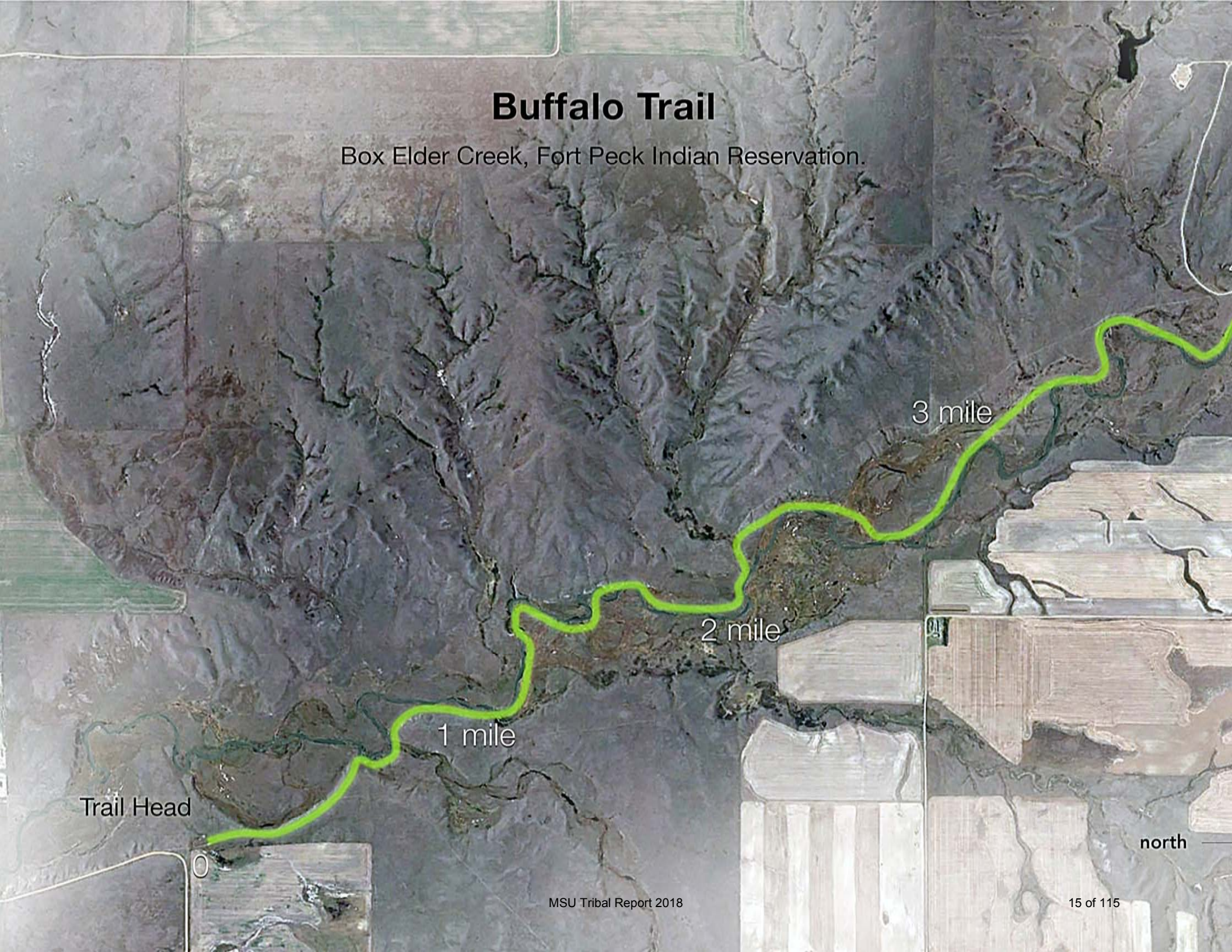
Photo Caption (include the name of the event/persons, location, and date): Poster created by Lance FourStar for the September 20-24 Fort Peck Buffalo People Summit.

Photo Credit: Lance FourStar

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

Buffalo Trail

Box Elder Creek, Fort Peck Indian Reservation.



Trail Head

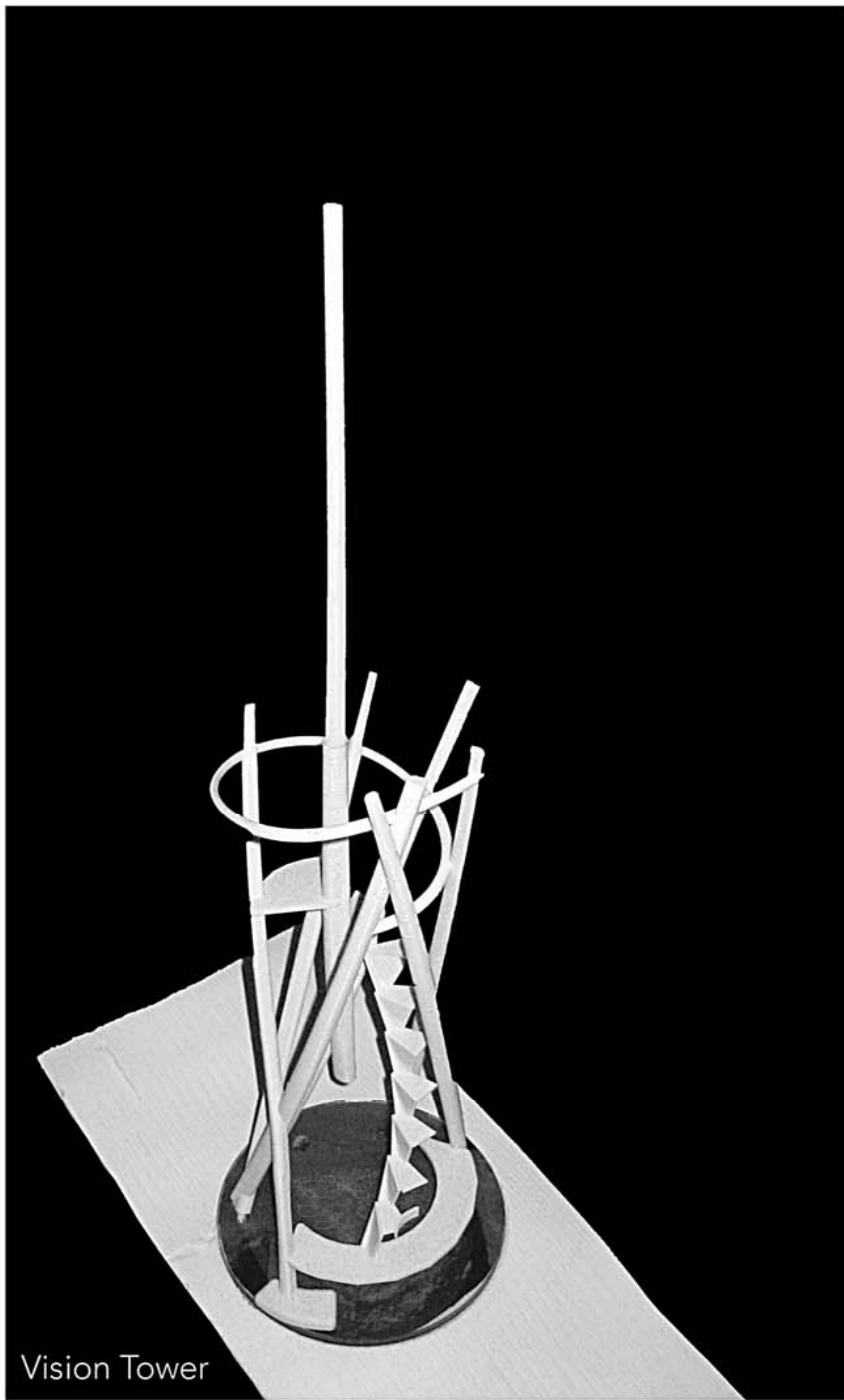
0

1 mile

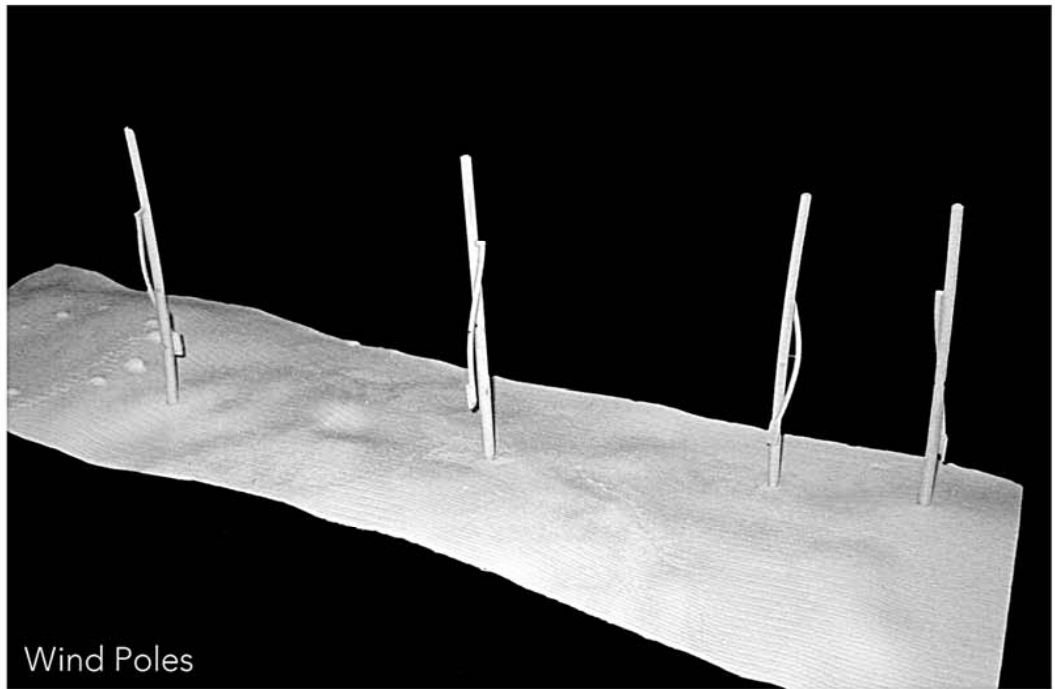
2 mile

3 mile

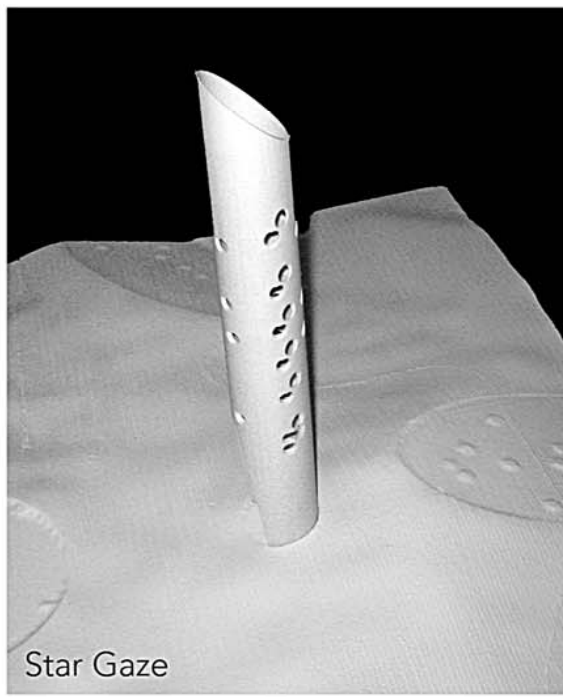
north



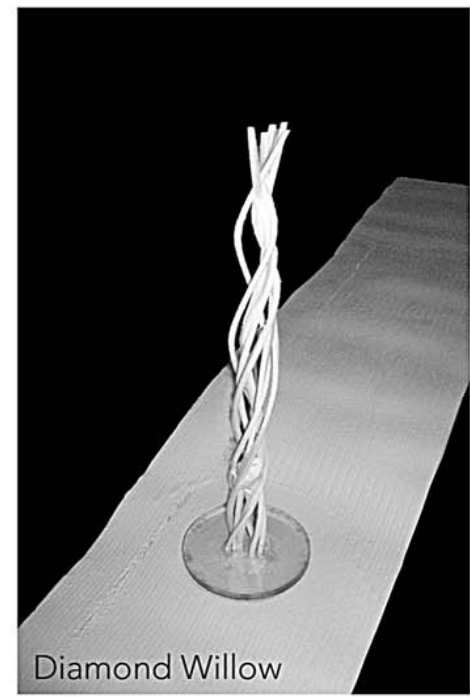
Vision Tower



Wind Poles



Star Gaze



Diamond Willow

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 09/01/2016
2. STATE AGENCY/DIVISION/PROGRAM: USDA
3. NARRATIVE COORDINATOR NAME: Douglas Crebs PHONE/EMAIL(406)395-4875
dcrebs@stonechild.edu
4. ACTIVITY NAME Stone Child College Tribal Colleges Capacity-Building Research Project (SCCTCC-BRP):
- 5 PROGRAM STAFF NAME: Jennifer Flesche PHONE/EMAIL: (406)395-4875
dcrebs@stonechild.edu

5. Select Tribe(s) Involved:

- | | |
|---|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input checked="" 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 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

7. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc. Through the enhanced research capacity developed under this project, we will be better able to provide our students with a strong foundation, attract new students, increase the number of graduates in food, agricultural, and human sciences related fields, and prepare our students for successful completion of baccalaureate degrees at four-year institutions. Additionally, completion of this project will guide future research projects including research on ancient Khorasan wheat on physiological measures associated with diabetes in adult diabetic American Indians on the Rocky Boy's Indian Reservation, and other research projects relating to food, agricultural, natural resources, and human sciences concerns of our community.

Objective 1: Enhance the SCC Office of Institutional Research by adding research infrastructure that focuses on food, agricultural, and health concerns of the reservation community and provides American Indian students with research experience that will better prepare them for higher education opportunities. Objective 2: Initiate a student-driven, community-based research program that focuses on food, agricultural, and health concerns of the reservation community through the development of one research report which details the results and recommendations of the research pilot study conducted. Activities to be undertaken include primary and secondary research,

development of research curriculum, analyzation and interpretation of data, development of research report and recommendations, and dissemination of project results. This project is specifically relevant to TCRGP goals, and will meet the following purposes set forth by TCRGP: 1) enhance the SCC research infrastructure and faculty expertise in planning and carrying out applied research projects and address concerns of the community; 2) improve collaborations with MSU-NARC (another Land Grant Institution; 3) address the food and agricultural concerns of the Rocky Boy's Indian Reservation; and 4) provide American Indian students with better prospects for educational achievement by engaging in research activities.

8. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.
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.

Objective 1 was accomplish by both the Director: Douglas Crebs and Project Coordinator: Jennifer Flesche, by joining the SCC Research Committee. This lead to the organization of and participation in the SCC Student Research Symposium. This symposium provided American Indian students with a place to present their research (capstones, grant work, etc) which helped them to better prepare for higher education opportunities. It also gave the community a chance to connect with SCC students and inspired thoughts for higher education opportunities not only for the youth, but all age groups. The second accomplishment under objective 1 was the furthered education of both the Director: Douglas Crebs and Project Coordinator: Jennifer Flesche. By enrolling and completing the objectives of the online graduate class: NAS 280 Ingenious Research Method and Methodologies, both the Director and Project Coordinator enhance the SCC Office of Institutional Research by adding research infrastructure which focused on the cultural aspect of research methods within Indigenous communities as they relate to all sciences. This gave them a deeper understanding of how to approach the community with the research they are conducting. Project Coordinator: Jennifer Flesche also enrolled in NAS 281 Bishkanwin Ishkode HX for further education on historical trauma within the community. She reported back to the director what she learned. This class focused on how historical trauma maybe effecting the overall mental and physical health of the community. This gave the project coordinator a deeper understanding of the community she would be working in and helped her to think and brainstorm ideas that could help focus on food, agricultural, and health concerns of the reservation community that might be based within this trauma. Objective 2 was accomplished by the work within the SCC garden 2017, initial program work for surveys and the gathering of data on the SCC Moodle website for students to see. The work within the SCC garden ourselves is the first step to our year 2 and 3 plan of getting our student researchers involved in the actual production of the Kumut, purple potatoes and the community gardening. This will initiate a student-driven, community-based research program that focuses on food, agricultural, and health concerns. Working with the initial survey programs and gathering data on the SCC Moodle website will help us to streamline the process for the student ideas and questions as they help to develop the one research report which will details the results and recommendations of the research pilot study conducted.

By hiring a SCC student for the Project Coordinator position a huge training and development opportunity was provided. Also the further education opportunities of NAS 280 Ingenious Research Method and Methodologies and NAS 281 Bishkanwin Ishkode HX helped to shape research infrastructure of the project. Being part of the SCC Research Committee and organizing the SCC Research Symposium has also provided a training and development opportunity

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 04 June 2018
2. STATE AGENCY/DIVISION/PROGRAM: Native Land Project
3. NARRATIVE COORDINATOR NAME: Dr. Kristin Ruppel PHONE/EMAIL:
ktruppel@montana.edu>

4. ACTIVITY NAME *Native Land Project*:

5. PROGRAM STAFF NAME: Dr. Kristin Ruppel PHONE/EMAIL:

6. Select Tribe(s) Involved:

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

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The Native Land Project works with Indigenous partners to co-produce knowledge on Indigenous ways of conservation, planning, and development through documentation, data collection, analysis, research knowledge mobilization and the education of future indigenous planners in the Northern Rockies region.

Partners include the Blackfeet Nation, Montana, the Department of Native American Studies, Montana State University, Blackfeet Community College, and the Foundation for Community Vitality.

Sources of funding include the Montana Community Foundation, the Western Sustainable Agriculture Research & Education (SARE), the MSU Scholarship & Creativity, and the Dean of the College of Letters and Science.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

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.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 6/5/18
2. STATE AGENCY/DIVISION/PROGRAM: MSU Office of Admissions
3. NARRATIVE COORDINATOR NAME: Ronda Russell
PHONE/EMAIL rrussell@montana.edu; 406 994 5541
4. ACTIVITY NAME(*use acronym or key words for the electronic file name*): MSU Admissions activities
5. PROGRAM STAFF NAME: Ronda Russell
PHONE/EMAIL: rrussell@montana.edu; 406 994 5541

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 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

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 highlight 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. These activities occur every 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.
- Admissions 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.
- 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.
- Costs associated with the activities above are all part of the overall/comprehensive Montana State University new student recruitment budget.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities. Nothing new to add here.
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.

MSU has been doing everything we can to attract/recruit Native American students from throughout Montana to our campus.

11. Are there photographs to support the narrative? () Yes (x) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: June 5, 2018
2. STATE AGENCY/DIVISION/PROGRAM: Empower Program, College of Engineering, Montana State University
3. NARRATIVE COORDINATOR NAME: Amy Stix PHONE/EMAIL amy.stix@montana.edu
4. ACTIVITY NAME: Empower
5. PROGRAM STAFF NAME: Amy Stix PHONE/EMAIL: amy.stix@montana.edu
6. Select Tribe(s) Involved:
 - All Fort Belknap
 - Blackfeet Fort Peck
 - Chippewa Cree Little Shell
 - Confederated Salish & Kootenai Northern Cheyenne
 - Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2018 Started during FY 2018
 - Ongoing/Long-Term Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

NIH Bridging Tribal College Students to Baccalaureate Degrees (BRIDGES)

The Empower staff in the College of Engineering work directly with tribal college faculty and students to provide research opportunities for students, collaboration on the student transfer process, and best practices when working with tribal colleges. Empower networks with an advisory board of tribal college faculty from each of Montana’s seven reservations. This includes at least three tribal college/MSU meetings per year: (1) a fall advisory board meeting to discuss recruitment and retention; (2) a winter videoconference meeting to discuss recruitment and assist tribal college students with application process for BRIDGES; (3) a summer meeting that highlights tribal college student research at Montana State University.

During 2017 the BRIDGES program received a no-cost extension to finalize data collection on the last round of funding. A renewal grant was submitted and is currently under review.

Native American Recruitment and Retention Initiative: STEM Peer Mentoring Program

Empower staff hired a Native undergraduate STEM student to coordinate the Peer Mentoring program for Native American students in STEM disciplines. The program includes a welcome

dinner for freshmen/transfer Native students, followed by the first of monthly meetings throughout the academic year. During the past year, 30 students were served in direct mentor/mentee matches with a total of over 60 students involved in the current mentoring program's monthly professional development workshops, academic enhancement activities and trainings, and networking dinners.

Recruitment at Reservations

Empower staff travel to all seven reservations throughout the year to visit with prospective MSU students and to inform tribal college and high school students about the Empower program and opportunities for Native students in STEM.

Montana Apprenticeship Program (MAP)

With support from private charitable foundations and the Montana Gear Up program, the MAP program will once again be offered during the summer of 2018. This important month-long program introduces high school students to research at Montana State University. The students participate in academic and college preparatory activities, including classes in biology, math, physics, chemistry, and writing/communications. Students also participate in educational field trips. The MAP program expects 17 high school students this summer representing the Blackfeet, Salish Kootenai, Crow, Northern Cheyenne, Sioux and Assiniboine tribes.

Undergraduate Student Research

The Montana INBRE (Idea Network for Biomedical Research) funded 6 INBRE scholars doing research in engineering, chemistry, community health, pre-med, and nursing.

AIRO Advisory Board

In April 2018, the American Indian Research Opportunities (AIRO) program met with its advisory board, which consists of tribal college faculty/staff from all seven of Montana's tribal colleges. The advisory board meeting also included MSU faculty from STEM academic departments and MSU administration representatives. The meeting agenda discussed MSU and tribal college collaborations, and student transferability issues, as well as new strategies for outreach and collaboration. The meeting also discussed continued development of MSU STEM faculty liaisons for the tribal colleges. These academic department liaisons provide students with direct MSU points-of-contact to help students with the transfer process in specific departments.

Grant Submissions

In addition to the renewal grant for the NIH Bridges to the Baccalaureate program, Empower staff and MSU faculty submitted a grant to the National Science Foundation to support the transfer of underrepresented students, primarily Native Americans, from community and tribal colleges into STEM degree programs at MSU. Both grants are currently under review.

Notable Achievements

Empower students have received significant recognition this year. Electrical Engineering major Kyle Alderman (N. Cheyenne) was recently awarded a prestigious Udall Scholarship in the Tribal Public Policy category, and Pre-Med student Trisheena Kills Pretty Enemy (Crow) was accepted into the 2018 summer biomedical engineering REU at Harvard.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities. N/A
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. N/A
11. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: June 5, 2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU / College of Agriculture / Plant Sciences – Landscape Design
3. NARRATIVE COORDINATOR NAME: Rebekah VanWieren
PHONE/EMAIL: 406-994-7539; rebekah.vanwieren@montana.edu
4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*:
(I don’t know what this means), Green Infrastructure Designs for Poplar, MT
5. PROGRAM STAFF NAME: Rebekah VanWieren
PHONE/EMAIL: 406-994-7539; rebekah.vanwieren@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 2018	<input checked="" type="checkbox"/> Started during FY 2018
<input type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

This activity began as partnership among the Fort Peck Tribes Office of Environmental Protection, MSU’s Landscape Design program, and the US-EPA. The purpose of the project was to create master plans for two sites in Poplar, MT – a community park and a downtown plaza – to demonstrate environmentally-friendly land development as well as create new community amenities. Landscape design students facilitated a design workshop in Poplar to gather site ideas from the community. The plaza site plan, which converts an existing vacant lot into a vibrant place to gather and learn on Main Street was chosen to develop further for construction. During spring 2018 assistant professor of landscape design, Rebekah VanWieren, and two undergraduate researchers finalized the Poplar Plaza site design with additional collaboration from Poplar stakeholders. VanWieren will continue work with project partners with the goal to begin construction in 2019.

The landscape design program is an undergraduate major in the Plant Sciences and Pathology Department, housed in the College of Agriculture at Montana State University. This state-tribal project began as a service-learning project in an advanced landscape design studio during fall 2018. The project has continued as scholarship work of Assistant Professor Rebekah VanWieren's and her lab that explores vacant and contaminated land regeneration for ecological and social benefits.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

None

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.

As part of developing park site plans, MSU students and faculty have work with approximately 50 stakeholders/residents in Poplar, MT. Once constructed, the Poplar Plaza will serve businesses and community events along Poplar's Main Street, as well as people in the nearby neighborhoods.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

Photo File Name: Poplar_LandDesign1

Photo Caption (include the name of the event/persons, location, and date): MSU's Landscape Design students visiting their project site in Poplar, MT with partner, Fort Peck Tribes Office of Environmental Protection

Photo Credit: Rebekah VanWieren

Photo File Name: Poplar_LandDesign2

Photo Caption (include the name of the event/persons, location, and date): MSU's Landscape Design students facility a park design workshop for community members in Poplar, MT

Photo Credit: Rebekah VanWieren

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



STABILA

2000

STABILA



EXIT

Sustainable Materials Designs and Ideas

A poster titled "Sustainable Materials Designs and Ideas" featuring a grid of images showing different material samples and designs. The images are annotated with yellow and pink sticky notes.

Rain Garden Designs and Ideas

A poster titled "Rain Garden Designs and Ideas" featuring a grid of images showing different rain garden designs. The images are annotated with yellow and pink sticky notes.

Center courtyard area
- Sweet wall
- Rain wall
- Under trees around
- Under pathways
- Impervious

Native and Drought Tolerant Plants

A poster titled "Native and Drought Tolerant Plants" featuring a grid of images showing different plant species. The images are annotated with yellow and pink sticky notes.

120

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE:
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: PHONE/EMAIL

4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): CYFAR Grant, Linking Youth to Agricultural and Environmental Practices Using STEM Technologies (LYAEPS)
 - a. PROGRAM STAFF NAME: Stephanie Davison, Grant PI
 - b. PHONE/EMAIL: 994-3502; sdavison@montana.edu

5. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input checked="" type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input checked="" 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 2018	<input type="checkbox"/> Started during FY 2018
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The purpose of the Children, Youth, and Families at-risk (CYFAR) grant is to provide youth, adults, and communities with education, opportunities, and activities that lead to stronger communities and mitigate risk factors such as poverty, lack of educational or employment opportunities. CYFAR grantees develop contextually-relevant programs by collaborating with the communities in which the programs are implemented. To this end, the LYAEPS (see above) program was developed because community leaders recognized the need for STEM education.

The program is in its fourth year, and youth from Pretty Eagle Catholic Academy (PECA) in St. Xavier, Two Eagle River School (TERS) in Pablo, the Polson Middle School in Polson, and the Polson and Ronan Boys & Girls’ Clubs have learned high-level STEM such as how to build and fly drones and stitch aerial photos together for the purpose of ground mapping, how to use GPS units to locate caches and mark locations where invasive species exist (Russian olive or zebra mussels), how to use computer-aided design software to design, and ultimately, build a pedestrian bridge for a state park.

MSU Extension 4-H oversees the CYFAR grant and works with project partners to integrate the 4-H essential elements into in- and out-of-school activities. Monetary contributions are in-kind contributions such as office space, equipment, and administrative support staff; grant funds provide salary support.

- 8. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

n/a

- 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 four years, approximately 335 Native American youth (grades 5-8) have participated in the CYFAR program and 7-10 adults have been trained in the use of the technologies so they can continue the program after the grant ends. In addition, the schools have the supplies necessary for sustainability (3-D printer, laptops, software, robotics kits, video cameras, GPS units, etc.). This year, two 8th grade students from the Crow Reservation will job shadow people in tech industries with the intention of introducing the students to the kinds of jobs that exist.

Two years of quantitative data (pre/post-tests) indicate an increase in decision-making and critical thinking skills as well as an increase in the participants' perception of the skills they are learning and workforce preparation.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.



Photo File Name: CAD_to_cardboard

Photo Caption (include the name of the event/persons, location, and date): Monthly visit – teaching CAD skills (SolidWorks); Seventh grade Pretty Eagle student transferring his CAD drawing to cardboard; St. Xavier, MT, 3/20/18
Photo Credit: Stephanie Davison

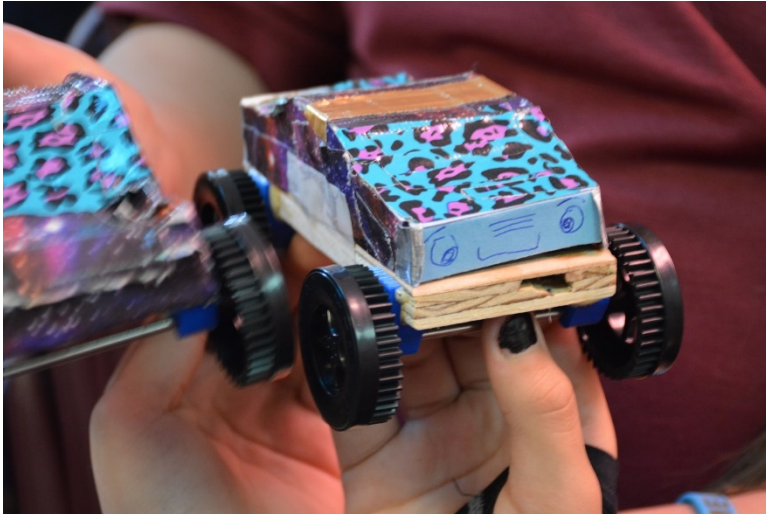


Photo File Name: Racecar.jpg

Photo Caption (include the name of the event/persons, location, and date): Monthly visit – teaching CAD skills (SolidWorks); Fifth grade Pretty Eagle student's completed race car that was designed in SolidWorks, printed on card stock and taped to a chassis before they raced them. St. Xavier, MT, 3/20/18

Photo Credit: Stephanie Davison



Photo File Name: CADdesigned_race

Photo Caption (include the name of the event/persons, location, and date): Monthly visit – teaching CAD skills (SolidWorks); Fifth grade Pretty Eagle students racing their cars; St. Xavier, MT, 3/20/18

Photo Credit: Stephanie Davison

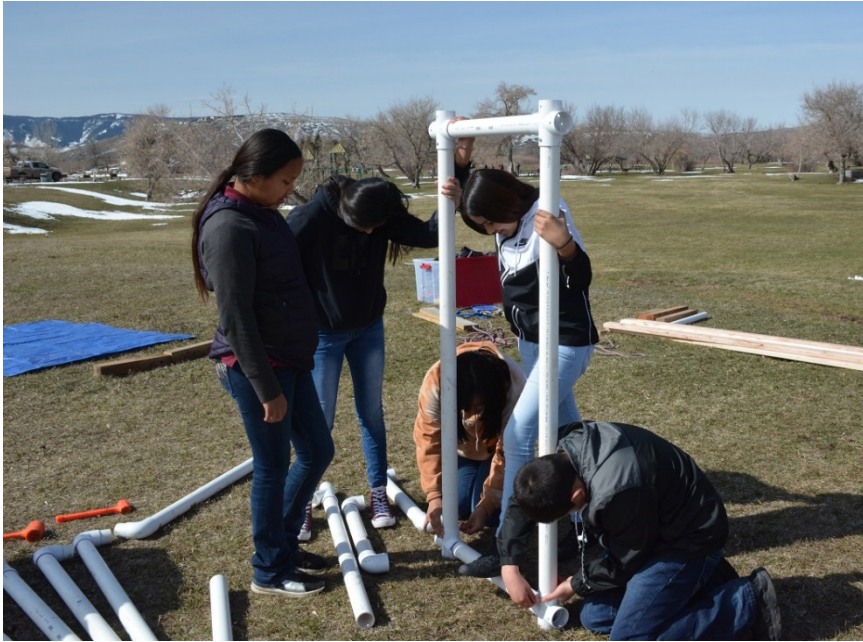


Photo File Name: Bridge_building_STEMDay

Photo Caption (include the name of the event/persons, location, and date): STEM Day 2018 at Chief Plenty Coups State Park, Pryor, MT. Pretty Eagle students work together to engineer a bridge to cross a mock water source; 4/9/18

Photo Credit: Stephanie Davison



Photo File Name: GPS_Relay

Photo Caption (include the name of the event/persons, location, and date): Monthly visit – teaching GPS skills; Sixth grade Pretty Eagle students participating in a relay and learning to mark GPS points. St. Xavier, MT, 10/10/17

Photo Credit: Stephanie Davison

11. Do you have any suggestions on how to improve the Governor’s Tribal Relations Report?
Make this report more user-friendly (fillable) with the ability to attach photos, etc.

Purpose: The State-Tribal Relations Report 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.

- 11. SUBMISSION DATE: May 29, 2018
- 12. STATE AGENCY/DIVISION/PROGRAM: MSU Extension Family & Human Development
- 13. NARRATIVE COORDINATOR NAME: PHONE/EMAIL
Sandy Bailey 406-994-6745 baileys@montana.edu
- 14. ACTIVITY NAME *(use acronym or key words for the electronic file name)*:
Montana Grandparents Raising Grandchildren Project
Preparing Montana Extension to Address Mental Health in Non-Clinical Settings USDA NIFA Grant
- 15. PROGRAM STAFF NAME: PHONE/EMAIL:
Same as above
- 16. Select Tribe(s) Involved:
 - All Fort Belknap
 - Blackfeet Fort Peck
 - * Chippewa Cree Little Shell
 - Confederated Salish & Kootenai Northern Cheyenne
 - * Crow
 - * For the USDA/NIFA grant
- 17. Please specify when this state-tribal activity started and if it is ongoing or finalized.

- * Started before FY 2018 Started during FY 2018
- Ongoing/Long-Term Completed/finalized during FY 2018
- *USDA/NIFA grant began 2016 and will end 2019

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

18. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc. The Montana Grandparents Raising Grandchildren Project was started through the MSU Extension Family & Human Development office after the Extension Specialist, Sandy Bailey, found a need across the state to support kinship caregivers. This population has been increasing in Montana and nationally over the past 30 years. We work with Native Americans across the state on this project with many reservations having active support/education groups. Our end-of-year statistics for 2017 documented 193 Native American grandparent caregivers participating in the project. This number is self-reported and we believe the actual numbers may be greater. Over the years of the project, participants have reported a greater understanding of the need for self-care; how to access available services; a better understanding of parenting today; and have created a network of support.

In 2016 MSU Extension and the MSU Center for Mental Health Research and Recovery received a USDA/NIFA Rural Health & Safety Education grant to provide two educational programs (Youth Aware of Mental Health and Mental Health First Aid) to Montanans in rural areas using County Extension Agents certified to teach the two programs. Little Big Horn College and Stone Child College Extension programs are partners in this project. The project is currently in progress. To

date the Youth Aware of Mental Health program has been taught at Pretty Eagle School to eight sixth graders and the Mental Health First Aid program has been taught to 17 adults on the Crow and Rocky Boy reservations. Results of the program are being analyzed.

19. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

20. 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.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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

Purpose: The State-Tribal Relations Report 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.

22. SUBMISSION DATE: May 29, 2018

23. STATE AGENCY/DIVISION/PROGRAM: MSU Extension/Blackfeet Tribe

24. NARRATIVE COORDINATOR NAME: Megan Van Emon PHONE/EMAIL: 406-874-8286;
megan.vanemon@montana.edu

25. ACTIVITY NAME (*use acronym or key words for the electronic file name*): MSU Extension Farm and Ranch Management Seminar

26. PROGRAM STAFF NAME: Verna Billedeaux PHONE/EMAIL: 406-338-2650;
vbilledeaux@montana.edu

27. 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 | |

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2018 | <input checked="" type="checkbox"/> Started during FY 2018 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

I was contacted by Verna Billedeaux in April 2018 to speak about weak calf syndrome at the Farm and Ranch Management Seminar. Verna is the Montana State University Extension Agent located on the Blackfeet Reservation. I presented on Weak Calf Syndrome, a scheduled 45-minute talk that lasted over an hour due to great questions and discussion. Attendees were able to ask questions and discuss their circumstances during the spring 2018 calving season. There were 25 people in attendance during my presentation.

A PowerPoint was presented at the meeting, but the general discussion after the presentation were aimed specifically at their ranches. The meeting took place at the Glacier Peaks Hotel Conference Room in Browning, MT.

30. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

No new rules or policies were developed.

31. 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.

32. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

33. SUBMISSION DATE: May 29, 2018

34. STATE AGENCY/DIVISION/PROGRAM: Stone Child College/Beginning Farmer and Rancher Resource and Technical Assistance Program

35. NARRATIVE COORDINATOR NAME: Megan Van Emon PHONE/EMAIL: 406-874-8286; megan.vanemon@montana.edu

36. ACTIVITY NAME (*use acronym or key words for the electronic file name*): RTAP Beef Cattle Production and Bull Selection

37. PROGRAM STAFF NAME: Aaron Aquino PHONE/EMAIL: 406-395-4875 Ext. 220; aaquino@stonechild.edu

38. Select Tribe(s) Involved:

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

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2018 | <input checked="" type="checkbox"/> Started during FY 2018 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

Mr. Aquino contacted myself and Dr. Emily Meccage in November of 2017 to speak about forages and beef cattle production. Mr. Aquino is the Project Coordinator of the Beginning Farmer and Rancher Resource and Technical Assistance Program at Stone Child College. Dr. Meccage and myself conducted a meeting on December 12, 2017 with approximately 5 attendees. We worked through forage analysis interpretation and impacts on beef cattle production. Attendees were able to determine their forage quality and when to best feed the varying forages. Additionally, I was invited to speak again on March 29, 2018 to discuss breeding soundness of bulls and what expected progeny differences meant and how to read the numbers. There were 6 attendees at that meeting.

PowerPoints were presented at each meeting, but the general discussion after the presentations were aimed specifically at their ranches. Each meeting took place at Stone Child College in Box Elder, MT. These meetings were held in conjunction with Montana State University Extension.

41. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

No new rules or policies were developed.

42. 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.

43. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

44. SUBMISSION DATE: May 30, 2018

45. STATE AGENCY/DIVISION/PROGRAM: Montana 4-H/MSU Extension

**46. NARRATIVE COORDINATOR NAME: Todd Kesner PHONE/EMAIL: 406-994-6816
tkesner@montana.edu**

47. ACTIVITY NAME: Montana 4-H Youth Development Program

**48. PROGRAM STAFF NAME: Todd Kesner PHONE/EMAIL: 406-994-6816
tkesner@montana.edu**

49. 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 | |

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

Standard 4-H programming through numerous projects, clubs, and groups enrolled 2966 Native American youth in the 2017 program year. Native American youth enrollment is 14.4% of all 4-H enrollment in Montana. This is over twice the percentage of the overall Native American population in Montana and does not include grant funded 4-H programs for Native American youth development. Like all 4-H programming, the goal is to build 21st Century Competencies and life skills in youth assisting their transition to productive adults. Organizational skills, self-responsibility, belonging, sense of community, and civic engagement are universal objectives of 4-H.

Sharing cultural perspectives with outside groups in also an educational objective. The Pikuni Badgers 4-H Club, a 4-H club of traditional Blackfeet dancers from the Blackfeet Reservation, for example, presented at the National 4-H Western Heritage Conference in Fort Benton in August of 2017 for 300 4-H members and families from around the U.S. It was an opportunity expose non-Native youth to Blackfeet culture.

52. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

53. 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.

Montana 4-H programming is educational thus benefiting the next generation of adults and their communities. Hard data is not available.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.



Photo File Name: 2017-08-02 Western Heritage Conference Montana 2017 378

Photo Caption: (Pikuni Badger 4-H Club, 2017 National 4-H Western Heritage Conference, August 2, 2017, Fort Benton, MT)

Photo Credit: Todd Kesner, Montana 4-H Center



Photo File Name: 2017-08-02 Western Heritage Conference Montana 2017 412

Photo Caption: (Pikuni Badger 4-H Club, 2017 National 4-H Western Heritage Conference, August 2, 2017, Fort Benton, MT)

Photo Credit: Todd Kesner, Montana 4-H Center



Photo File Name: 2017-08-02 Western Heritage Conference Montana 2017 431

Photo Caption: (Pikuni Badger 4-H Club, 2017 National 4-H Western Heritage Conference, August 2, 2017, Fort Benton, MT)

Photo Credit: Todd Kesner, Montana 4-H Center

Purpose: The State-Tribal Relations Report 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.

56. SUBMISSION DATE: May 31, 2018

57. STATE AGENCY/DIVISION/PROGRAM:Montana State University Extension

58. NARRATIVE COORDINATOR NAME:Larry Brence PHONE/EMAIL 406-874-8236
lbrence@montana.edu

59. ACTIVITY NAME (*use acronym or key words for the electronic file name*): FRTEP Federally Recognized Tribal Extension Program

60. PROGRAM STAFF NAME: Larry Brence PHONE/EMAIL: 406-874-8236
lbrence@montana.edu

61. 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 type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input checked="" type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

FRTEP (Federally Recognized Tribal Extension Program) is a federal grant administered through MSUE (Montana State University Extension) to extend the resources of Montana State University to residents of five reservations in the state. FRTEP Extension Agents enjoy the status of being adjunct faculty and on a day to day basis conduct educational programming relevant to their local communities. Programming usually occurs in but is not limited to the areas of agriculture, 4-H/youth development, family and consumer science, or community development. FRTEP Extension agents have close ties to their communities and can respond quickly to emerging needs as they arise.

64. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

During 2017 we lost funding for the Extension program on the Northern Cheyenne Reservation. This was due in large part to the competitive nature of these federal grants relative to past years.

65. 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.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

67. SUBMISSION DATE:

68. STATE AGENCY/DIVISION/PROGRAM: MSU Extension Community Development

69. NARRATIVE COORDINATOR NAME: Paul Lachapelle PHONE/EMAIL
406.994.3620 paul.lachapelle@montana.edu

70. ACTIVITY NAME (*use acronym or key words for the electronic file name*): MSU Extension Community Development

71. PROGRAM STAFF NAME: PHONE/EMAIL:

72. 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 | |

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2018 | <input checked="" type="checkbox"/> Started during FY 2018 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The Crow Men's Health Project began in 2007 as a partnership between Montana State University faculty and Crow men to work collaboratively to identify and address men’s health issues. Differing from other forms of research that typically involve a researcher bringing a project into a community, this program hinges on a technique called community-based participatory research (CBPR), a research method in which community members and researchers work together to identify health issues and needs and culturally-appropriate methods to address them. Currently, the project is working with the Messenger’s for Health Program on the Crow Reservation in conducting community meetings, designing data collection methods to better understand present and future health-related needs, and pursuing long-term funding to address a host of health interventions.

On the Fort Peck Reservation in Poplar, I started a new grant project to work with the local community to address economic development issues. Through the 5 focus areas that were selected via public comment and input during a series of strategic planning sessions facilitated by the Environmental Protection Agency (EPA) and took place in 2015 and 2016, we are building from

this previous effort. The “Making a Visible Difference in Poplar” sessions brought together local area leaders interested in addressing the blight epidemic. From this activity grew not only the focus areas, but also a core group of citizens from various backgrounds who are willing to invest their time and efforts to “Make Poplar Great Again.” That group of individuals recruited other interested citizens from already active groups such as the Poplar Women’s Club, leadership from the Our Lady of Lourdes Catholic Church, and the Poplar School Board. The members are also small business owners, bankers, and academics. This group meets regularly, and their efforts fall under one of the five focus areas described in this application. We are currently involved in survey work and community planning efforts through the summer of 2018.

I’m working with the mayor of Lodge Grass, Montana (Crow Reservation) on a Pollution Prevention grant; we have not yet been notified about the outcome of the grant.

75. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

76. 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

77. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

Photo File Name:

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

Photo Credit:

We have produced an educational video on the Crow Men’s Health project available at:
<https://vimeo.com/20542515>

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

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE:
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: PHONE/EMAIL

4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*:
5. PROGRAM STAFF NAME: PHONE/EMAIL:

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 2018 Started during FY 2018
 - Ongoing/Long-Term Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

8. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.
9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.
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.
11. Are there photographs to support the narrative? Yes No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: **June 5 2018**
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: **Carl J. Yeoman** PHONE/EMAIL
carl.yeoman@montana.edu

4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*: ???
5. PROGRAM STAFF NAME: **Carl J. Yeoman** PHONE/EMAIL: **406-994-7440**

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 2018
 - Started during FY 2018
 - Ongoing/Long-Term
 - Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

American Indian (AI) and Alaska Native (AN) women have gynecological health disparities that include higher rates of sexually transmitted (STI) and urinary tract infection (UTI) than co-located non-AI-AN or the general population. Gynecological and reproductive morbidities, including STI and UTI can be exacerbated by perturbations of the vaginal microbial community. The vaginal microbial community of reproductive-age women is typically dominated by one of four *Lactobacillus* spp. and these species are widely considered to be the primary barrier to pathogenic invasion (incl. UTI and STI). These species produce large quantities of lactic acid, which serves to acidify the vagina (to pH <4.5) creating an environment that is restrictive to the survival and proliferation of potential pathogens. Bacterial vaginosis (BV), the most common vaginal disorder among reproductive age women, involves a loss of *Lactobacillus* spp., a reduction in vaginal acidity, and the outgrowth of multiple bacterial species.

We recruited seventy AI women ranging in age from 18 – 45 (average age was 30). The majority of participants reported living in Poplar (90%), followed by Wolf Point (4.3%), Fort Kipp (1.4%), but other locations of the Ft. Peck reservation were also surveyed (4.3%). All respondents

reported being enrolled in a tribe. The most frequent tribal enrollment was for Sioux/Assiniboine (54%), followed by Sioux (37%), Assiniboine (2%), and Other tribal affiliations (5%). 79% reported smoking and those participants smoked an average of 6.6 cigarettes per day. 40 % of participants were found to lack protective *Lactobacillus* bacteria and the same number reported one or more symptom of BV, including (discharge, malodor, pain, and/or itching). 11.2 % had experienced a UTI in the past 3 months, and 13.2% of participants who were tested for an STI in the past 12 months were determined to have either Chlamydia or Gonorrhea. Two further participants who were not tested for an STI in the past 12 months also reported having gonorrhea and HIV, respectively. Participants who reported symptoms of BV were over 5 times more likely to report a UTI in comparison to those without symptoms of BV. Participants also reported elevated levels of stress, anxiety, and depression, including >33 % having seriously considered or attempted suicide, and 17 % having considered suicide in the past year. A biochemical, known as Putrescine, that we have found to be associated with BV was observed to increase in a step-wise fashion among participants who reported never, rarely, sometimes, often, and always feeling sadness or depression. Seventy-five % of participants who reported always feeling depressed, also reported one or more symptom of BV. These same participants were also 2.6x more likely to have reported a UTI in the past 3 months. Notably, all but one participant that reported an STI also reported feeling sadness or depression sometimes, often, or always. A follow up study is underway to directly examine the relationship of stress to BV and gynecological morbidities. Researchers are looking toward future interventions to improve women's health of AI and AN.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

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.

To date \$263,465 of funding has been obtained from the National Institutes of Health for this research project. These funds have helped to employ two members of the Ft. Peck reservation to coordinate the research project. Eight students were funded through the grant to aid in the research objectives whilst learning about human-associated microbial communities as part of a Ft. Peck Community College summer course taught by PI Yeoman.

11. Are there photographs to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

Photo File Name: **FPCC_2017.jpg**

Photo Caption (include the name of the event/persons, location, and date): **FPCC Students Learning About Microbes Of The Human Body**

Photo Credit: **Carl J. Yeoman**

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

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: June 5, 2018
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University/Research
3. NARRATIVE COORDINATOR NAME: Renee Reijo Pera, Vice President for Research and Economic Development; PHONE/EMAIL: 406-994-2891; renee.reijopera@montana.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Native American Grants
5. PROGRAM STAFF NAME: Leslie Schmidt, Associate Vice President for Research and Economic Development; PHONE/EMAIL: 406-994-2381; lschmidt@montana.edu
6. Select Tribe(s) Involved:

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

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

<input type="checkbox"/> Started before FY 2018	<input type="checkbox"/> Started during FY 2018
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

8. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc. As a major research university in the state of Montana, as well as a landgrant institution, Montana State University interacts with American Indian communities across the state in partnerships in education, outreach and research. We include a table (attachment) of the diverse activities that occur through research.
9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

We are not aware of any new rule, policy or law that impacts the work we are doing in partnership with the American Indian communities at this time.
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.

We include a table (attached) that describes the funding with American Indians; at this time, we do not have data regarding jobs created or economic development.

11. Are there photographs to support the narrative? Yes No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

See attached for photo names, captions and credits

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

File Name	Caption	Credit
alex_adams_laura_larsson_ideawr	CAIRHE Director, Dr. Alex Adams, and Montana INBRE Mentor, Laura Larsson, participate in a panel discussion regarding	
1 c_wyoming_2017_stadwiser	Native American health disparities at the 2017 IDeA Program Western Region Conference in Jackson Hole, Wyoming	Bill Stadwiser, Montana INBRE
lana_wagner_danette_spotted_ho		
rse_bcc_msu_research_celebratio	Blackfeet Community College Students, Lana Wagner and Danette Spotted Horse, present INBRE-funded research regarding	
2 n_2017_stadwiser	health disparities at the 2017 Student Research Celebration at MSU in Bozeman	Bill Stadwiser, Montana INBRE
lorrie_capjohn_cdkc_msu_researc	Chief Dull Knife College student, Lorrie Capjohn, presents INBRE-funded research regarding West Nile Virus at the 2017	
3 h_celebration_2017	Student Research Celebration at MSU in Bozeman	Bill Stadwiser, Montana INBRE
reisa_walker_dianna_hooker_idea	MSU Nursing Student, Reisa Walker, discusses her INBRE-funded research with CDKC Faculty, Dianna Hooker, at the 2017	
4 wrc_wyoming_2017_stadwiser	IDEA Program Western Region Conference in Jackson Hole, Wyoming	Bill Stadwiser, Montana INBRE
terydon_hall_bcc_msu_research_	Blackfeet Community College Student, Terydon Hall, presents INBRE-funded research regarding health disparities at the	
5 celebration_2017_stadwiser	2017 Student Research Celebration at MSU in Bozeman	Bill Stadwiser, Montana INBRE
6 GLW_CAIRHE	Student participants in the "Guardians of the Living Water" summer camp learn about water resources and Apsáalooke histc	Velma Pickett



INBRE
SPEAKER

Alexandra
Adams
COBRE
SPEAKER

Laura
Larson
INBRE
SPEAKER





56

WEST NILE VIRUS RESEARCH 2016 CHIEF DULL KNIFE COLLEGE LORRIE CAPJOHN

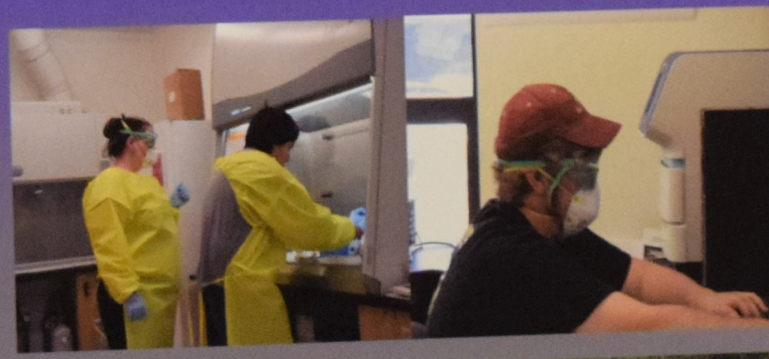


MONTANA INBRE
IDEa Network
For Biomedical
Research Excellence



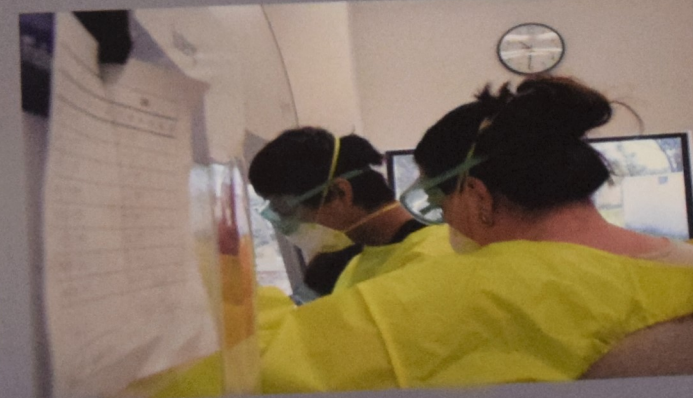
Introduction

The Goal of the West Nile Research on the Northern Cheyenne Reservation is to find the presence of the WNV. There are many steps to take in getting some answers. The first step is trapping and identifying the mosquitos that are carriers of the West Nile Virus, the Culex Tarsalis and Culex Pipien. Once the identification is done we move to extract the RNA from the sample mosquitos. We then prepare the RNA samples for the PCR machine to detect the presence or absence of the West Nile Virus. One of the unique things about Lame Deer is we are a "hot spot" for Culex Pipiens which are rare in other parts of the state. About half of every sample of mosquitos we collect is Culex Pipiens.



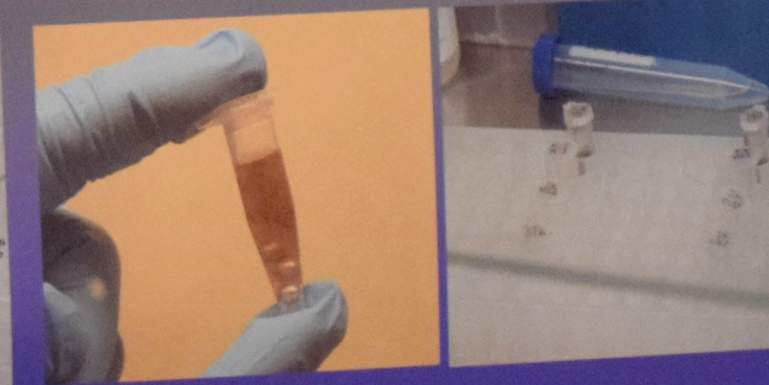
Methods

Mosquito trapping is done by using a trap that dispenses Carbon Dioxide from a tank to the trap, which baits the mosquitos. It has a mesh collection bag connected to a battery powered fan. Once the collection is complete we bring the mesh bags back to our lab and place the trapped mosquitos in the freezer for 2-4 hours. Once they are frozen we start the separation / identification process. We have three different groups, Culex Tarsalis, Culex Pipien, and other. We record how the location and the total of all of all mosquitos in each group for our records. We then put the samples in the freezer until it is time for them to be processed for the PCR machine. We then look at the results to see if they are positive/negative for WNV.



Discussion

The Research on the West Nile Virus on the Northern Cheyenne Reservation is to protect our people and animals from the possibility of getting this virus. The WNV causes severe disease when it crosses the blood/brain barrier and infects the brain and spinal cord, sometimes causing death. We study how the WNV is spread and how we can prevent it. We have found that mosquitos get infected with the virus when they feed on an infected animal or person. We want to make sure we are doing all we can to prevent the spread of the virus.

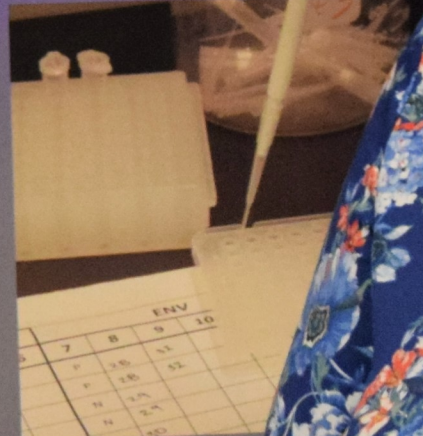


Results

With the hot days of July and August, there is an increasing amount of Culex pipiens. We are currently working on identifying the source of the virus and how it is being spread. We want to make sure we are doing all we can to prevent the spread of the virus.

Future Work

With vaccines currently being under development, we need to continue to educate and learn all we can about the West Nile Virus. As our climate gets warmer, temperate regions will become a nesting ground for mosquitos and the West Nile Virus. We want to make sure we are doing all we can to prevent the spread of the virus.



Acknowledgements

- NASA
 - NSF, ICE-TI
 - Montana INBRE
 - Carroll College
 - Chief Dull Knife College
- "Research reported here was supported by the National Science Foundation under Award Number P200825281. The content is solely the responsibility of the author(s) and does not necessarily represent the official views of the National Science Foundation."

Conclusion

We know that the West Nile Virus is a serious health threat. We have found that mosquitos get infected with the virus when they feed on an infected animal or person. We want to make sure we are doing all we can to prevent the spread of the virus.

Lorrie Capjohn



21

Incidence of Post-traumatic Stress Disorder and Biomarker Correlates within a Community

Scott Olinger & Terydon Hall

Montana State University-Bozeman, Bozeman, MT 59717

Metabolic Research Lab - Blackfeet Community College - Browning, Montana 59417



Abstract

American Indians suffer from Post-traumatic Stress Disorder (PTSD) at a much elevated rate in comparison to the general population (Yellow Horse Brave Heart, 2003). In fact, data indicates that 22% of America's original people have PTSD. A Metabolic Research Lab student intern team constructed this investigation to expose any correlations between PTSD and biomarkers and incidence of PTSD. Participants volunteered from the Blackfeet Native community. Physiological sampling included both blood and saliva specimens and was performed using Enzyme-linked Immunosorbent Assay (ELISA). These were analyzed by student interns at the Metabolic research lab. Participants also were given a self-administered survey that encompassed areas such as PTSD, Depression, and Sense of Belonging. Analyses of both quantitative and qualitative participant data was performed and correlations were made using GraphPad Prism software.

Introduction

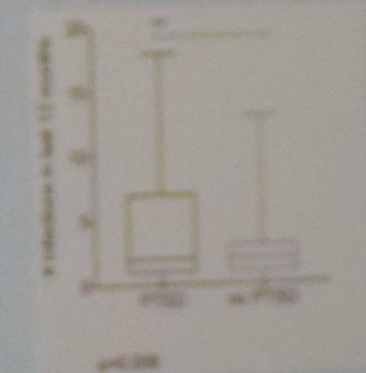
Blackfeet people experience some of the highest health disparities in the United States, with lower life expectancy, disproportionate disease burden, and higher rates in the nation. Current and historical trauma, including experiencing PTSD symptoms, stemming from traumatic experiences, more than any other ethnicity, research indicates that traumatic losses and current experiences of loss, and current experiences of loss, can have a negative impact on an individual's health and result in symptoms of PTSD.

Methods

Participants were recruited from within the community and were screened. Participants then gave saliva and blood samples for storage at -80C. Participants then completed a self-administered survey.

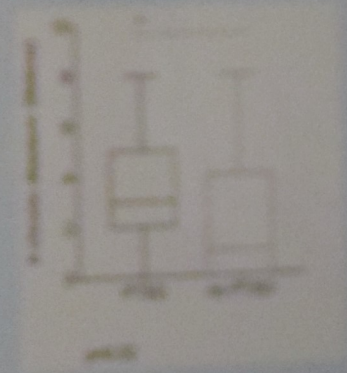
Results

Fig. 1. Infections vs PTSD



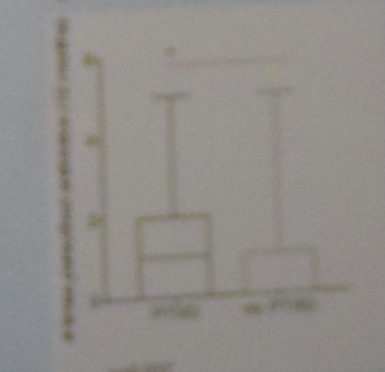
Participants with PTSD had significantly higher numbers of infections.

Fig. 2. Chronic Disease vs PTSD



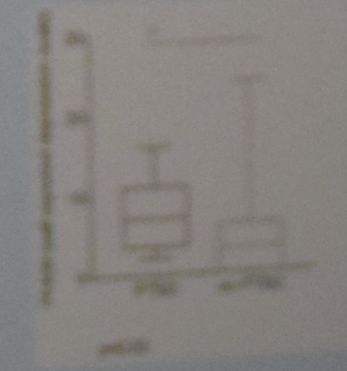
Participants with PTSD had significantly higher numbers of chronic diseases.

Fig. 3. Antibiotics prescribed vs PTSD



Participants with PTSD had significantly higher use of antibiotics.

Fig. 4. Depression vs PTSD



Participants with PTSD had higher incidence of depression.

Fig. 5. Salivary cortisol vs PTSD

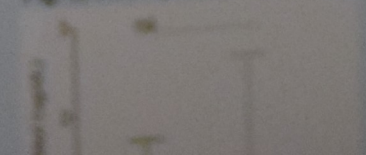
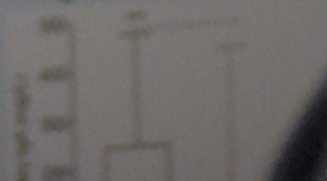


Fig. 6. Salivary IgA vs PTSD



Terydon Hall, (Terry)

Sponsored Grants with Native American Involvement FY 2017					25-MAY-2018
	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
AES WTARC	Reddy, Gadi	W5557	4,852	Montana Wheat & Barley Committee	Improving Performance of Wheat Stem Sawfly Parasitoids
Academic Technology & Outreach	Cornish, Jamie	W6043	116,154	University of Washington	NESSP Camp Northwest Earth and Space Science Pipeline
Academic Technology & Outreach	Cornish, Jamie	W5969	47,084	University of Washington	Northwest Earth and Space Science Pipeline
Academic Technology & Outreach	Obbink, Kimberly	W6368	6,515	National Aeronautics And Space Administration	AEROKATS AND ROVER EDUCATION NETWORK (AREN)
Academic Technology & Outreach	Taylor, Suzanne	W6517	11,640	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
Agricultural Economics & Economics	Fuller, Kate	W6355	74,094	US Department Of Agriculture	Risk Management Education for Traditionally Underserved Groups in Montana: Specialty Crop Producers, Organic Producers, and American Indians
Agricultural Economics & Economics	Smith, Vincent	W6526	12,697	Fort Peck Community College	Agricultural Sustainability for American Indians in the Great Plains
Agricultural Education	Perry, Dustin	W6373	20,556	Utah State University	Agricultural Safety Education Initiative
American Indian Rural Health Equity	Adams, Alexandra	W6293	83,007	National Institutes Of Health	Community Engagement Core, Ctr for Amer Indian & Rural Health Equity (CAIRHE), Year 3 (2016-17)
American Indian Rural Health Equity	Adams, Alexandra	W6198	507,513	National Institutes Of Health	Admin Core, Ctr for Amer Indian & Rural Health Equity (CAIRHE), Year 3 (2016-17)
American Indian Rural Health Equity	Kinion, Elizabeth	W6294	30,057	National Institutes Of Health	Kinion Research Project, Ctr for Amer Indian & Rural Health Equity (CAIRHE), Year 3 (2016-17)
American Indian Rural Health Equity	Rink, Elizabeth	W6292	96,940	National Institutes Of Health	Rink Project, Ctr for Amer Indian & Rural Health Equity (CAIRHE), Year 3 (2016-17)
American Indian Rural Health Equity	Simonds, Vanessa	W6287	56,992	National Institutes Of Health	Simonds Project, Ctr for Amer Indian & Rural Health Equity (CAIRHE), Year 3 (2016-17)
American Indian Rural Health Equity	Skewes, Monica	W6244	136,911	National Institutes Of Health	Skewes Project, Ctr for Amer Indian & Rural Health Equity (CAIRHE), Year 3 (2016-17)

Sponsored Grants with Native American Involvement FY 2017					25-MAY-2018
	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Animal & Range Sciences	Bass, Thomas	W5790	45,278	University of Vermont	A human behavioral approach to reducing the impact of livestock pest or disease incursions of socio-economic importance SUBCONTRACT
Animal & Range Sciences	Mosley, Jeffrey	W5581	3,530	Missoula County Weed District	Targeted Cattle Grazing to Suppress Spotted Knapweed
Animal & Range Sciences	Mosley, Jeffrey	W5446	12,216	Montana Department of Agriculture	Can targeted cattle grazing and bio-control insects work together to suppress spotted knapweed?
Animal & Range Sciences	Yeoman, Carl	W6570	77,233	National Institutes Of Health	Determining Psychological, Social, Behavioral, Environmental, and Biochemical Risk Factors And Rates Of Bacterial Vaginosis Among Assiniboine and Sioux Populations; An Important Explanatory Factor Potentially Underlying Elevated Rates of Reproductive & Obs
Center for Biofilm Engineering	Camper, Anne	W3663	57,494	National Institutes Of Health	Improving Montana Community Health Through Graduate Education
Center for Biofilm Engineering	Camper, Anne	W5092	115,095	Little Big Horn College	Water, Our Voice to the Future: Climate change adaptation and waterborne disease prevention on the Crow Reservation
Center for Mental Health Research	Byerly, Matthew	W6199	25,000	Anonymous Foundation	Youth Aware of Mental Health (YAM) in Native American Communities
Chemical & Biological Engineering	Gannon, Paul	W5886	66,583	National Science Foundation	Research Initiation: Engaging Sustainability to Better Recruit, Retain and Prepare Engineers
Chemical & Biological Engineering	Peyton, Brent	W6516	17,163	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
Chemistry	Cloninger, Mary	W5604	83,482	National Science Foundation	REU Site: Mountains and Minds: New Chemical Insights Into Biology

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
ES 4-H	Davison, Stephanie	W5106	135,983	USDA National Institute of Food and Agriculture	Montana Sustainable Communities - Linking Youth to Agriculture and Environmental Practices using STEM technologies
ES 4-H	Kesner, Todd	W6705	5,545	Kansas State University	Air Force Active Duty/ANG/AFR 4-H Camp Grants - Montana
ES 4-H	Phillippi, Meghan	W6564	38,214	National 4-H Council	Montana 4-H Mentoring Partnership Program
ES 4-H	Phillippi, Meghan	W5860	103,384	National 4-H Council	Montana 4-H Mentoring Partnership Program - Year 6
ES Agents	Bauer, Brad	W6518	42,185	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
ES Agents	Brence, Larry	W4569	74,203	USDA National Institute of Food and Agriculture	Northern Cheyenne Federally Recognized Tribes Extension Program
ES Agents	Pfister, John	W6346	9,999	Intertribal Agriculture Council	IAC and Blackfeet Tribe 2016-2017
ES Agents	Sarchet, Brent	W5653	2,353	Montana Department of Agriculture	Fruit Tree Cultivar Research and Education Program Expansion
ES Nutrition Education	Stone, Cody	W5866	470,402	Montana Department of Public Health And Human Services	Montana SNAP-Ed FY16
ES Nutrition Education	Stone, Cody	W6447	523,568	Montana Department of Public Health And Human Services	Montana SNAP-Ed FY17
Earth Science	Haggerty, Julia	W6511	31,527	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
Earth Science	McWethy, David	W4842	2,553	Salish Kootenai College	Climate, fire, and people: implications of ancient and recent forest management
Earth Science	McWethy, David	W5640	80,217	National Science Foundation	Multi-scale reconstructions of human-climate-fire interactions in mixed-conifer forests of the Northern Rockies

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Earth Science	McWethy, David	W6134	49,831	Salish Kootenai College	Collaborative Research: Reconstructing climate and fire-driven ecological effects on a keystone subalpine tree species: Whitebark Pine (<i>Pinus Albicaulis</i>)
Earth Science	Mogk, David	W5212	18,546	National Science Foundation	Collaborative Research: The Geo-CCCP Foundry - Building Institutional Capacity for Broadening Participation in the Geoscience Workforce
Education	Carjuzaa, Jioanna	W6347	242,914	US Department of Education	Montana Teachers of English Language Learners (MontTELLs)
Education	Carjuzaa, Jioanna	W6035	44,531	Spencer Foundation	Immersion Programs Conference: Revitalizing Endangered Indigenous Languages
Education	Ruff, William	W4219	-32	Little Big Horn College	Indian Leadership Education and Development (I LEAD)
Education	Ruff, William	W6398	174,475	US Department of Education	Indian Leadership Education and Development
Education	Ruppel, Kristin	W4444	35,317	National Science Foundation	IRES: Informal Science Learning in Ecological Contexts: Science Learning & Native Language Use in Contrasting N. American & Mongolian Mountain Systems
Education	Waterton, Nigel	W6598	14,161	Office of Commissioner of Higher Education	Title II-A Improving Teacher Quality
Electrical Engineering	LaMeres, Brock	W5181	65,450	National Science Foundation	Design and Development Research: Deploying Adaptive Learning Environments to Overcome Background Deficiencies and Facilitate Mastery of Computer Engineering
Electrical Engineering	Nategh, Neda	W5909	10,710	National Aeronautics And Space Administration	A real-time computational model and algorithm for vision based detection and tracking of orbital debris: NASA Technology Area 5.7 Orbital Debris Tracking and Characterization"
Electrical Engineering	Nategh, Neda	W6084	49,428	National Science Foundation	CRII: RI: A Biologically-Inspired Algorithm to Detect, Segment, and Track Moving Objects with Observer Motion

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Energy Research Institute	Spangler, Lee	W5118	-9,921	US Department of Energy	Area 1: Geomechanical Monitoring for CO2 Hub Storage: Production and Injection at Kevin Dome Phase III
Extension Housing/Weatherization	Bader, Jeff	W5852	43,163	US Environmental Protection Agency	Advancing Montana Tribal College Students Toward Environmental Careers
Extension Housing/Weatherization	Bader, Jeff	W5723	75,598	US Environmental Protection Agency	Montana Pollution Prevention: Coupling Small Business & Residential Solar Water Heating and Weatherization Assistance to Reduce Fossil Fuel Use & Greenhouse Gas Emissions
Extension Service Administration	Bailey, Sandra	W6205	15,171	Montana Department of Public Health And Human Services	Preventing Child Abuse: Supporting Grandparents Raising Grandchildren
Extension Service Administration	Bailey, Sandra	W6414	153,827	USDA National Institute of Food and Agriculture	Preparing Montana Extension to Address Mental Health in Non-clinical Settings
Extension Service Administration	Brence, Larry	W4492	90,987	USDA National Institute of Food and Agriculture	Blackfeet Federally Recognized Tribes Extension Program
Extension Service Administration	Brence, Larry	W4497	84,992	USDA National Institute of Food and Agriculture	Fort Belknap Federally Recognized Tribes Extension Program
Extension Service Administration	Brence, Larry	W4387	93,290	USDA National Institute of Food and Agriculture	Flathead Federally Recognized Tribes Extension Program
Extension Service Administration	Brence, Larry	W4503	84,437	USDA National Institute of Food and Agriculture	Fort Peck Federally Recognized Tribes Extension Program
Extension Service Administration	Haynes, George	W5116	7,628	US Department Of Agriculture	Farm Bill Education and Outreach
Gianforte School of Computing	Izurieta, Clemente	W6602	35,992	National Science Foundation	Project title: REU Site: Research and Development of Algorithms in a Software Factory
Graduate School	Hoo, Karlene	W5077	113,421	National Science Foundation	AGEP-T: Pacific Northwest Collaborative Opportunities for Success in Mentoring of Students (PNW-COSMOS)
Graduate School	Hoo, Karlene	W5015	10,324	Purdue University	Sloan Indigenous Graduate Partnership

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Health & Human Development	Adams, Alexandra	W6172	41,599	National Institutes Of Health	NIH-approved Year 1 carryover for CAIRHE COBRE grant (4W5726, NIH award 5P20GM104417)
Health & Human Development	Ahmed, Selena	W6512	21,440	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
Health & Human Development	Bark, Katie	W5619	3	Northern Pulse Growers Association	Strengthening Pulse Power in the Montana Schools
Health & Human Development	Bark, Katie	W6341	108,028	Montana Office of Public Instruction	2016 -19 Montana Team Nutrition Training Grant
Health & Human Development	Bark, Katie	W6147	390	Montana Office of Public Instruction	School Nutrition Assistance Program
Health & Human Development	Bark, Katie	W5178	65,034	Montana Office of Public Instruction	2014-16 Team Nutrition Training Grant
Health & Human Development	Bird, Elizabeth Ann	W5699	0	National Institutes Of Health	Buffalo People Unite and Gather
Health & Human Development	Hancock, Elizabeth	W5745	19,650	Montana Department of Public Health And Human Services	Early Childhood Scholarships And Incentives
Health & Human Development	Hancock, Elizabeth	W5867	394,497	Montana Department of Public Health And Human Services	Preschool Dev Grant-Workforce Financial Assistance
Health & Human Development	Hancock, Elizabeth	W5868	90,469	Montana Department of Public Health And Human Services	Preschool Dev. Grant-Workforce Development
Health & Human Development	Hancock, Elizabeth	W5744	255,490	Montana Department of Public Health And Human Services	Early Care and Education Development
Health & Human Development	Held, Suzanne	W5937	566	University of Nevada Las Vegas	Improving chronic illness management with the Crow Nation: The Baa nnilah project

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Health & Human Development	Held, Suzanne	W6059	333,276	National Institutes Of Health	Improving chronic illness management with the Apsaalooke Nation: The Baa nnilah Project
Health & Human Development	Held, Suzanne	W6611	69,088	National Institutes Of Health	Improving Chronic Illness Management with the Apsaalooke Nation: The Baa nnilah Project
Health & Human Development	Hunts, Holly	W6588	7,884	USDA National Institute of Food and Agriculture	Research and Experiential Learning for Undergraduates in Agriculture, Food and Nutrition: From Lab to Table
Health & Human Development	Jensen, Caitlin	W6321	34,579	Montana Department of Public Health And Human Services	Early Childhood Scholarships and Incentives
Health & Human Development	Jensen, Caitlin	W6522	313,290	Montana Department of Public Health And Human Services	MT Preschool Development-Workforce Financial Assistance
Health & Human Development	Jensen, Caitlin	W6521	12,365	Montana Department of Public Health And Human Services	MT Preschool Development-Workforce Development
Health & Human Development	Jensen, Caitlin	W6320	519,418	Montana Department of Public Health And Human Services	Early Care and Education Development
Health & Human Development	Rink, Elizabeth	W6146	18,968	Fort Peck Community College	Mindfulness Based Stress Reduction Project
Health & Human Development	Rink, Elizabeth	W5730	73,615	National Institutes Of Health	Fort Peck Sexual Health Project
Health & Human Development	Rink, Elizabeth	W5718	182,554	National Science Foundation	Population Dynamics in Greenland
Health & Human Development	Roth, Aubree	W6027	16,085	Montana Office of Public Instruction	2016 Farm to School Conference Grant - Let's Get Growing
Health & Human Development	Shanks, Carmen	W6273	48,805	National Institutes Of Health	Enhancing Dietary Quality through a Community-Based Food Intervention for FDPIR Participants on the Flathead Reservation

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Health & Human Development	Shanks, Carmen	W5126	94	Cornell Center for Behavioral Economics in Child Nutrition	Improving Fruit and Vegetable Selection in High School Lunches through Student Involvement in Smarter Lunchroom Design
Health & Human Development	Simonds, Vanessa	W5729	55,315	National Institutes Of Health	Apsaalooke Health Literacy Project (Guardians of the Living Water)
INBRE	Bothner, Brian	W6619	337,568	National Institutes Of Health	MT INBRE: A Multidisciplinary Research Network
INBRE	Bothner, Brian	W5936	2,474,258	National Institutes Of Health	MT INBRE: A Multidisciplinary Research Network
INBRE	Harmsen, Allen	W5370	1	National Institutes Of Health	MT INBRE: A Multidisciplinary Research Network
Institute on Ecosystems	Stoy, Paul	W6274	261,526	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
Institute on Ecosystems	Whitlock, Cathy	W5356	62,936	National Science Foundation	Understanding Fire-Human Dynamics Along a Forest-Steppe Ecotone
Institute on Ecosystems	Whitlock, Cathy	W6527	209,715	National Science Foundation	WildFIRE PIRE: Feedbacks and Consequences of Altered Fire Regimes in the Face of Climate and Land-Use Change in Tasmania, New Zealand, and the Western US
Land Resources & Environ Sci	Brookshire, Elan	W6513	55,179	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
Land Resources & Environ Sci	Hartshorn, Anthony	W5086	62,810	National Science Foundation	UTRAC: Using Technology to Research After Class
Land Resources & Environ Sci	Hartshorn, Anthony	W5792	12,981	National Science Foundation	EAGER: Collaborative Research: Microbial Populations as Biosignatures for Evaluating Long Term Effects of Urbanization
Land Resources & Environ Sci	Littlefield, Jeffrey	W5429	5,000	Montana Noxious Weed Trust Fund	Biocontrol of Whitetop

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Land Resources & Environ Sci	Littlefield, Jeffrey	W4890	5,002	Montana Noxious Weed Trust Fund	Biological control of whitetop
Land Resources & Environ Sci	Littlefield, Jeffrey	W5433	4,777	Montana Noxious Weed Trust Fund	Biocontrol of Russian Knapweed
Land Resources & Environ Sci	Littlefield, Jeffrey	W6296	16,627	US Animal And Plant Health Inspection Service	Redistribution of Biological Control Agents for Russian Knapweed
Land Resources & Environ Sci	Littlefield, Jeffrey	W5428	7,758	Montana Noxious Weed Trust Fund	Biocontrol of Invasive Hawkweeds
Land Resources & Environ Sci	Littlefield, Jeffrey	W6051	16,779	Montana Noxious Weed Trust Fund	Release and monitoring of Russian knapweed biocontrol agents
Land Resources & Environ Sci	Littlefield, Jeffrey	W6243	7,069	US Animal And Plant Health Inspection Service	Rearing of Aceria drabae for the biological control of whitetop
Land Resources & Environ Sci	Littlefield, Jeffrey	W5571	2,585	US Animal And Plant Health Inspection Service	Redistribution and Monitoring of Biological Control Agents for Russian Knapweed
Land Resources & Environ Sci	Littlefield, Jeffrey	W5463	-5	US Animal And Plant Health Inspection Service	Rearing and Release of Aulacidea subterminalis for the Biological Control of Invasive Hawkweeds
Land Resources & Environ Sci	McDermott, Timothy	W5000	152,846	National Science Foundation	A Cellular Systems Analysis of Microbe-Arsenic Interactions
Land Resources & Environ Sci	Miller, Perry	W6510	9,526	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
Land Resources & Environ Sci	Stoy, Paul	W6515	48,701	National Science Foundation	RII Track-2 FEC/Sustainable socio-economic, ecological, and technological scenarios for achieving global climate stabilization through negative CO2 emission policies
Land Resources & Environ Sci	Weaver, David	W5526	29,366	Montana Wheat & Barley Committee	Improving Performance of Wheat Stem Sawfly Parasitoids
Land Resources & Environ Sci	Weaver, David	W5431	32,261	Montana Noxious Weed Trust Fund	Optimizing available toadflax biocontrol resources and evaluation of efficacy of candidate stem-galling weevils

Sponsored Grants with Native American Involvement FY 2017					25-MAY-2018
	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Land Resources & Environ Sci	Weaver, David	W5435	20,000	Montana Noxious Weed Trust Fund	Testing Candidate Agents for Biocontrol of Russian Olive: Ensuring Impact on Weed Population Growth
Land Resources & Environ Sci	Weaver, David	W6626	777	Montana Noxious Weed Trust Fund	Stemming the yellow tide: integrated toadflax management
Land Resources & Environ Sci	Weaver, David	W5218	16,456	Bureau Of Indian Affairs	Biological Control of Noxious Weeds
Land Resources & Environ Sci	Weaver, David	W6453	5,212	Bureau Of Indian Affairs	Research on Biocontrol of Toadflaxes and Russian Olive
Library	Hansen, Mary	W6550	5,610	National Network of Libraries of Medicine	Community Health Outreach: Improving Rural Montanans' Access to Quality Health Information
Library	Hansen, Mary	W4848	75,867	Institute Of Museum And Library Services	IMLS Laura Bush 21st Century Grant for the Tribal College Librarians Professional Institute at the Montana State University Library
MT Water Resource Center	Cross, Wyatt	W3491	-963	US Geological Survey	State Water Resources Research Institute Program Fiscal Year 2011 Request for Applications
Mathematical Sciences	Lin, Lillian	W5672	33,858	University of Nevada Las Vegas	Clinical Translational Research Infrastructure Network IDeA-CTR
Microbiology & Immunology	Adams, Alexandra	W5129	-500	National Institutes Of Health	Admin Core - Center for Health Equity in Rural Montana (CHERM)
Microbiology & Immunology	Harmsen, Allen	W5726	169,765	National Institutes Of Health	Admin Core - Center for Health Equity in Rural Montana (CHERM)
Microbiology & Immunology	Harmsen, Allen	W5311	68,534	Blackfeet Community College	NARCH Enhancing Native Health and Research Capacity at Blackfeet Community College
Microbiology & Immunology	Keil, Deborah	W6259	34,706	University of New Mexico	EPA Research Project 2
Microbiology & Immunology	Keil, Deborah	W6260	11,282	University of New Mexico	Comm Eng: Doyle-Drinking water-autoimmune disease and low dose chronic exposure to mixed metals

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Microbiology & Immunology	Keil, Deborah	W5709	17,388	University of New Mexico	Res Proj 2: Drinking water- autoimmune disease and low dose chronic exposure to mixed metals
Microbiology & Immunology	Keil, Deborah	W6261	15,043	University of New Mexico	EPA - Eggers; Administrative Core
Microbiology & Immunology	Keil, Deborah	W5815	22,961	University of New Mexico	Admin Core/Egger: Drinking water autoimmune disease
Microbiology & Immunology	Keil, Deborah	W6571	14,099	University of New Mexico	Emery Three Irons Min Supp Center for N A Env Health Equity Res
Microbiology & Immunology	Keil, Deborah	W5862	11,843	University of New Mexico	Comm Eng: Doyle-Drinking water-autoimmune disease and low dose chronic exposure to mixed metals
Microbiology & Immunology	Lindow, Janet	W6568	40,216	National Institutes Of Health	Pilot Feasibility of the Good Behavior Game Intervention in American Indian Youth in Montana
Microbiology & Immunology	Voyich, Jovanka	W6223	324,258	National Institutes Of Health	Pilot Program, Small Grants & Sabbatical Project
Microbiology & Immunology	Voyich, Jovanka	W6219	279,551	National Institutes Of Health	CEOC Core 001
Microbiology & Immunology	Voyich, Jovanka	W6220	155,031	National Institutes Of Health	CTRC: RDEBS Core 002
Microbiology & Immunology	Voyich, Jovanka	W6221	108,891	National Institutes Of Health	PDC Core 003
Microbiology & Immunology	Voyich, Jovanka	W6222	80,040	National Institutes Of Health	Track & Evaluation Core 004
Microbiology & Immunology	Voyich, Jovanka	W6224	5,991	National Institutes Of Health	Alt + Renov Project
Microbiology & Immunology	Voyich, Jovanka	W6218	562,529	National Institutes Of Health	CTRC: Admin Core 001
Microbiology & Immunology	Young, Sara	W5727	63,006	National Institutes Of Health	CHERC: Community Eng Core

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Modern Languages & Literature	Kevane, Bridget	W5554	-5	National Institutes Of Health	Promotora Program: Building Community Health Care from the Ground Up in the Montana Latino Community
Montana AHEC/Rural Health	Juliar, Kristin	W4966	32,031	Robert Wood Johnson Foundation	Montana Center to Advance Health through Nursing (MT CAHN) BSN Education Initiative
Montana AHEC/Rural Health	Juliar, Kristin	W5355	59,924	University of Colorado - Denver	Rocky Mountain Public Health Training Center Performing Site Subaward
Montana AHEC/Rural Health	Juliar, Kristin	W6393	26,351	Montana Healthcare Foundation	Montana Community Health Worker Stakeholder Project
Museum of the Rockies	Weikert, Angela	W5125	43,464	Institute Of Museum And Library Services	Transforming Field Trips for Montana's Schoolchildren
NASA EPSCOR	Des Jardins, Angela	W3683	27,168	National Aeronautics And Space Administration	Large-scale Content-based Image Retrieval System (CBIR) for Interactive Search through the Virtual Solar Observatory (VSO)
NSF EPSCOR	Whitlock, Cathy	W4747	119,867	University of Montana	INSTEP Yr 3: IoESubs
Nursing Departments	Benavides-Vaello, Sandra	W6622	1,500	Sigma Theta Tau Zeta Upsilon	Prayer and Yoga Pilot Study
Nursing Departments	Kinion, Elizabeth	W5728	108,082	National Institutes Of Health	Increasing Access to Oral Health Care: Evaluating the Outcomes of a Community Health Worker Program
Nursing Departments	Larsson, Laura	W6161	29,651	DentaQuest Foundation	Marketing Silver Fluoride for Reducing Dental Disease in American Indian Children
Nursing Departments	Shannon, Sarah	W5494	310,355	Health Resources and Services Administration	Caring for our Own - Nursing Workforce Diversity
Physics	Des Jardins, Angela	W3191	0	Goddard Space Flight Center	Montana Space Grant 2010-2014 ADMIN
Physics	Des Jardins, Angela	W5470	11,206	National Aeronautics And Space Administration	MSRS. MSGC 2015-2018
Physics	Des Jardins, Angela	W3198	0	Goddard Space Flight Center	Montana Space Grant 2010-2014 Off-MSU SubContracts
Physics	Des Jardins, Angela	W5469	42,682	National Aeronautics And Space Administration	ARES MSGC 2015-2018

Sponsored Grants with Native American Involvement FY 2017

25-MAY-2018

	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Physics	Des Jardins, Angela	W5466	17,164	National Aeronautics And Space Administration	SPOT MSGC 2015-2018
Physics	Des Jardins, Angela	W5465	156,890	National Aeronautics And Space Administration	Fellowships/Scholarships MSGC 2015-2018
Physics	Des Jardins, Angela	W5468	127,884	National Aeronautics And Space Administration	Apprentice MSGC 2015-2018
Physics	Des Jardins, Angela	W5225	98,390	National Aeronautics And Space Administration	Launching Culturally Relevant Montana Careers in STEM
Physics	Des Jardins, Angela	W5472	44,083	National Aeronautics And Space Administration	Subk non-MSU MSGC 2015-2018
Physics	Des Jardins, Angela	W5467	26,708	National Aeronautics And Space Administration	BOREALIS MSGC 2015-2018
Physics	Des Jardins, Angela	W5464	115,423	National Aeronautics And Space Administration	Montana Space Grant 2015-2018 ADMIN
Physics	Des Jardins, Angela	W5471	17,389	National Aeronautics And Space Administration	Student Projects/Teacher Travel MSGC 2015-2018
Provost (Academic Affairs)	Singel, David	W4544	205,290	US Department of Education	McNair Scholars Program
Psychology	John-Henderson, Neha	W6567	15,350	National Institutes Of Health	Biopsychosocial pathways to promote resilience and improve health
Psychology	Scott, Brandon	W6569	27,083	National Institutes Of Health	CBPR: Internalizing Problems in American Indian Youth
Psychology	Skewes, Monica	W5731	67,243	National Institutes Of Health	CHERM: The Fort Peck Substance Abuse and Resilience Project
Psychology	Smith, Jessi	W3681	45,710	National Institutes Of Health	Culturally connected communal goals: Latino and Native Americans in Biomedicine
Research	Schmidt, Leslie	W5876	54,304	Montana Department of Commerce	Small Business Development Center (SBDC)
Research	Whitlock, Cathy	W5093	1,694	National Science Foundation	WildFIRE PIRE: Feedbacks and Consequences of Altered Fire Regimes in the Face of Climate and Land-Use Change in Tasmania, New Zealand, and the Western US

Sponsored Grants with Native American Involvement FY 2017					25-MAY-2018
	Principal		FY 2017		
Organization	Investigator	Grant	Expenditures	Sponsor	Title
Sociology & Anthropology	Knight, Kelly	W6082	4,400	Montana Healthcare Foundation	Responding to Secondary Trauma Among Blackfeet Victim Service Providers
Sociology & Anthropology	Neeley, Michael	W6608	4,175	Kautz Environmental Consultants Inc	Great Basin Food and Land: Development of a Social Studies Curriculum for Lincoln County
Sociology & Anthropology	Neeley, Michael	W5751	45,861	Bureau Of Land Management	Project Archaeology Human Migration
Western Transportation Institute	Kack, David	W6460	47,020	US Federal Highway Administration	Small Urban, Rural and Tribal Center on Mobility (SURTCOM)
TOTAL			15,306,018		

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 1, 2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU Library: Tribal College Librarians Institute, and Engagement of Native Students Through Participatory Design
3. NARRATIVE COORDINATOR NAME: Mary Anne Hansen PHONE/EMAIL 406/994-3162, mhansen@montana.edu;
4. ACTIVITY NAME (name electronic file with this name):
MSULibrary_TribalCollegeLibrariansInstitute_GovernorsTribalRelationsReport_June2018
5. PROGRAM STAFF NAME: Mary Anne Hansen PHONE/EMAIL: 406/994-3162, mhansen@montana.edu
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

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 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 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. Loriene 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), specializing in Indigenous Knowledge Systems; 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? 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.
**latest TCLI Group photo is from TCLI 2017, submitted in last year's Tribal Relations Report; TCLI 2018 is scheduled for June 4 – 8, 2018 on the MSU Campus*

TCLI 2018 Program, scheduled for June 4 – 8, Montana State University

Monday, June 4: Strand Union Building Northwest Alumni Lounge, MSU Campus

8:00 am - Welcome breakfast and poster sessions

9:00 am - Opening Prayer; Welcome to TCLI and MSU!

9:15 – 10:30 - introductions + institutional updates + burning issues you'd like to discuss this week

10:30 – 11 - BREAK

11:00 – Noon - finish introductions + institutional updates

noon – 1:30 pm – Catered Lunch Program: First Nations Colleges Initiatives, Manisha Khetarpal and Nicole Palanuk (lunch 12—12:40; program 12:40 – 1:30)

1:30 – 2:30 – The Native Health Database: Health Information for & about Native Peoples: Patricia Bradley, MLS, AHIP, Native & Distance Services Librarian, University of New Mexico Health Sciences Library & Informatics Center

2:30 – 3:00 - BREAK

3:00 – 4:15 - *Tribal College Journal* as a Resource for Libraries: Digital Archives, etc., Rachael Marchbanks

4:15 – 4:45 - EBSCO Resources & Services: Greg Weyman

4:45 - 5:35 - Poster Presenters: 8 minutes each to highlight your poster!

Tuesday, June 5:

9:00 - announcements

9:05 – 10:05 - Teaching a Library Science 100 block class: A collaboration to implement for Lethbridge College's Blackfoot/Kainai students: Mary Weasel Fat, Red Crow College & Lilian Li, Lethbridge College

10:05 -10:30 - BREAK

10:30 – noon - Sitting Bull College Library and NODAPL experiences: Mark Holman

Noon – 1:30 - Catered lunch program: TCULA Business meeting: TCULA President, Joy Bridwell (lunch 12—12:40; program 12:40 – 1:30)

1:30 – 2 - BREAK

2 – 3:30 - Montana's Indian Education for All Progress: Mike Jetty, Montana Office for Public Instruction

3:30 – 4 - Group photo

4:00 – 5:30 – Institute of Museum & Library Services (IMLS) Update and Q & A: Sandy Toro

5:30 – 7:00 TCLI/MSU Friends of the Library annual joint book group discussion; meal provided for those who opted in on Registration Form: Crazy Horse: The Strange Man of the Oglalas by Mari Sandoz, co-facilitated by Valerie McBeth, Beth Kaeding and Alyssa Heller, MSU Library/FOL Book group, SUB Alumni Lounge

Wednesday, June 6:

9:00 - 10:30 - Retirement Planning: Carmen Cruz, The Bureau of Consumer Financial Protection

10:30 - 10:45 - *BREAK [15 minutes only]*

10:45 – 12:45 - Introduction to toxicology and environmental health: Laura Bartlett, Medical Librarian, National Library of Medicine

Thursday, June 7:

9:00 – 10:30 – The Coin-Operated Laundry Association involvement with library projects & Libraries Without Borders; Library of Congress Literacy Awards; IMLS grant updates: Dr. Lorie Roy, Professor, UT-Austin School of Information

10:30 – 11 - BREAK

11 – noon - Woksape Tipi Academic & Public Library, Oglala Lakota College: Information Literacy Seminars and the Build Your Own Library Summer Reading Program: Sharon Janis

Noon – 2 pm - Catered Lunch Program: Tribal Library Building Project, IMLS digitization project update & LBHC Oral history NEH project: Richard Gruber, Tim Bernardis, Jon Ille, & Jane Holds [lunch noon –12:40; program 12:40 – 2:00]

2:00 – 3:00 - All of Us Program: Michelle Spatz, NNLM/PNR Community Engagement Coordinator

3:00 -3:30 - BREAK

3:30 – 4:30- YALSA’s second [Future Ready with the Library](#) program: Hannah Buckland, Aaron LaFromboise, Anne Heidemann, and Erin Hollingsworth

4:30 – 5:15 ALA Emerging Leaders Program: Rhiannon Sorrell and J.L. Colbert

6:00 **EBSCO-Sponsored Burning Issues Dinner & Discussion** (*our heartfelt thanks to Greg Weyman & EBSCO*), Columbo’s Pizza (S. 10th & College Ave.) – continue working through issues & challenges identified during the week, including TCULA Business; action items that you’ll work on when you get back to your TCLs!

Friday, June 8:

9-9:15 – announcements

9:15 – 9:45am – Retirement Planning from a Retired Dine’ Tribal College Librarian: Lucinda Slivers

9:45 - 10:30 – Remaining Burning issues and/or TCULA wrap-up = Action Items/Takeaways?

11:00 - Turn in TCLI evaluations; Closing Blessing

TCLI 2018 Participants & Presenters*

*Laura Bartlett, National Library of Medicine (MD)
*Tim Bernardis, Little Big Horn College (MT)
Joe Bouchard, Keweenaw Bay Ojibwa Community College (MI)
*Patricia Bradley, UNM Health Sciences Library (NM)
*Joy Bridwell, Stone Child College (MT)
*Hannah Buckland, Leech Lake Tribal College (MN)
*J.L. (Jessica) Colbert, University of Utah (UT)
Samantha Courchane, Stone Child College (MT)
*Carmen Cruz, The Bureau of Consumer Financial Protection (D.C.)
Eva English, Aaniiih Nakoda College (MT)
Jessie Falcon, Blackfeet Community College (MT)
Michael Fast Buffalo Horse, Blackfeet Community College (MT)
*Richard Gruber, Friend of Tribal College Libraries (WY)
*Mary Guthmiller, Montana State University (MT)
Jen Hart, Red Lake Nation College (MN)
Karen Haught, College of the Muscogee Nation (OK)
*Anne Heidemann, Saginaw Chippewa Tribal College (MI)
Samanthi Hewakapuge, Dine' College, Shiprock Campus (NM)
*Erin Hollingsworth, Tuzzy Consortium (AK)
*Jane Holds, Little Big Horn College (MT)
*Mark Holman, Sitting Bull College (ND)
*Jon Ille, Little Big Horn College (MT)
*Sharon Janis, Oglala Lakota College (SD)
*Mike Jetty, MT Office of Public Instruction (MT)
*Manisha Khetarpal, Maskwacis Cultural College (Alberta, CA)
*Aaron LaFromboise, Blackfeet Community College (MT)
*Lilian Li, Lethbridge College (AB, CA)
Bambi Vogele Littlesun, Pawnee Nation College (OK)
*Rachael Marchbanks, Tribal College Journal (CO)
Valerie McBeth, Northwest Indian College (WA)
Fred Noel, Salish Kootenai College (MT)
Mary Norcross, Dine' College, Tsaile Campus (AZ)
Elizabeth Ortega, Tohono O'odham College (AZ)
*Nicole Palanuk, Yellowhead Tribal College (AB, CA)
Dr. Herman Peterson, Dine' College, Tsaile Campus (AZ)
Caryl Pfaff, Lac Courte Oreilles College (WI)
Sara Quimby, Institute of American Indian Arts (NM)
*Dr. Loriene Roy, UT Austin School of Information (TX)
Joseph Rutherford, Blackfeet Community College (MT)
Anita Scheetz, Fort Peck Community College (MT)
*Todd Scudiere, Government Printing Office (D.C.)
Jerusha Shipstead, Chief Dull Knife College (MT)
Wendy Sinclair, Regina Public Library (AB, CA)
*Lucinda (Cindy) Slivers, Dine' College, Tsaile Campus (retired)



*Rhiannon Sorrell, Dine' College, Tsaile Campus (AZ)
*Michele Spatz, National Network of Libraries of Medicine/Pacific Northwest Region (WA)
Marcella Stephenson, Pawnee Nation College (OK)
Sandy Tharp, Three Cedars Consulting/Oklahoma Department of Libraries (OK)
*Sandra Toro, Institute for Museum & Library Services (D.C.)
Susan Tyndall, Nebraska Indian Community College (NE)
*Mary Weasel Fat, Red Crow Community College (AB, CA)
Charlene Weis, United Tribes Technical College (ND)
*Greg Weyman, EBSCO – Exhibitor (D.C.)

TCLI Poster Presenters:

Manisha Khetarpal, Maskwacis Cultural College, “Mental Health & Trauma Programming”

Todd Scudiere, Government Publishing Office, “What’s new at GPO”

Rhiannon Sorrell, Dine' College, Shiprock Campus, (2 posters) – “Tribal Libraries, Museums, and Archives of United States: Directory and Interactive Map” and “Creating Outreach and Collaborative Spaces in the Library: STEM Research Lab at DC Library”

Dr. Lorie Roy & Aaron LaFromboise (Dr. Anthony Chow - PI, UNC): “Reading Nation: Libraries Serving Native American Children, Youth, and Families”

TCLI Coordinators:

Mary Anne Hansen, Professor/Research Services Librarian, Montana State University Library

Alyssa Heller, Montana State University Library/TCLI Research Fellow 2017-2018

Gary McCone, retired Director of Systems, National Agriculture Library
– unable to attend this year (with us in spirit!), but sincerest thanks to Gary for all of his contributions to TCLI 2018 from afar

TCLI Advisors:

Sandy Littletree, doctoral candidate, University of Washington iSchool

Dr. Lorie Roy, Professor, University of Texas at Austin School of Information



***Special thanks to the Institute of Museum & Library Services
for funding to support TCLI!***

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: June 1, 2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU Library, Native American Student Empowerment through Participatory Design
3. NARRATIVE COORDINATOR NAME: Scott Young PHONE/EMAIL 406/994-6429, scott.young6@montana.edu
4. ACTIVITY NAME: TribalRelations2018 Submission Form UXUP
5. PROGRAM STAFF NAME: Scott Young PHONE/EMAIL: 406/994-6429, scott.young6@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 2018
 - Started during FY 2018
 - Ongoing/Long-Term
 - Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

MSU Library worked in collaboration with Native American undergraduate students to co-designed a new outreach tool used to create a more welcoming and engaging library for Native American students at Montana State University. Related research shows that a more engaged student will experience greater success on campus. The Library is a key point of engagement and learning. In support of library engagement, this project produced a seven-part promotional poster series and social media campaign designed with and for Native American students. The series title is #MSULib101. The posters are currently deployed across campus, and have been integrated into orientation sessions for Native American students. Significance: creating a more welcoming library in order to engage and support Native American students. Major accomplishments: the co-creation of a new promotional tool to serve this population. Overall impact: new outreach and community building for our growing Native population. Please view the posters on our website: <http://www.lib.montana.edu/about/msulib101/>.

This project was supported with \$7,220 from the MSU Office of the Provost, awarded through the Native American Recruitment and Retention Grant program. Project duration was from August 2016 to August 2017. Additional partners included the MSU Office of American Indian/Alaska Native Student Success.

Note: Native American student participants on this project included representation from outside the state of Montana: Eastern Shoshone from Wind River and Standing Rock Sioux

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.
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.
11. Are there photographs to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

Photo File Name: msu_library_native_american_codesign_2017.jpg

Photo Caption (include the name of the event/persons, location, and date): Co-design group completing a design exercise, February 2017, Montana State University Library.

Photo Credit: Scott Young

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

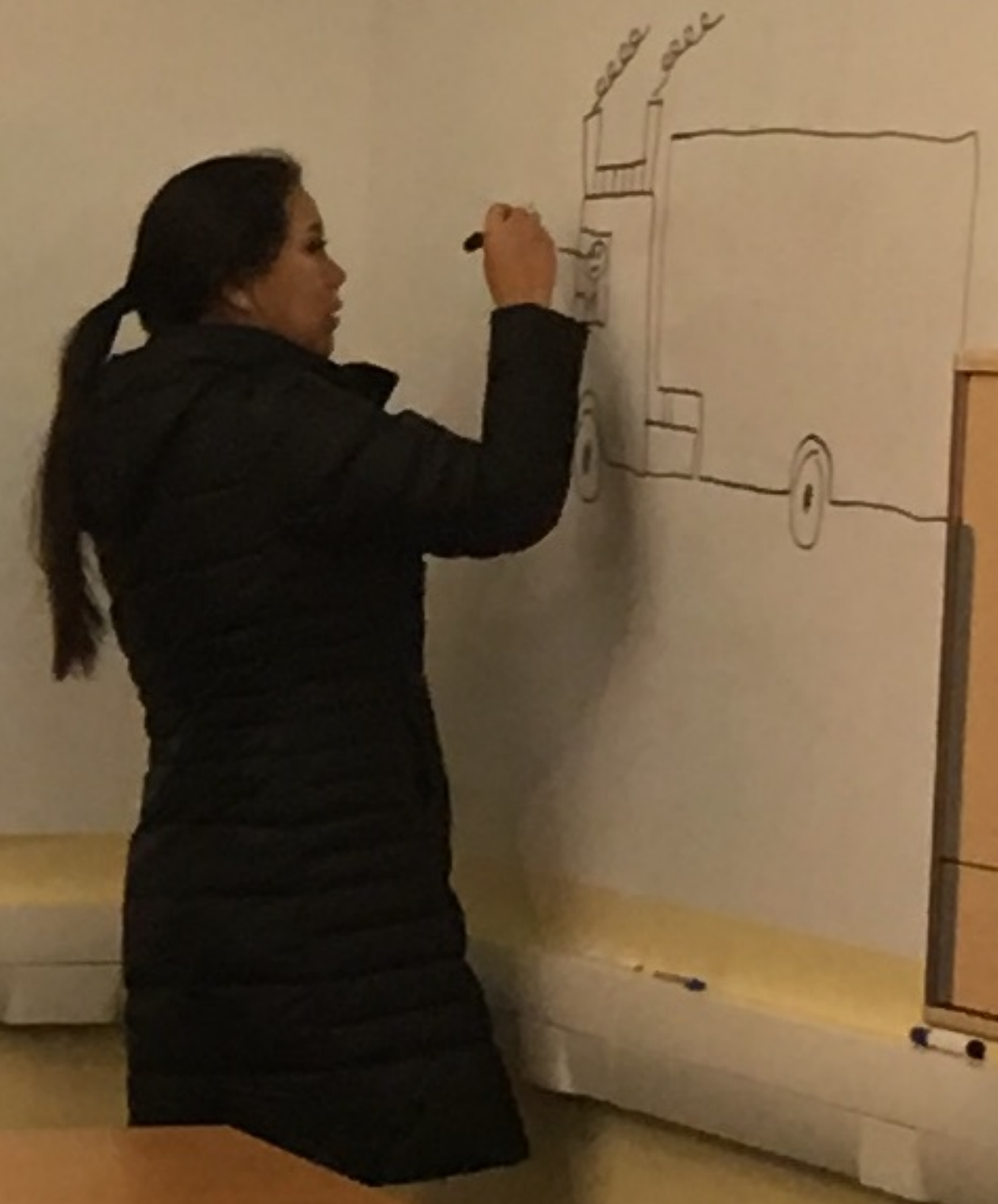
Draw a simple picture of a car.
Who or what is at the steering wheel or making up the demand for a dental service?
Who or what are the passengers? How many of these patients per hour?
Who or what is the chassis? e.g. a three-room office on the main street.
Who or what is the motor? e.g. the dentist.
Who or what is the fuel? e.g. supplying the demand for a dental service.
Who or what are the wheels? What makes it move? e.g. expertise, employees.
What is the street like? Is it bumpy or smooth? e.g. the country's situation, the economy.

4 x 413D
1/162



Handwritten diagram on the whiteboard, possibly a cloud or a simple face.

Handwritten text on the whiteboard, including the words "HEAD" and "BANK".



How?
1. Draw a simple picture of a car.
2. Who or what is at the steering wheel or making up the demand for a dental service?
3. Who or what are the passengers? How many patients per hour?
4. Who or what is the chassis? e.g. a three-room main street.
5. Who or what is the motor? e.g. the dentist.
6. Who or what is the fuel? e.g. supplying the demand for a dental service.
7. Who or what are the wheels? What makes it move? e.g. expertise, employees.
8. What is the street like? Is it bumpy or smooth? e.g. the country's situation, the economy.

2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2017 - JUNE 30, 2018)

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: June 6, 2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU EHHD
3. NARRATIVE COORDINATOR NAME: Carmen Byker Shanks
PHONE/EMAIL: 406-994-1952 cbykershanks@montana.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Promoting Dietary Quality at FDPIR through a Fruit and Vegetable Intervention
5. PROGRAM STAFF NAME: Carmen Byker Shanks, Selena Ahmed, Virgil Dupuis, Mike Pierre, MaryAnn Running Crane, Ian McRyhew, Marcy Mead, Ashley Gervais, Erin Smith, Debra Kraner
PHONE/EMAIL: 406-994-1952 cbykershanks@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 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 type="checkbox"/> Started before FY 2018	<input type="checkbox"/> Started during FY 2018
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

Salish Kootenai College and Montana State University have been collaborating for the past five years to examine access to healthy food in food environments of the Flathead Reservation and resulting dietary quality and health outcomes. The present fruit and vegetable intervention builds on the team's food environment and diet assessments coupled with a series of community needs assessments with their Community Advisory Board of members of the Flathead Reservation who are interested in supporting healthy diets. Eat Fresh and Local at Commodities is a **fresh fruit and vegetable (FV) intervention at the Commodities (Food Distribution Program for Indian Reservations; FDPIR) Center in Mission (St. Ignatius) on the Flathead Reservation of the Confederated Salish and Kootenai Tribes.** The team received funding for the fresh FV intervention from Montana INBRE and CAIHRE (two NIH programs) to modify the food environment of the Commodities Center with increased availability of fresh produce grown locally by producers part of the Western Montana Growers Coop. During the four-month intervention, the team examined the effects of increased availability to fresh fruits and vegetables on food choice, dietary quality, and health outcomes of 40 FDPIR participants from

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2017 - JUNE 30, 2018)**

separate households during four time points (pre-intervention, during the intervention, and post intervention). The health outcomes measured include A1C, blood pressure, weight, and perceptions of overall wellbeing.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

Key goals of the intervention are to identify barriers to consuming fresh fruits and vegetables once the barrier of access is removed among participants and to determine the linkages between increased fresh fruit and vegetable consumption and health among Commodity participants. Another long-term goal of this community-based study is to improve access to affordable and high-quality fruits and vegetables through the Commodities Center towards supporting community health on the Flathead Reservation and influence policy nationwide.

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.

This is the first study to our knowledge that examined the linkages between the nutritional quality of the food environment of the Federal Distribution Program on Indian Reservations (FDPIR) to dietary quality and health outcomes. Little research has been done on the interaction of the food environment with dietary quality and health outcomes. This study will develop strategies to contribute to this knowledge gap among Commodity participants that are particularly vulnerable to nutrition-related chronic disease. In addition, this study provides evidence on the contribution of nutrition education on dietary choices in the consumer food environment. In addition, the nutrition education serves as a tool for community development. Findings inform efforts to enhance dietary quality of tribal members on the Flathead Indian Reservation and nationally by highlighting the potential contribution of increased availability of fresh fruits and vegetables and nutrition education to dietary quality at a large food assistance program. It is expected that findings can be applied to design fresh produce interventions in other communities.

11. Are there photographs to support the narrative? () Yes No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

None at this time

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 5/30/18
2. STATE AGENCY/DIVISION/PROGRAM: MSU College of Education, Health & Human Development
3. NARRATIVE COORDINATOR NAME: Elizabeth Bird PHONE/EMAIL
406-994-2520; ebird@montana.edu

ACTIVITY NAME: *Fort Peck Buffalo Project: Collaborative Research and Strategic Planning for Fort Peck Inter-Tribal Buffalo Treaty Implementation*

4. PROGRAM STAFF NAME: Brianna Routh PHONE/EMAIL:
5. 406-994-5696; Brianna.routh@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 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

8. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, 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.

Collaborations with Christine Lux and Michael Everts are submitted by each of them respectively. A further collaboration involves HHD faculty member Brianna Routh and Fort Peck Community College faculty member Roxann Smith. This collaboration entails an as-yet unfunded initiative (grant proposal submitted by FPCC to USDA remains pending) to collaboratively engage Fort Peck Assiniboine and Sioux tribal organizations in inquiry and strategic planning to advance the Tribes’ commitments to the Inter-Tribal Buffalo Treaty. The Treaty addresses an array of

objectives from improved health, community economics, and conservation practices, to sustained culture, community education, and knowledge development through research. As a result, we anticipate that Tribal programs will enhance community capitals and build a stronger infrastructure of support for the Tribes' management of their buffalo herds.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

None.

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.

None yet available regarding the Treaty project. 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 Buffalo Connections Coordinator position which provides coordination and support for the grassroots, volunteer Pté Group.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: May 21, 2018
1. STATE AGENCY/DIVISION/PROGRAM: MSU, The Center for Bilingual and Multicultural Education

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

2.

3. ACTIVITY NAME *(use acronym or key words for the electronic file name)*: Office of English Language Acquisition (OELA) MontTELLs (Montana Teachers of English Language Learners)

4. PROGRAM STAFF NAME: PI, 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 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

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 MontTELLs grant project is providing 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 have randomly been assigned to one of two programs and all participants in that school are receiving the intervention randomly selected for that school. We hope to be able to provide causal evidence regarding the efficacy of the interventions. One intervention consists of an intensive five-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 Certificate spread over two summers with mentoring sandwiched in between during the academic year. Over the five years of the grant, we will recruit participants from the secondary schools of our consortium member school districts to participate in one of three cohorts. We recruited for Cohort 1 last year and are currently recruiting for Cohort 2. The first cohort consisted of 20 participants and Cohort 2 will consist of 30-40 participants of which about half will come from schools randomly selected for one of the two intervention groups. We are working with schools in our original Consortium Partnerships as well as with school districts across Montana. Most schools we have recruited from are on or near the reservations which have a large number of American Indian students and/or other LEPs, except for the Bozeman School District, the Billings School District and Missoula School District.

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

8. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities. NA
9. If available, provide noteworthy data regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
10. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?
No

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 5/22/18
2. STATE AGENCY/DIVISION/PROGRAM: MSU
3. NARRATIVE COORDINATOR NAME: _____ PHONE/EMAIL _____
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Messengers for Health Báa nnilah program
5. PROGRAM STAFF NAME: Suzanne Held PHONE/EMAIL: 406-994-6321; Suzanne@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 2018
 - Started during FY 2018
 - Ongoing/Long-Term
 - Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The Messengers for Health Báa 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 20-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 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. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

none

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.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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. I don’t know how this is used.

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 06/6/2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU
3. NARRATIVE COORDINATOR NAME: Gilbert Kalonde
4. PHONE/EMAIL (406) 994-5775 kalonde@montana.edu
5. ACTIVITY NAME (*use acronym or key words for the electronic file name*): MSU Native American Noyse Grant
6. PROGRAM STAFF NAME: Gilbert Kalonde
7. PHONE/EMAIL: (406) 994-5775 kalonde@montana.edu

8. 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 checked="" type="checkbox"/> Confederated Salish & Kootenai | <input checked="" type="checkbox"/> Northern Cheyenne |
| <input checked="" type="checkbox"/> Crow | |

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The purposes of this activity are:

1. Increase the number of students from under-represented (Native Americans) groups seeking a secondary teaching credential in technology/pre engineering, math, science education and STEM discipline/s.
2. Increase the transfer rate of students from Native American community colleges, and in particular e.g., Blackfeet Community College, Fort Peck, Chief Dull Knife, Little Big Horn College to MSU to seek a secondary teaching credential in technology, math, science education, and other STEM disciplines. For example, since 2010, the average number of transfers from BCC into a secondary teacher education program at MSU has been 1 student per year. That rate of transfer and growth cannot sustain academic growth in that community.
3. Develop the Noyce Scholars’ conceptual knowledge so they understand their chosen STEM domain well enough to teach it in the communities’ Native American schools.
4. Build on strengths and use of resources provided by the uniqueness of the Native American communities.

The state program contributing to the program is **MSU EHHD CBPR Seed Grant**

11. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

There's no new rule or policy that affect state-tribal relationships with this activity.

12. 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.

Ongoing. No data available at the moment.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Not at the moment. My program is still going on. I will be visiting the Blackfeet this summer. Last year I couldn't use them because the previous President wanted partnership in the grant at the last minute of the proposal submission. It affected my decisions and our way forward.

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 5/29/18
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University
3. NARRATIVE COORDINATOR NAME: Christine Lux PHONE/EMAIL: 994-5005

4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*:
5. PROGRAM STAFF NAME: Elizabeth Bird PHONE/EMAIL: 994-2520

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 2018
 - Started during FY 2018
 - Ongoing/Long-Term
 - Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

Since 2015, Elizabeth Bird has been involved with leaders among the Fort Peck Assiniboine and Sioux Tribes as a member of the Pté Group, whose mission is to advocate for the buffalo people by developing, enhancing, and perpetuating the human-buffalo connection. When the buffalo were reintroduced to the reservation, family and educational opportunities were provided to help connect tribal members to the importance of the buffalo. After a successful teacher summit in 2016, Head Start teacher professional development was added to the Pté Group agenda in 2017.

Christine Lux was invited to be part of the Fort Peck Head Start project by creating curriculum around the stories and culture of the buffalo. The Montana Community Foundation provided \$11,000 to help with this effort, which includes travel, materials, and teacher support. At the time of this report, four curriculum units have been planned and will be piloted in four Head Start classrooms in Fall 2018, with plans to expand to all fourteen Head Start classrooms.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

There is no new rule, policy or law related to Native American early childhood curriculum development. However, there is strong focus across the state to incorporate and share Native American cultural perspectives among a variety of stakeholders. At Salish Kootenai College this summer, the Indigenous Games and Native Language Summit is taking place. To continue to build momentum for this, and other similar projects across the state, a focus of the fall Montana Early Childhood Higher Education Consortium (Christine Lux is the chair) will be Indian Education for All in Early Childhood. An anticipated outcome of this work is to continue to build early childhood teacher resources focused to Native American culture.

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 currently being collected. As the curriculum is piloted, anecdotal descriptions of implementation and impact will be included as an integral part of the project.

11. Are there photographs to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?
None at this time.

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 5/17/18
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University-Bozeman
3. NARRATIVE COORDINATOR NAME: Mary Miles PHONE/EMAIL 994-6678, mmiles@monta.edu

4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*: AIAN CTRP Research Development Grant
5. PROGRAM STAFF NAME: Mary Miles PHONE/EMAIL: 994-6678, mmiles@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 2018
 - Started during FY 2018
 - Ongoing/Long-Term
 - Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The **overall goal** of this research project is to develop effective technological tools that are culturally appropriate and aimed at specific challenges in diabetes management identified by the Confederated Salish and Kootenai Tribes (CSKT) health care providers (HCP) and community. Diabetes is a chronic disease with disproportionately high incidence and severity in the AI/AN community. Poor diabetes management leads to disability, kidney failure, blindness, amputations, cardiovascular disease, and tremendous personal and financial burdens. Diabetes management is challenging for patients because it is difficult to understand how foods influence blood glucose under changing circumstances relating to food combinations, stress, physical activity, illness, medication use, and other factors. At the same time, health care providers of the Flathead Diabetes Program report that helping individuals manage diabetes effectively is challenging for them because it is difficult for patients to collect and report information about diet and other factors influencing blood glucose.

Our project is funded by the American Indian/Alaska Native Clinical and Translation Research Program (AIAN CTRP) research grant to Montana State University from the National Institutes

of Health (NIH) and formally began in October of 2017 and will continue until July 31, 2018. Funding has been requested to continue this work through July 31, 2019, and that application is pending. This is a research partnership between researchers at Montana State University and health care providers at Confederated Salish and Kootenai Tribes Tribal Health, Flathead Diabetes Program. The research takes place primarily on the Flathead Reservation. Current funding is for \$55,000. The Montana State University research team consists of Mary Miles, PhD, Melinda Smith, graduate student and CSKT community member, and Michael Fox, MS, RD, LN.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

NA

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.

NA

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Principal), Wittie, M. (Co-Principal), Fischer, R. M. (Co-Principal), "Strategies: Improving the Pipeline for Native American Students Entering CS Via Storytelling," Sponsored by National Science Foundation (NSF), Federal. (August 1, 2017 - July 31, 2020).

By developing classroom tools that could be shared throughout Montana, the project aims to increase the number of students who pursue computer science degrees, as well as to help teachers meet state education requirements. Montana's Indian Education for All Act, which the Montana legislature passed in 1999 to reinforce educational goals stated in Montana's 1972 Constitution, requires that "every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner." According to Fasy's research team, many Montana teachers find it challenging to develop their own curricula for meeting those requirements. On top of that, teachers are trying to respond to the increasing importance of computer programming in the modern classroom and workplace.

- Johnson, C. M. (Co-Principal), Hoo, K. (Principal), Komlos, B. Z. (Co-Principal), Myers, C. (Co-Principal), Windchief, S. (Co-Principal), "AGEP-T: Pacific Northwest Collaborative Opportunities for Success in Mentoring of Students (PNW-COSMOS)," Sponsored by National Science Foundation (NSF), Federal. (October 1, 2014 - March 31, 2019).

The Pacific Northwest Circle of Success: Mentoring Opportunities in STEM (PNW-COSMOS) is an Alliance funded in 2014 by a grant from the National Science Foundation's Alliance for Graduate Education and the Professoriate – Transformation (AGEP-T) program. The common goal for this Alliance is to increase the number of American Indian/Alaska Native students who complete science, technology, engineering and mathematics (STEM) graduate programs. There are four alliance institutions, Washington State University, University of Idaho, University of Montana, and Montana State University; and four partnering institutions, Heritage University, Montana Tech, Northwest Indian College, and Salish Kootenai College. Together, they will create, apply and study a model of culturally compatible recruitment and mentoring for American Indians/Alaska Natives to support their unique needs.

- Subcontract to MSU (SC)
- Hoo, K. (Principal), Windchief, S. (Co-Principal), "Sloan Indigenous Graduate Partnership: An Integrated National Program to Support Indigenous Graduate Students in STEM Disciplines," Sponsored by Purdue University (PURUNI), University. (July 1, 2017 - June 30, 2020).

The SIGP program allows eligible American Indian/Alaska Native masters and doctoral candidates at the University of Alaska, Anchorage and Fairbanks, The University of Arizona, The University of Montana-Missoula, Montana Tech of The University of Montana-Butte, Montana State University, and Purdue University to apply for scholarships designed to facilitate graduate study in mathematics, natural sciences, and engineering through approved faculty and departments.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.
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.
11. Are there photographs to support the narrative? () Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE:
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: PHONE/EMAIL
4. ACTIVITY NAME **Indian Leadership Education and Development (I LEAD)**
PROGRAM STAFF NAME: Dr. William Ruff PHONE/EMAIL: wruff@montana.edu
(406) 994-4182
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 2018	<input type="checkbox"/> Started during FY 2018
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018
7. The Indian Leadership Education and Development (I LEAD) project is a partnership between the College of Education, Health and Human Development and Little Big Horn College. It is funded by a grant from the U.S. Department of Education, Office of Indian Education with the primary objective to recruit, educate, certify, install and induct 25 American Indian educators into school leadership positions with the knowledge, skills and abilities to facilitate student achievement within public schools that have a high concentration of American Indian students. This project combines standards-based instruction, public school improvement, and traditional cultural models of leadership; integrating the knowledge of university scholars, tribal elders and experiences of American Indian school leaders; while establishing networks of support that serve participants from program admission to mastery of their role as an educational administrator.
8. No new rules, policy or law related to the I LEAD program that impact state-tribal relations, Indian people and tribal communities.
9. This project continues the work of three highly successful Indian Education Professional Development grants that trained and certified over 100 school administrators of which over 90% have been placed and inducted into school and school system leadership positions throughout the Montana, the Northern Plains states, Alaska, and across the United States. This year the project has graduated two participants with Master’s degree and both are serving as school principals on or near Indian reservation communities (Fort Peck and Rocky Boy). An additional 16 students will be graduated with their Masters or Educational Specialists degrees in December with the remaining participants graduating next May.
10. Are there photographs to support the narrative? Yes No

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: May 29, 2018

2. STATE AGENCY/DIVISION/PROGRAM:

NARRATIVE COORDINATOR NAME: Vanessa Simonds,

PHONE/EMAIL. 994-7396/vanessa.simonds@montana.edu

3. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Guardians of the Living Water

4. PROGRAM STAFF NAME:

PHONE/EMAIL:

Velma Pickett (Little BigHorn College) 406-638-3159/pickettv@lbhc.edu

5. Select Tribe(s) Involved:

All

Fort Belknap

Blackfeet

Fort Peck

Chippewa Cree

Little Shell

Confederated Salish & Kootenai

Northern Cheyenne

Crow

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

Started before FY 2018

Started during FY 2018

Ongoing/Long-Term

Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The purpose of our program, Guardians of Living Water, is to increase environmental health literacy of Crow community members through a child as agent of change approach.

Major Activities: We continued to hold monthly meetings with steering committee including: Little Big Horn College (LBHC), Crow Environmental Steering Committee, Crow Agency Public School and MSU partners. We have weekly staff meetings with project partners here at MSU and a LBHC. We implemented a summer camp in June 2017, an afterschool program in Fall17/Spring18, and are preparing for a summer camp in July 2018. *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 2017 (Crow Agency Public School)

Last July 2017 we implemented a summer camp focusing on building critical literacy skills in Crow children. Crow children collected water samples tested them for e.coli and presented findings to their families. 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.

2. Afterschool Program Fall 2017/Spring 2018 (Crow Agency Public School)

We continued with a fall and spring afterschool program and two community dinners. We developed a co-researcher curriculum for youth focused on researching water quality on the Crow reservation.

8. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

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.

Summer camp 2017: 18 youth

Afterschool Program: 12 youth

Jobs: 1 Project Coordinator ½ time

Highschool/Tribal College Camp Facilitators: 6

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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?

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: May 26, 2018
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University (MSU)
3. NARRATIVE COORDINATOR NAME: Christine Stanton PHONE/EMAIL: (406)994-1890

4. ACTIVITY NAME: Digital Storywork Partnership (DSP)
5. PROGRAM STAFF NAME: Christine Stanton (MSU Department of Education); Lucia Ricciardelli (MSU School of Film & Photography); Jioanna Carjuzaa (MSU Department of Education/Center for Bilingual and Multicultural Education)
PHONE/EMAIL: christine.rogers1@montana.edu; luciaricciardelli@gmail.com; carjuzaa@montana.edu

6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input checked="" 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 type="checkbox"/> Started before FY 2018	<input type="checkbox"/> Started during FY 2018
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

MSU’s *Digital Storywork Partnership* (DSP), which was founded in 2012, supports the development, production, and dissemination of digital content and oral histories by integrating community-based participatory research (CBPR) with Indigenous Research Methodologies (IRMs). The DSP seeks to advance historical and cultural understanding, promote tribal and educational sovereignty, and elevate Indigenous philosophies within research, teaching, and outreach. Partners include Indigenous high school youth and educators; community nonprofits; MSU and tribal college students, faculty, and alumni; and elders, language teachers, and tribal leaders from multiple Indigenous nations. To frame DSP activities, we apply 6 Rs (respect, responsibility, relevance, reciprocity, relationality, and representation) identified as central to Indigenous research and education (Kirkness & Barnhardt, 2001; Kovach, 2009; Wilson, 2008). Indigenous partners make all major decisions regarding research questions, participants, data sources, methods of analysis, filmmaking practices, editing, and dissemination. This focus on community control supports protection of culturally sensitive content, such as preservation of endangered languages and ceremonies.

Our team offers workshops to introduce community members to technical research and filmmaking skills and to facilitate community-led learning about cultural protocol and IRMs. Five phases guide DSP activities: 1) engaging in decision-making related to technical, artistic, and cultural aspects of filmmaking, 2) filming interviews and other footage for audiovisual projects, 3) editing footage to align with technical, artistic, and cultural goals, 4) sharing finished products with others as deemed appropriate by tribal leadership and participants, and 5) revisiting and modifying the project model to better serve Indigenous communities. DSP projects have included youth-led research on responsible (i.e. ceremonial) tobacco use in Pryor, audiovisual recordings of Little Shell elders speaking an endangered dialect, and Blackfeet-led research focusing on commemoration of the Bear River Massacre (also known as the Baker or Marias River Massacre). The DSP has led to multiple community-produced films, journal articles, book chapters, grant awards, and national/international presentations and film screenings. A book that includes a chapter about the DSP recently received the prestigious *Canadian Oral History Association* (COHA) prize for outstanding oral history research and practice. Funding and other support for the DSP has been provided by MSU (the Office of the Vice President for Research and Economic Development; the College of Education, Health, and Human Development; the Office of Outreach and Engagement; and the Center for Bilingual and Multicultural Education), Humanities Montana, Blackfeet Community College, the Little Shell Nation, Montana's Office of Business and Tourism (through *Montana Indian Language Preservation* program), Plenty Coups High School, the Pryor 21st Century Learning Center, and the U.S. Department of Education.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

N/A

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.

The DSP has directly served 50+ Indigenous people, including high school youth, educators, elders, tribal college students, tribal leaders, and other community members. Discussion of the DSP model has informed education and educational research at local, state, national, and international levels. Our main Blackfeet partner, who co-founded the DSP in 2012, defended his dissertation, which uses DSP methodology, in May 2018. Resulting products have affected educational practices in K-12 schools (at Buffalo Hide Academy in Browning, Plenty Coups High School in Pryor, schools serving Little Shell youth, and others), tribal college (Blackfeet Community College), and university (MSU and University of Montana) settings. DSP workshops have provided professional development for teachers, opportunities to record oral histories and language, and technical skill-building for participants. Several participants have used the skills learned through the DSP to advance in their careers or in college. Community partners also participate as co-authors and co-presenters on publications and presentations. Currently, our team has 1 peer-reviewed article under review and 2 chapters under review. Two DSP papers (co-authored by a Blackfeet partner) have been accepted for 2018 conventions of the *International Symposium for Innovation in Rural Education* and the *College and University Faculty Assembly of the National Council for Social Studies*. The DSP has received over \$50,000 in funding from various sources to support equipment purchases, stipends for technical and cultural consultants and elders, group meals, and travel for team members, elders, and participants.

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: June 1, 2018
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, Bozeman
3. NARRATIVE COORDINATOR NAME: Yoshi Colclough
PHONE/EMAIL: 406-994-6048/yoshikoc@montana.edu

4. ACTIVITY NAME: Blackfeet Community Hospice Project
5. PROGRAM STAFF NAME: Gary M Brown
PHONE/EMAIL: 406-338-7257/garymbrown123@3rivers.net

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 2018	<input type="checkbox"/> Started during FY 2018
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

The purpose of the state-tribal collaboration is to have better end-of-life experiences among Blackfeet people. There is a hospice disparity among American Indians/Alaskan Natives in nationwide, and our assessment study (2009-11) identified the need for hospice care in the Blackfeet Nation. The second assessment study (2017) that Montana State University, College of Nursing Block grant supported found willingness of the community people to talk about death and dying and learn about hospice care and services. Montana Health Care Foundation Small Grant (2018) is supporting partnership establishments among tribal agencies and a public workshop about hospice care and services.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

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.

A recent survey (n=92 out of 102 Blackfeet people) showed that 94% of them think dying is a normal part of life and 81% feel comfortable talking about death. Interviews of 10 elders supported a discussion about EOL care among families.

11. Are there photographs to support the narrative? () Yes (X) No Only 96 dpi and it was a 2014 advisory committee meeting picture (8 community members)
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

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

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: 6/5/2018
2. STATE AGENCY/DIVISION/PROGRAM: MSU College of Nursing
3. NARRATIVE COORDINATOR NAME: Brian King PHONE/EMAIL: brian.king2@montana.edu
4. ACTIVITY NAME: Tribal Academic Support at the College of Nursing
5. PROGRAM NAME: Caring for our Own Program (CO-OP)

6. Select Tribe(s) Involved:

- | | |
|--|---|
| <input checked="" 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 checked="" 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 2018 | <input type="checkbox"/> Started during FY 2018 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term (19 years) | <input type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

Caring for our Own Program: The Caring for Our Own Program (CO-OP) provides academic support to American Indian and Alaska Native (AI/AN) students and after 19 years the program continues to benefit from federal grant support from Indian Health Service (IHS) and the Health Resources and Services Administration (HRSA). These two grants brought in \$400,000 in federal grant funding to MSU College of Nursing to support AI/AN students pursuing a nursing degree.

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 practice, management, and leadership to serve Indian Country and the nursing workforce in general.

CO-OP served 34 Native American students during the past year with students representing the majority of all Montana Tribes. All 34 students received the following services:

- The program provides a part-time academic advisor who is trained in delivering culturally competent advice, support and mentoring.
- All pre-nursing students are placed in a pseudo-family based culturally designed mentoring model to provide a culturally appropriate network of support based on mentoring research around AI mentoring models.

- All students are connected to an advisor and provide regularly written check-in forms which can be followed up with 1 on 1 meetings with staff to problem solve and navigate academic rigor.
- The program arranges tutoring and study groups on an as-needed basis for all students.
- All senior students are provided with financial support to take a review course in preparation for the professional licensing exam
- Direct financial support was provided to 10 IHS student in the form of a monthly cost of living stipend, tuition, books and clinical supplies. In return, all students agree to a minimum 2-year payback obligation at an eligible Indian Health Service facility.
- Direct financial support was provided for 8 HRSA scholars in the form of a monthly cost of living stipends.
- Five CO-OP students graduated this past year with BSN degrees.
- In the fall semester of 2017 enrollment figures showed that 6.1% of the College of Nursing undergraduate students were Native American approaching parity with census data (6.6%) for the number of AI's in the state of Montana. <http://www.montana.edu/opa/nativeamerican/nativeenrollment.html>.
<https://www.census.gov/quickfacts/fact/table/MT/RHI325216#viewtop>

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

- The College of Nursing changed its policy this year and set aside 3 additional dedicated nursing seats for AI/AN students, bringing the total to 13 in regards to the number of seats set aside for AI/AN students. The seats were awarded to the ABSN program which will increase the number of yearly AI/AN nursing graduates produced each year to serve AI/AN communities.

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.

- As of May 2018 CO-OP has graduated 95 BSN prepared AI/AN nurses. Approximately 90% of those graduates are serving AI/AN communities.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.



Photo #1 File Name: COOP Honoring Ceremony May 2018

Photo Caption: CO-OP Graduates in Pendleton blankets at the conclusion of the CO-OP Graduation Honoring Ceremony at the Procrastinator Theatre, Student Union Building, Montana State University, Bozeman, MT. May 4, 2018.

Left to Right: Laken Eylander, Nicole Wilson, Samantha Racine, Rachel Gibbons

Photo Credit: CO-OP Hannah Royball





Photo #2 File Name: Stole on Samantha R May 2018 3

Photo Caption: CO-OP graduate Samantha Racine receiving BSN diploma and a handshake from the College of Nursing Dean Shannon at the MSU Graduation May 5, 2018, at the Brick Breeden Fieldhouse, Montana State University, Bozeman, MT.

Photo of: Samantha Racine, CO-OP Graduate Class of Spring 2018.

Photo Credit: Photo grab of MSU live stream of commencement ceremony May 5, 2018

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

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: June 4, 2018
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: PHONE/EMAIL
4. ACTIVITY NAME Cultural Immersion Service Learning
5. PROGRAM STAFF NAME: Julie Alexander-Ruff PHONE/EMAIL: 406 994-5795
julie.ruff@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 2018
 - Ongoing/Long-Term
 - Started during FY 2018
 - Completed/finalized during FY 2018

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

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

Cultural Immersion Service Learning program is a partnership between the College of Nursing and the Health Promotion and Disease Prevention Program, Fort Peck Tribes in which BSN students enrolled in the NURS 348, Nursing Care of Children and Families, at the Bozeman Campus travel to Ft. Peck for a one week clinical experience providing healthcare and healthcare education to K-12 students at Brockton, Poplar, Wolf Point and Frazer schools during the day and talk with Elders from the community about the communities’ customs and beliefs in the evenings.

9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities.

This program supports the state’s Indian Education For All policy objectives facilitating cultural awareness of Assiniboine and Fort Peck Sioux Tribes

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.

The program provided wellness checks and healthcare education to approximately 450 children in 2017-18 school year.

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

Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

Photo File Name: Learning Culture through arrow making

Photo Caption: Kenny Smoker, Director of the HPDP program, discusses the culture of the Fort Peck tribes to a group of MSU Nursing students, Poplar, MT, Nov 2017

Photo Credit: Unknown

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

Purpose: The State-Tribal Relations Report 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.

1. SUBMISSION DATE: June 6, 2018
2. STATE AGENCY/DIVISION/PROGRAM: Honors College
3. NARRATIVE COORDINATOR NAME: Dean Ilse-Mari Lee PHONE/EMAIL (406) 994-4110

4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*:
5. PROGRAM STAFF NAME: Udall Scholarship PHONE/EMAIL: (520) 901-8565

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 2018 | <input checked="" type="checkbox"/> Started during FY 2018 |
| <input type="checkbox"/> Ongoing/Long-Term | <input checked="" type="checkbox"/> Completed/finalized during FY 2018 |

In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.

8. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc. *We encouraged and assisted Kyle Alderman, a member of the Northern Cheyenne tribe, to apply for the prestigious Udall Scholarship in the Tribal Public Policy Category. Kyle was one of 10 students selected nationwide in this category. He is majoring in Electrical Engineering and intends to develop renewable energy projects for his community. <http://www.montana.edu/news/17676/msu-student-who-wins-prestigious-udall-scholarship-wants-to-help-his-northern-cheyenne-community>*
9. In 1-2 paragraphs, describe any new rule, policy or law related to your program that impact state-tribal relations, Indian people and tribal communities. N/A
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. N/A
11. Are there photographs to support the narrative? Yes No
Please submit photographs in JPEG format, in high resolution (300 DPI). Please provide below the file name, caption and credit for each photograph.

Photo File Name: asg-20180416-udall-scholar-kyle-alderman-013

Photo Caption (include the name of the event/persons, location, and date): Kyle Alderman, 2018
Udall Scholar

Photo Credit: Adrian Sanchez-Gonzalez

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? None

