

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:** June 17, 2022
- 2. **State Agency/Division/Program:**
- 3. **Narrative Coordinator Name:** Margaret Campbell **Phone/Email:** 406.945.9232
- 4. **Activity Name:** The Boarding School Era: Lasting Scars
- 5. **Phone/Email:** margarett.campbell@msun.edu
- 6. **Program Staff Name:** Margaret Campbell

7. **Select Tribe(s) Involved:**

- | | |
|---------------------------------------------------------|------------------------------------------------------|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Assiniboine and Gros Ventre |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Assiniboine and Sioux |
| <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 2022 | <input type="checkbox"/> Started during FY 2022 |
| <input 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.

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.

Professional Development: “The Boarding School Era” was presented by Dr. Ann Douglas. This seminar was for faculty and staff to provide the background on American Indian Education and how the trauma from an era that has not been healed, affecting how Native Americans are sometimes mistrusting of schools and education. This was a very well received seminar with a large attendance.

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.

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

11. Eighty-eight (88) attended in person and 37 attended via Zoom.

12. 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: Dr. Ann Douglas, Presenter

Photo Credit:



THE LITTLE RIVER INSITUTE IN PARTNERSHIP
WITH THE OFFICE OF DIVERSITY PRESENTS

DR. ANN DOUGLAS

The Boarding School Era: Lasting Scars

A Presentation To
Educate, Enlighten,
and Explore Paths of
Recovery

Join us for a presentation
by Dr. Douglas focusing on
the historical and
intergenerational trauma
caused by the kidnapping,
loss, and displacement of
the boarding school era.
Learn about ways Native
and non-Native allies can
support the healing
process.



Questions? (406) 265-3713 or (406) 945-9232

November 19 | 1-2 In the Student Union Building's Ballroom

Live Stream: <https://us06web.zoom.us/j/81885598597?pwd=MFMxcTdzUWg5c0lBSDFSSHRSSVpEQT09>

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13. **Submission Date:** June 17, 2022

14. **State Agency/Division/Program:** Montana State University Northern

15. **Narrative Coordinator Name:** **Phone/Email:** 406.945.9232

16. **Activity Name:** Professional Development

17. **Program Staff Name:** Grant Olson, Faculty **Phone/Email:** golson@msun.edu

18. **Select Tribe(s) Involved:**

- | | |
|---------------------------------------------------------|------------------------------------------------------|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Assiniboine and Gros Ventre |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Assiniboine and Sioux |
| <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 | |

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

- | | |
|-------------------------------------------------|-------------------------------------------------------------|
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20. 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.

Professional Development: “Nakoda Creation Story” Kenneth Helgeson, Tribal Historian.

At the request of Professor Grant Olson, a Humanities instructor, Mr. Helgeson talked about the Nakoda Creation Story. This presentation included Star Teachings associated with Nakoda mythology. In addition to a humanities class that attended this session, several faculty and staff also attended.

21. 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.

There were no changes in laws, rules or policies as a result of this seminar.

22. 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.

Twelve students, 5 faculty and 5 staff attended the seminar.

23. 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: Kenneth Helgeson, Nakoda Language and Culture Teacher

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Photo Caption: Kenneth Helgeson, Presenter
Photo Credit: Erica McKeon Hanson



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24. **Submission Date:** July 26-29, 2021

25. **State Agency/Division/Program:**

26. **Narrative Coordinator Name:** Margaret Campbell **Phone/Email:** 406.945.9232

27. **Activity Name:** Indigenous Stem Summer Institute for Pre-Service Teachers

28. **Program Staff Name:** Erica McKeon Hanson **Phone/Email:** 406265-3713

29. **Select Tribe(s) Involved:**

- | | |
|---------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Assiniboine and Gros Ventre |
| <input type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Assiniboine and Sioux |
| <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 | |

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

- | | |
|-------------------------------------------------|------------------------------------------------------------------------|
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MSUN NASNTI/Little River Institute in collaboration with MSUN Department of Education and ANC and FPCC U.S. Department of Education Indian Education Professional Development grant projects sponsored a summer institute July 26-29, 2021 for pre-service teachers to learn about the integration of Indigenous Knowledge into the STEM lessons in K-8 classrooms. MSUN faculty, Dr. Casey Donovan (math), Grant Bowker (math), Dr. Terri Hildebrand (biology), Carmen Lunak (Education), Morgaine Lomayesva (math/computer science) participated in sharing their content knowledge while learning about how to integrate Indigenous Knowledge into their college-level curriculum as well. All MSUN faculty are participants in the NASNTI/Little River Institute sponsored STEM faculty mentoring program.

31. 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.

No laws, rules or policy changes came about and that was not the intent. This is professional development for Indigenous Pre-Service teaches.

32. 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 STEM activity involved 24 students and 8 trainers in various areas.

33. 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: Indigenous Pre-Service Teachers

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Photo Caption: Indigenous Pre-Service Teachers

Photo Credit: Erica McKeon Hanson

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

35.



36.

37. Dr. Casey Donovan and Grant Bowker, both math faculty and LRI STEM faculty mentors, help MSUN/ANC/FPCC pre-service teachers on developing lessons in math and science that embed Indigenous Knowledge.

38.



39.

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40. In the field at Beaver Creek Park collecting data for the math and science lesson pre-service teachers worked on developing during the Indigenous STEM summer institute at MSUN and the Little River Institute.



41.
42. Jordann Lankford-Forster and Miranda Murray, from Great Falls Public Schools Indian Education Department, present to pre-service teachers during the Indigenous STEM Summer Institute at the Little River Institute.

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- 43.
- 44. Morgaine Lomayesva (Hopi), MSUN Little River Institute professional STEM tutor/pathfinder, presents on the integration of Indigenous Knowledge into the math curriculum.

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45. **Submission Date:** June 17, 2022

46. **State Agency/Division/Program:** Montana State University Northern

47. **Narrative Coordinator Name:** Margaret Campbell **Phone/Email:** 406.945.9232

48. **Activity Name:** Outreach to Browning High School

49. **Program Staff Name:** Erica McKeon Hanson **Phone/Email:** 406.265.3713

50. **Select Tribe(s) Involved:**

- | | |
|---------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> All | <input type="checkbox"/> Assiniboine and Gros Ventre |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Assiniboine and Sioux |
| <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 | |

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

- | | |
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| <input type="checkbox"/> Started before FY 2022 | <input type="checkbox"/> Started during FY 2022 |
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52. Browning High School students were invited to visit the campus and Little River Institute. During that time, we discussed the programs and certificates MSUN offers as well as a full discussion about the student services available on campus. Current MSUN students from Browning were there to discuss their experiences and programs. This was a very robust session with current and potential students.

53. 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. None

54. 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. 28 students attended and 4 of our staff provided the orientation.

55. 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: Browning students visited MSUN and Little River Institute to discuss MSUN and the programs we offer as well as the student services programs.

Photo Caption: Browning Students

Photo Credit: Erica McKeon Hanson

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

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57. **Submission Date:** June 17, 2022

58. **State Agency/Division/Program:** Montana State University Northern

59. **Narrative Coordinator Name:** Margaret Campbell **Phone/Email:** 406.945.9232

60. **Activity Name** *(the file name should reference this topic):*

61. **Program Staff Name:** Erica McKeon Hanson **Phone/Email:** 406.65.3713

62. **Select Tribe(s) Involved:**

- | | |
|---------------------------------------------------------|------------------------------------------------------|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Assiniboine and Gros Ventre |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Assiniboine and Sioux |
| <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 | |

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

- | | |
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64. The Sweetgrass Society, an Indigenous student group on campus coordinates an annual Pow wow. They plan it, raise the money for it and administer it. The student group raises at least \$15,000 annually for this event.

65. 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. None

66. 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. Data is not preserved for the Pow Wow

67. 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: MSUN Sweetgrass Society Photos

Photo Caption: MSUN Sweetgrass Society Photos

Photo Credit: Erica Mc Keon Hanson

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

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Sweetgrass Society

44TH ANNUAL POWWOW

April 8th & 9th in the MSUN Armory Gym
Grand Entry Times: Friday 7pm, Saturday 1pm & 7pm



Crow Style sponsored by Anonda Goes Ahead & Family
Tiny Tots Payout sponsored by SGS President & Family
Women's Fancy sponsored by Harmony Bigby

MC: Gayle Skunkcap
AD: Walter Runsabove
Sound: Wind Dancer Tunes
Host Drum: Grayboy Drum

New this year: Crow Style!
First 10 drums paid each session



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Our Final Dance:



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70. **State Agency/Division/Program:** Montana State University Northern

71. **Narrative Coordinator Name:** Margaret Campbell **Phone/Email:** 406.945.9232

72. **Activity Name** *(the file name should reference this topic):*

73. **Program Staff Name:** Erica McKeon Hanson **Phone/Email:** 406.265.3713

74. **Select Tribe(s) Involved:**

- | | |
|---------------------------------------------------------|------------------------------------------------------|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Assiniboine and Gros Ventre |
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- | | |
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76. Annually the Little River Institute and the Sweetgrass Society raise tipis on campus to represent the various Tribes the students represent. It is also a way of demonstrating to the greater Havre community that American Indian students have a place on campus that represents their culture and history.

77. 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. None

78. 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. Data is not kept.

79. 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: Tipi Raising

Photo Caption: Tipi Raising

Photo Credit: Erica McKeon Hanson

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

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82. **State Agency/Division/Program:** Montana State University Northern

83. **Narrative Coordinator Name:** Margaret Campbell **Phone/Email:** 406.945.9232

84. **Activity Name:** Browning Master's Cohort Hooding

85. **Program Staff Name:** Erica McKeon Hanson **Phone/Email:** 406.265.3713

86. **Select Tribe(s) Involved:**

- | | |
|---------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> All | <input type="checkbox"/> Assiniboine and Gros Ventre |
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88. A cohort of students from Browning approached Montana State University Northern to begin a Master' program. Curtis Smeby organized the group and two years later they graduated.

89.

90. 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. None

91. 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.

92. 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: Browning Master's Cohort

Photo Caption: Browning Master's Cohort Graduation

Photo Credit: Erica McKeon Hanson

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93. **Submission Date:** June 17, 2022

94. **State Agency/Division/Program:** Montana State University Northern

95. **Narrative Coordinator Name:** Margaret Campbell **Phone/Email:** 406.945.9232

96. **Activity Name:** 2022 Graduation **Program Staff Name:**
Phone/Email:

97. **Select Tribe(s) Involved:**

- | | |
|---------------------------------------------------------|------------------------------------------------------|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Assiniboine and Gros Ventre |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Assiniboine and Sioux |
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99. This event is held annually. The 2022 MSUN Graduation was celebrated by a large number of American Indian students and their families. Many of the students held leadership positions throughout the year culminating in a huge celebration.

100. 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. None

101. 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.

102. 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: Marly Firemoon, Elementary Education Graduate from Fort Peck

Photo Caption: Marly Firemoon and Chancellor Kegel

Photo Credit: Erica Mc Keon Hanson



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Photo File Name: Evie Redboy Atkinson
Photo Caption: MSUN 2022 Graduation
Photo Credit: Erica McKeon Hanson



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Photo File Name: Tallen Oats and Selena Sandman
Photo Caption: Proud American Indian Graduates
Photo Credit: Erica McKeon Hanson



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Photo File Name: Pat Armstrong

Photo Caption: Pat Armstrong, Pikuni, in Traditional Attire 2022 MSUN Graduation

Photo Credit: Erica McKeon Hanson





**MONTANA STATE UNIVERSITY
NORTHERN**

What is a Native American-Serving NonTribal Institution (NASNTI)?

- Defined by the U.S. Department of Education as an institution with an enrollment of undergraduate students that is at least 10 percent Native American according to IPEDS.

U.S. Department of Education's Native American-Serving NonTribal Institutions Program:

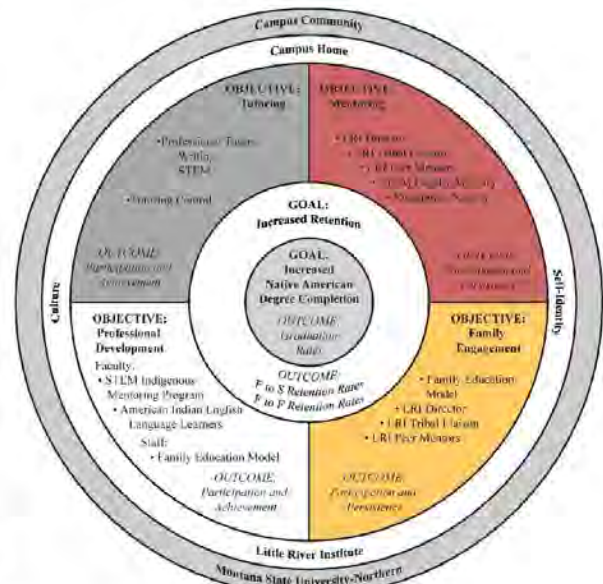
- This program provides grants and related assistance to Native American-Serving, NonTribal Institutions to enable such institutions to improve and expand their capacity to serve Native Americans and low-income individuals.
- NASNTI designation deems an institution eligible to apply for and receive U.S. Department of Education funding through the Native American-Serving NonTribal Institutions Program
 - NASNTI funding is Title III, Part A and Part F
 - Typically award 5-year grants for approximately \$1.5 to \$2 million each

The Little River Institute (LRI) at Montana State University-Northern (MSUN):

- Established in 2015 with MSUN's inaugural NASNTI grant award
 - First Award: 10/01/2015 – 9/30/2020 for \$1.9 million
 - Established staff positions and renovations of MSUN Student Union Building into the Little River Institute

Current NASNTI Award at MSUN (The Little River Institute):

- 10/01/2020 – 09/30/2025 for \$1.5 million
- Primary Goals:
 - 1) Increase on-time graduation rates of American Indian students by 10% over 5 years
 - 2) Increase fall-to-spring and fall-to-fall retention rates for Native American students, including first-time, full-time students and those with continuing, transfer, and returning status.
- 4 Grant Activities:
 - Professional Tutoring
 - Professional and Peer Mentoring
 - Professional Development
 - Family Education Model
- Overall Results
 - 5.2 % increase in 4-year grad rates of Native American freshmen
 - 20% increase in Fall-to-Fall Retention from pre-grant to present
- Results from Fall 2020 to Fall 2021:
 - 79% course pass rate of LRI tutees
 - 45% participation in mentoring
 - 85% retention of mentees to the following semester
 - 94% retention of Native American students whose families participated in LRI family engagement activities



We welcome visitors at the Little River Institute! As time permits, please drop in while you are on campus. You will find us located on the top floor of the Student Union Building (SUB).