

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

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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 15, 2023
2. **State Agency/Division/Program:** Montana State University Billings
3. **Narrative Coordinator Name:** Sunny Day Real Bird
4. **Phone/Email:** (406) [657-2144](tel:4066572144) / [sunnyday.realbird@msubillings.edu](mailto:sunnyday.realbird@msubillings.edu)
5. **Activity Name:** *Academic Support Center Peer Navigators Embedded in the Native American Achievement Center*
6. **Program Staff Name:** Katharine Moffat, Retention Director - Academic Support Center
7. **Phone/Email:** (406) 657-1695/[Katharine.moffat@msubillings.edu](mailto:Katharine.moffat@msubillings.edu)

8. **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                           |  |

9. 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.*

10. 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 Academic Support Center at Montana State University Billings (MSUB) employs approximately 8 Peer Navigators each semester to support primarily first-year and at-risk students in a peer mentoring capacity. In Fall 2022, one of the Peer Navigators was embedded in the Native American Achievement Center (NAAC). In Spring 2023, two Peer Navigators were embedded in the NAAC and provided important retention and registration-related support to American Indian students. The embedded Peer Navigators work out of the NAAC and meet with students in that space, while maintaining close connections with the Academic Support Center and other student support spaces on campus.

Peer Navigators are assigned a cohort of students that they communicate with several times per week. Through email, text, and in-person meetings, the Peer Navigators help students understand key academic deadlines and procedures, provide assistance with creating advising appointments and registering for courses, help navigate institutional holds, and refer students to both on- and off-campus resources, such as the Yellowjacket Emergency Pantry, Crisis Fund Application, TRIO Student Support Services, Academic Support Center, Student Health and Counseling, and others.

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The Peer Navigators embedded in the NAAC are also American Indian themselves and participate in many of the NAAC’s cultural and social events. These Peer Navigators become trusted resources for other American Indian students and help them navigate a diverse range of challenges.

11. 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.
12. 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 Fall 2022, Peer Navigators served approximately 90 American Indian students at MSUB. This includes first-year students on both the University Campus and City College campuses, 2<sup>nd</sup> year students at the City College campus, and students on Academic Probation and Academic Warning statuses. In Spring 2023, Peer Navigators served approximately 85 American Indian students at MSUB. Additional American Indian students were served through the Academic Support Centers on both campuses for tutoring and Supplemental Instruction supports. The Peer Navigator program continues to expand; Peer Navigators are also tasked with conducting outreach to additional students throughout the semester as academic difficulties arise.

Amongst other initiatives and efforts stemming from the Native American Achievement Center, the impact of the embedded Peer Navigators has contributed to a 19-percentage point increase in American Indian student retention for first-year students from Fall to Spring semesters, compared to 2021-2022.

13. 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?

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

1. **Submission Date:** June 2, 2023
2. **State Agency/Division/Program:** Montana State University Billings
3. **Narrative Coordinator Name:** Sunny Day Real Bird **Phone/Email:** 406-657-2144
4. **Activity Name:** *College of Business 2+2 Partnerships and Prospective Partnerships Conference*
5. **Program Staff Name:** Ed Garding, Interim Dean – College of Business  
**Phone/Email:** 406-657-2213

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

- |   |   |
|---|---|
| <input type="checkbox"/> All                            | <input type="checkbox"/> Fort Belknap                 |
| <input type="checkbox"/> Blackfeet                      | <input checked="" type="checkbox"/> Fort Peck         |
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Montana State University Billings (MSUB) - College of Business has signed Articulation Agreements with seven regional community and four-year colleges. These Partner institutions include: Great Falls Community College MSU; Miles Community College; Casper College; Western Wyoming Community College; Northwest College; Fort Peck Tribal College; and City College in Billings, MT. The 2+2 Partnerships denotes that students who attend college for 2 years may apply to MSUB to complete 2 more years of college and receive a Bachelor of Arts degree. Signed articulation agreements between these colleges and MSUB assure students that all their course credits will transfer equally to MSUB-College of Business degree programs.

To enhance instructors’ knowledge and awareness of the MSUB Campus, its professors, and support services, MSUB College of Business hosted a conference for its 2+2 Partner institutions in December 2021 on the MSUB campus in Billings, MT. At the end of the Conference, attendees left with a better understanding of MSUB, its in-person and online teaching technologies and materials about the MSBU College of Business programs. With MSUB’s online capacities, students can finish their four-year degrees while living in their home communities if they prefer.

MSUB College of Business hosted a second 2+2 Conference in December 2022 to offer the opportunity for those Partners who were not able to attend in 2021 and to invite “prospective partners” to attend. Attendees included representatives from Casper College; Northwest College; Fort Peck

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Tribal College; City College-Billings and Chief Dull Knife College, a prospective partner. With a similar format as the previous year's conference, the agenda also included sessions where attendees provided their insights and ideas to improve outreach to their students, their student experience, and their enrollment at MSUB to complete a four-year degree. Attached is the documentation of the attendees' feedback and action plan for each of the campus units.

Another outcome of the 2022 Conference was an invitation from the leadership team at Chief Dull Knife College, Eva Flying, President, to the MSUB Provost and representatives from the College of Education and College of Business to visit their campus in Lame Deer, MT, Spring 2023 and discuss Articulation Agreements between the colleges. Work has begun on creating these Agreements, and students who live in Lame Deer will have the option to live in Billings and attend MSUB or stay in their home communities and complete their degree. The overall goal of the 2+2 Partnerships is to help students complete their degrees, prepare themselves for the workforce, and secure higher paying jobs. Ultimately, the 2+2 Partnership with the Tribal Colleges enriches the lives of its students and those of their families and their communities.

In the future, MSUB College of Business will continue to engage its 2+2 Partners with faculty and student visits to the respective campuses; online meetings; and social media connections to highlight campus activities and events with the goal to support and improve the quality of the student experience and education.

Also attached is the document with Feedback from the 2+2 Conference held in December 2022.

**2+2 Conference Follow-up**  
**December 2022**

**College of Business to Follow-Up as Lead Unit**

I) REGULAR COMMUNICATION: Program Coordinator to email and communicate on a regular basis to capture "great opportunities" to engage the students of the various campuses.

II) DEMONSTRATION OF ONLINE: For many of the 2+2 student recruits, many conference participants stated their students most likely will want online programs, and not relocate to Billings. Participants suggested the student recruits are somewhat skeptical/fearful of the online format. It was suggested that we work toward developing demonstrations that could be presented on their campuses (or perhaps as remote access, too):

- A. Introduction to D2L to online and Hy Flex classes-- to see how the technology works.
- B. Introduction to the professors in terms of teaching styles.
- C. Could be set as mock class sessions or as invitation to live classes.

COB: Also See III and VI, below

**New Student Services to Follow-Up as Lead Unit**

III) VISITS TO PARTNER CAMPUSES: Conference participants suggested a team visit their campuses, to include admissions, advising specialists, financial advisors, professors, and MSUB students.

- A. Provide explanations of various business majors and advising worksheets, especially explaining different majors and requirements and how the first 2 years apply.
- B. Provide career tracking info: salaries, job placement, etc. Show the difference between the AA degree and the B.A. degrees. Provide examples of jobs & internships that the BA can lead

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them to and the companies/salaries who hire MSUB grads – show the percentage of placements.

C. Provide information about all aspects of campus life – including where to park, where to get a parking pass, and meal options.

D. Provide Orientation that helps the students understand how to be self-reliant – in the recruiting stage and prior to their arrival.

**IV) SPECIFIC MARKETING IDEAS:**

A. Send pop-up banners that advertise MSUB and the COB so the recruits literally see the MSUB logo every time they go to their business classes.

B. Create Banners with the QR code that opens to all the information that students need to know about transferring to MSUB – additional links, etc. Push text notifications from QR code

C. Put a folder on the Banner that can hold lots of brochures.

D. Put these Banners in all the hotels for the weekend and other venues – consider doing it in Billings hotels, too.

E. College National Rodeo Finals - is held in Casper – the whole town and College are involved – most community colleges in the region have rodeo teams – a great time to be there, put up banners and have a presence.

**V) IDENTIFY SPECIALIZED SUPPORT FOR INCOMING 2+2 STUDENTS:** Provide additional/specialized attention when the 2+2 students arrive so that they understand how/where to ask for help.

**Native American Achievement Center Follow-up as Lead Unit**

**VI) 2+2 STUDENTS VISITS TO MSUB CAMPUS:** Announce MSUB “Open” times when potential transfer students could visit, meet with faculty, connect with MSUB students, and attend an activity (basketball, baseball game, etc.). This idea was suggested especially for students from Tribal Colleges, but all of the partners would appreciate these invitations.

**Admissions to Follow-up as Lead Unit**

**VII) SPECIFIC ADMISSIONS QUESTIONS:**

A. General Explanation of how it happens/works.

B. Provide cost breakdown to attend MSUB and include EVERYTHING for in-person and online (even parking passes!)

C. Provide information for J-Visa students.

**Financial Aid Services to Follow-up as Lead**

**VIII) EXPLAIN FAFSA:**

A. Explain how FAFSA works, especially if never used before

B. Can FAFSA be used to purchase books?

**Foundation to Follow-up as Lead Unit**

**IX) IDENTIFY SPECIAL SUPPORT for INCOMING 2+2 STUDENTS:**

A. Transfer scholarships

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B. Other scholarship opportunities

C. Book stipends

**Registrar Office to Follow-up as Lead Unit**

X) NEW ARTICULATIONS: NW college – would like articulation agreement for general studies degree

And Chief Dull Knife would like to begin the process of the articulation agreement.

XI) CO-ENROLLMENT: Explain co-enrollment so a student could pick up classes at MSUB if they need something not offered at the partner school on a given semester.

**Center for Teaching and Learning to Follow-Up as Lead Unit**

XII) PROVIDE PARTNER INSTRUCTOR TRAINING Especially online and Hy Flex (consider fee-based)

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11. Are there **photographs** to support the narrative? (X) Yes ( ) No  
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Photo File Name: Chief Dull Knife College

Photo Caption (include the name of the event/persons, location, and date): MSUB representatives meet with Chief Dull Knife College representatives at Chief Dull Knife College in Lame Deer, MT on April 27<sup>th</sup>, 2023.

Photo Credit: Program Coordinator, Jane Urbaska

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

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1. **Submission Date:** Tuesday, May 25, 2023
2. **State Agency/Division/Program:** Native American Achievement Center
3. **Narrative Coordinator Name:** Sunny Day Real Bird **Phone/Email:** 406-657-2144/  
[sunnyday.realbird@msubillings.edu](mailto:sunnyday.realbird@msubillings.edu)
4. **Activity Name:** *Campus, Community, Statewide Outreach of the Native American Achievement Center*
5. **Program Staff Name:** Sunny Day Real Bird
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
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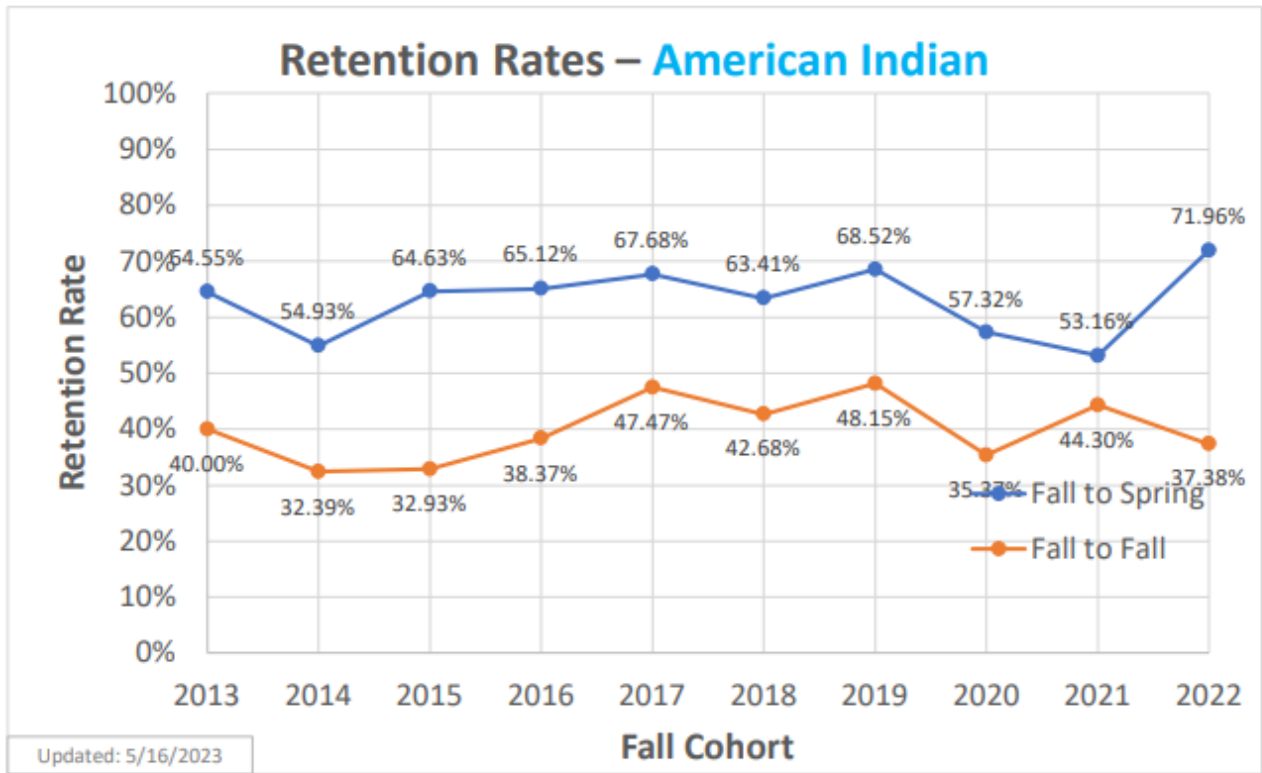
The purpose of MSU Billings' Native American Achievement Center (NAAC), as well as the Native American Studies Program, is to recruit and retain Native American students and serve as an advocate and outreach platform to Montana's Indian Reservation communities and their populations. Included in this mission are the thousands of tribal individuals living in the Billings urban area. Over the past year the NAAC has sponsored numerous activities and events on campus, within the city of Billings, and on several Montana Indian reservations.

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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MSUB's American Indian student enrollment was up 14% this past spring semester from spring semester 2022 and 19% increase in student retention.



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*Photo File Name: HS101*

*Photo Caption: Billings School District, High School 101 Summer of 2022. June/2022*

*Photo Credit: Marlynn Cloud*



*Photo File Name: Pre.Orientation.jpg*

*Photo Caption: Pre-Orientation for Incoming Students & Families. June/2022*

*Photo Credit: Sunny Real Bird*

A promotional flyer for a pre-orientation program. The background is blue. At the top right is the logo for "montana state university billings NATIVE AMERICAN ACHIEVEMENT CENTER" featuring a Native American figure. On the left, a white scroll-like graphic contains the following text: "The MSU Billings Native American Achievement Center is hosting a fun and information filled experience for new students. The program is designed to support students with:" followed by a bulleted list: "• Campus resources", "• Book Stipend Information", "• Utilizing the Native American Achievement Center", "• Addressing cultural, social, and emotional concerns", and "• And much more...". Below the scroll is a stack of three books. In the center, two young men are standing and smiling, one holding a clipboard. At the bottom, the text reads "PRE-ORIENTATION FOR INCOMING STUDENTS &amp; THEIR FAMILIES", "2630 NORMAL AVENUE, BILLINGS MT 59101 | 406-657-2144", "CONTACT: AMBER.PERETZ@MSUBILLINGS.EDU", and "RSVP NOW!" with a URL: "HTTPS://WWW.MSUBILLINGS.EDU/FYE/ORIENTATION/INDEX.HTM".

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*Photo File Name: Lamedeerhealthfair.jpg*  
*Photo Caption: Lame Deer Indian Health Service Health Fair. June/2022*  
*Photo Credit: Amber Peretz*



*Photo File Name: GameNight.jpg*  
*Photo Caption: Game Board Night, September 7, 2022*  
*Photo Credit: Amber Peretz*



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*Photo File Name: WarrenSpang.jpg*  
*Photo Caption: SIAM Concho Belt Workshop, September 18, 2022*  
*Photo Credit: Sunny Real Bird*



*Photo File Name: Nativeweek.jpg*  
*Photo Caption: NAAC Events, American Indian Heritage Week*  
*Photo Credit: Sunny Real Bird*

**NAAC EVENTS**  
**WEEK OF**  
**9.26-9.30**

**AMERICAN INDIAN HERITAGE WEEK!**

<b>TUESDAY 9.27</b> <b>All Nations Club Meeting</b> -Discussion of final preparations for Round Dance Event -All students encouraged to attend! -4pm @ NAAC on University Campus	<b>TUESDAY 9.27</b> <b>City College Open House</b> -Food, drinks, & visiting! -10am-2pm @ NAAC on City College Campus
<b>WEDNESDAY 9.28</b> <b>Family BINGO!</b> -Prizes, food, & drinks -All students & their families WELCOMED -6pm in the SUB Atrium (across from Stinger's Bistro)	<b>FRIDAY 9.30</b> <b>American Indian Heritage Day</b> -Native Social Dance 1-2pm on MSUB lawn -Indigenous Peoples Display in the SUB Atrium -Indian Tacos by Backbone Catering 2-4 @ NAAC on University Campus

**\*Look for our student highlights throughout the week!**

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*Photo File Name: All Nation.jpg*

*Photo Caption: All Nation Club members*

*Photo Credit: Shiloh Skillen-Robinson*



*Photo File Name: FrybreadClass.jpg*

*Photo Caption: All Nations hosted a fry bread workshop for the campus, February 2023*

*Photo Credit: Amber Peretz*



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*Photo File Name: Moccasinworkshop.jpg*

*Photo Caption: SIAM Grant, moccasin workshop, February 2023*

*Photo Credit: Sunny Real Bird*



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1. **Submission Date:** May 31, 2023
2. **State Agency/Division/Program:** Montana State University Billings
3. **Narrative Coordinator Name:** Sunny Day Real Bird **Phone/Email:** 406.657.2144 / [sunnyday.realbird@msubillings.edu](mailto:sunnyday.realbird@msubillings.edu)
4. **Activity Name** *MSUB Housing's Inter-Tribal Pods*
5. **Program Staff Name:** Josh Hulgán, Associate Dean of Student Engagement  
**Phone/Email:** [joshua.hulgan@msubillings.edu](mailto:joshua.hulgan@msubillings.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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Living on campus can pose specific challenges for Native American students, similar to students from other cultural or ethnic backgrounds. These challenges encompass aspects such as cultural adjustment, stereotypes and prejudices, homesickness, and a lack of cultural representation. It is crucial to acknowledge that while these challenges exist, Montana State University Billings is dedicated to establishing an inclusive and supportive environment for all students, including Native American students.

As a result, in the 22-23 academic year, Housing & Residence Life and Native American Achievement Center at Montana State University Billings joined together to create the Inter-Tribal Pods. The primary objective of the Inter-Tribal Pods is to foster a community of individuals who share similar interests, values, and backgrounds, while offering mutual support throughout their college journey. Research indicates that living on campus brings several advantages, including affordability, convenience, peer connections, and improved academic performance.

During the academic year, residents of the Inter-Tribal Pods received invitations from staff members of Housing and the Native American Achievement Center to participate in various campus events and activities organized by multiple departments. When Native American students actively engage in university events, it can lead to numerous positive outcomes, including fostering cultural exchange and

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awareness, increasing representation and visibility, building a sense of community, providing leadership opportunities, and advocating for academic success.

In the 2022-2023 academic year, we successfully achieved our goal of accommodating eight residents in the pods. By the end of the school year, we were pleased to retain 75% of the residents, specifically six individuals. This achievement has motivated us to expand our efforts further. Our plan is to introduce additional pods for incoming freshmen on our First Year Residential Experience Floor Theme and allocate extra rooms for upperclassmen. Our aim is to increase the capacity of student pods from eight to fourteen, with the goal of fostering active engagement and ensuring that all our students have the opportunity to remain part of this inclusive community.

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*Photo File Name: IntertribalPods.jpg.png*

*Photo Caption: Promotion for Intertribal Pods, Fall 2022*

*Photo Credit: Shiloh Skillen-Robinson*



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2. **State Agency/Division/Program:** Montana State University Billings
3. **Narrative Coordinator Name:** Bernard Quetchenbach **Phone/Email:**  
[bquetchenbach@msubillings.edu](mailto:bquetchenbach@msubillings.edu)
4. **Activity Name:** *Watershed Peoples of Montana and Amazonia*
5. **Program Staff Name:** Bernard Quetchenbach **Phone/Email:**  
[bquetchenbach@msubillings.edu](mailto:bquetchenbach@msubillings.edu)

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

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| <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.

In March/April 2023, MSUB hosted Rafael Chanchari Pizuri, an internationally known Shawi Indigenous philosopher, teacher, and community leader, along with two other guests, Florida State University professor Juan Carlos Galeano, who was born and grew up in the Colombian Amazon, and Corinne Fournier Kiss, a scholar from Switzerland.

Professor Galeano and I have brought two groups of students to the Peruvian Amazon since 2019. Each study-abroad experience involved at least one Montana resident and tribal member, representing the Sioux (2019) and Crow (2022) nations, respectively. Both students participated in the 2023 program by presenting their observations and images from their experience at an on-campus session. Perhaps the most significant aspect of the trip was facilitating meetings and interactions with Montana members of the Crow and Northern Cheyenne community. The NAAC played a central role in this aspect of the program, offering facilities and assisting in logistics. Sunny Real Bird worked with tribal elders of the Crow and Northern Cheyenne nations to support this valuable intercontinental meeting of Indigenous communities.

Both Chanchari and Galeano expressed their appreciation for this major part of our 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.

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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? ( 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: Bernard.jpg*

*Photo Caption: From left to right: Corinne Fournier Kiss of the University of Bern in Switzerland; MSUB graduates Haley Barthuly and Emmy Hailstone; poet, folklorist, and filmmaker Juan Carlos Galeano; Florida State student Madisan Chavez; MSUB graduate Laura Parces; internationally recognized Indigenous philosopher, teacher, and community leader Rafael Chanchari Pizuri; MSUB professor of English, Dr. Bernard Quetchenbach. (April/2023)*

*Photo Credit: Bernard Quetchenbach*



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*Photo File Name: Watershed.jpg*

*Photo Caption: Watershed People program participants Juan Carlos and Rafael Chanchari Pizuri, and Dr. Lanny Real Bird are shown with gifts presented to him by Crow elder.*

*Photo Credit: Sunny Day Real Bird*



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

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

1. **Submission Date:** May 31<sup>st</sup>, 2023
2. **State Agency/Division/Program:** Montana State University Billings
3. **Narrative Coordinator Name:** Dr. Matt Queen & Dr. Amanda Obery **Phone/Email:** [matt.queen1@msubillings.edu](mailto:matt.queen1@msubillings.edu)
4. **Activity Name:** *Authentic Community Engagement in Science*
5. **Program Staff Name:** Dr. Matt Queen & Dr. Amanda Obery **Phone/Email:** [matt.queen1@msubillings.edu](mailto:matt.queen1@msubillings.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 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 |

*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.

Authentic Community Engagement in Science (ACES) is a National Institute of General Medical Sciences funded program. This is a Science Education Partnership Award that is in year two of five at roughly \$1.2 million for the five years. ACES put on The Atomic Circus at Montana State University Billings. In addition to our MSUB shows this year we took the show on the road to Little Big Horn College and performed for 450 3rd-8<sup>th</sup> grade students from area schools. The show is a multimedia chemistry demonstration show featuring actors and a live band. Our Little Big Horn collaborators and contacts included Emmerson Bull Chief, Neva Tall Bear, Amber Cummins, and Cheryl Birdhat-Polacek.

In addition to our show, we have partnered with Wyola Schools to produce a 4th-8th grade next generation science standard-aligned curriculum focused on water in the Wyola community.

Teacher partners include Darrelyn Lefthand, Dorcella Plain Bull, and Jane Taylor.

This curriculum was rolled out to roughly forty students at the Wyola School District.

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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.
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: stem.jpg*

*Photo Caption: STEM workshop science in art activity at Little Big Horn College 5/16/23*

*Photo Credit: Dr. Matt Queen*



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*Photo File Name: STEM.jpg*

*Photo Caption: Dr. Queen gets ready to deliver The Atomic Circus Experience with help from the ABC band. LBHC 5/16/23*

*Photo Credit: Dr. Matt Queen*



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

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(for the reporting period July 1, 2022 - June 30, 2023)

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

1. **Submission Date:** June 1, 2023
2. **State Agency/Division/Program:** Montana State University Billings
3. **Narrative Coordinator Name:** Sunny Day Real Bird **Phone/Email:** 406-657-2144/  
[sunnyday.realbird@msubillings.edu](mailto:sunnyday.realbird@msubillings.edu)
4. **Activity Name:** *Worlds Apart but Not Strangers*
5. **Program Staff Name:** Tami Haaland, Dean of the College of Liberal Arts & Social Sciences  
**Phone/Email:** 406-657-2948 / [thaaland@msubillings.edu](mailto:thaaland@msubillings.edu)

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

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

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

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

Since 2016, Elk River Writing Project has held seminars for teachers that focus on cultural knowledge from Montana's Tribes. *Worlds Apart but Not Strangers* (please see the film at this link), sponsored by The Olga Lengyel Institute in New York, focuses on Holocaust Education and Indian Education for All. Now in its sixth year at Montana State University Billings, this seminar includes one or more days near Pryor where participants are invited to write about cultural presentations and about the land. The seminar brings together teachers from across Montana and from other parts of the US, and ultimately these teachers are able to take what they've learned into their classes. Facilitators for this seminar include Brenda Johnston and Marcia Beaumont, both members of the Blackfeet Tribe, and Lacy Watson. Lorrie Henrie-Koski and MSUB Dean of Liberal Arts and Social Sciences, Tami Haaland direct the Elk River Writing Project.

In October 2021, Elk River Writing Project collaborated with Yellowstone National Park to hold a two-day seminar for teachers focused on the natural and cultural history of the park. Sponsored by a grant from the National Writing Project based on its partnership with the National Park Service, this seminar featured park rangers and Crow Tribal member Dr. Shane Doyle, who shared Native American history of the park. Planning is underway for the second annual Yellowstone Seminar,

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and our long-range vision is for at least five of these seminars sponsored by a small annual grant from the National Writing Project. This program caters to teachers from Montana, and once again, they will share what they have learned with their classes. Photos are attached. Facilitators for this project are Lorrie Henrie-Koski and Casey Olsen.

Finally, during 2021-22, several people collaborated with Art Teacher Susan Wolfe and Lame Deer High School Students to create a film about the Great Race. Led by Preeti Vasudevan, Artistic Director of Thresh Dance, those who collaborated included Seidel Standing Elk, Cultural Knower at Lame Deer School, Ben Pease, Crow and Northern Cheyenne Artist, Alaina Buffalo Spirit, Northern Cheyenne Artist, Filmmaker and MSUB Alum, Pete Tolton, Author and Assiniboine-Chippewa Cultural Expert, Dr. Joe McGeshick, John Roberts, Associate Professor of Music, music student Jacob Decker, and MSUB Dean, Tami Haaland, Creative Writing Professor. Students visited the MSUB campus three times for two-day residencies, and several members of this team visited Lame Deer School twice during the school year. Students ultimately provided the visual art, script, sound recordings, dancing, and discussion in the film. Students played an active role in determining content and editing the final film.

- 9. In 1-2 paragraphs, describe **any new law, rule, or policy** related to your program that impact state-tribal relations, Indian people and tribal communities.
- 10. If available, provide noteworthy **data** regarding the impact of your program on tribal communities, such as the number of American Indian people served, jobs created in Indian Country, leveraged funds stimulating economic development, etc.
- 11. Are there **photographs** to support the narrative? ( ) Yes ( X ) No  
*Please submit photographs in JPEG format, in high resolution (300 DPI minimum) and specify below the file name, caption and credit for each photograph.*

Photo File Name:

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

Photo Credit:

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