

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/15/2023
2. **State Agency/Division/Program:** MSU, Jake Jobs College of Business and Entrepreneurship
3. **Narrative Coordinator Name:** Ana Voss **Phone/Email:** 406-994-4681, ana.voss@montana.edu
4. **Activity Name** (*the file name should reference this topic*): AIBL is the “only American Indigenous non-profit organization
5. **Program Staff Name:** Virginia Bratton **Phone/Email:** 406-994-6785, virginia.bratton@montana.edu

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

- | | |
|---|---|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input 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 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.
 - 1) AIBL is the “only American Indigenous non-profit organization solely dedicated to empowering business students in the United States” (<https://www.aibl.org/about>). After a hiatus of several years, Jobs College faculty reestablished AIBL at MSU in fall 2019. While there was much interest among Native students at MSU, there is hesitancy among many to participate in a business-oriented club. In academic year 2022/2023, a core group of active members led this chapter, which included students from economics, engineering, and business. Our goal in year 4, was to increase our outreach activities and attend the national conference.

Currently, the MSU chapter of AIBL represents the only formal Indigenous student activity in the Jake Jobs College of Business and Entrepreneurship [JJCBE]. Our year 4 accomplishments include:

- Interaction with Recruiters at Fall and Spring Career Fairs. We hosted Enterprise and NAVSEA – both recruiters articulated a keen interest in engaging with Indigenous students at MSU.
- Participated in and organizing campus outreach activities including participation at the Indigenous student orientation in fall and *Indigenous Student Fair & High School Recruitment: A Native Pathways Event* in the spring, hosted a recruitment event in Fall

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

2023, raised MSU awareness of traditional Indigenous food by selling fry bread in the campus center, participated in a Maori cultural exchange workshop in fall, and represented AIBL on court at a MSU Women’s Basketball game.

- Organized and hosted an Indigenous panel which took place at the Museum of the Rockies in November 2022. The event, *Entrepreneurship in Montana: A Native Perspective*, was co-sponsored by the Museum of the Rockies, the Blackstone Launchpad, and the Bracken Center and Jabs DEI groups at the Jake Jabs College of Business and Entrepreneurship. The event was catered and all attendees had free access to the Museum exhibit: *Apsáalooke Women and Warriors* after the panel discussion.
- Worked with an AIBL member to develop an application called *MSU NorthStar* to support Indigenous students as they navigate MSU campus. The chapter developed a business plan for this project and submitted it to the national 2023 AIBL business plan competition where they took 2nd place in the University Division.

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? (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.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: Fall Recruitment
Photo Caption (include the name of the event/persons, location, and date): 2 new students talking to Virginia Bratton, AIBL advisor, American Indian Hall, August 19, 2022
Photo Credit: Laura Black

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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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:** May 31, 2023
2. **State Agency/Division/Program:** Honors College, Montana State University
3. **Narrative Coordinator Name:** Asst Dean Steven Davis
Phone/Email: (406) 994-2822 | steven.davis2@montana.edu
4. **Activity Name** *Honor Bound, Honors College, Montana State University*
5. **Program Staff Name:** Dawn Major, Assistant to the Dean
Phone/Email: (406) 994-4110 | dmajor@montana.edu

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

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|---|--|
| <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.

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

The Honors College Tutoring Program in the American Indian Student Success Center is now in its fifth year. Ten volunteer Honors tutors offered 35- 40 hours of free tutoring each week. The endowed Alpenglow Presidential Scholarship designated for an AI/AN student, as well as \$250K investment from the MYSUN Foundation are funding seven AI/AN 7th Generation Presidential Scholars over the next four years in the Honors College at Montana State. In August 2021, we launched the Honor Bound Program, created to recruit and retain outstanding American Indian/Alaska Native (AI/AN) Students to Montana State University, and modeled after the Hilleman Scholars Program, with programming before the start of the academic year, and also during the academic year. The first two cohorts of twelve AI/AN students have been mentored by MSU Honors Alumnus Steven Davis, a member of the Lower Brule Sioux and descendant of the Blackfeet Nation.

This spring, we secured a \$15,000 annual grant over the next three years to expand the Honor Bound pre-Fall semester program for incoming AI/AN students in the Honors College. Aligned with the University’s strategic plan (GOAL 1.1) to “...broaden access for underrepresented populations and increase academic success for all students through excellence in undergraduate education,” this student-centered initiative will provide additional support across their first two semesters to inspire our next generation of indigenous scholars and transform their communities at home and abroad.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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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. N/A
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

The Honor Bound Program and the 7th Generation Presidential Scholarship are increasing the recruitment and persistence of AI/AN students in the Honors College at Montana State University. Noteworthy this year, the Honors College awarded four (4) new 7th Generation Presidential Scholarships. All of the honorees were American Indian and/or Alaska Native (AI/AN) students in the Honors College. For reference, the 2nd year continuation (i.e. freshman – sophomore persistence) 2nd year continuation of the fourteen (14) first-time, full-time students admitted to the Honors College was 92.9% as compared to 72% of the rest of their MSU peers. All of the 7th Generation Presidential Scholars and Honor Bound students have returned this Spring semester. These numbers represent significant improvement as only two years ago, in Fall 2020 there were only five (5) American Indian students admitted to the Honors College as first-time, full-time students – the lowest count since 2012 – as compared to nineteen (19) that identified as AI/AN students in our incoming Fall 2022 class.

11. Are there **photographs** to support the narrative? (X) Yes () No
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2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: Honor_Bound_2022.JPEG

Photo Caption (include the name of the event/persons, location, and date): Montana State Honor Bound students attend the pre-Fall Semester Program Welcome Dinner on August 21, 2022, in American Indian Hall in Bozeman, Mont.

Photo Credit: photo by Steven Davis

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: 7TH_Generation_Presidential_Scholars.JPG

Photo Caption (include the name of the event/persons, location, and date): Montana State 7th Generation Presidential Scholars Cassie Baker, Andrea Storer, and London Poor Thunder pose for a photo in Inspiration Hall with MSU President Waded Cruzado and Dean Jeffrey Heys at the Presidential award banquet September 19, 2022, in Bozeman, Montana.

Photo Credit: MSU photo by Kelly Gorham

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

No suggestions at this time.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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1. **Submission Date:** 5/23/23
2. **State Agency/Division/Program:** MSU/HHD/Montana Team Nutrition Program
3. **Narrative Coordinator Name:** Aubree Roth **Phone/Email:** aubree.roth@montana.edu
4. **Activity Name:** Montana Farm to School and Harvest of the Month Activities
5. **Program Staff Name:** Aubree Roth **Phone/Email:** aubree.roth@motnana.edu

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

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

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

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The Montana Harvest of the Month (mtharvestofthemonth.org) features as different Montana grown or raised food each month in schools, afterschool programs, daycares, early care education sites, healthcare facilities, businesses, and organizations. Some of the materials feature Traditional foods, such as bison, or include Native knowledge in materials that feature more cultivated foods, such as facts about chokecherries, herbs, squash, etc. The herbs materials are the newest, being published during the reporting period. Sites continue to use the past materials.

Montana Team Nutrition has also integrated Tradition foods and Indigenous knowledge in trainings and programs whenever possible. Examples include having sessions on Native food sovereignty and Indigenous foods at the Montana Farm to School Institute Summer Retreat in August 2022 or featuring resources such as the Traditional Foods in Montana School Meals Toolkit in a Local Procurement online module that will be available by June 30, 2023.

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.

NA

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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.

Information not available.

11. Are there **photographs** to support the narrative? (X) Yes () No
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Photo File Name: F2SInstitute22_retreat_photo_MTN_76 copy

Photo Caption (include the name of the event/persons, location, and date):
Mariah Gladstone, Founder of IndigiKitchen, shares knowledge of Indigenous foods and plants while giving a food demonstration during the Montana Farm to School Institute Summer Retreat in August 2022.

Photo Credit: Aubree Roth

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?
It would be helpful to provide training and support in advance to ensure we know what should be tracking and reporting, what is required and what is optional, etc.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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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:** May 10, 2023
2. **State Agency/Division/Program:** Montana State University
3. **Narrative Coordinator Name:** Phone/Email:
4. **Activity Name** *Healing through Education, Art, and Resiliency Teaching*
5. **Program Staff Name:** William Ruff **Phone/Email:** 406 994-4182/ wruff@montana.edu

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

- | | |
|---|---|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input checked="" type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
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8. In 1-2 paragraphs, describe the **purpose** of the state-tribal activity, its **significance**, major **accomplishments**, and overall **impact**. Please include a **brief description** of the state program contributing to the activity, timelines, cost and monetary contributions, location, other partners, etc.

The Healing through Education, Art, and Resiliency Teaching (HEART) project seeks to improve well-being and school success of elementary students living on the Fort Peck Indian reservation. It is a classroom level intervention designed to reduce health and education disparities among the community's youth.

This project builds upon community members' suggestions to create a program which improves health and well-being among young people living on the reservation. A goal of this program is to help young community members' ideas and self-expression of wellbeing to grow. HEART is designed to foster elementary-aged students' resilience (through/by promoting) self-expression in the classroom. The HEART interventions in the short term seeks to improve student resiliency resulting in a reduction of school absenteeism, decreased behavioral incidents, and decreased visits to the school health clinic by students suffering from somatic symptoms rooted in anxiety and depression. Roosevelt county has a mortality rate more than a decade shorter than the rest of Montana. Increasing resilience in children will reduce chronic illness, mental illness, substance abuse as these children age, as well as decrease risky behaviors resulting in accidental death or dismemberment.

The CDCs report that schools can make a profound difference. As children, 61% of adults in the US experienced abuse or neglect, grew up with poverty, hunger, violence or substance abuse, experienced gender-based discrimination and racism or lost a parent to divorce or death. These stressors contributed to chronic health problems, mental illness and substance misuse down the line. On the other hand, positive practices build resilience. Increasing the sense among all students that they

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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are cared for, supported and belong at school is just one way to reduce the impact of social determinants of health. The HEART project aims to facilitate such positive practices and improve the socio-emotional development of children through school-based activities and classroom interactions between the teacher and his/her students.

The HEART program includes teachers who participate in professional development, which is focused on gaining skills in trauma-informed and culturally responsive teaching. Teachers receive feedback from classroom observations and coaching to improve classroom climate. The vital part of the program is made up of monthly activities in which students are guided by community Elders and cultural experts, and a nurse practitioner in the creation of artwork that reflects students' development and understanding of well-being, self-identity, resiliency, and coping.

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 HEART project is rapidly expanding across the Fort Peck Indian Reservation. Last year, we piloted the interventions with 57 3rd graders and their 3 teachers. Teachers demonstrated a significant positive increase classroom climate and student-teacher relationships between September and May. Succinctly put, coaching teachers on trauma informed, culturally responsive teaching practices seemed to facilitate a 1.3 effect size in the growth of a positive classroom climate. The gains made by teachers were related to positive changes in student resiliency where children felt cared for, supported, and that they belong in school. This past year, the project expanded to engage an entire school of 172 elementary students and their 9 teachers. The project activities were also formally added to the curriculum of the school. This next year, the project will expand again to serve 4th, 5th, and 6th grade students and teachers in 3 school districts, approximately 480 children and 30 teachers. Next year, we will also work on sustaining the project by creating a toolkit to be used by teachers and healthcare providers and create a consortium of schools, the tribal health program, and the tribal college.

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.

A total of 176 4th, 5th and 6th graders and their 9 teachers were served this year. The data is still being gathered and analyzed to determine the impact of the project on a larger number of participants. Furthermore, the project has received funding support (approximately \$40K) from several funders including the Gianforte Family Foundation, the Montana Academy of Pediatrics, the school district, as well as MSU's The Mark and Robyn Jones College of Nursing and the College of Education, Health and Human Development.

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

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2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: 5th Grade children expressing their ideas through art
Photo Caption (include the name of the event/persons, location, and date): Monthly HEART activity at Northside School
Photo Credit: Sarah A. Ruff

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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12. Do you have any suggestions on how to improve the Governor's Tribal Relations Report?

No

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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:** April 28, 2023
2. **State Agency/Division/Program:** Montana State University
3. **Narrative Coordinator Name:** Mark Schure **Phone/Email:**406-994-3248/
mark.schure@montana.edu
4. **Activity Name** Montana Sustainable Communities / Daásachuchik (Strong Heart)
5. **Program Staff Name:** Mark Schure **Phone/Email:** 406-994-3248/ mark.schure@montana.edu

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

- | | |
|--|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
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Montana Sustainable Communities: This project is a 5-year United States Department of Agriculture funded project aimed to engage youth on the Flathead and Rocky Boy communities. The main purpose of this project is to guide youth in developing and disseminating mental health awareness campaigns in their schools and communities. So far, project coordinators have implemented the Youth Awareness of Mental Health (YAM) programs to freshman classes in these selected schools and initiated 3 student cohorts, despite the challenges that COVID presented in doing so. This project partners with MSU Extension and tribal schools. Current efforts are underway to expand partnerships and strategize ways for sustainability of programming past the funding period. Annual budgets = \$280,000

Daásachuchik (Strong Heart): This project is in a developmental phase, funded by the Center for American Indian and Rural Health Equity (CAIRHE). We partner with Messengers for Health, a Crow tribal non-profit health organization with the goal to develop and implement a trauma-informed program to address mental health and wellbeing. Currently, we are conducting and discussing interview stories that will help guide the development and implementation of the program. Our plans for this coming fiscal year are to finalize the development and then pilot the program with a couple dozen community members. Annual budgets = \$50,000

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Not applicable

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

Both projects fund full-time positions or contribute to part-time positions in each of the three tribal communities. The Montana Sustainable Communities project serves all freshman students via YAM curriculum, youth cohort engagement (~60 students), and the broader community through the awareness campaigns. Currently, the Daásachuchik (Strong Heart) project is serving about 12 community members as they are provided opportunities to share their stories that deeply affected their lives.

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: RMS flower detail
Photo Caption: Distribution of flowers with encouraging message symbolized by the semi-colon
Photo Credit: Flathead site project coordinator

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Photo File Name: summer day camp 21 rafting

Photo Caption: Flathead youth cohort rafting at a summer leadership camp

Photo Credit: Flathead site project coordinator

Ronan students learn about mental health



Tammy Young photo

The halftime event saw students play in a mental health trivia competition.

Photo File Name: Ronan event

Photo Caption: School basketball tournament provided youth an opportunity to share about their work on the project

Photo Credit: Flathead site project coordinator

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Photo File Name: School booth

Photo Caption: Sharing with younger youth about mental health

Photo Credit: Flathead site project coordinator

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

No

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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:** 5/8/2023
2. **State Agency/Division/Program:** Montana State University Food Product Development Lab (FPDL)
3. **Narrative Coordinator Name:** Wan-Yuan Kuo **Phone/Email:** 406-994-3259
4. **Activity Name** (*the file name should reference this topic*): *Supporting Tribal Food Sovereignty with Food Science – A Western Sustainable Agriculture Research and Education Project*
5. **Program Staff Name:** Rebecca Richter **Phone/Email:** 406-314-8994

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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We have partnered with the Confederated Salish and Kootenai Tribes (CSKT) to integrate their local knowledge and food science to create a culturally-sensitive, value-added Native food initiative. Our major accomplishments over the first two project years were: 1) conducting interviews with Native producers and food service workers to identify needs, interests, challenges, and recommendations in supplying, sourcing, processing, marketing, and distributing local foods to local communities; 2) initiating community advisory board meetings and presentations to the CSKT Government to introduce our proposed projects and seek guidance and approvals of upcoming project activities; 3) offering consultations with Flathead Reservation and Native food stakeholders to offer technical information in food research, development, and testing; 4) placing a Montana Pollution Prevention (MTP2) summer intern with a Tribal business to assist them in pollution reduction; 5) Developing educational videos for CSKT business owners and community members.

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.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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In fall 2022, the Confederated Salish and Kootenai Tribes updated their review process for all research conducted on the Flathead Reservation. This transition affected our project in several ways: First, when the Tribes announced they would update their review process, our research was placed on hold for several months. Second, it will further delay the project's progress due to all research needing to be resubmitted through the updated CSKT Review process, which now includes a Reservation Review Board, Institutional Review Board, and Tribal Council. This updated review process is in the best interest of the CSKT to ensure that only equitable research partnerships will exist with their community, which we believe is critical for the sovereignty of all Tribal Nations. However, it has illuminated potential misalignment between the timelines of academia and grant reporting with the development of successful community-based research partnerships with 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.
- Organized one Montana Pollution Prevention internship with the Native Fish Keepers, Inc. and offered recommendations for reducing the amount of waste produced from processing Lake Trout harvested from Flathead Lake.
 - Partnered with American Indian Foods (AIF) to create 4 educational videos on food product regulations, labeling, and naming. The videos are available to CSKT food businesses (members of AIF).
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.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



File name: Elissa-Ikola-NFKI-1

Caption: 2022 Montana Pollution Prevention intern Elissa Ikola processes harvested Lake Trout with Native Fish Keepers, Inc. on Flathead Lake

Credit: Native Fish Keepers, Inc.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



File name: Elissa-Ikola-NFKI-2

Caption: 2022 Montana Pollution Prevention intern Elissa Ikola works in Native Fish Keepers, Inc.'s fish processing facility

Credit: Native Fish Keepers, Inc.

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

No

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/31/2023
2. **State Agency/Division/Program:** Montana State University Library (MSU), Tribal College Librarians Institute (TCLI)
3. **Narrative Coordinator Name:** Mary Anne Hansen **Phone/Email:** 406/994-3162, mhansen@montana.edu
4. **Activity Name** *(the file name should reference this topic):* [TCLI MSU Library 2023_Governor's_Tribal_Relations_Reports_TCLI_MSU_Library](#)
5. **Program Staff Name:** Robin Francis **Phone/Email:** 406/994-4997, robin@montana.edu
6. **Select Tribe(s) Involved:**

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

<input type="checkbox"/> Started before FY 2023	<input type="checkbox"/> Started during FY 2023
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2023

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 annual Tribal College Librarians Institute (TCLI) is a weeklong conference, sponsored by the MSU-Bozeman Library, held each June to meet the professional development needs of tribal college librarians from Montana and beyond. Each year there are 15-20 programs, many of which are presented by the TCLI participants themselves, sharing their successful grant projects on topics such as archival practices, digitization, language preservation, summer and after-school reading programs, intergenerational programming, etc. TCLI will meet for its 33rd gathering, June 5-9, 2023, on the Montana State University campus in the American Indian Hall. There will be 54 participants, presenters, and exhibitors in attendance, a handful of them virtually through WebEx. There are 16 programs scheduled for TCLI 2023. As TCLI 2023 has not taken place yet, a photo from TCLI 2022, taken in the American Indian Hall, will be included below.
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

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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: **TCLI2022_groupphoto_cropped**

Photo Caption (include the name of the event/persons, location, and date): **TCLI 2022, American Indian Hall, MSU-Bozeman Campus**

Photo Credit: **Star Bradley, MSU Library**

TCLI 2023 Participants, Presenters*, Exhibitors&:

John Baken, Little Big Horn College (MT)

Tim Bernardis, Little Big Horn College (MT)

Marcella Blood, Red Crow Community College (AB, CA)



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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Joy Bridwell, Stone Child College (MT)
Hannah Buckland, Minnesota State Library (MN)
Lacey Calvert, Leech Lake Tribal College (MN)
*Donald Chalmers, Consultant, Thunderhawk LLC (WA)
Keith Cich, Fond Du Lac Tribal Community College (MN)
Kathy Cline, North Dakota State Library (ND)
Samantha Courchane, Stone Child College (MT)
Kim Dickson, Leech Lake Tribal College (MN)
Eva English, Retired Library Director, Aaniiih Nakoda College (MT)
Michael Fast Buffalo Horse, Medicine Spring Library (Blackfeet Community College, MT)
*Jamie Flood, National Agriculture Library (*virtual presenter*, MD)
*Daniel Glenn, Little Big Horn College (MT; WA Architect)
*David Greisen, Open Law Library (*virtual presenter*, DC)
Mary Anne Hansen, TCLI Coordinator, Montana State University Library (MT)
Karen Haught, College of Muscogee Nation (OK)
*Richenda Hawkins, Linn Benton College (OR)
Clyde Henderson, Diné College (NM)
Samanthi Hewakapuge, San Juan College (NM)
Sharon Janis, Oglala Lakota College (SD)
*Manisha Khetarpal, Maskwacis Cultural College (AB, CA)
Neeraj Khetarpal, Maskwacis Cultural College (AB, CA)
*Dr. Constance King-Gottschall, Nueta Hidatsa Sahnish College (ND)
*Aaron LaFromboise, Medicine Spring Library, Blackfeet Community College, MT
*Dr. Oleksandr Makeyev, Diné College (AZ)
*Amy (Solis) Matthews, Nueta Hidatsa Sahnish College (ND)
Valerie McBeth, Northwestern Indian College (WA)
*Hau'olihiwahiwa Moniz, Native Hawaiian Scholar (*virtual presenter*, HI)
*Kirstin Nelson, National Agriculture Library (MD)
*Rachel Nelson, National Indian Law Library (*virtual presenter*, CO)
*Nicole Palanuk, Yellowhead Tribal College (AB, CA)
Samantha Parker, White Earth Tribal & Community College (MN)
Thelma Peppers, Chief Dull Knife College (MT)
*Dr. Herman Peterson, Diné College (AZ)
Caryl Pfaff, Lac Courte Oreilles College (WI)
Mardell Plainfeather, Little Big Horn College (MT)
Mark Richards, Diné College (AZ)
*Dr. Lorie Roy, U. of Texas-Austin Professor, retired (TX)
Joe Rutherford, Medicine Spring Library (Blackfeet Community College, MT)
*Todd Scudiere, GPO (*virtual presenter*; CA)
*&Bonnie Shucha, University of Wisconsin Law Library (WI)
*Rhiannon Sorrell, Diné College (AZ)
*Brian Sterns, University of Alberta (*virtual presenter*; AB, CA)
*&George Strawley, National Network of Libraries of Medicine, Region 4 (UT)
Doris Watts, Haskell Indian Nations University (KS)
*Mary Weasel Fat, Red Crow Community College (AB, CA)



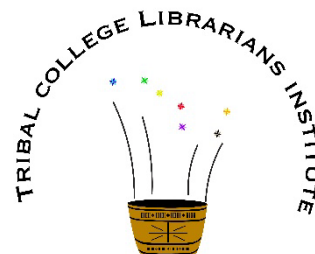
TCLI logo design by Joe Seymour, Jr.
Coast Salish Artist

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Charlene Weis, United Tribes College (ND)
& Greg Weyman, EBSCO (MD)
Ruth DeSouza Wilson, Pawnee Nation College (OK)



Tribal College Librarians Institute (TCLI): June 5-9, 2023
American Indian Hall, Room 166, MSU Campus



Monday, June 5:

- 8:15 am - **Welcome Breakfast and Poster sessions:** *enjoy some nourishment and peruse poster presentations*
- 9:00 am - **Land Acknowledgement, Opening Prayer; Welcome to TCLI & MSU!**
- 9:15–9:30 – **Star Bradley & Jessica Leach, Montana State University Library** – Lightning Poster Presentation, Poster Power: A Strategic Poster Campaign
- 9:25 – 11 *Introductions + institutional updates + Burning Issues that you'd like to discuss this week*
- 10:30 – 11 - **BREAK**
- 11:00 - Noon - *Finish introductions + institutional updates + Burning Issues/TCLI Future needs*
- Noon - 1:30 - **Lunch on your own**
- 1:30 – 4:30 - **Tim Bernardis, Donald Chalmers, Daniel Glenn, Mardell Plainfeather** – Little Big Horn College Cultural Center and Museum Project *(break at presenters' discretion)*
- 4:30 – 5 - **Hannah Buckland, Minnesota Department of Education and Economic Development** – Broadband information & e-rate updates, digital equity opportunities

Tuesday, June 6:

- 9:00 – 10:00 - **Lightning Presentations of Posters, continued** (~15 minutes each to highlight poster content)
- 10:00 – 10:30 **Break**
- 10:30 – 10:45 **Group Photo** (outdoors, weather permitting; indoors if not)
- 10:45 – 12:00 - **Kirstin Nelson & Jamie Flood** (*virtual presenter*), National Agricultura Library Services & Resources, <https://montana.webex.com/meet/x12j691>
- 12:00 - 1:30 - **Burning Issues/Tribal College & University Library Association (TCULA) Discussion catered lunch**
- 1:30 – 1:45 **BREAK**

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

1:45 - 3:00 pm **Rhiannon Sorrell, Dine' College & Sarah French, Research Assistant, University of Kent** - ethical collaboration between Indigenous and non-Indigenous institutions, <https://montana.webex.com/join/x12j691>

3 – 3:30 pm *BREAK*

3:30 – 4:30 pm **Dr. Loriene Roy, UT Austin, retired, & Hau'olihiwahiwa Moniz, Native Hawaiian Scholar, (virtual presenter),** <https://montana.webex.com/meet/x12j691>)

Tuesday 6:15 pm, optional book group discussion of Marrow Thieves with the MSU Friends of the Library Book Group; LOCATION: MSU Renne Library Central Court, right inside the library; pizza to be served, courtesy of the MSU Friends of the Library!

Wednesday, June 7:

9:00–10:00 - **Aaron LaFromboise**, Blackfeet Community College – Art in the library

10 – 10:30 *BREAK*

10:30 – 11:30 **George Strawley**, National Network of Libraries of Medicine, Region 4 – PubMed Basics, UNM Native Health Database; also via WebEx: <https://montana.webex.com/meet/x12j691>

11:30 – 12:30 **Manisha Khetarpal**, Maskwicis Cultural College – Indigenous Knowledge Services Without Borders Online gathering 2022

Wednesday afternoon on your own:

3 pm - optional group outing at Glen Lake Regional Park walking trails, followed by a soak at Bozeman Hot Springs – carpool and meet at the Glen Lake Park parking lot at 3 pm for a 1.7 mile loop on mostly flat terrain.

Thursday, June 8:

9:00 – 9:05 - Announcements

9:05 – 10:30 - **Nicole Palanuk**, Yellowhead Tribal College, **Mary Weasel Fat & Marcella Blood**, Red Crow Community College, & **Brian Stearns**, University of Alberta (virtual presenter) - Decolonizing Description Working Group, <https://montana.webex.com/meet/x12j691>

10:30–11:00 - *BREAK*

11– Noon - **Bonnie Shucha**, University of Wisconsin Law School, **David Greisen**, Open Law Library, (virtual), & **Rachel Nelson**, National Indian Law Library (virtual) – Publishing Tribal Laws, <https://montana.webex.com/meet/x12j691>

Noon-1:30 pm – **lunch on your own**

1:30 – 2:30 – **Dr. Herman Peterson & Dr. Oleksandr Makeyev** - The Diné College Library and its Fruitful Relationship with the Dine' Mathematics Department

2:30 - 3:00 - *BREAK*

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

3:00 – 4:00 - **Dr. Shane Doyle** (Apsáalooke), Educational and Cultural Consultant,
<https://www.nativenexus.net/>

5:30 pm -- **EBSCO-Sponsored Burning Issues Dinner & Discussion** (*our heartfelt thanks to Greg Weyman & EBSCO*), Columbo's Pizza (South 10th & West College Ave.)

Friday, June 9:

9:00 Announcements

9:05–10:05 - **Richenda Hawkins**, American Indian Library Association (AILA) President – AILA Opportunities, <https://montana.webex.com/meet/x12j691>

10:05 – 10:45 **Todd Scudiere** – Free GPO resources (virtual), <https://montana.webex.com/meet/x12j691>

10:45 – Turn in TCLI evaluations; Closing Blessing

Thank you SO MUCH for participating in TCLI 2023! YOU are what make this such a great event!

TCLI logo credit: Joseph Seymour, Jr., Coast Salish Artist



TCLI 2023 Poster Presenters:

Star Bradley & Jessica Leach, Montana State University Library

Manisha Khetarpal, Maskwicis Cultural College

Dr. Constance Ellen King Gottschall & Amy (Solis) Matthews, Nuetsa Hudatsa Sahnish

The Montana State University Library and TCLI Coordinator would like to express our sincerest gratitude to the Greg Weyman/EBSCO, the Mellon Foundation, and the Institute of Museum and Library Services for funding support for TCLI.





2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/26/2023
2. **State Agency/Division/Program:** Montana State University College of Agriculture
3. **Narrative Coordinator Name:** Tracy Dougher
Phone/Email: 406-994-6772/tracyaod@montana.edu
4. **Activity Name** *(the file name should reference this topic):* *Growing and Sustaining Pathways in Agriculture for Tribal Students*
5. **Program Staff Name:** Tracy Dougher
Phone/Email: 406-994-6772/tracyaod@montana.edu

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

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

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

- | | |
|---|--|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input checked="" type="checkbox"/> Completed/finalized during FY 2023 |

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.

In 2020, Blackfeet Community College (BCC), in partnership with MSU College of Agriculture (CoA), received a USDA National Institute on Food and Agriculture, New Beginnings grant, Growing and Sustaining Pathways in Agriculture (GaSPA) for the recruitment and retention of tribal students in college and universities. This two-year grant supported Seasonal Institutes at BCC and MSU for observation, communication, education and research centered on agricultural needs for Blackfeet food sovereignty and their rural economy. The grant received a 6-month no-cost extension from Nov-April 2023. Seasonal Institutes and other activities provided the opportunity for students, faculty, and staff to understand the barriers in the path of tribal students as well as creating a community at MSU that both tribal communities and tribal students consider a home-away-from-home. In addition, the grant provided financial and social support for all tribal students at MSU. A gift from Northwest Farm Credit Services (Jan 2021) aided in expanding this pilot program to all tribes and colleges at MSU.

For July 2022-June 2023, the Blackfeet and MSU collaborators worked towards an articulation agreement for the Environmental Sciences program. CoA faculty and staff (15) engaged in Days of Piikani and listening sessions with BCC faculty and students to immerse in the culture of the

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

tribe and BCC. These listening sessions included a student panel on the challenges they face in attending college. The CoA Indigenous Pathways in Agriculture and BCC provided tutoring resources and established a peer mentoring program that connects students at BCC with students at MSU CoA via Zoom.

Accomplishments:

- MSU Indigenous Pathways in Agriculture Support Program outcomes include monthly 1-1 personalized support provided to core students in the program, reaching 24 students. Three students impacted by the program graduated this spring.
- Number of BCC students that transferred and/or are planning to transfer to MSU in CoA (3)
- MSU CoA awarded ~\$50K in scholarships to indigenous students, including emergency funding during mid-semester. USDA-NIFA grant funding provided five scholarships to BCC students and four scholarships to MSU students.
- MSU faculty and staff, and GaSPA staff met with elders, faculty, and students at BCC during the mini-immersion in November (Days of Piikani) that not only provided important insights into their perceptions about current needs and ways to strengthen the transfer pathways, but also opened the door for strengthening relationships and collaborating toward shared goals in the immediate future.

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.

24 Indigenous students in the College of Agriculture utilized the tutoring and student success support services of the Indigenous Pathways in Agriculture provides.

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 8, 2023
2. **State Agency/Division/Program:** Montana State University, College of Agriculture, Dept. of Land Resources and Environmental Sciences
3. **Narrative Coordinator Name:** Jane Mangold **Phone/Email:** 406-994-5513, jane.mangold@montana.edu
4. **Activity Name** *(the file name should reference this topic):* Invasive plant management
5. **Program Staff Name:** **Phone/Email:**

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 checked="" type="checkbox"/> Crow | |

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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 purpose of this activity is to mentor American Indian graduate students as they work on their degrees at Montana State University and on Tribal lands to control invasive plants, in particular annual grasses. These annual grasses are associated with decreased biodiversity, reduced forage for livestock and wildlife, and increased wildfire risk. Ventenata (*Ventenata dubia*) is particularly problematic on the Crow Nation and a suite of annual grasses to include ventenata, cheatgrass (*Bromus tectorum*), and medusahead (*Taeniatherum caput-medusae*) are problematic on Confederated Salish & Kootenai tribal lands. The projects test integrated methods for reducing annual grasses while increasing abundance of native vegetation desirable for livestock and wildlife.

The project on Crow Nation began in summer 2021 and was funded by a Montana Noxious Weed Trust Fund (grant #2021-018). It is significant because the Crow Reservation is one area of Montana where ventenata is the most widespread and impactful, threatening rangeland resources for livestock producers. At four locations on the reservation, we tested two herbicides and an organic soil amendment and whether or not application methods like rates affected overall effectiveness. We also used remote sensing obtained with weekly drone flights to measure effectiveness of treatments. We found that both herbicides equally reduced ventenata to near zero while the soil amendment reduced ventenata by about half but only at two of the four study sites. Drone imagery showed a critical time of

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

late June to early July as the best time to detect ventenata versus perennial grasses. This information will be used to make management decisions about ventenata by the Crow Nation.

The project on the Confederated Salish & Kootenai tribal lands began in summer 2022 and attempts to restore native vegetation to degraded rangeland. Approaches include integrating herbicide with seeding or transplanting native species. Two field studies are being conducted to this end, with one site near Arlee and another site near Ravalli. Like the other study, the significance of this project is that it aims to restore native desired vegetation that will serve as habitat for livestock, wildlife, and pollinators. We are in the second year of data collection, and accomplishments are yet to be determined. The project is funded by a USDA Tribal research grant administered by Salish Kootenai College.

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.

Not applicable.

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.

No data is available. Both graduate students working on these projects are partially supported by the Sloan Indigenous Graduate Scholar partnership.

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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/30/2023
2. **State Agency/Division/Program:** Montana State University/Microbiology and Cell Biology Department
3. **Narrative Coordinator Name:** Mari Eggers
Phone/Email: 406-994-3064/mari.eggers@montana.edu
4. **Activity Name** (*the file name should reference this topic*): *Success of Native Students Majoring in STEM Disciplines*
5. **Program Staff Name:** Mari Eggers
Phone/Email: 406-994-3064/mari.eggers@montana.edu

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

All three grant programs are tied together:

1) USDA NIFA New Beginnings for Tribal Students

PI: M. Eggers, Co-PI: V. Simonds (HHD) and PI for LBHC, Christine Martin

Five-year collaborative grant with Little Big Horn College (LBHC), Plenty Doors Community Development Corporation and MSU to boost the retention and success of Native students majoring in STEM disciplines, especially in College of Agriculture and Community Health degree programs. This grant supports:

- New courses at LBHC in community health and in water resource management, designed to transfer to MSU.
- Internships for Native STEM majors at LBHC and at MSU in CoA.
- A Native graduate student in Community Health.
- Tutoring by and for Native STEM students at the Empower Center.
- Hosted overnight educational retreats to the Crow Reservation and LBHC for MSU faculty and staff wanting to become better mentors and professors to Native STEM students.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

- Coordination with other Native serving programs on the MSU campus, including the Council of American Indian Programs, the Empower Center, the Building Families at MSU mentoring initiative, the Common Threads Network of faculty who collaborate with Tribal communities on research projects, the AI/AN Student Success Office, Research Experience for Undergraduates, etc.
- SUPPLEMENT to this grant supports professional development for Tribal College faculty to improve STEM instruction at Tribal Colleges across Montana and beyond. This will take place largely through week long summer institutes for TC faculty, with other strategies under development in consultation with TC faculty.

2) Howard Hughes Medical Institute Inclusive Excellence III

CoPIs: Eggers, Forecki, Kelly, also Simonds, Perry, Windchief, Hecker

Six year collaborative grant with LBHC and Blackfeet Community College; working to expand collaboration to other interested Tribal Colleges throughout MT.

- Supports the Building Families at MSU initiative, which aims to improve and expand holistic mentoring of Native students at MSU, by providing mentoring training to faculty and staff, matching students with faculty mentors, and other activities to support mentor/mentee pairs.
- Supports a 0.2 FTE Program Coordinator (Dr. Forecki, Anishinaabe) to lead diversity activities for the Microbiology and Cell Biology Dept, and to be an additional liaison to Tribal Colleges across Montana.
- Supports Native American graduate students in diverse STEM disciplines through supplementary funding for research assistantships.
- PI actively mentors Native STEM students who are applying to MSU for graduate school/post-doc in a STEM discipline. In the first year, nine such students have been/are being mentored.
- Dr. Simonds, HHD and Dr. Forecki are conducting interviews with Native STEM students both at MSU and at Tribal Colleges to understand how to better support them in the transfer process and success at MSU. These interviews will lead to additional programming to address identified needs.
- With the College of Ag's Pathways to Agriculture, developing recitation sections for CHMY 141/143 and for Survey of Calculus, as identified gatekeeper courses.
- Other programs are being developed, as part of a nationwide HHMI IE3 network focused on transfer student success.

3) Environmental health research led by the Crow Environmental Health Steering Committee (Doyle, Eggers, Martin, LaFrance, Lefthand and Young) and Little Big Horn College, Crow Reservation, in collaboration with others at MSU and Crow STEM students:

- EPSCoR project which has been researching the potential for home wells on the Crow Reservation to be contaminated with highly toxic thioarsenical compounds (Doyle, Ewing, Koffman, Eggers, Big Day).
- Collaborate with the national Environmental Health Program of the USGS to conduct a cumulative risk assessment of human exposure to both organic and inorganic contaminants through public water supplies, home well water and consumptive uses of rivers and springs on the Reservation (Eggers & Doyle, funding from EPSCoR; USGS colleagues are Bradley, Smalling, Barnhart and Romanok, Crow STEM students).

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

- Collaborate with U New Mexico and U Arizona to expand the meteorologic station network on the Crow Reservation and add air quality monitoring (for PM10) capability, and map the dispersion of hazardous smoke from open solid waste burning on the Reservation. Collect and analyze the contaminants present in this smoke to assess health risks.
- Collaborate with NIH's Rocky Mountain Laboratories (RML; Drs. Richards, Anzick, others) and Drs. Peyton and Halonen at MSU to research the waterborne pathogens present in surface and groundwater on the Reservation using genomic techniques. Provide a participatory four-week summer research and educational experience for Crow youth from 5th grade- College in water quality, in conjunction with this collaborative research project.
- For all of the above research projects, host community open houses at Little Big Horn College once or twice a year to report out results to the community. Report back and explain individual research results, such as home well water analyses, to Tribal members.
- Collaborate with the Crow non-profit, Plenty Doors Community Development Corporation through their Water, Sanitation and Hygiene (WASH) Taskforce, which meets weekly and works to improve rural Tribal members' secure access to safe drinking water. Currently this includes monthly home well owner workshops and free well testing, rotating through the major communities across the Reservation. PDCDC has also been able to use our data in support of acquiring a \$1 million grant for home health repairs (e.g. plumbing repairs), which will become available to Tribal homeowners.
- Include Crow students as research and outreach interns in all the above activities, to the maximum extent possible.

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.

Collaboration with the Crow non-profit, Plenty Doors Community Development Corporation through their Water, Sanitation and Hygiene (WASH) Taskforce, which meets weekly and works to improve rural Tribal members' secure access to safe drinking water. Currently this includes monthly home well owner workshops and free well testing, rotating through the major communities across the Reservation. PDCDC has also been able to use our data in support of acquiring a \$1 million grant for home health repairs (e.g. plumbing repairs), which will become available to Tribal homeowners.

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** Montana State University/College of Agriculture/Department of Microbiology and Cell Biology
3. **Narrative Coordinator Name:**Christa Merzdorf **Phone/Email:**994-5645/merzdorf@montana.edu
4. **Activity Name** Trails to Research: Intensive STEM Courses for Tribal College Students
5. **Program Staff Name:** **Phone/Email:**
Christa Merzdorf 994-5645/ merzdorf@montana.edu
Jennifer Forecki 414-803-1699/ jforecki@gmail.com
6. **Phone/Email:**
7. **Select Tribe(s) Involved:**

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

<input type="checkbox"/> Started before FY 2023	<input type="checkbox"/> Started during FY 2023
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2023

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.

In order to increase research capacity at tribal colleges and increase the diversity of students at MSU, Drs Christa Merzdorf and Jennifer Forecki conduct the Trails to Research Program, which takes a two-pronged approach.

1) The program comprises courses for American Indian tribal college students, where students experience STEM research in an intimate and immersive setting, both at MSU and at tribal colleges in Montana. The centerpieces of these week-long intensive courses are student-designed and -managed research projects in the fields of cellular and molecular biology. With these projects, tribal college students learn the research process from developing a hypothesis all the way to the final step of presenting their findings. This hands-on approach teaches STEM concepts and provides both the mindset and skills required to participate in undergraduate research. These projects are a major boost to students' confidence and self-efficacy in research. Teaching these courses at tribal colleges is particularly important for students, who may not yet be ready to leave the reservation for a variety of reasons. Students, who have participated in one of the courses are invited to return as TAs to achieve even deeper engagement with the material and research concepts. Thus, these courses provide stepping stones to undergraduate research experiences at MSU, such as the BRIDGES to Baccalaureate, Undergraduate Scholars, or INBRE programs. Many studies have shown that participation in undergraduate research creates a sense of belonging and purpose that critically contributes to students' retention and success.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Our course taught at MSU has also been part of the “New Beginnings” program, which is a collaboration between Blackfeet Community College and the College of Agriculture at MSU. Dr. Tracy Dougher and Rikki Ollinger are the partners at MSU.

We taught short microbiology workshops for freshmen students at SKC.

2) We are assisting instructors at Aaniiih Nakoda College and Little Bighorn College to develop their own research-based courses at their respective colleges. We developed the courses during a workshop in May 2022. Chelsea Morales at ANC taught her course during the Spring 2023 semester. Sara Plaggemeyer at LBHC is learning all necessary techniques and is in the development phase of her course. We met in May 2023 to review the previous year and to make changes, develop ideas further etc. Ultimately these semester-long research-based courses will continue as summer research into the summers.

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.

NA

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 courses are the result of working extensively with faculty and staff at all seven of Montana’s tribal colleges. To date, the courses have been held at MSU eight times (2015-2023), at ANC six times (2016, 2018, 2020, 2021, 2022, 2023), at CDKC five times (2016, 2018, 2019, 2021, 2022), at LBHC four times (2017, 2019, 2020, 2023), at FPCC two times (2017, 2019), at BCC once (2021), and at SCC once (2022). During the 2022/2023 reporting period, the course was held at MSU, LBHC, and ANC. Students from all seven tribal colleges are invited to attend the course at MSU.

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

During the 2022/2023 reporting period, 35 students participated in our courses and 2 students from previous courses returned as TAs. In total, 267 tribal college students and 16 high school students have attended our courses and 21 TAs have participated. In addition, 8 faculty members from tribal colleges have participated in our courses (from CDKC, ANC, LBHC, BCC, SCC).

Further, we worked with instructors from ANC and LBHC to develop their own research-based semester-long courses. One student participated in the course at ANC during spring 2023. The course at LBHC is still being developed.

This program is funded by a grant from the National Science Foundation.

12. 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.

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 1, 2023
2. **State Agency/Division/Program:** College of Letters and Science, Montana State University
3. **Narrative Coordinator Name:** Stacy Nation-Knapper **Phone/Email:** 406-994-4262
4. **Activity Name** (*the file name should reference this topic*): The Montana Models project and the Storytelling Project.
5. **Program Staff Name:** Stacy Nation-Knapper **Phone/Email:** 406-994-4262

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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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.

Mathematical Sciences Department

The Department of Mathematical Sciences has been a contributor to research and outreach with Tribal partners in two ways: the Montana Models project and the Storytelling Project. Montana Models is a National Science Foundation funded project that brings middle school and high school aged youth to the Montana State University campus in the summer for a 5 day camp where youth use mathematical modeling to address problems they identify in their communities. Montana Models worked with a group in Ronan (IRB with Confederated Salish & Kootenai) and a group from St. Labre School (IRB through Chief Dull Knife) who joined the camp in summer 2022.

The Storytelling Project has worked with or been in contact with members of Blackfeet, Fort Peck, Salish & Kootenai, and Crow partners. A collaboration with faculty from across campus, the storytelling team is developing and researching culturally responsive curriculum and teacher development that engage American Indian and rural Montana students in learning computer science and computing skills. The project infuses computer science across the grades 4-8 curriculum, which helps students understand that computing skills are relevant across disciplines and are important for a wide variety of professions in the work-force. The materials produced are aligned with the new Computer Science state content area standards and with Montana's Indian Education for All curriculum.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Over the past several years, there has been an increased focus on federal programs (specifically USDA Farm Service Agency programs) targeted at Socially Disadvantaged Farmers and Ranchers. Most Native Americans qualify as Socially Disadvantaged. Education and outreach about new and existing programs has been a major focus, as has hearing directly from these groups about challenges in participating in federal programs. This collaboration facilitates interaction and learning between Native producers and federal agency representatives.

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.

50 people attended a two-day conference held in Billings in June, 2022. (Not reported last year because of May 31 deadline for Tribal Relations Report.)

15 people attended an adult education webinar on August 1, 2022.

40 people attended a one-day workshop at Little Bighorn College in September, 2022, held jointly with FPCC and IAC.

120 people attended a three-day conference held in Billings in May, 2023.

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.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo

File Name: FPCC 2022

Photo Caption (include the name of the event/persons, location, and date): Joel Schumacher and Carrie Schumacher facilitate discussion at the 2022 FPCC/IAC/MSU Conference in Billings, MT.

Photo Credit: Kate Binzen Fuller

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** Spring 2023
2. **State Agency/Division/Program:** MSU Extension Community Development
3. **Narrative Coordinator Name:** Tara Mastel **Phone/Email:** 406-490-4180
tara.mastel@montana.edu
4. **Activity Name** (*the file name should reference this topic*): *Reimagining Rural on Ft. Belknap*
5. **Program Staff Name:** Liz Werk, Hillary Maxwell, CJ Werk **Phone/Email:**

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

- | | |
|---|--|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> Fort Belknap |
| <input type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input 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 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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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.

Hays participated in Reimagining Rural in 2021 and a small group of women from the community was inspired to create "Grama's Garden". They the grant they received from the program (which was funded by Montana Community Foundation) to create the garden which includes a pow wow style arbor, traditional plants and some benches. The garden is in Hays near the post office. It has created a beautiful place to rest for residents in a frequently visited area. The grama's that created the garden are very happy with it and people of all ages are enjoying spending time there.

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

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There is a video created by Montana PBS of this project.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Photo File Name:

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

Photo Credit:

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

Purpose: The Tribal Relations Report showcases the state-tribal cooperative work and highlights

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/21/23
2. **State Agency/Division/Program:** Montana Pollution Prevention Program
3. **Narrative Coordinator Name:** Jenny Grossenbacher **Phone/Email:** 406.994.4292
4. **Activity Name** (*the file name should reference this topic*): P2 & Traditional Ecological Knowledge
5. **Program Staff Name:** Jenny Grossenbacher **Phone/Email:** 406.994.4292

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

- | | |
|---|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Fort Belknap |
| <input checked="" type="checkbox"/> Blackfeet | <input type="checkbox"/> Fort Peck |
| <input type="checkbox"/> Chippewa Cree | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input 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 2023 | <input checked="" type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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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.

A First Nation's PHD student will work with Montana State University's Montana Pollution Prevention Program, MSU's Native American Studies department and an Intertribal Advisory Committee (including the Mandan, Hidatsa and Arikara Nation, the Crow Nation and the Blackfeet Nation), to integrate Traditional Ecological Knowledge (TEK) with existing Pollution Prevention (P2) principles to design a holistic approach to incorporating P2 on tribal lands and advance considerations of TEK into federal decision making. This project will take approximately four years. The project is currently funded by a \$278,041 two-year grant from the U.S. Environmental Protection Agency. An additional two-year grant is expected to complete the project.

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

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.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 05/31/2023
2. **State Agency/Division/Program:** MSU Federally Recognized Tribal Extension Program (FRTEP)
3. **Narrative Coordinator Name:** Brenda Richey **Phone/Email:** 406-471-3810 / flatheadreservation@montana.edu
4. **Activity Name** *MSU FRTEP – Flathead Reservation*
5. **Program Staff Name:** Brenda Richey **Phone/Email:** 406-471-3810 / flatheadreservation@montana.edu

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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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.

“This program (FRTEP) seeks to continue the Land Grant (1862 - Montana State University – MSU) mission of providing education and research-based knowledge to those who might not otherwise receive it.” 2022 FRTEP RFA

The MSUE-Flathead Reservation office supports the seven CSKT Resolutions of focus by offering researched base educational opportunities in the areas of agriculture, family consumer sciences, community economic and leadership development, and positive youth development. Over the last year, adults, and youth, have participated in numerous activities within the scope of their professional and personal lives. On site education has been offered by Extension staff to local businesses, tribal departments, and schools, including in-school enrichment and after school programs.

A vast assortment of partners, collaborations, and funders make this work possible. The MSUE Flathead Reservation office currently engages 15 local partners and is involved with more than 10 Statewide and/or national collaborations. Over the past year, monetary support through grant funders has brought in approximately \$300,000. This is dollars available directly to the MSUE Flathead Reservation office and does not include in-kind contributions.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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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.

In the past year, the MSU Flathead Reservation Extension Office through partnership and collaboration has created a new position for a full-time agriculture/horticulture agent. This is made possible through direct funding from the CSKT Tribe and MSU Extension. This has never been done before and both parties look forward to creating financially sustained MSUE resources that benefit the Confederated Salish and Kootenai Tribe and community.

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.

Numbers are approximate:

4-H & Positive Youth Development: Empower youth in a variety of programs to develop social, emotional, and academic competencies using culturally appropriate, approved methods.

42 youth participated in the weekly 4-H National Mentoring Program
115 High school students participated in the fall YAM program
10 teens participated in the weekly CYFAR program centered on positive mental health
20 1st-6th grade students participated in summer Ag & STARBASE STEM Camps
3 teens attended 2-day Youth Leadership Camp
20 adults attended virtual Teen Mental Health Resources (YAM) Presentation
Agent facilitated 10 Youth Education Services! (YES!) collaboration meetings
Agent attended 4 RMS Mental Health Collaboration meetings for March 2022 School/Family Volleyball Tournament
480 middle school youth; 70 adults attended the Whole Health Volleyball Tournament
450 youth/families participated in mental health activities during reservation wide community back to school events.

Farm & Food Systems/Family Consumer Sciences (FCS): Enable community members through research-based education to learn about food and nutrition, food safety, management of land for use for food production and financial security. Empower families toward a self-determined food secure lifestyle with the ability to respond to personal needs for healthy and/or culturally adapted indigenous foods through hunting, fishing, gathering, growing, eating, nutrition, and preserving.

1,278 youth and adults participated in 452 health, nutrition classes provided, year around, through SNAP programming. These classes were categorized as 72 individual series of classes and 3 single outreach classes / multiple meetings with SNAP at local and State level to promote indigenous food education

FRTEP agent presented FFSS project at Nez Perce Food Summit /multiple meetings with MSU Food Development Lab and graduate students work with CSKT and Western SARE

15 adults attended the InstaSuccess with Instapots presentation to the Cattlewomen

39 Association virtual meeting

3 youth 10 adults harvested and preserved 32 pints of raspberries jam.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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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:

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/15/23
2. **State Agency/Division/Program:** Montana State University, College of Education, Health & Human Development
3. **Narrative Coordinator Name:** Dr. Elizabeth Bird **Phone/Email:** ebird@montana.edu; 406-994-2520

Activity Name (*the file name should reference this topic*): Buffalo Nations Landmarks: History and Revitalization of the American Bison, NEH-Sponsored Teacher Workshops

4. **Program Staff Name:** Dr. Elizabeth Bird **Phone/Email:** ebird@montana.edu; 406-994-2520

5. **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 | |

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

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

The new Buffalo Nations Landmarks program recognizes the importance—for all people—of revitalization of relationships between Buffalo Nations, the American Bison (i.e., “buffalo”), and the lands within and surrounding Yellowstone National Park (YNP). The program will prepare two groups of K-12 educators from across the U.S. to implement curriculum focusing on history and revitalization of the buffalo as situated within the histories, geographies, and contemporary knowledges of Indigenous Nations. The [InterTribal Buffalo Treaty](#) and its tribal members--the Buffalo Nations--serve as a powerful Indigenous-led landmark initiative to restore buffalo to tribal lands. While the treaty is an instrument for collaboration for Indigenous Nations in the U.S. and Canada, the [InterTribal Buffalo Council](#) is an important institutional structure for participating Nations in the U.S. While the geographic locations of these Nations demonstrate the far-reaching influence of the buffalo across much of the U.S. today, Yellowstone National Park (YNP) has for more than a century played a critical role in the survival of bison as a species. The Park’s significant historical, archeological and ongoing ties to the region and to the work of the ITBC makes it an ideal geographic site for our workshops.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

During the two resident workshops (36 teachers each), participants will visit key sites and engage in activities facilitated by experts, educators, and leaders from several Buffalo Nations, Ecology Project International (EPI), Montana State University (MSU), and the National Park Service (NPS). Virtual learning communities in the following school year will round out the program.

Fort Peck Community College (PI Roxann Smith) with Christine Stanton (MSU subaward PI), Elizabeth Bird, Jill Ramaker and Ecology Project International won the funding fall 2023 from National Endowment for the Humanities to conduct the two week-long Buffalo Nations Landmarks: History and Revitalization of the Buffalo teacher workshops this summer. The deadline for applications was March 1 and we significantly superseded expectations by receiving nearly 500 applications. The workshops will take place outside and within Yellowstone National Park in early August with a variety of guest presenters and activities. Teachers will leave with Buffalo Nations lesson plans.

8. 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

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

Teachers will come for the workshops from all over the U.S. but 20 of the 72 registered participants teach in Montana. Website: www.buffalonnationslandmarks.org

10. 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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 15, 2023
2. **State Agency/Division/Program:** Guardians of the Living Water
3. **Narrative Coordinator Name:** Vanessa Simonds **Phone/Email:** 406-994-7396/vanessa.simonds@montana.edu
4. **Activity Name** (*the file name should reference this topic*): *Guardians of the Living Water: STEM Summer Programs for Apsaalooke Youth*
5. **Program Staff Name:** **Phone/Email:** 406-638-3159/martinc@lbhc.org

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

Purpose

The Guardians of the Living Water: Advancing Informal Stem Learning Among Apsaalooke Youth and their Community (GLW) project is proposed as an Innovations in Development Informal Learning Project that integrates Indigenous and Western science to increase water-related, STEM knowledge and skills for Apsaalooke (Crow Indian) youth to promote environmental sustainability within their community. The purpose of GLW is to bridge the gap between available science research and people's understanding of that scientific research, so that Apsaalooke community members can make decisions that promote environmental sustainability in their community. Over the past 15 years, Apsaalooke tribal members have partnered with university scientists to identify contamination in their local water sources. This extensive water quality research coupled with the complex contamination issues in this rural, economically deprived, yet culturally rich community make it an ideal setting for this project

GLW (Guardians of the Living Water) Project Overview: GLW is a 4-week internship for five Indigenous high school and five tribal college students. For the first two weeks of the internship, these students choose a local water source (river, spring, or well) and learn about local water quality research and cultural aspects of their water source from a STEM professional and an elder. During this time, they are also trained to teach

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

and mentor younger students. For the second two weeks, they facilitate summer camp activities with five groups of five 5th and 6th grade students (for a total of 35 students involved in GLW). Together the five cross-age mentor groups engage in **experiential learning** by visiting local water sources, assessing water quality and discussing the location’s cultural importance. GLW, a **culturally responsive land-based program**, focuses on connecting youth to their water-related cultural teachings and uses a **cross-age mentoring** approach whereby college students mentor high school students, who then mentor 5th and 6th graders. During the two-week camp, all students learn about local water quality research, and then the older students guide their groups of younger students in producing a local water-related research project. A secondary goal of the program is for younger students to share what they are learning with their families and communities. Accordingly, younger students identify two family members that they will share information with during the two weeks. To reach the larger Apsáalooke community, each group presents on the last day of camp and at one of four community events in the following year

Accomplishments: We held our summer camp in 2022, we had 10 highschool/tribal college students and 19 5th&6th grade participants. Currently, we are preparing for our summer 2023 camp that will be held in June 2023.

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.

Data from the evaluation activities included online reflections, Talk Story dialogues, focus groups and interviews. There were three key themes that emerged across the data: 1) Importance of the GLW Program; 2) Core Values guiding the GLW program; and 3) Implementation of the GLW program. Within these top-level themes, there are several sub-themes, as well as areas that relate to specific audiences.

Overall, the data suggested that participants are increasing their awareness of water and environmental issues around the Apsalooke communities. While the evaluation is in its early stages, the data initially suggests that youth are increasing their Science Technology, Engineering, and Mathematics (STEM) literacy and importantly, their cultural knowledge and connection to their community’s environment, which ultimately nurtures their identity as Apsalooke community members. The experience also provided opportunities to deepen or create relationships among peers and elders/knowledge holders.

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:

Photo Caption (include the name of the event/persons, location, and date): Students preparing samples for water quality testing

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo Credit:

Mikaela Miller

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: GLW Youth

Photo Caption (include the name of the event/persons, location, and date): GLW student participants Fort Smith

Photo Credit: Vanessa Simonds

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Student examining mint plant under microscope
Vanessa Simonds photo credit

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 12, 2023
2. **State Agency/Division/Program:** Partnership between MSU Department of Education, Northern Arapaho Nation, and other tribal partners
3. **Narrative Coordinator Name:** Christine Stanton **Phone/Email:** christine.stanton@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Healing Coalition: Developing Partnerships to Confront Trauma in Research, Education, and Preservation Activities
5. **Program Staff Name:** Christine Stanton (MSU), Marsha Small (Northern Cheyenne/MSU), Jordan Dresser (Northern Arapaho), Brad Hall (Blackfeet/U of MT), Eduardo Duran (Apache/Tewa), Vanessa Simonds (Crow)

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <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 Healing Coalition Project supports Indigenous knowledge partners in collaborative development of methodological guidelines, frameworks, and protocols to better honor Indigenous wellbeing, healing, and survivance (i.e., survival + resilience/resistance) throughout research, development, preservation, and education activities. The Project directly confronts the most critical challenge facing all academic efforts that involve Indigenous knowledges—the long-standing, systematic, and continued exclusion of Indigenous representation, access, and self-determination throughout research, education, collections management, and other practice. Through collaborative development of a Healing Coalition and guidelines to support wellbeing, healing, and survivance, this Project creates and holds space for Indigenous partners to access and reclaim cultural knowledges and ways of knowing surrounding trauma and healing. We have planned four Coalition Gatherings; identified potential participants, consultants, and partners; completed extensive literature reviews; and collaboratively prepared grant proposals. This past year, we applied for \$450,000 in federal grant funding (\$100,000 from the National Park Service and \$350,000 from the National Endowment for the Humanities), but neither grant was awarded. We are actively seeking alternative grant funding.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 state laws or policies affect this program.

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

This project is in development, but will serve Indigenous community members from at least 5 Nations, including 3 Nations located in Montana.

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?

Include an “other” category for #6 so it is possible to recognize partnerships that include tribes outside of Montana. This is particularly important in terms of acknowledging Nations with historical connections to the lands within Montana’s contemporary boundaries (e.g., Eastern Shoshone, Lakota, Nez Perce, etc.). Such an option would also support intertribal and interstate partnerships.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 12, 2023
2. **State Agency/Division/Program:** MSU Department of Education
3. **Narrative Coordinator Name:** Christine Stanton **Phone/Email:** christine.stanton@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Relational Scholarship in Social Studies Educaiton
5. **Program Staff Name:** Christine Stanton (MSU), Cynthia Benally (U of Utah), Brad Hall (Blackfeet Community College), others

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 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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 purpose of this project is to facilitate Community-Based Participatory Research (CBPR) activities that support Indigenous community partners in contributing to the development of a book. The volume, tentatively titled *Relational Research to Indigenize Social Studies Education: Confronting Settler Colonialism*, addresses interconnected gaps in social studies scholarship surrounding Indigenous knowledge and participatory—or relational—research. A central goal of this edited book project is to engage in relational scholarship processes *during* the book's development and finalization, or to “walk the talk” of enacting and modeling relational research. Several of the book's chapters include Montana authors and contributors and/or highlight experiences associated with *Indian Education for All* and other Indigenous education efforts in the state.

In fall 2022 and spring 2023, several grants supported collaborative sessions on site with Indigenous educators, community leaders, and youth in reservation communities (Blackfeet, Flathead, Wind River Wyoming), during which partners discussed book ideas, brainstormed potential contributors and topics, reviewed chapters drafted by scholars and leaders from across the U.S., co-developed guiding prompts for readers, and collaboratively drafted introduction and conclusion chapters. Grants funded partner travel, costs related to workshop supplies, honoraria, gifts, and planning meals for team members. The completed book manuscript is due to be submitted to the

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

publisher in June 2023. Book contributors, including community partner reviewers, will be recognized in the publication and invited to various launch activities and presentations.

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 state laws or policies affect this program.

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

See information for # 8, above.

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.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 12, 2023
2. **State Agency/Division/Program:** Partnership between MSU Department of Education, MSU Department of English, and William Buffalo Hide Academy (WBHA) (Blackfeet Nation)
3. **Narrative Coordinator Name:** Christine Stanton **Phone/Email:** christine.stanton@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Repositioning Pedagogy for Enhanced Interdisciplinary Teacher Education
5. **Program Staff Name:** Christine Stanton (MSU), Allison Wynhoff Olsen (MSU), Robert Petrone (U of Missouri), Matthew Johnson (WBHA), Nicholas Rink (WBHA), Katie McDonald (WBHA), others

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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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.

This project builds upon years-long collaborations between researchers at Montana State University (MSU), University of Missouri, Blackfeet Community College, and William Buffalo Hide Academy (WBHA), which is an alternative, public high school serving the Blackfeet Nation. WBHA successfully enacts unique, culturally specific and trauma-reducing practices and programs to improve academic success, graduation rates, self-efficacy, cultural awareness, and more. Through application of Indigenous Storywork (Archibald, 2008) and Repositioning Pedagogy (Petrone & Rink, 2020), our project engages students at WBHA as co-researchers, educational consultants, and teacher educators to learn more about the ways WBHA enhances culturally revitalizing education, trauma-informed education, and educational equity for/with Native students.

Our team received an Instructional Innovation grant from MSU to support a visit to MSU for 5 WBHA youth, 2 teachers, and a bus driver. During this visit, which occurred in late April 2023, visitors and MSU students and faculty engaged in conversations surrounding innovative K-12 education, Indigenous education and pedagogies, trauma-healing practice, and teacher preparation.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Participating teachers and students from WBHA received funds to cover the costs of travel, meals, and honoraria to recognize their time and expertise. Students participated in a campus tour, met support staff, learned about MSU programs, and experienced various opportunities to share ideas and experiences with teacher educators, MSU leaders, and MSU students (future K-12 teachers). WBHA teachers are also receiving feedback and support for curriculum development and evaluation, professional development and training, etc.

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 state laws or policies affect this program.

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

See information for # 8, above. The Instructional Innovation grant directly impacted 3 WBHA staff (all 3 are enrolled Blackfeet) and 5 WBHA students through the visit to MSU. Other WBHA students and staff benefitted from shared resources. Our publications and presentations surrounding the partnership are reaching regional, national, and international audiences, potentially informing research, curriculum, and teacher professional development that will affect Native communities in and beyond Montana.

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.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** Friday May 19, 2023
2. **State Agency/Division/Program**
3. **Narrative Coordinator Name:** Sweeney Windchief **Phone/Email:**
sweeney.windchief@montana.edu
4. **Activity Name:** Sloan Indigenous Graduate Partnership
5. **Program Staff Name:** **Phone/Email:**

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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 overall goal of the Sloan Indigenous Graduate Partnership (SIGP) program is to strengthen and expand university initiatives to recruit, retain, and graduate American Indian and Alaska Native students in Science Technology Engineering and Math (STEM) master’s and doctoral programs. To this end, at Montana State University the SIGP program is an integral part of the collaborative support provided through the Graduate School and each STEM graduate degree program. In alignment with the University’s mission of "Choosing Promise," which was adopted as part of the University’s strategic plan in 2019, this partnership supports American Indian and Alaska Native students in the form of scholarships, assistantships, professional development, and community/networking support.

At MSU, the SIGP program has attracted an extraordinary group of Indigenous American graduate students who are pursuing degrees in the natural and physical sciences and engineering. Among our students, research has ranged from water quality, chemical contamination, data mining, invasive plants, buffalo, rural healthcare, food preservation to other areas close to the heart of Indigenous peoples. The SIGP program provides funding to selected graduate students on a competitive basis. Each SIGP program partner has a responsibility to provide financial support to their Scholars; the amount allocated for tuition and teaching/research assistantships varies by institution. The Sloan awards are a supplement to

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

the funding a Scholar receives from the institution/graduate program. The M.S. awards are \$20,000 total and the Ph.D. awards are \$40,000 total. A student can apply for an M.S. award and then apply separately for a Ph.D. award upon completion of the M.S. degree.

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 () 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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 15, 2023
2. **State Agency/Division/Program:** Montana State University Extension, Center for American Indian and Rural Health Equity
3. **Narrative Coordinator Name:** Emily Tomayko **Phone/Email:** emilytomayko@montana.edu, 406-994-4191
4. **Activity Name:** Dissemination of the Turtle Island Tales obesity prevention program in partnership with MSU Extension/SNAP-Ed
5. **Program Staff Name:** Teresa Warne **Phone/Email:** Teresa.warne@montana.edu

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

Turtle Island Tales is a healthy lifestyle intervention for American Indian families with young children (ages 3-8 years) delivered monthly by mail over one year. This evidence-based program targets diet, physical activity, screen time, stress, sleep, and emotional regulation and was designed for use within the home. The program includes printed parent-focused lessons, stickers, a small puppet, trading cards, a recipe book featuring traditional foods, coloring pages, support items, and a website that will feature short films based on the seven grandfather teachings, stories, games, and parenting support. Our long-term goal is to use *Turtle Island Tales* to improve the mental, physical, emotional, and spiritual wellbeing of American Indian families with young children and for that of the next seven generations. Our previous research on this program, formerly called Healthy Children Strong Families, suggests this program provides benefits to families; 45 Blackfeet families participated in the previous research. However, broader use of *Turtle Island Tales* within a community setting has not been explored. The **purpose** of this project is to explore community use of *Turtle Island Tales* via partnership with Blackfeet Early Childhood Center and Montana State University Extension/SNAP-Ed. With these partners, we recruited 57 families to participate in the free, one-year program. Participants completed a demographic and health behavior survey before and after the program. Families received monthly kits from March 2022 to February 2023. The

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

program costs approximately \$35/family/month, including mailing costs. Kit costs were covered by the Center for American Indian and Rural Health Equity, and MSU Extension/SNAP-Ed covered mailing costs. Staff time from both organizations was provided in-kind.

This project is **significant** given American Indian (AI) families experience disproportionately high levels of obesity and chronic disease risk compared to other racial/ethnic groups. Families play a key role in shaping lifestyle behaviors, but recent reviews of best practices in obesity prevention showed a limited number of programs designed to be used by families within the home and even fewer tailored for tribal communities. To address this gap, this program was developed in partnership with an advisory team consisting of Blackfeet and other members from tribes across the country. We also received feedback from families who participated in the previous research study. This feedback was collected by survey and focus groups and included suggestions on elements to improve or change about the program. Our research indicated previous versions of this program were associated with improvements in weight status, increased fruit/vegetable intake, decreased television watching, and increased positive family time. Participating adults also reported higher self-efficacy for health-related behavior change. We expect similar health **impacts** to families who receive the *Turtle Island Tales* program, and post-program data analysis is currently underway. This project was reviewed and approved by the Blackfeet Nation Institutional Review Board (Blackfeet Nation IRB # E21 – 2).

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.

In total, 57 families living on or near the Blackfeet reservation participated in the year-long program. Data on program effectiveness and the experience of program participants are being analyzed currently.

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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 1st 2023
2. **State Agency/Division/Program:** MSU Bozeman, Norm Asbjornson College of Engineering
3. **Narrative Coordinator Name :** Susan Kelly **Phone/Email:** (406) 994-5567
4. **Activity Name** Teaching Computer Science Through Storytelling
5. **Program Staff Name:** **Phone/Email:** (406) 994-4804
Brittany Fasy
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 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

With an initial \$1.2 million National Science Foundation (NSF) grant, Innovative Technology Experiences for Students and Teachers (ITEST; Award #1657553) an interdisciplinary MSU team lead by Dr. Brittany Fasy, of the MSU Gianforte School of Computing, developed interactive software that uses storytelling as a way to engage American Indian and rural middle school students with computer science. Teachers in Montana are trying to respond to the increasing importance of computer science in the modern classroom and workplace. They are also trying to fulfill the Indian Education for All policy enacted in Montana. This policy aims for all students to learn about the heritage of American Indians in a culturally responsive manner. The project includes faculty from Computer Science, Education, English, and Math.

An additional \$635,000 NSF grant, Computer Science for All (CSforAll; Award #2031795) allowed Dr. Fasy, and Co-PI's Stacey Hancock (MSU Mathematical Sciences) and Travis Peters (MSU Computer Science) to extend the program in collaboration with Montana education stakeholders to make a new computer science curriculum. Through a research-practice partnership, the team engages American Indian and rural Montana middle school students in learning computer science and computing skills using two novel approaches to computing. The project uses the Alice, an object-based educational programming platform, and physical computing with textiles that are embedded with electronics and then programmed by students. By striving to make computing more fun and accessible, the project makes an important contribution to developing culturally responsive computing curriculum for Montana students.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 law, rule, or policy that impacts tribal relations has resulted from the program.

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

In 2023 this project worked with 5 different schools multiple times, and an estimated 100 Native and rural students and their teachers.

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

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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 1st 2023
2. **State Agency/Division/Program:** MSU Bozeman, Norm Asbjornson College of Engineering
3. **Narrative Coordinator Name:** Susan Kelly **Phone/Email:** (406) 994-5567
4. **Activity Name** EMPOWER Center and Program
5. **Program Staff Name:** Susan Kelly **Phone/Email:** (406) 994-5567
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.

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|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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

The Empower program functions and the diversity and inclusion arm of the Norm Asbjornson College of Engineering. The centerpiece of the program is the EMPOWER Center. The Center, physically located on the second floor of Norm Asbjornson Hall, supports students that have been historically underrepresented in STEM fields. The Center provides a physical study space as well as access to resources and information to support students academically, socially, and culturally. The Center provides free tutoring, help with scholarship applications, and workshops for students around a variety of topics: including study habits, resume writing, scholarship opportunities, mental health resources, and cultural resources of interest. Empower worked to support students applying for external scholarships and Seven Empower students received external scholarships as a result of our scholarship workshops.

Over 500 students participated in Center programming during the 2022-2023 year, with a core group of 45-50 students using the Center facilities multiple days during the week. Native students from all Montana tribal nations as well as students affiliated with tribes outside of Montana used Empower services. The Empower program supports the AISES (American Indian Science and Engineering Society) student group, and the Empower Center Director is the faculty advisor to the SACNAS student group (Society for Advancement of Chicanos/Hispanics & Native Americans in Science).

The Center also hosted a number of visits from Montana K-12 schools, community colleges with high Native student populations, and Tribal Colleges. Empower participated in Native Student

**2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)**

Preview Day in February 2023, which focused on recruitment of Native students from Tribal colleges and high schools in Tribal communities. In addition, groups from Chief Dull Tribal College, Blackfoot Community College, Hardin High School, and Crow Elementary School visited the Empower Center and participated in activities. These capacity-building activities connected Tribal communities and Native students to MSU, strengthening our partnerships and setting the groundwork for future activity.

A First Year Research Experience Course was taught for Empower students that focused on Indigenous water rights along the Milk River. Six of the students were funded to participate in research projects with faculty after the course, through the summer of 2023.

A Tribal College listening session was held in October of 2023 with more than 40 Tribal College STEM faculty and MSU faculty in attendance. A summer workshop for STEM faculty from Tribal Colleges will be held in July of 2023.

The Empower Center is the liaison for the All-Nations Lois Stokes Alliances for Minority Participation Program. Currently 15 Native students are ANLSAMP scholars.

Empower is running a summer program for Tribal college students interested in Biomedical Research. Seven students are participating in the 2023 Bridges to Baccalaureate Program.

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 law, rule, or policy that impacts tribal relations has resulted from the program.

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

The Empower program served more than 500 Native students and Tribal community partners in the spring of 2022. Empower worked to support students applying for external scholarships and Seven Empower students received external scholarships as a result of our scholarship workshops.

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

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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 1th 2023
2. **State Agency/Division/Program:** MSU Bozeman, Norm Asbjornson College of Engineering
3. **Narrative Coordinator Name:** Susan Kelly **Phone/Email:** (406) 994-5567
4. **Activity Name** Engineering Research Experience for Teachers
5. **Program Staff Name:** Paul Gannon **Phone/Email:** (406) 994-738
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 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

With a \$600,000 grant from the National Science Foundation, a team of MSU researchers will provide unique professional development opportunities for at least thirty rural and reservation elementary teachers. An immersive six-week experience will combine hands-on energy research at MSU with customized fieldtrips to energy industry facilities such as conventional power plants, wind farms, and community-scale solar PV arrays. The trips will also include cultural sites, with a focus on helping teachers meaningfully fulfill Montana's Indian Education For All promise. By Empowering teachers, the program will reach hundreds of rural and reservation elementary teachers.

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 law, rule, or policy that impacts tribal relations has resulted from the program.

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

The National Science Foundation funded Research Experiences for Teachers program at MSU welcomes the second cohort the summer of 2023 comprised of 12 elementary teachers (6 American Indian) from across rural/reservation communities in Montana. During the first year in 2022, 11 elementary teachers participated (4 AI). Over six weeks during the summer, the MSU RET program

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

focuses on the integration of IEFA and engineering education at the elementary level by building partnerships among elementary teachers and MSU engineering faculty, staff and students.

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

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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/1/2023
2. **State Agency/Division/Program:** MSU Mark and Robyn Jones College of Nursing- Great Falls Campus
3. **Narrative Coordinator Name:** Laurie Glover **Phone/Email:** glover@montana.edu
4. **Activity Name** *(the file name should reference this topic):* Population-based Nursing Care
5. **Program Staff Name:** Laurie Glover **Phone/Email:**
glover@montana.edu, 406-771-4443

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 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 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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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. NRSB 477 Population-based Nursing Care. Throughout 2022-23, eight (8) senior nursing students from MRJCON Great Falls Campus completed their clinical learning at the urban Indian Family Health Clinic, Rocky Boy Health Center, and Butte Native Wellness Center. Eighteen (18) senior students completed a week-long cultural and clinical immersion experience with Blackfeet Nation. Sixteen (16) entry-level nursing students participated in a tour and discussion at the Native American Welcoming Center at Benefis Healthcare. The overall impact was strengthening of nursing skills and cultural competencies.
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.

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Photo File Name:

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

Photo Credit:

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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1. **Submission Date:** 5/1/2023
2. **State Agency/Division/Program:** MSU Mark and Robyn Jones College of Nursing- Great Falls Campus
3. **Narrative Coordinator Name:** Laurie Glover **Phone/Email:** glover@montana.edu
4. **Activity Name** *(the file name should reference this topic):* Population-based Nursing Care
5. **Program Staff Name:** Laurie Glover **Phone/Email:**
glover@montana.edu, 406-771-4443

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 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.

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|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

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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.

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Photo File Name:

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

Photo Credit:

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/31/2023
2. **State Agency/Division/Program:** Montana State University (MSU) Extension Rural Opioid Technical Assistance Training (ROTA) 2020 Grant: MSU Extension Expansion Project to Provide Education, Outreach and Training on Opioid and Stimulant Prevention, Treatment and Recovery for Rural and Native Montana Youth
3. **Narrative Coordinator Name:** Jennifer Munter
Phone/Email: jennifermunter@montana.edu
4. **Activity Name** (*the file name should reference this topic*): Rural Opioid Technical Assistance Training (ROTA) 2020 Grant: MSU Extension Expansion Project to Provide Education, Outreach and Training on Opioid and Stimulant Prevention, Treatment and Recovery for Rural and Native Montana Youth
5. **Program Staff Name:** Barbara Allen
Phone/Email: blallen@montana.edu

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

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

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

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|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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 purpose of the Montana State University Extension Expansion Project to Provide Education, Outreach and Training on Opioid and Stimulant Prevention, Treatment and Recovery for Rural and Native Montana Youth is to provide outreach, education, and technical assistance to prevent and reduce prescription opioid and stimulant misuse among rural and tribal youth throughout Montana. Specifically, this project will complete the following: 1) gather youth-focused data (via surveys and focus groups) to inform the development of education and outreach materials that will be disseminated to all nine Montana tribes, 2) create and promote a culturally significant ‘opioid and stimulant reduction/mental wellness curriculum’ designed for Native youth), and 3) host two Tribal Technical Assistance trainings with project partners (including the State and Tribal Opioid Response Teams) focused on youth prevention of prescription opioids and stimulant use. In addition to lowering misuse rates among adolescents, the project's secondary goal is to reduce the

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

stigma of substance misuse among youth. Through our efforts, we aim to provide youth and their caregivers (whether at school or at home) with the tools to converse honestly and openly about this issue, and information about treatment and recovery options to support youth who may need such services. This project began on Aug 30, 2020, and, with a no cost extension, will end on Aug 30, 2023.

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.

With the tens of thousands of opioid-related deaths a policy reform was initiated during the reporting period. On December 29, 2022, the Consolidated Appropriations Act of 2023 (the Act) was signed, which eliminated the *DATA-Waiver Program*. By eliminating this program, access to medication for opioid use disorders, like buprenorphine will be increased. These medications have been scientifically proven to help those who are fighting to overcome opioid use disorder by sustaining recovery and preventing overdoses. The following changes were outlined 1) A DATA-Waiver registration is no longer required to treat patients with buprenorphine for opioid use disorder. 2) Going forward, all prescriptions for buprenorphine only require a standard DEA (Drug Enforcement Administration) registration number. The previously used DA TA-Waiver registration numbers are no longer needed for any prescription. 3) There are no longer any limits or patient caps on the number of patients a prescriber may treat for opioid use disorder with buprenorphine. 4) The Act does not impact existing state laws or regulations that may be applicable. Separately, the Act also introduced new training requirements for all prescribers. These requirements will not go into effect until June 21, 2023. The DEA and SAMHSA (Substance Abuse and Mental Health Services Administration) are working to provide further guidance, and DEA will follow up with more information.

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.

Through advisory from MSU Extension Agent Hillary Maxwell, and support from Public Health Associates Mella Stiffarm and Shajona Brockie a two-day quick impact project was held at the Kills at Night Center in Hays, MT. The main goal of this project was to better understand situations faced by rural and Native youth in Montana related to prescription opioid and stimulant misuse. The secondary goal was to inform the community of the dangers of Opioid Use, Treatment & Resources; Helping the youth know the dangers and resources; Suicide prevention and resources. They reached this goal by sharing the 5 modules developed by our grant team as a community tool to help inform, educate, and empower communities to address the opioid crisis in their communities.

poster presentation was given in May of 2022 by students from the Aaniiih Nakoda College. This poster highlighted the outcomes of a two-day quick impact project held at the Kills at Night Center in Hays, MT.

Data from this two-day event was collected in the form of a poster presentation which was shared by students from the Aaniiih Nakoda College in August 2022 at the Rocky Mountain Tribal Leaders Council Health Conference titled Our Resiliency is Our Strength a New Era in Tribal Public Health II.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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Two youth, Daisha First Raised and Willam Hughes Jr. shared their impactful stories on how substance abuse and suicide have affected their lives. They shared what they do positively in the community to stay clear of the negative impact that substance abuse can have on you.

Upon completion of the two-day quick impact project the participants received a certificate of completion, a mug with a gift certificate to Chaos coffee, a meal, comfort bag, and informative pamphlet with Deterra bags.

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: Aaniiih Nakoda College’s Quick Impact Project

Photo Caption (include the name of the event/persons, location, and date): Aaniiih Nakoda College’s Quick Impact Project Public Health Workforce Expansion in Indian Country Mella Stiffarm & Shajona Brockie, Public Health Associates Hillary Maxwell, Advisor/May 2022

Photo Credit: Unknown

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

No suggestions currently. Thank you!

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/11/23
2. **State Agency/Division/Program:** MSU Extension (Department of Agricultural Economics & Economics) MSU Northern Agricultural Research Center
3. **Narrative Coordinator Name:** Kate Fuller **Phone/Email:** [994-5603](tel:994-5603)/kate.fuller@montana.edu
4. **Activity Name** Stone Child Cattlemen’s College
5. **Program Staff Name:** Stone Child Community College: Dustin SunChild (dustin.sunchild@stonechild.edu)
MSU: Joel Schumacher (jschumacher@montana.edu), Darrin Boss (dboss@montana.edu)

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

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

This new 3-year project collaborative effort between Stone Child College and MSU Extension (Department of Agricultural Economics and Economics). This project aims to enhance the profitability of Native American farmers and ranchers living on and around the Rocky Boy Reservation by providing targeted educational opportunities including Farm Service Agency Borrower Training. Project partners include Farm Service Agency, Risk Management Agency, Intertribal Agriculture Council, and Tribal College Extension faculty.

This year, similar to last year, we have concluded one two-day FSA Borrower Training at the Northern Agricultural Research Center for Stone Child College participants. Three shorter meetings will have been held by Northern Agricultural Research Center and local MSU Extension agents have contributed to these programs. The titles of shorter workshops were Herd Health, Preg Checking, Vaccinations and Selling/Marketing Calves (Sept 14, 2022), Branding, Vaccination, and Bull Purchasing (May 9, 2023), and Grazing Management: How to Put on Pounds and USDA Programs (June 6, 2023; this workshop has been planned but not held at the time of submission).

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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.

Fifteen people attended this year’s Borrower Training and 15 attended the Herd Health, Preg Checking, Vaccinations and Selling/Marketing Calves workshop.

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.

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

Psychology Department:

Dr. Monica Skewes: My ongoing R01 project is a 5-year, \$3.2M research project funded by the NIH/National Institute on Drug Abuse. The goal is to conduct a randomized clinical trial of a culturally adapted relapse prevention intervention for Fort Peck tribal members with substance use disorder. The project funds several community members and will increase community capacity to address addiction and mental health problems on the reservation. We are in the beginning of our third year of this project. While we don't have outcome data to report yet, the RCT is going smoothly and we are receiving positive reviews from participants and community members.

Dr. Neha John-Henderson: In partnership with Blackfeet community members and faculty and students at Blackfeet college we have started collecting data for an NIH Funded R01 project on social connectedness and health. In the first wave of data collection, we collected data from 300 community members (adults) including survey measures focused on indices of social connectedness and a blood draw allowing us to analyze cardiometabolic risk. The purpose of this study is to provide empirical data to show that as social connectedness improves over time, so does health. This will support a future grant application which will allow for the development of a community intervention to increase social connectedness.

Dr. Brandon Scott: This is a 3-year, \$411,523 research project funded by the Montana State University Center for American Indian and Rural Health Equity (CAIRHE), which is supported by a Centers of Biomedical Research Excellence (COBRE) award from the National Institute of General Medical Sciences of the National Institutes of Health (grant number P20GM104417). The primary goal of this project is to culturally adapt a prevention and early intervention for anxiety and depression for American Indian 8-12 year-old youth attending Rocky Boy and Box Elder Schools. We are using work and focus groups of key stakeholders (e.g., Elders, parents, youth) to gather information on adaptation in Year 1 and we plan to evaluate the feasibility of providing the culturally adapted program in the schools with American Indian providers from the community in Years 2 and 3. The project funds several community members during the project period and will increase community capacity to build resilience and address youth mental health problems on the Rocky Boy Reservation.

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.

None

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

Psychology Department:

Dr. Monica Skewes: The project is ongoing, so we do not yet have data to report. Thus far we are employing 2 full time employee on the reservation and 5 part time positions.

Dr. Neha John-Henderson: The funding has supported internships for 5 students attending Blackfeet community college, provides summer salary for a faculty member at Blackfeet

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

community college, and supports a full-time position for the project manager on the reservation who is a Blackfeet community member. The grant also provides a large amount of indirect costs to the college to support research infrastructure.

Dr. Brandon Scott: The project is ongoing, so we do not yet have data to report. Thus far we are employing one full time employee on the reservation and plan to hire an additional 4 part-time employees in Year 3.

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?

None

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: Fall Frybread Sale

Photo Caption (include the name of the event/persons, location, and date): A line to buy frybread from AIBL members Bruno Amon Franceschi and Taylee Rides At The Door, MSU Centennial Mall, October 6, 2022

Photo Credit: Laura Black

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: Maori Cultural Exchange

Photo Caption (include the name of the event/persons, location, and date): Maori presenters at cultural exchange event, American Indian Hall, October 18, 2022

Photo Credit: Laura Black

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: AIBL Indigenous Entrepreneur Panel

Photo Caption (include the name of the event/persons, location, and date): Bruno Amon Franceschi (AIBL treasurer), Taylee Rides At The Door (AIBL secretary), Nina Rock (AIBL vice president), Blythe Gill (AIBL president), John Pepion (Blackfeet artist), Brocade Stops Black Eagle (Crow designer & artist), Steffanie Kujaczynski (Chippewa Cree business owner), Cedar Bulltail (Crow herbalist and business owner), Hagar Auditorium at Museum of the Rockies, November 10, 2022
Photo Credit: Laura Black

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: AIBL Business Plan Presentation

Photo Caption (include the name of the event/persons, location, and date): Tim Swank, Bruno Amon Franceschi (AIBL treasurer), Nina Rock (AIBL vice president), Blythe Gill (AIBL president), Lana Redfield, Caesars Palace Las Vegas NV, April 4, 2023

Photo Credit: Virginia Bratton

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)



Photo File Name: AIBL National Conference 2nd place

Photo Caption (include the name of the event/persons, location, and date): Nina Rock (AIBL vice president), Blythe Gill (AIBL president), Tim Swank, Lana Redfield, Virginia Bratton, Bruno Amon Franceschi (AIBL treasurer), Caesars Palace Las Vegas NV, April 4, 2023

Photo Credit: AIBL National Organization

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

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 30 May 2023
2. **State Agency/Division/Program:** Graduate School, Montana State University
3. **Narrative Coordinator Name:** Craig Ogilvie **Phone/Email:** 406 994 5555
4. **Activity Name** *Graduate education, Montana State University*
5. **Program Staff Name:** **Phone/Email:**

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

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

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

There are 109 American Indian/Alaska Native (AI/AN) graduate students at Montana State, including 40 doctoral students. They are seeking advanced degrees in a wide range of fields including education, health and human development, nursing, chemistry, land resources & environmental sciences, and Earth Sciences. Many students are doing research projects with their home communities. Faculty partner with tribal colleges across the state on these projects and through these relationships recruit graduate students.

Our premier graduate program is the Sloan Indigenous Graduate Program for AI/AN graduate students in STEM. We had 12 active Sloan Scholars in AY 2022/23, from Aleut, Blackfeet, Crow, Aleut/Unangan, Potawatami, and Jicarilla Apache. Three Sloan scholars graduated with their masters in Spring 2023. Five new scholars will join us in Fall 2023.

We have an ongoing partnership with Salish Kootenai College (SKC). Two new faculty in their biology department have enrolled in a Ph.D. program at Montana State University. The research they do for their doctorate will be the same research they use for the tenure and promotion at SKC. The joint research project with MSU faculty will also include undergraduate students at SKC.

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.

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

The GRE exam is no longer required for admission for any graduate program at Montana State University. This will make our graduate programs more accessible to a wide range of students, especially those who have been away from formal education for a while.

We are also pro-actively working to make it easier for graduate students to return to their studies if they have had to step away to meet health, community, or family obligations.

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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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 1, 2023
2. **State Agency/Division/Program:** MSU Mark & Robyn Jones College of Nursing
3. **Narrative Coordinator Name:** Laura Larsson **Phone/Email:**llarsson@montana.edu
4. **Activity Name** *(the file name should reference this topic):*One Community in Health (OCIH)
5. **Program Staff Name:** Nicole Hayes **Phone/Email:**Nicole.hayes1@montana.edu

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

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

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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.

Through One Community in Health, MSU faculty and students planned to provide critical health and dental screening and preventive care for preschool American Indian children while assisting Montana's Tribal Nations in meeting the Office of Head Start health requirements and providing interprofessional clinical practice opportunities for nursing students, preparing them to deliver culturally competent care in rural and reservation communities across Montana. Plans were to provide these services on the Northern Cheyenne, Blackfeet, Crow, and Flathead (Salish-Kootenai) Reservations, which we accomplished. The only change in services provided was the addition of developmental screenings of pre-school children, which is required by Head Start.

From April 2022 through March, 2023, we provided health, dental, and developmental screenings, preventive care, and case management for 867 American Indian children living on the Blackfeet, Crow, Northern Cheyenne and Flathead Reservations. In doing so, we utilized the services of 70 Nursing student from MSU's five Nursing campuses. Over the last year we served more children than expected, we expanded the screenings provided to include developmental screenings of pre-school children, which is required by Head Start, we discovered dental and/or health issues for some children which needed to be immediately addressed and we followed up to ensure that they were, we expanded our use of MSU Nursing students and provided additional cultural learning opportunities for them, we had an impact on policies which affect healthcare for children, and because of the trust we have earned from the tribal communities, we were asked by additional Tribal Nations to serve their children. Our

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

partners include Smiles Across Montana, the MDPHHS (Montana Department of Health and Human Services Oral Health Program, state audiologist Sue Roller, the Blue Cross Blue Shield Care Van and funders like AstraZeneca, Blue Cross Blue Shield, Dennis & Phyllis Washington, and the Otto Bremer Trust.

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.

On July 1, 2023, our nurses and nurse practitioners will be able to receive compensation for the application of Silver Diamine Fluoride. This important new policy is explained in an article by Jeremy Horst ([Silver Diamine Fluoride CPT Code | CareQuest Institute](#)). The brief explanation is that SDF was approved by Indian Health Service in 2017 and listed as an essential medicine by the World Health Organization in 2021. We use SDF in mobile field clinics to arrest tooth decay. The silver kills the bacteria which cause oral infection. The fluoride remineralizes the tooth and buys the individual time in seeking treatment and restoration by a dentist. SDF is an important tool in reducing oral health disparities in a rural state like Montana where we experience acute dental provider shortages. The progression in the law to allow providers and nurses to bill Medicaid for this simple and effective procedure is an excellent example of evidence-based practice paired with smart policy.

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.

From April 2022 through March, 2023, we provided health, dental, and developmental screenings, preventive care, and case management for 867 American Indian children living on the Blackfeet, Crow, Northern Cheyenne and Flathead Reservations. In doing so, we utilized the services of 70 Nursing student from MSU’s five Nursing campuses.

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: Jamie Wilcox in Action

Photo Caption (include the name of the event/persons, location, and date): DNP Student Jamie Wilcox conducting health assessment with a preschool

Photo Credit:

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



Salish Kootenai College

Box 70
Pablo, Montana 59855
Phone (406) 275-4800
Fax (406) 275-4801



11/17/2022

Ms. Diamond Courville
Montana State University Roby Jones College of Nursing
Bozeman, MT 59717

Cc: Dr. Amanda Lucas

IRB Protocol # 2022_22_Courville

Title of Project: Increasing Postpartum Depression Screening in the Postpartum Period

Dear Ms. Courville:

This letter serves as official notification of the results of the review of your project by the Salish Kootenai College Institutional Review Board. Your project was reviewed in accordance with Salish Kootenai College's Institutional Review Board policies, this institution's Federal Wide Assurance FWA00010681 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46).

The IRB is aware that your project is not a research project but instead fulfills requirements for a QI project for your DNP Program. However, the IRB conducted a Limited Review to determine that participants in your project have adequate protections and that there are no further conditions that would suggest the need for further consideration. The review also found that the project does not include investigation that would reflect the Cultural Intellectual Property of the Confederated Salish & Kootenai Tribes.

Because your research qualifies as Exempt, there is no need to file a closure report. However, if there is a change in the protocol, you must notify the SKC IRB. A change in the research subjects or research methods may trigger a change in review status.

If you have any questions, please contact Stacey Sherwin, IRB Chair, at (406) 275-4931 or stacey_sherwin@skc.edu.

Stacey Sherwin via electronic signature

Stacey Sherwin, Ph.D.
Chair, Salish Kootenai College Institutional Review Board



2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** 5/17/2023
2. **State Agency/Division/Program:** Extension Nutrition Education Program
3. **Narrative Coordinator Name:** Leah Burnham **Phone/Email:** 406-994-6079
4. **Activity Name** (*the file name should reference this topic*): *Extension Nutrition Education Program*
5. **Program Staff Name:** Leah Burnham **Phone/Email:** 406-994-6079

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

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

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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

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

The MSU Extension SNAP-Ed program collaborated with Montana State University’s Center for American Indian and Rural Health Equity and MSU Extension faculty to begin piloting a nutrition and wellness curriculum designed to be culturally relevant for Native Americans from the Blackfeet tribe called *Turtle Island Tales*. *Turtle Island Tales* is a healthy lifestyle intervention for American Indian families with young children (ages 3-8 years) delivered monthly by mail over one year. This evidence-based program targets diet, physical activity, screen time, stress, sleep, and

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

emotional regulation and was designed for use within the home. The program includes printed parent-focused lessons, stickers, a small puppet, trading cards, a recipe book featuring traditional foods, coloring pages, support items, and a website that will feature short films based on the seven grandfather teachings, stories, games, and parenting support. Our long-term goal is to use *Turtle Island Tales* to improve the mental, physical, emotional, and spiritual wellbeing of American Indian families with young children and for that of the next seven generations. Our previous research on this program, formerly called Healthy Children Strong Families, suggests this program provides benefits to families; 45 Blackfeet families participated in the previous research. However, broader use of *Turtle Island Tales* within a community setting has not been explored. The **purpose** of this project is to explore community use of *Turtle Island Tales* via partnership with Blackfeet Early Childhood Center and Montana State University Extension/SNAP-Ed. With these partners, we recruited 57 families to participate in the free, one-year program. Participants completed a demographic and health behavior survey before and after the program. Families received monthly kits from March 2022 to February 2023. The program costs approximately \$35/family/month, including mailing costs. Kit costs were covered by the Center for American Indian and Rural Health Equity, and MSU Extension/SNAP-Ed covered mailing costs. Staff time from both organizations was provided in-kind.

This project is **significant** given American Indian (AI) families experience disproportionately high levels of obesity and chronic disease risk compared to other racial/ethnic groups. Families play a key role in shaping lifestyle behaviors, but recent reviews of best practices in obesity prevention showed a limited number of programs designed to be used by families within the home and even fewer tailored for tribal communities. To address this gap, this program was developed in partnership with an advisory team consisting of Blackfeet and other members from tribes across the country. We also received feedback from families who participated in the previous research study. This feedback was collected by survey and focus groups and included suggestions on elements to improve or change about the program. Our research indicated previous versions of this program were associated with improvements in weight status, increased fruit/vegetable intake, decreased television watching, and increased positive family time. Participating adults also reported higher self-efficacy for health-related behavior change. We expect similar health **impacts** to families who receive the *Turtle Island Tales* program, and post-program data analysis is currently underway. This project was reviewed and approved by the Blackfeet Nation Institutional Review Board (Blackfeet Nation IRB # E21 – 2).

In addition to providing free nutrition and physical activity education to Montanans eligible for SNAP or FDPIR, projects from FY22 include promotion of Double SNAP Dollars at two farmers markets and a healthy food pantry project in Flathead Reservation; collaboration on a community garden, school garden, and food forest project in Fort Belknap Reservation; collaboration on developing and implementing a seed library, expanding a children's community garden, building capacity for a farmers market to serve residents with low income, and expanding a donation garden for a food pantry serving Crow Reservation residents; and expanding nutritious offerings at a food pantry bordering Blackfeet Reservation that also serves members of the Blackfeet tribe.

Funding to directly support this program in reservation areas in FY22 was approximately \$350,000. Communities served are denoted in #6 above.

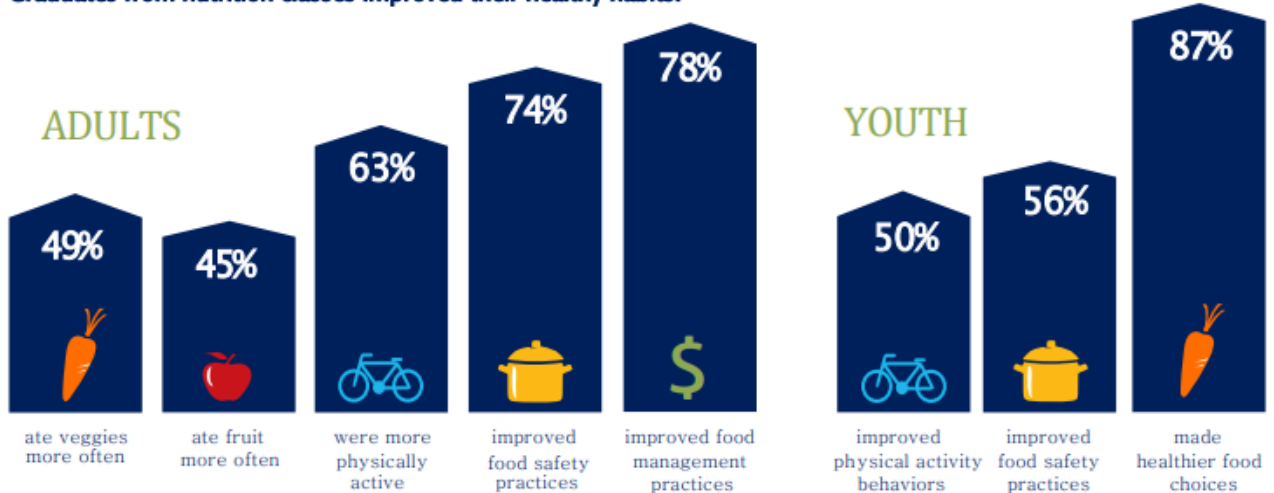
2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
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9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
10. If available, 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.

Regarding Turtle Island Tales, 57 families living on or near the Blackfeet reservation participated in the year-long program. Data on program effectiveness and the experience of program participants are being analyzed currently.

In fiscal year 2022, 36% of 368 adults and 36% of the 4,167 youth who attended SNAP-Ed nutrition and physical activity classes identified as American Indian or Alaskan Native. Results of the nutrition and physical activity classes are depicted below:

Graduates from nutrition classes improved their healthy habits.



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?

2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

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:** Montana State University Blackfeet Extension
3. **Narrative Coordinator Name:** Verna Billedeaux **Phone/Email:** 406-338-2650
4. **Activity Name** (*the file name should reference this topic*):
5. **Program Staff Name:** Verna Billedeaux **Phone/Email:**

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

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

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

- | | |
|---|---|
| <input type="checkbox"/> Started before FY 2023 | <input type="checkbox"/> Started during FY 2023 |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2023 |

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 purpose of the state-tribal activity is to extend lifelong learning to individuals through unbiased, research-based education and information that integrates learning, discovery, and engagement to strengthen the social, economic, and environmental well-being of individuals, families, and communities. The priority program areas are Tribal Youth and 4-H, and Indian Farmer and Rancher Productivity and Management. We serve all ages with educational programs and resources. Youth development programs like 4-H are implemented using educational, learning-by-doing projects, club meetings, community service projects, events, and activities for young people and adults. Participants work toward attaining five life skills: fostering positive self-concept, learning decision-making and responsibility for choices, developing an inquiring mind, relating to self and others, and acquiring a concern for communities--local and global.

The primary economic industry on the Blackfeet Reservation is agriculture with 800 producers managing 1.5 million acres of land. Limited access to credit, capital and a credit history has prevented youth and beginning farmers/ranchers from returning to family farms, threatening the sustainability of agriculture. The junior agriculture loan and educational programs assist and encourage youth in financing agricultural projects that are designed to foster healthy, meaningful relationships with adults, assist in crisis and help continue and revive agricultural traditions on the Blackfeet Reservation. In addition, we provide educational opportunities for livestock producers that address production issues including, nutrition, and food security, use of

2023 GOVERNOR’S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)

new technology and adoption of sustainable practices. The office provides training in marketing, assists in finding new markets for products and addresses emerging needs as they arise. Issues caused by inclement weather, fire, crops, and livestock disease are but a few of the possible things that may emerge as legitimate needs. Program needs are determined by monitoring trends and issues involving key stakeholders. Innovative programs specify program goals and objectives and identify resources to meet the needs of target audiences. Clientele receive access to Extension resources and technical assistance on how to use practical technologies through workshops, seminars, demonstrations, and one-on-one consultations in the office and/or at the farm or ranch. Community-based efforts are designed to support healthy lifestyles and healthy families resulting in healthier, more productive, financially independent, and environmentally- responsible people.

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. none
10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.

The biggest impact of the program over the years has been our work with youth and beginning farmers/ranchers. Our programming has allowed us to introduce extension and provide educational opportunities and information to individuals in areas of their interest. Teaching youth about agriculture, ag business planning, loan packaging with a positive and different perspective. How to think for themselves at a young age, and how to plan, implement and monitor the plan and grow their own ag business. Also growing our own 4-H program and Fair on the reservation, many young people have had the opportunity to learn by doing through the program, learning lifelong skills, and learning how to complete projects and report it in their 4-H records. Youth are increasing their knowledge in their projects chosen and exhibit their knowledge and projects at the fair.

Working with the stock growers’ association has increased the number of projects extension is involved in at the community level. Together we have improved marketing for calves by pooling together and receiving better prices because of larger groups of calves, working together for control of cattle losses due to predators, bears, wolves and coyotes by organizing and implementing opportunities like the Aerial Predator Control project, Bear Range Rider Project, Non-lethal electric fences for 4-H Market animals, and we have seen a decrease in the number of depredations.

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:
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?

Governor's Tribal Relations Report 2023

Fort Belknap Reservation

Community Vitality Agents - Tribal Leadership Forums Project

As agents are beginning work on the development of a tribal leadership training model, sharing insights with partners regarding native leadership issues/successes and gathering feedback and direction from local leaders will be critical to the success of the newly developed model. This project can assist in creating a space and a means of support that will value that process. Our model is unique in that it is being developed to be implemented in tribal communities, with the flexibility of engaging neighboring non-tribal communities. We see this project also as supporting a long-term potential model of cross-cultural leadership, that may bridge the gap between previously unengaged/disconnected communities.

The project will support small efforts that help to define leadership in tribal communities, guide goal-formation, promote discussion of project process, prioritize leadership targets, and ultimately radiate outward toward advanced leadership development.

Referring to the recent needs assessment completed by MSU-Extension, Fort Belknap's results indicated that 73.9% of respondents were dissatisfied with local rural community vitality, yet 100% of respondents indicated that rural community vitality was important in their community. The Tribal Leadership Forums project can springboard current community interest into a successful progressive movement toward increased local leadership efforts.

Ag Agent

As newly hired Ag agent, I took the position in January 2023 and have been transitioning to the new job. Chosen to focus only on a few things as my first year as the Fort Belknap Ag agent, which include 4H, community garden growth, and establishing partnerships as the new agent. I am an enrolled member of the Aaniiih (Gros Ventre) Tribe of Fort Belknap and have lived on the Reservation my whole life. With a background in Environmental Studies, some ranching/farming, and gardening my work with Extension has been working smoothly.

My goals with 4H is our sale and fair since not having a strong presence because of COVID. I would also like to develop more of a 4H archery program on the Reservation since I bow hunt myself. Recently attended the 4H archery training in Billings put on by Scott Francis a few months ago. The next step is buying equipment and setting up a place to practice. The ultimate goals of the archery program is to teach the kids sustainable hunting practices while learning to process their own meat and be able to see the cultural significance of it as well.

I previously worked at the college as an intern for the Buffalo Program and USDA Extension office through Aaniiih Nakoda College. This included working with Swift fox, Black Footed Ferrets, the Tribal Buffalo Program, and the college garden. This previous relationship has allowed me to include that in my new position and a possibly pathway for our 4H students moving forward.

Even with the uncertainty of the last two years, the communities of Fort Belknap were able to interact with the MSU-Extension Fort Belknap 4-H program. The Lucky Charms Club's 22 members of Fort Belknap Reservation 4-H met virtually from December through April, then in person from May to August. The 4-H members learned important 4-H and life skills: 4-H book and journal training, gardening, sewing, Livestock Quality Assurance Training, club building activities, and 4-H showmanship. They also prepared for the 4-H Fair, which was held in August at the Wasay Wakpa

**2023 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM
(for the reporting period July 1, 2022 - June 30, 2023)**

Rodeo Arena in Lodge Pole, presenting 11 steer projects and Agriculture in my Family Poster Sessions. Averaging 1185 lbs, the steers sold at an average of \$4.86/lb. All the 4-H beef projects and the fair were supplied, organized, and judged by community volunteers, parents, and families with the purchase support of local tribes, businesses, and families. The top priority of 4-H programs at Fort Belknap is the health and safety of our youth, families, volunteers, faculty, staff and supporters throughout our communities. Through this year and in the future, we encourage our future 4-H leaders to learn resiliency and to continue to develop community support.

Drought and livestock feed management continued to challenge Fort Belknap producers during 2022. Fort Belknap MSU Extension responded to emergency needs with one-on-one consultations, community and tribal meetings, and local workshops. As a result of the 2021 weekly drought meetings, the need for a drought mitigation management plan became an important agenda item. The Fort Belknap Tribal Land department took the lead in producing a Drought Mitigation Management Plan. Local producers, tribal programs, the Bureau of Indian Affairs, and MSU Extension are providing important input in creating a progressive plan for future drought management. Along with the Drought Mitigation Management Plan, Fort Belknap MSU Extension has assisted local producers, landowners, and tribal natural resource programs in starting a Fort Belknap Conservation District. Board members have been elected and 3-year goals have been created.

Growing Together Montana (GTMT) is a collaboration between the MSU Extension Nutrition Education Program and the Master Gardener program that provides grants to active Master Gardener volunteers with a focus on growing and donating produce to local food banks and other emergency food resources. Master Gardeners also can work with SNAP-Ed instructors in their communities to provide nutrition education to the individuals and families that utilize the food banks. At Fort Belknap, SNAP-Ed Nutrition Educator Ramona King has partnered with Master Gardener Colette Werk for a second year of grant-funded growth in the Old Hays Community Garden. Partners and resources included Montana DNRC forester Josh Stoychoff, fruit trees; Montana Indigenous Food Sovereignty Initiative, seeds; Aaniiih Nakoda College USDA Extension, plants; and community members who donated irrigation water and mulch. A total of 204 volunteer hours were recorded, and 103 pounds of produce was donated to the local senior center for elders' lunches.