

**SO-289884-23**

**Humanities Montana**

**Ms. Esther Beth Sullivan**

**Form: Activities and Outcomes Report (Federal/State Partnership)  
(UPDATED)**

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## Summary

The Activities and Outcomes Report is a required annual report for General Operating Support (GOS) recipients. It serves to: 1) Inform NEH of council activities, 2) Collect data and communicate findings to the public, Congress, and other NEH stakeholders, and 3) Comply with council-specific reporting requirements outlined in NEH's founding legislation U.S. Code 20 Section 956 (f)(1-7).

## Reporting Period

Report on activities and outcomes funded by the GOS award and/or by funds leveraged to meet the required cost share. For questions regarding council activity, report on activity that occurred during the past funding period (Nov. 1 – Oct. 31). For questions regarding subrecipient activity, report on all activity (within and outside of the past funding period) for subawards that closed (submitted a final report) during the past funding period. *Please do your best to respond to new or revised questions, understanding that you may not have the requested information for this report deadline.*

## Definitions of Terms

Definitions are included in the relevant form tabs. General terms include:

- **Council-conducted activity:** An activity or program that is managed by the council. Though the council may engage partners or subrecipients, the council is ultimately responsible for the activity.
- **Subrecipient-conducted activity:** Subrecipient refers to a recipient of direct funding from the council. Subrecipient-conducted activity is an activity or program that is managed by a subrecipient of GOS funding. Though subrecipients may engage partners or the council, the subrecipient is ultimately responsible for the planning, delivery, and evaluation of the activity. Recipient replaces term Grantee in 2CFR200 §200.86. This term refers to a recipient of direct funding from the council. Recipients include NEH subaward recipients and recipients of funding from all other council sources.

## Submitting the Report

You must answer each required question in a section before advancing to the next section. Regularly save your work. You can leave the form and return to where you last saved. You may experience a delay when you click "Submit"; this is normal. Submission of the report indicates that the board chair has approved and verified the contents of the report. The information you report may be shared in print or electronically with NEH stakeholders, including but not limited to NEH staff, the public, members of Congress, and the Office of Management and Budget (OMB).

OMB Number: 3136-0134, Expiration Date: 10/31/2027

## Impacts and outcomes

**Definition of Outcomes:** For the purpose of this report, changes to behavior, knowledge, skills, attitude, and circumstance resulting from a program, activity, product, or service.

### **1. In 4,000 characters or less (including spaces and punctuation), discuss if the council achieved its goals as stated in Question #2 of the Annual Plan submitted with the corresponding GOS application.**

Humanities Montana (HM) successfully supported 52 unique organizations, 31% of which were first-time subrecipients, and 60 humanities projects through four different subaward programs during the fiscal year 2024. In collaboration with organizations such as the MT Library Association, MT Association of Museums, Foundation for MT History, and MT State University Extension, and targeted outreach to organizations in rural Montana. Approximately 30% of our major subawards supported organizations in rural communities with populations of less than 5,000. The Big Sky Reads program supported 20 public book clubs in rural communities with

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populations of less than 2,500.

This past year, HM increased outreach efforts to Tribal communities through grant writing workshops, presentations to the State Tribal Economic Development (STED) commissioners, collaboration with Tribal colleges and the MT University System, and peer-to-peer networking. Cultivating relationships with Indigenous communities continues to be a priority for HM and we are working to raise awareness and build trust through collaborative projects. In 2024, subawards supported three Indigenous-led organizations such as Mahchiwminahnahtik Chippewa Cree Language Revitalization and eight supported collaborative cultural preservation and education programs including the MT Campus Network for Civic Engagement's Centering Indigenous Knowledge Webinar Series which reached over 1,700 individuals.

Participating totals across all council conducted programs at HM for FY24 include 17,218 Montanans including students, youth, and adult audiences, who attended a MT Conversations (MC) or Speakers in the Schools (SiS) program, attended a MT Reads / MT Writes program with the MT Center for the Book (MTCFB), or participated with Democracy Project (DP) program sites across the state. Of these totals, 649 program presentations occurred through the speakers bureau with the MC, SiS, DP, and MTCFB. Across all programs, 58% of programs occurred in rural communities, 39% in urban communities, and 3% with a statewide audience. Of the SiS program 7% of presentations occurred in American Indian (AI) communities. Across all programs expanded access to rural communities in eastern, central, and AI communities occurred including the expansion of DP in communities such as Browning, Columbus, Geraldine, and Forsyth. Speaker's bureau presentations were booked at each DP site in FY 24 giving access to much-needed public humanities programming in extremely rural communities.

In FY24, HM programs such as MC, SiS, and DP focused on youth, rural, and AI audiences; including civics presentations and programs that focused on contemporary issues and untold stories. HM Staff conducted two statewide outreach trips to visit libraries, museums, and other program stakeholders. Presentations were given to statewide audiences at Indian Education for All, the MT Federation of Public Employees, and the MT Library Association conferences. As a result of expanded outreach efforts, new presentations were developed to meet a diversity of community needs including in areas of language, literacy, and writing. Several program presentations were added to the speaker's bureau including, "Plains Indian Sign Language" with Dr. Lanny Real Bird; "Crow Stories in Both Crow and English" with Harry Rock Above; and "Helping Students Write About Themselves" with David Charpentier.

HM continues to refine its development and communications program. FY24, HM filled the full-

time development staff position. Currently, the Executive Director's focus is on major donors and relationship-building aspects of fundraising. The development position coordinates mailings, communications, and events as well as maintain the donor database.

Much progress has been made with HM's strategic plan by focusing on re-energizing grantmaking, re-aligning programs, refining outreach and development and enriching board and organizational culture.

**2. In 4,000 characters or less (including spaces and punctuation), discuss the humanities themes the council explored to respond to its constituents' priorities and/or the changing environment in the state or jurisdiction.**

According to census data from 2020, 33% of Montana's population lives in rural or frontier areas with limited access to resources. Additionally, recent studies have shown that Montana's rural communities are aging and that a growing percentage of the population in these communities is over 65. We have seen increased interest from organizations across the state in projects focused on cultural preservation through local history and community literature programs. Our Tribal and reservation communities are centralized in some of the most rural and underresourced areas and have expressed a critical need to collect oral histories from aging elders to ensure cultural and language preservation. Responding to these community needs, Humanities Montana supported numerous local history, literature, language, and preservation projects through subawards and programs to bolster grassroots cultural preservation efforts in these rural areas.

Subawards supported 11 local history projects including film screenings and panel discussions about the impact of the 1918 influenza on small rural Montana towns, a documentary film capturing stories from local Vietnam War veterans, a publication documenting the history of a local homestead, and an oral history project working to collect stories from Montana's Jewish community. Several other subawards supported community events centered around literature and writing. These included a collaborative storytelling project working with elementary school students, the local library, families, and community members, two summer camps for high school students exploring writing and journalism, and a new book festival in Northwest Montana focused on the role historical research plays in writing both fiction and non-fiction. Eight separate subawards supported Indigenous language and cultural preservation projects including the Cree Language Revitalization Initiative, Apsáalooke History & Lifeways Lecture Series, Star & Stories: Northern Cheyenne, the Morning Star People, and a documentary film led by students and elders of the Fort Belknap Indian Community.

**3. In 4,000 characters or less (including spaces and punctuation) for each, describe two council-conducted activities during this past funding period that the council feels best represent its impact in its state or jurisdiction (this can include internal/operational activities, as well). Include for each the name of the activity, timeframe, objectives, audiences served, how the activity made a difference for those audiences, and outcomes. If available, please include a quote/comment from an audience member.**

During FY24, HM conducted 122 total SiS programs containing 491 humanities presentations for K-12 students across the state of Montana. The SiS program works with trained facilitators and experts to lead students in workshops and conversations on topics like current affairs, untold

histories, native cultures, literature, and more. In the SiS program teachers can work with speakers to tailor programs to varying degrees to suit classroom needs. On December 4 - 5, 2023, HM speaker and Montana State Poet Laureate Chris La Tray (Metis), visited Wibaux (pop. 449) in eastern Montana to present his program, "The Little Shell Tribe of Chippewa Indians", at the elementary school and high school. In this program, La Tray discusses the history of the Montana-based Little Shell Tribe of Chippewa Indians.

The objectives of La Tray's program were two-fold; to give voice and platform to La Tray to share the story of the Metis people with Montanans, and to bring Indian Education for All (IEFA) curriculum to students. La Tray's program presentations in Wibaux served all 173 students and staff in the public school system. The value of La Tray's program is that it infuses IEFA curriculum in the classroom while allowing students to hear indigenous voices present on history and culture. The outcome of this activity meets HM's mission of serving rural and youth populations while enriching K-12 students with the humanities. In response to La Tray's visit to Wibaux High School, librarian Sandra Harrison described the student response to the program presentations by writing, "Students were very engaged by Chris's various presentations...The consent from the students and the teachers was that Chris was engaging, asked questions, and had students reflect on their own experiences." Harrison also stated, "Thank you for allowing us to have someone as wonderful as Chris La Tray come to our small, rural school, offer an indigenous perspective, and introduce some thought-provoking viewpoints."

In FY24, HM conducted 188 total MC programs for Montanans to attend. MC infuses the public humanities across the state in partnership with hosting sites such as museums, libraries, community organizations, etc. MC programs bring in trained facilitators and experts to lead workshops and conversations on current affairs, civics, untold histories, native cultures, literature, poetry, and more. These presentations are always free and open to the public and help enrich humanities programs at booking sites throughout the year. On April 17, 2024, HM presenter, Philip Page visited the Geraldine Branch Library in Geraldine (pop. 203), with his program "Cowboy Music and Authentic Storytelling". In this program, Page educates audiences about Montana's early rich history through song and storytelling. The objective of Page and his program in general is to enrich cultural programming in rural Montana and to introduce new audiences to the resources available through HM.

The audience served by this program was rural Montanans of all ages. Free programming through MC allows understaffed and underfunded organizations to utilize MC programs to build and strengthen audiences through public humanities presentations. Outcomes from this activity include serving Montanans as aligned with HM's mission by nurturing memory and imagination in one of the state's smallest and most rural communities. Regarding Page's presentation, Geraldine Branch Librarian Sami Jo Summers reported, "The audience from Philip Page's presentation was small but very appreciative of the information and thought that Philip put into his presentation." Moreover, Summers stated, "I personally enjoy the freedom of the Montana Conversations program, the ability to choose any program that may interest my patrons, and the flexibility of the speakers for scheduling make this program worth it every time we have one."

**4. In 4,000 characters or less (including spaces and punctuation), describe one subrecipient activity during this past funding period that the council feels best represents the impact of its grantmaking in its state or**

**jurisdiction. Include the name of the activity, timeframe, objectives, audiences served, how the activity made a difference for those audiences, and outcomes. If available, please include a quote/comment from an audience member.**

The Bitterroot Water Partnership in Hamilton, MT completed their project, "Water in the Bitterroot: What We Talk About When We Talk About Water" in the summer of 2024. According to project leadership, "Ravalli County residents face increasing social and political tension as population booms and traditional cultures (i.e. small towns, agriculture, etc.) feel overwritten. Water is central to our ways of life and is often central to growing conflicts (i.e. water rights, development, fishing/recreation pressure, etc). Worries over our socio-ecological landscapes and uses of water are prominent...While myths prescribe that water is for fighting, water can be what brings us together. Water is a common ground - something everyone cares about (clean water for drinking, a healthy river for unlimited fishing days, stable groundwater levels for domestic use, etc.). As more people settle in MT, the divide between old-timers and newcomers widens, threatening our ability to work together in community building and stewardship. Finding ways to highlight the strength of our diverse values and cultures and our commonalities is necessary for Montanans." The organization responded to this community need by creating an interactive museum exhibit to facilitate learning, reflecting, and acting in water conservation and community perspectives and connections.

They worked with students from around the county and partnered with a local media organization to collect stories from residents with varied viewpoints and relationships with water. The students developed two interactive portrait exhibits Our Waters, Our Ways, and Sites/Sights examining the connection to and memory of a changing landscape. They also hosted several community gatherings to promote the exhibit and engage the community in open dialogue.

The exhibit engaged four humanities scholars and welcomed 175 visitors, mainly seniors, youth, and residents of their rural community. Reflecting on the outcomes of their project, the leadership team shared, "We found that the greatest impact of our project was its ability to help participants find commonality with diverse perspectives, histories, and/or cultures related to water resources in the Bitterroot Valley. Ultimately, this ability to see commonality or common interests across distinct water user groups will aid our ability to work collaboratively as a community toward shared water conservation priorities amidst a drastically and rapidly changing social and ecological context. We highlighted these aspects in a communal space, offering interactive talks, guided discussions, and resources for self-guided reflection to encourage participants to investigate perspectives and local cultures beyond their own."

One written review of the exhibit showcases this outcome and how it can lead to future impact - a greater inclination to work together in collaborative conservation:

"When I read about the exhibit, I knew I wanted to see it. If here in the West, "whiskey's for drinkin' and water's for fightin'", I was curious about how the Bitterroot Valley water was going to be presented. Was the exhibit going to take a stand on questions like, "whose water is this anyway?" or "why don't we build more dams on our rivers?" They are the type of questions we're used to when talking about a natural resource that is scarce relative to the demand. But they are also the type of questions that will highlight the conflicts among us water users.

"I was drawn to the large photo of a rancher standing in a lush pasture with a few head of cattle in the background near an unfenced clear stream of water flowing through the meadow. In my experience, cattle and clean flowing water don't mix well, so I wanted to see how the photo caption and exhibit description handled this probable conflict. The photo of the rancher was a perfect "hook" for me. Where I was expecting conflict, I found the exhibit focusing on the water question that most people could agree on--what can we do to increase the amount of clean water here in the Bitterroot? Whether it was the rancher, the fisherman, the hiker, or any of the subjects in the exhibit, everyone valued and respected clean water in the Bitterroot... The power of the presentation wasn't as much in the demonstration of ways we can increase the amount of clean water flowing through the Valley, it was in getting me to look differently at the rancher and his cattle. It was in getting me to realize we have commonality. We both love and respect the water flowing in the Valley. In these polarized times, that was a powerful message."

**NEH divisions are regularly asked to supply information on NEH-funded activities aligned with NEH's priorities. Aligning activities with NEH's priorities is encouraged, not required.**

**5. Did the council fund or conduct activities to advance racial equity?**

No

**6. Did the council fund or conduct activities that confronted the catastrophic impacts of the climate crisis through programs that promote and build climate resilience and environmental sustainability, reduce climate pollution, and/or embed environmental justice, or other environmental humanities programs?**

No

**7. Did the council fund or conduct activities that champion the nation's excellence in the humanities to international audiences?**

No

**8. Did the council fund or conduct activities that provide relief to cultural organizations grappling with the COVID-19 pandemic and economic crisis?**

No

**9. Did the council fund or conduct activities that strengthen Americans' knowledge of and commitment to the country's principles of constitutional governance and democracy?**

No

## Activities

For questions regarding **council activity**, report on activity that occurred during the past funding period (Nov. 1 - Oct. 31). For questions regarding **subrecipient activity**, report on all activity (within and outside of the past funding period) for subawards that closed (submitted a final report) during the past funding period. For council activities that span more than one funding period, report **ONLY** the data from the most recently completed funding period. For all recurring activities like a monthly discussion group or quarterly council magazine, count each recurrence as one activity; for activities with multiple forms of delivery, count each form as its own activity with its own audience. When reporting a number, do not input symbols or decimals. *Reminder: Report on activities funded by the GOS award and/or funds leveraged for the required cost share.*

**Questions 18, 19, and 20 request information beyond GOS funding and/or funds leveraged to meet the required cost share, and are therefore optional**

**1. What was the total attendance for all live council-conducted activities (in-person or live streaming)?**

17,218

**2. What was the total attendance (number of times accessed) for all non-live council-conducted activities (recorded, printed, or digital activities)? *Please do your best to provide the data from the past funding period.***

0

**3. How many live activities did the council conduct?**

679

**4. How many non-live activities did the council conduct?**

0

**5. What was the total attendance for all live subrecipient-conducted activities (in-person or live streaming)?**

528,948

**6. What was the total attendance (number of times accessed) for all non-live subrecipient-conducted activities (recorded, printed, or digital activities)? *Please do your best to provide the data for the past funding period.***

66,620

**7. How many live activities did subrecipients conduct?**

443

**8. How many non-live activities did subrecipients conduct?**

75

**9. Does the council produce a podcast?**

No

**10. Did the council produce a documentary?**

No

**11. Did the council publish a magazine or journal (print and/or digital)?**

No

**12. Does the council maintain a digital humanities encyclopedia?**

No

**13. Does the council support another organization's digital humanities encyclopedia?**

No

**14. In 4,000 characters or less (including spaces and punctuation), describe any other media products the**



**council produced during the past funding period, including the purpose, audience, and outcomes for each.**

In FY24, HM produced a short documentary film to promote the DP program. DP is a teen-led, non-partisan initiative supported by local libraries, community partners, and HM. This program gives teens the resources to meet community needs while learning their role in an evolving democracy. Through direct civic engagement, teens work for six months on projects they feel are vital to their community, ending with a public showcase. Working with four filmmakers from across the state, the DP film tells the story of four program sites and the projects accomplished with participating teens, including projects that focused on: cleaning up a community park for better use and access; fundraising for and building an outdoor classroom space at a local high school, drafting a teen-focused mental health bill in the state legislature, and addressing bullying in school. The film is narrated by a participating librarian, and teens are interviewed to talk about their experiences with the program. As such, the audience for the DP film is teens, librarians, parents, and funders. The outcomes for this media product include greater outreach to rural and youth audiences in Montana; as participating libraries seek to grow their teen audiences, generate greater funding opportunities for DP, share the reach of the program with interested constituents, and provide continued access to HM resources with Montana teens. Further, the film was shown to a nationwide audience at the National Humanities Conference in Providence, RI, on November 15, 2025. The DP film can be viewed with this link:

[https://www.youtube.com/watch?v=\\_RCuLCwzgHE](https://www.youtube.com/watch?v=_RCuLCwzgHE)

**15a. Did the council conduct lectures?**

Yes

**15b. Did the council conduct festivals?**

No

**15c. Did the council conduct fee-for-service activities?**

No

**15d. Did the council conduct activities for K-12 youth?**

Yes

**15e. Did the council conduct reading and discussion programs?**

Yes

**15f. Did the council conduct exhibitions (excluding Museum on Main Street)?**

No

**15g. Did the council facilitate a Museum on Main Street program?**

No

**15h. Did the council conduct literacy programs?**

Yes

**15i. Did the council conduct speaker bureau presentations?**

Yes

**15j. Did the council conduct teacher institutes and workshops?**

No

**15k. Did the council conduct conferences and symposia?**

No

**15l. Did the council conduct Chautauqua or living history events?**

Yes

**15m. Did the council conduct oral history projects?**

No

**15n. Did the council conduct digital humanities activities (such as virtual tours)?**

No

**15o. Did the council conduct language revitalization projects?**

Yes

**15p. Did the council conduct preservation projects?**

No

**15q. Did the council conduct activities that promoted civil discourse through the humanities that were inclusive of diverse perspectives?**

Yes

**15r. Did the council conduct activities of types other than those listed above?**

No

**16a. Did subrecipients conduct lectures?**

Yes

**16b. Did subrecipients conduct festivals?**

Yes

**16c. Did subrecipients conduct activities for K-12 youth?**

Yes

**16d. Did subrecipients conduct reading and discussion programs?**

Yes

**16e. Did subrecipients conduct exhibitions (including Museum on Main Street)?**

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Yes

**16f. Did subrecipients conduct literacy programs?**

No

**16g. Did subrecipients conduct speaker bureau presentations?**

Yes

**16h. Did subrecipients conduct teacher institutes and workshops?**

Yes

**16i. Did subrecipients conduct conferences and symposia?**

Yes

**16j. Did subrecipients conduct Chautauqua or living history events?**

Yes

**16k. Did subrecipients produce a documentary?**

Yes

**16l. Did subrecipients produce a podcast?**

Yes

**16m. Did subrecipients produce a magazine or journal (print or digital)?**

Yes

**16n. Did subrecipients produce other media products/publications?**

Yes

**16o. Did subrecipients conduct oral history projects?**

Yes

**16p. Did subrecipients conduct digital humanities activities (such as virtual tours)?**

No

**16q. Did subrecipients conduct language revitalization projects?**

Yes

**16r. Did subrecipients conduct preservation projects?**

Yes

**16s. Did subrecipients conduct activities that promoted civil discourse through the humanities that were inclusive of diverse perspectives?**

Yes

**16t. Did subrecipients conduct activities of types other than those listed above?**

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No

**17. Did the council make subawards with GOS funds and/or funds leveraged for the required cost-share?**

Yes

**17a. In how many congressional districts in the state did the council make subawards with GOS funds and/or funds leveraged for the required cost-share?**

2

**17b. How many of these subaward recipients were first-time recipients of council funding (not received council funding in the last 10 years)?**

16

**18. (This question requests information on subawards funded by ALL sources, including but not limited to GOS funds and/or funds leveraged for the required cost share; it is therefore optional): How many applications for funding did the council receive across all its grant programs?**

67

**19. (This question requests information on subawards funded by ALL sources, including but not limited to GOS funds and/or funds leveraged for the required cost share; it is therefore optional): How many applications did the council fund across all its grant programs?**

60

**20. (This question requests information on subawards funded by ALL sources, including but not limited to GOS funds and/or funds leveraged for the required cost share; it is therefore optional): What was the total dollar amount subawarded across all its grant programs?**

\$341,170.00

### **Humanities scholars**

NEH divisions evaluate the involvement and engagement of scholars in NEH-funded activities to assess how scholars contribute to public humanities programming and increase the public's access to humanities scholarship. When reporting a number, do not input symbols or decimals.

**Definition of scholar:** For the purpose of this report, a scholar is an individual who is recognized as an expert in one or more humanities disciplines. A scholar's expertise may result from an advanced academic degree in the humanities or from serving as the keeper of community traditions and knowledge. Examples of scholars include but are not limited to, a tribal elder, an independent expert on American Literature, and a classics professor at a university.

**1. How many unique humanities scholars were involved in all council-conducted activities, including in the review of grant applications (excluding board or staff members)?**

61

**2a. Did humanities scholars participate in the design or development of council-conducted activities/content?**

Yes

**2b. Did humanities scholars participate in the implementation or delivery of council-conducted**

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**activities/content?**

Yes

**2c. Did humanities scholars participate in the evaluation of council-conducted activities/content?**

Yes

**2d. Did humanities scholars participate in the review of grant applications for council funding?**

Yes

**2e. Did humanities scholars participate in conducting outreach on council-conducted activities/content?**

No

**2f. Did humanities scholars participate in general consulting on council-conducted activities/content?**

No

**2g. Did humanities scholars participate in other ways concerning council-conducted activities/content?**

No

**3. In 1,000 characters or less (including spaces and punctuation), discuss additional ways humanities scholars were involved and any challenges in identifying/involving scholars.**

not applicable

**4. How many unique humanities scholars were involved in all subrecipient projects?**

258

**5. Did the council conduct outreach to institutions of higher learning to ensure that scholars there are aware of the council's activities and funding opportunities?**

Yes

#### **Reach and access**

NEH evaluates its reach to constituents traditionally underserved by the humanities, minority-serving academic institutions, and community colleges. If the council does not have a minority-serving academic institution in its state or jurisdiction, respond "no" to the respective question.

**Question #12** requests information about activities funded by ALL sources, including but not limited to GOS funds and/or funds leveraged for the required cost share; it is therefore **optional**.

**1. In 8,000 characters or less (including spaces and punctuation), discuss and specify the audiences the council served during the past funding period.**

Data collected from subaward final reports confirms that subrecipient projects predominately served rural, Native/Al, and youth audiences. In several cases, projects served all three audiences simultaneously. Projects also served seniors (65+), veterans and active-duty military, and Tribal colleges and universities.

Speakers in the Schools presentations reached youth audiences in four metropolitan centers but primarily reached youth in mostly rural communities of less than 3,000 people. Montana

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Conversations presentations were equally divided between audiences in metropolitan centers and mostly rural communities of less than 3,000 people.

**2. In 8,000 characters or less (including spaces and punctuation), discuss the council's efforts to increase the accessibility of the humanities to constituents underserved through the humanities. For the purpose of this report, constituents that are underserved may lack access to humanities programs or funding opportunities due to but not limited to, geography, economics, ethnicity, or disability. Within this broad definition, councils are asked to specify their own constituencies that are underserved.**

In FY24 HM increased efforts to provide access to public humanities programs and grants to underserved constituents throughout Montana. As identified in the HM mission and strategic plan, these constituents include rural, youth, and Indigenous populations, who have limited access to humanities resources due to both geographic distance and a lack of economic resources. To build relationships with rural, youth, and Indigenous communities across the state, HM program staff took two outreach trips, each totaling over 2000 driven miles, to promote programs and grant resources to rural and Indigenous Montanans. During these trips, county libraries and museums were visited, along with interested constituents. Further, staff on each outreach trip visited every participating DP site as a measure of checking in and having face-to-face contact with participating constituents.

Program staff continued outreach efforts in FY24 by attending several statewide conferences, including the Montana Library Association (MLA) conference, the IEFA conference, the educator's conference with the Montana Federation of Public Employees (MFPE), the Montana History Conference (MHC), National History Day (NHD), and with the Montana State Library (MSL) federation meetings. At MLA, staff presented on both the DP and MTCFB programs. At IEFA and MFPE, staff presented on the SiS speaker's bureau programs. During the MHC conference, staff tabled and presented programs and grant offerings available to constituents. At NHD staff supported speakers who presented at regional and statewide NHD competitions; with staff also participating as judges at the state competition. Working with MSL, program staff presented to all six library federations across Montana to promote the MC and DP programs and the Big Sky Reads (BSR) grant.

In FY24, Program and Grant staff were invited to meet with the State Tribal Economic Development (STED) commission during their February 21, 2024 meeting in Helena, Montana. Staff introduced the commission to HM resources with a presentation that lasted 20 minutes. Following the introduction to HM, Grant staff conducted a listening session with the STED Commission to hear ideas on better serving their communities. Represented at the meeting were commissioners from each AI community and reservation in Montana.

Grantmaking staff partnered with Tribal colleges, libraries, and rural community organizations to organize and facilitate free grant-writing workshops and listening sessions. These community interactions provided HM with valuable insights and data about the role, importance, and challenges of humanities programming in these communities. Staff also worked with our grant application software company and led conversations with other humanities councils to increase accessibility features on council websites and application portals to ensure applicants with various disabilities can submit proposals. HM has implemented alternative application and reporting processes for all individuals who request this level of support.

**3. Did the council conduct or fund activities that involved the participation of veterans and active-duty military?**

Yes

**3a. In 4,000 characters or less (including spaces and punctuation), describe one council-funded or conducted activity. Include the name of the activity, timeframe, objectives, how the activity made a difference for those involved, and outcomes.**

Bitterroot at War: The Vietnam Era, Ravalli County Museum, Hamilton, MT. This documentary, created in commemoration of the end of the Vietnam War, highlights the experiences of five local Vietnam Veterans. It aims to spark greater understanding and honor those who served by sharing the overall history of the war through the eyes of those who lived it. The film will be screened at Ravalli County Museum in March of 2025 and will be available on the museum's website and shared with the Montana History Portal. There will also be a distribution within the Ravalli County school system to create connections between generations.

**4. Did the council conduct or fund activities that involved the participation of seniors (65+)?**

Yes

**4a. In 4,000 characters or less (including spaces and punctuation), describe one council-funded or conducted activity. Include the name of the activity, timeframe, objectives, how the activity made a difference for those involved, and outcomes.**

**5. Did the council conduct or fund activities that involved the participation of undergraduate students?**

Yes

**5a. In 4,000 characters or less (including spaces and punctuation), describe one council-funded or conducted activity. Include the name of the activity, timeframe, objectives, how the activity made a difference for those involved, and outcomes.**

**6. Did the council conduct or fund activities that involved the participation of [Asian American and Native American Pacific Islander Institutions](#)? (Consult the "List of Eligible Institutions by Fiscal Year")**

No

**7. Did the council conduct or fund activities that involved the participation of [Hispanic-Serving Institutions](#)? (Consult "Eligibility Matrix," column AS ("HSI"); 5 or 6 is an eligible institution)**

No

**8. Did the council conduct or fund activities that involved the participation of [Historically Black Colleges and Universities](#)? (Click on "Accredited HBCU Listing")**

No

**9. Did the council conduct or fund activities that involved the participation of [Tribal Colleges and Universities](#)?**

Yes

**10. Did the council conduct or fund activities that involved the participation of community colleges?**

Yes

**11. In 4,000 characters or less, in terms of congressional districts, discuss where council-conducted in-person activities occurred. In which regions of the state or jurisdiction was the council most and least active? If you can, also comment generally on where in-person subrecipient-conducted activity occurred (location of activities, not location of subrecipient).**

Humanities Montana conducted and funded in-person activities in all congressional districts in the past fiscal year. District 1 includes most of Western Montana which accounts for over 60% of the state population and District 2 includes most of Central and Eastern Montana including the remaining 40% of the population. Programmatic activity led through direct council programs reflected the same distribution with approximately 60% of activities occurring in MT-1 and 40% occurring in MT-2.

Subaward recipients submitted final reports for 53 projects completed in the fiscal year 2024. Collectively, these projects conducted activities in all 56 Montana counties 41% took place in Western Montana, 30% in Central Montana, and 29% in Eastern Montana.

**12. (This question requests information about activities funded by ALL sources, including but not limited to GOS funds and/or funds leveraged for the required cost share; it is therefore optional): What percentage of congressional districts were reached by council and subrecipient-conducted activities (in-person and virtual) funded by ALL sources?**

100%

**13. Were Congressional Offices, Resident Commissioners (federal and/or state), Delegates invited to attend or participate in council-conducted activities?**

Yes

**13a. Did any of them or their staff attend?**

No

**Partnerships**

NEH seeks to encourage collaboration between organizations, cultural institutions, scholars, and state and jurisdictional humanities councils to enhance the accessibility and quality of humanities teaching, learning, and programming.

**Definition of partner:** For the purpose of this report, a partner is an organization or group that works collaboratively with the council to advance the council's mission and expand the council's reach. This includes but is not limited to: Contributing humanities-based resources or scholarship to advance the work of the council, expanding the council's reach, and/or hosting or providing skills, knowledge, services, and products. Fed/State defines "effective partnerships" as those that are strategic, sustainable, and advance the council's mission. For this report, a funder can be a partner if the funder also contributes humanities-based resources or scholarship; however, a funder is not a partner if the relationship exists only for funding purposes. For the purpose of this



report, a subrecipient is not a partner.

For each of the organization types in question 4 below, indicate the number of council partners. Enter a zero if your council has no partners with organizations of that type. When reporting a number, do not input symbols or decimals.

**1. Describe a partnership that the council identifies as effective, including the name of the partner(s), the goals of the partnership, and how the partnership was effective.**

In 2024, Humanities Montana continued collaboration with The Foundation for Montana History to conduct grantmaking outreach and engage with rural and Tribal communities. The mission and goals of both organizations enable grantmaking to museums, historical societies, cultural heritage organizations, and an array of other community-based nonprofits. The Foundation's grantmaking provides operational support for historical and cultural preservation projects, while Humanities Montana's grantmaking supports public programming efforts of those same organizations. The partnership has resulted in applicant referrals to and from both organizations, collaborative grant-writing workshops, co-promotion of application deadlines and resources, and conversations about ways to serve Montana communities needing support for historical and cultural projects. The partnership will continue in 2025 and Humanities Montana will explore new partnerships of the same nature and influence to increase reach to other audiences.

**2. Did the council partner with or support National History Day?**

Yes

**3. Did the council partner with or support the Library of Congress Center for the Book?**

Yes

**4a. Archive**

1

**4b. Arts-related organization (including art museums)**

2

**4c. Community organization or center**

\$8.00

**4d. Festival**

0

**4e. Cultural heritage organization**

2

**4f. Foundation**

1

**4g. Government (state or local)**

13

**4h. Higher education (university or four-year college)**

4

**4i. Higher education (two-year college)**

0

**4j. Higher education affiliates (press, radio station, archive, library, etc.)**

2

**4k. Historical site/house**

0

**4l. Historical society**

3

**4m. Incarceration or detention facility**

1

**4n. Independent research library or center**

0

**4o. Indigenous tribal organization or community**

3

**4p. K-12 school or school system**

73

**4q. Media organization**

3

**4r. Membership organization or association**

1

**4s. Museum (history)**

32

**4t. Museum (other)**

0

**4u. Nature center, botanical garden, arboretum, environmental organization**

0

**4v. Other**

10

**4w. Private business or organization**

2

**4x. Public library**

86

**4y. Social services or health organization**

0

**4z. State or national park**

24

**General operations**

**When reporting a number, do not input symbols or decimals.**

**1. Did the council review and/or update its by-laws?**

Yes

**2. Did the council board chair review the responsibilities of board service as outlined in Fed/State's Handbook for New Board Members?**

Yes

**3. Did the council review and/or update succession plans for council leadership and key staff members?**

Yes

**4. Did the council review and/or update succession plans for board members?**

Yes

**5. Did the council hire student interns?**

Yes

**5a. How many interns were hired?**

2

**5b. Were interns paid monetarily?**

Yes

**6. Did the council employ consultants?**

Yes

**6a. List the key responsibilities/deliverables of the paid consultant(s).**

Associated Employers Human Resources (AEHR): Hiring a Development Director

Susan Howlett, LLC: Fundraising training for Board Development.  
Digital Spark Creative- Website maintenance and updates, social media, monthly e-newsletter, formatting and branding important HM documents.  
PSH Edits– proofreading e-Newsletter, Democracy Project templates, and other important HM documents  
Vision West, Inc. Board Culture Training, Development of Board Guiding Principles

## **Public access to information**

**Definition of average engagement by reach** (question #5): A social media metric calculated by adding the engagement rates per post and dividing by the total number of posts.

### **1a. Was the governor provided with information on council activities?**

Yes

### **1b. Were federal, state, and local officials provided with information on council activities?**

Yes

### **2. Were board meetings open to the public?**

Yes

### **3. Were there opportunities for the public to present views/recommendations on the work of the council (through surveys, meetings, or other feedback mechanisms)?**

Yes

### **3a. In 4,000 characters or less (including spaces and punctuation), how did or will the public's views/recommendations inform the work of the council?**

In accordance with guidelines and procedures sent to organizations and schools that book Montana Conversations or Speakers in the Schools program, online and paper surveys are available for the public to review Humanities Montana and program presenters. While program surveys are not a requirement of booking organizations and schools, Humanities Montana does review all received surveys; sharing feedback with program speakers and staff. Both positive and negative feedback from the public is shared with speakers and staff. Public feedback informs the development of topics for Montana Conversations and Speakers in the Schools. Further, the public's views/recommendations are taken into consideration when evaluating the impact of available humanities programs. We also include feedback questions to all application and reporting forms in our grants management system to collect ongoing feedback from past and present applicants and subrecipients. We will continue to offer online surveys and focus groups annually to ensure our grantmaking and application process is responsive to community needs.

### **4. Was information on council programs and funding opportunities made available to the public in languages other than English?**

No

### **5. Of the council's social media channels, which channel has the highest average engagement rate by reach?**

### Budget and funding sources

For this section, please report on the council's actual expenses during its past fiscal year (Note: these do not need to be audited figures).

**Question #4** requests information beyond GOS funding and/or funds leveraged for the required cost share and is therefore **optional**. If you have questions on how to categorize funding sources, please submit your question via eGMS.

**Question #5** requests information beyond GOS funding and/or funds leveraged for the required cost share and is therefore **optional**. If you provide answers for this question, the sum of the percentages provided in 5a-5h should equal 100%.

**1. What was the start date of your past fiscal year?**

11/01/23

**2. What was the end date of your past fiscal year?**

10/31/24

**3a. What was the total amount of GOS funding and/or funds leveraged for the required cost-share allocated to Council-conducted programs (program costs and staff costs)**

\$272,303.12

**3b. What was the total amount of GOS funding and/or funds leveraged for the required cost-share allocated to Subaward/grants (program costs and staff costs)**

\$287,265.00

**4. (This question requests information beyond GOS funding and/or funds leveraged for required cost share and is therefore optional): What were the council's actual expenses during its past fiscal year?**

\$1,220,757.00

**5a. Optional: What percentage of the council's total funding came from NEH?**

94%

**5b. Optional: What percentage of the council's total funding came from federal sources other than NEH?**

0%

**5c. Optional: What percentage of the council's total funding came from state or local government?**

0%

**5d. Optional: What percentage of the council's total funding came from foundations?**

0%

**5e. Optional: What percentage of the council's total funding came from corporations?**

0%

**5f. Optional: What percentage of the council's total funding came from individuals?**

3%

**5g. Optional: What percentage of the council's total funding came from income-generating revenue?**

1%

**5h. Optional: What percentage of the council's total funding came from other sources?**

2%

**6. NEH encourages councils to develop non-NEH funding streams in order to build organizational capacity and support council activities. Did the council take concrete steps to develop non-NEH funding streams during the reporting period?**

Yes

**6a. Assess the results of those steps.**

HM sent out a spring appeal letter in addition to the annual appeal letter and participated in online giving days with local community foundations.

**Other (optional)**

Please use this section to provide any additional information or feedback (optional).

**Please use this textbox to provide any other information or feedback (limit 8,000 characters, including spaces and punctuation).**

Form submitted by Ms. Jillian L. Baker on 1/31/2025 4:56 PM