

2022 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2021 - June 30, 2022)

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights efforts in support of the Governor's vision for Montana.

1. **Submission Date:** 6/14/22
2. **State Agency/Division/Program:** Dawson Community College
3. **Narrative Coordinator Name:** Matt Hull **Phone/Email:** 406-377-9434/mhull@dawson.edu
4. **Activity Name** (*the file name should reference this topic*): Indigenous Peoples' Day
5. **Program Staff Name:** Daneen Peterson **Phone/Email:** 406-377-3061/dpeterson@dawson.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 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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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

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

Dawson Community College annually hosts Indigenous Peoples' Day which occurs on the second Monday in October each year.

Indigenous Peoples' Day was held on Monday, Oct 11, 2021 on the campus of Dawson Community College in Glendive, Montana. The purpose of this event is to provide an opportunity to honor and celebrate the beautiful culture, deep history and strong heritage of the Native American people. Additionally, one of the goals of this event is to support non-Native people in gaining a better understanding of and empathy for the Native American history and culture. While Glendive does not have a large Native American (or Indigenous) population, it is located in close proximity to a number of reservations in Eastern Montana. There are 8 federally recognized tribes and reservations in Montana. The closest to Glendive, just 100 miles north, is Ft. Peck Tribes. Dawson Community College's student population includes a few Native American individuals representing Blackfeet, Crow and Fort Belknap tribes (in 2021.)

The event included the following activities: Native American artifacts display, MMIW display (presented by Glendive Zonta organization), children's story and craft (provided by The Nurturing Tree,) virtual and in-person speakers, film screening of "Say Her Name" and prayer walk (organized by DCC's InterVarsity student club). The speakers' topics included: Indian residential schools, Doctrine of Discovery and Missing and Murdered Indigenous People/Women

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(MMIP/MMIW). All events and activities related to Indigenous Peoples' Day were free to students and the community. The Glendive Zonta organization provided the monetary contributions for the travel costs to the in-person speakers.

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

The topic of Missing and Murdered Indigenous Women and People (MMIW/P) was heavily discussed throughout the event. Through these discussions, the speakers brought up the legislature (laws, rules, policies) that have been initiated to support MMIW/P. The policies mentioned included: 1. H.R. 1582 to reauthorize the Violence Against Women Act of 1994. 2. S.1942 - Savanna's Act. This bill directs the Department of Justice (DOJ) to review, revise, and develop law enforcement and justice protocols to address missing or murdered Native Americans.

One speaker presented on the topic of the generational impact of Native American boarding schools. This addresses the United States Department of the Interior's [Federal Indian Boarding School Initiative](#). At the time of this event, this initiative was in effect to complete comprehensive review of the troubled legacy of federal boarding school policies. In May 2022, the report (Volume 1) was released; [Federal Indian Boarding School Initiative Investigative Report](#).

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

Approximately 45 children, 80 college students and 40 adults (from the college and/or the community) attended the Indigenous Peoples' Day events. The majority of all attendees were of non-Native race and ethnicity. The impact to tribal communities is that non-tribal members gain valuable insight into tribal and Native American history and culture. Knowledge and understanding are a key component toward racial equity and inclusion.

11. Are there **photographs** to support the narrative? (X) Yes () No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.

Photo File Name: CheckingOutArtifacts.jpg

Photo Caption: Max Nelson (Ft. Peck) talking about Native American artifacts to children and teacher from area school. Location: Dawson Community College campus. 10/11/21.

Photo Credit: Daneen Peterson

Photo File Name: StoryTime_Book_GoShowTheWorld.jpg

Photo Caption: The Nurturing Tree employee reading the book "Go Show The World" to group of students during story time. Location: Dawson Community College campus library. 10/11/21.

Photo Credit: Daneen Peterson

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Photo File Name: Craft_JoJo_Tipi.jpg

Photo Caption: Native American boy with his edible tipi craft/snack. Location: Dawson Community College campus library. 10/11/21.

Photo Credit: Daneen Peterson

Photo File Name: CulturalFair_RedDressDisplay.jpg

Photo Caption: MMIW Red Dress display presented by Glendive Zonta organization. Location: Dawson Community College campus. 10/11/21.

Photo Credit: Daneen Peterson

Photo File Name: Speaker_GillianMedicineCloud_withFamily.jpg

Photo Caption: Gillian Medicine Cloud (far left) with her family. Location: Dawson Community College campus. 10/11/21.

Photo Credit: Daneen Peterson

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

Regarding the tribes involved, it might be worth adding an option for “Other: _____”. While this report is focused on tribes of Montana, it is important to recognize that there are Native Americans residing in Montana who are affiliated or enrolled with a non-Montana tribe. For example, one of our speakers for DCC’s Indigenous Peoples’ Day was Dr. Walter Fleming who is a prominent leader in the Native American community at Montana State University. Dr. Fleming is a member of the Kickapoo Tribe of Kansas, yet he was born on the Crow Agency and raised on the Northern Cheyenne Indian Reservation.

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