

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: May 21st 2019
2. STATE AGENCY/DIVISION/PROGRAM: MSUB College of Education
3. NARRATIVE COORDINATOR NAME: Mary Susan E. Fishbaugh PHONE/EMAIL.
406 657 2286. mfishbaugh@msubillings.edu

4. ACTIVITY NAME *(use acronym or key words for the electronic file name)*:
 - The Montana Center for Inclusive Education in collaboration with COE and CAS faculty is continuing previous Noyce grant projects with a proposal for 2+2 opportunities for science and math educators coming to MSUB from Tribal Colleges. The project will likely be with Little Big Horn and Chief Dull Knife Tribal Colleges. (Manthey)
 - COE faculty are reaching out to Tribal Colleges with several initiatives;
 - Educator Preparation and Continuing Professional Development (Day and Obery)
 - CAS and COE Atomic Circus (Obery and Queen)
 - Work in classrooms at Crow Agency (Obery)

5. PROGRAM STAFF NAME: PHONE/EMAIL:
 - Tom Manthey, MCIE Director 406 657 2085 tom.manthey@msubillings.edu
 - Cori Day Math Education 406 657 2329 corinne.day@msubillings.edu
 - Amanda Obery Science Education 406 657 2359 amanda.obery@msubillings.edu
 - Sarah Friedman Earth Science 406 896 5931 sarah.friedman@msubillings.edu
 - Matt Queen Chemistry Professor 406 657 2027 matt.queen1@msubillings.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 checked="" type="checkbox"/> Northern Cheyenne
<input checked="" type="checkbox"/> Crow	

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

a. <input type="checkbox"/> Started before FY 2019	<input type="checkbox"/> Started during FY 2019
b. <input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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

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Chief Dull Knife College, in particular, has expressed an interest in establishing a stronger relationship with MSUB. A goal of CDKC is to create a route to educator licensure for its students. MSUB’s

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Department of Educational Theory & Practice will be continuing conversations with the tribal college in an effort to develop a sustainable partnership that facilitates this goal

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

N/A

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

No data are yet available for the current activities. Past cooperative projects have resulted in preparation of STEM teachers for high needs schools and 2+2 Educator Preparation graduates from Aahniih Nakoda Tribal College.

Are there photographs to support the narrative? () Yes (X) None at this time but future pictures of the Atomic Circus will be terrific!

- 11. 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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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 7, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Billings
3. NARRATIVE COORDINATOR NAME: Dr. Melinda Arnold PHONE/EMAIL 406-657-2307
Melinda.arnold@msubillings.edu
4. ACTIVITY NAME: MSUB Tribal Report
5. PROGRAM STAFF NAME: Reno Charette
6. PHONE/EMAIL: rcharette@msubillings.edu

7. Select Tribe(s) Involved:

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
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MSUB Accomplishments

The Native American Achievement Center (NAAC) celebrated three years in the service of Native American students, their families, and tribal communities in partnership with MSUB. The NAAC hosted several events to highlight achievement in the Native American community including the Native Authors and Poets reading and the Native Holiday Craft Sales that hundreds of community members visited. In collaboration with St. Vincent Healthcare and the American Indian Cancer Foundation, the NAAC and the MSUB Library hosted the *Native Voices: Native Peoples’ Concepts of Health and Illness* exhibit produced by the National Library of Medicine. NAAC and new staff member, Walter Runsabove, coordinated the annual MSUB Powwow in early April that included a Missing and Murdered Indigenous Women (MMIW) march from campus to City Hall and a basketball tournament that attracted 16 adult teams. The MMIW march brought well over 1100 Native Americans to the MSUB campus including busloads of students from St. Charles Mission School, Pryor Public School, and Lodge Grass High School. The march kicked off the 51st Annual

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MSUB Powwow that brought 3600 mostly Native participants to campus for two days of celebration.

The Montana State University Billings (MSUB) Intertribal Indian Club sponsored a workshop provided by the *Scatter Their Own* band members on April 6, 2018 in conjunction with the MSUB Powwow. The band members are Lakota with a motivational message about uniting as one indigenous population to protect the natural world. The goal of the event sought to inspire participants to acquire skills in listening, learning, and teaching others the importance of cultural continuity, especially the cultural role in protecting the environment. The motivational message also emphasized that indigenous cultural identity implies accountability and responsibility for the footprints left behind for subsequent generations. The workshop content focused on the importance of gathering communities united in a common mission as essential to the philosophies, values, and ethics of Native American belief systems, yet ultimately bonding with others based on awareness of similarities. This project was funded by Humanities Montana for \$1,000.00.

10. 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.
11. 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.

DATA FROM MSUB INSTITUTIONAL RESEARCH

- Number of Native American students (undergraduates) at the MSUB university campus:
 - 1) Academic year Fall 2018 and Spring 2019 totaled 217
- Number of Native American graduate students at the MSUB university campus:
 - 1) Academic year Fall 2018 and Spring 2019 totaled 22
- Number of Native American students graduated at the MSUB university campus:
 - 1) 21 undergraduate degrees
 - 2) 5 graduate degrees

DATA FROM OCHE

- Native American Retention Fall 2017 to Fall 2018 at the MSUB university campus:
 - 1) 74 entered, 38 were retained at a rate of 51.4%.
- Fall enrollment of Native American students at the MSUB university campus:
 - 1) 198, plus 93 students from City College the total number of Native Americans is 291, or 6.7% of the total enrollment at MSUB/City College.
- Spring enrollment of Native American students at the MSUB university campus:
 - 1) 182, plus 89 students from City College the total number of Native Americans is 271, or 6.3% of the total enrollment at MSUB/City College.

12. 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: Photo by Johnny Talawyma



Figure 1 Panoramic view of the start of the 4/5/19 MMIW march

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Photo Caption Panoramic view of the start of the 4/5/19 MMIW march:
Photo Credit: Photo by Johnny Talawyma

Photo File Name: Photo by Leanne Tombrink
Photo Caption: Steve Dains joins the march with members of the Governor’s MMIW Taskforce
Photo Credit: Photo by Leanne Tombrink



Figure 2 Senator Daines joins the march with members of the Governor's MMIW Taskforce

Photo File Name: Photo by Micheala TalksAbout
Photo Caption: 12 Blocks of marchers wearing red
Photo Credit: Photo by Micheala TalksAbout



Figure 3 Twelve blocks of Marchers Wearing Red

Photo File Name: Photo by Móxěšěá’ e Netse Óxháahketa (Silver Little Eagle)
Photo Caption: Line the Rims in Red event on May 5th National MMIW Day
Photo Credit: Photo by Móxěšěá’ e Netse Óxháahketa (Silver Little Eagle)



Figure 4 Line the Rims in Red event on May 5th National MMIW Day

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

No

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1. SUBMISSION DATE: June 1, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Billings
3. NARRATIVE COORDINATOR NAME: Dr. Melinda Arnold PHONE/EMAIL 406-657-2307
Melinda.arnold@msubillings.edu
4. ACTIVITY NAME *Place Based Workshop sponsored by Elk River Writing Project*: MSUB Tribal Report
5. PROGRAM STAFF NAME: Facilitators: Stephen Macartney, Kari Dahle-Huff, Andrea Prevost
6. Directors for ERWP: Tami Haaland, Lorrie Henrie-Koski;

PHONE/EMAIL: thaaland@msubillings.edu; 406-657-2948

7. Select Tribe(s) Involved:

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
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9. 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 Elk River Writing Project at Montana State University-Billings (MSUB) is designed for individuals interested in teaching writing in public or private schools, grades pre K-12 and at the university in all curricular subjects. The program proposes to provide novice and experienced teachers in all content areas with knowledge, pedagogy, and attitudes about writing, about composing processes across the disciplines, and about cultural ways of knowing specific to place. Our place is Billings and Eastern Montana, where many teachers in rural communities and reservations are underserved in terms of professional development; our purpose is to continue addressing this need. Name choice for this National Writing Project site reflects our respect for tribal histories and Indian perspectives; our cultural advisors, including Reno Charette, Director of American Indian Outreach at MSUB tell us that each Montana Tribe calls the Yellowstone River “Elk River” in their own languages.

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This professional development experience focused on activities local teachers have undertaken to incorporate place based learning in their classrooms. A significant example included historical research and writing followed by visits to sites such as The Little Bighorn Battlefield, the Baker Massacre Site, and the Fort Robinson Break Out.

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

The workshop served as a hands-on demonstration for incorporating IEFA principles and strategies into K-12 classrooms. Approximately 20 teachers from Reed Point to Billings participated.

11. 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.

Our participants come primarily from Montana and sometimes from surrounding states. IEFA principles and presentations are built into this program, and participants leave with materials they will likely incorporate into their classrooms. Each of these teachers reaches between 30-125 students depending on school size and age group served.

12. Are there photographs to support the narrative? () Yes (X) No
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3. NARRATIVE COORDINATOR NAME: Dr. Melinda Arnold PHONE/EMAIL 406-657-2307
Melinda.arnold@msubillings.edu
4. ACTIVITY NAME *Civic Imagination Workshop sponsored by Elk River Writing Project (ERWP) and University of Southern California*: MSUB Tribal Report
5. PROGRAM STAFF NAME: Facilitator: Tami Haaland
Directors for ERWP: Tami Haaland, Lorrie Henrie-Koski;

PHONE/EMAIL: thaaland@msubillings.edu; 406-657-2948

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This one-day experience focused on storytelling as a tool for imagining our origins and imagining change and development in our communities. Using Lois Red Elk’s *Why I Return to Makoce* as a primary source, the workshop focused on creativity, writing, and discussion as we moved through a four-part structure of 1) writing about “memory objects” which represent identity and where participants came from, 2) their engagement with community issues and spaces, and 3) their capacity to discover and envision change in their communities.

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.

These participants came primarily from the Billings community. One IEFA educator and several members of the group shared memories and stories from their ancestral past. Participants focused on urban issues in Billings, including racism, food shortages, and transportation limitations. Educators expressed an interest in sharing some of these techniques with their classrooms.

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

No significant data. This program was a pilot offering, to be repeated with modifications in Fall 2019.

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Melinda.arnold@msubillings.edu
4. ACTIVITY NAME (*use acronym or key words for the electronic file name*): MSUB Tribal Report
5. PROGRAM STAFF NAME: Florence Garcia, Reno Charette
PHONE/EMAIL: Florence.garcia@msubillings.edu, rcharette@msubillings.edu
6. Select Tribe(s) Involved:

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
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City College at MSUB Accomplishments

1. Dr. Florence Garcia (Assiniboine/Sioux) was appointed as part-time Coordinator of Native American Student Success Services at City College.

2. A new Native American Student Center opened in August 2019. It is located in the Tech building and is equipped with computers, a study area, and an area for students to visit and relax.

3. City College hosted a Tribal Language Symposium in September with Tribal College Presidents presenting about language preservation: Fort Peck, Fort Belknap, Crow, and Northern Cheyenne.

4. Nine Native students graduated with Associate degrees from City College. In addition, a Nursing student was selected as the Outstanding Graduate for 2019.

5. The first Native American Advisory Council meeting for MSUB was held February 28, 2019. This group will provide input to the university regarding recruitment and retention efforts.

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Of the 271 (6.7%) Native American students enrolled at MSUB in the Fall of 2018, 89 were enrolled at City College.

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3. NARRATIVE COORDINATOR NAME: Dr. Melinda Arnold PHONE/EMAIL 406-657-2307
Melinda.arnold@msubillings.edu
4. ACTIVITY NAME *Worlds Apart But Not Strangers (WABNS), sponsored by Elk River Writing Project (ERWP)*: MSUB Tribal Report
5. PROGRAM STAFF NAME: Facilitators for WABNS: Brenda Johnston, Marcia Beaumont, Lacy Watson, Wendy Warren;
Directors for ERWP: Tami Haaland, Lorrie Henrie-Koski;
PI for HM grant: Ana Diaz.
PHONE/EMAIL: thaaland@msubillings.edu; 406-657-2948

6. Select Tribe(s) Involved:

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
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Worlds Apart But Not Strangers: Holocaust Education and Indian Education for All. Grants from Humanities Montana and The Olga Lengyel Institute supported educators in teaching about the Nazi Holocaust and implementing Indian Education for all using thematic connections to link past to present. It was co-facilitated by Brenda Johnston (Blackfeet) and Marcia Billedeaux Beaumont (Blackfeet); Walter RunsAbove (Northern Cheyenne/Dakota) led a field day to places of significance on Northern Cheyenne and Dakota lands. This ongoing program, initiated in 2017, will continue into the foreseeable future. It involves an average of 20-25 participants annually who then carry their new knowledge and skills back to their classrooms. The Olga Lengyel Institute generously makes available \$1000 grants to individuals who have completed the program to support their social justice work for the 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.

Our participants come primarily from Montana and sometimes from surrounding states. IEFA principles and presentations are built into this program, and participants leave with materials they will likely incorporate into their classrooms. Each of these teachers reaches between 30-125 students depending on school size and age group served. This year, the issue of Murdered and Missing Indigenous Women has been an additional focus for the group.

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.

Participants in our programs come from Billings and surrounding areas, including Hardin, Laurel, Saco, Glasgow, Shields Valley and other locations. We estimate that our teachers reach several hundred native students because of a significant urban Indian community in Billings and schools such as Hardin where 90% of students are native. Our intention is to reach all students with IEFA principles and practices.

11. Are there photographs to support the narrative? () Yes (X) No
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Melinda.arnold@msubillings.edu
4. ACTIVITY NAME *Invitational Leadership Institute (ILI), sponsored by Elk River Writing Project (ERWP)*: MSUB Tribal Report
5. PROGRAM STAFF NAME: Facilitators for ILI: Donna Miller, Bridgett Paddock, Marcia Beaumont
Directors for ERWP: Tami Haaland, Lorrie Henrie-Koski;

PHONE/EMAIL: thaaland@msubillings.edu; 406-657-2948

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 2019 | <input type="checkbox"/> Started during FY 2019 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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

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 Elk River Writing Project at Montana State University-Billings (MSUB) is designed for individuals interested in teaching writing in public or private schools, grades pre K-12 and at the university in all curricular subjects. The program proposes to provide novice and experienced teachers in all content areas with knowledge, pedagogy, and attitudes about writing, about composing processes across the disciplines, and about cultural ways of knowing specific to place. Our place is Billings and Eastern Montana, where many teachers in rural communities and reservations are underserved in terms of professional development; our purpose is to continue addressing this need. Name choice for this National Writing Project site reflects our respect for tribal histories and Indian perspectives; our cultural advisors, including Reno Charette, Director of American Indian Outreach at MSUB tell us that each Montana Tribe calls the Yellowstone River “Elk River” in their own languages.

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

The Invitational Leadership Institute (ILI) was offered in June 2016, 2017 and 2019. Funding from Sibanye-Stillwater Mine as well as support from ERWP fundraising activities support this program, which includes Indian Education for all using thematic connections to link past to present. Marcia Billedeaux Beaumont (Blackfeet) will lead a cultural immersion day particularly to Crow country in areas surrounding Billings, and IEFA principles and practices will be incorporated throughout the program. The ILI, a summer-long program, will reach 10-15 participants annually who then carry their new knowledge and skills back to their classrooms.

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

Our participants come primarily from Montana and sometimes from surrounding states. IEFA principles and presentations are built into this program, and participants leave with materials they will likely incorporate into their classrooms. Each of these teachers reaches between 30-125 students depending on school size and age group served.

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.

Participants in our programs come from Billings and surrounding areas, including Hardin, Laurel, Reed Point and other locations. We estimate that our teachers reach several hundred native students because of a significant urban Indian community in Billings and schools such as Hardin where 90% of students are native.

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

Photo File Name:

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

Photo Credit:

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

No

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

Purpose: The State-Tribal Relations Report features the State’s cooperative work with tribes in support of the Governor’s vision for greater economic development opportunities, quality health care and education programs, and improving the effectiveness of governmental operations and services.

1. SUBMISSION DATE: June 1, 2019
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Billings
3. NARRATIVE COORDINATOR NAME: Dr. Melinda Arnold PHONE/EMAIL 406-657-2307
Melinda.arnold@msubillings.edu
4. ACTIVITY NAME *NEH Landmarks Workshops for Teachers*: MSUB Tribal Report
5. PROGRAM STAFF NAME: John Keener, Tom Rust, & Tom Manthey
PHONE/EMAIL: 406-657-2085 / tom.manthey@msubillings.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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| <input checked="" type="checkbox"/> Crow | |

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2019 | <input type="checkbox"/> Started during FY 2019 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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

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.

Received a National Endowment for the Humanities Grant (NEH) *Landmarks of American History and Culture* supports a humanities workshop for K-12 Teachers focused on four Montana landmarks of cultural and historical significance focused on the Great Sioux War of 1876 and the Battle of the Little Bighorn: 1) Deer Medicine Rocks, the site of Sitting Bull’s vision prior to the Battle of the Little Bighorn; 2) Rosebud Battlefield State Park; 3) the Little Bighorn Battlefield National Monument; and 4) Chief Plenty Coups State Park. The workshop focuses on the role each site played in the Great Sioux War of 1876, and is a collaboration between MSUB, Little Bighorn College, Little Bighorn Battlefield, and Chief Plenty Coups State Park. The first workshop begin June 16, 2019 and the second workshop ends July 12, 2019.

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.

**2018 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2018 - JUNE 30, 2019)**

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?

No