

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:** 5/18/23
2. **State Agency/Division/Program:** UMW Department of Education: Early Childhood Education
3. **Narrative Coordinator Name:** Terri Barclay **Phone/Email:** 406-214-1985/terri.barclay@umwestern.edu
4. **Activity Name:** Tribal Head Start Partnership Grant "To Come Together for our Children."
Program Staff Name: Terri Barclay **Phone/Email:** 406-214-1985/terri.barclay@umwestern.edu

5. **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 checked="" type="checkbox"/> Little Shell |
| <input type="checkbox"/> Confederated Salish & Kootenai | <input type="checkbox"/> Northern Cheyenne |
| <input checked="" 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 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.

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 University of Montana Western (UMW) is in its third year of a five-year Tribal Head Start subgrant funded by the Federal Head Start Office. The UMW subgrant amount is \$171,000 annually for five years. Stone Child College is the grantee with four partners including Blackfeet Community College, Aaniih Nakoda College, Fort Belknap Community College, and The University of Montana Western. UMW established articulation agreements with partnering tribal colleges, and graduates from these colleges are completing B.S. degrees in Teaching and Learning in Early Childhood Education or Early Childhood Education: PreK-Grade 3. The Office of Head Start agreed to allow UMW to help build capacity for quality childcare on the Crow Reservation and for the Little Shell Tribe by allowing us to support Little Shell and Crow tribe B.S. students living in Billings and Great Falls in addition to students working at Head Start programs who graduated from associate-level early childhood

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education programs at ANC, BCC, FPCC, and SCC. We have had three BS graduates and anticipate three more BS graduates in the 2023-24 SY. We are currently serving 13 American Indian students on this grant. We added two students from Babb, MT Head Start this past spring. Both students are committed to the Head Start program on the Blackfeet Reservation. The special feature of the UMW online grant program is a full-time, grant-funded, online student mentor who supports students through academic tutoring, problem-solving, and navigation of higher education. Representative Sharon Peregoy recruited a Billings Head Start student committed to children and families on the Crow Reservation. This student will submit an admissions application with the University of Montana Western for enrollment in fall 2023. At the end of the spring 2023 semester, three of our students were recognized for excellence in coursework by their instructors. The recognition came through coursework submissions where Native and Indigenous Ways of Knowing and Culturally Responsive activities were created and shared with peers. Students were also commended for thoughtful participation and contributions in discussion forums where their perspectives were shared. Student peers expressed gratitude for the new knowledge and respect for ideas that were new to them. In my time as a mentor for tribal distance students, this is the greatest amount of recognition our students have received.

Finally, a group comprised of faculty/staff members from Stone Child College, Little Big Horn College, BCC, and UMW met throughout the year to study trauma-informed practices with a focus on mental health and healing. This collective group continues to work together to strengthen instructional practices for students in our programs. A picture is included for your reference.

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.

NA

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.

- 13 current students in the Head Start Partnership Grant program enrolled in the UMW distance program.

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- 2 current students in the Head Start Partnership Grant program attending UMW on campus.
- 1 new graduate with BS in Early Childhood Teaching Learning Program in Spring 2023.

10. 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: Healing Your Almond Tribal Group

Photo Caption (include the name of the event/persons, location, and date): Trauma-Informed Practice Work Group, Missoula, MT, December 2022. The group comprises faculty/staff members from Stone Child College, Little Big Horn College, BCC, and UMW.

Photo Credit: Franchon Franceses

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

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1. Submission Date: June 4, 2023
2. State Agency/Division/Program: University of Montana Western
3. Narrative Coordinator Name: Vikki F. Howard Phone/Email: 406-660-0550
4. Activity Name (the file name should reference this topic): Akbaawaachimihche Crow Teachers Program; Poomotsisinni Blackfeet Teacher’s Project; Indigenous-Centered Education Project (ICEP); Steele-Reese Grant: Akbaawaachimiche Teacher Preparation Curriculum Project
5. Program Staff Name: Shalynn McCullough Phone/Email: shalynn.mccullough@umwestern.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 |
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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 checked="" type="checkbox"/> Completed/finalized during FY 2023 (ICEP) |

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 University of Montana Western partners with Blackfeet Community College and Little Big Horn College in delivering a range of degree/licensure programs: elementary education, special education, secondary post baccalaureate programs and library media.

Partnerships are formed by delivering in vivo teacher education program with Tribal Colleges local schools: Browning Public Schools, Heart Butte Public Schools, Pryor Public Schools, Lodge Grass Public Schools, St. Labre “Indian” Schools, Wyola Schools, and Hardin Public Schools.

Projects are funded by the US Department of Education Office of Indian Education and private donations and grants. Total soft support each year is approximately \$900,000.

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

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Recently signed bills regarding charter schools may create opportunities for us to continue to innovate in creating learning experiences for Native students that align more with Indigenous ways of learning than traditional public education programs.

Another bill which passed and was signed into law this past session requires greater transparency of Indian Education for All. This should help prevent schools from redirecting funds intended for IEFA to be used elsewhere.

Montana legislature also passed a law strengthening the Indian Child Welfare Act. This bill strengthens Tribal sovereignty against chronic attempts at cultural assimilation.

Finally, the Montana Indian Language program reallocated funding to help preserve and restore language which are critically endangered. Language is the culture of Native communities, and is central to all our projects’ activities.

A bill that was not approved attempted to extend AI tuition waivers to descendants would have made access to our Tribal education programs more affordable to those who do not qualify with sufficient blood percentage.

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.

1. University of Montana Western Tribal Education Programs

| | |
|---------------------------------|--|
| Elementary Education (K8) | 2+2 with Bachelor’s Degree offered in person at Tribal College |
| Special Education | Remote/online |
| Secondary Education (Post-Bacc) | Online |
| Library Media | Online |

2. Recent Partnership Outcomes

| | BCC Students | LBHC Students | UMW Graduates/ Completers | Teachers of Blackfeet Students | Teachers of Crow Students |
|---------|---------------------|----------------------|----------------------------------|---------------------------------------|----------------------------------|
| 2016-17 | 9 | | | | |
| 2017-18 | 31 | | 7 | 9 | |
| 2018-19 | 31 | | 20 | 36 | |

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| | | | | | |
|----------|----|----|-------|----|----|
| 2019-20 | 32 | 24 | 8 | 39 | 6 |
| 2020-21 | 34 | 30 | 13/10 | 50 | 19 |
| 2021-22* | 38 | 28 | 5/6 | 62 | 25 |
| 2022-23 | 33 | 32 | 9/6* | 63 | 25 |

****May 2023 Graduates***

Current Students 2021 Grants

| Degree Program | Blackfeet Community College Partner | Little Big Horn College Partner |
|-------------------------------|-------------------------------------|---------------------------------|
| Elementary Education (K8) | 26 | 30 |
| Special Education | 3 | 2 |
| Post Bacc Secondary Education | 3 | 2 |
| Library Media | 0 | N/A |
| Non-Native | 0 | 3 |
| Total | 33 | 37 |

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.

Following is an article about 5 of our teacher candidates (with many photos) in Browning.

<https://www.kx1h.com/news/browning-school-hosts-five-teachers-in-training-through-state-residency-program>

Following is a link to a video created for our Apsaalooke graduates this spring:

https://youtu.be/VRQk_hdVMxA

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