

**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: 5 June 2019
2. STATE AGENCY/DIVISION/PROGRAM: Counseling Department, University of Montana
3. NARRATIVE COORDINATOR NAME: Veronica Johnson
PHONE/EMAIL: veronica.johnson@mso.umt.edu
4. ACTIVITY NAME: Counseling Department Internships
5. PROGRAM STAFF NAME: Veronica Johnson PHONE/EMAIL: veronica.johnson@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 checked="" type="checkbox"/> Started before FY 2019 | <input type="checkbox"/> Started during FY 2019 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2019 |

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 Department of Counseling has ongoing internship placements at Missoula and Helena Urban Indian Health Services, which are supported through a Behavioral Health Workforce, Education, and Training grant. During the 2018-2019 academic year, two students interned at Missoula Urban Indian Health Services, and one student interned at Helena Urban Indian Health Services.

Chair Veronica Johnson and a doctoral student presented at the Service Learning Conference at Salish Kootenai College about how the department's internships serve rural and tribal 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.
10. If available, provide noteworthy data regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
11. Are there photographs to support the narrative? Yes No

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1. SUBMISSION DATE: June 4, 2019
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana, College of Health Professions and Biomedical Sciences, Health Careers Opportunity Program (HCOP)
3. NARRATIVE COORDINATOR NAME: Salisha Old Bull EMAIL:
Salisha.oldbull@umontana.edu
4. ACTIVITY NAME: CHPBS HCOP
5. PROGRAM STAFF NAME: Lori Morin, PharmD; Mark Pershouse, PhD; Rustem Medora, PhD; Wilena Old Person; Salisha Old Bull; Marissa Lehner
PHONE/EMAIL: Salisha.oldbull@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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The HCOP grant focus is to have a significant increase the number of Native American and disadvantaged students in the healthcare professions. Efforts include recruitment and collaboration outreach to Native American and disadvantaged students interested in the health professions. The University of Montana has a demonstrated record of success with one of the highest graduation rates of Native American pharmacists in the nation, (cumulative total of 74 Native American pharmacists to date with 5 to be graduated in 2020.) Of the 783 actively practicing pharmacists in Montana, approximately 30 are Native American all of whom graduated from the University of Montana's School of Pharmacy. Indian Health Service and Tribally-operated health centers have approximately 300 practice settings. The Indian Health Service continues to report shortages of pharmacists. There is a distinct need for Native American pharmacists to fill recurrent vacancies. Only 24% of pharmacists currently working for IHS or tribal health facilities are Native American. In any event, the lack of Native American pharmacists is apparent.

Recruitment and collaboration have specifically included: The University of Montana's American Indian Student Services Soup Wednesday; attendance to the 2019 American

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Indian Higher Education Consortium Annual Conference; time and funding contribution to the University of Montana's Kiyi Native American Student Association; Browning High School in collaboration with Montana Gear Up and Montana's Graduation Matters campaign; Chief Dull Knife College in collaboration with Indigenous Research and STEM Education and the Missoula Urban Indian Health Center; direct recruitment and student services within the Health Careers Opportunity Program Academy and summer pre-matriculation Pharmacy Academic Boot Camp.

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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The Health Careers Opportunity Program has two components for health professions students at the University of Montana. The summer pre-matriculation Pharmacy Academic Boot Camp for disadvantaged students admitted to a professional pharmacy program and the HCOP Academy. The Pharmacy Academic Boot Camp accepts 10 students to a four week boot camp at the Skaggs School of Pharmacy to work with CHPBS staff and faculty. This program aims to give a leg up to disadvantaged students by working closely with the faculty and taking courses relevant to their first year in the professional program. A highlight is the five \$10,000 scholarships for students continuing at UM Skaggs School of Pharmacy. Native American students are recruited into the program amongst the open application for all ethnicities.

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

Photo File Name: 2019PharmacyABC.jpg

Photo Caption (include the name of the event/persons, location, and date): 2019 Pharmacy Academic Boot Camp, The University of Montana, Skaggs building, June 3, 2019

Photo Credit: Salisha Old Bull, Salisha

Photo File Name: 2019HCOPAcademy.jpg

Photo Caption (include the name of the event/persons, location, and date): 2019 HCOP Academy Student Meeting, Stress Reduction Presentation from Peers Reaching Out student group, April 25, 2019.

Photo Credit: Marissa Lehner

Photo File Name: DemontineyBodnar.jpg

Photo Caption (include the name of the event/persons, location, and date): HCOP Academy student, Dillon Demontiney, a 2019 graduate with a BA in Psychology and a BA in Biology telling his story of success along with UM President Seth Bodnar, 2019 Celebrate U Kickoff event, June 4, 2019

Photo Credit: Salisha Old Bull

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1. SUBMISSION DATE: 6/7/19
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana/Mansfield Center
3. NARRATIVE COORDINATOR NAME: Deena Mansour
PHONE/EMAIL: deena.mansour@umontana.edu/243-2713
4. ACTIVITY NAME: Mansfield Center
5. PROGRAM STAFF NAME: Kelsey Stamm Jimenez
PHONE/EMAIL: kelsey.stamm@umontana.edu/243-2838
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 checked="" type="checkbox"/> Confederated Salish & Kootenai	<input checked="" type="checkbox"/> Northern Cheyenne
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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:

Sports Diplomacy, Sport for Social Change: July 15-28, 2018 one member of the Fort Peck tribe, one member of the Northern Cheyenne tribe, and one member of the Confederated Salish and Kootenai tribe traveled on a US State Department program, Sport for Social Change, to El Salvador in a program led and managed by the Mansfield Center. These three tribal participants were part of a 19-member delegation that was in El Salvador to teach how to engage at-risk youth through basketball.

As the reciprocal part of this program, a 26-member delegation from Central America came to the University of Montana for a 13-day program focused on the same goal. The Central American delegation traveled to the Confederated Salish and Kootenai tribes twice, meeting with tribal leaders on the cultural and historical importance of sports to the tribes and also learning about current strategies to use sports as an avenue of positive change and life lessons for their youth.

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Professional Fellows Program: In October 2018 and April 2019, a group of 16 Southeast Asian young professional leaders traveled to the Confederated Salish and Kootenai tribes to meet with the tribal council to learn about tribal sovereignty and government, and also met with tribal leaders to exchange best practices on leadership and management of natural resources.

All of our exchange groups visit at least the Flathead Indian Reservation, and occasionally the Blackfeet Reservation. This includes a minimum of eight group visits per year.

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

N/A

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

The Sport for Social Change program has positively impacted tribal communities (Fort Peck, Northern Cheyenne, Confederated Salish and Kootenai) by providing international exchange opportunities in which they can share their knowledge and expertise, but also connect with others on a global scale and learn new perspectives, cultures, and issues. Three tribal members traveled on this program and are now strong advocates for international and cultural exchange in their communities.

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

Photo File Name: Group at dam

Photo Caption (include the name of the event/persons, location, and date): A group of young Southeast Asian professionals who are part of a US State Department-sponsored exchange managed by the Mansfield Center at the University of Montana visit the Séliš, Ksanka and Q'ísapé Dam to discuss shared issues in natural resource management (April 30, 2019)

Photo Credit: Kelsey Stamm Jimenez

Photo File Name: Sasha in ES

Photo Caption (include the name of the event/persons, location, and date): Sasha Fourstar Miller, member of the Fort Peck tribe, coaches a Salvadoran youth in Soyapango, El Salvador (July 2018)

Photo Credit: US Embassy El Salvador

Photo File Name: Mike Santa Ana

Photo Caption (include the name of the event/persons, location, and date): Mike Chavez, member of the Northern Cheyenne tribe and former Griz great and semi-pro basketball player, coaches Salvadoran youth in defense techniques in Santa Ana, El Salvador (July 2018)

Photo Credit: Kelsey Stamm Jimenez

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1. SUBMISSION DATE:6/5/2019
2. STATE AGENCY/DIVISION/PROGRAM: National Native Children’s Trauma Center
3. NARRATIVE COORDINATOR NAME: Maegan Rides At The Door
PHONE/EMAIL: 243-2644/Maegan.ridesatthedoor@umontana.edu
4. ACTIVITY NAME: (SNEP) Sister Nations Empowerment Project
5. PROGRAM STAFF NAME: Maegan Rides At The Door PHONE/EMAIL:243-2644
6. Select Tribe(s) Involved:

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

The 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.**
- **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.**

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This project reports to the Fort Peck Tribal Executive Board Health and Human Services Committee on a quarterly basis to provide programmatic updates and annually to provide information on the data that has been collected. This work often requires Tribal Resolutions to be approved by the Tribal Executive Board related to suicide prevention.

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 project provides several grant funded positions such as nurse practitioner, mental health provider/case manager, trainer and cultural consultants, and suicide prevention coordinator. This project has provided training to community members in an attempt for individuals in the community to attend train-the-trainer events to become trainers in gatekeeper trainings such as: Applied Suicide Intervention Skills Training (ASIST), safeTALK, and Youth Mental Health First Aid.

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

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**

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- 1. SUBMISSION DATE: 6/3/19
- 2. STATE AGENCY/DIVISION/PROGRAM: UM/Missoula College Undergraduate Admissions
- 3. NARRATIVE COORDINATOR NAME: Emily Ferguson-Steger
PHONE/EMAIL (406) 243-6268, emily.steger@mso.umt.edu
- 4. ACTIVITY NAME: Undergraduate Admissions
- 5. PROGRAM STAFF NAME: _____ PHONE/EMAIL: _____

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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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.

Undergraduate Admissions Office (which recruits and provides services for prospective students and their families interested in University of Montana - UM, Missoula College - MC and Bitterroot College - BC), visits all high schools and community colleges in the state of Montana each year. Included in these visits are stops at all Montana Tribal High Schools and Tribal Colleges. In addition, they participate and help to coordinate the state wide the annual spring MPSEOC (Montana Post-Secondary Educational Opportunity Council) Tribal College Circuit. This event includes College/Career Fairs hosted by each Montana Tribal College for both college tribal college students and area k-12 students.

As American Indian Higher Educational Consortium (AIHEC) was hosted in Billings, MT this year and Undergraduate Admissions purchased four tables (and coordinated the tabling of these), an ad in the program as well as sponsoring the High School lunch and two coffee services. In addition, we placed an ad for UM in the Native News Project periodical.

Undergraduate Admissions Office provides tours and on campus activities and events for Tribal College, High/Middle School and Gear Up/Upward Bound groups. These visits can include scheduling/implementing: Native American student panels, Students Service panels, tours of the Payne Native American Center, on campus scavenger hunts and mock classes.

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None

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None

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?

None

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

Photo File Name: 2018 Upward Bound group photo

Photo Caption (include the name of the event/persons, location, and date): UB summer program group photo, Payne Native American Center (UM Campus), July 2018

Photo Credit: Todd Goodrich

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