

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 10, 2022
2. **State Agency/Division/Program:** University of MT, School of Social Work
3. **Narrative Coordinator Name:** Deanna Cooper, LCSW
Phone/Email: deanna.cooper@umontana.edu
4. **Activity Name** *UMSSW 2+2 BSW Distance Program*
5. **Program Staff Name:** Tomas Hernandez, Heidi Holzer
Phone/Email: Tomas, Tomas.hernandez@umontana.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 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 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.

The 2+2 BSW Program provides an opportunity for students around the state, including rural and tribal communities, to obtain their Bachelors of Social Work degree while remaining in and completing their practicums in their home communities. Since its inception in 2013, the program has grown to include five partnering tribal colleges and is growing in number of students enrolling, with a focus on support for readiness and persisting though to earn a BSW degree. Partnering with the tribal community colleges listed above, and with local social work aligned agencies and organizations, the 2+2 BSW program is proud to be part of a successful collaboration that provides a much-needed professional workforce in integrated health, child and family wellness, criminal justice and educational settings in tribal communities over the past four years. Our current cohort to graduate in Spring, 2022, included five tribal-enrolled students, and our newest cohort, who will graduate in 2023, includes nine tribal enrolled students. The 2022 academic year, the UMSSW began an online MSW program, which is enrolling graduates of the 2+2 BSW Program, to earn an advanced degree, MSW, while remaining and working in their home communities. 2+2 BSW Graduates and current students are now actively enrolled or planning a pathway through this online opportunity.

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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.
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 2+2 BSW Distance Program has graduated, since 2016, thirty tribal-enrolled students, who are now, with the exception of one living and working in Helena, providing much needed professional workforce in tribal communities across our state. In addition, nearly a third of these have completed or are enrolled/planning to enroll this academic year, in an MSW distance program.

11. Are there **photographs** to support the narrative? () 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.

To view photos of graduates, 2021 and 2022, please access the **UMSSW site** on FB or Instagram for pictures and stories of tribal-affiliated students who submitted posts to celebrate their graduation.

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

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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:** University of Montana American Indian Governance and Policy Institute
3. **Narrative Coordinator Name:** Heather Cahoon. **Phone/Email:** Heather.Cahoon@umontana.edu
4. **Activity Name** *(the file name should reference this topic):* *American Indian Governance and Policy Institute*
5. **Program Staff Name:** N/A **Phone/Email:**

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
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The American Indian Governance and Policy Institute (AIGPI) is a Montana Board of Regents-certified, Native-led research entity and think tank located at the University of Montana. Heather Cahoon (CSKT) created AIGPI to align the Montana University System’s research capacity and service resources with the needs of tribal governments in Montana with the goal of addressing the core causes of poor socioeconomic health on reservations by providing the necessary support for evidence-informed tribal policy making. 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. 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.

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

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the Rocky Mountain Tribal Leaders Council Board of Director’s, the President of the Montana Tribal College Presidents Association, and the Director of the Montana Governor’s Office of Indian Affairs.

To date, AIGPI has operated primarily using University of Montana funds that pay for AIGPI core faculty salaries, as well as from a \$251,500 in outside grants from Headwaters Foundation, Montana Healthcare Foundation, Clearwater Credit Union, and private donors.

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.

AIGPI embarked upon its first round of pilot studies for tribal governments. The studies, which are still in-progress, relate to the full range of social determinants of health in reservation communities including 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 across the state. 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 with the first round of pilot studies.)

11. Are there **photographs** to support the narrative? () Yes (X) 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:

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

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1. **Submission Date:** May 27, 2022
2. **State Agency/Division/Program:** University of Montana, College of Health, Health Careers Opportunity Program (HCOP)
3. **Narrative Coordinator Name:** Wilena Old Person
Phone/Email: 406-243- 4097 wilena.oldperson@umontana.edu
4. **Activity Name** *(the file name should reference this topic):* COH HCOP
5. **Program Staff Name:** Lori Morin, PharmD; Mark Pershouse, PhD; Wilena Old Person; Brittney Hunter; Celina Gray; Jannette Hoerner
6. **Phone/Email:** brittney.hunter@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 |
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The Health Careers Opportunity Program (HCOP) is a grant-funded program that focuses on increasing the number of Native American and disadvantaged students in the healthcare profession. We aim to recruit and collaborate outreach to Native American and disadvantaged students in the interest of pursuing the healthcare profession. The University of Montana has accomplished the enrollment of 14 Native American pharmacy students and the graduation of 4 Native Americans from the Skaggs School of Pharmacy in May 2022. There are 1,420 active pharmacists, and approximately 30 are Native Americans who graduated from the University of Montana's School of Pharmacy. Furthermore, the Indian Health Service continues to report shortages of pharmacists with 24% of pharmacists currently working for IHS or tribal health facilities being Native American. Therefore, HCOP works to provide the need for Native American pharmacists to fill recurrent vacancies.

The Health Careers Opportunity Program targets recruitment and collaboration by participating in various Native American events. The effects of COVID effected most annual events and activities, we still were able to participate in: The University of Montana's American Indian

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Student Services Soup Wednesday; attended the 2022 AISES conference, contribute to the University of Montana’s Kyiyo Native American Student Association through participation and funding, collaboration with Missoula Urban Indian Health Center and AHEC scholars. HCOP successfully participates in the annual Tribal College tour during the month of April 2022. HCOP utilizes direct recruitment and student-centered services within our Academy and summer pre-matriculation Pharmacy Academic Boot Camp. These events are significant in bringing awareness to our program that supports students pursuing health careers.

10. 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.
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.

The Health Careers Opportunity Program serves Native American and disadvantaged students in the professional pharmacy program and undergraduates who are pursuing health careers at the University of Montana. As noteworthy data, in the spring of 2022, HCOP graduated four pharmacy students from the University of Montana campus. One student, Stephanie McDonald will continue her pharmacy practice in Anchorage, Alaska as a PGY-1 residency student. This is a competitive opportunity, and we are honored that one of our students has been accepted. Another noteworthy mention is that HCOP awarded fifteen \$5000 and six \$10,000 scholarships for students continuing at the UM Skaggs School of Pharmacy.

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: 20191114_Stephanie_0207 copy.jpg
Photo Caption (include the name of the event/persons, location, and date): Stephanie McDonald
UM pharmacy student at the University of Montana, November 2019.
Photo Credit: UM Photography, edited by Salish Oldbull

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Photo File Name: UMMTTribalCollege22.jpg

Photo Caption (include the name of the event/persons, location, and date): UM Montana Tribal Colleges Tabelaing event, Prospective indigenous students, at Aaniiih Nakoda College, April 16th, 2022.

Photo Credit: UM Photography



Photo File Name: UMMTtribalcollegeAN22.jpg

Photo Caption (include the name of the event/persons, location, and date): UM Montana Tribal Colleges Tabelaing event, Prospective indigenous students, at Aaniiih Nakoda College, April 16th, 2022.

Photo Credit: UM Photography



Photo File Name: UMMTAN22.jpg

Photo Caption (include the name of the event/persons, location, and date): UM Montana Tribal Colleges Tabelaing event, Prospective indigenous students, at Aaniiih Nakoda College, April 16th, 2022.

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Photo Credit: UM Photography



Photo File Name: HCOP 2021 cohort.jpg

Photo Caption (include the name of the event/persons, location, and date): UM Spring 2022 Scholarship Ceremony, HCOP staff member (left) and the HCOP 2021 pharmacy student cohort (left back row): Vivek Patel, Michael Unger, Travis Pierre (Confederated Salish and Kootenai Tribes), Elliot Littman, Ashlee Helm, Courtney Hartley (Naknek), Ispitaki Chelle Brown (Blackfeet), (Bottom left): Khayson Lytle, Caprice Gobin (Descendant of the Little Shell Tribe), Jenna Cragwick at the University of Montana, April 22, 2022

Photo Credit: UM Photography



Photo File Name: HCOP cohort 2019.jpg

Photo Caption (include the name of the event/persons, location, and date): UM Spring 2022 Scholarship Ceremony, HCOP 2019 pharmacy student cohort include name and tribes, at the University of Montana, April 22, 2022. Chelsea Rendlman, Rebeka Jessee, Taiken Goerdnt, Tristan Eglehoff, Rob Hocker (Salish and Kootenai)

Photo Credit: UM Photography



Photo File Name: HCOP cohort 2020.jpg

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Photo Caption (include the name of the event/persons, location, and date): UM Spring 2022 Scholarship Ceremony, HCOP 2020 Pharmacy student cohort (Left) Nathaniel Stiffarm (Blackfeet), Jenna Schabacker, Faduma Omar, Daniela Dorta, Tanner Farren at the University of Montana, April 22, 2022.

Photo Credit: UM Photography

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

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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:** 5/25/22
2. **State Agency/Division/Program:** GEAR UP University of Montana
3. **Narrative Coordinator Name:** Mindy May **Phone/Email:** mindy.may@mso.umt.edu
4. **Activity Name** (*the file name should reference this topic*): *Soup/Wellness Wednesdays; Kyiyo Pow Wow, Arlee Senior Pow Wow, St. Ignatius Awards Ceremony, Browning Decision Day.*
5. **Program Staff Name:** Michelle Guzman **Phone/Email:** 406-243-6352/michelle.guzman@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. (My program started August of 2022 and I joined in that fall with the weekly Wednesday activity, but it could have been in existence prior to my arrival.)

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2022 | <input checked="" type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2022 |

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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.

Wednesday activities were opportunities for the campus community to mingle and acquaint themselves with the American Indian student population at the University of Montana campus, also becoming familiar with the Payne Center and its offerings. Every week a different department would sponsor the soup provided as well as a booth offering resource information to the public. My program, GEAR UP, is associated with the Office for Student Success and we had the opportunity to provide sponsorship. Our table offered information on accessing Student Success resources.

The Pow Wow offered the opportunity for campus tours to tribes already coming to our university. It was a great chance to meet the students, walk around with them on the tour, and get to know them.

The outreach portion of my program, going and visiting the students in their high schools, allowed me to offer support through answering questions, discussing needs, or just spectating their events.

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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 GEAR UP program is incorporated in several high schools throughout the state of Montana. Much of the student population within the program are from American Indian locations, so I have the opportunity to associate with many tribes and their communities. Currently, there isn't a new law, rule, or policy that I am aware of that is having an impact on my services, but if there were changes and my services were restricted, it would have a large impact on the Indian population and their postsecondary success.

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.

My program's purpose is to help students currently enrolled in the GEAR UP program in their high schools, transition smoothly and successfully into higher education. Out of the 16 high schools I currently work with, 11 are associated with the American Indian population, close to 70%. GEAR UP is a program that begins when students are in 7th grade through 12th grade. I am considered the 7th-year service, helping students gain admittance into college, retain and stay in college, and finally attain a degree. I help prepare students for their future jobs and contribution to a community.

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.



Decision Day at Rocky Boy
Ambrose (Cruz) Singer-Sunchild
Photo: Sapphire Carter



Campus Tour for Box Elder
April 21, 2022, Griz Football Field
Photo: Megan Maroney shared it, but didn't take it

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Arlee Campus Tour
Arlee High School, November 10, 2022
Mindy May



AISS Wellness Wednesday
Elderberry Syrup
Zayna Fairhart



AISS Soup Wednesday
Payne Center, Date ?
Mindy May

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.

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1. **Submission Date:**
2. **State Agency/Division/Program:** University of Montana, Graduate School
3. **Narrative Coordinator Name:** Ashby Kinch **Phone/Email:** ashby.kinch@umontana.edu; 406-243-6695
4. **Activity Name** (*the file name should reference this topic*): **Graduate School**
5. **Program Staff Name:** SEE ABOVE **Phone/Email:**

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

- | | |
|--|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
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The Graduate School continues to work with Brad Hall and relevant graduate program directors to recruit, retain, and graduate talented Native students. We have continued to support the Wildlife Biology program's recruitment of a cohort of Native graduates of Salish-Kootenai College, whose graduates will provide important future expertise to their tribes. Doctoral Interdisciplinary Studies program has one Native student, Ramey Growingthunder, whose work will have an impact on her tribe in the areas of cultural education, especially integration of Native cultural knowledge into arts and science education and public understanding. In addition, two Native graduate students are in the Masters of Interdisciplinary Studies. We are working with the Native American Studies program, especially Chair Dr. Kate Shanley, to develop a track for students to complete an interdisciplinary Doctorate in indigenous thought and culture. Toward that end, we visited SKC in fall 21, and welcomed visitors from SKC in Spring 22, to explore the structure of the program, which we hope to integrate coursework across the two campuses.

In addition to supporting the Sloan Indigenous Graduate Program, which funds Native STEM students, we have supported the development of a Native Graduate Student Association that would provide outreach, support, and encouragement to students from

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all disciplines, including undergraduates who are considering graduate school. We hope to expand the activities of the NGSa to include outreach to tribes to encourage tribal members to pursue graduate degrees in support of advancing their professional growth, as well as their tribe's interests and needs. Providing training, support, and development of talented tribal members is a crucial function of graduate education at the University of Montana. We have a small grant from the Council of Graduate Schools to facilitate trips by graduate students to visit with tribes, share research, and provide opportunities for mentoring young students.

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1. **Submission Date:** 5/23/2022
2. **State Agency/Division/Program:** University of Montana Housing
3. **Narrative Coordinator Name:** Sandy Curtis **Phone/Email:** (406) 243-2611/
sandra.schoonover@mso.umt.edu
4. **Activity Name** *Smudging Procedures Improvements*
5. **Program Staff Name:** John Nugent **Phone/Email:** (406) [243-2097](tel:4062432097)/
john.nugent@mso.umt.edu

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
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Beginning during the summer of 2020, the Housing department at the University of Montana in collaboration with the UM Tribal Outreach Specialist and American Indian Student Services worked to improve and simplify the smudging procedures in UM Housing. The process was moved to an online form and workflow which provided easier access for students and quicker turnaround and improved internal communication for UM Housing staff. UM Housing also updated how these policy exceptions for smudging are documented within the StarRez Housing Management System so staff throughout the residential areas can easily see where a smudging approval has been granted. Staff were trained to check for that in the system before addressing any potential policy violations sometimes confused with smudging. Since that time there have been no reported incidents of staff mistakenly addressing a room or apartment where smudging has been approved. This process culminated with the Tribal Relations Specialist providing updated information on the improved process as part of a start of Fall 2021 semester brochure for American Indian students.

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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.

11. Are there **photographs** to support the narrative? () Yes (x) 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:

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?

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

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 minimum) and specify 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 suggestions at this time.

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:** 6/1/22
2. **State Agency/Division/Program:** University of Montana, Department of Psychology
3. **Narrative Coordinator Name:** Duncan Campbell **Phone/Email:** 406 243 4731
duncan.campbell@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): *Indians into Psychology Program*
5. **Program Staff Name:** Duncan Campbell **Phone/Email:** See above

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

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

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 Indians into Psychology (InPsych) program educates doctoral level clinical psychologists who have Indigenous Identities. UM's Psychology Program includes six InPsych Scholars currently. Two of these students are enrolled members or descendants of the Blackfeet Nation. Native and non-Native doctoral students in our graduate program provide supervised mental health care to patients and families at two sites on the Flathead reservation. Students provide mental health care and psychological assessment services to patients at CS&KT Tribal Health in Mission and at the Tribal Defender's Office in Pablo, MT.

In August of 2021, the InPsych Program also provided an educational outreach program to undergraduates and recent graduates with Indigenous identities. Program attendees included Blackfeet, Salish, and Northern Cheyenne students. The summer program provided information to these students about graduate level study in MT in mental/behavioral health.

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.

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

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

11. Are there **photographs** to support the narrative? () Yes (X) No
Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify 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?

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:** 5/30/2022
2. **State Agency/Division/Program:** University of Montana/Mansfield Center
3. **Narrative Coordinator Name:** Deena Mansour **Phone/Email:** [406-243-2713](tel:406-243-2713)/deena.mansour@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): MANS
5. **Program Staff Name:** Kelsey Stamm Jimenez **Phone/Email:** 406-243-2838

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

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

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

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

U.S. Department of State Study of the U.S. Institute for Secondary Educators: In May 2020, the U.S. Department of State's SUSI Educators met with leaders at Salish Kootenai College (SKC) to discuss Indigenous higher education, and how SKC serves Tribal members and other Indigenous peoples' in their pursuit of culturally-relevant higher education. These 20 SUSI Educators from 20 different countries will take lessons learned to apply to their schools in their home countries, in order to implement more diverse and inclusive education in their classrooms and schools.

U.S. Department of State Young Southeast Asian Leaders Initiative Academic Fellowship: On Friday, May 20, 2022, 20 YSEALI Academic Fellows joined the Bison Range Restoration Celebration, in recognition of the restoration of stolen land back to the Confederated Salish and Kootenai Tribes (CSKT). Fellows observed the powwow and met with Séliš, Ksanka and Qíispé Tribal elders and CSKT leaders to learn about the process to restore this land, the cultural and historical significance, and what this means for Indigenous peoples across the U.S. for the ongoing pursuit of reclamation of land and artifacts of significant cultural and spiritual value.

2022 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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During this same field study, YSEALI Academic Fellows met with University of Montana graduate student and member of the Blackfeet Tribe, Brandon Kittson, on his research regarding bison reintroduction and ecological impacts. While on the Reservation, they also participated in Native games, and learned about additional CSKT efforts for environmental restoration and conservation.

U.S. Department of State Young Southeast Asian Leaders Initiative Professional Fellows Program (YSEALI PFP): In May and June 2022, three YSEALI PFP Fellows worked with CSKT Tribal members as professional placement hosts and host families. CSKT Tribal members provided virtual introductions and an in-person, month-long professional fellowships for three YSEALI PFP Fellows, to develop their leadership skills and respective professional skills in wildlife management, community economic development, and legal advocacy and practice for Indigenous peoples. All 25 of the YSEALI PFP Fellows met with the CSKT Tribal Council and Salish Kootenai College as a part of their cultural exchange but also to learn about Indigenous sovereignty and education on the Reservation.

National Science Foundation (NSF) International Research Experiences for Students (IRES): Multidisciplinary Training on Wildlife and Natural Resource Conservation from an Indigenous Perspective. A collaboration with Global Engagement Office (GEO), the College of Forestry, and the Mansfield Center resulted in the funding of an NSF-IRES grant to conduct two, 13-day advanced study institutes (ASIs) in India to provide hands-on and field-based learning opportunities in wildlife and natural resource conservation, including 10 Indigenous participants from the U.S. and Indigenous students with the Wildlife Institute of India. While the 10 U.S. participants represented Indigenous Tribes nationally, both the Blackfeet and CSKT Tribes were represented in this first exchange to India in January 2022. This grant will run through 2023, with a second ASI next year.

Mansfield Dialogues and Mansfield Annual Lecture: Blackfeet Tribal member Denise Juneau led discussions in two Mansfield events: *University of Montana Constitution Day: Does the Constitution Establish a Democracy? Reflections on Voting Rights* in September 2022; and the *2022 Annual Mansfield Lecture with Condoleezza Rice and Michael McFaul* in April 2022. Over 800 people attended the UM Constitution Day event and there were 200 people attending the in-person portion of the Mansfield Lecture, with 3,000 registered virtual viewers and broadcast to C-SPAN's three channels, a potential viewership of 47 million.

During both these virtual and live events, Juneau provided the audience with context regarding the inclusion of Indigenous peoples in democracy and elections. Also asking a live question to Rice and McFaul during the Mansfield Lecture was Keaton Sunchild, a member of the Chippewa-Cree and Political Director for Western Native Voice. Sunchild asked a question regarding examples of effective inclusion of Indigenous peoples in other parts of the U.S. and the world that demonstrates the power of their participation.

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.

N/A

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

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? (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: Bison Range Restoration (Attached)

Photo Caption (include the name of the event/persons, location, and date): U.S. Department of State YSEALI Academic Fellow at the Bison Range Restoration Powwow with CSKT Dancer.

Photo Credit: Heidi Blair

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



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:** May 27, 2022
2. **State Agency/Division/Program:** Missoula College
3. **Narrative Coordinator Name:** Brad Hall **Phone/Email:** (406) 450-0369
bradford.hall@mso.umt.edu
4. **Activity Name:** Little Shell Meeting
5. **Program Staff Name:** Tom Gallagher & Grace Gardner **Phone/Email:** 406 243-7921
grace.gardner@mso.umt.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 checked="" 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 2022 | <input checked="" 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.

On November 8, 2021 Missoula College hosted Chairman Gray and a few members of the tribal council from 10am-12pm. We had coffee, tea, pastries and a wonderful discussion about the educational goals of the Little Shell tribe and how Missoula College can help with future plans. The premise of this meeting was to explore how potentially Missoula College and the Little Shell tribe could collaborate and build a relationship to advance the educational goals of the Little Shell tribe. Chairman Grey indicated that it is the hope of the Little Shell people to hopefully have their own two-year institution and “that they need to start somewhere” so it’s great to have as many conversations about collaboration as possible.

Missoula College followed up after the meeting with more information about dual enrollment opportunities for high school students, the 1-2 Free Program and a list of online courses for the spring 2022 semester.

We would like to continue conversations with the Little Shell tribe and look forward to future collaboration.

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

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.

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.

Also in November, we received a call from Angela McLean, OCHE Director of American Indian and Minority Achievement. Across the Montana University System, Director McLean reported a 7.6% increase in Native American student enrollment and a 7.9% increase in retention. She was particularly complimentary of Missoula College’s efforts to enhance student services and provided data indicating an increase in Native American student enrollment and retention. Over the last three years (AY’20 - AY’22), Missoula College has experienced an 14% overall increase in Native American student enrollment when compared to the previous three-year period (AY’17 - AY’19). In Autumn Semester 2021, Native American students comprised 9% of the Autumn census enrollment at Missoula College, in comparison to 4.5% of the Autumn Semester 2017 census enrollment. These data points speak highly of investments made to student success across campus and the leadership of UM Tribal Outreach Specialist Dr. Brad Hall.

Missoula College looks forward to expanding equity and access to UM MC Native American students in the future by potentially exploring designating a space for Native American students, revisiting the applications for our CTE programs to ensure we are specifically targeting and welcoming our Native American students to apply and that we continue to recruit (and hopefully scholarship) Native American students. Our new Director for Student Success has also been working with our Native American students to create an Indigenous and BIPOC support group specifically at Missoula College. Additionally, we want to continue our community of practice in Cyber range services to provide shared institutional strategies across the state in Native American communities. There are so many potential areas to continue to improve our relations with tribal communities, and we look forward to working with Brad Hall on upcoming strategies and goals for next year.

11. Are there **photographs** to support the narrative? () Yes (X) 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:

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

Photo Credit:

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

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report? Have the format be in an online survey format that way people don't need to find this form and email it.

It could be in an easier format online and it would be a quicker process. Move #8 and #9 to a few sentences rather than a few paragraphs. The length might deter people from filling out the report (for even small but very important tribal relations). Send reminders- good work!

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:** 5-18-22
2. **State Agency/Division/Program:** Native American Studies Department, University of Montana
3. **Narrative Coordinator Name:** David Beck **Phone/Email:** 243-6097/david.beck@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): *Arlee High School Class presentations*
5. **Program Staff Name:** David Beck **Phone/Email:** 243-6097/david.beck@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 2022 | <input checked="" type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input checked="" 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.

Gave presentations on tribal governance and tribal sovereignty to U.S. government classes at Arlee High School, March 8, 2022

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.

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

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

Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify 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?

2022 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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:** 6/15/22
2. **State Agency/Division/Program:** UM National Native Children’s Trauma Center
3. **Narrative Coordinator Name:** Marilyn J. Zimmerman
Phone/Email: 546-8343/Marilyn.zimmerman@umontana.edu
4. **Activity Name** *(the file name should reference this topic):* *CSKT Trauma-Informed Family Courts*
5. **Program Staff Name:** Marilyn J. Zimmerman
Phone/Email: 546-8343/Marilyn.zimmerman@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 checked="" type="checkbox"/> Started before FY 2022 | <input type="checkbox"/> Started during FY 2021 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2021 |

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 CSKT Trauma-Informed Family Court is a collaboration between the University of Montana’s National Native Children’s Trauma Center (NNCTC) and the CSKT Tribal Courts. The purpose of the project is to train and support judges, prosecutors, defense attorneys, administrators, advocates, and staff personnel that include behavioral health providers in trauma-informed best approaches and practices. 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 including training, court assessment and practice consultation with all court personnel.

The funding which comes from the Substance Abuse and Mental Health Services Administration’s Category II Treatment and Adaptation Center—will accomplish four primary goals:

- Increasing the number of court personnel who are trained to identify and help support clients who have experienced traumatic events which contribute to the maladaptive coping behaviors that results in negative contact with law enforcement and the justice system.

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·Bring awareness to court personnel that sanctioning and punishing clients is not evidence-based and often results in recidivism.

·Promote the development of court strategies (policies and procedures) that are trauma-informed and better support clients including referrals to behavioral health and substance abuse treatment, address housing needs, ensure family preservation.

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. 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

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11. Are there photographs to support the narrative? () Yes (x) 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:

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

Photo Credit:

Note: n/a

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

2022 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)

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:** 6/15/22
2. **State Agency/Division/Program:** UM 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** *(the file name should reference this topic):* *Sister Nations Empowerment Project*
5. **Program Staff Name:** Maegan Rides At The Door
Phone/Email: 243-2644/Maegan.ridesatthedoor@umontana.edu

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

- | | |
|---|---|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <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 2022 | <input type="checkbox"/> Started during FY 2021 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2021 |

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.
- 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.

**2022 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2020 - June 30, 2021)**

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

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.

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 a mental health provider, cultural consultant and youth outreach worker that work on the reservation. This project has provided training to community members and supported train-the-trainer events for community members to become trainers in gatekeeper trainings.

11. Are there photographs to support the narrative? () Yes (x) 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:

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

Photo Credit:

Note: News stories have been published in the Fort Peck Journal and the Glasgow Courier about this project.

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

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:** July 1, 2022
2. **State Agency/Division/Program:** University of Montana Office of Organizational Learning and Development
3. **Narrative Coordinator Name:** Jasmine Zink-Laine **Phone/Email:** (406) 243-2878 / jasminezink.laine@umontana.edu
4. **Activity Name** (*the file name should reference this topic*): Office of Organizational Learning and Development
5. **Program Staff Name:** Jasmine Zink-Laine **Phone/Email:** (406) 243-2878 / jasminezink.laine@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 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.

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 Office of Organizational Learning offered a suite of programs aimed at creating a more culturally aware University of Montana campus, specifically focused on 1) creating culturally safe spaces for American Indian Students, 2) Indigenous mentoring for faculty, and 3) inclusive pedagogy related to indigenous ways of knowing.

[Creating Culturally Safe Spaces for American Indian Students](#)

Monday, April 4, 2-4 p.m., via Zoom

This session will cover a timeline of history from an Indigenous perspective focusing on how historical events still impact American Indian communities and access to education today. Includes tangible skills and the importance of utilizing decolonizing approaches to alleviate barriers and support healing of historical/intergenerational trauma from a holistic approach. Participants will learn what it means to practice cultural safety by validated Indigenous worldview, experiences and knowledge. There will be handouts provided to participants as well as a time for reflection throughout and debrief/questions afterwards.

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

Presenter: Turquoise Skye Devereaux, MSW, is part of the Salish and Blackfeet tribes of Montana. She works with organizations and institutions on resiliency, diversity, equity, inclusion, and trauma-informed approaches to support Indigenous identity revitalization in rural and urban settings.

Indigenous Mentoring Program Workshop

Friday, February 4 and Friday, February 11, 1-3:30 p.m., via Zoom

Marilyn Zimmerman, Senior Director of Policy and Programs, National Native Children's Trauma Center, and Jennifer Harrington, Native American Natural Resource Program Coordinator, W.A. Franke College of Forestry and Conservation, will lead a two-part workshop series for faculty, graduate students, administrators and staff who currently mentor, or who are interested in mentoring, American Indian/Alaska Native students. On February 4, attendees will engage in facilitated sessions with a number of presenters who will share knowledge about cultural humility, establishing and sustaining healthy mentor-mentee relationships, and campus and community-wide services and programs available for AI/AN students. The February 11 workshop will focus on indigenous research methodologies, best practices for disseminating research in Native communities, and indigenous mentoring practices.

Learning on Indigenous Land: Practicing an Inclusive Pedagogy

Friday, October 29 AND Friday, November 5, 12:30-2:30 p.m., via Zoom

This two-part workshop series will focus on approaches to creating a diverse and inclusive learning environment. The workshops will cover inclusive excellence with a focus on Indigenous pedagogy and the Indigenous student experience. Using the foundation of the Four Rs (Respect, Relevance, Reciprocity, and Responsibility), we will guide faculty and staff in engaging conversations about creating and practicing inclusive pedagogy.

Presenter: Salena Beaumont Hill, Ph.D., Apsáalooke (Crow)/Amaskapi Pikuni (Blackfeet) Nations, UM Director of Inclusive Excellence for Student Success and Instructor in Native American Studies.

9. Are there **photographs** to support the narrative? () Yes (X) 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:

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

Photo Credit:

I have some group photos from 2021 if that would be helpful? The 2022 program will run July 16-29.

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

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:** 6/15/22
2. **State Agency/Division/Program:** University of Montana, Student Success, Student Advocacy Resource Center (SARC)
3. **Narrative Coordinator Name:** Jen Euell **Phone/Email:** 406-243-5244, jen.euell@mso.umt.edu
4. **Activity Name** *(the file name should reference this topic):*
5. **Program Staff Name:** Jen Euell **Phone/Email:** jen.euell@mso.umt.edu

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

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

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

- | | |
|---|--|
| <input type="checkbox"/> Started before FY 2022 | <input checked="" type="checkbox"/> Started during FY 2022 |
| <input type="checkbox"/> Ongoing/Long-Term | <input checked="" type="checkbox"/> Completed/finalized during FY 2022 |

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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.

SARC partnered with Project Beacon of All Nations Health Center and Native Action Inc in Missoula to put on several awareness raising events around Sexual Assault Awareness Month in April 2022. Notable activities included our Sexual Assault Awareness Month Kickoff event, April 6th, in front of Main Hall at UM, which attracted about 75 people and served to raise awareness about the prevalence of sexual assault, as well as giving attendees action steps for prevention. The event featured Shayla Beaumont, Program Director of Project Beacon, who spoke about the prevalence rates of sexual assault, interpersonal violence and human trafficking for native people in Montana. Other partners included Make Your Move of Missoula County, the UM Lambda Alliance and Allies, and UM SEA Change. This event was paid for primarily by SARC, with support from several other UM entities. The cost was approximately \$1,000. Photo attached.

In addition, SARC partnered with Native Actions Inc to put on a Missing and Murdered Indigenous Women Day Action of May 5, 2022 in front of Main Hall at UM. This event featured many indigenous speakers including family members of missing and murdered indigenous people, as well as advocates and changemakers. The event attracted about 200 people and served to raise awareness and support about the prevalence and impact of Missing and Murdered Indigenous People.

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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.
- No new laws, rules or policies have been implemented that would impact tribal relations in the last year.
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.
- SARC does not require the disclosure of race or ethnicity to participate in our services, so we do not have accurate statistics to share in this area.
11. Are there **photographs** to support the narrative? () 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: SAAM 2022

Photo Caption (include the name of the event/persons, location, and date): Sexual Assault Awareness Month Kickoff Event, April 6, 2022. Jen Euell, SARC Director, Dr. Ali Pepper, SARC Outreach Education Coordinator, Shayla Beaumont, Project Beacon Director, All Nations

2022 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Photo Credit:



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

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:**
2. **State Agency/Division/Program:** University of Montana Summer Office
3. **Narrative Coordinator Name:** Becka Simons **Phone/Email:** (406) 243-5674 | becka.simons@mso.umt.edu
4. **Activity Name** (*the file name should reference this topic*): Summer Exploration
5. **Program Staff Name:** Becka Simons **Phone/Email:** 406) 243-5674 | becka.simons@mso.umt.edu

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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For the second summer (2022), the UM Summer Office will be running Summer Exploration (<https://www.umt.edu/summer/high-school-students/>), an intensive, pre-college, hands-on transformational learning opportunity with UM and Wild Rockies Field Institute faculty in a live-in, shared two-week experience. Students will take one of three course offerings and earn two credits at the completion.

The cost of the program is \$2,800, which includes the course fee, room and board, all meals and program costs. The UM Summer Office applied for a GEAR UP grant through OCHE for both the 2021 program and 2022. For 2022, the grant was “approved at an allotment of **\$2,800 per GEAR UP student in attendance with a total maximum award not to exceed \$50,400.00**. The course may run with a minimum of six participants for each course and a maximum of ten participants and may be cancelled if fewer than six students register for the UM or WRFI course.” For 2022, we currently have four GEAR UP students enrolled. One from Arlee, two from Box Elder and one from Thompson Falls.

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.

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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.

One of our 2021 GEAR UP students will be entering UM as a freshman in the fall. Her cousin will be a 2022 program participant.

One of the great things from the 2021 program that I shared with GEAR UP/OCHE last year was seeing a student from a small town in Montana (who rarely left her town) become almost instantly best friends with a student from a small town in California (who also rarely left her town) – who both recognized that they probably would never had met had it not been for this program. That was pretty amazing to see students come out of their comfort zone and try something new and I think that sharing those experiences with the GEAR UP liaisons might help get more people interested in knowing they too can have that experience :)

11. Are there **photographs** to support the narrative? () 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.

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