2.	SUBMISSION DATE: July 23, 2020 STATE AGENCY/DIVISION/PROGRAM: NARRATIVE COORDINATOR NAME: PHONE/EMAIL:	Montana State University Northern Margarett H. Campbell, Ed. D. 406.945.9232	
5.	ACTIVITY NAME: PROGRAM STAFF NAME: PHONE/EMAIL:	NASNTI/ WICHE/LUMINA Summit Erica McKeon Hanson 406.265.3713	
7.	Select Tribe(s) Involved:		
	<ul> <li>( ) All</li> <li>( ) Blackfeet</li> <li>( ) Chippewa Cree</li> <li>( ) Confederated Salish &amp; Kootenai</li> <li>( ) Crow</li> </ul>	<ul><li>( ) Fort Belknap</li><li>( ) Fort Peck</li><li>( ) Little Shell</li><li>( ) Northern Cheyenne</li></ul>	
8.	Please specify when this state-tribal activity sta	rted and if it is ongoing or finalized.	
		tarted during FY 2020 Completed/finalized during FY 2020	
I		t acronyms and acknowledge the source when the ided by an entity outside of state government.	
9.	<u> </u>	state-tribal activity, its <b>significance</b> , <b>major</b> include a <b>brief</b> description of the state program monetary contributions, location, other partners, etc	
	· · · · · · · · · · · · · · · · · · ·	ended the NASNTI/WICHE/LUMINA Summit ators from various universities and the Executive te Colleges and Universities.	
10	0. In 1-2 paragraphs, describe <b>any new rule, policy or law</b> related to your program that impact state tribal relations, Indian people and tribal communities.		
	This was not a policy, law or rule change even NASNTI Universities.	ent. It was an educational summit of leaders of	
11	. If available, provide <b>noteworthy data</b> regarding communities, such as the number of American Country, leveraged funds stimulating economic	Indian people served, jobs created in Indian	
12	. Are there <b>photographs</b> 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: NASNTI/WICHE/LUMINA Summit Photo Caption: University educators and policy experts

Photo Credit: Erica McKeon Hanson

13. Do you have any **suggestions** on how to improve the Governor's Tribal Relations Report? Item#7 either use reservation names or tribal names, currently you have a combination of tribes and reservations.



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.

14 SURMISSION DATE: July 23, 2020

15. STATE AGENCY/DIVISION/PROGRA 16. NARRATIVE COORDINATOR NAME PHONE/EMAIL:	<b>J</b>
17. ACTIVITY NAME: 18. PROGRAM STAFF NAME:	NASNTI Summer Research Project Erica McKeon Hanson
PHONE/EMAIL:	406.265.3713
19. Select Tribe(s) Involved:	
<ul> <li>( ) All</li> <li>( X) Blackfeet</li> <li>( X) Chippewa Cree</li> <li>( ) Confederated Salish &amp; Kootenai</li> <li>( ) Crow</li> </ul>	<ul> <li>(X) Assinboine and Gros Ventre</li> <li>(X) Assiniboine and Sioux</li> <li>() Little Shell</li> <li>() Northern Cheyenne</li> </ul>
20. Please specify when this state-tribal activ	rity started and if it is ongoing or finalized.
<ul><li>( ) Started before FY 2020</li><li>( ) Ongoing/Long-Term</li></ul>	<ul><li>( ) Started during FY 2020</li><li>( X ) Completed/finalized during FY 2020</li></ul>

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.

- 21. The Montana State University-Northern (MSUN) Native American Serving Non-Tribal Institutions (NASNTI) project received a one-time NASNTI supplemental award to fund a faculty-driven, culturally responsive research internship for American Indian students. Expanding on the goals of the original NASNTI project, this supplemental project further developed the faculty American Indian student mentorship through a project that taught MSUN American Indian students research skills both in the field and in the laboratory. Most of the work was done in Beaver Creek Park on the border of the Rocky Boy's Reservation, on the Lost River Wildlife Management Area and the MSU-Northern research labs. This project was led by Dr. Terri Hildebrand, Professor of Biology at MSUN.
- 22. In 1-2 paragraphs, describe **any new rule, policy or law** related to your program that impact state-tribal relations, Indian people and tribal communities.

This was a student research project and was never intended to change a rule, policy or law. It was a student engagement.

23. 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.

#### All students were paid a stipend for their research.

24. 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: NASNTI Summer Research Project

Photo Caption: Student Research and Professor Terri Hildebrand

Photo Credit: Dr. Terri Hildebrand



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



2.	SUBMISSION DATE: STATE AGENCY/DIVISION/PROGRAM: NARRATIVE COORDINATOR NAME: PHONE/EMAIL:	July 23, 2020 Montana State University Northern Margarett H. Campbell, Ed. D. 406.945.9232				
	ACTIVITY NAME: PROGRAM STAFF NAME: PHONE/EMAIL:	Erica McKeon Hanson 406.265.3713				
6.	Select Tribe(s) Involved:  (X) All  ( ) Blackfeet  ( ) Chippewa Cree  ( ) Confederated Salish & Kootenai  ( ) Crow	<ul><li>( ) Fort Belknap</li><li>( ) Fort Peck</li><li>( ) Little Shell</li><li>( ) Northern Cheyenne</li></ul>				
7.		rted and if it is ongoing or finalized.  arted during FY 2020  ompleted/finalized during FY 2020				
Iı		t acronyms and acknowledge the source when the ided by an entity outside of state government.				
	3. The Sweetgrass Society and Little River Institute students made ribbon skirts during American Indian Days. Materials were brought to LRI and the students helped each other make skirts. They were the skirts at the Havre Festival Days Parade.					
	<ol> <li>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.</li> </ol>					
	No rules, policies or laws changed.					
11.	If available, provide <b>noteworthy data</b> regarding communities, such as the number of American Country, leveraged funds stimulating economic <b>None</b>	Indian people served, jobs created in Indian				
12	12. Are there <b>photographs</b> 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: Sweetgrass Society Methodology Sweetgrass Society Students Photo Credit: Erica McKeon Hanson	Members Made Ribbon Skirts Made Ribbon Skirts				
	13. Do you have any <b>suggestions</b> on how to im	prove the Governor's Tribal Relations Report?				

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







<ol> <li>SUBMISSION DATE</li> <li>STATE AGENCY/DI</li> <li>NARRATIVE COOR PHONE/EMAIL:</li> </ol>	IVISION/PROGRAM:	July 23, 2020 Montana State University Northern Margarett H Campbell 406.945.9232
<ul><li>4. ACTIVITY NAME:</li><li>5. PROGRAM STAFF N PHONE/EMAIL:</li></ul>	NAME:	"Rise to the Top" Video Margarett H Campbell 406.945.9232
6. Select Tribe(s) Involv		
(X) All	( ) Fort Bel	•
<ul><li>( ) Blackfeet</li><li>( ) Chippewa Cree</li></ul>	( ) Fort Pec ( ) Little Sh	
( ) Confederated Salish & K	* *	
( ) Crow	ootenar ( ) reordien	i Cheyenne
	his state-tribal activity starte	d and if it is ongoing or finalized.
(V) Stantad hafana EV 2020	( ) Stantad dynina I	EV 2020
<ul><li>(X) Started before FY 2020</li><li>(X) Ongoing/Long-Term</li></ul>	` '	dized during FY 2020
	· · · ·	-
		ns and acknowledge the source when the tity outside of state government.
accomplishments, and overall contributing to the activity, ti MSUN started a project ca	l impact. Please include a bamelines, cost and monetary lled "Rise to The Top" to h	e-tribal activity, its significance, major rief description of the state program contributions, location, other partners, etc. relp American Indian students understand riches" story contributed to that cause.
9. In 1-2 paragraphs, des state-tribal relations, Indian p <b>No new rules, policies or lav</b>	eople and tribal communitie	
10. If available, provide n	noteworthy data regarding the of American Indian peo	e impact of your program on tribal ople served, jobs created in Indian Country,
1 0 1		X) Yes ( ) No ation (300 DPI). Please provide below the file
Photo File Name: Photo Credit:	"Rise to the Top"   Jim Potter	promotional video series



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

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

1.	SUBMISSION DATE:	July 23, 2020
2.	STATE AGENCY/DIVISION/PROGRAM:	Montana State University Northern
3.	NARRATIVE COORDINATOR NAME:	Margarett H. Campbell, Ed.D.
	PHONE/EMAIL:	406.945.9232
4.	ACTIVITY NAME:	MSUN Faculty Orientation
5.	PROGRAM STAFF NAME:	Margarett H. Campbell, Ed. D.
	PHONE/EMAIL:	406.945.9232
6.	Select Tribe(s) Involved:	
(X	( ) For	t Belknap
(	) Blackfeet ( ) For	t Peck
(	) Chippewa Cree ( ) Litt	le Shell
(	) Confederated Salish & Kootenai ( ) Nor	rthern Cheyenne
(	) Crow	
7.	Please specify when this state-tribal activity s	started and if it is ongoing or finalized.
`	) Started before FY 2020 ( ) Started dur	
(	) Ongoing/Long-Term (X) 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.

## American Indian Education Director, Margarett Campbell provided Diversity and Equity Training to the MSUN faculty and staff Fall Semester 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.

#### No new rules, policies or laws

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.

#### Not applicable



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: Faculty and Staff Orientation Fall Semester 2019
Photo Caption: Faculty and Staff Orientation Fall Semester 2019

Photo Credit: Erica McKeon Hanson

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? **Provided on page 1 of the report.** 

1. 2. 3.	SUBMISSION DATE: STATE AGENCY/DIVISION/PROGRAM: NARRATIVE COORDINATOR NAME: PHONE/EMAIL:	July 23, 2020 Montana State University Northern Margarett H Campbell, Ed. 406.945.9232
4. 5.	ACTIVITY NAME: Little River Tutor and Pathfinder Mo PROGRAM STAFF NAME: PHONE/EMAIL:	orgaine Lomayesva provides tutoring Morgaine Lomayesva, Path 406.945.9232
( ) Ch	ackfeet ( ) Fort Peck hippewa Cree ( ) Little Shell honfederated Salish & Kootenai ( ) Northern Cheyena	ne
7.	Please specify when this state-tribal activity started and if it	t is ongoing or finalized.
. ,	arted before FY 2020 ( ) Started during FY 2020 ( ) Completed/finalized duri	ng FY 2020
	next sections, please make sure to spell out acronyms and acals (text/data/photographs) were provided by an entity outsic	
contrib The Li	In 1-2 paragraphs, describe the purpose of the state-tribal adplishments, and overall impact. Please include a brief descributing to the activity, timelines, cost and monetary contributing ittle River Institute is an American Indian retention program is tutorial services. Professional tutors and Pathfindents.	iption of the state program ons, location, other partners, etc. gram. One of the key elements of
Tutori	In 1-2 paragraphs, describe any new rule, policy or law relations, Indian people and tribal communities.  ng Central was established to coordinate all tutoring requand can Indian students prefer LRI due to feeling a sense of	uests on campus, however
leverag	If available, provide noteworthy data regarding the impact of anities, such as the number of American Indian people serve ged funds stimulating economic development, etc. oplicable	• •
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: LRI Provides Tutoring
Photo Caption: LRI Provides Tutoring
Photo Credit: Erica McKeon Hanson

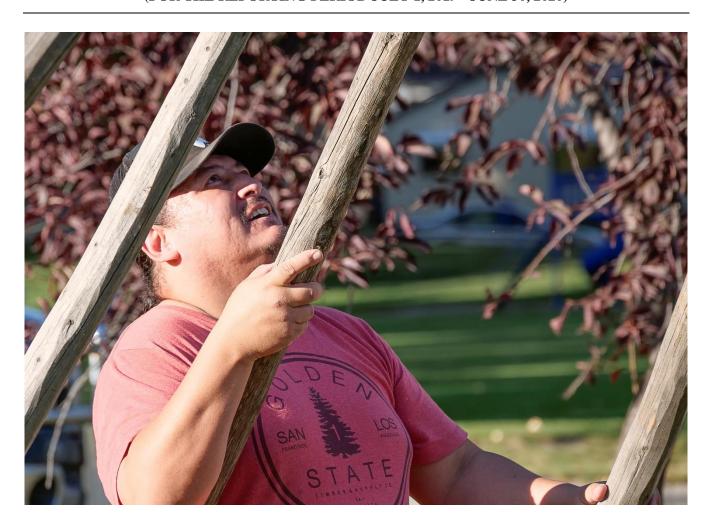




12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

1.	SUBMISSION DATE	:	July 24, 2020
2.	STATE AGENCY/DI		Montana State University Northern
3.	NARRATIVE COOR	DINATOR NAME:	Margarett H Campbell, Ed.D.
	PHONE/EMAIL:		406.945.9232
4.	ACTIVITY NAME:		Tipi Raising on MSUN Campus
5.	PROGRAM STAFF N	JAME:	Erica McKeon Hanson
	PHONE/EMAIL:		406.265.3713
6.	Select Tribe(s) Involve	ed:	
( ) Al	* *		niboine and GrosVentre
(X) Bla		` '	niboine and Sioux
, ,	ippewa Cree		e Shell
, ,	onfederated Salish & Ko	` '	thern Cheyenne
( ) Cr		( ),	
7.	Please specify when the	nis state-tribal activity s	tarted and if it is ongoing or finalized.
( ) Sta	arted before FY 2020	( ) Started duri	ng FY 2020
` /	going/Long-Term		finalized during FY 2020
	-	-	onyms and acknowledge the source when the n entity outside of state government.
contrib  During  observ	plishments, and overall outing to the activity, the American Indian more the raising and lear	impact. Please include melines, cost and monet onth, September, MSU	state-tribal activity, its significance, major a brief description of the state program ary contributions, location, other partners, etc. IN raises tipis. The faculty, staff and students e significance of the lodges and family
custon			11-414
9.		•	cy or law related to your program that impact
		eople and tribal commu	nities.
	w rules, policies or law		a the immed of view and anome on tribal
10.	-	<u> </u>	g the impact of your program on tribal
		conomic development,	people served, jobs created in Indian Country,
11.	_	to support the narrative	
	The mere photographs	to support the narrative	. (21) 100 ( ) 110
Photo 1	File Name:	MSUN Tipi Raising	
	Caption:	MSUN Tipi Raising	
Photo (	-	Jim Potter	











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

	SUBMISSION DATE:		July 24, 2020
	STATE AGENCY/DIVISION		Montana State University Northern
	NARRATIVE COORDINAT	OR NAME:	Margarett H Campbell, Ed. D.
	PHONE/EMAIL:		406.945.9232
	ACTIVITY NAME:		American Indian Advisory Council
	PROGRAM STAFF NAME:		Margarett H Campbell
	PHONE/EMAIL:		406.945.9232
6.	Select Tribe(s) Involved:		
() All		* *	ne and Gros Ventre
(X) Bla		( ) Assiniboi	
	ippewa Cree	( ) Little She	
( ) Cor ( ) Cro	nfederated Salish & Kootenai	( ) Northern	Cheyenne
7.	Please specify when this state	e-tribal activity started	and if it is ongoing or finalized.
( ) Sta	rted before FY 2020	( ) Started during FY	Z 2020
(X) On	going/Long-Term	( ) Completed/finaliz	zed during FY 2020
materia	ls (text/data/photographs) we	re provided by an entit	s and acknowledge the source when the ty outside of state government.
			tribal activity, its significance, major
			ef description of the state program
		<u> </u>	ontributions, location, other partners, etc.
			sory Council was held January 31, 2020
	ibal relations, Indian people a		law related to your program that impact
	v <b>rules, policies or laws were</b>		
	/ <b>L</b>		impact of your program on tribal
			le served, jobs created in Indian Country,
	ed funds stimulating economi		ie served, jobs created in maran Country,
	plicable	et development, etc.	
	Are there photographs to sup	nort the narrative? (X	) Yes ( ) No
11.	The there photographs to sup	port the narrative: (A)	1105
	File Name:		lvisory Council Meeting
	Caption:		lvisory Council Meeting
Photo C	Credit:	Jim Potter	



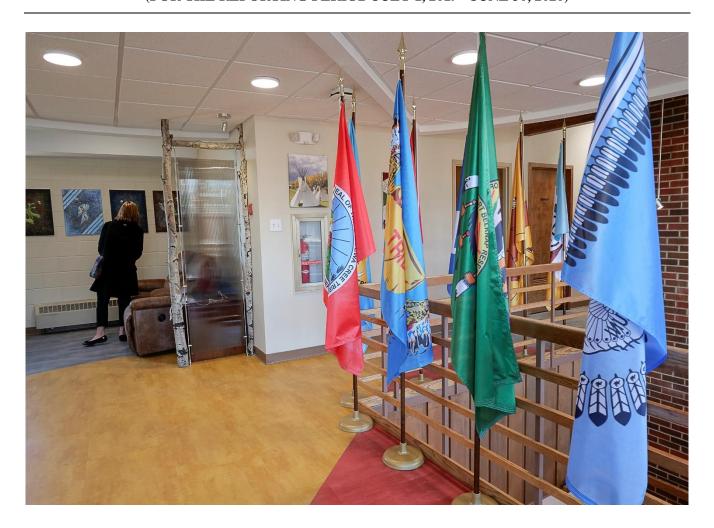


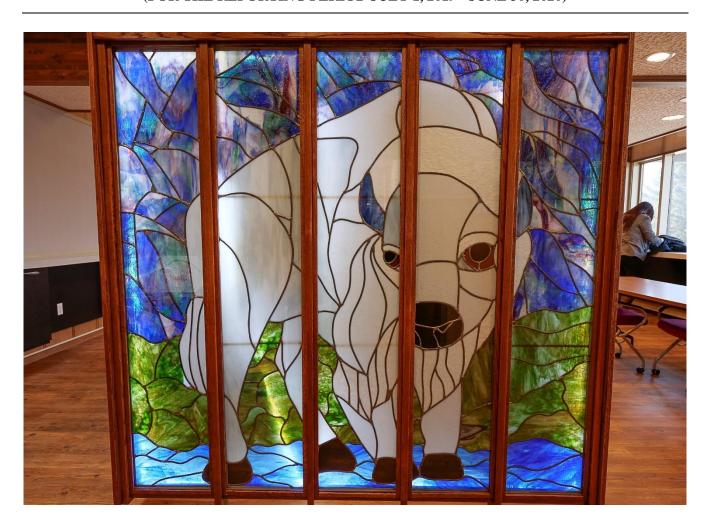




12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

<ol> <li>SUBMISSION DATE:</li> <li>STATE AGENCY:</li> <li>NARRATIVE COORD PHONE/EMAIL:</li> <li>ACTIVITY NAME:</li> <li>PROGRAM STAFF NA PHONE/EMAIL:</li> </ol>		July 23, 2020 Montana State University Northern Margarett H Campbell, Ed. D. 406.945.9232 Little River Open House Erica McKeon Hanson	
6. Select Tribe(s) Involved	d:		
(X) All		Fort Belknap	
( ) Blackfeet		Fort Peck	
( ) Chippewa Cree		Little Shell	
( ) Confederated Salish & Ko	` '	Northern Cheyenne	
( ) Crow	( ) 1		
	s state-tribal activit	ty started and if it is ongoing or finalized.	
( ) Started before FY 2020	( ) Started	during FY 2020	
( ) Ongoing/Long-Term	* *	ted/finalized during FY 2020	
( ) 51.851.8 251.8 15111	(11) Compie		
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.			
accomplishments, and overall is contributing to the activity, time Little River Institute held an American Indian students. To Chancellor spoke about his very 9. In 1-2 paragraphs, described relations, Indian per No new rules, policy or law certain 10. If available, provide no communities, such as the number 11.	mpact. Please included include	policy or law related to your program that impact amunities.  rding the impact of your program on tribal dian people served, jobs created in Indian Country,	
leveraged funds stimulating ec	onomic developme	nt, etc.	
11. Are there photographs	to support the narra	ative? (X) Yes ( ) No	
	Little River Institu Iim Potter	te Open House	















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

2. S 3. N	. STATE AGENCY/DIVISION/PROGRAM: . NARRATIVE COORDINATOR NAME: PHONE/EMAIL		July 23, 2020 Montana State University Northern Margarett H Campbell 406.945.9232 Kishay Baker presented 3 Lunch and Learn events. She presented Cree Language and Winter Stories of the Cree		
F	PROGRAM STAFF N PHONE/EMAIL:				Erica McKeon Hanson 406.265.3713
	Select Tribe(s) Involv	ed:			
(X) All				) Fort Belkı	nap
( ) Blac			(	) Fort Peck	
	ppewa Cree		(	) Little She	
	federated Salish & K	ootenai	(	) Northern	Cheyenne
( ) Crov	W				
7. F	Please specify when the	nis state-tribal	ac	tivity started	and if it is ongoing or finalized.
	ted before FY 2020 going/Long-Term			ed during FY pleted/finaliz	2020 zed during FY 2020
	-	-		•	s and acknowledge the source when the y outside of state government.
presente	ed Cree Language a	nd Cree Wint	er	Stories. She	events that were very successful. She described how the stories were used to teach at least one lesson, usually more.
state-trib	n 1-2 paragraphs, des pal relations, Indian p rules, policies or la	eople and triba	al c	communities.	law related to your program that impact
commun	nities, such as the nuned funds stimulating e	nber of Americ	can	Indian peop	impact of your program on tribal le served, jobs created in Indian Country,
11. A	Are there photographs	s to support the	n	arrative? (X)	Yes () No
Photo Fi Photo Ci	ile Name: redit:	Little River C Jim Potter	ре	n House and	Dedication







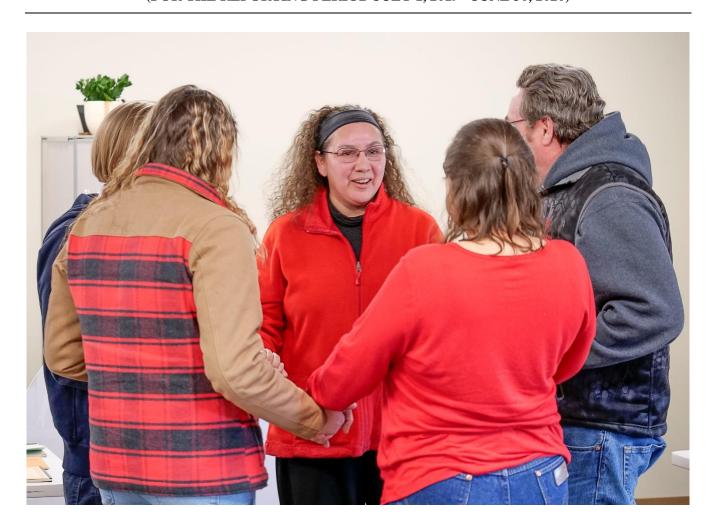


















12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?



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

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

1. SUBMISSION DATE:	June 24, 2020
<ol> <li>STATE AGENCY/DIVISION/PROGRAM</li> <li>NARRATIVE COORDINATOR NAME:</li> </ol>	Margarett H Campbell, Ed. D.
PHONE/EMAIL	
4. ACTIVITY NAME: Facul	ty Development by Mialee Lamebull Nepoose
5. PROGRAM STAFF NAME: Erica	McKeon Hanson
PHONE/EMAIL: 406.2	265.3713
6. Select Tribe(s) Involved:	
	Assiniboine & Gros Ventre
	Assiniboine & Sioux
	ittle Shell
• •	Northern Cheyenne
( ) Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.	
( ) Stantad hafana EV 2020 ( ) Stantad a	lywing EV 2020
	luring FY 2020 red/finalized during FY 2020
( ) Ongoing/Long-Term (A) Complete	ed/manzed during FT 2020
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.	
Mialee provided an "Indian Education For All" lesson for Faculty in the Education Department	
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.	
Not applicable	
Not applicable	
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: Mialee Nepoose Pro	vides Indian Ed For All to Faculty
Photo Credit: Erica McKeon Hans	on

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