

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

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

1. SUBMISSION DATE: 6/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/UM College of Business
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): American Indian Business Leaders_UM
5. PROGRAM STAFF NAME: Larry Gianchetta PHONE/EMAIL: 406-243-6196
larry.gianchetta@umontana.edu

6. Select Tribe(s) Involved:

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

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

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

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.

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

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

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

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

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

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1. SUBMISSION DATE: 6/13/18
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana Office of the Vice President for Enrollment Management & Student Affairs
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): American Indian Student Services_UM
5. PROGRAM STAFF NAME: Michelle Guzman PHONE/EMAIL: 406-243-6306
AISS@umontana.edu

6. Select Tribe(s) Involved:

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

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American Indian Student Services supports Native American students in their transition, achievement, and success at the University of Montana; by providing services and programs that have been established through collaborative partnerships with various campus and Missoula community members. Services and programs include:

- Advocacy and Referrals: AISS partners with various academic departments and student support services at The University of Montana and in the Missoula community. We also assist students with connecting to resources off-campus.
- Mentoring and Tutoring: AISS peer mentors provide a welcoming and supportive environment to new students and an extended network of additional resources and information. AISS also partners with campus programs to provide free tutoring opportunities in various subjects.
- Emergency Loan Program: AISS provides short-term loans to students for emergency purposes (books, food, etc.).

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- Outreach: AISS supports the University's recruitment efforts of Native American students by relationship building with prospective American Indian students and their families, high school counselors, tribal college advisors, and other professionals in education.
9. If available, provide noteworthy data regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
10. Are there photographs to support the narrative? () Yes (X) No
12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

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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 13, 2018
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana College of Health Professions and Biomedical Science & Native American Center of Excellence and Diversity Programs
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@mso.umt.edu
4. ACTIVITY NAME (use acronym or key words for the electronic file name): CHPBS & NAC of Excellence and Diversity Programs_UM
5. PROGRAM STAFF NAME: Chris Migliaccio, PhD, Pharm.D. AE-C, Rachael Zins, Pharm.D., AE-C, Rory Johnson, Pharm.D., AE-C, Shane Sangrey, BSW, Lauren Corcoran, PharmD., Kyla Otto, PharmD., AE-C
PHONE/EMAIL: shane.sangrey@mso.umt.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 checked="" type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
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A Pharmacist-lead Telehealth Asthma Program between Rocky Boy and the University of Montana - Skaggs School of Pharmacy.

A development project through the American Indian/Alaska Native Clinical & Translational Research Program (Research reported in this publication was supported by the National Institute of General Medical Sciences of the National Institutes of Health under Award Number U54GM115371. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health. HRSA U1QHP28733).

Partners include: Chippewa Cree Health Center, Rocky Boy Indian Reservation, University of Montana Skaggs School of Pharmacy.

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American Indians and Alaska Natives (AI/AN) make up the largest racial minority in Montana and are exposed to asthma related risk factors such as smoking, obesity and lower household incomes compared to the white population. According to the U.S. Department of Health and Human Services Office of Minority Health (OMH), AI/AN children are 30% more likely to have asthma as white children. Furthermore, studies show that asthma prevalence is higher in both adults and children with family income below the poverty level. In 2013, the median household income for American Indians in Montana was \$28,792 compared to \$46,972 for the rest of the state. Approximately 43% of AI/AN aged 18 years and older are current smokers compared to 17.6% of white Montanans in 2014. Asthma is also more prevalent in populations that are overweight or obese. Data from 2011 show that American Indians and Alaska Natives 18 years of age and older were more likely to be obese (40.8%) compared to white Americans (27.2%). Six regions in Montana were identified to have a higher than average emergency room visit rate due to asthma and five of them overlapped with the Indian reservations. In 2014, over 2,400 asthma related visits were made to emergency departments in Montana totaling approximately \$3.6 million and hospitalization for uncontrolled asthma totaled approximately \$5.5 million.

Decrease asthma disparities in American Indians in Montana by partnering with the pharmacists at Rocky Boy Health Center and the Rocky Boy community to implement a supportive and culturally appropriate telehealth system. Using online materials and live interactions, this pilot is designed to increase assessment, training, and adherence for patients with asthma. This is an ongoing project with the goal to implement real time pharmacist interactions and telehealth technology to decrease disparities in asthma-related health for Native American populations in Montana. Implementing pharmacist interventions to aid patients in asthma control has the potential to improve the respiratory health of participants in the Rocky Boy community. This project is novel in the use of telehealth technology for support of local pharmacists in the treatment of asthma in American Indian and Alaska Native populations. In addition, the collaboration of community members, clinical pharmacists, and university researchers is a novel mechanism of dealing with health disparities.

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.

We have impacted over 300 people on the Rocky Boys in our development project with our community advisory board, tribal governance meeting, community engagement activities. We have applied for the pilot project and hope to implement our interventions with the Rocky Boy Health Center for the 2018-2019 year. As a community partner with Rocky Boy's we attended and volunteered at many community events. Also, we feel it is important to give back to the communities we work with.

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.

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Photo File Name: *Rocky Boy's Powwow*

Photo Caption (include the name of the event/persons, location, and date): *Oliver Rosette at Rocky Boy's Powwow 2017*

Photo Credit: *Shane Sangrey*



Photo File Name: *Box Elder Schools Science Night*

Photo Caption (include the name of the event/persons, location, and date): *Marquieta Jilot and daughter Araya, Box Elder Public School, March 2018*

Photo Credit: *Shane Sangrey*



Photo File Name: *Box Elder Schools Science Night*

Photo Caption (include the name of the event/persons, location, and date): *Rocky Boys Powwow 2017*

Photo Credit: *Shane Sangrey*



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Photo File Name: *Rocky Boys Powwow*

Photo Caption (include the name of the event/persons, location, and date): *Skaggs School of Pharmacy Practice faculty: Rory Johnson, PharmD. AE-C, Rachael Zins, PharmD., AE-C, Dr. Chris Migliaccio Ph.D., PharmD., AE-C, Box Elder Public School, March 2018*

Photo Credit: *Shane Sangrey*



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1. SUBMISSION DATE: 6/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: The University of Montana, Dept. of Psychology
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL (406) 243-4689
zoe.phelan@mso.umt.edu

4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Clinical Psychology Assistantship, Salish and Kootenai Tribes_UM
5. PROGRAM STAFF NAME: Abigail Eyre PHONE/EMAIL: (406) 745-3525
abigail.eyre@cskthealth.org

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
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<input type="checkbox"/> Crow	

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| <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 |

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CSKT Tribal Behavioral Health has provided a clinical assistantship for two clinical psychology doctoral students (during the 2017-2018 year, Matthew Croxton, M.A. [Navajo] and Ennis Vaile, M.A. [Blackfeet]) so that they can work half-time at the agency, providing psychotherapy and assessment services to tribally-enrolled individuals. This arrangement is through a contract with the University of Montana and has been ongoing for over a decade.

Behavioral health needs in the region, and specifically among CSKT members, are particularly high; the area has had a number of suicides over the past several years. UM students are trained in both evidence-based and culturally-specific methods of assisting American Indian (AI) individuals coping with mental health difficulties. These positions serve as both training for our students (they are supervised by a psychologist, Dr. Karen Salois, who oversees their training) and a benefit to the CSKT 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.

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Not applicable

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This collaboration has continually created two half-time positions for AI individuals. Although I do not have data on the exact number of clients served, these positions result in hundreds of hours of direct services being provided to tribal members each year.

11. 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?
N/A

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1. SUBMISSION DATE: 6/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: Univ MT/H&S/Department of Psychology
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@mso.umt.edu

4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Department of Psychology_UM
5. PROGRAM STAFF NAME: Dr. David Schuldberg PHONE/EMAIL:
david.schuldberg@umontana.edu

6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input 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
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Through IERS (Institute of Educational Research & Service), I participated in trainings and program development related to school-based mental health services (focusing on trauma informed systems), trained in CBITS (a school-based group intervention for child traumatic stress symptoms), and consulted; some of this work has involved cultural adaptation and modification of evidence based practices and respectful inclusion and embracing of indigenous community practices. I have also been involved in various school-based and community suicide prevention and post-vention efforts, as well as in tribal child welfare issues. Wherever I go, I look forward to visiting tribal colleges and I have always interested in collaborating with colleagues there and recruiting students for UM.

Recently this work has involved working with human subjects issues with Tribal IRBs and meeting with Tribal Councils.

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Over the years I have been involved in mentoring native students from Montana and elsewhere, and have participated for many years in the Compact for Faculty Diversity.

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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?

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1. SUBMISSION DATE: 06/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana, Department of Psychology
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: (406) 243-4689
zoe.phelan@mso.umt.edu

4. ACTIVITY NAME: Diversity Award, AI AN CTRP Montana State University_UM
5. PROGRAM STAFF NAME: Gyda Swaney PHONE/EMAIL: (406) 243-4521
gyda.swaney@umontana.edu

6. Select Tribe(s) involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
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The Diversity Award of the AI/AN CTRP (Montana State University – Bozeman) provided a \$32,500 stipend for Ciara Hansen, MA, InPsych Scholar (Shawnee/Cherokee) to complete her dissertation, "Risk and resiliency factors in predicting recidivism among Native Americans on a Montana reservation." In March 2018, Ms. Hansen presented a poster, "Predicting recidivism for Native American offenders on a Montana reservation: Reporting on risk and resilience factors," at the AI/AN CTRP 2nd Annual Conference, University of Alaska, Anchorage, AK. In May 2018, Ms. Hansen defended her dissertation and returned and reported the results: (a) to the Tribal Council of the Confederated Salish & Kootenai Tribes, (b) to the Flathead Tribal Defenders Office, Pablo, MT, and (c) on a Panel Presentation, "Criminal Justice and the Era of Mass Incarceration," Salish Kootenai College, to the Flathead Reservation Tribal community. The Panel Presentation was sponsored by Humanities Montana and the Flathead Reservation Human Rights Coalition.

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.

Native Americans are overrepresented at all levels of the correctional system and are twice as likely as non-Native Americans to recidivate and be returned to a correctional institution, largely for technical violations. Ms. Hansen assessed the validity of a recidivism risk assessment measure,

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the Level of Service Inventory – Revised (LSI-R) and found that in a sample of 166 Native American male and female tribal members, ages 18 to 58 years, who participated in the Flathead Reservation Reentry Program, the LSI-R performed poorly and failed to capture/assess culturally unique risk and resiliency factors that subsequently inform conditions of release and treatment plans. The LSI-R performed at an overall poor level (65.8% accuracy rate) and showed poor internal reliability (Chronbach's alpha = .48). In addition, culturally specific factors were identified that were associated with a decrease in likelihood for recidivism; namely, cultural connectedness (11% decrease) and cultural participation (36% decrease).

These findings support Montana's correctional system recent reevaluation of their use of various recidivism risk assessment measures as well as their examination of criteria for Native American offenders' conditions of release and development of Native American offenders' treatment plans. In addition, the findings have also prompted other Tribal Defenders Offices in the state of Montana to consider culturally specific risk and resilience factors when developing programs and treatment plans.

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.

Ciara Hansen, MA (Shawnee/Cherokee) and Desiree Pierre Fox, MA (Flathead) have served in Clinical Assistantships at the Flathead Reservation Reentry Program, Pablo, MT, and collaborated with Ann Miller, JD, Lead Attorney and Manager of the Tribal Defenders Office. Ms. Miller has been interested in assessing the efforts of the Tribal Defenders Office and Ms. Hansen and Ms. Fox have collaborated with the Tribal Defenders Office to develop their research projects/dissertations.

Some 166 Native American offenders on the Flathead Reservation have been affected by this project. In addition, Ms. Miller is using these results to seek additional funding for the Flathead Reservation Reentry Program.

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

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

Not Applicable

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3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL 406-243-4689
zoe.phelan@mso.umt.edu

4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*: Food Sovereignty and Security; Blackfeet Reservation_UM
5. PROGRAM STAFF NAME: Rosalyn LaPier PHONE/EMAIL: 406-243-6787
rosalyn.lapier@mso.umt.edu

6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
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Food Sovereignty and Food Security on the Blackfeet Reservation
The Environmental Studies Program at the University of Montana, in collaboration with Saokio Heritage, a community based organization on the Blackfeet reservation, have been working on the project “Food Sovereignty and Food Security on the Blackfeet Reservation” from 2016-2018 with funding from the First Nations Development Institute. Saokio Heritage has taken the lead on all activities, events and products, with Rosalyn LaPier from UM’s Environmental Studies providing collaboration. In the past two years, our major activities include:

- Researched and wrote the 44 page report “Sokapsksino *(to know completely)*: Advocacy Guide for Food Sovereignty and Food Security on the Blackfeet Reservation”.
- Researched and wrote the 68 page report “Ahwahsiin (The Land/Where We Get Our Food): Traditional Foods and Contemporary Food Sovereignty on the Blackfeet Reservation.”
- Created “Decolonizing Indigenous Foods” pamphlet.

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- Produced numerous online videos of traditional foods in the Blackfeet language.
- Held numerous public presentations on the Blackfeet reservation, in the urban Indian community in Missoula and at the University of Montana.
- Will hold a major Blackfeet Traditional Foods Summit in Summer 2018.

Example from a press release from November 28, 2017:

“Celebrating Blackfeet Traditional Foods: Revitalizing and Reclaiming Our Ancestors Knowledge

Announcing an evening celebrating Blackfeet traditional foods, a collaboration between Saokio Heritage, a community-based organization on the Blackfeet reservation, and UM's Environmental Studies Program, with generous support from the First Nations Development Institute.

Join Danielle Antelope and Iko'tsimiskimaki Beck from Saokio Heritage, Rosalyn LaPier from UM's Environmental Studies and Marilyn Marler from UM's Natural Areas manager for an event celebrating Blackfeet traditional foods. Danielle and Iko'tsi will provide information about Saokio Heritage efforts to revitalize and reclaim Blackfeet traditional foods. Rosalyn will share her ethnobotanical knowledge of Blackfeet traditional edible plants. Marilyn will provide information on UM's Ethnobotany Garden.

“Celebrating Blackfeet Traditional Foods” will be held at the Payne Family Native American Center at the University of Montana on Friday, December 1st at 5pm to 7pm. Free and accessible parking is available. Samples of traditional Native American food will be served.

“There are three essential reasons to incorporate traditional foods into our diets and communities: 1) to revitalize Blackfeet cultural knowledge; 2) to improve community health by integrating more local plant foods; and 3) to continue to use and protect the environment around us,” stated Blackfeet elders in the new report *“Ahwahsiin (The land/where we get our food): Traditional Ecological Knowledge and Contemporary Food Sovereignty on the Blackfeet Reservation”* (Saokio Heritage, 2017).

Come learn about the importance of Native American food sovereignty and its relationship to health disparities, Native American culture and environment.”

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.

See above – wrote two new reports – find at www.saokioheritage.com.

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.

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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: BCC Presentation

Photo Caption (include the name of the event/persons, location, and date): “Celebrating Blackfeet Traditional Foods” at Blackfeet Community College, November 17, 2017. From the left to right: Danielle Antelope, Rosalyn LaPier and Ik’tsimiskimaki Beck.

Photo Credit: David Beck

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

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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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: 06/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL 406-243-4689
zoe.phelan@mso.umt.edu

4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Growing Strong Generations and Communities at Play; Flathead Reservation_UM
5. PROGRAM STAFF NAME: Blakely Brown, PhD, RD, Project Director/Principal Investigator
PHONE/EMAIL: 243-6524 blakely.brown@umontana.edu

6. Select Tribe(s) Involved:

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

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

<input checked="" type="checkbox"/> Started before FY 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 Growing Strong Generations project is funded through a 2-year USDA NIFA Strengthening grant (2016-69001-24996) and is a collaboration between the University of Montana, Department of Health and Human Performance and Salish Kootenai College, Community Health and Development.

The objectives of the project this past year were to: 1) To assess the feasibility of an 8-week pilot study of the Growing Strong Generations gardening program, and 2) implement educational pathways in public and community health sciences for students at a tribal college.

Description of objectives:

Objective 1: The pilot study used a quasi-experimental pre-test/post-test design involving one experimental group of children, age 6 – 9, and their parents. Trained facilitators delivered 10 gardening sessions to Native and non-Native children enrolled in a summer program on the Flathead Indian reservation. Topics included seed planting, weeding, and composting. Parents received activities to do

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with their child at home. Parents also participated in a “Dinner in the Garden” event at the end of the program.

Objective 2: The partnership worked collaboratively to implement a new Health Promotion Practices AA degree at Salish Kootenai College (SKC) that enables students to seamlessly transfer to the Community Health and Prevention Sciences BS degree at the University of Montana (e.g., a “2+2 health sciences degree program”).

Outcomes: Objective 1: The primary aim of the pilot study was to determine intervention feasibility. Of the 50 children eligible to recruit to the study, 41 expressed interest; and 22 were enrolled in the study. Improvements were observed in number of daily servings of fruits consumed and total kilocalorie intake, but not in number of daily servings of vegetables consumed or child self-efficacy to grow and eat fruits and vegetables. Seventy people (27 families) attended the Dinner in the Garden event and reported high satisfaction (mean rating of 4.7 on a scale of 1 – 5).

Objective 2: SKC initiated the new AA degree. Five courses were developed to align with UM prerequisites. Three students are currently enrolled. UM and SKC established a Memorandum of Understanding for the 2+2 Community Health and Prevention Sciences B.S. degree program.

Conclusions and Implications: This Strengthening project has planted seeds for implementing the kids gardening program, and established educational experiences to prepare students to assist with research activities and promote health-related careers.

The Partnerships to Prevent Childhood Obesity on the Flathead Indian Reservation is a 3-year project funded through the National Institute of Child Health and Human Development (1R13HD080904-01) and is a collaboration between the University of Montana, Salish Kootenai College and the Confederated Salish and Kootenai Tribes Tribal Health organization. The overall goal of the project is to increase capacity between the three partners to decrease risk of childhood obesity on the Flathead Indian reservation.

During the past year the partnership finalized and disseminated three digital stories/videos about ways community members can improve child health on the reservation. These short, 3-minute videos can be viewed at Salish Kootenai College, CS&KT Tribal Health and local pediatrician offices. We also disseminated information about the project to the Tribal Health Wellness committee and to CS&KT Tribal Council. The titles and links to the videos are:

Fresh Foods for Health Families

<https://youtu.be/RxIsR-XbulY><https://youtu.be/RxIsR-XbulY>

Recipe for Buffalo Chili

<https://youtu.be/xalDbEJi0lc><https://youtu.be/xalDbEJi0lc>

Active Kids, Healthy Families.

<https://www.youtube.com/watch?v=KTlpH9MqGi8>

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.

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Both projects described above use a community-based participatory approach to improve child health on the Flathead reservation. Budgets for the projects are shared equitably across the partners. A local Community Advisory Board, comprised of 13 stakeholders and government and school officials from the reservation serve on the CAB and meet quarterly throughout the year. The CAB advises the project team on all aspects of the project, including data collection and analysis and dissemination of results. We feel the community engagement strategies that are used in these projects have increased the trust of conducting research across the partnership, and increases chances for long-term sustainability of the child health strategies.

We are also finalizing a first-of-its kind protocol this summer to return all the data collected for each project that is currently stored at the University of Montana to Salish Kootenai College, where it will permanently reside in a fire-wall protected site. The data ownership protocol will set forth instructions for how others can access and use the data. We feel this data return and ownership protocol is unique for the state of Montana and tribal communities as historically, when the University of Montana is the lead institution on a grant, data collected from people living on the reservation, has permanently resided at the University, and not on the reservation. Because all the data was collected from community members on the reservation, it seems absolutely correct that the data should permanently reside there. Returning the data to the reservation community for permanent storage and access also builds trust and capacity between the outside academic institution (UM) and the reservation community/institution (SKC).

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.

American Indian students from Salish Kootenai College, and other Native staff from CS&KT Tribal Health and other community programs helped implement the gardening program for kids, and developing the digital stories. This experience increases skills and knowledge of strategies to improve child health for Native students and community members.

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.

Please contact me at blakely.brown@umontana.edu for these photos.

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.

**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: 06/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana, Department of Psychology
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: (406) 243-4689
zoe.phelan@mso.umt.edu

4. ACTIVITY NAME: Indians Into Psychology (InPsych) Program_UM
5. PROGRAM STAFF NAME: Gyda Swaney PHONE/EMAIL: (406) 243-4521
gyda.swaney@umontana.edu

6. Select Tribe(s) involved:

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

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

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

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 an Indian Health Service (IHS) grant to recruit and train PhD Native American students in Clinical Psychology, 12 Native American graduate students have been awarded the InPsych Scholarship (1999 to date). Those NA graduate students are: Annie Belcourt (Three Affiliated Tribes/Blackfeet), Jera Stewart (Flathead), Stacy Miller (Stockbridge Munsee: Mohican), Aaron Morsette (Rocky Boy: Chippewa Cree), Michael Trahan (Flathead), William Shunkamolah (Osage/Kiowa/Navajo), Ann Douglas (Blackfeet), Ciara Hansen (Shawnee/Cherokee), Desiree Pierre Fox (Flathead), Ennis Vaile (Blackfeet), Matthew Croxton (Navajo), and Kristen Pyke (St Regis Mohawk).

The IHS grant provides for a 4-year scholarship that includes a 12-month living stipend (\$1,500 x 12 months = \$18,000 x 4 years = \$72,000), tuition¹ and fees (in-state or out-of-state), and a book stipend (\$600 x 4years = \$2,400). When accepting the IHS Scholarship the students are also committing to a pay-back which entails working for IHS as many years as they received the scholarship.

¹ When applicable, the MT Indian Tuition and Fee Waiver has significantly reduced the cost of tuition for Montana Native American students (namely, Flathead, Rocky Boy, and Blackfeet students).

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Prior to the initial award of the IHS-funded InPsych Program, there were fewer than 100 Native American PhD clinical psychologists in the US and Canada. With the synergy provided by the InPsych Program, the UM Department of Psychology has graduated nine (9) Native American PhDs. Those nine include: Dr. Billie Jo Kipp (Blackfeet), Dr. Darren Calhoun (Wind River: Shoshone/Arapaho), Dr. Annie Belcourt (Three Affiliated Tribes/Blackfeet), Dr. Jera Stewart (Flathead), Dr. Stacy Miller (Stockbridge Munsee: Mohican), Dr. Aaron Morsette (Rocky Boy: Chippewa Cree), Dr. Michael Trahan (Flathead), Dr. Will Shunkamolah (Osage/Kiowa/Navajo), and Dr. Jennie Fretts (First Nations Mi'kmaq: Eel Ground Band). These nine Native American PhDs are making a difference in Indian Country (see #9 below for specifics).

Currently, six (6) Native American graduate students are on track to graduate with their PhD in Clinical Psychology. They are: Ciara Hansen, MA (Shawnee/Cherokee), Ann Douglas, MA (Blackfeet), Georgie Ferguson, MA (Pointe au Chien), Matthew Croxton, MA (Navajo), Ennis Vaile, MA (Blackfeet), and Kristen Pyke (St Regis Mohawk).

Finally, 23 NA undergraduate students with a sincere desire to pursue a PhD in clinical psychology have also been funded by the InPsych Program. Those students are: Candance Tucker (Blackfeet), Lily Wagner Gervais (Blackfeet), Ann Douglas (Blackfeet), Michelle Harada (Fort Peck), Henry "Hank" Scalpcane (Northern Cheyenne), Philline Moran (Fort Peck), Autumn Monteau (Rocky Boy), Jodi Marceau-Mattson (Blackfeet), Meagan Hopkins Rides At The Door (Fort Peck), Mary Baker (Fort Peck), Charlene Burns (Blackfeet), Tyler Hoyt (Blackfeet), Gabriella Many Shots (First Nations: Siksika), Ciara Hansen (Shawnee/Cherokee), Megan Bailey (Fort Peck), Shawna Smith Buffalo (Flathead), Kayla Burns (Blackfeet), Stephan Chase (Navajo), Kenneth Flamand (First Nations: Cree), Shoshonne Adams (Flathead), Alyse Beauchamp (Fort Peck: Assiniboine & Sioux), Jacinda Morigeau Lovejoy (Flathead), and Jenna Rock (Fort Belknap: Assiniboine/Blackfeet). Of the above, one obtained her JD and is practicing in Indian Country, one is pursuing her EdD and is currently the Director of the National Native Childrens Trauma Center, three have obtained their MSW degree (and are at the Missoula Urban Indian Health Center, Tribal Social Services on the Flathead Reservation, and working in the Missoula community), and three went on to pursue their PhD in clinical psychology and will graduate in July 2018.

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 nine (9) Native American PhDs who graduated from the University of Montana are making a difference in Indian Country. Dr. Kipp is the President of California Tribal College, Sacramento, CA. Prior to that she was the President of Blackfeet Community College, Browning, MT, and Research Assistant Professor at the University of New Mexico, Albuquerque, NM. Dr. Darren Calhoun (a licensed psychologist) has practiced and researched in the southwest studying diabetes

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and heart disease in Native American populations. Dr. Annie Belcourt is a tenured faculty in the Community and Public Health Sciences Department here at UM studying health disparities in Native American communities. Dr. Jera Stewart is one of only a handful of Native American clinical neuropsychologists; she is currently working with the Veterans Administration here in the state of Montana and is a licensed psychologist. Prior to that she was the Behavioral Health Director at Flathead Tribal Health, St Ignatius, MT. Dr. Stacy Miller is with the Indian Health Service in Albuquerque, NM, with a specialty in trauma-focused cognitive behavioral therapy (TF-CBT). She, too, is licensed and participates in their tele-health program. Dr. Aaron Morsette is practicing at home on the Rock Boy Reservation; his specialty is trauma and grief in Native American children and adolescents. Dr. Michael Trahan is a licensed psychologist and currently practicing on the Standing Rock Reservation. He, too, works predominantly with children and adolescents. Dr. Jennie Fretts is finishing a 2-year post-doctoral Fellowship with the US Department of Veterans Affairs in Health Promotion, Disease Prevention, and Inter-Professional Training in Primary Care, in Montclair, NJ. Finally, Dr. Will Shunkamolah, a licensed clinical psychologist, is pursuing prescription privileges, and is with the Indian Health Service in Albuquerque, NM.

Of the Native American graduate students on track to graduate with their PhD, three are currently on their Pre-Doctoral Internship. Ann Douglas, MA (Blackfeet) is at Montana State University, Bozeman, MT, in Counseling and Psychological Services. Ciara Hansen, MA (Shawnee/Cherokee) is at the Waianae Coast Comprehensive Health Center, Waianae, HI. The Center serves the medically underserved Native Hawaiian community on Oahu. Georgie Ferguson, MA (Pointe au Chien), is at a VA Hospital in Louisiana close to her home reservation. A fourth graduate student, Desiree Pierre Fox, MA (Flathead) will begin her Pre-Doctoral Internship in July at the American Lake VA Hospital, Lakewood, WA.

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

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

Not Applicable

**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 13, 2018
2. STATE AGENCY/DIVISION/PROGRAM: Mansfield Center, UM
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@mso.umt.edu

4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Mansfield Center_UM
5. PROGRAM STAFF NAME: Deena Mansour PHONE/EMAIL: 406-274-0992

6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input checked="" type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input checked="" type="checkbox"/> Confederated Salish & Kootenai	<input 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 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 Maureen and Mike Mansfield Center has an ongoing commitment to engaging Native populations in our federally-funded international exchange programs. As a result, we have conducted the following activities:

- Former CSKT Tribal Chairman Vernon Finley worked with 16 visiting southeast Asian young leaders to discuss tribal sovereignty and governance. Finley was provided with the opportunity to travel to Asia on this exchange, but was unable to take the time away from work.

- Western Native Voice's Executive Director Marci McLean and Field Director Alissa Snow, both members of the Blackfeet Nation, collaborated with a Cambodian young leader on an exchange on indigenous activism, with a focus on youth and environmental issues.

- Visiting Asian fellows met with CSKT tribal members to exchange information on natural resource management and CSKT history and culture.

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- As part of a Sports Diplomacy Exchange with El Salvador, a delegation of 20 Montanans will include four Native American representatives drawn from the following tribes: Confederated Salish and Kootenai, Assiniboine, and Northern Cheyenne.

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:

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

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

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

1. SUBMISSION DATE: 6/13/18
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/UM Alexander Blewett III School of Law
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): MHB Indian Law Clinic_UM
5. PROGRAM STAFF NAME: Maylinn Smith, Monte Mills PHONE/EMAIL 406-243-2544
maylinn.smith@umontana.edu, monte.mills@umontana.edu

6. Select Tribe(s) Involved:

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

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

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

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

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

The purpose of the Margery Hunter Brown Indian Law Clinic is to assist tribes with code development, including in areas dealing with mental health and addiction issues. The Clinic provides representation in Indian child welfare matters in state courts. The Clinic also trains judicial system employees on working effectively with Indian families and handling Indian law related matters; understanding legal requirements associated with issues associated with mental health and behavioral issues in accordance with all applicable laws; and looking at alternatives to incarceration for behavioral concerns.

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

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

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

**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 13, 2018
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana, Skaggs School of Pharmacy, Native American Center of Excellence
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: (406) 243-4689
zoe.phelan@mso.umt.edu
4. ACTIVITY NAME (name electronic file with this name): Native American Center of Excellence_UM
5. PROGRAM STAFF NAME: Shane Sangrey, Diversity Outreach Specialist PHONE/EMAIL:
shane.sangrey@mso.umt.edu
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<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	<input type="checkbox"/> Completed/finalized during FY 2018

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 Skaggs School of Pharmacy has a long history of working with the Native American population in Montana and the region. One of its primary grant funded programs is the Native American Center of Excellence (NACOE). The four-year competitive grant is funded by the Health Resources and Services Administration (HRSA). A total of \$2,464,205 has been received in this grant cycle (2014-2017). There are seven overall grant purposes including student recruitment and retention, clinical instruction, health disparities research, and cultural competency and education.

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

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Program services include recruiting efforts, summer enrichment program, advising support, mentoring, and free tutoring.

UM's Skaggs School of Pharmacy has a tradition of excellence in graduating American Indian/Alaska Native Pharmacists and has successfully trained 70 Native Pharmacists since 1963.

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

We impacted over 500 community members from the Browning area at science night. Also, joining us was Rosalyn LaPier, Ph.D., Environmental Studies, Marilyn Marler, UM Natural Areas Specialist

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

Photo File Name: *Browning Science Night*

Photo Caption (include the name of the event/persons, location, and date): *Browning Science Night. Browning High School, Browning Montana. Pictured (left to right) Vince Burt, Ashley Hayes, Marilyn Marler, Shane Sangrey, Harley Fredriksen*
Photo Credit: *Rosalyn LaPier*



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

Photo File Name: *Browning Science Night*

Photo Caption (include the name of the event/persons, location, and date): *Browning Science Night. Browning High School, Browning Montana. Pictured (left to right) Vince Burt, Ashley Hayes, Shane Sangrey, Marilyn Marler.*

Photo Credit: *Shane Sangrey*



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



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

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

1. SUBMISSION DATE: 6/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/UM School of Journalism
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Native News_UM
5. PROGRAM STAFF NAME: Jason Begay PHONE/EMAIL: 406-243-2191
jason.begay@umontana.edu

6. Select Tribe(s) Involved:

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

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

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

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

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

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

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

**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: 6/13/18
2. STATE AGENCY/DIVISION/PROGRAM: Department of Biomedical and Pharmaceutical Sciences, University of Montana
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@mso.umt.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Precision Medicine Project_UM
5. PROGRAM STAFF NAME: Erica Woodahl PHONE/EMAIL: 406-243-4129
erica.woodahl@umontana.edu
6. Select Tribe(s) Involved:

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

<input 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.

Precision medicine is an approach to disease treatment and prevention that takes into account a patient's genetics, lifestyle, and environment. Pharmacogenetics, used to select the most appropriate medications for patients based on their genetics, is a precision medicine tool that can be used to optimize drug therapy by determining the likelihood that an individual will have a favorable response or debilitating side effects to certain medications based on their genetics. The purpose of our research is increase participation of American Indian and Alaska Native people in precision medicine and pharmacogenetics research, who have been largely left out of this type of research. This work includes identifying genetic and environmental predictors of variability in drug response and toxicity, as well as community-based participatory research to aid in the translation of precision medicine research into the clinic. Researchers at the University Montana (led by Dr. Erica Woodahl and in collaboration with Dr. Elizabeth Putnam) formed a partnership with the Tribal Health Department of the Confederated Salish and Kootenai Tribes in 2007 to focus on precision medicine.

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The research was initially funded under a National Institutes of Health (NIH) grant entitled “Pharmacogenetics in Rural and Underserved Populations” (U01GM092676; 07/2010 – 06/2016). The research was subsequently funded under a second NIH grant entitled “Program on Genetic and Dietary Predictors of Drug Response in Rural and AI/AN Populations” (P01GM116691; 08/2016 – 07/2021). We were recently awarded a new NIH grant entitled “Community-engaged Research Toward Precision Medicine with AIAN People” (R01HG009500; 09/2017 – 06/2020).

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.

Pharmacogenetics, which assesses the contribution of genetics to patient variability in drug response, is an application of precision medicine with broad conceptual support from healthcare providers and the public. To date, the partnership has led to eight peer-reviewed publications in scientific journals. A community advisory board, the Community Pharmacogenetics Advisory Council (CPAC), was establishing in 2010 to provide community-level input into the research project. The CPAC meets monthly with University of Montana investigators in St. Ignatius, MT. Dr. Woodahl also gives regular presentations at various locations on the Flathead Reservation to discuss research projects and discuss potential impacts of the research.

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: CSKT-UM genetics education workshop

Photo Caption (include the name of the event/persons, location, and date): Dr. Woodahl meets with member of the project’s community advisory board (front row (L-R) Erica Woodahl and Lloyd Irvine; back row (L-R) Steve Lozar and Jodi Hunter). Genetic Education for Native Americans (GENA®) workshop held in Polson, MT, March 2017.

Photo Credit: Precision Medicine Project

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

**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 13, 2018
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana's Enrollment Services – Undergraduate Admissions
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL 406-243-4689
zoe.phelan@mso.umt.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Recruitment, Enrollment and Orientation_UM
5. PROGRAM STAFF NAME: Emily Ferguson-Steger PHONE/EMAIL: 406-243-6268
emily.steger@mso.umt.edu

6. Select Tribe(s) Involved:

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <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.
Admissions Counselors from Enrollment Services Admissions, visits all high schools and community colleges in the state of Montana in the fall of each year. Included in these visits are stops at all Montana Tribal High Schools and Tribal Colleges. Emily Ferguson-Steger, meets with any interested students at the, High Schools, through the Gear Up/Upward Bound Program and sometimes even Middle School, who are interested in learning more about Missoula College and UM. In addition to the high school visits, she also arranges for tabling at the Tribal Colleges at least once per season and whenever possible a meeting with the Tribal Higher Education Department of each Tribe. In the spring, she also coordinates and participates in the annual MPSEOC Tribal College Circuit. This event includes College/Career Fairs hosted by each Montana Tribal Colleges for both college tribal college students, community members and area k-12 students.

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Enrollment Services – Undergraduate Admissions also partners with a number of UM and Missoula College: faculty, staff, departments and units to ensure that they have recruitment material and information as they travel around the state, nation and world.

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? I do not. Thank you for compiling this each year!

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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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 13, 2018
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/National Native Children’s Trauma Center
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Sister Nations Empowerment Project_UM
5. PROGRAM STAFF NAME: Maegan Rides At The Door PHONE/EMAIL: 406-243-2644
maegan.ridesatthedoor@umontana.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.

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

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

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

Expand the mental health screening, treatment and follow-up services available through the reservation’s health care system.

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Promote cross-over collaboration between the Fort Peck community and project stakeholders to increase community input and participation.

Enhance public awareness of suicidal risks and behaviors, particularly among the reservation’s youth population.

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

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?

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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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: 06/13/18
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana Upward Bound program
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@mso.umt.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): Upward Bound_UM
5. PROGRAM STAFF NAME: Alysa Arrowtop PHONE/EMAIL: 406-243-5525
Alysa.arrowtop@umontana.edu
6. Select Tribe(s) Involved:

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

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

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

9. 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.

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TRIO-Upward Bound has had a long-standing relationship with Browning High School, serving the community for over 50 years. The program has a 90% graduation rate with three out of four students enrolling in postsecondary education the fall semester following high school graduation.

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: UM-W group photo (campus visit to Western)

Photo Caption (include the name of the event/persons, location, and date): UB group photo, Fairmont Hot Springs, April 27, 2018.

Photo Credit: Larry Allen, Bus Driver



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

**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: 6/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana, Dept. of Psychology
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL (406) 243-4689
zoe.phelan@mso.umt.edu

4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): HRSA BHWET_UM
5. PROGRAM STAFF NAME: Bryan Cochran PHONE/EMAIL (406) 243-2391
bryan.cochran@umontana.edu

6. Select Tribe(s) Involved:

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

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

<input 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

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 a recent grant to enhance the interprofessional training of behavioral health care workers in primary care settings, a student (Desiree Fox, M.A. [Flathead]) has been employed since 11/17 to provide assessment and psychotherapy services through CSKT Tribal Health. This grant program is designed to train clinical psychology Ph.D. students, social work M.S.W. students, counselor education M.A. students, and nurse practitioner D.N.P. students in methods of interfacing with primary care providers to coordinate patient care.

Desiree Fox is receiving a stipend of \$28,352 for half-time work with Tribal Health. She is supervised by Dr. Karen Salois, licensed psychologist, in her work. The grant enables students to be paid directly through the University of Montana, without burdening the agency further with human resource needs.

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

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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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 collaboration created a half-time position for a tribally enrolled individual. Although I do not have data on the exact number of clients she has served, Desiree Fox has currently logged over 300 hours in grant-related work.

11. 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?
N/A

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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The State-Tribal Relations Report, entitled “Partners in Building a Stronger Montana,” features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services across state agencies.

1. SUBMISSION DATE: 6/13/18
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana Indigenous Research and STEM Education
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Indigenous Research and STEM Education_UM
5. PROGRAM STAFF NAME: Aaron Thomas PHONE/EMAIL: 406-243-2052
aaron.thomas@umontana.edu

6. Select Tribe(s) Involved:

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

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.

IRSE looks to expand the research and education opportunities for Indigenous students. This includes identifying methods and best practices to assist Indigenous students in obtaining B.S., M.S., and Ph.D.’s in Science, Technology, Engineering, and Math (STEM) related fields. IRSE also provides service to grades 6-12 in order to introduce and engage them in science and engineering fields, help set a path for careers in STEM, and better prepare the students for higher education. Various partners and funding opportunities have been identified to assist in the education of middle and high school, undergraduate, and graduate students.

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

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

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

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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The State-Tribal Relations Report, entitled “Partners in Building a Stronger Montana,” features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services across state agencies.

1. SUBMISSION DATE: 6/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/MUS/University of Montana, College of Humanities and Sciences, Native American Studies Department
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Red Thunder Rising_UM
5. PROGRAM STAFF NAME: David Beck (Native American Studies Department) and Rosalyn LaPier (Environmental Studies Program) PHONE/EMAIL: 406-243-6097; 406-243-6787
david.beck@umontana.edu rosalyne.lapier@mso.umt.edu

6. Select Tribe(s) Involved:

- | | |
|---|--|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <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 checked="" type="checkbox"/> Ongoing | <input type="checkbox"/> Completed/finalized during FY 2018 |

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.

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

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

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

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

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

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

1. SUBMISSION DATE: 6/13/2018
2. STATE AGENCY/DIVISION/PROGRAM: OCHE/UM/Mathematics, American Indian Student Services, Indigenous Research and STEM Education, Undergraduate Advising Center, Financial Education Program
3. NARRATIVE COORDINATOR NAME: Zoë Phelan PHONE/EMAIL: 406-243-4689
zoe.phelan@umontana.edu
4. ACTIVITY NAME (name electronic file with this name): Tribal College Visitation_UM
5. PROGRAM STAFF NAME: Ke Wu, Aaron Thomas, Holly Wright, Jennifer Harrington, Brian Chaffin
PHONE/EMAIL: 406-243-4818
ke.wu@umontana.edu
6. Select Tribe(s) Involved:

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

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

8. In 1-2 paragraphs, describe the purpose of the activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program and its contribution to the activity, and include timelines, cost, location, other partners, etc. Make sure to spell out acronyms. Acknowledge the source if the information/story was written by an entity outside of state government.

Staff and Faculty from several UM departments and programs took an opportunity to visit each Montana Tribal College along with high schools and middle schools on the 7 reservations. The purpose was to continue to strengthen relationships between the schools and the university. It also provided opportunity for UM to present the various services and opportunities provided to our Native American students to help with the transition from the tribal college or high school to the university. There was also time for the tribal colleges to present their programs and desires for collaboration with UM.

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

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(FOR THE REPORTING PERIOD JULY 1, 2017 - JUNE 30, 2018)**

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

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

Photo File Name: Chief Dull Knife College3

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

Photo File Name: Fort Peck Community College2

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

Photo File Name: Little Bighorn College

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

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