

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: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Health and Human Development
3. NARRATIVE COORDINATOR NAME: Selena Ahmed PHONE/EMAIL
selena.ahmed@montana.edu,
4. ACTIVITY NAME: Advancing Healthy & Sustainable Diets for All on the Flathead Reservation
5. PROGRAM STAFF NAME: PHONE/EMAIL:
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Ongoing/Long-Term
 - Started during FY 2020
 - Completed/finalized during FY 2020

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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 long-term public health goal of our project is to address diet and lifestyle-related health disparities in the Flathead community and support food sovereignty.

In collaboration with partners at Salish Kootenai College, I am working on a project to promote sustainable diets towards enhanced human and environmental wellbeing on the Flathead Reservation through a dietary and mindfulness intervention. Our project seeks to provide an evidence-based educational resource for the community that supports healthy dietary choices for people and the planet. Our goal is for the Healthy & Sustainable Diets for All curriculum to be modified and integrated by various educational and community programs on the Flathead community for sustained impact. We are working with community partners to identify community-level and food system actions to support the lessons of the Healthy & Sustainable Diets for All programming to be implemented through future multi-level interventions.

We are assessing the effectiveness of the intervention curriculum on the basis of self-efficacy, dietary quality (including Sustainable Diet Scores), and various health outcomes (including gut microbial metabolites and biomarkers of inflammation).

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.

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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

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1. SUBMISSION DATE: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Extension- Health and Human Development
3. NARRATIVE COORDINATOR NAME: Suzanne Held PHONE/EMAIL 406-994-6321; suzanne@montana.edu
4. ACTIVITY NAME: Messengers for Health Baa nnilah program
5. PROGRAM STAFF NAME: Alma McCormick PHONE/EMAIL: 406-665-5492; alma.mccormick@montana.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 type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input checked="" type="checkbox"/> Apsáalooke (Crow)	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

<input 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

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Our partnership developed and implemented Baa nnilah, an innovative and unique program to improve capabilities for chronic illness (CI) management among Apsáalooke (Crow) Indians in Montana. This is significant because of the disparities between whites and American Indians (AIs) in age at death for those with chronic illness (CI). In our state of Montana, AIs die 14 years earlier for those with heart or kidney disease, 12.5 years for those with diabetes, and 11 years for those with cerebrovascular disease. Existing programs addressing CI management, which can lead to lower mortality rates and a higher quality of life, fail because they are not consonant with the AI culture.

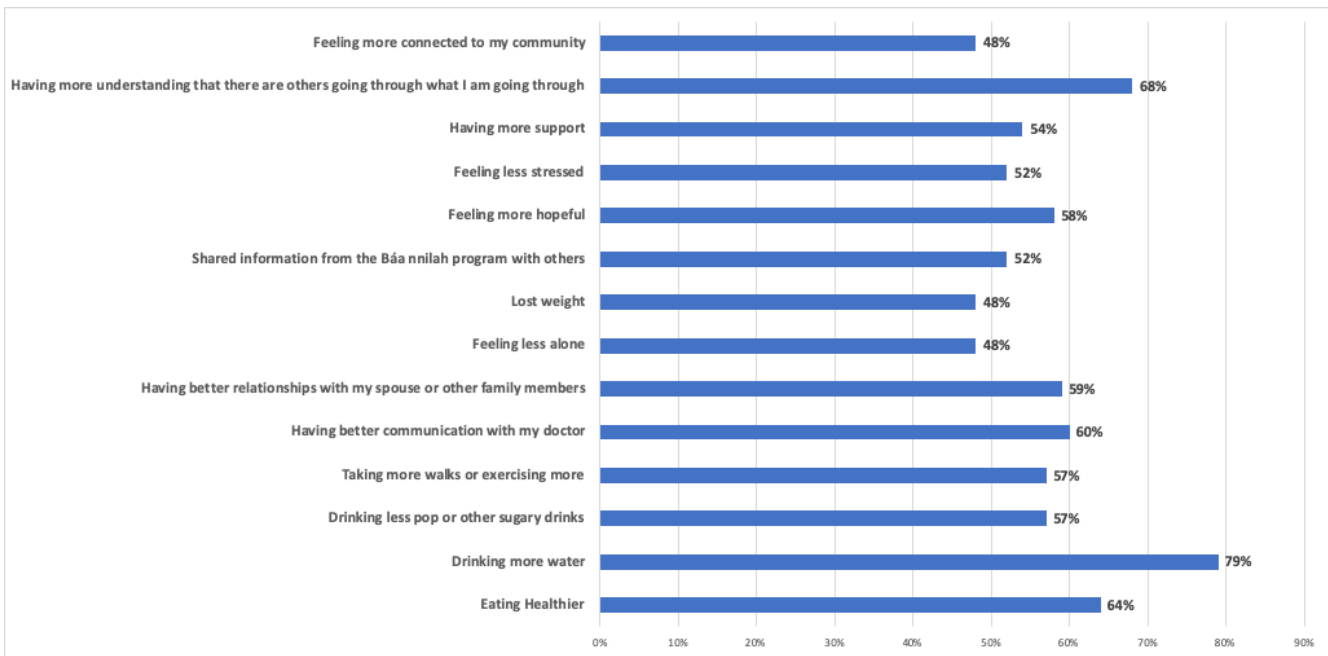
Over 200 community members were involved in the program and 10 local mentors who had CIs facilitated the program in different communities on the reservation. We are now working to sustain the program in the community.

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.

None to report

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 asked participants to check off “all of the changes you have noticed since you started the Báa nnilah program”. The following chart indicates the percentage of participants indicating program impacts in the following areas:



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

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1. SUBMISSION DATE: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Health and Human Development
3. NARRATIVE COORDINATOR NAME: Wan-Yuan Kuo PHONE/EMAIL
(217)898-5128/ wanyuan.kuo@montana.edu
4. ACTIVITY NAME: What's culture's role in food science education? Combining social science and science approaches in teaching Experimental Foods
5. PROGRAM STAFF NAME: Wan-Yuan Kuo PHONE/EMAIL: (217)898-5128/
wanyuan.kuo@montana.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	
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The **purpose** of this project is to partner with the Confederated Salish and Kootenai Tribes (CSKT) on value-added Native food product development. In the first year of the project, we developed Native value-added lake trout products for the Native Fish Keepers to market their lake trout. Native Fish Keepers is a tribally owned and operated non-profit dedicated to preserving the ecological and cultural sustainability of Flathead Lake and the Confederated Salish & Kootenai Tribes. The students in the Experimental Foods course learned social science methods to gather the tribes' cultural values and incorporate them into developing culturally appropriate food products using Indigenous ingredients.

This project is **significant** because community culture is rarely incorporated in teaching food innovation in the food science education system in the USA. According to the United Nations, "no development can be sustainable without including culture," and, to strengthen and diversify food systems, innovations must align

with the community's food heritage. This project will prepare future food industry professionals with the attitude to respect community culture and the knowledge to work with the community food system.

The **major accomplishments with the corresponding timeline and contributors** are listed below.

- Received \$7,504 funding from the 2018 MSU College of EHHD Transformational Teaching Grant ("What's culture's role in food science education? Combining social science and science approaches in teaching Experimental Foods") and the 2019 MSU Center for Faculty Excellence Instructional Innovation Grant ("Combining social science and science approaches in teaching Experimental Foods")
- Established partnerships with Native Fish Keepers, Inc. and with the CSKT Council Chair, Shelly Fyant from Spring 2019
- Developed and launched one new course with a service-learning component with CSKT in fall 2019 (NUTR 435 Experimental Foods)
- Invited to present the project and food products at the CSKT community health event "Go Red for Women" at St. Ignatius in spring 2020.
- Published one teaching paper in summer 2020 based on the project outcome ("Incorporating community culture in teaching food innovation – ideation, prototyping, and storytelling. Journal of Food Science Education 2019 (in print)),
- Established the class partnership with the Salish Kootenai College Business Program and co-submitted with SKC a WesternSARE Research and Education Grant pre-proposal in May 2020 to continue this tribal partnership.

The **overall impact** of the project includes increased knowledge and interest of Native foods by the CSKT stakeholders and tribal members throughout the collaboration, and the successful creation of the teaching model that incorporates community culture in food product development.

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.

Currently, no MSU policy exists to regulate intellectual property in a tribal-University partnership. Protecting the tribe's cultural property relies on MSU faculty and students' voluntary offering of non-disclosure agreements. The first class in spring 2019 was fortunate to have all students willing to sign on the NDA to protect tribal food knowledge. However, in our project, we have repeatedly experienced the tribal partners' lack of interest to claim intellectual property from their natural resources due to the ancestral philosophy to not own the land. The tribal members expressed to us that this is how they were taken advantage of. We believe that there should be a culturally sensitive policy to regulate intellectual property in a tribal-MSU partnership.

We have started research to evaluate the tribal and university stakeholders' perceptions, knowledge, attitude, and expectations on intellectual property in Tribal-MSU partnerships. We aim to provide this study result to the MSU Legal Counsel to initiate a systematic approach to safeguard the tribes' natural and cultural property in a culturally sensitive manner.

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.

Our class final project presentation on MSU campus reached to about 30 tribal and non-tribal individuals, and through the synchronous conference, to another 25 individuals at the Flathead

Reservation. Our presentation at the 2020 Go Red for Women Tribal health event reached to about 160 individuals from the Flathead Reservation. About 60 of them tasted the Native value-added products that we developed, and about 20 of them provided written feedback. We have been awarded \$7,500 to initiate this project and have submitted a \$350K pre-proposal to continue this project. The future partnership with the SCK Business Program will reach about 15 SKC students each year. The future project will also include surveying 150 tribal stakeholders in agriculture to strengthen their food system.

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

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

N/A

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: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Health and Human Development
3. NARRATIVE COORDINATOR NAME: Christine Lux PHONE/EMAIL
phone: 406.600.1499 email: christine.lux@montana.edu
4. ACTIVITY NAME: Buffalo Head Start Curriculum Project
5. PROGRAM STAFF NAME: Elizabeth Bird PHONE/EMAIL:
phone: 406-599-3221 email: EBird@montana.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
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The Pte Group at Fort Peck, with support from MSU colleague Dr. Elizabeth Bird, invited me to write preschool curriculum and present professional development workshops to Head Start teachers about the return of the buffalo to the reservation.

I began meeting with the Pte Group in June 2017 to start planning the curriculum with input from Viola Wood, Fort Peck Head Start Director. I worked with a graduate student throughout Fall 2017 to write the curriculum and presented it to Head Start teachers in October 2018. I visited Fort Peck again in March 2019 to present the next set of lessons and curriculum materials based on teacher feedback.

Listening to teachers and responding to their needs has been essential to the success of this project. Though email, phone calls, and visiting the reservation, I have carefully followed guidelines for indigenous ways of knowing and being by offering respect, building relationships responsibly, ensuring relevance, and sharing

information willingly. Curriculum materials have been purchased using grant monies as well as Head Start budget funds. In June 2019, I shared the process of developing the curriculum at the National Association for the Education of Young Children (NAEYC) Professional Learning Institute.

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 rule, policy, or law to report.

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 project continues to generate interest and attention, as the Pte Group continues to meet regularly to hear updates about the curriculum and other projects associated with the return of the buffalo to Fort Peck. COVID-19 interrupted preschool programming, but plans are in motion to reconnect with the teaching teams this fall to continue to provide curriculum support.

11. Are there **photographs** to support the narrative? () Yes (X) No
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1. SUBMISSION DATE: 7.13.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Health and Human Development
3. NARRATIVE COORDINATOR NAME: Mary Miles 406-994-6678/mmiles@montana.edu
4. ACTIVITY NAME: Piloting a CBPR collaborative design process to create a culturally relevant diabetes app.
5. PROGRAM STAFF NAME: Michael Fox 406-209-1696/michlfox@gmail.com
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
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The goal of this project is to develop a diabetes management app for the Confederation of Salish and Kootenai Tribes (CSKT) community using an iterative process of user testing and focus groups and health care provider input to develop the wireframe (blueprint) for the app. Using feedback from our Community Advisory Board and our research partners from the Flathead Diabetes Program, we developed the wireframe for a diabetes management app that would allow users to photographically document meals, to enter blood glucose, and to enter relevant information regarding diabetes management experiences, issues, and needs. These functions and methods of inputting data were based on community-identified pain points in diabetes management and the potential utility of this app as a tool to increase the effectiveness of interactions between care providers and individuals with diabetes by providing a user-friendly method of documenting information on a daily basis. Unfortunately, our community research partners were unable to continue with the project because of time and staff resource limitations. Upon their request, we terminated the project after completion of the wireframe. This wireframe is available to be programmed into a functioning app for use by AI communities, should there be an interest in reinitiating this work. This work was funded by the American Indian/Alaska Native Clinical and Translation Research Program.

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.

This was a pilot project to develop a resource and the project was terminated before research data were collected.

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1. SUBMISSION DATE: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Health and Human Development
3. NARRATIVE COORDINATOR NAME: Elizabeth Rink PHONE/EMAIL
Elizabeth.rink@montana.edu
4. ACTIVITY NAME: Fulbright Arctic Initiative Cohort III
5. PROGRAM STAFF NAME: PHONE/EMAIL:
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
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 - Fort Peck
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Completed Year 1 of our multi-level RCT, We Are Here Now, with the Poplar School District, elders, IHS and Tribal Health. We partner with FPCC, Fort Peck Language and Culture and the Fort Peck Epi Team. Research is in process, thus overall impact based on our ongoing data collection cannot be determined yet.

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Not applicable yet as study is still in progress and part of our research is to access the feasibility of policy change at IHS and Tribal Health to increase access to family planning for AI youth.

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Not applicable yet.

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1. SUBMISSION DATE: 7/8/20
2. STATE AGENCY/DIVISION/PROGRAM: MSU EHHD and MSU Extension
3. NARRATIVE COORDINATOR NAME: Brianna Routh PHONE/EMAIL: 406-994-5696
Brianna.routh@montana.edu
4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*):
Collaborative Research and Strategic Planning for Fort Peck Inter-Tribal Buffalo Treaty Implementation
5. PROGRAM STAFF NAME: Brianna Routh (MSU PI) PHONE/EMAIL: 406-994-5696
Brianna.routh@montana.edu
MSU Co-PI: Michelle Grocke and Elizabeth Bird
Fort Peck PI: Roxann Smith
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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The purpose of this grant is to increase community awareness and buy-in to the Intertribal Buffalo Treaty efforts at Fort Peck. An additional goal is to support the development of FPCC student to understand and gain job skills within community organizations. Ultimately, to build current and future community capacity that can also support local connection with the Buffalo herds at Fort Peck. This grant is a USDA Tribal grant where MSU is a sub-awardee and Fort Peck Community College is the lead institution, from Fall 2018-Fall 2020, for ~\$95,000 total.

In FY 2020, our Fort Peck team of faculty and students completed interviews with Fort Peck community stakeholder organizations interested in the intertribal Buffalo Treaty. We hosted mini-grant summit in Fort Peck to kick off the year 2 work. We solicited mini grants from potential community partners, reviewed and awarded grants to begin in 2020. Additionally, we trained FPCC student interns to work with mini grantees to develop or implement a project with impacts related to the Buffalo Treaty.

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.

The Intertribal Buffalo Treaty addresses Buffalo connections with community health, economics, knowledge, culture, and more. Fort Peck was one of the original signatures on this treaty and community members, including the Pte group, have continued to broaden awareness and action in support of the treaty since it's initiation. The grant was developed based on the Pte group request for further action from tribal organizations in support of meeting these treaty goals as they align with tribal departmental missions.

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 had 8 applications to our mini-grant solicitation (up to \$500 per project) with 4 currently funded efforts and at least 2 additional efforts stemming from initial projects. We worked with 3 interns at Fort Peck and 1 student intern at MSU in Spring 2019 and 5 more interns in Fall 2019/Spring 2020 providing training and incorporating them into the planning and delivery process. Interns have had opportunities such as facilitating focus groups tribal department members, learning about the treaty, participating in buffalo hunts, engaging in buffalo related resource development, and teaching classes in buffalo sausage making.

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2. STATE AGENCY/DIVISION/PROGRAM: MSU EHHD and MSU Extension
3. NARRATIVE COORDINATOR NAME: Brianna Routh PHONE/EMAIL: 406-994-5696
Brianna.routh@montana.edu
4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*):
Needs and Assets Assessment Project
5. PROGRAM STAFF NAME: Brianna Routh PHONE/EMAIL: 406-994-5696
Brianna.routh@montana.edu Co PI: Michelle Grocke and Carrie Ashe
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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This purpose of this project was to understand needs and assets of current and future potential Extension participants across the state of Montana including all counties and tribes. Participants (n=967) were recruited online and in-person to take a 17-question survey, with specific efforts to recruit non-Extension participants (56%), low-income families (36%), Native Americans (11.3% and 21+ tribes represented), and individuals representing all 56 counties. These findings will guide statewide and audience specific outreach efforts as well as this report can be a tool to begin local conversations in communities around health, nutrition, and wellness outreach. Data collection occurred in 2019 with a final report published in Spring 2020. ~\$10,000 in seed grant funds were contributed from MSU College of Education, Health, and Human Development and MSU Extension.

https://msuextension.org/wellness/needs_assessment/index.html

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, policy, or laws are directly related to this effort.

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.

Considering specifically our native American communities in Montana, this data suggests that there is much more interested in **receiving printed copies** as a delivery method compared to state overall averages. As well as more interested in **food safety topics, chronic disease management and prevention topics** compared to any other demographic subgroup and 2x's as much interest in chronic disease topics compared to the state overall average. Additionally, these respondents more frequently reported **community health events** as supportive community resources compared to any other demographic, and much more frequently compared to their non-native counterparts. While all communities are unique, these data are a good starting point for further discussion about Extension outreach as we work within tribal communities across Montana.

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?

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: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Health and Human Development
3. NARRATIVE COORDINATOR NAME: William Ruff PHONE/EMAIL 406 994-4182
wruff@montana.edu
4. ACTIVITY NAME: Tribal Relations Outreach-Indian Leadership Education and Development (I LEAD)
5. PROGRAM STAFF NAME: Nancy Hystad PHONE/EMAIL: 406 994-3688
Nancy.Hystad@montana.edu
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Started during FY 2020
 - Ongoing/Long-Term
 - 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.

Recruit, educate, certify, place and induct American Indian educators to serve as school and school system administrators. Program currently works with educators from all Montana Reservations as well as Wind River (WY) and Fort Bethel (ND) Indian reservation communities. Leadership program focuses on school improvement and facilitating culturally relevant education practices in schools serving American Indian communities.

Schools serving American Indian communities are currently and historically among the lowest performing schools in terms of student achievement scores and graduation rates. Additionally, these schools often experience high leadership turnover rates. This project seeks to address the issue by increasing the number of educators within the community qualified to lead schools and focusing their education on school improvement and culturally responsive pedagogy.

During this current project cycle (2016-2020) the I LEAD project graduated 29 American Indian educators (12 with Educational Specialist degrees in Educational Leadership, 15 with Master of Education degrees in Educational Leadership and 2 with Superintendent Certificates. Twenty-seven of these American Indian Educators are currently serving as school administrators in schools, or school districts, on or near the seven Indian Reservations in Montana and one Indian Reservation in Wyoming and one in North Dakota. During the 2018-2019 academic year, this project has graduated 12 students with Educational Specialists degrees, 9 students with Master of Education degrees, and 2 students with Superintendent Graduate Certificates. Of the 23 graduates, 20 are currently serving or were appointed to school and school district leadership positions. Additionally, six American Indian mentors and leadership coaches provided support to these students through their education and induction into leadership positions. Three of six mentors have graduated with their doctoral degrees in Educational Leadership during this project cycle.

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.

Indian Education for All has been a key policy guiding the development and implementation of the I LEAD project from its inception in 2006. More recently, changes regarding tribal consultation as required by Title VI of Every Student Succeeds Act has added to the topics discussed within the curriculum of the project.

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.

At the inception of the project in 2006, there were approximately a dozen American Indian licensed school administrators practicing leadership in Montana schools. There are now more than 120 American Indian educators licensed as school administrators. Almost all school administrators working in schools on the Fort Peck and Blackfeet Indian Reservation are graduates of the ILEAD program. Approximately half of the school administrators leading schools on the Crow, Northern Cheyenne, and Fort Belknap Indian Reservations are I LEAD graduates. There are also some I LEAD graduates practicing leadership in schools on the Flathead, and Rocky Boy Indian Reservations as well as graduates leading schools serving American Indian communities in Wyoming, North Dakota, South Dakota, Washington, Oregon and Arizona.

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?
N/A

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: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Health and Human Development
3. NARRATIVE COORDINATOR NAME: Vanessa Simonds PHONE/EMAIL
vanessa.simonds@montana.edu
4. ACTIVITY NAME: Guardians of the Living Water
5. PROGRAM STAFF NAME: PHONE/EMAIL:
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Started during FY 2020
 - Ongoing/Long-Term
 - 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.

Afterschool, summer camp and in-class presentations and programs. Increased knowledge and understanding regarding water quality issues in the Apsaalooke 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.
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

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

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: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Education
3. NARRATIVE COORDINATOR NAME: Christine Stanton
PHONE/EMAIL 307-349-4940 christine.rogers1@montana.edu
4. ACTIVITY NAME: Digital Storywork Partnership
5. PROGRAM STAFF NAME: None PHONE/EMAIL: N/A
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Started during FY 2020
 - Ongoing/Long-Term
 - 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.

The *Digital Storywork Partnership* (DSP) team’s Indigenous community members (e.g. tribal college faculty and students, youth in grades 5-12, elders, etc.) with Montana State University (MSU) students and faculty to develop, produce, and share stories and oral histories using community-based participatory research (CBPR) practices. The DSP focuses on sustaining and revitalizing locally relevant cultural knowledge while supporting research, education, and outreach related to storytelling, media production and literacy, and Indigenous ways of knowing. To frame DSP processes, we apply 6 Rs (respect, relevance, reciprocity, responsibility, relationality, and representation). While specific activities and timeframes are determined by community needs, 5 phases typically guide DSP efforts: 1) engaging in decision-making related to technical, artistic, and cultural aspects of storywork, 2) recording interviews and audiovisual footage (if applicable) for storywork projects, 3) analyzing and editing narratives and/or footage with technical, artistic, and cultural interests in mind, 4) sharing finished products with others as deemed appropriate by tribal leadership and partners, and 5) revisiting and modifying the project model to better serve

Indigenous communities. Funds from the MSU Center for Faculty Excellence (Faculty Excellence grant: \$4,992) contributed to the DSP during the 2019-2020 reporting period.

DSP projects have highlighted knowledge unique to 3 different Indigenous communities (the Blackfeet, Crow, and Little Shell). During the 2019-2020 fiscal year, the DSP resulted in 2 peer-reviewed journal articles (1 published, 1 in press) and development of 1 chapter and 2 additional article manuscripts (currently under review). Partners from 2 tribal nations served as co-authors several of these publications. Similarly, community partners co-presented with MSU faculty at 1 national conference (a presentation at a second national conference was completed by MSU faculty, as Indigenous partners were unable to travel). Additionally, members of the DSP team, including Indigenous community partners, had a paper accepted as part of a panel titled “Sharing Responsibility for Reshaping Social Studies Education for Indigenous Studies: Examinations of Researcher-Organization Partnerships,” although the conference (for the *American Educational Research Association*—the largest ed. research conference in the world) was cancelled due to COVID-19.

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.

In December 2019, the Little Shell Nation received federal recognition. As one of the main partners of the DSP, we have worked with tribal leadership by adhering to all state and federal protocols, even before federal recognition. As is true for all of our tribal partnerships, we work closely with tribal Institutional Review Boards (IRBs), formal and informal leadership, and school partners to determine appropriate protocol and engage community members throughout research and storywork processes.

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.

of Indigenous people served by the DSP in 2019-2020: 8 (official count; does not include students in classes that have viewed and discussion DSP products)

Funds leveraged: \$4,992 (see above)

During the 2019-2020 school year, DSP leadership, in partnership with scholars from the U of Missouri and Blackfeet community members, applied for 2 large grants totaling \$1.6 million. While we did not receive either award, we were finalists for both. We recently resubmitted a \$500,000 proposal to the Spencer Foundation. If awarded, this grant will include over \$75,000 of economic support (not including supplies, etc.) to Blackfeet students, teachers, community members, and schools. As part of the process for preparing these grant proposals, DSP leaders met with community members, presented to the Browning School Board, and worked closely with Blackfeet Nation IRB.

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?

N/A

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: 7.6.20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University- Health and Human Development
3. NARRATIVE COORDINATOR NAME: Mary Stein PHONE/EMAIL
406-994-4142 mary.stein@montana.edu
4. ACTIVITY NAME: Planning Team for AERO Annual Conference
5. PROGRAM STAFF NAME: Mary Stein PHONE/EMAIL:406-994-4142,
mary.stein@montana.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 2020	<input type="checkbox"/> Started during FY 2020
<input type="checkbox"/> Ongoing/Long-Term	<input checked="" 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.

As part of the annual conference of the statewide sustainable food system coalition, AERO, a small planning committee began gathering to ensure that there was inclusion of Tribal partners and content relevant to food system challenges and opportunities in Tribal communities. This planning committee helped to frame a compelling agenda for this three-day event by identifying key topics, speakers and panelists and engaging MSU students as much as possible. Facilitated one panel, led a workshop and gave a presentation during one of the conference tours. Full conference session and breakout sessions were led by speakers from the Blackfeet Nation and keynote address focused on food system inequities, food justice and food sovereignty. The Montana State University Sustainable Food and Bioenergy Systems degree program faculty and students participated in planning and implementation of these events. Most activity took place between August 15- October 31, 2019. All events took place on the Montana State University campus in October 2019. Approximately 200 attendee's evaluation data on conference experience is available upon request

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 rule, policy or law resulted from the conference events described here.

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 (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?

N/A

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: 7/15/2020
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension Family and Human Development
3. NARRATIVE COORDINATOR NAME: Heidi Lester PHONE/EMAIL
Heidi.lester@montana.edu; 406-994-3395
4. ACTIVITY NAME *Montana Kinship Navigator Program*
5. PROGRAM STAFF NAME: same as above PHONE/EMAIL:
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input checked="" 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
<input checked="" 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.

<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.

The Montana Grandparents Raising Grandchildren Project was developed in 2002 to address the growing number of children being raised by grandparents. In 2018 the project expanded to become the Montana Kinship Navigator Program with federal funds administered through the Montana Department of Child Protective Services to include all kinship caregiving situations. The focus of our programming and services are designed for those caring for a relative child (kin), either within Child Protective Services or informally outside of any legal requirements. The challenges and struggles of those caring for a relative child are the primary focus of this program. Educational materials and information regarding state and federal services are offered, as well as fact sheets related specifically to the needs of kinship caregivers. We develop and offer resources to local support groups on the reservations. Our support groups are designed to explore the needs of a very specific group or location, and tailor the educational sessions specifically to that exact community’s needs. All resources are available at any time, however, items such as special topics/speakers, dates, and times to meet, are details left to the Support Group Facilitator and their

group members. One of our stronger relationships is with Stone Child College on the Rocky Boy Reservation. Our colleagues in both Havre and Rocky Boy have active support group efforts in their geographical area; Dr. Sandy Bailey, who started the Montana Grandparents Raising Grandchildren Project, re-joined our program in July 2020 specifically to strengthen our support to Tribal communities and provide oversight to explore virtual kinship support group platforms that could be piloted and implemented across Montana, not only as a result of the COVID-19 pandemic; but specifically, to meet the ever-changing needs of Montana's rural and tribal communities. In addition, we will be working with Generations United, a national organization that we have been involved with since the beginning of Grandparents Raising Grandchildren, to develop a toolkit to support Native Kinship Caregivers.

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.

In 2018 Congress passed the FFSPA (Families First Services Protection Act) which helps fund the kinship navigator expansion across Montana. We hope that will improve reach within native communities and allow for further strengthening our evaluation efforts to understand if and how we are meeting community and kinship care provider needs. This is to help promote and support sustainability.

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.

As this program was in a year of leadership transition, current data reflects state and tribal kinship families as whole. Data for the upcoming year will specifically explore how programming is meeting the needs of tribal families and how we can better connect these families to resources through ongoing needs assessment efforts.

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?

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: 6/30/2020
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University/ Jake Jabs College of Business & Entrepreneurship
3. NARRATIVE COORDINATOR NAME: Virginia Bratton PHONE/EMAIL: 406-600-5684/vbratton@montana.edu
4. ACTIVITY NAME: *Montana State University Chapter of American Indigenous Business Leaders [AIBL] organization*
5. PROGRAM STAFF NAME: Virginia Bratton, Monti Pavatea, & Laura Black (co-advisors)
PHONE/EMAIL: 406-600-5684/vbratton@montana.edu (contact information for Virginia Bratton)
6. Select Tribe(s) Involved: This year we had participants from the following tribes but students from all tribes are welcome as well as any student with interest in learning about Indigenous people and culture.

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input checked="" type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input checked="" type="checkbox"/> Chippewa Cree	<input checked="" 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.

<input 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.

AIBL is the “only American Indigenous non-profit organization solely dedicated to empowering business students in the United States” (<https://www.aibl.org/about>). After a hiatus of several years, we reestablished AIBL at MSU in fall 2019. While there was much interest among Native students at MSU, there is a hesitancy for many to participate in a business-oriented club. In academic year 2019/2020, a core group of active members included students from film, nursing, engineering, and business. Our goal in year 1 was to support this core group in a positive first-year experience to establish a foundation for future club participation.

Currently, the MSU chapter of AIBL represents the only Indigenous student activity in the Jake Jabs College of Business and Entrepreneurship [JJCBE]. Our year 1 accomplishments include:

- Organizing and implementing a Cat-Griz raffle as a fundraiser for club activities.

- Soliciting financial and in-kind donations from community businesses for club activities.
- Working with Turtle Island Tales (<https://turtleislandtales.org/aboutus>) to create a business plan for the annual business plan competition at the national AIBL conference in San Diego (which was to take place in San Diego in early April, 2020 and was cancelled due to the pandemic).
- Successful submission of business plan to the competition by the March 2020 deadline.
- Successful submission of the business plan and a presentation video to the replacement competition (a virtual competition) in June 2020.
- Planning for club activities with current members for academic year 2020/21.

The MSU Chapter of AIBL met throughout the fall and spring semesters once a week in Jabs Hall on campus. The club received financial support from the campus student government association (Associated Students of Montana State University -ASMSU), as well as the Bracken Center for Excellence in Undergraduate Business Education in the JJCBE.

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 work of the MSU AIBL chapter this year directly contributed to the development of Turtle Island Tales as a business, supported this organization's entrance into the spring 2020 MSU \$50K Venture Competition in which it took 3rd place in the social venture track, winning \$4,000.

Turtle Island Tales produces educational story-based monthly subscription kits targeted at children ages 3 to 8 and associated web platform to enable happier, healthier, Native families who know their traditions, culture, and connection to all our relations. Their goal is to support young families in their wellness journey in order to support and build healthy Native communities now and into the future. AIBL students worked closely with Alex Adams and Eliza Webber, members of the Academic team for Turtle Island Tales, to develop mission and vision statements as well as operation and marketing plans and financial projections.

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: AIBL Meeting.1 2-13-2020

Photo Caption (include the name of the event/persons, location, and date): AIBL weekly meeting. Working on Turtle Island Tales business plan with guest, Eliza Webber. Pictured from left to right: Eliza Webber, Terrance Limpy, Zach Fighter, Tia Doney, and Tiara McGee. Jabs Hall Pacific Steele & Recycling Conference Room. February 13, 2020.

Photo Credit: Laura Black

Photo File Name: AIBL Meeting.2 2-13-2020

Photo Caption (include the name of the event/persons, location, and date): AIBL weekly meeting. Working on Turtle Island Tales business plan with guest, Eliza Webber. Pictured from left to right: Terrance Limpy, Zach Fighter. Jabs Hall Pacific Steele & Recycling Conference Room. February 13, 2020.

Photo Credit: Laura Black

Photo File Name: AIBL Meeting.3 2-13-2020

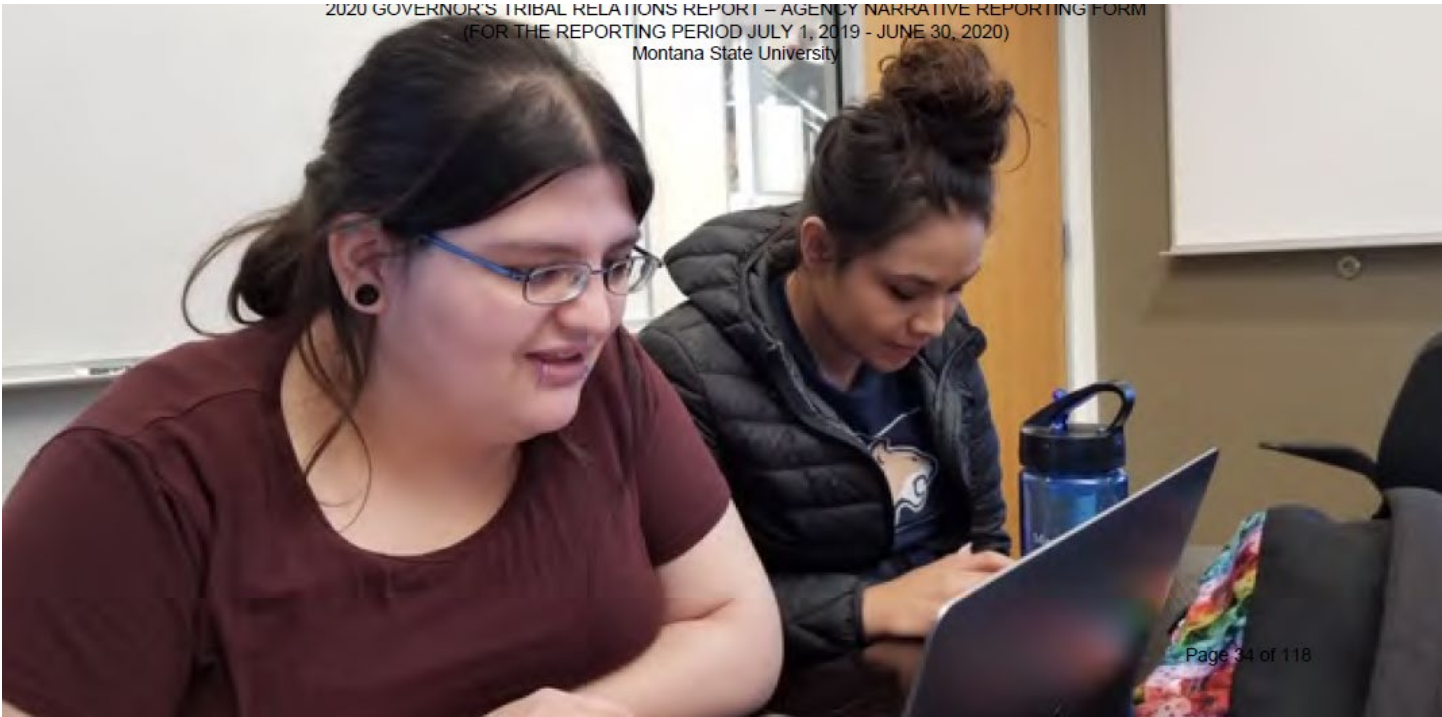
Photo Caption (include the name of the event/persons, location, and date): AIBL weekly meeting. Working on Turtle Island Tales business plan with guest, Eliza Webber. Pictured from left to right: Tia Doney, Tiara McGee. Jabs Hall Pacific Steele & Recycling Conference Room. February 13, 2020.

Photo Credit: Laura Black

12. Do you have any **suggestions** on how to improve the Governor's Tribal Relations Report? Not at this time. Thank you!







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 26, 2020
2. STATE AGENCY/DIVISION/PROGRAM: MSU Honors College
3. NARRATIVE COORDINATOR NAME: Dean Ilse-Mari Lee PHONE/EMAIL 994-4110 or Ilselee@montana.edu
4. ACTIVITY NAME (*Truman Scholar, Brianna Bull Shows*)
5. PROGRAM STAFF NAME: Ilse-Mari Lee PHONE/EMAIL: 994-4110 or Ilselee@montana.edu
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Started during FY 2020
 - Ongoing/Long-Term
 - 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.

Brianna Bull Shows, a junior from Pryor majoring in microbiology, was awarded a Truman Scholarship, a highly competitive and prestigious national scholarship given to college juniors from each state who have demonstrated leadership potential and commitment to public service. **Brianna Bull Shows’** award honors her many years of work with [Messengers for Health](#), which has improved health outcomes in her community through her extraordinary outreach efforts and health advocacy.

Bull Shows said she has always known she has wanted a career in the medical field — perhaps because her mother is a nurse practitioner and MSU [College of Nursing](#) graduate — just as she has always known she wanted to attend MSU. But her plans came into focus after she took the course “The Unseen Universe” taught by Kari Cargill in the [Department of Microbiology and Immunology](#).

“I had been going to [Indians into Medicine](#) Summer Institute from the time I was in seventh grade, but I couldn’t really find the right major. But, when I took that class, something clicked for me,” Bull Shows said.

Bull Shows, who said she is “blessed to live in a multi-generational household” that has always valued education, attended a reservation Skyview High School in Pryor until eighth grade, when her mother moved to Billings so that Bull Shows could attend Skyview High School. Coming from a close-knit community where she knew

everyone, the transition was hard, Bull Shows said. But she became involved as a member of the high school women's basketball team and the school's All Nations Club, eventually becoming president.

MSU community health professor [Suzanne Held](#) said that, while Bull Shows was still in high school, Held and Alma Knows His Gun-McCormick, executive director of the [Messengers for Health](#) program, recruited Bull Shows to help them with the community-based program that promotes health on the Crow Reservation in culturally appropriate ways. Bull Shows' mother, Nicole Turnsplenty, worked with Messengers when she was an undergraduate, "making Brianna a second-generation Messengers for Health student," Held said. Recently Bull Shows worked with the Báa nnilah program, a chronic illness self-management program that Messengers implemented in partnership with members of the Apsáalooke Nation. Bull Shows' research about the effectiveness of that program has been submitted to a publisher. Bull Shows recently received a \$10,000 MSU [AI/AN Community Translational Research](#) grant to promote cultural awareness among researchers seeking to conduct research on the Crow reservation. And, Bull Shows is also researching the health effects due to the quality of the water on her reservation.

"I have witnessed Brianna grow into an intelligent, respectful and responsible young woman," McCormick said. "Her desire is to work with her own people after she completes her education. I know she will become an awesome medical provider in the near future."

"Brianna brings light and positive energy with her wherever she goes, and our research team is the fortunate recipient of this," Held said. "She used her natural skills and talents and interests in health and medicine to develop content that has been directly helpful to tribal members."

While at MSU Bull Shows also has been selected as a [Udall Scholar](#), a [McNair Scholar](#) and was named an [Indigenous Scholar of Promise](#). She has also participated in the [Empower Program](#), which is devoted to the inclusion and success of underrepresented minorities and women in engineering and science. She has been treasurer for MSU's [American Indian Council](#) and president of MSU's Powwow-Basketball Club. Bull Shows was also selected as a speaker for the opening ceremony of MSU's National Conference on Undergraduate Research, which was canceled due to the pandemic.

Bull Shows said the Truman will help her earn both a Master of Public Health on her way to an eventual Doctor of Medicine degree. She plans to return to her reservation to practice medicine.

"The Truman Scholarship is a great honor for me, my family and community," said Bull Shows, who wore her traditional regalia to her final interview for the scholarship. "I want to use this opportunity to help others from home see what is possible for them. The Apsáalooke people are strong, resilient and determined. Our ancestors have prayed and fought for us to be here and their resiliency lives within us today."

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.

Brianna us the first MSU American Indian student to win the prestigious Truman Scholarship.

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: https://www.montana.edu/assets/images/uoyqw/IMG_1710.JPG

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

Photo Credit: Ilse-Mari Lee

12. Do you have any **suggestions** on how to improve the Governor's Tribal Relations Report? No.



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: 7/15/2020
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension Family and Human Development
3. NARRATIVE COORDINATOR NAME: Heidi Lester PHONE/EMAIL
Heidi.lester@montana.edu; 406-994-3395

4. ACTIVITY NAME *Montana Kinship Navigator Program*
5. PROGRAM STAFF NAME: same as above PHONE/EMAIL:

6. Select Tribe(s) Involved:

- | | |
|--|---|
| <input type="checkbox"/> All | <input checked="" 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 |
| <input checked="" 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.

- | | |
|--|---|
| <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.

The Montana Grandparents Raising Grandchildren Project was developed in 2002 to address the growing number of children being raised by grandparents. In 2018 the project expanded to become the Montana Kinship Navigator Program with federal funds administered through the Montana Department of Child Protective Services to include all kinship caregiving situations. The focus of our programming and services are designed for those caring for a relative child (kin), either within Child Protective Services or informally outside of any legal requirements. The challenges and struggles of those caring for a relative child are the primary focus of this program. Educational materials and information regarding state and federal services are offered, as well as fact sheets related specifically to the needs of kinship caregivers. We develop and offer resources to local support groups on the reservations. Our support groups are designed to explore the needs of a very specific group or location, and tailor the educational sessions specifically to that exact community's needs. All resources are available at any time, however, items such as special topics/speakers, dates, and times to meet, are details left to the Support Group Facilitator and their group members. One of our stronger relationships is with Stone Child College on the Rocky Boy Reservation. Our colleagues in both Havre and Rocky Boy have active support group efforts in their geographical area; Dr. Sandy Bailey, who started

the Montana Grandparents Raising Grandchildren Project, re-joined our program in July 2020 specifically to strengthen our support to Tribal communities and provide oversight to explore virtual kinship support group platforms that could be piloted and implemented across Montana, not only as a result of the COVID-19 pandemic; but specifically, to meet the ever-changing needs of Montana's rural and tribal communities. In addition, we will be working with Generations United, a national organization that we have been involved with since the beginning of Grandparents Raising Grandchildren, to develop a toolkit to support Native Kinship Caregivers.

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.

In 2018 Congress passed the FFSPA (Families First Services Protection Act) which helps fund the kinship navigator expansion across Montana. We hope that will improve reach within native communities and allow for further strengthening our evaluation efforts to understand if and how we are meeting community and kinship care provider needs. This is to help promote and support sustainability.

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.

As this program was in a year of leadership transition, current data reflects state and tribal kinship families as whole. Data for the upcoming year will specifically explore how programming is meeting the needs of tribal families and how we can better connect these families to resources through ongoing needs assessment efforts.

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?

misuse, these trainings provide professional development opportunities so that the effectiveness and efficiency of their work can be improved.

The major accomplishments of this project throughout the past year include:

STATEWIDE SURVEY RESULTS PUBLISHED IN A SUMMARY AUG, 2019

Results of a survey of 379 Montana community members conducted in early 2019 was collected in a Statewide summary report for dissemination to stakeholders.

MEETING: SOR MEETING: OUD-STATEWIDE OPIOID TASK FORCE MEETING HELENA 8/21/19

Delivered hard copies of the state opioid survey results

There were 54 attendees at this August event (4 American Indians, 50 whites), and 54 people received training on opioid misuse. All 56 counties were represented at this event. Statewide professional stakeholders were at this event.

MEETING: NORTHERN CHEYENNE COMMUNITY FORUM PUBLIC DISCUSSION LAME DEER, MT 9/17/19

Two-hour community forum with key stakeholders

There were 14 participants: 12 American Indians and 2 Whites were present including members of tribal health, local treatment centers, elders, tribal colleges, workforce development stakeholders, housing and tribal police. Twelve (12) participants received training in one county (Rosebud County, MT).

Several ideas were discussed including reopening Thunder Child, a 700-acre recovery and community center, needing more infrastructure within their community, educating the youth, and rebuilding the older generations' (both parents and grandparents) confidence and well-being. The development of a task force was discussed to accomplish these goals.

EDUCATIONAL DEVELOPMENT: SOCIAL MEDIA POSTS FOR OPIOID MISUSE DEC, 2019

Eight (8) sequential educational posts were developed by project team addressing opioid use in Tribal communities. These posts were disseminated to the Tribal liaison, Tribal Extension agents, State opioid response grantees, and Tribal opioid response grantees to post on their social media platforms.

PUBLIC SERVICE ANNOUNCEMENT VIDEOS PRODUCED THROUGH PARTNERSHIP WITH PBS MARCH, 2020

The Opioid Use Disorder in Rural Montana project has partnered with Montana PBS to produce ten public service announcement videos. Currently, two videos from the Rocky Boy Cree and Blackfeet Tribal Nations have been produced and published on the MSU Opioid Use Disorder in Rural Montana Project website.

STATEWIDE TECHNICAL ASSISTANCE TRAINING IN HELENA, MT 10/30/2019

The technical assistance training addressed opioid use disorder and substance abuse disorder in pregnant woman, treatment methods, integrated-behavioral health approach to care, and the Safe Harbor Bill. In attendance were representatives from the following tribal organizations: Indian Family Health Clinic, Piikani Lodge Health Institute, Blackfeet Nation Journey to Recovery Center,

Crow Nations, Rocky Boy Health Clinic, Northern Cheyenne Recovery Center, and Chief Dull Knife College.

TRIBAL OPIOID RESPONSE TECHNICAL ASSISTANCE ONLINE TWO-DAY WEBINAR TRAINING 6/29/2020-6/30/2020

The technical assistance training addressed project planning, grant writing, and personal wellness. In attendance were representatives from the following tribal organizations: Piikani Lodge Health Institute, Chief Dull Knife College, Indian Health Services Fort Belknap Service Unit and Hospital, Fort Belknap Tribal Health, Blackfeet Nation Journey to Recovery Center, Northern Cheyenne Recovery Center, Tribal Opioid Grantees, and Blackfeet Community College. Speakers included representatives from Ft. Peck, Northern Cheyenne, and from the Blackfeet Nation.

PROJECT NEWSLETTERS PUBLISHED MONTHLY FROM OCT-DEC 2019 AND QUARTERLY MARCH AND JUNE 2020

Newsletters highlighted up-to-date project news, local news, national news, SAMHSA news, professional articles of interest, and webinars pertaining to the prevention, treatment, and recovery of Opioid Use Disorder, including MAT waiver training dates and locations.

EXTENSION TRIBAL AGENTS

Extension in Northern Cheyenne have partnered with the NC Tribal Health Opioid outreach program and the Montana Tribal Leaders grant program that has student volunteers. They meet with these programs on a monthly basis and participate with them in community activities. Tribal agents have also produced a live social media video on the proper use of the Deterra Medication Deactivation pouches and that is on the Chief Dull Knife College Extension Service Facebook page.

State program contributions to the activity, timelines, cost and monetary contributions, location, other partners.

The MSU Extension project workplan was developed and refined through close communication and collaboration with the Montana Department of Public Health and Human Services, the Montana Healthcare Foundation, the Montana Primary Care Association and the Tribal Liaison currently serving on this project. Additionally, throughout the past 2 years, all trainings, materials and resources have been produced with input and feedback from state partners and, more importantly, with tribal partners. The Opioid Use Disorder Tribal Technical Assistance Training agendas have been created based upon feedback from each of the Tribal Opioid Response (TOR) programs as well as Tribal Health personnel, Indian Health Services personnel, and other Tribal-related health programs that exist on tribal lands today. Other noteworthy contributions may include:

MARK SCHURE, THRIVE PROJECT LEADER

Provides brochures for the MSU-led, online cognitive behavior therapy research program, THRIVE, that is disseminated into Tribal communities by the Opioid Use Disorder in Rural Montana project team, tribal liaison, and tribal Extension agents.

MEADOWLARK INITIATIVE: PROVIDING HEALTHY PREGANANCIES AND SECURE FAMILIES

Provides the Opioid Use Disorder in Rural Montana project with information on their services that is then disseminated into Tribal communities via the projects Tribal Liaison, Tribal Opioid Grantees, and Tribal Extension agents around Montana.

MONTANA PBS

The Opioid Use Disorder in Rural Montana project has partnered with Montana PBS to produce ten public service announcement videos. Currently, two videos from the Rocky Boy Cree and Blackfeet Tribal Nations have been produced and published on the MSU Opioid Use Disorder in Rural Montana Project website.

Other collaborations have been made with Addiction & Mental Disorders Division (AMDD), Montana Primary Care Assoc. (MPCA), Montana Health Care Foundation (MHCF), MT Dept. of Child & Family Services, MT Dept. of Justice, Healthy Mothers Healthy Babies of MT (non-profit), Pathways Treatment Center, Rep. Kim Dudik, Montana State Legislature, MT Asst. Attorney General, Child Protection Unit, MT Asst. Attorney General, Prosecutor

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.

There were no new rules, policies, or laws related to Opioid Use Disorder during the reporting period.

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.

During the reporting period, over 130 professionals in Montana received rural opioid technical assistance training. The Statewide Technical Assistance training showed that ($n=19$), 89% of participants were very satisfied with the overall quality of the event, 79% strongly agreed the event would benefit their professional development, 89% agreed or strongly agreed they would use the information from the event to change their current practice, and 100% would recommend this event to other professionals. The Tribal Technical Assistance Webinar training first day, showed that ($n=10$) 80% of participants strongly agreed the materials presented would help them deal with Opioid Use Disorder issues, 90% agreed or strongly agreed the event enhanced their skills on the Opioid Use Disorder issues, 70% agreed or strongly agreed they would use the information and materials gained from the event, 80% agreed or strongly agreed the information and materials would benefit their clients, and 90% would recommend this event to other professionals.

During the reporting period, tribal communities were supplied 475 Deterra bags for distribution into tribal communities. Opioid educational materials developed by the project team and utilized by Tribal Extension and Tribal organizations, allowed for the distribution of 4680 Crisis Line Cards, 500 MontGuides, 514 Distress Guides, 200 Statewide Summary Reports, 500 Opioid Fact Cards; and 80 table tents into Tribal communities.

The Opioid Use Disorder in Rural Montana Project website (from April 1, 2020- July 7, 2020) received 293 views and the Public Service Announcement videos received 356 views since its production in March, 2020.

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: What are Opioids?

Photo Caption (include the name of the event/persons, location, and date): Social Media Post 1

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Who is at Risk?

Photo Caption (include the name of the event/persons, location, and date): Social Media Post 2

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Older Adults and Opioids

Photo Caption (include the name of the event/persons, location, and date): Social Media Post 3

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Take as Directed (7-day rule)

Photo Caption (include the name of the event/persons, location, and date): Social Media Post 4

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Brain Chemistry

Photo Caption (include the name of the event/persons, location, and date): Social Media Post 5

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Medication Assisted Treatment and Recovery

Photo Caption (include the name of the event/persons, location, and date): Social Media Post 6

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Accidental Overdose

Photo Caption (include the name of the event/persons, location, and date): Social Media Post 7

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Taper Off

Photo Caption (include the name of the event/persons, location, and date): Social Media Post 8

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Fall STA Flyer

Photo Caption (include the name of the event/persons, location, and date): October, 30th 2019 in Helena, MT

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Fall STA Panel of Speakers

Photo Caption (include the name of the event/persons, location, and date): Presenters table, October 30th, 2019 Helena, MT

Photo Credit: Wendy Stevens, Project Coordinator

Photo File Name: Invitation to Visit MSU Extension Opioid Misuse Project Website and Register for Spring 2020 Virtual Opioid Technical Assistance Training

Photo Caption (include the name of the event/persons, location, and date): Webinar June 29th & 30th 2020

Photo Credit: Jennifer Munter, Interim-Program Coordinator

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

The Opioid Use Disorder in Rural Montana Project had no suggestions at this time.

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 30, 2020
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension SNAP-Education Program
3. NARRATIVE COORDINATOR NAME: Carrie Ashe, carrie.ashe@montana.edu, 406-994-2015
4. ACTIVITY NAME *Montana State University Extension SNAP-Education Program (MSU SNAP-Ed)*
5. PROGRAM STAFF NAME: Carrie Ashe, carrie.ashe@montana.edu, 406-994-2015

6. Select Tribe(s) Involved:

- | | |
|--|---|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck (position vacant) |
| <input checked="" 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.

- | | |
|---|---|
| <input 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.

The MSU Extension SNAP-Ed program is housed in county and reservation Extension offices and supports low-income Montanans in making the healthy choice the easy choice through a dual focus on nutrition and physical activity education and partnering with local and statewide organizations to support healthy behaviors. Through a 6-9-week series of classes, county and reservation-based nutrition educators lead interactive lessons for adults and youth to help families with:

- Easy meal planning according to MyPlate
- Stretching limited food dollars
- Increasing physical activity
- Discovering tasty ways to eat healthy
- Improving skills for safe food handling and preparation

In fiscal year 2019, funding to directly support this program in reservation areas approximately \$300,000. Communities served are denoted in #6 above.

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.

None.

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.

Program Reach and Impact:

Both youth and adult participants complete a pre and post program evaluation that includes demographic data and a behavior checklist. In fiscal year 2019, the MSU SNAP-Ed program provided nutrition education classes to 523 adults and 4,848 youth and in Montana. Of those, 1,783 identified as American Indian.

Specific Behaviors Improved (by Adult SNAP-Ed Participants) (Percent of adults who made improvements in the following practices pre to post)

- 48% Eat vegetables more often
- 47% Eat fruit more often
- 45% Eat dark green vegetables more often
- 19% Drink regular soda less often
- 32% Cook dinner at home more times per week
- 36% Exercise for at least 30 min more days per week
- 36% Made small changes to be active more often
- 40% Thaw frozen food at room temp less often
- 21% Wash hands more often before preparing food
- 41% Plan meals before shopping more often
- 36% Compare food prices more often

Specific Behaviors Improved (by Youth SNAP-Ed Participants) (Percent of youth who made improvements in the following practices pre to post)

- Diet Quality: 84% of children improved their ability to choose foods according to MyPlate
- Physical Activity: 39% of children improved their knowledge of physical activity or physical activity practices
- Food Safety: 56% of children improved their knowledge of food safety or use safe food handling practices more often

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?

None.

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: 7/8/20
- 2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Extension
- 3. NARRATIVE COORDINATOR NAME: Brianna Routh PHONE/EMAIL: 406-994-5696
Brianna.routh@montana.edu

4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*):
Well Connected Communities (WCC) Grant

- 5. PROGRAM STAFF NAME: Brianna Routh (PI) PHONE/EMAIL: 406-994-5696
Brianna.routh@montana.edu

Carrie Ashe (Co-PI), Suzanne Stluka (Co-PI), Todd Kesner (Co-PI),
Local partners: Hillary Maxwell, Ramona King, Andrea Berry, Abbie Phillip, Kimberly Richardson

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 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 2020 | <input checked="" type="checkbox"/> Started during FY 2020 |
| <input 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.

The goal of WCC (Well Connected Communities) is to build or strengthen community coalitions with adult-youth partnerships to help communities address a self-identified health goal. This project is scheduled for Winter 2020- Fall 2021 with ~\$90,000 through Robert Woods Johnson Foundation and the National 4-H Foundation. 2-3 communities will partner with a statewide Extension team as well as supports from the national WCC team to accomplish community driven health goals.

Fort Belknap joined the project in June 2020 and their coalition is focusing on food security, particularly in light of COVID-19’s impact on the communities of Hays and Lodge Pole. Together

with the state WCC team, we will develop and implement our Montana Master Food Preserver course for youth and adults. The coalition will also have the opportunity to propose funds that could be used towards this overall goal in the community over the next year. Along the way, all sites will be sharing their process to build capacity for other communities to potentially learn from their experiences. Northern Cheyenne is being considered as a 3rd site for this grant (with Anaconda being the 2nd location), but to-date, no partnering coalition has been formed or identified.

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.

This grant does not provide any rules, policy, laws that would impact relations. It does provide the opportunity for local coalitions to explore if there are local policy, systems, or environmental factors in their community that they would like to improve in order to address their health goal, so this may have impact in the future.

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.

While no data is available, the proposed activities in the Fort Belknap community might allow for additional local food sovereignty through growing and preserving local foods.

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?

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:07/14/2020
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension Pesticide Education Program; MSU, Bozeman, MT
3. NARRATIVE COORDINATOR NAME: Cecil Tharp PHONE/EMAIL 406-994-5067
4. ACTIVITY NAME: Inclusion of tribes in the MSU Pesticide Education Program and creation of tribal pesticide education funds.
5. PROGRAM STAFF NAME: Wendy Becker (MSU Extension Fort Peck Reservation Agent) is our current representative PHONE/EMAIL: (406) 768-3431; wbecker@montana.edu
6. Select Tribe(s) Involved: Impacts all tribes
 - (x) All
 - () Blackfeet
 - () Chippewa Cree
 - () Confederated Salish & Kootenai
 - () Crow
 - () Fort Belknap
 - () Fort Peck
 - () Little Shell
 - () Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - (X) Started before FY 2020
 - () Started during FY 2020
 - () Ongoing/Long-Term
 - () 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. In the MSU Pesticide Education Program we have an advisory panel that guide educational efforts, tools, and locations where we focus our efforts. We now include an MSU Extension tribal representative who represents tribal educational interests on our panel. This has helped facilitate many programs including educational tribal opportunities and the first ever, tribal pesticide education program funds.
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.
We handle educational funds different than prior. Due to House Bill 123 and an increase in educational funds available for Extension agents, we are now able to allocate adequate funding for a tribal PAT educational account.

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.
Funds have been used to target 45 individuals within the Blackfoot tribal boundaries in 2019, and another 40 individuals on the Northern Cheyenne Reservation in 2018. Funds are also used to support pesticide manuals / study materials for tribal applicators when necessary across the state. This provides opportunities that otherwise may not occur due to adequate funding and support now available. This likely reduces non-target impacts and poisonings in these areas due to occasional mis-use of pesticides.

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.

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: 7/13/20
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Extension
3. NARRATIVE COORDINATOR NAME: Stephanie Davison PHONE/EMAIL: 406-994-3502; sdavison@montana.edu
4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*): Children, Youth, Families at risk (CYFAR) sustainable communities grant, LYAEPS
5. PROGRAM STAFF NAME: Jack Joyce, Genesta Luther, Gregg Switzer, Stephanie Davison
PHONE/EMAIL: same as above
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 type="checkbox"/> Confederated Salish & Kootenai	<input 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.

<input type="checkbox"/> Started before FY 2020	<input type="checkbox"/> Started during FY 2020
<input type="checkbox"/> Ongoing/Long-Term	<input checked="" 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. This period was the tail end of a 5-year grant from USDA-NIFA. The Pretty Catholic Academy (PECA) on the Crow Reservation designed and implemented a summer program for approximately 8 youth. The purpose of this project was to provide Crow kids with a camp experience and to teach them STEM and life skills they can use in the future. Another goal was to connect the campers to their cultural roots and history.
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.
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: \Users\gregg.switzer\Desktop\Gregg\PERSONAL\H4 stuff\MSU_pretty eagle 2019\PE STEM Camp\PHotos STEM Camp\DSC_5439.JPG

Photo Caption: Kids from Pretty Eagle Catholic Academy's 2019 summer camp testing and documenting the pH of the different drinks they believe were consumed by suspects from a mock crime scene, while Breyton investigates a thumbprint.

Photo Credit: Gregg Switzer

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 15, 2020
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension – Flathead Reservation
3. NARRATIVE COORDINATOR NAME: Brenda Richey PHONE/EMAIL: 406-4713810
flatheadreservation@montana.edu
4. ACTIVITY NAME: FRTEP – Flathead Reservation
5. PROGRAM STAFF NAME: Brenda Richey PHONE/EMAIL: 406-471-3810
flatheadreservation@montana.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 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. The Montana State University Extension – Flathead Reservation Office is home to five different grants that work together to provide and implement research-based information to our native and non-native community on the Flathead Indian Reservation. These five grants are:

FRTEP – Federally Recognized Tribal Extension Program. This is a Four-year grant with a total contribution of \$389,741.00. Major accomplishments include:

- partnership with Dan Fagerlie, Tribal Collaborative Response to Invasive Species Project (TCRISP) designing signage education regarding invasive species that threaten our Tribe's natural resources.
- Six class garden series (had been in person until March then moved to Zoom)
- Start up of 4-H Apiary and Value-Added Entrepreneurship
- Grow It Till U Make IT – garden and food preservation campaign
- 4-H Science On the Go bags to help sustain academic learning during the pandemic

ILTF – Indian Land Tenure Foundation Grant (works in partnership with FRTEP). Two-year grant with a total contribution of \$40,000.00. Major accomplishments include:

- 2019 Summer Youth Program for the community of Elmo, Montana
- Startup of 4-H Apiary and Value-Added Entrepreneurship
- Grow It Till U Make IT – garden and food preservation campaign

- 4-H Science On the Go bags to help sustain academic learning during the pandemic

CYFAR – Children Youth and Families At Risk. Five-year grant with a total contribution of \$831,200.00.

Major accomplishments include:

- Implementation of YAM (Youth Aware of Mental Health) in two reservation high schools.
- Creating and implementation of Community survey regarding mental health and the general population's understanding and definition of mental health.
- Research and policy writing supporting diversity in Montana 4-H Positive Youth Development Programming with focus on ethnic equality and the LGBTQ community.

4-H NMP – 4-H National Mentoring Program. Annual grant with a total contribution of \$54,660.00. Major accomplishments include:

- Directing and facilitating face to face mentoring relationships between high school mentors and grade school mentees.
- Post COVID-19 School Closure – mailing of weekly packages or postcards through the end of the school year.
- Teaching in the Boys & Girls Clubs to maintain contact with mentees that also participate in the Club programming.

SNAP-Ed – Supplemental Nutrition Assistance Program Education. We have a full time SNAP Educator in the office. Unknown grant information – this is monitored, controlled and reported on from the MSU Bozeman Campus. We have a full time SNAP Educator in the office.

- In a typical year, this educator reaches approximately 900 to 1,000 youth in grades 1st, 3rd, and 5th. This year, final numbers (which are not out yet) will be less.
- Adult outreach includes cooking and nutrition lessons. Physical exercise demonstrations and education about farmers markets.
- Partnered with FRTEP and ILT as part of the Grow It Till U Make It campaign. Introduced a Creates Lesson on Amazing Veggies. This lesson was done online. While SNAP provided the education, participants were previously handed out the groceries needed for the lesson and cooked with the Educator from the safety of their homes. One participant shared, "I've never made stir fry before...my son ATE EVERY veggie because it tastes so good."

All the grants are housed through the FRTEP office/program and blend with each other whenever possible to provide stronger programming and community outreach.

2. 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.

- Because of COVID-19 the Confederation Salish and Kootenai Tribes went into Shelter In Place status in March and have not yet moved into Phase 2. As of July, Tribal Council has implemented a Shelter In Place Order indefinitely. While the State of Montana has ventured into Phase 2 our Tribes continues to remain in an essential worker only status. This is greatly impacting our people, programming, and resources available to them. More, now then ever, Extension services and education are desperately needed and wanted.

3. 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.

- Please see notes above regarding grant work.

4. 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: 4-H Science On the Go
Photo Caption: April 2020. Champ the Bobcat encourages youth to keep up their sciences grades by participating in 4-H Science On the Go.
Photo Credit: Brenda Richey, MSU Flathead Reservation Ext. Agent



Photo File Name: 4-H Bee Apiary
Photo Caption: May 2020. Breton Homewood, MSU Lake County Ext. Agent and Master Beekeeper, talks to youth participating in the 4-H Apiary Entrepreneurship project proper care of their apiary.
Photo Credit: Brenda Richey, MSU Flathead Reservation Ext. Agent



Photo File Name: SNAP – Amazing Veggies
Photo Caption: July 2020. Ginger Lang, MSU Flathead Reservation SNAP Educator teaches a Creates lesson all about Amazing Veggies to the online Grow It Till U Make It participants.
Photo Credit: Brenda Richey, MSU Flathead Reservation Ext. Agent



Photo File Name: Grow It Till U Make It - 3
Photo Caption: Mother and daughter team up to learn all about soils in the Grow It Till U Make It campaign.
Photo Credit: Brenda Richey, MSU Flathead Reservation Ext. Agent



Photo File Name: Grow It Till U Make It - 2
Photo Caption: Grow It Till U Make It participants experience hands on planting techniques.
Photo Credit: Brenda Richey, MSU Flathead Reservation Ext. Agent

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

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 17, 2020
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University Library's Annual Tribal College Librarians Institute and Indigenous Participatory Design Toolkit
3. NARRATIVE COORDINATOR NAME: Mary Anne Hansen PHONE/EMAIL 406/994-3162, mhansen@montana.edu;
4. ACTIVITY NAME (name electronic file with this name):

MontanaStateUniversityLibrary_GovernorsTribalRelationsReport_July2020
5. PROGRAM STAFF NAME: Mary Anne Hansen PHONE/EMAIL: 406/994-3162, mhansen@montana.edu
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input checked="" 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
<input checked="" 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.

<input checked="" type="checkbox"/> Started before FY 2020	<input type="checkbox"/> Started during FY 2020
<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Completed/finalized during FY 2020

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.

TCLI

The MSU Library's Tribal College Librarians Institute (TCLI) is an annual professional development opportunity tailored specifically to the cultural and professional needs of library personnel working at tribal colleges, mostly in reservation communities. Hosted by the Montana State University Library since 1990 (planning for which began in 1989), TCLI typically takes place each June in Bozeman, Montana, on the MSU campus. TCLI has met twice in Washington, D.C., in 2001 and 2006, funded by grants from the National Agriculture Library and the National Museum of the American Indian. In 2012, TCLI convened in Tulsa, OK, in conjunction with the Association of Tribal Archives, Libraries and Museums (ATALM) annual conference through IMLS funding. Approximately 40 – 60 tribal

college personnel from across the U.S. and Canada participate each year, although 2012 attendance reached 72 because of the TCLI/ATALM joint conference opportunity; in 1997 and 2011 Maori librarians from New Zealand attended and presented at TCLI on library services for their indigenous students. TCLI has been funded by IMLS funding since 2010. The current IMLS grant expires in August 2021. TCLI 2020 would have marked the 30th anniversary of this annual gathering. Because of COVID-19, TCLI 2020 was cancelled in its typical face-to-face format. However, at the request of many regular TCLI participants, an online alternative consisting of several programs and discussions via WebEx and Zoom was facilitated. TCLI's 30th anniversary will be celebrated in 2021 in the event that a face-to-face gathering can be held in June of next year.

TCLI provides educational and cultural programming relevant to indigenous peoples, tribal colleges, tribal college libraries and their staff. TCLI operates on a shoestring budget, relying mostly on grants. The bulk of any grant is distributed to participants to either defray or entirely cover their travel costs to the institute, while some funding is used to fund outside presenters. Since its inception in 1990, TCLI has become *the* professional development event of choice for many of the participants because of its intimate environment geared specifically toward their needs. These librarians come together not just to learn library issues and skills, but more important, to share their stories and to support and educate each other. TCLI partners and advisors include Dr. Lorienne Roy, UT Austin School of Information Professor and Past-President of the American Library Association (Anishanabe, enrolled in the White Earth Tribe in Minnesota); Dr. Sandy Littletree, University of Washington iSchool Lecturer (Navajo), specializing in Indigenous Knowledge Systems; Gary McCone, Retired Director of Systems at the National Agriculture Library; Aaron LaFromboise, Blackfeet Community College Library Director (enrolled member of the Blackfeet Nation); Joy Bridwell, Stone College College Library Director (enrolled member of the Chippewa-Cree Tribe on the Rocky Boy Reservation); and the National Networks of Library of Medicine/Pacific Northwest. Many of the TCLI participants are Native, while many are not, yet they all share common issues in serving their indigenous communities. The essence of TCLI is coming together face-to-face in the same room throughout the course of a week. Valuable group problem-solving happens during the institute each year in addition to the new knowledge and skills gained. The contributions of TCLI continue year-round via a TCLI discussion list, a forum for tribal college librarians to ask questions of their peers and to engage in group problem-solving.

IPDT

The MSU Library is working with the MSU Native community to build an Indigenous Participatory Design Toolkit (IPDT), a prototype design tool created by and for students, staff, and faculty at Montana State University. The primary purpose of this toolkit is to create a safe space for creative and critical thinking around the challenges and strengths of Native students. The tool aims to help generate dialogue and understanding across diverse populations, as well as to generate ideas for new services in support of Native student success.

The toolkit has three main goals:

- Break down barriers between Native students and non-Native professionals in higher education
- Generate dialogue, understanding, and empathy around the challenges and strengths of Native students
- Co-create new services in support of Native student success.



Please read more about the toolkit on our website: <http://www.lib.montana.edu/indigenous-design-toolkit/>

The toolkit is supported primarily by MSU Library funds, with additional support from the MSU Presidential Emerging Scholars Grant program and the McNair Scholars program. Partners includes the American Indian Council and the American Indian/Alaska Native Student Success Service.

Related to this Toolkit, MSU Librarian Scott Young is working with MSU student Connie Brownotter to investigate implementation strategies for the toolkit in the context of Native American Student Success Services. In support of this project, Scott Young is serving as a McNair mentor to Connie Brownotter, whose 2019 McNair Scholar project is titled “Indigenizing Student Success Services: New Models for Supporting Whole-Self Well-Being.”

Connie Brownotter was on leave during FY2020 and this project was thus paused during that time period. We expect this project to resume during FY2021.

Note: Connie Brownotter is Hunkpapa Lakota and an enrolled member of the Standing Rock Sioux Tribe.

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. N/A
10. Are there photographs to support the narrative? (x) 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.

TCLI 2020 Online Alternative Meeting, Zoom group photo:



TCLI 2020 Online Alternative Meeting programs and discussions, June 1 – 5, 2020 (links included for those sessions for which permission was received to share recordings)

College of Menominee Nations, Building Community Partnerships (virtual story hours and more offered through FaceBook live): Maria Escalante, Library Director; Laura Robinson, Youth Librarian; Bethany Huse, Librarian

<https://montana.webex.com/webappng/sites/montana/recording/play/024fe951aefd4f86a03f0332b66dbe64>

NLM Update: The New PubMed and more! Emily Hamstra, Outreach Coordinator, NNLM/PNR

<https://montana.webex.com/webappng/sites/montana/recording/c2ec843e0c8a44dc886fb210a001390b>

CGP on GitHub: Subject-Based Resources for Tribal College Librarians, Todd Scudiere, Government Publishing Office

<https://montana.webex.com/webappng/sites/montana/recording/play/7e89c3c32e534d28bab1e2b6c0dc10bc>

link to video clip shown within the above recording: <https://www.fdlp.gov/free-catalog-records-through-cgp-on-github>

Listening Session/Facilitated Discussion based on this article: [For Tribal Colleges That Have Always Struggled With Internet Access, Moving Online Isn't Easy](#) -- This article describes students who are struggling to go to online learning because of lack of internet access. What concerns do you have and what strategies are libraries using to help their students? Hannah Buckland, Minnesota State Library, & Marijke Visser, ALA Washington Office (Hannah & Marijke asked that their recording not be shared; also, much of the time was spent having the TC librarians type their concerns and strategies into a shared Google Doc which Hannah shared back to the group. She is former Library Director at Leech Lake Tribal College in Minnesota, and keeps in contact with many of the tribal college librarians, especially those in Minnesota)

University of Manitoba's Indigenous Cultural Competency Training, [Camille Callison](#), Indigenous Strategies Librarian at the University of Manitoba, Canada

Don't Reinvent the Wheel: Share FDLP LibGuides to Enhance Collections and Build Community, Melissa Fairfield, Government Publishing Office

<https://montana.webex.com/webappng/sites/montana/recording/play/dad29c5bdc524d2daca52ec2a05a7516>

Collaboration, Innovation and Indigeneity of Library Services in Support of Haskell Environmental Research Studies (HERS) Summer Internship Research & Learning Experience, Haskell Indian Nations University, Tommaney Library: Carrie Cornelius, Oneida/Potawatomi, MLS, Acting Supervisory Librarian, Doris Watts, Seminole of Oklahoma, Graduate Student, Library Technician; University of Kansas: Rebecca Orozco, MA, MLIS, STEM Librarian, L.Marie Avila, Anishinaabe, MLS, Undergraduate Engagement Librarian

Library Programming at the University of Kansas: Native American Heritage Month, 3 Weeks, and Buttons, L.Marie Avila, Anishinaabe, MLS, Undergraduate Engagement Librarian, University of Kansas; Doris Watts, Seminole of Oklahoma, Graduate Student, Library Technician, Haskell Indian Nations University

<https://montana.webex.com/webappng/sites/montana/recording/play/ee2845104103422b900c02b0d5475663>

eBooks in Academic Libraries: A Virtual Conversation at the 2020 Tribal College Librarians Institute: Charlene Weis, United Tribes Technical College; Samantha Hewakapuge, San Juan College; Molly Arrandale & Hannah McKelvey, Montana State University

<https://montana.webex.com/webappng/sites/montana/recording/play/d0c00c6698e146eabac0243365196867>

Cree Language and Community Events, Joy Bridwell and Samantha Courchane, Stone Child College Library

<https://montana.webex.com/webappng/sites/montana/recording/play/1606abed00dc47a7afe8af9d901b18b3>

Other discussions (not recorded because of the nature of the meetings):

Burning Issues Discussion 1, via Zoom

Burning Issues Discussion 2 via Zoom

*Major topics of Burning Issues discussions included concerns and strategies for reopening, a very concerning topic for some of the more tiny tribal college libraries --- they're worried about finding space to quarantine books. Additionally, some librarians shared their concerns about promoting mental health resources in their communities during this difficult time of pandemic.

Book Discussion: share one or more books you've read and would recommend to the group, via Zoom

Book Discussion List:

Marrow Thieves, Cherie Dimaline

Wretched of the Earth, Frantz Fanon

Various works on Repatriation and Digital Repatriation for PhD work (care to share some top titles, Camille?)

Various works on Indigenous Theory for PhD work (care to share some top titles, Camille?)

Lakota America: A New History of Indigenous Power, Pekka Hamalainen

Moon of the Crusted Snow, Waubgeshig Rice

Wayfinding Leadership: Ground-breaking Wisdom for Developing Leaders, Chellie Spiller, Hoturoa Barclay-Kerr, John Panoho

Native Men of Courage, Vincent Shilling (Native Trail Blazers Series – many other titles, too)

The Soul of the Indian, Charles Eastman

Native American Whalemens and the World: Indigenous Encounters and the Contingency of Race, Nancy Shoemaker

Empire by Collaboration: Indians, Colonists, and Governments in Colonial Illinois, Robert Michael Morrissey

Performing Indigeneity: Global Histories and Contemporary Experiences, Laura R. Graham, H. Glenn Penny

Indigenous Interfaces: Spaces, Technology and Social Networks in Mexico and Central America, Jennifer Gomez Menjivar, Gloria Elizabeth Chacon, Aurturo Arias

Colonial Entanglement: Constituting a Twenty-First Century Osage Nation, Jean Dennison

The Worlds the Shawnees Made: Migration and Violence in Early America, Stephen Warren

Indigenous Prosperity and American Conquest: Indian Women of the Ohio River Valley, 1690-1792, Susan Sleeper-Smith

Seasons of Change: Labor, Treaty Rights, and Ojibwe Nationhood, Chantal Norrgard

Plants Have So Much to Give Us, All We Have to Do is Ask: Anishinaabe Botanical Teachings, Mary Siisip Geniusz

Kika Kila: How the Hawaiian Steel Guitar Changed the Sound of Modern Music, John W. Troutman

To Show What an Indian Can Do: Sports at Native American Boarding Schools, John Bloom

Rock, Ghost, Willow, Deer: A Story of Survival, Allison Adelle Hedge Coke

Land of Big Rivers: French and Indian Illinois, 1699-1778, M.J. Morgan

The Book Woman of Troublesome Creek: A Novel, Kim Michele Richardson

Tallgrass: A Novel, Sandra Dallas

There, There, Tommy Orange

Hearts Unbroken, Cynthia Leitich Smith

Indian No More, Charlene Willing McManis

At the Mountain's Base, Traci Sorell

We Are Grateful: Otsaliheliga, Traci Sorell, Frane Lessac

Mankiller: A Chief and Her People, Wilma Mankiller, Michael Wallis

Children of Native American Today, Yvonne Wakim Dennis, Arlene Hirschfelder

Fry Bread: A Native American Family Story, Kevin Noble Maillard, Juana Martinez-Ne

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: 7/16/2020
2. STATE AGENCY/DIVISION/PROGRAM: Graduate School, Montana State University
3. NARRATIVE COORDINATOR NAME: Craig Ogilvie PHONE/EMAIL 406 994-5555, craig.ogilvie@montana.edu
4. ACTIVITY NAME *Sloan Indigenous Scholar Program: American Indian Graduate students in Science, Technology, Engineering and Mathematics:*
5. PROGRAM STAFF NAME: Barbara Komlos PHONE/EMAIL: bkomlos@montana.edu
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Ongoing/Long-Term
 - Started during FY 2020
 - 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.

The Sloan Indigenous Scholar Program has the goal to recruit, train, and graduate American Indian and Alaska Native students in STEM graduate programs at Montana universities, including Montana State University. We have built relationships with American Indian leaders across the state, along with faculty and students at Tribal Colleges and Universities. These relationships help students discern their goals and the role that advanced graduate education plays in achieving these goals. This includes visit days where prospective students visit campus, current students, and faculty. The Sloan program also has an active community of scholars, mentors and senior leaders on campus that celebrates and supports American Indian graduate students.

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.

In the past academic year we served 12 American Indian graduate students, 10 enrolled in a masters program, and 2 enrolled in a PhD.

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?

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 1, 2020
2. STATE AGENCY/DIVISION/PROGRAM: MSU Extension & MSU Department of Agricultural Economics and Economics
NARRATIVE COORDINATOR NAME: Kate Fuller and Joel Schumacher
PHONE/EMAIL: kate.fuller@montana.edu / 994-5603

3. ACTIVITY NAME
4. PROGRAM STAFF NAME:MSU Faculty: Kate Fuller, Joel Schumacher, George Haynes, Liz Werk, Tommy Bass, Wendy Becker

PHONE/EMAIL: 406-994-6637 or jschumacher@montana.edu

5. Select Tribe(s) Involved:

- | | |
|--|--|
| <input type="checkbox"/> All | <input checked="" 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 type="checkbox"/> Northern Cheyenne |
| <input checked="" type="checkbox"/> Crow | |

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2020 | <input checked="" type="checkbox"/> Started during FY 2020 |
| <input 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.

7. 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.

This project is a partnership between MSU Department of Agricultural Economics and Economics, the USDA 2501 grant program, Fort Peck Community College and several county and tribal extension offices. This current project builds on many similar projects over the past few decades. This project provides American Indian farmers and ranchers with tools that promote financial management practices, leading to an increase lending/credit access, improved physical record keeping practices, and established relationships to improve farming and ranching sustainability in Indian country. Throughout the three-year project period, FPCC and the project management team will take on the task of developing an outreach, training and mentoring program with cultural relevancy and deliver it to a cohort of socially disadvantaged American Indian farmers and ranchers, youth and beginning farmers and ranchers who represent American Indian Reservations in Montana. Thus far we have conducted one webinar and are in the process of planning the next four. Coronavirus have considerations delayed one workshop and have shifted many of these workshops online. We will also

send flash drive versions of these workshops and materials to participants to ensure access for those without internet access.

8. 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
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. This project has recently begun and has been delayed due to coronavirus concerns. We do not have such data at this time.
10. 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

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: 13 July 20
2. STATE AGENCY/DIVISION/PROGRAM: MSU College of Agriculture; PATHS Program
3. NARRATIVE COORDINATOR NAME: Florence Dunkel PHONE/EMAIL 406 451 9343;
fdunkel@montana.edu
4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*): Pathways in Agriculture through Health and Food Sovereignty
5. PROGRAM STAFF NAME: H. Hunts, Chair; D. Sands; F. Dunkel; E. Dratz
PHONE/EMAIL: 406 451 9343; fdunkel@montana.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 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.

<input checked="" type="checkbox"/> Started before FY 2020	<input type="checkbox"/> Started during FY 2020
<input type="checkbox"/> Ongoing/Long-Term	<input checked="" 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.

The purpose of the PATHS project was to engage Native American students in transdisciplinary study of agriculture, food, and nutrition through 2-year research and experiential learning fellowships. To explore and address the disconnects as well as the interconnectedness of these fields we gave students a place in active research laboratories in plant sciences, plant pathology, entomology, biochemistry, health and human development, economics and policy. By combining this laboratory experience with by-stander mentoring and guidance as they developed their own research project in their own community, we sparked enthusiasm in some but not all of the participants. We have just ended the third and final year of the project. It was funded by the USDA National Institute of Food and Agriculture (NIFA) for \$300,000 with a 1:1 match.

There were 2 cohorts for a total of 10 participants completing the program. Each participant worked with us for two years but we remain in contact with each of them. All completed their associates degree that they had begun at the start of their fellowship or, in some cases, they returned to their tribal college to complete their temporarily stopped associates degree. Three

students have already graduated with their B.A. or B.S. degree from Montana State University. Another graduate went on to be accepted in the nursing program at MSU. A fourth is on-track to finishing her B.S. degree in microbiology and environmental health at MSU in spring 2021.

One of the most remarkable of the projects of these young people was the “determining practical uses of Huckleberry Gold potatoes in Indian Country. Montana is the US see potato seed capital and our neighbor, Idaho, is one of the largest potato producing states. To that end, MSU is heavily involved in potato research. One relatively new variety is Huckleberry Gold. Because Huckleberry Gold potatoes have a higher ratio of amylopectin to amylose it is hypothesized that the potato should have a lower glycemic response. The most popular varietal of potato, the Russet Burbank, has an extremely high glycemic index (10% higher than table sugar). Because of the high glycemic index of Russet Burbank potatoes, diabetics are often advised to avoid this inexpensive comfort food that is at the heart of “meat and potato” American diets.

According to our participants and some anecdotal evidence, American Indian diets are often high in potatoes for a variety of reasons not the least of which is that they are inexpensive and have a relatively long shelf life. Unfortunately, American Indians have nearly three times the risk of developing diabetes compared to non-Hispanic whites which would mean that eating potatoes would be contraindicated.

Our participant’s tribe is located in Idaho and many members are involved in the production of potatoes. This first arm of this participant’s project was to determine if Huckleberry Potatoes have a lower glycemic index than other varietals. To meet the international standards for determining glycemic index she is working to determine the amount of “available carbohydrates” (in vitro) and the glycemic response (in vivo). It is really exciting work.

The second arm of this participant’s project is to determine the viability of tribally grown Huckleberry Potatoes. To this end, she has worked very diligently to get Huckleberry Gold seed potatoes to tribal producers in Idaho, Montana, California and Arizona where trials are underway. The thought is that this variety may be better for American Indians to consume (lower glycemic index for people who have a higher incidence of diabetes) and separately, that Huckleberry Gold potatoes might yield a higher profit if they could be marketed as a low glycemic potato.

Training Opportunities: This participant is teaching us – about networking with Native producers, we are helping her with laboratory protocol for determining available carbohydrate, and in vitro and glycemic response in vivo. (most of the huckleberry gold potato report is from the annual report to USDA NIFA written by H. Hunts, June 2020). Because of this PATHS participant’s work and that of MSU faculty such as David Sands, Florence Dunkel, Ed Dratz, and Holly Hunts, Huckleberry gold potatoes are now being grown for the second year on the Northern Cheyenne Reservation, Lame Deer MT in the Diabetes Management Community Garden, in the community garden at Fort Peck Community College, and in our home faculty gardens and that of other members of our families and our MSU students.

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.

The first cohort made 18 presentations in Washington D.C. to policy makers and other agricultural leaders regarding specific food sovereignty issues on their reservations, Apsaalooke (Crow) and Amskapii Pikuni (Blackfeet). These presentations included the USDA NIFA (before they moved to Kansas City, MO), USDA Office of Tribal Relations, the Economic Research Service, the FDA, offices of the Montana senators and congressman, and the National Congress of American Indians. These students spoke on behalf of food sovereignty, the Food Distribution Programs on Indian Reservations (FDIPR) and on the search for Missing, Murdered, and Indigenous Women and Girls MMIWG. The second cohort attended and made a presentation on their research at the National Association of FDIPR in Choctaw, Mississippi. The second cohort also made a poster presentation and an oral presentation for the over 400 attendees at the 3-day conference in Shakopee/Prior Lake, MN Mystic Lake Casino. Both presentations were titled:

Preliminary results to encourage use of traditional Native American foods in the FIDIPR program as well as in home use have been disseminated at the Native American Nutrition Conference and to each of the participant's home communities as they work within their own communities them to conduct their studies.

Hunts, H., Antelope, D., Baker, C., Bird Rattler, T., Dratz, E., Dunkel, F., Goldtooth, N., Hipp, J., Old Elk, W., Reed, H., Sands, D., Stewart, T., Yupe, C., Zycherman, A. (2019, September). *PATHS, Pathways to Agriculture and Native Foods Tribal Health Sovereignty*. Paper and poster presented at the annual Native American Nutrition Conference. Prior Lake, MN.

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.

Both the formal academic training and entrepreneurial ideas obtained during this project will and has already improved the job security of these 10 young Native Americans, primarily from the Apsaalooke and Amskapii Pikuni reservations.

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: Paths Participants Cohort 2

Photo Caption (include the name of the event/persons, location, and date): Speakers and mentors of PATHS participants presenting at the annual national Native American Nutrition Conference Prior Lake, MN. From left Holly Hunts, project director MSU Consumer Science professor, Carmen Yupe PATHS participant, Florence Dunkel, MSU Entomology professor, Nastasha Goldtooth PATHS participant, Tillie Stewart Paths participant, Marie Pease Apsaalooke HS teacher and mentor. September 21, 2019

Photo Credit: Edward Dratz

Photo File Name: Yarrow processing instructions

Photo Caption (include the name of the event/persons, location, and date): PATHS participants Cohort 1 learning how to process yarrow used medicinally and also as a mosquito repellent. Lame Deer, MT. in the Northern Cheyenne Botanical Park. From left: Florence Dunkel MSU Entomology professor Holly Reed, AJ Somers, Danielle Antelope, Chris Nomee. July 30, 2019
Photo Credit: Edward Dratz

Photo File Name: Grinding yarrow for insect repellent

Photo Caption (include the name of the event/persons, location, and date): PATHS participants Cohort 1 prepare yarrow leaves collected in the Botanical Park for testing as a mosquito repellent. Lame Deer, MT. in the Northern Cheyenne Botanical Park. From left: Danielle Antelope. July 30, 2019

Photo Credit: David Sands

Photo File Name: Meredith at oven making pizza

Photo Caption (include the name of the event/persons, location, and date): Northern Cheyenne Biology teacher and founder of the Lame Deer Rezzeria explains the goal of his successful pizza business in Lame Deer for PATHS participants Cohort 1. Lame Deer, MT. in the Northern Cheyenne Botanical Park. Meredith Tallbull. July 30, 2019

Photo Credit: Holly Hunts

Photo File Name: Meredith pizza oven fired up

Photo Caption (include the name of the event/persons, location, and date): Mobile pizza oven built by Meredith Tallbull in use for PATHS participants Cohort 1 as an example of meeting local consumer needs for the Lame Deer Rezzeria and serves great pizza as well as a model for enterprising young people of the community. Lame Deer, MT. on the edge of the pond in the Northern Cheyenne Botanical Park. July 30, 2019

Photo Credit: Florence Dunkel

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

Have a follow-on publication and encourage everyone to plant Huckleberry gold potatoes and to eat them and serve them. Feature the stories of these successful young Native Americans living in MT.

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: 13 July 20
2. STATE AGENCY/DIVISION/PROGRAM: MSU College of Agriculture; Smart Ag Program
3. NARRATIVE COORDINATOR NAME: Florence Dunkel PHONE/EMAIL 406 451 9343; fdunkel@montana.edu
4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*): Podcast on Other Ways of Knowing: Traditional Ecological Knowledge
5. PROGRAM STAFF NAME: F. Dunkel PHONE/EMAIL: 406 451 9343; fdunkel@montana.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 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.

<input type="checkbox"/> Started before FY 2020	<input checked="" type="checkbox"/> Started during FY 2020
<input 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.

MT Public Radio Podcast Series features voices from Salish, Apsaalooke, Northern Cheyenne, and Wind River Reservations. The purpose of this state-tribal activity is to bring together Native Americans from Montana (or who are graduates of MSU) to speak about Other Ways of Knowing, specifically Traditional Ecological Knowledge (TEK), and Native Science. The significance of this podcast series its role in understanding food sovereignty, recognizing and mitigating climate change and understanding the wealth of plants in providing anti-microbials for insidious and contagious human diseases. This podcast will also provide another venue for the non-Native American public to learn how TEK is creating a quiet revolution in funding opportunities in the USDA National Institute of Agriculture programs and those of the Foundation for Food and Agricultural Research (FFAR) and how this may influence higher education research and curriculum in Montana, particularly in MSU's College of Agriculture. Impact that is measurable is the change in appreciation of TEK of Montana Native Americans.

The first podcast featured Linwood Tallbull, Northern Cheyenne Elder and Ethnobotanist. This podcast was shared with attendees at the Share the Wealth Symposium Webinar 29 April 2020.

Jackie Coffin (a MT PBS producer) is producer of this podcast with a Salish/Apsaalooke co-producer soon to be announced. Production is on schedule thus far with interviews to be completed by August 1 2020 and a predicted air-date in October 2020. Cost of production has thus far been all non-monetary contributions and part of the coursework in the graduate degree requirements of the producer. MT PBS is a partner.

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.

State law Indian Education for All is fulfilled by this program that provides teaching and learning opportunities for juniors, seniors, and graduate students at MSU, particularly in the College of Agriculture, College of Education, Health and Human Development, and the MSU School of Film and TV during its production phase and for students of all ages throughout the state both on and off the reservations once the podcast series is aired.

US Farm Bill 2018 and its revisions for 2022 will be discussed in the podcast and recommendations collated by 19 MSU students in collaboration with tribal members and their mentors retired from USDA.

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.

During this year of initiation and production, FY 2020 those 5 interviewees thus far have been empowered by being part of the project. Funds contributed have been significant, since they include the contributed time of a MT PBS producer, estimated 125 hours.

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: Tribal Relations Podcast participant Linwood Tallbull

Photo Caption (include the name of the event/persons, location, and date): Elder Linwood Tallbull, Ethnobotanist of the Northern Cheyenne (Tsetestas-Sutheo) teaching podcast producer and assistants about medicinal plants important at the Rosebud Center, Busby MT on the Northern Cheyenne reservation, 29 February 2020

Photo Credit: Jackie Coffin

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

We suggest adding to the Governor's Tribal Relations Report a question or request to "Describe the decolonization methods used by the non-Native people working on the program or project being reported as well as what specific learning took place about Native American history in Montana prior to arrival of the European settlers in Montana."

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: 13 July 20
2. STATE AGENCY/DIVISION/PROGRAM: MSU College of Agriculture; Smart Ag Program
3. NARRATIVE COORDINATOR NAME: Florence Dunkel PHONE/EMAIL 406 451 9343;
fdunkel@montana.edu
4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*):
Health, Poverty, Traditional Wealth, Agriculture: Concepts and Action Research
5. PROGRAM STAFF NAME: F. Dunkel PHONE/EMAIL: 406 451
9343; fdunkel@montana.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 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.

<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.

This MSU-tribal activity was initiated in 2002 and is primarily focused on the Northern Cheyenne reservation. The teaching and learning program involves Chief Dull Knife College, Lama Deer High School, and the community of Lama Deer MT and MSU students in AGSC 465R. The first seven years only faculty and CDKC students were involved. Since 2009 MSU students have also been part of the collaborative engagement. The following detail active projects that were part of the program in FY2020

Continued development of Northern Cheyenne TEK website www.nc-plantlore.org initiated by this program in 2017. As requested by the Northern Cheyenne Elder and ethnobotanist, Linwood Tallbull, MSU students in AGSC 465R and F. Dunkel developed additional plant tags and recorded additional stories about these plants from Linwood Tallbull for the website and submitted these additions to the webmaster, Anthony Whitedirt at Chief Dull Knife College (CDKC). The **major impact** is that now this website serves as a permanent repository of medicinal uses of plants important to the Northern Cheyenne accessible to students at CDKC,

Lame Deer High School and tribal and non-tribal students, faculty, and everyone statewide (and beyond). This website provides examples of traditional ecological knowledge (TEK) that the Elder wished to share with present and future generations. This website can be accessed via smart phones for visitors to the Botanical Park in Lame Deer MT when they encounter the plants featured in the website (see Park brochure attached created in this program by Meredith Tallbull and David Todd),.

Northern Cheyenne Diabetes (Low Glycemic Index) Community Garden is located across Hwy 212 from the Northern Cheyenne Botanical Park (see attached brochure) In collaboration with AGSC 465R students and F. Dunkel and the Northern Cheyenne Tribal Council, this garden was initiated by Meredith Tallbull with the help of AGSC 465R students and faculty, The significance of this garden is that it was conceived by a young Northern Cheyenne community leader of youth, Meredith Tallbull who is also a biology teacher at Lame Deer HS, and an entrepreneur (founder of the Lame Deer Rezzeria, chef, and builder of the stone pizza oven). The garden is a place where the community comes to help, learn, and take away low glycemic vegetables at no cost. MSU undergraduates in crop science and plant biology, and graduate students in sustainable foods and science and natural history filmmaking come together in AGSC 465R to offer advice when asked and in return learn current issues in Northern Cheyenne (Tsetetas and Sutheo) reservation life.

Northern Cheyenne introduction of their history and current issues to MSU students during 2-day stays on the reservation and subsequent phone conferences. The significance of these visits and phone conferences is the exchange of learning that took place, particularly by the MSU students and TAs and faculty about the Northern Cheyenne and other represented tribes. Specifically, 19 MSU students, both non-Native and, Native American, (an Apsaalooke student, an Annishinabe student, a Native Alaskan, and a Cherokee student) were able to spend time with the Northern Cheyenne and invited into the home of one of the site mentors to share a meal and had the opportunity to prepare on several occasions meals at the Rosebud Center for our honored guest the Elder Linwood Tallbull who is the ethnobotanist of the Northern Cheyenne. One of the major impacts was for all students to learn about the Fort Robinson run and the importance the annual historical reenactment of this event has meant to young people on the reservation. These students also learned dramatically in hearing the personal stories of resilience of mid-career Northern Cheyenne living and working on the reservation. The overall impact was recorded by each student in mentored reflective journals. Reviews both oral and written of these 19 students documented significant changes and deepening of understanding of the traditional wealth and resilience of these

Apsaalooke (Crow) requests of AGSC 465R students to assist with health, water, and rangeland monitoring projects. The significance of this part of our program in FY 2020 was that it brought four MSU students directly in contact with the Apsaalooke Environmental Health Steering Committee. One student was asked to work directly with the Indian Health Service to prepare a vaccine brochure which was appreciated. In addition, on a weekly basis Dr. Vanessa Simonds served as a co-instructor and the Apsaalooke, Avery Old Coyote joined with us to help us understand the process of Native Science and its relationship to Western Science process. Both of these Apsaalooke helped the students in FY 2020 understand decolonizing methodologies. Specific projects presented by these students included these accomplishments: developing a slide series for encouraging Apsaalooke to test well water for microbial contamination; to characterize arsenic

distribution on the reservation; and to develop a baseline monitoring system for checking on rangeland owned by Apsaalooke after they rent it out to others. The greatest impact was the listening required by the students within their own Apsaalooke community or within this, the first Native American community they had worked with in this holistic, collaborative process.

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.

State law Indian Education for All is fulfilled by this program that provides teaching and learning opportunities for juniors, seniors, and graduate students at TitlMSU, particularly in the College of Agriculture and for biology students and faculty at Lame Deer High School.

US Farm Bill 2018 and its revisions for 2022 were discussed and recommendations collated by 19 MSU students in collaboration with tribal members and their mentors retired from USDA. The 19 students included three Native Americans and two students from subsistence farming villages along with four Apsaalooke (Crow) instructors. These recommendations were wide ranging from Titles V through Title XII. For brevity, I will highlight several recommendations. For title V sec. 4003, it was recommended that funding be increased for more tribal organizations to procure foods for FDIPR packages. Increasing the funding for these programs to put focus on local production of culturally significant foods will increase tribes' ability to enhance their diets with locally-produced traditional foods. Another recommendation for verbiage in the next Farm Bill fell under Title XI where Indigenous producers were finally recognized as underserved producers. Students recommended that this would include community gardens as well so Indigenous communities developing community and school gardens can be encouraged with crop insurance to continue their efforts even if their gardens should at first fail. These are just 2 examples of 18 student suggestions.

10. If available, provide **noteworthy data** regarding the impact of your program on tribal where indigenous producers were finally recognized as underserved producers eligible for crop insurance. communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

The significant impact this program has had this year and in the 13 years of its existence is the empowerment it has given members of these communities to pursue entrepreneurial activities, preservation of TEK, and community action.

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: Reviewing large document.jpg

Photo Caption (include the name of the event/persons, location, and date): 2-day immersion of MSU students on Apsaalooke reservation holding a holistic process discussion with Apsaalooke members of the Tribal Environmental Health Committee., Crow Agency MT; from left F. Dunkel,

Mckay Reed (in front), Christine Martin, Kyle Terrio, Justin Goodwin (in the next holistic discussion group). October 2019.

Photo Credit: Edwin Allan

Photo File Name: Kelsey and Simonds.jpg

Photo Caption (include the name of the event/persons, location, and date): During Decolonizing methodologies workshop in AGSC 465R, Dr. Vanessa Simonds, an Apsaalooke and an epidemiologist mentors Kelsey Quinn senior in Biology planning on taking Physicians Assistant training after graduation (in 108 Plant Biosciences Building MSU-Bozeman from left: Kelsey Quinn, Dr. Simonds). November 2019.

Photo Credit: Florence Dunkel

Photo File Name: Class picture AGSC 465R Fall 2019.jpg

Photo Caption (include the name of the event/persons, location, and date): 2-day immersion of MSU students with Northern Cheyenne holding a holistic process discussion with Stacy Bearcomesout, a Northern Cheyenne mentor for AGSC 465R students since 2009, Colstrip, MT; from left David Todd, Edwin Allan, Stacy Bearcomesout, F. Dunkel, Justin Goodwin, Chloe Rogers, Kelsey Quinn, Mckay Reed, Kyle Terrio, Nathan Meek. October 2019.

Photo Credit: grandson of Stacy Bearcomesout.

Photo File Name: Avery and TA.jpg

Photo Caption (include the name of the event/persons, location, and date): Workshop on Native Science by Avery Old Coyote, member of the Apsaalooke Nation and Ph.D. student at Syracuse University and SUNY. 108 PBB AGSC 465R, MSU-Bozeman MT; from left Mckay Reed, Jeff Shryer, Avery Old Coyote, Nathan Meek. November 2019.

Photo Credit: F. Dunkel.

Photo File Name: Poster and Marlow.jpg

Photo Caption (include the name of the event/persons, location, and date): Share-the-Wealth Symposium MSU students and their Native American mentors and MSU faculty mentors celebrate at a poster reception, formal PowerPoint presentation session and a dinner, 5 December 2019, Atrium of Plant Biosciences Thayer Conference Room. From left: Dr. Clayton Marlow and Nathan Meek present poster on development of a rangeland monitoring system designed for the Apsaalooke Tribe with Christine Martin, Chair of the Apsaalooke Environmental Health Committee.

Photo credit: F. Dunkel

Photo File Name: Tribal Relations Report M. Tallbull w AGSC 465R students.jpg

Photo Caption (include the name of the event/persons, location, and date): Meredith Tallbull, Lame Deer HS Biology teacher and community activist, and co-instructor for MSU students in AGSC 465R explains to our students how he has planned the diabetes management community garden to engage his HS students and the Northern Cheyenne community, 29 February 2020, Lame Deer, MT From left: F. Dunkel, Meredith Tallbull, Brett See, Jonah Shippet, Annie Ferguson (seated), Tillie Stewart (standing), Erin Carroll, Jade Berghof (seated), Jackie Coffin (standing), Jeff Shryer, Gretchen Engbretson, HuiWu Zhang, and McKay Reed.

Photo credit: Marit Ehmke

Photo File Name: Tribal Relations Report Meredith explaining plans for diabetes community garden.jpg

Photo Caption (include the name of the event/persons, location, and date): Meredith Tallbull explains to AGSC 465R students where he will plant what vegetable this year in their diabetes management community garden and what he is asking his mentorees from MSU to help with, 29 February 2020, Lame Deer, MT From left: Meredith Tallbull, Jackie Coffin, Erin Carroll, F. Dunkel, and Jonah Shiplet.

Photo credit: Marit Ehmke

Photo File Name: Tribal Relations Report Meredith getting pizza oven started for MSU students.jpg

Photo Caption (include the name of the event/persons, location, and date): Meredith Tallbull, founder of the popular Lame Deer Rezzeria, builder of the stone oven, and chef stokes the fire as he prepares pizza for the students while explaining the importance of serving as a model for the youth of the community, 29 February 2020, Lame Deer, MT Meredith Tallbull.

Photo credit: Marit Ehmke

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

Ask agencies to report on their listening sessions.

“Continue to listen. The 2018 Farm Bill was perhaps the first and best attempt to address more needs of Indian Country. More listening sessions need to come to Indian Country, take into account the needs of different producers, their cultural differences and the need they see in their communities. The Farm Bill and its subsidy allocations are still largely focused on the needs of large farms and makes ill-advised nutritional recommendations solely to support the markets for large-scale producers.” – J. Coffin

“Work toward decolonizing use of names, for example the use of Apsaalooke instead of Crow and the use of Amskapii Pikuni instead of Blackfeet.” – F. Dunkel

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: 7/16/20
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: Dr. Mari Eggers
PHONE/EMAIL (406) 994-3064/556-0783; mari.eggers@montana.edu
4. ACTIVITY NAME *Crow Water Quality Program*
5. PROGRAM STAFF NAMES (Principal Investigators):
John Doyle PHONE/EMAIL: (406) 638-3155, doylej@lbhc.edu;
Christine Martin PHONE/EMAIL: (406) 638-3157, martinc@lhbc.edu;
Emery Three Irons PHONE/EMAIL: (406) 638-3155, threeironse@lbhc.edu;
Dr. Mari Eggers PHONE/EMAIL (406) 994-3064/556-0783; mari.eggers@montana.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 type="checkbox"/> Confederated Salish & Kootenai	<input 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.

<input 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.

Purposes: (1) Through a community-driven research partnership with Crow Tribal members, identify, prioritize, assess, communicate and mitigate exposures to environmental contaminants and climate change induced ecosystem impacts which present health risks to Tribal members and their families.

(2) Develop Crow Tribal community capacity to address environmental health challenges, at all levels from professional development for members of the Crow Environmental Health Steering Committee, through community environmental health education, to and teaching graduate, undergraduate, high school and middle school students.

Significance: This community-engaged research partnership among Crow Tribal members, Little Big Horn College and Montana State University Bozeman was initiated in 2005 when a group of diverse Crow Tribal members and a science faculty member from Little Big Horn College

conducted a community wide environmental health (EH) assessment and determined that surface and groundwater contamination was the priority EH issue presenting the most widespread and serious risks to Tribal community health. Founding members John Doyle, Myra Lefthand, Sara Young (Crow Tribe) and Mari Eggers (MSU, MBI Dept) and others formed the Crow Environmental Health Steering Committee (CEHSC) and are still collaborating to lead this work today; younger Tribal members have since joined the team as CEHSC members.

Major Accomplishments: Doyle, Eggers, Young, Lefthand, Three Irons and other members of the CEHSC, with support from Little Big Horn College (LBHC) and MSU Bozeman, have completed research assessing and mitigating inorganic, organic and microbial contamination of home wells across the Reservation; conducted health screenings for people who have been consuming metals-contaminated well water for year (with Dr. Keil, MBI Dept); and assessed fecal contamination of the major river running through the Reservation (with Dr. S. Hamner & others, MBI Dept). Ongoing work of the CEHSC and Eggers, with other MSU collaborators includes: assessing arsenic contamination of soils and river sediments on the Reservation (with Dr. Ellen Lauchnor, NACOE); researching the presence of toxic thioarsenicals in home well water (with Dr. Stephanie Ewing & others, EPSCoR program); conducting ongoing community education and mitigation for contaminated home well water (Doyle & Martin at LBHC, Eggers); developing a GIS and watershed management plan for the Little Big Horn River (Three Irons at LBHC); and researching Big Horn River water quality (Three Irons, Camper & others). Additional CEHSC research has addressed the current and pending impacts of climate change on Tribal water resources and hence on community health (supported by Dr. Cathy Whitlock, IoE). Environmental health literacy education for students grades 5-12, focused on water quality, is in its fifth year (led by Dr. Vanessa Simonds, HHD & Martin at LBHC). At least 50 Crow undergraduate students have participated as research interns, and half a dozen of them have gone on to earn graduate degrees in STEM fields. One Crow intern is now in a doctoral program in soil and water science. MSU students have participated through the Engineers Without Borders group. The CEHSC & team has presented at numerous conferences, published 11 peer reviewed manuscripts and contributed to two books. Most importantly, there is greatly increased community awareness and understanding of the health risks from the consumption of contaminated home well water and surface water sources; families with unsafe home well water have been provided with water coolers with refillable five gallon water containers. Additional solutions are actively being explored.

Eggers and the other faculty partners named above are all at MSU Bozeman. Although MSU has not directly contributed state funding, MSU and LBHC have provided the infrastructure and facilities necessary to submit and administer grant funding for conducting this research. MSU Regents Professor Dr. Anne Camper served as a senior mentor for the past 12 years and as an Emeritus Professor is now involved in our Big Horn River research project.

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.

Research on water quality has been used to support grant proposals which have brought in more than \$ 20 million in funding to replace, repair and upgrade the public water supply infrastructure on the Reservation. More than 200 Crow families, including ~ 1000 people, have had their well water tested and those with unsafe home well water have been provided with home water coolers and ongoing support and education. This project has supported two – three jobs at LBHC for the past 15 years, as well as ~ 50 Crow college students as research interns during this time span. Direct awards and sub-awards to LBHC over the past 15 years (and ongoing) have provided indirect costs for support of infrastructure and administrative staff.

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: Home Well Testing Black Lodge

Photo Caption (include the name of the event/persons, location, and date): Crow Water Quality Project interns and staff Christine Martin and Emery Three Irons collecting home well water samples for analysis.

Photo Credit: John Doyle



Photo file name: Sampling CPC Spring

Photo caption: John Doyle, Emery Three Irons and Mari Eggers sampling Chief Plenty Coup Spring for fecal contamination.

Photo credit: Antonie Dvorakova



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

Ask Tribal partners to include their assessment of the partnership.

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 13, 2020
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University?
3. NARRATIVE COORDINATOR NAME:

4. ACTIVITY NAME: Building STEM Interest on the Blackfeet Reservation
5. PROGRAM STAFF NAME: T. HartshornPHONE/EMAIL: 4804061277/soildoc@montana.edu

6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne

7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Started during FY 2020
 - Ongoing/Long-Term
 - 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.

There are inequities in both educational opportunities and outcomes on the Blackfeet Reservation. In 2014, we began meeting with Blackfeet representatives to support our National Science Foundation “Using Technology to Research After Class” grant for which I served as the PI. In 2018, some of these relationships enabled a co-PI (J. Cornish, ATO) to secure follow-on funding through a multiyear, multistate NASA Northwest Earth and Space Pipeline grant—again with the goals of both building educational opportunities but also improving educational outcomes. In 2019, a Blackfeet MSU undergraduate, Ty Show, led our NASA-sponsored effort to build more equitable STEM pedagogic approaches within the Browning school system. We obtained tribal and MSU IRB approvals and surveyed middle school students before and after a “transfer of knowledge” (TOK) intervention aimed at improving Earth system science, Energy, and Space literacy.

My time on the TOK project has been uncompensated but invaluable. We have found middle school students assigned to TOK interventions showed much greater gains in indices of interest of science than students assigned to a control treatment. Unfortunately, we also found that different question-types yielded uneven measures of gains (or in some cases, declines) in science interest scores, implying a need to improve the types of science instruments used to index shifts in science interest. Our manuscript will be submitted to the *Journal of Science Education and Technology*.

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.

NA

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? (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.

Contact Jamie Cornish: 1.406.579.1630

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?

A form that feeds data directly into a geo-referenced Story Map?

deeper engagement with the material and research concepts. Thus, these courses provide stepping stones to undergraduate research experiences at MSU, such as the BRIDGES to Baccalaureate, Undergraduate Scholars, or INBRE programs. Many studies have shown that participation in undergraduate research creates a sense of belonging and purpose that critically contributes to students' retention and success.

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.

NA

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 courses are the result of working extensively with faculty and staff at all seven of Montana's tribal colleges. To date, the courses have been held at MSU five times (2015-2019), at ANC three times (2016, 2018, 2020), at CDKC three times (2016, 2018, 2019), at LBHC three times (2017, 2019, 2020), and at FPCC two times (2017, 2019). During the 2019/2020 reporting period, the course was held at MSU, CDKC, LBHC, and ANC. Students from all seven tribal colleges are invited to attend the course at MSU.

Many of the students in our courses have transferred to MSU or other 4-year institutions. We are currently gathering information to obtain accurate numbers. Overall, the impact of our program extends well beyond our courses, since our students contribute to research at tribal colleges and at MSU and the faculty members, who participated, are incorporating the material learned into their teaching.

During the 2019/2020 reporting period, 48 students participated in our courses and 3 students from previous courses returned as TAs. In total, 137 tribal college students and 15 high school students have attended our courses and 16 TAs have participated. Further, 6 faculty members from tribal colleges have participated in our courses (from CDKC, ANC, and LBHC). During the reporting period, Sara Plaggemeyer, environmental science instructor from LBHC, participated in July 2019. This program is funded by a grant from the National Science Foundation.

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.

Photos are attached below in low resolution and are submitted separately from this Word document in higher resolution.



Photo File Name: MSU July 2019

Photo Caption: Students doing research during the Trails to Research intensive STEM course for tribal college students at MSU in July 2019.

Photo Credit: C. Merzdorf



Photo File Name: CDKC July 2019

Photo Caption: Mariah Soldier Wolf and Ambien Rising Sun treating and observing fish embryos as part of their research projects during the Trails to Research intensive STEM course for tribal college students at Chief Dull Knife College in July 2019.

Photo Credit: C. Merzdorf



Photo File Name: LBHC January 2020

Photo Caption: Blaze Cummins and Norman Dawes collecting fish embryos for their research project as part of the Trails to Research intensive STEM course for tribal college students at Little Bighorn College in January 2020.

Photo Credit: C. Merzdorf



Photo File Name: ANC February 2020

Photo Caption: Students doing research during the Trails to Research intensive STEM course for tribal college students at Aaniiih Nakoda College in February 2020.

Photo Credit: C. Merzdorf

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:
2. STATE AGENCY/DIVISION/PROGRAM: NIH
3. NARRATIVE COORDINATOR NAME: Jovanka Voyich PHONE/EMAIL 406-994-7184, jovanka@montana.edu
4. ACTIVITY NAME: **American Indian and Alaska Native Clinical and Translational Research Program (AI/AN CTRP):**
5. PROGRAM STAFF NAME: As Above PHONE/EMAIL:
6. Select Tribe(s) Involved:
 - All Fort Belknap
 - Blackfeet Fort Peck
 - Chippewa Cree Little Shell
 - Confederated Salish & Kootenai Northern Cheyenne
 - Crow
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020 Started during FY 2020
 - Ongoing/Long-Term 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.

The American Indian and Alaska Native Clinical and Translational Research Program (AI/AN CTRP) is a 5-year, \$20M program supported by a grant from the National Institute of General Medical Sciences (NIH-NIGMS), IDeA Program Infrastructure for Clinical and Translational Research (IDeA-CTR). The overarching goal of the program is to strengthen Montana's and Alaska's CTR capacity in Native health. Native people account for 18% and 6.5%, of Alaska and Montana populations respectively, and the AI/AN CTRP is currently the only IDeA-CTR focusing on Native health.

Montana State University (MSU) serves as the lead institution for the AI/AN CTRP. Other partner institutions include University of Montana (UM), University of Alaska - Anchorage (UAA), University of Alaska - Fairbanks (UAF), Alaska Native Tribal Health Consortium (ANTHC), Southcentral Foundation (SCF), and Blackfeet Community College (BCC). ANTHC, SCF, and BCC are owned and managed by tribal communities.

The CTRP has almost completed its 5-year grant period and is getting ready to submit an application to extend the program for 5 more years. Thus far, CTRP has supported 45 investigators through Pilot, ESI, Development, and Diversity awards, and an NIH supplement. The CTRP is being successful in helping investigators develop and sustain research partnerships with Native communities and conduct Community-Based Participatory Research (CBPR), as well as produce publications and secure external funding needed to progress in their careers.

The progress of most research projects is good, and advances are being made in priority areas of Native health, including zoonotic diseases, behavioral health assessment and interventions, EMS and telehealth systems functionality, and characterization and causal mechanisms of diseases and conditions such as nasopharyngeal and colorectal cancer, bacterial vaginosis, and vitamin D deficiency. Most investigators are being successful obtaining external funding, with 12 new extramural awards totaling almost \$9M in expenditures, one investigator is co-investigator in a center grant. NIH proposal success rates for current investigators at an impressive 66%. The program has made progress in developing the capacity of institutions and tribal communities to participate in Native health research. Community partnerships are being strengthened in both Alaska and Montana. Increasing research infrastructure and capacity in Native communities is a unique feature of this CTR and is well on track. A qualitative review of community partnerships will be available when the community collaborative research evaluation is fully implemented. To date, twelve new community research partnerships are being developed and ten have been sustained. These partnerships include all seven Montana reservations, four Alaska regional tribal health organizations, five Alaska Native Villages (ANVs), and other entities that provide statewide services in Alaska.

In Year 4, 41% of the research teams comprise Native people, including four project leaders. These results exceed expectations, given the sizes of the two states' Native populations.

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.

In Year 4, 41% of the research teams comprise Native people, including four project leaders. These results exceed expectations, given the sizes of the two states' Native populations.

The CTRP is at year 4 of its 5-year grant period. Thus far, CTRP has funded 45 lead investigators (18 in the current cycle) through various mechanisms. These investigators are 52% New or Early Career, 69% Female, and 22% AI/AN. The CTRP has been successful in assisting AI/AN investigators in securing careers and external funding.

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?

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: **07/09/2020**
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: PHONE/EMAIL
4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*):
5. PROGRAM STAFF NAME: **Carl J. Yeoman** PHONE/EMAIL: **406-994-7440**
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Started during FY 2020
 - Ongoing/Long-Term
 - 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 (AI) women experience disproportionately high rates of sexually-transmitted infections (STI). Because bacterial vaginosis (BV) and biogenic amine metabolites have each been associated with an increased risk of STI and the prevalence of each have not been assessed among AI, we set out to understand their contribution to this women's health issue. Across two studies, 99 reproductive age, American Indian participants answered in-depth quantitative and qualitative questions and self-collected biological specimens for molecular analyses. American Indian women (67%) were more likely to have molecular BV compared to all previously studied racial groups of North American women. Stress, anxiety, depression, and smoking were the major correlates of molecular BV and biogenic amine concentrations, and stress levels were associated with self-reported UTI, STI, and symptoms of BV.

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.

\$263,465 of funding was been obtained from the National Institutes of Health for research project. These funds provided temporary employment of two members of the Ft. Peck reservation to coordinate the research project. Eight students were funded through the grant to aid in the research objectives and two summer research in health education courses (2017 and 2019) were taught by Dr. Yeoman to American Indian students through the Ft. Peck Community College to educate them regarding the role of host-resident microbes in health and nutrition.

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: **Yeoman_SummerCourse_FPCC.jpg**

Photo Caption (include the name of the event/persons, location, and date): **Students of Fort Peck Community College Learning Research Techniques for Studying Microbes and their Contributions to Human Health and Nutrition with Dr. Carl Yeoman from Montana State University**

Photo Credit: **Carl Yeoman**

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 17, 2020

2. STATE AGENCY/DIVISION/PROGRAMS:

- 1) American Indian and Alaskan Native Clinical and Translational Research Program (Montana State University) and supported by the National Institute of General Medical Sciences of the National Institutes of Health under Award Number U54GM115371
- 2) Foundation for Food and Agriculture Research

3. NARRATIVE COORDINATOR NAME: Caressa Bailey Sack PHONE/EMAIL: (406) 994-4262

4. ACTIVITIES NAMES

- 1) Child Resiliency, Emotions, and Behavioral Health Among American Indian Children
- 2) Best practices in natural resource management, climate adaptation and water governance, Blackfeet Nation, Montana

5. PROGRAM STAFF NAMES:

- Dr. Brandon Scott PHONE/EMAIL: 406-994-5218 / brandon.scott2@montana.edu
- Dr. Kristin Ruppel PHONE/EMAIL: 406-994-5261 / ktruppel@montana.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 checked="" type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

- American Indian and Alaskan Native Clinical and Translational Research Program – **Chippewa Cree Tribe**
- Foundation for Food and Agriculture Research (Started before FY 2020) – **Blackfeet Tribe**

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 checked="" type="checkbox"/> Started during FY 2020 |
| <input type="checkbox"/> Ongoing/Long-Term | <input checked="" type="checkbox"/> Completed/finalized during FY 2020 |

- American Indian and Alaskan Native Clinical and Translational Research Program (Montana State University) and supported by the National Institute of General Medical

Sciences of the National Institutes of Health under Award Number U54GM115371
(Started and Completed during FY 2020)

- Foundation for Food and Agriculture Research (Started before 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 and Alaskan Native Clinical and Translational Research Program (Montana State University)

The short-term goal of this project was to build upon a strong and equitable relationship with the Rocky Boy tribal community using a community-based participatory approach. The Chippewa Cree Tribe wanted additional survey and physiological data collected from 3rd-6th graders attending the Box Elder school, as it would provide behavioral health information on their children. The specific aims of the project were 1) to establish the estimated prevalence and continuous distribution of anxiety and depressive disorder symptoms among a representative sample of 3rd-6th grade AI children at Rocky Boy and 2) determine the relations between both anxiety and depressive disorders symptoms and child resilience, caregiver stress exposure, and child emotion regulation. The project would have positively impacted the Rocky Boy tribal community as it would help them determine mental health priorities and provide data for applications aimed at funding AI youth mental health services. More broadly, the findings may have advanced development of culturally responsible prevention programs for anxiety and depressive disorders in AI children. Unfortunately, due to COVID-19 guidelines within the Rocky Boy community and school closures throughout the state we were unable to complete the aims of this project. However, we plan to seek new funding opportunities in the future to gather this invaluable data and continue the work in a safe environment as the COVID-19 restrictions are lifted.

The funding for this research was awarded to Dr. Brandon Scott by the American Indian and Alaskan Native Clinical and Translation Research Program (AIAN-CTRP; supported by the National Institute of General Medical Sciences of the National Institutes of Health under Award Number U54GM115371) through Montana State University. The AIAN-CTRP is a collaboration between Blackfeet Community College, Montana State University, University of Montana, University of Alaska (Anchorage and Fairbanks), Alaska Native Tribal Health Consortium of Anchorage, and the South-central Foundation of Anchorage. The award period was from August 1, 2019 to July 31, 2020 and the award amount was \$85,996 (Total Costs).

Foundation for Food and Agriculture Research

Research is a partnership between Montana State University's Department of Native American Studies and the Blackfeet Nation. MSU received a grant valued at \$2 million to support sustainable agriculture for the Piikani people.

The grant, awarded by the Foundation for Food and Agriculture Research, supports projects identified by the Blackfeet Nation as important to its sustainable agriculture efforts.

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 for either program

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 research award to the American Indian and Alaskan Native Clinical and Translational Research Program resulted in two short-term employment positions (project coordinator for 8 months and research assistant for 2 months) for Chippewa Cree tribal members living on the Rocky Boy Reservation.
- Data N/A for the Foundation for Food and Agriculture 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: Montana NAS MSU Check FFAR

Photo Caption: 100th Grant Presentation, FFAR to Native American Studies, MSU July 15, 2019, Walter Fleming, department head, Native American Studies and Chief Earl Old Person

Photo Credit: FFAR



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

No specific suggestions were indicated.

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 16, 2020
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University (MSU)
3. NARRATIVE COORDINATOR NAME: Lucia Ricciardelli - PHONE/EMAIL: (406) 994-6228 / luciar@montana.edu
4. ACTIVITY NAME *Circles of Story Circles*
5. PROGRAM STAFF NAME: Lucia Ricciardelli PHONE/EMAIL: luciar@montana.edu
6. Select Tribe(s) Involved:
 - All
 - Blackfeet
 - Chippewa Cree
 - Confederated Salish & Kootenai
 - Crow
 - Fort Belknap
 - Fort Peck
 - Little Shell
 - Northern Cheyenne
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.
 - Started before FY 2020
 - Ongoing/Long-Term
 - Started during FY 2020
 - 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.

Circles of Story Circles, which was founded in 2017, supports the development, production, and dissemination of oral histories by integrating community-based, participatory documentary filmmaking with Indigenous Research Methodologies. The *Circles of Story Circles* Project is Professor Lucia Ricciardelli's ongoing, cross-cultural partnership with Native American tribes in Montana. Ricciardelli's partnership has had three main, integrative goals: 1) Using the production of documentary films to teach and learn about Native American cultures; 2) generating community-led documentary films for the preservation and transmission of Native American oral histories; and 3) contributing to the revitalization and maintenance of indigenous languages and cultures across the state of Montana, enhancing MSU's outreach to Indigenous communities.

Ricciardelli and her film students offer documentary workshops to introduce tribal members to filmmaking skills and to facilitate community-led learning about cultural protocol and Indigenous Research Methodologies. The *Circles of Story Circles* Project has led to multiple community-produced documentary films, grant awards, national and international conference presentations and

film screenings. Furthermore, to help reclaiming the disregarded histories, experiences and ways of knowing of Native Americans, Professor Ricciardelli designed and developed the website *Circles of Story Circles* (<http://circlesofstorycircles.com/>). Besides offering a forum for discussing tribal self-determination and activism, and links to Native American film festivals, programs and organizations, this online multimedia platform provides Indigenous filmmakers who cannot afford to pay distribution and exhibition costs with an accessible yet rigorous model for the dissemination of their oral stories and cultural knowledges. *Circles of Story Circles* is committed:

- To provide Indigenous community members with an outlet to preserve and disseminate their cultural knowledge.
- To show non-Indigenous documentary filmmakers how to embrace Indigenous ways of knowing and methodologies in the documentary making process as an alternative model to western-centric documentary approaches.
- To demonstrate how audiovisual storytelling can be used as an act of living resistance and political action.

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 *Circles of Story Circles* Project has served 100+ Indigenous people, including educators, elders, tribal college students, tribal leaders and other community members. Not only have *Circles of Story Circles* documentary workshops provided professional development for teachers, opportunities to record oral histories and language, and technical skill-building for participants, they have also informed documentary research at local, state, national and international levels.

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: Documentary_Workshop_Production_19.03.29

Photo Caption (include the name of the event/persons, location, and date): *Circles of Story Circles* Documentary Workshop, Montana State University, Bozeman, MT, March 29, 2019 (Tiara Doney, Camille Del Duca, Michael Peterson, John Murie, Reid Murie).

Photo Credit: Lucia Ricciardelli

Photo File Name: Documentary_Workshop_Editing_19.03.29

Photo Caption (include the name of the event/persons, location, and date): *Circles of Story Circles* Documentary Workshop, Montana State University, Bozeman, MT, March 29, 2019 (Tiara Doney, Michael Peterson, John Murie, Dominic Sebey).

Photo Credit: Lucia Ricciardelli

Photo File Name: Documentary_Workshop_19.06.20

Photo Caption (include the name of the event/persons, location, and date): *Circles of Story Circles* Documentary Workshop, Stone Child College, Rocky Boy Reservation, MT, June 20, 2019 (Rosalie Eastman).

Photo Credit: Lucia Ricciardelli

Photo File Name: Documentary_Workshop_19.07.27

Photo Caption (include the name of the event/persons, location, and date): *Circles of Story Circles* Documentary Workshop, Stone Child College, Rocky Boy Reservation, MT, July 27, 2019 (Tiara Doney, Griffin Murie, Reid Murie).

Photo Credit: Lucia Ricciardelli

Photo File Name: Documentary_Workshop_18.03.30

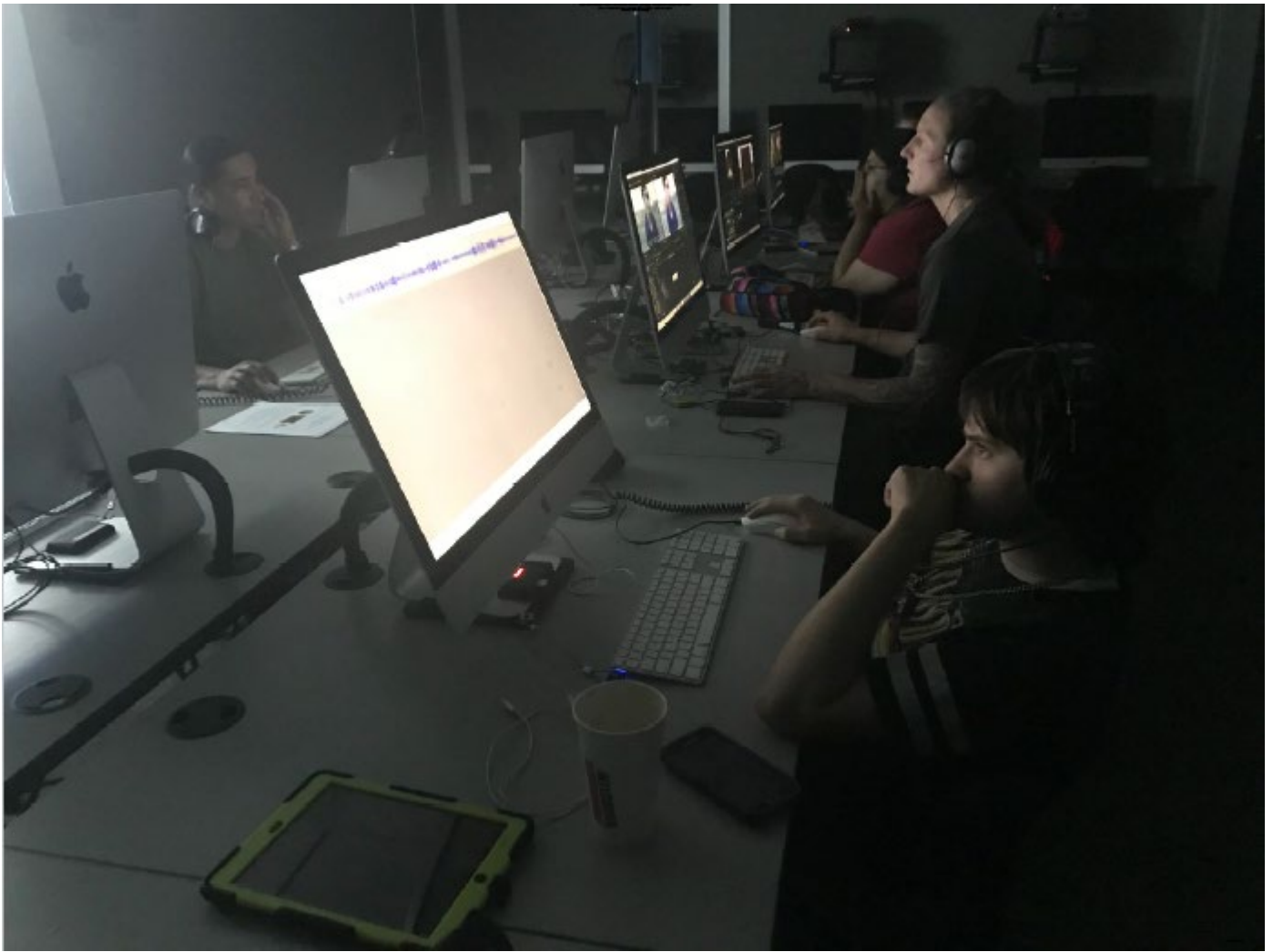
Photo Caption (include the name of the event/persons, location, and date): *Circles of Story Circles* Documentary Workshop, Stone Child College, Rocky Boy Reservation, MT, March 30, 2018 (Jesse Matthews, Rosalie Eastman, Dominic Sebey, Wesley Plain Bull, Tiara Doney).

Photo Credit: Lucia Ricciardelli

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: 07/14/20
2. STATE AGENCY/DIVISION/PROGRAM: MSU Bozeman
3. NARRATIVE COORDINATOR NAME: Tenzin Phuntsog, MSU Bozeman, Assistant Professor of Film
PHONE/EMAIL tenzin.phuntsog@montana.edu
4. ACTIVITY NAME Filmmaker, Teaching, Bozeman, Tibetan American
5. PROGRAM STAFF NAME: Tenzin Phuntsog, MSU Bozeman, Assistant Professor of Film
PHONE/EMAIL: tenzin.phuntsog@montana.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 checked="" 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.

<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. I have been working with the Crow people since the summer of 2017. In the process of making, sharing and developing film projects I have interacted with the Northern Cheyenne, Blackfeet, and the Salish. In the winter of 2016 I pitched a project that made it to the final round of a competitive documentary film grant. That trailer included footage from Northern Cheyenne and Crow. The project was funded by the Montana Film Office in 2017 and I filmed strictly in Crow for over two summers (2017, 2018). During that time I developed strong bonds with certain families who took me in the Crow. And have been making work ever since. The MT film office film “ The Day the Sun Died” recently got accepted into the BlackStar Film Festival in Philadelphia and the LA Underground Film Festival. The film was originally going to premiere in the Blackfoot Indigenous Film Festival this year but due to Covid has been postponed. I recently shot a new project in 2019 entitled “Portraits of Poets.” I have also been in contact with the Salish because of a Tibetan Buddhist Temple “1000 Buddha’s” which is located on their land. I would like to develop a new film there which I have currently submitted to this years MT film office grant entitles “Pure Land.” This new film explores the connection to Tibet and Montana through science fiction narrative.

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.

None

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.

Nothing other than I have only had good experiences and invested my time and space effort to best work and tell their stories on film. I am also very fortunate to be welcomed and given access to film on their land and I hope to continue to build more life long bridges through my films.

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: flyer of new film “The Day the Sun Died”

Photo Caption (include the name of the event/persons, location, and date): Crow, 2017

Photo Credit: Tenzin Phuntsog



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

None

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 16, 2020
2. STATE AGENCY/DIVISION/PROGRAM: Montana State University, Norm Asbjornson College of Engineering, Empower Program
3. NARRATIVE COORDINATOR NAME: Amy Stix PHONE/EMAIL 406.994.5567
amy.stix@montana.edu
4. ACTIVITY NAME Empower Program (“Empower”), Norm Asbjornson College of Engineering
5. PROGRAM STAFF NAME: Amy Stix; Dr. Maria Velazquez PHONE/EMAIL: 406.994.5567
amy.stix@montana.edu
maria.velazquez@montana.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 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.

The Empower Program ("Empower") fosters the inclusion and success of underrepresented minorities and women in engineering and other fields of STEM (science, technology, engineering, mathematics) at MSU. Empower is a student resource that provides a variety of support to all underrepresented students in all STEM programs on campus. Empower is housed in the Norm Asbjornson College of Engineering and includes a spacious student center where American Indian and other underrepresented STEM students can access free printing/scanning services, drop-in tutoring, scholarship information and support, guidance on research/internship opportunities, and other academic support. In addition, Empower staff provide information and assistance for non-academic concerns including, but not limited to, housing, child care resources, and food assistance resources.

Empower coordinates the American Indian Research Opportunities program, (“AIRO”), a consortium of Montana's seven tribal colleges and Montana State University in Bozeman, dedicated to providing

opportunities for American Indian students in career fields where they are significantly underrepresented. The AIRO program, along with its advisory board that includes tribal college faculty, coordinates the eight-week, summer Bridges to the Baccalaureate (“Bridges”) program at MSU-Bozeman, which is funded by the National Institutes of Health. Bridges provides faculty-mentored biomedical research experiences and academic enhancement activities aimed at helping American Indian and other underrepresented students at two-year Montana institutions successfully transfer into four-year biomedical degree programs at MSU-Bozeman. Partnering colleges on the current Bridges grant project include Aaniiih Nakoda and Little Bighorn colleges. Due to COVID-19, the eight-week 2020 summer Bridges program was transitioned from an in-person campus experience to a fully online experience. Academic coursework, academic and professional development seminars, and biomedical research seminars/labs are currently being provided to students through videoconference.

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.

Montana State University recently adopted a new Diversity and Inclusion Strategic Framework after an extensive planning process that included input from students, faculty, staff, and community members in Bozeman and the state. The Empower Program utilizes the university framework to help guide its goal setting, programming, and outcomes. The Norm Asbjornson College of Engineering, where Empower is housed, is similarly developing a new diversity and inclusion framework, based on the university’s plan.

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 2019 - 2020 Empower Program served 40 students who identified as American Indian and/or Alaska Native. In the fall 2019 and early 2020 semesters, Empower staff coordinated 1-2 professional and academic enhancement seminars for these students, as well as other students who participate in our program. These activities included workshops on time management and study skills, resume clinics, career coaching, FAFSA application “How To” sessions, networking lunches with engineering and other research faculty, scholarship assistance events, and seminars on how to find research mentors and prepare for graduate school. The Empower Program also advised the MSU student chapters of the American Indian Science and Engineering Society (AISES) and Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), both of which are headquartered in the Empower Program. When the COVID-19 pandemic closed the MSU campus in mid-March, Empower staff reached out to each of its American Indian/Alaska Native student, and the other students we serve, via email, text and videoconference events through the end of the spring 2020 semester. We worked individually with students who needed additional support and resources to navigate their online classes and other issues that arose due to the pandemic.

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?

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 15, 2020
2. STATE AGENCY/DIVISION/PROGRAM: MSU College of Nursing
3. NARRATIVE COORDINATOR NAME: Dean Shannon PHONE/EMAIL:
sarah.shannon1@montana.edu

4. ACTIVITY NAME (*spell out here, but use acronym or key words for the electronic file name*):
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
<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.

The MSU College of Nursing (CON) partners with the tribes of Montana around education, scholarship and service.

EDUCATION:

- a) The MSU Caring for Our Own Program (CO-OP): This signature program turned twenty in 2019. CO-OP has graduated 115 American Indian/Alaska Native BSN students over its existence. In the upcoming academic year, CO-OP has 56 enrolled AI/AN undergraduates and six AI/AN doctor of nursing practice (DNP) students studying to become nurse practitioners. This is CO-OP's largest enrollment in the history of the program and reflects engagement with all 8 Tribal Nations in Montana in addition to students from neighboring states and across the U.S. The CO-OP model includes social, financial, and academic (if needed) support for students. Financial support for student scholarships and stipends comes from the Indian Health Service, the Health Resources and Services Administration (HRSA), and from many generous private donors who have established scholarships through the MSU Alumni Foundation. Some resources are ear-marked for emergencies and help retain students by assisting them to

overcome obstacles such as unforeseen car repairs, daycare costs, housing deposits, or unexpected medical bills.

- b) Undergraduate nursing student clinical experiences: In NRS 477: Population-based Nursing Care, many nursing students have the opportunity to partner with Tribal Health. Examples include: Confederated Salish & Kootenai Tribal Health Department and the Boys and Girls Club of the Flathead Reservation; Urban Indian Clinic, Helena; Rocky Boy's Tribal Health; Indian Family Health Clinic, Great Falls; Indian Family Health Clinic, Great Falls; Benefis Health Native American Welcoming Center among others.
- c) Fort Peck Nursing Immersion: Dr. Julie Ruff continues her work with the Fort Peck Tribes (started 2011). Groups of undergraduate nursing students engage in a cultural immersion service learning experience, traveling with faculty to the reservation for one week each fall and spring. (Spring 2020 was not completed due to travel restrictions related to the COVID-19 outbreak.)

SCHOLARSHIP

- a) Smiles for Life: Dr. Laura Larsson continues to partner with the Billings area Indian Health Service units to deliver and evaluate the *Smiles for Life* oral health curriculum. The COVID-19 pandemic interrupted a planned event on April 9, 2020 however this work has been tentatively rescheduled to the Spring PowWow in Spring 2021.
- b) Good Health TV: By the end of 2019, Dr. Laura Larsson implemented *Good Health TV* (GHTV) messaging in six out of the seven Tribal Nations in Montana. This innovative programming allows for health promotion messaging in 42 health facility waiting rooms across Montana. Dr. Larsson partnered with KAT Marketing and Blackfeet Community Hospital in Browning, Montana to create a video about the use of Silver Diamine Fluoride as a tool for the management of dental caries. This is the third in a series of educational messages being tested for improving pediatric oral health in Indian Country. June 2020 all of the CEOs and Directors in the Billings Service Area signed off on new GHTV research project. Their letter of support will be submitted with the IRB application to the Rocky Mountain IRB in July 2020.
- c) Fort Peck Project: Dr. Julie Ruff is conducting a funded intervention with sixty 4th grade students exploring children's perceptions of subjective wellbeing. This work is ongoing and was adapted to accommodate the pandemic. The project was revised to include children's perceptions of COVID-19 on their personal wellbeing and that of their community. Current work includes assisting with the writing of treatment protocols with an emphasis on tribal health and culture as well as assisting with the writing of an employee handbook which includes cultural comprehension and civility when working with NA communities.

SERVICE

- a) Consultation with Blackfeet Community College Nursing Program: During summer 2019, MSU College of Nursing provided a two-day consultation to Blackfeet Community College at their request around a) promoting nursing student learning, retention, success and satisfaction and b) supporting faculty teaching excellence.
- b) Fort Peck Project: Dr. Julie Ruff is employed by the tribes to work in a school-based health center supplying preventative and acute health care to students in grades K-8, their families and the school staff and teachers.

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.

None

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.

See above

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?