

**2024 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM**  
(for the reporting period July 1, 2023 - June 30, 2024)

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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 25<sup>th</sup>, 2024
2. **State Agency/Division/Program:** Montana State University Billings
3. **Narrative Coordinator Name:** Sunny Real Bird      **Phone/Email:** 406-657-2144/  
[sunnyday.realbird@msubillings.edu](mailto:sunnyday.realbird@msubillings.edu)

**Activity Name** (*the file name should reference this topic*): Lost but not Forgotten: traditional arts of the Crow and Northern Cheyenne workshops with Little Big Horn College and Chief Dull Knife College.

4. **Program Staff Name:** Sunny Real Bird      **Phone/Email:** 406-657-2144/  
[sunnyday.realbird@msubillings.edu](mailto:sunnyday.realbird@msubillings.edu)

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 2024 | <input type="checkbox"/> Started during FY 2024             |
| <input type="checkbox"/> Ongoing/Long-Term                 | <input type="checkbox"/> Completed/finalized during FY 2024 |

*In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.*

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 Native American Achievement Center was awarded a grant to fund a project featuring hands-on workshops in moccasin, feather fan, and concho belt making. These workshops included lectures on the cultural and historical significance of these objects and culminated in a final exhibit showcasing student artwork completed over the three-month program.

These workshops were enthusiastically received by the campus community and tribal college partners, serving nearly 90 participants. Each workshop filled within 1-3 hours of registration opening. Approximately 90% of participants successfully completed their projects. Attendees represented a diverse range of tribes from the region, including Aaniih (Gros Ventre), Crow, Little Shell, Chippewa/Cree, Northern Cheyenne, Cheyenne River Sioux, and Assiniboine.

Participant evaluations were overwhelmingly positive. Many attendees found the workshops to be relaxing and felt they helped them better connect with their culture. One participant described the experience as therapeutic, sharing that they "did not grow up in [their] native

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culture." Others appreciated the opportunity to get to know community members and were excited to pass down the skills and knowledge gained to their children and grandchildren.

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.

The inclusion of Native art in public universities can significantly enhance state-tribal relations, positively impact Indian people, and strengthen tribal communities. By integrating Native art into university settings, these institutions acknowledge and celebrate the rich cultural heritage and artistic contributions of Native peoples. This fosters a more inclusive and diverse educational environment where Native students feel seen, respected, and valued. Additionally, showcasing Native art can educate the broader university community about the history, traditions, and contemporary issues faced by Native tribes, promoting greater cultural understanding and mutual respect.

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. See narrative.

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: Brocade.jpg

Photo Caption (include the name of the event/persons, location, and date): MSUB campus, students making traditional cradleboard.

Photo Credit: Sunny Real Bird

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Photo File Name: Cradleboard.jpg

Photo Caption (include the name of the event/persons, location, and date): Little Big Horn College campus, students discussing stories regarding cradleboards.

Photo Credit: Sunny Real Bird

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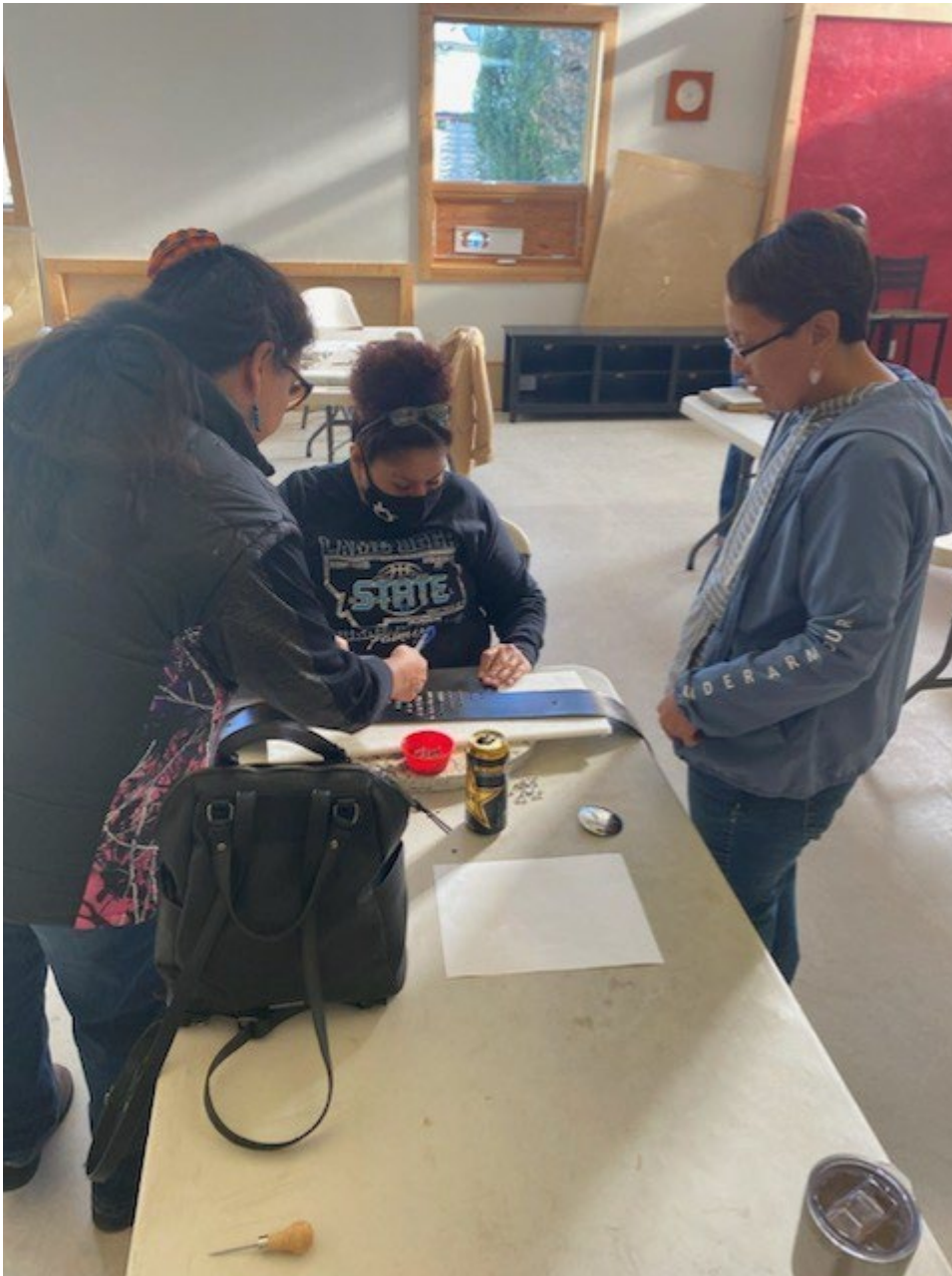


Photo File Name: Conchobelt.jpg

Photo Caption (include the name of the event/persons, location, and date): Chief Dull Knife College campus, students discussing Cheyenne designs.

Photo Credit: Sunny Real Bird

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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 26, 2024
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** (*the file name should reference this topic*): Articulation Agreements and Presentations: Chief Dull Knife College & MSU Billings, Little Big Horn College & MSU Billings, Plus In-Person and Zoom Sessions by MSU Billings College of Business Faculty
5. **Program Staff Name:** Dr. Susan Gilbertz, Dean of College of Business  
**Phone/Email:** 406-657-2183 [sgilbertz@msubillings.edu](mailto:sgilbertz@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 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 2024 | <input checked="" type="checkbox"/> Started during FY 2024  |
| <input type="checkbox"/> Ongoing/Long-Term      | <input type="checkbox"/> Completed/finalized during FY 2024 |

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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.

Montana State University Billings (MSUB) - College of Business (COB) has signed Articulation Agreements with eight 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  
Chief Dull Knife College  
City College in Billings, MT.

The 2+2 Articulation Agreements ensure that students who attend college for two years at a partner institution and follow a prescribed program are assured that their course credits will transfer as equivalencies to curricular requirements in the MSUB-COB degree programs. As MSUB transfer



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students, they can then choose to complete their four-year degree through on-site, online, and/or virtual modalities. This variety of modalities allows students to remain in their home locations while completing their education.

MSUB-COB continued its work with Chief Dull Knife College (CDKC) and signed 2+2 Articulation Agreement at CDKC on November 13, 2024. Participating in the signing ceremony from CDKC were Dr. Eva Flying, President, and Bill Briggs, VP Academic Affairs. Participating from MSUB were Dr. Sep Eskandari, Provost, Dr. Susan Gilbertz, College of Business Interim Dean, and Sunny Day Real Bird, Director of American Indian Outreach. In keeping with MSUB tradition to present Pendleton Blankets to tribal college partners, Dr. Eskandari, Dr. Gilbertz and Ms. Real Bird presented two Pendleton blankets one for President Flying and one for Vice President Briggs.

In addition to the Signing Ceremony, a presentation about the MSUB-COB programs was made via Zoom to a CDKC business class on November 8, 2023. The CDKC instructor was Sabrina Neiman. The presenters from MSUB-COB were Susan Gilbertz Interim Dean, and four faculty members: Dr. Schoenfeld, Dr. Das, Dr. Talafuse and Dr. Perius.

In 2024, there were three outreach efforts to the Little Big Horn Tribal College (LBHC), which is in Crow Agency, MT. The first outreach on January 24, involved Dr. Heather Thompson Bahm (MSUB-COB) and Bryan Grove (MSUB Assistant Director of Advising). They worked with Jamie Rylie, LBHC Business Instructor, Dr. Emerson Bull Chief, LBHC Dean of Academic Affairs, and Dr. Patricia Whiteman-Pickett, LBHC Dean of Student Affairs, to initiate a 2+2 Articulation Agreement. On March 4, 2024, Interim Dean Gilbertz spoke in two business classes at LBHC. Following this visit, 12 LBHC students, business instructor Jamie Rylie, and Academic Dean, Dr. Bull Chief, visited the MSUB campus. The visit included tours, meetings, and lunch (which was hosted by Interim Dean Gilbertz). Several MSUB-COB faculty members attended the lunch, too. Everyone felt this was a meaningful visit to benefit the students who are considering attending MSUB-COB. The 2+2 Articulation Agreement with LBHC and MSUB-COB is expected to be completed and celebrated in a Signing Ceremony in July or August 2024.

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.

There were 27 individual tribal community members served by MSU Billings College of Business administration, faculty and staff in the mentioned activities above..

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.*

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Photo File Name: Photo Chief Dull Knife Signing Ceremony 11.13.2024 – Lame Deer, MT

In Photo: Left to Right - MSU Billings Dr. Susan Gilbertz, Dean; Dr. Eva Flying, CDKC President; Dr. Sep Eskandari, Provost MSU Billings; Sunny Day Real Bird, Director of the Native American Achievement Center at MSU Billings; and Bill Briggs, VP Academic Affairs, Chief Dull Knife College.

Photo Caption: (include the name of the event/persons, location, and date): Signing Ceremony at Chief Dull Knife College in Lame Deer, MT



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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:**6/21/2024
2. **State Agency/Division/Program:** MSUB
3. **Narrative Coordinator Name:** Dr. Elaine Westbrook      **Phone/Email:** 406-657-2359, elaine.westbrook@msubillings.edu
4. **Activity Name** (*the file name should reference this topic*): **Stars & Stories: Northern Cheyenne, the Morning Star People**
5. **Program Staff Name:** NA      **Phone/Email:** NA

**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 checked="" type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow                           |   |

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

- |   |   |
|---|---|
| <input type="checkbox"/> Started before FY 2024       | <input checked="" type="checkbox"/> Started during FY 2024  |
| <input checked="" type="checkbox"/> Ongoing/Long-Term | <input type="checkbox"/> Completed/finalized during FY 2024 |

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*Stars & Stories: Northern Cheyenne, the Morning Star People* is a planetarium video. This an integrative experience that will feature audio of Northern Cheyenne star stories, subtitles in English and Northern Cheyenne while viewing a projection of the night sky and Northern Cheyenne story artwork in an inflatable planetarium. This two-eyed framework of Indigenous and Western astronomy knowledge will give participants an immersive cultural experience while preserving the Northern Cheyenne language and culture for future generations.

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.

TRIBAL COUNCIL OF THE NORTHERN CHEYENNE TRIBE  
NORTHERN CHEYENNE RESERVATION  
LAME DEER, MONTANA  
RESOLUTION NO. DOI - 038 (2024)

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A RESOLUTION OF THE NORTHERN CHEYENNE TRIBAL COUNCIL PROVIDING CONSENT TO CONDUCT THE STARS & STORIES; NORTHERN CHEYENNE, THE MORNING STAR PEOPLE PROJECT.

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 has the potential impact of the Northern Cheyenne Tribe (6,000-12, 000 individuals) as well as the general population of Montana (1.1 million) when the planetarium video is completed, 2026.

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: Wallace Bearchum

Photo Caption (include the name of the event/persons, location, and date): Wallace Bearchum Stars & Stories event, Busby, MT, July 2023

Photo Credit: Dr. Elaine Westbrook





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Photo File Name: MSUB Portable Planetarium

Photo Caption (include the name of the event/persons, location, and date): Dr. Westbrook outside the planetarium, March 2024, Billings, MT & Stories event, Busby, MT, July 2023

Photo Credit: Casey Leeper



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Photo File Name: MSUB Library Lecture Series

Photo Caption (include the name of the event/persons, location, and date): Poster Announcement  
for a presentation at the MSU Billings Library Lecture Series, March 19<sup>th</sup>, 6:30 pm

Photo Credit: Patrick Williams





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1. **Submission Date:**6/21/2024
2. **State Agency/Division/Program:** MSUB
3. **Narrative Coordinator Name:** **Phone/Email:**
4. **Activity Name** (*the file name should reference this topic*): **STEM Programming**
5. **Program Staff Name:** Dr. Elaine Westbrook **Phone/Email:**406-657-2359,  
elaine.westbrook@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.

- |  |   |
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**STEM Programming has been facilitated on the Apsáalooke Tribal lands at Plenty Coup High School and Arrow Creek Elementary School with pre-service teachers and graduate students from MSUB. The purpose is to facilitate interest in STEM through activities focused on the Montana Science Standards, as well as curriculum designed to increase interest in water conservation and solar energy.**

**The STEM curriculum has been supported by the Yellowstone Valley Electric Coop Round Up Grant of \$4000. THE USDA NRDC and Freedom Forever has supported the projects through providing personnel as community role models.**

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.

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**This project has the potential impact of generating STEM interest in the youth of Apsaalooke Tribe. This could generate long-term economic stimulation by providing pathways to STEM jobs.**

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: MSUB Westbrook STEM Programming

Photo Caption (include the name of the event/persons, location, and date): Students, STEM Activities, Pryor, MT February 2024

Photo Credit: Dr. Elaine Westbrook



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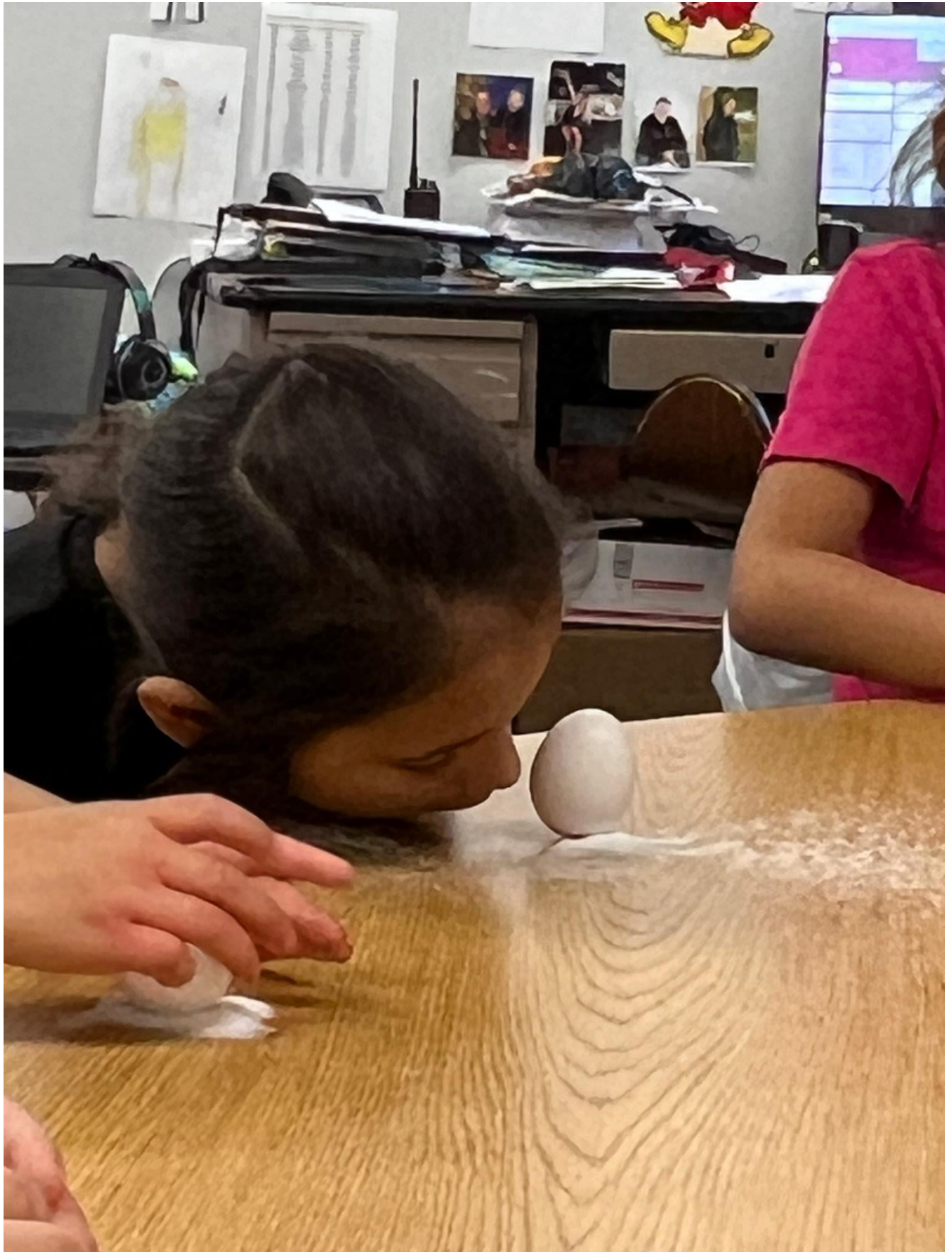
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1. **Submission Date:** July 1, 2024
2. **State Agency/Division/Program:** Montana State University Billings
3. **Narrative Coordinator Name:** Wendy Felese and Cody Patton  
**Phone/Email:** [wendy.felese@msubillings.edu](mailto:wendy.felese@msubillings.edu) (406-657-1778) [cody.patton@msubillings.edu](mailto:cody.patton@msubillings.edu) (406-657-2272)
4. **Activity Name** History of Montanan and Native American Studies Class Field Trip
5. **Program Staff Name:** Glenda Holbrook  
**Phone/Email:** [glenda.holbrook@msubillings.edu](mailto:glenda.holbrook@msubillings.edu) (406-657-2311)
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 checked="" type="checkbox"/> Northern Cheyenne
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<input type="checkbox"/> Started before FY 2024	<input type="checkbox"/> Started during FY 2024
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On April 13, 2024, Dr. Wendy Felese and Dr. Cody Patton took a group of students from their Native American Studies and History of Montana courses on an educational field trip to the Little Bighorn Battlefield National Monument and the Rosebud Battlefield State Park. The purpose of this field trip was to get students outside of the classroom to learn and experience the history and legacy of US-Tribal relationships and conflicts firsthand.

The trip was funded by the Montana State University Billings College of Liberal Arts and Social Sciences Experiential Learning Fund. The funding provided by the Dean paid for students' transportation from Billings to the parks and back, admission to the parks, and for their lunch, which was purchased at the Custer Battlefield Trading Post and Cafe, located in Crow Agency.

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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: HSTA 460 Little Bighorn Trip 2024(6)

Photo Caption (include the name of the event/persons, location, and date): HSTA 460 and NASX Students and Dr. Patton at Rosebud Battlefield State Park, April 13, 2024

Photo Credit: Dr. Wendy Felese

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Photo File Name:

Photo Caption (include the name of the event/persons, location, and date): HISTA 460 and NASX Students with Dr. Patton and Dr. Felese at the Little Bighorn Battlefield, April 13, 2024.

Photo Credit: Patrick Soch



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Photo File Name: HSTA 460 Little Bighorn Trip 2024

Photo Caption (include the name of the event/persons, location, and date): History 460 student Roselyn Olson reads an informational sign at the Rosebud Battlefield State Park, April 13, 2024.

Photo Credit: Wendy Felese



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Photo File Name:

Photo Caption (include the name of the event/persons, location, and date): HISTA 460 and NASX students and Dr. Patton walk along the hasty trenches dug by members of Reno and Benteen's companies on Reno Hill at the Little Bighorn battle site. April 13, 2024

Photo Credit: Wendy Felese

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1. **Submission Date:** 06/28/2024
2. **State Agency/Division/Program:** Rural Eastern Montana Nursing Expansion Program – MSU Billings
3. **Narrative Coordinator Name:** Molly Collins                      **Phone/Email:** 406-370-0994  
[molly.collins@msubillings.edu](mailto:molly.collins@msubillings.edu)
4. **Activity Name** *(the file name should reference this topic):*
5. **Program Staff Name:**    **Phone/Email:**

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

- |   |   |
|---|---|
| <input type="checkbox"/> All                            | <input type="checkbox"/> Fort Belknap                 |
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| <input type="checkbox"/> Ongoing/Long-Term      | <input type="checkbox"/> Completed/finalized during FY 2024 |

***In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.***

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

The Rural Eastern Montana Nursing Expansion Program worked with Crow, Fort Peck and Northern Cheyenne tribes on the following healthcare (nursing recruitment) activities:

- On February 21st, 2024, Molly Collins met with LeeAnn Bruised Head, Director of Crow Tribal Health, to discuss how REMNEP could assist healthcare workers working for Crow Tribal Health in upskilling into a nursing credential.
- On February 20th, 2024, Molly Collins spoke to a chemistry class at Little Big Horn College to promote and recruit participants for REMNEP. Two students for the class applied for and were admitted into REMNEP.
- On February 20th, 2024, Molly Collins traveled to Lodge Grass High School and talked to 5 students about nursing education opportunities in Montana.
- On March 20, 2024, Molly Collins met with three Northern Cheyenne Tribal Health workers to talk about the Rural Eastern Montana Nursing Expansion Program. Each health worker is both a CAN (certified nurses aid) and a CHW (community health worker). After the meeting, two of the tribal health workers applied to and were enrolled in the REMNEP with the goal of applying to the City College Practical Nursing certificate program.
- On March 20, 2024, Molly Collins met with the Gear Up Coordinator at Lame Deer High School to promote and recruit participants for REMNEP.

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- On March 20, 2024, Molly Collins met with students and staff of Chief Dull Knife College to promote and recruit participants for REMNEP.
- On April 12, 2024, Molly Collins visited the Northern Cheyenne Tribal Health to do an intake interview for a participant. Participant was admitted into the REMNEP Program.
- On April 15, 2024, Molly Collins visited Wolf Point High School to promote and recruit for REMNEP.
- On April 16, 2024, Molly Collins visited Fort Peck Community College to promote and recruit for REMNEP.
- On May 23, 2024, Molly Collins met with Crow Tribal High Education to promote and recruit for REMNEP.

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:



**2024 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:** July 2, 2024
2. **State Agency/Division/Program:** Montana State university Billings; Art Education program  
**Narrative Coordinator Name:** Sunny Day Real Bird      **Phone/Email:** 406-657-2144 / [sunnyday.realbird@msubillings.edu](mailto:sunnyday.realbird@msubillings.edu)
3. **Activity Name** *(the file name should reference this topic): K-12 Art Lesson Plan Building with the OPI and NMAI Essential Understandings*
4. **Program Staff Name:** Mara Pierce      **Phone/Email:** [406-657-2981/mara.pierce@msubillings.edu](mailto:406-657-2981/mara.pierce@msubillings.edu)
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 2024	<input type="checkbox"/> Started during FY 2024
<input checked="" type="checkbox"/> Ongoing/Long-Term	<input type="checkbox"/> Completed/finalized during FY 2024

*In the next sections, please make sure to spell out acronyms and acknowledge the source when the materials (text/data/photographs) were provided by an entity outside of state government.*

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 purpose of this effort is to educate pre-service and in-service teachers (Art and Elementary) how to implement and work directly with First Nations students and community members in a culturally relevant way. This has been ongoing work that I integrated into my courses, my advising, and my scholarship. Students who are in the Art Education program engage classroom planning that prepares them with knowledge that was shared at the Office of Public Instruction level by Tribal Councils.
  - Collaboration with Art Education program at Wichita State University to broaden the reach of outcome for students, artists, and community members.
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 that I am aware of.
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. No data has been collected.
10. Are there photographs to support the narrative? ( x ) Yes      ( ) No

**2024 GOVERNOR'S TRIBAL RELATIONS REPORT – AGENCY NARRATIVE SUBMISSION FORM**  
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*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: VisualResponseForArtLesson01

Photo Caption (include the name of the event/persons, location, and date): Artwork by Art Educator Jaedon Hopson, April 2022

Photo Credit: Jaedon Hopson

Photo File Name: VisualResponseForArtLesson02

Photo Caption (include the name of the event/persons, location, and date): Artwork by Art Educator Rikka Walters, April 2022

Photo Credit: Rikka Walters

Photo File Name: VisualResponseForArtLesson03

Photo Caption (include the name of the event/persons, location, and date): Artwork by Art Educator Megan DelCamp, April 2022

Photo Credit: Megan DelCamp

Photo File Name: EssentialUnderstandingsArtEducationExhibition

Photo Caption (include the name of the event/persons, location, and date): Essential Understandings Art Education Exhibition May 2022

Photo Credit: Mara Pierce



