

2020 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2019 - JUNE 30, 2020)

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: 7/20/2020
2. STATE AGENCY/DIVISION/PROGRAM: Dawson Community College
3. NARRATIVE COORDINATOR NAME: Sarah North Wolfe PHONE/EMAIL
snorthwolfe@dawson.edu 406-377-9403
4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*):
Active recruitment of Indigenous People of Montana to the student body of Dawson Community College
5. PROGRAM STAFF NAME: Sarah North Wolfe, McKinna Fleming PHONE/EMAIL:
snorthwolfe@dawson.edu 406-377-9403, m Fleming@dawson.edu 406-377-9419
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 2020	<input type="checkbox"/> Started during FY 2020
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2020

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.

Dawson Community College is committed to providing opportunities that invite all learners to be a part of DCC. As a community college, we strive to deliver opportunities for our community members throughout Montana, including and especially our American Indian students. We have made it a priority to recruit American Indian students and increase our Indigenous student base. One example of this is active recruiting at high schools on and near tribal land, especially in Eastern Montana (e.g. Frazer School District, Wolf Point High School, Poplar High School, and Brockton School District on the Fort Peck Reservation). Our recruiters make it a priority to visit schools that serve American Indian students. In addition, DCC partners with Chief Dull Knife College to participate in Free Application Week activities which allow students to submit an application at any Montana college or university free of charge. In previous years (when not affected by COVID-19) Dawson Community College has attended the MPSEOC Tribal College Fair recruiting circuit in order to reach college and high school students as well as provide information to community members and build campus relations.

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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.

Dawson Community College hosted a summer-long professional development opportunity for staff (required) and faculty (encouraged). This online class, Introduction to Native American Studies: Building Essential Understandings, provided “basic background information about Montana tribes, the federal policies that have affected them, and their contemporary experience.” (NASX191 Syllabus, Baldwin, 2020). We are hopeful that this will impact the ways in which DCC staff and faculty relate to and understand the context of the American Indian experience.

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.

DCC received applications from 55 students who identified as American Indian or Alaska Native in 2019.

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?