

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: 7/21/2020
2. STATE AGENCY/DIVISION/PROGRAM: Office of Student Success
3. NARRATIVE COORDINATOR NAME: Michelle Guzman
PHONE/EMAIL: Michelle.Guzman@mso.umt.edu
4. ACTIVITY NAME *American Indian Student Services*
5. STAFF NAME: Michelle Guzman PHONE/EMAIL: (406) 243-6352
Michelle.Guzman@mso.umt.edu
6. Select Tribe(s) Involved:

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

<input checked="" type="checkbox"/> Started before FY 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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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 Student Services (AISS) department at the University of Montana’s (UM) mission is “to provide a welcoming and inviting environment for Native American students and assist them with their transition, achievement, and success while at University of Montana.” AISS assists or connects students with services that that will help them to be successful in their college career while at UM. AISS provides services and programing that have been established through collaborative partnerships with various campus and Missoula community entities, i.e. coordination with the UM Native American Studies (NAS) Department for the “Art Reveal” of the gift provided to Native American graduates in the class of 2020 AISS also coordinates with the All Nations Health Center (ANHC), who donated laptops when our Native American students transitioned to classes fully online during the Covid-19 pandemic.

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.

Native American Tuition Fee Waiver. This tuition waiver is heavily relied on to assist the Native American population in paying for college tuition.

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 Native American student population has increased from 425 in 2019 to 434 in 2020 a 2.1% increase. (These numbers are from UM Spring 2019 and 2020 Census Report);

432 Native American students Fall 2019 to Spring 2020 attend University of Montana. 240-300/ month use American Indian Student Services. Services as printing, computer usage, advising, counseling, tutoring, cultural activities, performances in Spring 2020. In Fall of 2019 average 200-400+ students a month to use services in AISS.

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: Video at AISS UM Facebook page

Photo Caption (include the name of the event/persons, location, and date): May 2020

Photo Credit: University of Montana American Indian Student Services Department

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

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

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

1. SUBMISSION DATE: 7/20/20
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana
3. NARRATIVE COORDINATOR NAME: Jennifer Fowler PHONE/EMAIL: 406-396-8085
4. ACTIVITY NAME: Autonomous Aerial Systems Office
5. PROGRAM STAFF NAME: Jennifer Fowler PHONE/EMAIL: 406-396-8085

6. Select Tribe(s) Involved:

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

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- | | |
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| <input type="checkbox"/> Started before FY 2020 | <input type="checkbox"/> Started during FY 2020 |
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Annually for the past three years UM’s Autonomous Aerial Systems Office (AASO) staff give a presentation and small unmanned aircraft system (sUAS) demonstration for Salish Kootenai College’s (SKC) Fisheries and Wildlife Techniques course. AASO regularly partners with federal, state, local, and private entities in wildlife and habitat monitoring missions using sUAS. It is the workflows, training, and research results from these missions that we present to SKC students in Pablo, MT at the SKC campus one day per year. AASO covers the cost of this outreach.

This type of outreach gives AASO staff a chance to recruit students to UM, find potential tribal collaborators, and brainstorm ideas with students to meet challenges we encounter with our work. The students, in turn, get experience with new technologies and research techniques that can be a great skill to carry forward in their careers.

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

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N/A

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:

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1. SUBMISSION DATE: 7/21/2020
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana - Missoula
3. NARRATIVE COORDINATOR NAME: Annie Belcourt, Professor
PHONE/EMAIL: annie.belcourt@mso.umt.edu
4. ACTIVITY NAME (*College of Health and Biomedical Sciences, UM CH Endowment Fund Program*):
5. PROGRAM STAFF NAME: Annie Belcourt, Professor
PHONE/EMAIL: annie.belcourt@mso.umt.edu
6. Select Tribe(s) Involved:

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
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Creating a More Substantial Health Disparities Research Emphasis. The plan to use endowment funds matched by private funds, COBRE-Center funds, institutional funds, translational research institute funds, and/or federal grant funds to enhance the resources available to support and stimulate health disparities research at the College of Health Professions and Biomedical Science continues to be successful;

This project provides endowment income to go towards the recruitment and training of minority students and faculty as well as funds for health disparities research;

American Indian and Alaska Native (AIAN) populations have unique challenges and factors that impact research methodologies as well as ethical principles for research. AIAN populations have unique status as sovereign nations in the United States due to their status as the indigenous populations to the United States. Federal treaties and responsibilities require increased ethical and methodological rigor for researchers and Native American communities to adequately review,

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implement, disseminate, and negotiate data sharing agreements with Native American communities to ensure that the core elements of the Belmont Report, as well as tribal nation sovereignty, be equitably adhered to for scientists conducting research in AIAN communities. I have worked to ensure that clinicians, scientists, and communities continue to advance discourse regarding research methods and ethical issues within AIAN populations. I have done so through advancing scholarship, community engaged research methods, community training workshops, presentations at national conferences, and by volunteering as a reviewer for tribal institutional review boards.

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.

American Indian and Alaska Natives experience severe disparities in exposure to clinically significant trauma and correspondingly disparate posttraumatic stress disorder and symptoms. As both a scientist and clinician, I have observed the profoundly complex ways this reality impacts individuals and communities. Adapting interventions requires the creation of trusting relationships between community members, researchers, and clinicians. I have worked as a Native scientist, clinician, and community member to examine and advance psychotherapy practice with Native communities. I have collaboratively examined many aspects of posttraumatic stress and coping to advance knowledge regarding this important etiological factor through research on differential aspects of risk within Native populations. As a community member, I have worked with communities to promote public health innovation in a variety of ways including violence prevention video workshops, community awareness, community engagement, and advocacy. This project has allowed me to strive to advance posttraumatic stress science and practice innovations for American Indian communities.

American Indian and Alaska Native health policy, practice, and intervention development requires a careful appreciation of the many complex historical and contemporary factors that contextualize public health. An essential part of this process requires equitable collaborations with tribal communities. I have worked with many tribal communities over the course of the past 20 years to develop relationships with communities in the Pacific Northwest, Northern Plains, Southwest, and have collaboratively developed culturally adapted interventions. I have worked to advance the scholarly, community, and practice discourse regarding emerging and historical factors that influence health outcomes for AIAN communities. This work is an important professional priority that is aimed at promoting health equity. Collaborative and community engaged approaches to these discussions can create innovations in knowledge, practice, and policy;

The ongoing grant American Indian-Alaska Native Clinical and Translational Research Center (AI-AN CTRC) has the goal of developing the capacity of Montana and Alaska to address the unique problems these state's Native communities face in health disparities. AN-AI-AN CTRC will increase numbers of, train, support, and mentor investigators from AK and MT through research service cores and funding of community engagement research projects to address health disparities in MT's and AK's Native communities;

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The implementation of the American Indian-Alaska Native Clinical and Translational Research Center (AI-AN CTRC) has resulted in a markedly enhanced production of peer-reviewed publications, increased opportunities for research and educational partnerships, as well as more graduate, undergraduate, minority, and now post-doctoral opportunities to engage in health disparities research with CHPBS faculty. Funds allocated for this priority in 2018-2019 (12% of available revenue) were utilized for professional development of an American Indian faculty member (Dr. Belcourt) and significant investments were made in research partnership development including travel, supplies, recruitment, and professional presentations of CHPBS faculty & staff involved in health disparities research. Topics of research focus include indoor air quality interventions, posttraumatic stress disorder, HIV-AIDS research, obesity prevention, vitamin D deficiency, cardiovascular disease, and other topics relevant to health disparities in American Indian populations. No funds were used for direct support of a specific research project.

*Pearson, C. R., Smartlowit Briggs, L., **Belcourt, A.**, Bedard Gilligan, M., & Kaysen, D. (2018). Building a Tribal–Academic Partnership to Address PTSD, Substance Misuse, and HIV Among American Indian Women. *Health Promotion Practice*, 152483991876212.*

*Olvera, H. A., Appleton, A., Fuller C. H., **Belcourt, A.**, Kubzansky, L. D. (2018) An Integrated Socio-Environmental Model of Health and Well-being: A conceptual framework exploring the joint contribution of environmental and social exposures to health and disease over the life span. *Current Environmental Health Reports*.*

*Dickerson DL, Baldwin J, **Belcourt A**, Belone L, Gittelsohn J, Kaholokula, JK, Lowe J, Patten C, & Wallerstein, N. (2018) Encompassing Cultural Contexts within Scientific Research Methodologies in the Development of Health Promotion Interventions. *Prevention Science*.*

***Belcourt, A. E.** (2018) The hidden health inequalities that American Indians and Alaskan Natives face. *The Conversation*. <http://theconversation.com/the-hidden-health-inequalities-that-american-indians-and-alaskan-natives-face-89905>*

*Walters, K. L. Johnson-Jennings, M., Stroud, S., Rasmus, S., Charles, B., Simeon, J., Allen, J., Keawe 'aimoku Kaholokula, J., Look, M. A., & de Silva, M., Lowe, J., Baldwin, J., Lawrence, G, Brooks, J., Noonan, C. W., **Belcourt, A.**, Quintana, E., Semmens, E. O., & Boulafentis, J. (2018) Growing from Our Roots: Strategies for Developing Culturally Grounded Prevention Programs in American Indian, Alaska Native, and Native Hawaiian Communities. *Prevention Science Special edition title: Innovations in intervention research with indigenous populations in the US*.*

*Gittelsohn, J, **Belcourt, A.**, Booth-LaForce, C., Duran, B., Magarati, M., Mishra, S., Belone, L., Blue Bird Jernigan, V. (2018). Building Capacity for Productive Tribal-University Partnerships. *Prevention Science Special edition title: Innovations in intervention research with indigenous populations in the US*.*

*Stanley, L. R., Swaim, R. C., Keawe 'aimoku Kaholokula J., Kelly, K. J., **Belcourt, A.** & Allen, J. (2017) The Imperative for Research to Promote Health Equity in Indigenous Communities. *Prevention Science*.*

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Belcourt, A., Swaney, G., & Kelley, A. (2015). Indigenous methodologies in research, social justice, and sovereignty: Foundations of community-based research. Indigenous sovereignty anthology, Shanley, K. Editor.

Beals, J., Belcourt-Dittloff, A., Garrouette, E. M., Croy, C., Jervis, L. L., Rumbaugh-Whitesell, N., Mitchell, C. M., Manson, S. M. & the AI-SUPERPPF team (2013). Trauma and conditional risk of posttraumatic stress disorder in two American Indian reservation communities. Social Psychiatry and Psychiatric Epidemiology, 48:895–905.

Yuan, N. P., Duran, B., Schultz, K., & Belcourt, A. (2014) Developing a Research Agenda to Reduce Violence Against American Indian/Alaska Native Women. Psychology of Violence.

Bluebird Jernigan, V., Peercy, M., Branam, D., Saunkeah, B., Wharton, D., Winkelby, M., Lowe, J., Salvatore, A. L., Dickerson, D., Belcourt, A., D'Amico, E., Patten, C. A., Parker, M., Duran, B, Harris, R., & Buchwald, D. (2015). Beyond health equity: Achieving wellness within American Indian and Alaska Native Communities. American Journal of Public Health, 105(S3)e1-e4.

Greenfield, B., Skewes, M. C., Dionne, R., Davis, B., Cwik, M., Venner, K., & Belcourt-Dittloff, A. (2013). Treatment for American Indians and Alaska Natives: Considering cultural adaptations. The Behavior Therapist, 36(6), 146-151.

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None at this time.

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

1. SUBMISSION DATE: July 20, 2020
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana
3. NARRATIVE COORDINATOR NAME: Heather Cahoon PHONE/EMAIL 406-243-5838/Heather.Cahoon@mso.umt.edu

4. ACTIVITY NAME: American Indian Governance and Policy Institute (AIGPI) (*Amerian Indian Governance and Policy Institute (AIGPI)*):
5. PROGRAM STAFF NAME: Heather Cahoon
 PHONE/EMAIL: Heather.Cahoon@mso.umt.edu

6. Select Tribe(s) Involved:

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
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The American Indian Governance and Policy Institute (AIGPI) brings the Montana University System’s research and service resources to work with tribes in Montana to address the core causes of poor socioeconomic health on reservations by providing the necessary support for evidence-informed tribal policymaking. Recognizing that many tribal government officials lack access to the type of policy research and analysis services supplied to state and federal policymakers, AIGPI fills this void by providing tribal leaders with credible, in-depth research and analysis of tribal-level policies. This collaborative, data-backed approach will enhance tribal governing structures by increasing effective functioning, regulatory authority and self-governing abilities and further tribal leaders’ efforts to strengthen reservation economies and build individual and community health and prosperity.

AIGPI is housed within the Native American Studies Department at the University of Montana (UM) under the leadership of Heather Cahoon, PhD, and in partnership with UM’s nationally-recognized Alexander Blewett III School of Law Margery Hunter Brown Indian Law Clinic and the

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Department of Public Administration and Policy's Master of Public Administration program, located within the Max Baucus Institute. Other notable relationships are with AIGPI Advisory Council representatives holding permanent membership seats, including the Chair of the Rocky Mountain Tribal Leaders Council Board of Director's, the Chair of the Montana Tribal College Presidents Association, and the Director of the Montana Governor's Office of Indian Affairs.

All materials developed by AIGPI are stored in [AIGPI's free online database](#) where they can be accessed by tribal leaders and the general public.

To date, AIGPI has operated primarily using University of Montana funds that pay for AIGPI core faculty salaries, as well as from a \$26,500 planning grant from Headwaters Foundation and is currently working on the development of a comprehensive tribal public policy needs assessment using a \$99,956 grant from the Montana Healthcare Foundation.

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AIGPI is still in its beginning phase, however, once the tribal public policy needs assessments have been completed, we will work with tribal governments to develop tribal-level policies that impact the full range of social determinants of health in their communities. This includes policies related to internal government structures and functions, social and health issues, revenue generation and economic development, among other topics requested by tribal leaders. It is highly likely that some of these policies will impact state-tribal relations, and certain that they will positively impact Indian people and tribal communities in Montana. AIGPI research and analysis work will also help educate local, state and federal policymakers and the broader public on an array of complex policy matters relating to American Indians that have real quality of life implications on reservations across the country. Additionally, through an active learning environment tribal community members and student leaders will gain a comprehensive understanding of the tribal policymaking process, how various levels of policy interact, and how outdated, unresponsive and harmful public policies can be reengineered to encourage systems that support socioeconomic health and tribal sovereignty.

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.

It is too soon for us to have any noteworthy data to provide, as we are just getting started.

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):

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1. SUBMISSION DATE: 7-20-20
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana
3. NARRATIVE COORDINATOR NAME: David Beck PHONE/EMAIL 406 243-6097,
david.beck@umontana.edu

4. ACTIVITY NAME (*Saokio Heritage*):
5. PROGRAM STAFF NAME: David Beck
 PHONE/EMAIL: david.beck@umontana.edu

6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
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As part of my service role in the Native American Studies Department at the University of Montana I serve in an advisory capacity to several national Native organizations. I also serve in an advisory capacity to a Blackfeet based organization, Saokio Heritage. I do this on a volunteer basis. Saokio Heritage has a robust online presence focusing on Blackfeet heritage, especially in relation to traditional plant knowledge.

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More than 1,000 people use the Saokio Heritage website, You Tube page, and Facebook page.

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2. STATE AGENCY/DIVISION/PROGRAM: University of Montana
3. NARRATIVE COORDINATOR NAME: Kathryn Shanley PHONE/EMAIL 406-243-5883 / shanleykw@mso.umt.edu

ACTIVITY NAME: *(Native American Youth Confrence):*

NAS planned a gathering of youth from all the reservations around the state that would take place the day before the KyiYo Powwow was to begin in April, and it would include a wellness program on the Saturday morning of the Powow weekend. The students would rotate through workshops on a variety of subjects relevant to Indigenous culture; the presenters would be Native American professors and community people with expertise in areas such as food sovereignty, poetry, traditional Indigenous games, music, etc. Inspirational speakers and Native entertainers were part of the agenda planned. We were forced to cancel because of the coronavirus, but will use our planning for future events.

4. PROGRAM STAFF NAME: Kathryn Shanley (NAS Chair) / Kenny Dwyer-Redner (NAS Program Coordinator) PHONE/EMAIL: 406-243-5831

5. Select Tribe(s) Involved:

- | | |
|---|--|
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Had we been able to hold the Native American Youth conference, it would have been our third annual such event. From our experience of the last few years, young people feel greatly inspired by the event. They learn things about possible fields of study, meet Native role models and mentors, gain a greater understand of the University of Montana and university education in general, meet other motivated learners such as themselves from other reservations, , and just plain have fun. We

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

also expose their chaparones to UM, NAS, campus staff, and others, so that they can better guide youth in their educational journeys.

Our primary goal is to increase their self-esteem as learners and inspire them to go on in school after high school. The feedback we receive indicates that we achieve our goals every year. In addition, NAS supports an events planning course to empower Native college students in their efforts to put on the KyiYo PowWow every year; those students also collaborate on the Native Youth conference and thereby serve as big brother/sister mentors.

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.

Not relevant tor this particular activity.

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.

Not available.

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:

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

No input.

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

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

1. SUBMISSION DATE: 7/20/2020
2. STATE AGENCY/DIVISION/PROGRAM: UM Linguistics Program
3. NARRATIVE COORDINATOR NAME: Mizuki Miyashita
PHONE/EMAIL: mizuki.miyashita@umontena.edu

4. ACTIVITY NAME (*Collaborative Language Planning Project (CLPP)*):

5. PROGRAM STAFF NAME: Mizuki Miyashita PHONE/EMAIL:
mizuki.miyashita@umontena.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 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.

University of Montana and Chief Dull Knife College collaborated in establishing a network among language workers, language teachers, language activists from the tribal colleges in Montana to create venues to discuss and exchange experiences and ideas for the communities’ language revitalization efforts. The Collaborative Language Planning Project (CLPP) is funded by the NSF - Documenting Endangered Languages (DEL) program awarded to the University of Montana [BCS-1800820] and the DEL program and Tribal Colleges and University Project (TCUP) program awarded to Chief Dull Knife College [BCS-1800617].

Six Montana tribal colleges participated in the CLPP project: Aaniiih Nakoda College, Blackfeet Community College, Chief Dull Knife College, Fort Peck Community College, Salish Kootenai College, and Stone Child College. The project conducted small conferences with the stakeholders and offered onsite workshops previously. These events are made available for CEU so that Class 7 teachers were able to earn credits. During the report period (July 2019 -June 2020), one onsite workshop was being planned to be held at the Stone Child College in April. However, the

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

workshop was cancelled due to the coronavirus pandemic. In May, instead of a meeting to be held in Missoula, stakeholders including linguists and tribal college's liaisons had an online meeting on Zoom and discussed impacts of the pandemic on their schools and activities as well as talked about plans on collaborative projects.

Though not directly, Montana Indian Language Preservation contributes to the CLPP members whose colleges receive the funds from the tribes.

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 at this time.

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 activity led to another NSF grant proposal which was submitted in June 2020 to continue this working relationship to enhance language science and interdisciplinary research with related areas such as ways of knowing, education, and health/well-being.

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?

Through MILP, please invest on people by providing training on language documentation and revitalization.

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

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

1. SUBMISSION DATE: 12 July 2020

2. STATE AGENCY/DIVISION/PROGRAM: University of Montana Anthropological Collections Facility (UMACF) [NOTE: For about the last five years, this Program has been solely the UMACF, but most recently we have embarked upon a larger-scale, longer-term cooperative endeavor with the UM Office of the President and the Montana Museum of Art and Culture (MMAC)]

3. NARRATIVE COORDINATOR NAME: Kelly J. Dixon PHONE/EMAIL: UM Department of Anthropology, 406.243.2693; mobile, 612.247.6414; kelly.dixon@mso.umt.edu

4. ACTIVITY NAME (*University of Montana Heritage Collections/Tribal Historical Preservation Summit*): *The University of Montana Heritage Collections/Tribal Historic Preservation Summits; these Summits had just evolved into a larger Heritage Collections Board, becoming UM’s first Board of its kind, including representatives from all Montana’s Tribal Colleges and Tribal Preservation Offices, as well as Tribal artists connected with the MMAC. This inaugural meeting of the University of Montana’s Heritage Collections Board (UMHCB) was scheduled to take place during April of 2020, amid the first COVID-19 pandemic wave to hit us in western North America. Thus, we had to cancel that historically exciting event and postpone. As of late summer 2020, we have not yet rescheduled and are exploring options for a Zoom-style meeting and hoping to convene this annual event in-person sometime in the future, once everyone’s safety at such events can be ensured.*

5. PROGRAM STAFF NAME: C. Riley Auge PHONE/EMAIL: (406) 243-5525; cynthiariley.auge@mso.umt.edu; Website: <http://hs.umt.edu/anthropology/umacf/>

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	

* If needed, we can provide specific lists of which organizations within each Tribe are represented. Please let us know if you’d like that level of detail.

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

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

Since 2015, the UMACF has hosted annual summits with Montana's Tribal Historic Preservation Officers (THPOs) and Cultural Heritage representatives to jointly collaborate on the appropriate handling, care, and management of Native American cultural heritage objects in UM's Anthropological "Museum" collections. We have been able to host these Summits in 2016, 2018, and 2019 primarily through grant funding. These truly collaborative efforts are rare in the museum world, and our efforts and insights gained from the partnerships has garnered the attention of museum organizations such as the Museum Association of Montana (MAM) and national publications (see details in Section 10 below)

*During the summer of 2019, a private donor stepped forward, offering to gift several million dollars to the MMAC under the condition that they construct a new facility that would allow MMAC to be better allied with UM's Anthropological Collections. That gift sparked a series of events that inspired us to take the platform of our collections THPO Summits and turn it into the University of Montana's first Heritage Collections Board (UMHCB) composed primarily of representatives of Tribal nations and colleges situated in Montana and representatives from the UMACF, MMAC, and the Office of the President. Among the charges of the newly formed UMHCB is to determine how UM can better serve Tribal cultural heritage leaders and to support Tribal students via internships and distance learning options.**

** There are countless cultural collections projects that would connect students at Tribal colleges with UM, including options for internships and the 2+2 program. With the right support, students could work with UM's Anthropological Museum Collections and connect/reconnect with elders, Tribal historians, and Culture Committees, and be part of the long-term goals of the Collections Summits to reunite UM's collections with Tribal communities as an extension of our long-term plans for sustaining these collections and strengthening our relationships with the people who have direct connections to these objects that have been stewarded at UM for the past century.*

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.

Over the course of several years now, the Summits have served as a platform for the creation of a Programmatic Agreement to guide and bind our efforts, a Scope of Collections document specifically for the Cultural Heritage collections, a Policy and Procedure Manual for addressing potential repatriation issues, and an Eagle Feather Policy [which UM did not have before 2019]. Copies of these documents will be made available upon request.

These Summits and resulting documents noted above had such immediate and significant impacts that word got out and organizations such as the Museums Association of Montana invited the UMACF and Tribal colleagues to share our model and experiences via workshops, encouraging us to disseminate our experiences far and wide. To that end Summit participants prepared a peer-reviewed, invited publication, entitled, "Beyond the Shelf: Anthropological Collections at the

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

University of Montana” to document and disseminate the story of how strides can be made via such intense collaboration and long-term, trust based relationships. [NOTE: This co-authored chapter “Beyond the Shelf” came out in print in 2019, part of a larger volume entitled, New Life for Archaeological Collections (University of Nebraska Press). This publication summarizes the spirit and progress of UM’s Cultural Collections THPO Summits (a pdf of this publication will be made available upon request).

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 is a great question. We have several pages of dialogue notes from the 2019 Summit, as well as the publication summarizing what we have done via the Summits. Although we do not have specific data compiled such as the types noted in Item 10 here, everyone attending the most recent, 2019 Summit was profoundly impacted by the words of Antoine “Tony” Incashola, Director of the Séliš-Qlispé Culture Committee, when he opened the 2019 Collections Summit. He shared a prayer and the following sentiments that we find noteworthy and relevant to the ongoing impacts of this work:

“We are here to...honor the land of our ancestors...Right now a lot of people look at what they see today, they forget to look under the surface, they forget to look at the layers of history. We are here representing our people, our parents and ancestors, representing them to protect what they left for us in a respectful manner. I want you to think about those that have gone before us, those that make it possible for us to be here today. Without their strength and their guidance, we would not be here today. We must continue to do that for our future generations. I want to thank everyone responsible for bringing us here for making it possible. Every piece, artifact we find had a purpose, had spiritual value, and we need to remember that (Incashola 2019).”

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: Photo File Name: Summit_2019_View_of_MeetinginRound_Shifley

Photo Caption: Overview of the 2019 Cultural Collections and Tribal Historic Preservation Summit, UM Missoula, Don Anderson Hall, April 2019. Pictured (clockwise starting from lower left) Séliš-Qlispé Culture Committee Curator Sadie Peone; Séliš-Qlispé Culture Committee Director Antoine “Tony” Incashola; Séliš-Qlispé Culture Committee Intern Nalani Linsebigler; Rocky Boy’s THPO/iResponse Director Alvin Windy Boy, Sr.; Confederated Salish-Kootenai THPO Kyle Felsman; UMACF Curator C. Riley Augé (Standing); Blackfeet THPO Compliance Officer; Kendall Edmo; Blackfeet Deputy THPO Virgil “Puggy” Edwards; Montana Museum of Art and Culture Director H. Rafael Chacon (standing); Rocky Boy’s THPO/iResponse Office Manager Melody Henry; Fort Belknap THPO Compliance Officer Kolynn Plumage; Fort Belknap THPO Michael Black Wolf (hands/lap only shown).

Photo Credit: Michaela Shifley

Photo Thumbnail: Below (original photo will be sent as a separate attachment)

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



Photo File Name: Pres_Bodnar_Addressing_Summit-Circle_LaRose_20180420

Photo Caption: Overview of the 2018 Cultural Collections and Tribal Historic Preservation Summit, UM Missoula, during President Bodnar welcome address, Don Anderson Hall, April 2018. Pictured are (clockwise starting from the TV monitor at right): Little Shell Chairman Gerald Gray; Little Shell THPO Duane Reid; Fort Belknap Compliance Officer Kolynn Plumage; Fort Belknap THPO Michael Black Wolf; Northern Cheyenne THPO Teanna Limpy; Crow THPO Cabinet Head Willian Big Day; UM Anthropology PhD Student (Crow) Marty Lopez; Rocky Boy’s THPO Jonathan Windy Boy; Northern Cheyenne Vice Chair Conrad Fisher; Bureau of Indian Affairs (BIA), Rocky Mountain Regional Archaeologist Jo’Etta Plumage; Confederated Salish-Kootenai Tribes THPO Kyle Felseman; Blackfeet THPO Compliance Officer; Kendall Edmo; UMACF Curator RC. Riley Augé (standing) Blackfeet Deputy THPO Virgil “Puggy” Edwards; Blackfeet THPO John Murray; Fort Peck Language and Culture Director Ramey Growing Thunder (representing Fort Peck THPO); Fort Peck Cultural Resources Staff Raymond “Abby” Ogle; UM President Seth Bodnar (standing).

Photo Credit: Natasha LaRose

Photo Thumbnail: Below (original photo will be sent as a separate attachment)



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

Photo File Name: Pres_Bodnar_Addressing_Summit_wholeroom_LaRose_20180420

Photo Caption: Overview of the 2018 Cultural Collections and Tribal Historic Preservation Summit, UM, Missoula, showing overflow seats and student participants beyond the meeting circle, Don Anderson Hall, April 2018. Names of everyone in photo will be provided upon request; those sitting in the circle are the same as photo by Natasha LaRose above.

Photo Credit: Natasha LaRose

Photo Thumbnail: Below (original photo will be sent as a separate attachment)



Photo File Name: THPO_Collections_Summit_Cult_Unaffil_1_Little_Axe_20180420

Photo Caption: Participants in the 2018 Cultural Collections and Tribal Historic Preservation Summit survey items in the UMACF cultural collections in need of identification and cultural affiliation study, UM, Missoula, April, 2020. At left, SKC THP Faculty Aaron Brien and CSKT THPO Kyle Felsman look at the UMACF objects (SKC student Richard Little Bear is in the background); at right UM Anthropology graduate students Michaela Shifley, Anne Smyrl, and Marty Lopez look on.

Photo Credit: Courtney Little Axe

Photo Thumbnail: Below (original photo will be sent as a separate attachment)



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

Not at the moment. Thank you!

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

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

1. SUBMISSION DATE: 7/9/20
2. STATE AGENCY/DIVISION/PROGRAM: Department of Biomedical and Pharmaceutical Sciences, University of Montana
3. NARRATIVE COORDINATOR NAME: Erica Woodahl
PHONE/EMAIL: 406-243-4129/erica.woodahl@umontana.edu
4. ACTIVITY NAME (*Precision Medicine Project*): Precision Medicine Project
5. PROGRAM STAFF NAME: Erica Woodahl
PHONE/EMAIL: 406-243-4129/erica.woodahl@umontana.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 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.

Precision medicine is an approach to disease treatment and prevention that takes into account a patient’s genetics, lifestyle, and environment. Pharmacogenetics, used to select the most appropriate medications for patients based on their genetics, is a precision medicine tool that can be used to optimize drug therapy by determining the likelihood that an individual will have a favorable response or debilitating side effects to certain medications based on their genetics. The purpose of our research is increase participation of American Indian and Alaska Native people in precision medicine and pharmacogenetics research, who have been largely left out of this type of research. This work includes identifying genetic and environmental predictors of variability in drug response and toxicity, as well as community-based participatory research to aid in the translation of precision medicine research into the clinic. We formed a partnership with the Tribal Health Department of the Confederated Salish and Kootenai Tribes in 2007 to focus on precision medicine and pharmacogenetics research.

The research was initially funded under a National Institutes of Health (NIH) grant entitled “Pharmacogenetics in Rural and Underserved Populations” (U01GM092676; 07/2010 –

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

06/2016). The research was subsequently funded under a second NIH grant entitled “Program on Genetic and Dietary Predictors of Drug Response in Rural and AI/AN Populations” (P01GM116691; 08/2016 – 07/2021). We are also funded by another NIH grant entitled “Community-engaged Research Toward Precision Medicine with AIAN People” (R01HG009500; 09/2017 – 06/2021).

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.

Pharmacogenetics, which assesses the contribution of genetics to patient variability in drug response, is an application of precision medicine with broad conceptual support from healthcare providers and the public. To date, the partnership has led to eight peer-reviewed publications in scientific journals. A community advisory board, the Community Pharmacogenetics Advisory Council (CPAC), was established in 2010 to provide community-level input into the research project. The CPAC meets monthly with University of Montana investigators in St. Ignatius, MT. Dr. Woodahl also gives regular presentations at various locations on the Flathead Reservation to discuss research projects and discuss potential impacts of the 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: CSKT-UM genetics education workshop

Photo Caption (include the name of the event/persons, location, and date): Dr. Woodahl meets with member of the project’s community advisory board (front row (L-R) Erica Woodahl and Lloyd Irvine; back row (L-R) Steve Lozar and Jodi Hunter). Genetic Education for Native Americans (GENA®) workshop held in Polson, MT, March 2017.

Photo Credit: Precision Medicine Project

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

None at this time.

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

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

1. SUBMISSION DATE: July 19, 2020
2. STATE AGENCY/DIVISION/PROGRAM: MUS/University of Montana/Department of Counseling
3. NARRATIVE COORDINATOR NAME: Veronica Johnson PHONE/EMAIL: 406-243-4205/
veronica.johnson@mso.umt.edu
4. ACTIVITY NAME (*UM Department of Counseling*): Department of Counseling
5. PROGRAM STAFF NAME: Veronica Johnson PHONE/EMAIL: 406-243-4205/
veronica.johnson@mso.umt.edu
6. Select Tribe(s) Involved:

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input 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.

During FY 20, there were two activities that engaged tribal communities in MT:

- *The Department of Counseling sponsored the 4th Indigenous Film Festival (IFF) hosted by the Missoula Urban Indian Health Center. The Department of Counseling has placed several counseling interns at the Missoula Urban Indian Health Services, and one of the coordinators of the IFF is a graduate of our program. We agreed to sponsor the event in the amount of \$250 to show our support of MUIHC. More information about the event can be found here: <https://www.muihc.org/indigenousfilmfestival/>*
- *One of our doctoral students, Salena Hill, completed her dissertation research entitled Education is your most powerful weapon: gaining understanding from Apsáalooke knowledge. Salena interviewed several tribal elders in her community to better understand the expectations of tribal communities for their returning university graduates. Salena discovered several themes from her qualitative interviews, notably*

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

that university programs can do better at incorporating native students' culture into their education.

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.

We are proud to report that we had one native student graduate with her PhD in Counselor Education and Supervision in FY20 and one native student graduate with her MA in Clinical Mental Health Counseling in FY20. We continue our efforts at recruiting and retaining native students, and recently admitted two native students (out of a total 25 admitted) into our incoming MA cohort to begin Fall 2020.

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?

Not at this time.

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

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

1. SUBMISSION DATE: July 21, 2020
2. STATE AGENCY/DIVISION/PROGRAM: N/A
3. NARRATIVE COORDINATOR NAME: Blakely Brown PHONE/EMAIL 406-243-6524/blakely.brown@umontana.edu

4. ACTIVITY NAME: SKC and UM 2+2 Public and Community Health B.S. degree
PROGRAM STAFF NAME: Blakely Brown (UM) and Alana Bahe (SKC)
PHONE/EMAIL: Alana Bahe: 406.275.4926/ alana_bahe@skc.edu

5. Select Tribe(s) Involved: Note: *I ticked off the “All” box because students from any tribal affiliation can attend SKC and UM to complete the A.A. and B.S. degree. Because SKC is the primary tribal college partner with UM, I also ticked off the “Confederated Salish & Kootenai” box as well.*

- | | |
|--|--|
| <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 checked="" type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | |

6. 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.

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.

In the interest of increasing the number of Montanans possessing college degrees, faculty and staff members from Salish-Kootenai College and the University of Montana have created and approved a Memorandum of Understanding for a 2 + 2 plan of study for students interested in studying behavioral health promotion and public and community health. These students will matriculate from the Associate of Arts (AA) Health Promotion Practices degree option at Salish-Kootenai College to the College of Health Professions and Biomedical Sciences (CHPBS) at the University of Montana, to obtain a Bachelor of Science (BS) in the School of Public and Community Health Sciences– Public and Community Health concentration (SPCHS-PCH).

The plan of study requires the student to:

1. *Complete their Freshman year and fall and winter quarters of their Sophomore year for the Associate of Arts degree in Health Promotion Practices, as well as be in good standing in the*

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

spring quarter of their Sophomore year in which the student plans to apply for admission to the University of Montana.

2. Apply to the UM SPCHS-PCH program by June 30. Prior to this deadline students must:

a) Contact the SPCHS Program Manager and apply for admission to the SPCHS-PCH major, at which time the Advising Office will verify the above admission requirements have been met;

b) Complete application paperwork to become a University of Montana student (required for pre-registration of UM campus classes).

3. Complete the SKC Associate of Arts in Health Promotion Practices at the end of the spring quarter in which the student plans to apply for admission to the University of Montana, completing 90 or more quarter credits at SKC which is the equivalent of 60 or more semester credits.

Upon completion of these requirements and acceptance into the SPCHS-PCH concentration, the student will enter into the undergraduate program with junior standing.

This MOU is intended to be a "transfer" plan for students seeking two levels of degree – an AA in Health Promotion Practices followed by a BS in the School of Public and Community Health Sciences– Public and Community Health concentration. The MOU does not apply to other associate degrees. Students who do not adhere to the plan will likely be delayed in attaining the AA and/or BS in PCH.

To ensure ongoing communication and to refine the agreement and advising documents, representatives from Salish-Kootenai College and the College of Health Professions and Biomedical Sciences at the University of Montana will meet annually, on a mutually agreeable date, to review and refine the agreement and attendant advising plan. Such review may include evaluation of course syllabi, changes to courses required in the plan, sequencing of courses in the plan, or other changes to align the 2 + 2 with the BS PCH requirements.

The SPCHS has been given approval for a Level II implementation an overall umbrella undergraduate degree in Public Health, with a Community Health concentration, along with other concentrations in Population Health and Global Health. In looking forward, this MOU may be revised to reflect the name of the 2+2 BS undergraduate degree as Public Health, Community Health concentration, as well including other 2+2 concentrations in Population Health and Global Health.

The MOU may be discontinued by either unit by written notice provided by September 1 in the academic year prior to termination of the agreement. Notification of the MOU is provided to all relevant faculty and campus committees.

Major accomplishments 2019/2020

- SKC has seven students pursuing the AA Health Promotion Practice (HPP) degree. Of these, one student is planning to matriculate from the AA degree Fall 2020 and enrolling in the B.S. degree at UM Spring 2021.*

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

- *The director of the SKC AA degree, Alana Bahe and three students in the HPP degree visited the UM campus summer 2019 to meet instructors and visit campus labs involved in Public Health and Exercise Science.*
- *Dr. Brad Hall and Dr. Blakely Brown (UM) visited the SKC campus and students in a Health Promotion Practice class, Fall quarter and semester 2019 to speak with the students about the 2+2 program and their interests.*
- *Dr. Blakely Brown and Ms. Alana Bahe meet monthly to discuss and coordinate the 2+2 program. In Fall quarter and semester 2019, staff from the UM Registrars, Financial Aid and Undergraduate Recruitment and Scholarship programs attended the meeting.*

Overall impact

There is an increasing focus on prevention, wellness, and healthy lifestyle choices in Indian Country and elsewhere across the United States. The life expectancy for Native Americans is 20 years less than other Montanans because of health disparities, including high prevalence rates of obesity, diabetes, heart disease cancer, and mental health issues. More health promotion professionals are needed in Indian country to educate people about lifestyle and health behaviors that prevent or treat these diseases and provide coaching and assistance in achieving a healthy lifestyle. Additionally, numerous grant-funded projects targeting Native American health disparities are ongoing on all Native American reservations. However, there is an insufficient number of qualified Native Americans to staff projects in health promotion and disease prevention as well as the many grant-funded projects. The 2+2 Public and Community Health B.S. degree, and the A.A. in Health Promotion Practice will provide graduates with the knowledge and skills to fill new and/or enhanced positions in health education and health promotion on Native American reservations.

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.

N/A

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:

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

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

None at this time.

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

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

1. SUBMISSION DATE: July 22, 2020
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana, College of Health, Health Careers Opportunity Program
3. NARRATIVE COORDINATOR NAME: Salisha Old Bull PHONE/EMAIL 406-243-4573
4. ACTIVITY NAME (*Health Careers Opportunity Program (HCOP)*): CH HCOP
5. PROGRAM STAFF NAME: Lori Morin, PharmD; Mark Pershouse, PhD; Rustem Medora, PhD; Wilena Old Person; Salisha Old Bull; Celina Gray
PHONE/EMAIL: Salisha.oldbull@umontana.edu
6. Select Tribe(s) Involved:

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<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 HCOP grant focus is to significantly increase the number of Native American and disadvantaged students in the healthcare professions. Efforts include recruitment and collaboration outreach to Native American and disadvantaged students interested in the health professions. The University of Montana has a demonstrated record of success with one of the highest graduation rates of Native American pharmacists in the nation, (cumulative total of 79 Native American pharmacists to date.) Of the 783 actively practicing pharmacists in Montana, approximately 30 are Native American all of whom graduated from the University of Montana’s School of Pharmacy. Indian Health Service and Tribally-operated health centers have approximately 300 practice settings. The Indian Health Service continues to report shortages of pharmacists. There is a distinct need for Native American pharmacists to fill recurrent vacancies. Only 24% of pharmacists currently working for IHS or tribal health facilities are Native American. In any event, the lack of Native American pharmacists is apparent.

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

Recruitment and collaboration have specifically included: The University of Montana’s American Indian Student Services Soup Wednesday; attendance to the 2020 American Indian Higher Education Consortium Annual Conference; time and funding contribution to the University of Montana’s Kiyiyo Native American Student Association; Browning High School in collaboration with Montana Gear Up and Montana’s Graduation Matters campaign; Chief Dull Knife College in collaboration with Indigenous Research and STEM Education and the All Nations Health Center; direct recruitment and student services within the Health Careers Opportunity Program Academy and summer pre-matriculation Pharmacy Academic Boot Camp.

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

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

11. Are there **photographs** to support the narrative? (X) Yes () No
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: HCOP-whitecoat.jpeg

Photo Caption: 2019 Pharmacy Academic Bootcamp alumni receiving their whitecoats in the University of Montana’s School of Pharmacy 2019 Whitecoat Ceremony.

Photo Credit: Wilena Old Person

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

None at this time.

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

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

1. SUBMISSION DATE: July 17, 2020
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: Blakely Brown PHONE/EMAIL 406-243-6524/blakely.brown@umontana.edu
4. ACTIVITY NAME: Exploring strategies to sustain an Indigenous Mentoring Program for faculty interested in or currently mentoring Native American graduate students in STEM
5. PROGRAM STAFF NAMES: Blakely Brown, Wren Walker-Robbins, Beverly Hartline.
PHONE/EMAIL: Dr. Brown’s contact info is above; Dr. Walker-Robbins email is wren_walkerrobbins@skc.edu; Dr. Hartline’s email is BHartline@mtech.edu
6. Select Tribe(s) Involved:

<input checked="" type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Fort Peck
<input type="checkbox"/> Chippewa Cree	<input type="checkbox"/> Little Shell
<input type="checkbox"/> Confederated Salish & Kootenai	<input type="checkbox"/> Northern Cheyenne
<input type="checkbox"/> Crow	
7. Please specify when this state-tribal activity started and if it is ongoing or finalized.

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

Purpose

The main purpose of the Indigenous Mentoring Program (IMP) is to transform graduate education for American Indian/Alaska Native (AI/AN) students in STEM fields by creating a space in which they are not assimilated, but instead, respected as contributors in the creation of knowledge. Given the importance of the faculty-mentor student-mentee relationship in graduate education, the IMP focuses on faculty who are interested in working with, or who are currently work with, AI/AN graduate students. However, faculty and staff working with undergraduate AI/AN students can similarly benefit from this program. Additionally, staff and administrators who have an interest, or work with, or informally mentor AI/AN students can also benefit for participating in the IMP.

STEM fields have historically lacked good models for effective faculty mentoring in general; however, culturally competent mentoring is a particularly important factor in the success of

underrepresented minorities. While the IMP was developed around the needs of STEM faculty and indigenous students, we anticipate that many of the topics in the modules will be relevant to all disciplines and to students from other cultural, ethnic, and racial backgrounds.

Significance, Goal

The goal of the program is to train and support the work of mentors through a sequence of modules designed to provide information and awareness related to mentoring, student resources, student socialization, cultural humility, and culturally attuned research practices applicable to AI/AN students. Mentors include faculty, staff, and administrators who provide support in different areas of graduate education from enrollment and student services to policy, research and teaching support. A primary goal of the project in 2019/2020 was to explore strategies to sustain the IMP and related activities after the grant funding ended on March 31, 2020 at three Montana campuses – University of Montana, Montana Tech and Salish Kootenai College.

The IMP is the product of an National Science Foundation AGEP-T funded research study focused on understanding mentorship from an indigenous paradigm in a comprehensive and culturally attuned way with the goal of improving retention, graduation, and academic identity development compatible with cultural identity of AI/AN students in STEM graduate programs. The nine modules for the IMP are listed below.

- 1. Indigenous Mentoring Models*
- 2. Indigenous Research Methodologies (IRM)*
- 3. Indigenous Student Services*
- 4. Visiting Student's Home Communities*
- 5. Interface with Prospective Students*
- 6. Informal Gatherings for Mentors and Mentees*
- 7. Cultural Humility*
- 8. Presentation of Research and Services to Tribal Communities*
- 9. Resources on Mentoring Indigenous Students*

Upon completion of three years of funding from the National Science Foundation (NSF), UM, Tech and SKC, which were part of the original NSF-AGEP COSMOS IMP project, sought to sustain IMP activities on their campuses during a one-year no-cost extension grant period. The main aims of evaluating the one-year sustainability project are to:

- 1) to assess how Indigenous mentoring program activities could continue and become institutionalized on the three campuses,*

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

- 2) *to assess if there is interest among faculty who aren't currently mentoring AI/AN students to become mentors for these students, and,*
- 3) *to assess if there is interest among administrators at the three institutions to continue/sustain the IMP on their campus after the funding for the program, ends.*

Each institution held IMP workshops for faculty. Based on the original IMP learning modules, workshops focused on Indigenous mentoring, cultural humility, Indigenous research, resources on mentoring Indigenous students, and visiting in Indigenous students' communities. Additionally, resources were developed in an online course focusing on Indigenous Mentoring, Indigenous Education and Ways of Learning, Indigenous Science, and Indigenous Research Methods.

Indigenous Method of Evaluation for this Project: Grounded in Values of Evaluation from American Higher Education Consortium (AIHEC). Native American elders tell us that "evaluations need to tell our story." Story telling is an excellent way to describe Indigenous evaluation. Traditionally, lessons are imparted through stories. Telling the program's story was the primary function of project evaluation to determine the aims listed above.

The IMP sustainability project was conducted over a 12-month period. Indigenous methods of evaluation grounded in the AIHEC values of evaluation were used to evaluate the project. These core values include:

- *Indigenous Knowledge creation: relationships among people and community.*
- *People of a Place: Situating the program in its relations with the community. In this case the academic community of three institutions. Realizing that what occurs in one place may not be easily transferred to another place. In this case other academic institutions.*
- *Sovereignty: Multiple measures of success. Telling the story.*
- *Centrality of community and family: In this case the academic community, the faculty, and the Indigenous students.*
- *Tribal Sovereignty: Reporting in a way that is meaningful to tribal audiences, funders, and the academic community.*

Major accomplishments and overall impact.

Sustaining the IMP at UM into the future. The IMP workshops for this project were organized and implemented through the UM Office of Organizational Learning and Faculty Development, which has agreed to sustain/institutionalize the workshops at UM after the no-cost extension grant ends on March 31, 2020.

Evaluation of UM IMP workshops – Process and Key Findings:

Two IMP workshops were implemented at UM during fall semester 2019. Participation: Workshop 1: 37 faculty, administrators and/or staff registered for the workshop; of these, 24 attended. Workshop 2: 31 faculty, staff and administrators registered for the workshop; of these 20 individuals attended.

- *Participants reported they learned positive ways to mentor Native Students.*
- *Participants reported they learned how to retain and develop relationships with Native students.*
- *To be an effective mentor to Native students, participants reported they require more information on Native culture and resources. Participants desire information on ways to mentor students in other disciplines beyond the STEM curriculum.*

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

- *Participants reported positive information from the student panels and hearing their first-hand experiences. Students' panels improved understanding concerning the history of Native students in higher education, and in boarding schools, and the impact on families and communities of removing children to boarding schools.*
- *Participants became aware of on-campus and local resources for students.*
- *Participants understood the conflict between Native ways of Knowing/Science, Traditional Ecological Knowledge (TEK) and Western views of science.*
- *Participants came away with a new understanding of the loneliness and challenges facing Native students in a large university.*
- *Participants were positive about rigid flexibility with Native students, their culture, and ways of Indigenous research methods. Participants became more aware of Native research methods.*
- *Participants reported how Indigenous Research Methods can retain students in their programs. Participants became more aware of students' lives.*
- *The workshop brought cultural bias to forefront regarding Indigenous research methods. Participants learned that students need to have one person to go to when they have issues. Participants want to know more and are excited about learning more about their students.*

Administrator's Interviews (n=3) - Key Findings

- *Three top Administrators were interviewed and all hoped the program would continue. Institutional (internal) funding is available to continue the program.*
 - *Administrators hoped that the program will help retain an increasing number of Native American students to their programs.*
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.

To my knowledge, there were not any new rules, policies or laws that impacted state-tribal relations, Indian people and tribal communities that came out of our project - exploring ways to sustain the IMP at three Montana campuses.

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.

Selected survey questions and responses from faculty attending the UM IMP workshops.

Survey question: How will the IMP information from these workshops change the way you mentor Native students?

Responses:

- *I will ask them more questions about their culture so I can get a better understanding of their way of life and how work here might either be similar or dissimilar.*
- *I understand the importance of building relationships with Native students and their families/communities. Building these relationships can enhance the students' success in graduate school.*
- *I'm more aware of cultural needs and the academic process to support Native students on our campus.*

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

- *I need to expand my flexibility and empathy.*
- *I am more cognizant of their <Native graduate student> lives.*
- *The IMP workshops brought <my> bias to the forefront.*

Survey question: Describe the IMP information that was most helpful.

Responses:

- *Student panel*
- *Exposure to Indigenous methods of research*
- *Application of Indigenous Research Methods*
- *Cultural humility*
- *Scientific thinking and learning*
- *Rigid flexibility*
- *Reminder of the Medicine Wheel*
- *Increase my cultural understanding*

Survey question: How you will implement the information you gained in the workshop?

Responses:

- *Practice rigid flexibility*
- *Practice 6 Rs [of Indigenous Research]*
- *Understand the need for cultural leave*
- *Exploring Native views on entrepreneurship*
- *Think critically on how to interact with Native students*
- *The need to train staff and make changes such as no need for appointments and have tutors*

Survey question: Describe how the workshop expanded your knowledge of Indigenous Research Methods.

Responses

- *The importance of community ownership of data*
- *How community needs to define the project*
- *Different world view and approach to research*
- *Understanding conducting and disseminating data*
- *Want to know more*
- *Humility, flexibility*
- *How research questions and who asks the research questions are important*
- *Excited to know more*

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:

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

12. Do you have any **suggestions** on how to improve the Governor's Tribal Relations Report? I don't have any suggestions at this time.

None at this time.

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

Country, leveraged funds stimulating economic development, etc. The funding for this program is from both federal and donor funding.

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.

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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?

None at this time.

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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 program is supported by the National Science Foundation and has included 20 Tribal College Faculty over the 4 years of the program.

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:

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

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 program is supported by the National Science Foundation and has included about 50 middle school students over two years working on research projects.

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?

None at the time.

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

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

1. SUBMISSION DATE: 7/20/20
2. STATE AGENCY/DIVISION/PROGRAM: University of Montana (UM)
3. NARRATIVE COORDINATOR NAME: Jennifer Fowler PHONE/EMAIL: 406-396-8085
4. ACTIVITY NAME: UM- Balloon Outreach, Research, Exploration and Landscape Imaging System (BOREALIS), Montana Space Grant Consortium (MSGC)
5. PROGRAM STAFF NAME: Jennifer Fowler PHONE/EMAIL: 406-396-8085

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 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.

MSGC supports the BOREALIS program that involves undergraduate students flying experiments on high altitude balloons to the edge of space. BOREALIS has two complete ballooning programs at Montana State University and the University of Montana. The UM-BOREALIS program specifically focuses on atmospheric meteorological measurements in the troposphere and lower stratosphere during total solar eclipses. Such short-term precisely timed events serve as case studies to other more commonly-occurring atmospheric phenomena, such as sunsets, cloud passages, or the blockage of the sun by pollution, dust storms, and smoke.

In FY2020, Butch Kasubick, Director of Research at Chief Dull Knife College (CDKC), has been participating in flight training and meetings of student projects. His goal is to replicate the UM-BOREALIS program at CDKC with their enrolled students to participate in research with the 2023 and 2024 eclipses in the United States. Currently this collaboration is being funded by two National Science Foundation grants with the goal of work force development by providing a unique proposal-to-publication experience for involved undergraduate students working alongside experts in various fields so students get an understanding of potential future careers.

**2020 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
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9. In 1-2 paragraphs, describe **any new rule, policy or law** related to your program that impact state-tribal relations, Indian people and tribal communities.

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.

N/A

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

Not at this time.

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

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

1. SUBMISSION DATE: July 17, 2020
2. STATE AGENCY/DIVISION/PROGRAM: NAS Scholarship Program University of Montana
3. NARRATIVE COORDINATOR NAME: Stephanie Ritrievi/Sam Alvey
4. PHONE/EMAIL Stephanie.ritrievi@mso.umt.edu, 406-243-4005
Sam.alvey@umontana.edu, 406-243-2603
5. ACTIVITY NAME *NAS Scholarship Committee*
6. PROGRAM STAFF NAME: Kate Shanley (NAS Chair), Bradford Hall (AISS and Scholarship Committee Chair), Michelle Guzman (Director AISS), Stephanie Ritrievi (Director H&S Advising), Sam Alvey (Academic Advisor NAS), Korla McAlpine (Scholarship Administrator, UM Foundation), Christina Peltier (Financial Aid Evaluator)
PHONE/EMAIL: Stephanie.ritrievi@mso.umt.edu
7. Select Tribe(s) Involved: (students from all listed below received awards)

<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	
8. 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.

9. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, **major accomplishments**, and **overall impact**. Please include a **brief** description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

Our purpose is to identify meritorious Native American students and award meaningful financial scholarships to support their academic endeavors. The 9-months long awarding process culminates in financial awards and student success but begins with the UM Foundation and Presidents Office raising endowments and funds for scholarships. In a collaborative effort, UM faculty and staff with the Office of American Indian Student Services staff identify meritorious students and make the awards.

The NAS Scholarship Committee is assembled each October by the chair of the Native American Studies Program. The common conditional application developed by the NAS Scholarship Committee and financial aid office opens to students in November with most scholarships having February and March deadlines. Applications are then evaluated based on developed criteria that

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

include, academic achievement, dedication to the improvement of the status and lives of native peoples, tribal affiliation, financial need, essay, and any donor specific criteria or questions. The majority of awards are offered prior to finalization of financial aid packages in late June.

For the 2020-2021 Academic Year the NAS Scholarship Committee will distribute \$138,970 in the support to Native American students and their education. As of this writing, 29 recipients have been identified and offered scholarships. Award totals for individual students ranged in size from \$1,000-12,000.

In addition to providing tribal or blood quantum documentation students self identified as being of or from the following tribes and reservations: Kootenai, Pend d’Oreillie, Salish, Blackfeet, Assiniboine, Gros Ventre, Northern Cheyenne, Chippewa Cree, Sioux, Muscogee Nation, Crow, and Little Shell Chippewa. Graduate awardees will continue their pursuit of masters and doctorates in areas such as education, anthropology, law and public health, while undergraduate awardees continue their studies in Native American studies, education, pre-law, pre-med, communications, journalism, psychology, anthropology and others benefitting from a stronger financial footing.

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

N/A

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

*Awardees 29
Average award size \$4369*

12. 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 at the time.

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

560support 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: Tribal Outreach Specialist, Office of the President
3. NARRATIVE COORDINATOR NAME: Brad Hall, EdD
4. PHONE/EMAIL: (406) 243-5840, bradford.hall@mso.umt.edu
5. ACTIVITY NAME (*Tribal Outreach Specialist*):

Tribal Outreach to UM campus entities began with the 1.0 FTE hire of UM's Tribal Outreach Specialist on October 15, 2019. This role positioned in the Office of the President, is designed to build stronger relationships with Native serving high schools, and Tribal Colleges and Universities (TCU) in Montana. The Tribal Outreach Specialist is based in UM's Payne Family Native American Center where he works closely with American Indian Student Services and the Department of Native American Studies. Tribal engagement has initially been focused and guided on the following key actions for July 1, 2019 through June 30, 2020:

- *Create pathways with UM Tribal Outreach Specialist, ELCS, and MT Campus Compact for internships on tribal reservations*
- *Work with UM Tribal Outreach Specialist to identify the need for both internal and external policies, programs, agreements, and develop a long-range vision that are inclusive of and responsive to tribal nations;*
- *Conduct a self-study on campus engagement that supports Native students, faculty members, and staff*
- *Integration into campus AIMA Plan and identified initiatives and activities related to tribal outreach, planning/implementation, and evaluation;*
- *Redesign the American Indian Gateway website (a virtual portal for Native students, faculty, staff, alumni, partners, and community members)*
- *Strengthen UM's acknowledgment of and commitment to its tribal land statement;*
- *Identify research/models for effective, reciprocal co-design and co-implementation of partnerships and initiatives with tribal communities;*
- *Support UM research in tribal settings to be more equitable, culturally sensitive, and that all activities are subject to tribal review as input from those communities is paramount in recognizing tribal sovereignty.*

6. PROGRAM STAFF NAME: Brad Hall, EdD PHONE/EMAIL: bradford.hall@mso.umt.edu

7. Select Tribe(s) Involved:

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

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

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

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.

9. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, **major accomplishments**, and **overall impact**. Please include a **brief** description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

Assisted with the first annual Eloise Cobell Day celebration in the Payne Center, November 5, 2019;

Participated in the TCU Tour in fall 2019 (spring 2020 was cancelled due to Covid-19 pandemic) among other UM faculty/staff (Native and non-Native. Where identified UM professionals, programs, and services visit Native serving high schools and TCU's for the purpose of 1) engaging with potential new/transfer Native students and 2) continuing an open dialog with Native serving high schools and TCU administration, faculty, and staff to address concerns and solutions for Native student transnational pathways to UM;

Organized and corradiated the UM President's Council of Tribal College Presidents meeting, supported other events such as a dinner with the UM President/Provost, AIMA group presentation, and the luncheon where UM Native students, faculty, staff, and community members were able to meet Montana's TCU Presidents. Also, developed and dispersed a survey to the TCU Presidents regarding their perspective on topics and recommendations to UM in developing a stronger relationship to ensure Native student transition processes are informed by stakeholder experiences (as part of the Payne Family Native American Center Comprehensive Self-Study);

Worked with Admissions and American Indian Student Services (AISS) to streamline process for new student outreach and designing new programing options that accommodate UM spending more time in the tribal communities for recruitment of new/stopped out students at Native serving high schools, and TCU's, including the implementation of a Native Family Night (as part of the President's Bus Tour). Developed an outreach calendar for the TCU's for UM efforts to align with dates in accordance with TCU academic calendars to eliminate conflicts as well as optimize outreach capacity. Pulled together a team from Admissions and the Office of Student Services to attend the annual American Indian Higher Education Consortium (AIHEC) tribal college student conference, however, the Covid-19 pandemic caused the cancelation of this event. In discussions to include the Graduate School in future outreach events such as AIHEC, the TCU Tour, etc.;

Worked on and developing strategies for the Office of Strategic Communications and Enrollment's marketing and communications staff to 1) marketing templates/designs specific to Native student and community outreach, 2) establishment of a robust effort to collect appropriate stock photography/footage of Native students, faculty, and staff for use in promotion or programs and services for Native students, 3) working with Kyiyo to determine the rights of

the institution to use NATIVE GRIZ in promotion of programs, services, and events targeting Native students and communities;

Worked with AISS to bring Tribal Higher Education Departments together with UM Financial Aid and the Vice President of Finance, to articulate new deadlines for Fall 2020 to ensure students are able to access funding from tribal sources without financial hardship or imposing harmful holds;

Worked with Native American Studies (NAS), AISS, and UM Financial Aid to promote and stream line the process for Native students to apply for scholarship funding for the 2020-2021 academic year; Identified and mitigated issues regarding scholarship requirements, deadlines, and provided support for students to write essays in partnership with the UM Writing Center;

Worked with AISS to support more communication and collaboration with Missoula College, including admissions and student services for supporting Native Students;

Worked with the Provost's Office, UM Distance Learning, and others to identify potential 2+2 and other programs as demonstrated by the needs of the TCU's regarding Native student transitions and program alignment with UM; Initial stages of building capacity to offer tribal language courses from TCU's to UM students;

Collaborated with the UM's Indian Law Clinic, UM Summer, and Blackfeet Community College/Stone Child College to develop an on-campus and/or TCU site Summer Law Institute. Garnered BCC support and helped to develop a proposal identifying Summer Law Institute offerings and topics. Particular focus on supporting students and professionals in tribal law programs of study/courts/services. Discussions are ongoing as the Covid-19 pandemic caused the cancelation of the Summer Law Institute, slated for May 2020 at BCC;

Worked with Priority 4 (Partner with Place) accreditation group to define the scope and goals of UM's outreach to tribal communities, including internships and 2+2 development, implementation, and assessment;

Worked with the Graduate School dean and Native graduate students to develop their own organization and to promote planning to include Indigenous research methods as they pertain to Native students furthering tribal epistemologies and advancing their knowledge in curricular/research application by satisfying UM requirements, such as interdisciplinary studies. Ongoing outreach to more Native students to apply for graduate school begun, however discussions were limited as the Covid-19 pandemic restrictions may be extended into fall 2020;

Invited by two Native doctoral students to sit on their dissertation committees, in education and anthropology, both using Indigenous research methods and furthering tribal epistemologies;

Worked with the UM Anthropology faculty in the development of the new Montana Museum of Arts and Culture (MMAC) pavilion, identification of claims/processes for active Native American Graves Protection and Repatriation Act (NAGPRA) cases, and helped to formation of UM's Heritage Collections Board. Discussions are ongoing as the Covid-19 pandemic caused

the cancelation of the UM Heritage collections Board meeting that was scheduled for April 2020;

Assisted in the collection initial stakeholder feedback through the President's Native American Advisory Council (PNAAC) to assist in discussions with the UM Foundation to further beyond scholarships, etc. and establish Native student success as an area of support;

Provided budget support for AISS and NAS to increase their collaborations and outreach capacity in the Payne Family Native American Center, by encourage more communication across the "silos." This included working with AISS and NAS to develop a service inventory (as part of the Payne Family Native American Center Comprehensive Self-Study) identifying specific roles that are both distinct and/or areas of collaboration practiced currently. Additionally, AISS staff and NAS faculty participated in a "socially distant focus group" to address outreach needs for the Payne Family Native American Center, resulting in the purchasing of items they can employed to reach out to Native students and communities;

Worked with the UM Experiential Learning & Student Success office to identify internship or experiential learning linkages between UM/Missoula College and Salish Kootenai College (SKC) curriculums, in which students are encouraged or required to take, per degree requirements. The current state of this venture is detailed below:

Current articulation agreements in place between SKC and UM

- Health and Human Performance*
- Public and Community Health Option (HHP)*

Core course equivalency mapped between SKC and UM/MC, completed by Violet Hopkins, Brian French, Nathan Domitrovich

Exploring/strengthening options for 2+2/4+1 programs and partnerships to address Experiential Learning (EL) needs/opportunities between SKC and UM

- i.e. Business Management AA into Management and Entrepreneurship BS*
- i.e. Tribal Historical Preservation AA/BA into Anthropology MS/PhD*
- i.e. Tribal Governance/Administration AA/BA into Public Administration MPA*

Aligning specific programs from SKC's certificate and associate degree programs to MC offerings

- i.e. Medical Billing and Coding certificate into Medical Information Technology AS, Et Al.*

Identifying/furthering articulation of credits/course learning outcomes and EL requirements (or options), drafted by Jordan Blow (Andrea Vernon)

- i.e. Programs requiring/option for EL identified: 1) Acceptance of EL credits/hour requirements during transfer to UM; 2) Expand EL for both SKC/UM students in Missoula and CSKT; 3) Adjust EL model developed with SKC to meet needs for UM to work with other TCU's*

Began an evaluation of UM's "American Indian Gateway" website, collected information from stakeholders to inform website design (as part of the Payne Family Native American Center Comprehensive Self-Study), and worked with other Native/non-Native personnel to develop a site map. Website development will continue into Fall 2020. Additionally, collaborating with DHC and KPCN: Peer Connection Network will help to develop audio/photovoice stories from perspective and current Native students to place on the website to add to the new interactive "American Indian Gateway" website platform. The name "American Indian Gateway" is also under review pending Native student and stakeholder input;

Begun work with advising structures/professionals campus-wide, providing training and assisted in the formation of the Multicultural Advising Group to provide recommendations to advising leaders across campus regarding best practices and situational awareness of working with Native students;

Begun discussions with the UM Alumni Foundation to encourage more events and outreach to Native UM alumni, including recognizing them and empowering them to give to special interests that support Native programing, scholarships, and events;

Begun discussions with the Faculty development office to identify and design trainings, workshops, and experiential learning opportunities related to supporting Native students and communities. Early discussions have led us to focus on the following, 1) Enhancing teaching and learning through implementation of Indian Education for All (IEFA) in higher education curriculum, research, and Native student support, 2) Furthering UM partnerships with tribal communities, through programs, services, and research application using tribal epistemological practices, 3) Supporting Native student/tribal community scholars (TCU faculty) through mentorship.

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

Sustained dialog with the Dean and Student Services Director for Davidson's Honors College (DHC), to encourage more Native student applicants to the program, as this was a space identified as needing more diversity, specifically for Native students. DHC promotional materials, policies, and admission deadlines/requirements revisited to support Native student admission. Connected Native students from Hopa Mountain's Native Scholars of Promise program with DHC applications and resources, including a Zoom meeting with the Dean and included DHC participation in outreach activities including the TCU Tour in fall 2019 (spring 2020 was cancelled);

Member of the UM Mission-Based Team, which provided information and support for the institutional response to the Covid-19 pandemic, recommendations sent to UM leadership and factored into guidance campus-wide for resuming courses in fall 2020;

Worked with University Business Services to establish appropriate processes for respecting tribal protocols, such as gifting, supporting community-based fundraising for services

(drumming/singing), and providing honorariums for tribal elders/speakers/knowledge holders to support UM sponsored initiatives/events

Founding member of Project LEARN (Listening, Engaging, Action, Reflection, Network) Missoula, a community-based mixed-method research and action project that was convened to identify and support the dismantling of racism within Missoula City (and County) government, project development is ongoing;

Collaborated with MSU-Bozeman and UM scholars for the Indigenous Research Initiative (IRI), kicking off with initial planning for both institutions to 1) connect UM/MSU with the tribal Institutional Review Boards (IRB) in Montana, 2) promote greater capacity and policy regarding tribal IRB development

Collaborated with the MSU's Senior Diversity and Inclusion Officer on developing anti-racist resources for faculty, staff, and students. Furthering the discussion with the UM Diversity Advisory Council (DAC) to develop customized resources for UM;

Worked with UM housing to refine smudging policy to ease the burden on students reporting smudging in their dorm room and other designated locations on campus

Worked with UM Human Resources to expand scope of hiring potential for academics and professionals in Indian Country

Worked with the Graduate School and faculty/staff in Environmental Studies to ensure students could be considered for Sloan Foundation and Gates Millennium Foundation funding

Worked with the UM Vice Provost of Student Success and Kyiyo to identify barriers to fundraising, address harmful UM policies/practices that limit the authenticity of the Kyiyo Powwow, and are developing a plan for the campus to 1) ease the burden on Kyiyo students on event fundraising and planning, 2) increase the scope of UM investment in the Kyiyo Powwow, 3) rectify UM's appropriation of the NATIVE GRIZ brand to promote trademarking for Kyiyo fundraising as well as continued institutional use of it in the promotion of UM to Native students and communities. Discussions are ongoing as the Covid-19 pandemic caused the cancellation of the Kyiyo Powwow scheduled for April 2020.

Began dialog with UM Conference and Event Services regarding the use and planning of cultural and other events geared toward Native students and community participation in campus sponsored events and programming

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

Completed the Payne Family Native American Center Comprehensive Self-Study, June 1, 2020, strategic planning sessions to follow to develop a model for Native student success and evaluating program/student intervention outcomes. Provided a comprehensive literature review

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

with scholarship relevant to Native student support in higher education, collected historical institutional documentation/recommendations regarding the Payne Family Native American Center/AISS, and hosted focus groups designed to obtain feedback from undergraduate/graduate students. The Payne Family Native American Center Comprehensive Self-Study also identified how the building's (Payne Family Native American Center) spaces can be better utilized to encourage Native student success and sustain its robust potential for better supporting Native student/community functionality;

Participated and collaborated with AISS and NAS's response to the mid-spring 2020 closure of campus due to the Covid-19 pandemic. Focusing on retaining current students by contacting them, issuing guidance depending on their particular situation(s), and documenting outreach details through a shared spreadsheet. This process identified many weaknesses in UM's advising and student support structures (including housing) as it pertains to the impact on Native students, amplifying the need for AISS and NAS advising/student service capacity and the need to track Native students more comprehensively for the purpose of providing interventions as well as other services for retention.

12. 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:

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

Please make survey electronic, via Qualtrics or other survey platform. This feedback was also shared by other report contributors.

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2019 - JUNE 30, 2020)**

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

1. SUBMISSION DATE:7/15/2020
2. STATE AGENCY/DIVISION/PROGRAM: National Native Children’s Trauma Center
3. NARRATIVE COORDINATOR NAME: Maegan Rides At The Door
PHONE/EMAIL 243-2644/Maegan.ridesatthedoor@umontana.edu
4. ACTIVITY NAME (*Sister Nations Empowerment Program (SNEP)*): (SNEP) Sister Nations Empowerment Project
5. PROGRAM STAFF NAME: Maegan Rides At The Door
PHONE/EMAIL:243-2644
6. Select Tribe(s) Involved:

<input type="checkbox"/> All	<input type="checkbox"/> Fort Belknap
<input type="checkbox"/> Blackfeet	<input checked="" type="checkbox"/> Fort Peck
<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 2019	<input type="checkbox"/> Started during FY 2019
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2019

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

8. In 1-2 paragraphs, describe the purpose of the state-tribal activity, its significance, major accomplishments, and overall impact. Please include a brief description of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The Sister Nations Empowerment Project (SNEP) is a collaboration between the University of Montana’s National Native Children’s Trauma Center (NNCTC) and the Fort Peck Assiniboine and Sioux Tribes. The purpose of the Sister Nations Empowerment Project is to support the youth of the Fort Peck Assiniboine and Sioux Tribes and the agencies and adults who serve them in their shared journey toward a suicide-safer community. Project activities are based on local wisdom, multiagency collaboration, utilization of best practices, and public outreach efforts led by youth, community leaders, elders, and survivors

The funding, which comes from the Substance Abuse and Mental Health Services Administration’s Garrett Lee Smith Suicide Prevention Grant Program—will accomplish four primary goals:

·Increasing the number of community members who are trained to identify and help support suicidal behavior and at-risk youth.

**2018 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE REPORTING FORM
(FOR THE REPORTING PERIOD JULY 1, 2019 - JUNE 30, 2020)**

·Expand the mental health screening, treatment and follow up services available through the reservation’s health care system.

·Promote cross-over collaboration between the Fort Peck community and project stakeholders to increase community input and participation.

·Enhance public awareness of suicidal risks and behaviors, particularly among the reservation’s youth population.

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

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

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

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

None at this time.

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

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

1. SUBMISSION DATE: 21 July 2020
2. STATE AGENCY/DIVISION/PROGRAM: PJW College of Education
3. NARRATIVE COORDINATOR NAME: Adrea Lawrence PHONE/EMAIL 406.243.5054;
adrea.lawrence@mso.umt.edu

4. ACTIVITY NAME (*UM PJW College of Education*):
5. PROGRAM STAFF NAME: Kate Brayko PHONE/EMAIL: 406.243.4915
Trent Atkins 406. 243.4978
6. Select Tribe(s) Involved:

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

Dr. Kate Brayko has worked with Nkwusm Salish Language School and Arlee Public Schools to create language learning and literacy partnerships with our elementary education program in the Department of Teaching and Learning. In this program, teacher education candidates, as part of one of their literacy courses, travel to Arlee to learn about the Salish language, and they develop learning resources that students in Arlee review and provide suggestions for improvement. Teacher education candidates then revise their resources. This partnership has been transformative for our elementary education candidates. Not only have they begun to understand the elements and constellation of an Indigenous language, they can readily see how language shapes worldview and culture. In turn, this has cultivated respect and appreciation for Indigenous peoples, and candidates are better equipped to create inclusive learning resources and use culturally responsive teaching practices developed in collaboration with Native peoples.

Stone Child College continues to partner with Dr. Trent Atkins and the Department of Teaching and Learning at the University of Montana to prepare students to become licensed special education teachers. This project, which is funded by the Department of Education, is preparing two Native American graduate students to serve students with disabilities in PK-12 schools. The project

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

will also provide two years of induction services once the students have entered the teaching profession. Teaching and Learning will offer the courses in an online format building on more than two decades of experience providing access to Montana's rural communities. This project is the Department's third current program partnering with satellite and tribal campuses using distance 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.

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.

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?

None.

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

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

1. SUBMISSION DATE: 7/22/20
2. STATE AGENCY/DIVISION/PROGRAM: Montana Digital Academy (PJWCoE)
3. NARRATIVE COORDINATOR NAME: Robert Currie PHONE/EMAIL:
robert.currie@montanadigitalacademy.org 406-529-5029
4. ACTIVITY NAME (*Montana Digital Academy*): *American Indian high school students enrollment and successful completion rate in MTDA classes and middle, high school and tribal college student enrollment in EdReady Montana*
5. PROGRAM STAFF NAME: Robert Currie PHONE/EMAIL:
robert.currie@montanadigitalacademy.org
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 Montana Digital Academy was established by the Montana legislature in 2009 as the statewide online digital program for the State of Montana. MTDA is located in the Phyllis J. Washington College of Education at the University of Montana. Over the past ten years the Digital Academy has served students in schools on all of Montana’s tribal reservations as well as students attending other public schools in the state.

EdReady Montana is a unique program of MTDA that provides a math and English readiness assessment and remediation tool, at no cost, to any Montana student (middle school, high school, college) or adult learner. This is made possible by the Dennis and Phyllis Washington Foundation which provides full funding support for EdReady Montana. EdReady helps students assess their challenges in math and English and provides them a personalized learning path to help them overcome these challenges.

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

American Indian students comprise 6% of the overall course enrollments in all MTDA classes. The successful MTDA course completion percentage for students attending schools on reservations is 70%. Statewide (all students identified as American Indian) the successful completion rate for MTDA classes is 76%.

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.

See attached spreadsheets containing data for both MTDA classes and EdReady Montana enrollments. The MTDA data is for FY 20 (Summer 2019, Fall 2019, Spring 2020). The EdReady data is for 2/1/2019-1/31/20 which is the fiscal year for the program.

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 at this time.

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

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

1. SUBMISSION DATE: July 21, 2020
2. STATE AGENCY/DIVISION/PROGRAM:
3. NARRATIVE COORDINATOR NAME: Laurie A. Walker PHONE/EMAIL: 406-243-2803,
Laurie.Walker@umontana.edu

4. ACTIVITY NAME: Education Equity Report
5. PROGRAM STAFF NAME: Laurie A. Walker PHONE/EMAIL: 406-243-2803,
Laurie.Walker@umontana.edu

6. Select Tribe(s) Involved:

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

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.

Published the report Empty Desks: Discipline & Policing in Montana’s Public Schools: Indigenous Students Disproportionately Pushed Out with the American Civil Liberties Union (ACLU) of Montana, which is available here: <https://www.aclumontana.org/en/edureport2019>. The report describes graduation and discipline disparities for Native American students that include Referrals to Law Enforcement, Arrests, and Days Lost from Out-of-School Suspensions. The project utilized data from the United States Office of Civil Rights and Montana Office of Public Instruction. The ACLU staff coordinated all consultation with tribal communities and Dr. Walker conducted all statistical analyses for the report. The report included a history section co-authored by Dr. George Price (retired lecturer of Native American Studies, History, and African American Studies at the University of Montana) and Joyce Silverthorne, MS (retired Director of the Tribal Education Department of the Confederated Salish and Kootenai Tribes). The report received significant media coverage in December 2019 including two radio interviews conducted by Dr. Walker on Public News Service and Montana Public Radio noted below.

Tegethoff, E. (2019). Report: Native Students Suspended, Arrested 6 Times More Often. Public News Service. <https://www.publicnewsservice.org/2019-12-17/native-american-issues/report-native-students-suspended-arrested-6-times-more-often/a68627-1>

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

Reingold, O. (2019). Report: Montana Public Schools Disproportionately Discipline Indigenous Students. Montana Public Radio. <https://www.mtpr.org/post/report-montana-public-schools-disproportionately-discipline-indigenous-students>.

The data from the report is informing ongoing advocacy work across the state focused on whether or not to continue allocating funding for the use of School Resource Officers. Advocacy efforts encourage increasing funding allocated for support staff such as psychologists, counselors, and social workers as a means to improving educational outcomes for Montana's Native American students.

Dr. Walker presented the results at an Open House at the Salish Kootenai Tribal Defenders Office February 20, 2020 and was invited to present the report to the Montana School Boards Association - Indian School Board Caucus Summer Symposium with the Indigenous Justice Program Manager with the ACLU of Montana during this reporting period. Dr. Walker also submitted three peer reviewed articles focused on the content of the Empty Desks report with Salish and Blackfeet co-authors who work or worked in educational settings. Content from the Empty Desks report and peer reviewed article drafts was also included in a blog post and about 25 minutes of audio interview files from June 29, 2020 describing the school-to-prison pipeline on the Montana Innocence Project website connected to the #barriers2innocence campaign entitled Over-Policing and Criminalization of Black, Indigenous, and People of Color (see <https://mtinnocenceproject.org/over-policing-bipoc/>).

Dr. Walker also co-led a national Campus Compact webinar with Salish and Blackfeet University of Montana alumni Turquoise Devereaux, BSW, MSW entitled Decolonizing Approaches to Inclusive Discussions and Trainings: Lessons from Indigenous Perspectives attended by several Montana tribal college participants on November 14, 2019, which is available online (see <https://compact.org/webinarseries/2019-2020/#1574116502317-69eb3957-fe91>).

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.

Advocacy work continues, but is in progress in at least two school districts regarding budgeting allocations focused on the use of School Resource Officers.

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 report included analysis of data of 822 of Montana's public schools including schools on Montana's seven reservations.

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

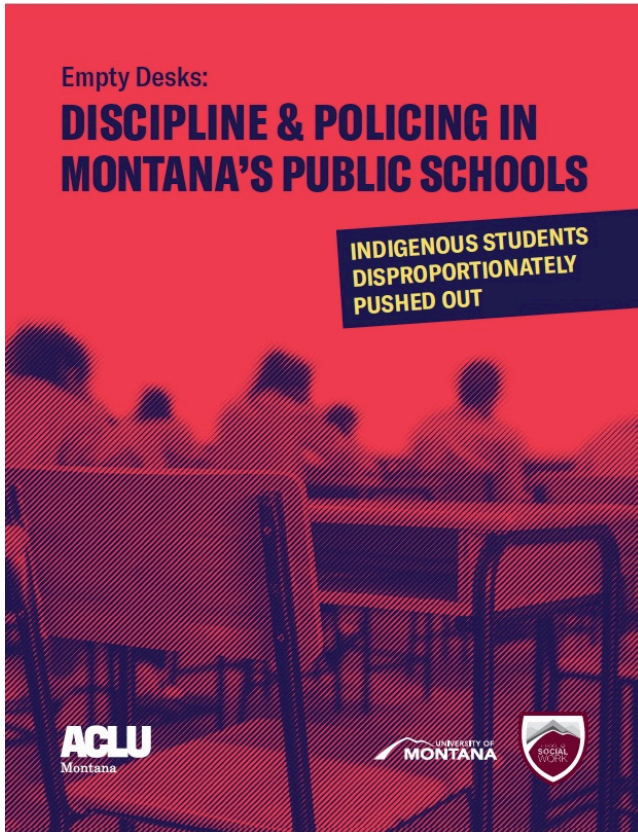


Photo File Name: *Empty Desks* Report Cover

Photo Caption (include the name of the event/persons, location, and date): Report released online December 4, 2019

Photo Credit: ACLU of Montana

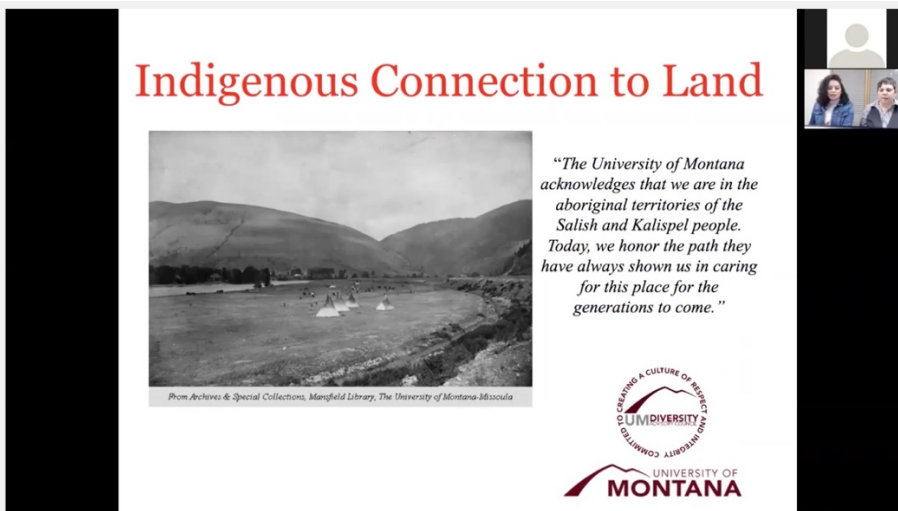


Photo File Name: Campus Compact Webinar

Photo Caption (include the name of the event/persons, location, and date): national Campus Compact webinar on November 14, 2010 with Salish and Blackfeet University of Montana alumni Turquoise Devereaux, BSW, MSW entitled *Decolonizing Approaches to Inclusive Discussions and Trainings: Lessons from Indigenous Perspectives*

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

Photo Credit: Laurie A. Walker

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

No.