

NEH Application Cover sheet (BH-293684)

Landmarks of American History and Culture

PROJECT DIRECTOR

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Field of expertise: Native American Studies

INSTITUTION

Native American Connections
Phoenix, AZ 85012-1848

APPLICATION INFORMATION

Title: *NAC PISVC Teacher Training*

Grant period: From 2023-10-01 to 2025-04-30

Project field(s): History, Other; Cultural History

Description of project: "Reclaiming the Narrative: Learning the Truth About Indian Boarding Schools in Arizona" is a weeklong professional learning workshop based at the historic Phoenix Indian School Visitor Center (PISVC), operated by Native American Connections

BUDGET

| | | | |
|--------------------------|------------|---------------------|------------|
| Outright request | 190,000.00 | Cost sharing | 0.00 |
| Matching request | 0.00 | Total budget | 190,000.00 |
| Total NEH request | 190,000.00 | | |

GRANT ADMINISTRATOR

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Nature of the Request

The *Reclaiming the Narrative: Learning the Truth about Indian Boarding Schools in Arizona* is a weeklong professional learning workshop based at the historic Phoenix Indian School Visitor Center (PISVC). The five day workshop will focus on the history of Indian boarding schools in Arizona and the larger United States, the legacies and contemporary impacts of Indian boarding schools, along with culturally responsive and place-based approaches to teaching and learning about this topic. *Reclaiming the Narrative* will take participants on a journey from the history of the boarding schools into the present day with a focus on Indigenous survivance and sovereignty. This workshop has been previously offered as a two-part virtual series in June and July of 2022. However, this Landmarks workshop will be a residential format with field trips to museums and tribal cultural centers within the surrounding area. Open to K-12 educators, the workshop will host two sessions from **June 23th through the 28th and July 7th through the 12th of 2024**. Each session will allow up to 30 educators to attend for a total of 60 participants. While the workshop will be open to K-12 educators across all grade-levels and content areas, the workshop will be particularly relevant to educators who serve Native American, Alaska Native, and Native Hawaiian students and those who teach social studies and English language arts.

Intellectual Content and Significance

PISVC and partners have selected topics and historic and contemporary sites that highlight the agency and sovereignty of Native peoples within the narrative of Indian boarding schools. Twenty-two Federally recognized tribes call Arizona home and the Phoenix Indian School was the largest off-reservation boarding school in the federal system. *Reclaiming the Narrative: Learning the Truth about Indian Boarding Schools in Arizona* participants will learn of historical context of the boarding schools and their legacy into today with an emphasis on the current cultural and linguistic revitalization efforts of Native Nations and Indigenous-serving organizations within Arizona.

As a historic landmark, the **Phoenix Indian School Visitor Center (PISVC)** - operated by **Native American Connections (NAC)** – offers the opportunity for teachers to learn about both student experiences at a specific school site and the larger historical context of the relationship between the Federal Government and the Native Nations of North America. Teachers will visit and learn in buildings that have been preserved and tour the surrounding grounds. Additionally, PISVC includes ample learning space where visiting scholars and community experts can provide lecture style and interactive presentations. These modern learning spaces afford teachers a chance to experience the resilience of the Native community in Phoenix in turning the historic site into a purposeful and positive educational opportunity. Lastly, the surrounding Phoenix metropolitan area offers many opportunities to learn Indigenous ways of knowing and being that were targeted during the boarding school era and are now undergoing major revitalization.

The **Heard Museum**, located less than 10 minutes from PISVC, has a permanent exhibit *Away from Home: American Indian Boarding School Stories* which allows viewers to learn about Indian boarding schools at a national level directly through works of art, archival material, first-person interviews, and interactive elements. Drawing on primary and secondary sources from multiple institutions and Native scholars, the exhibit allows visitors to make personal and visceral connections to major topics and themes such as familial separation, forced assimilation, student and caregiver resistance, school reforms, and cultural and linguistic reclamation and revitalization.

Through a visit to the **Huhugam Heritage Center (HHC)** operated by the Gila River Indian Community (GRIC) and located on the GRIC reservation, teachers will learn about the

efforts of Native Nations in preserving and protecting their cultures. The mission of the HHC is to serve as a place to honor and preserve the way of life of the Akimel O’otham and Pee Posh cultures which make up the GRIC. By learning on tribal lands, teachers will experience what it looks, sounds, and feels like for Native Nations to exercise their inherent sovereignty. This type of experience is critical in order to resist damage-centered narratives of Native communities as is common when learning about Indian boarding schools.

The **Labriola American National Indian Data Center** is an Indigenous-led library center located within the Arizona State University Library that provides culturally relevant information and research support. By engaging in a workshop focused on Indigenizing and decolonizing archival engagement with the Labriola Center staff, teachers will learn about the importance of supporting and upholding cultural sovereignty through implementation of cultural protocols and practice. Visiting the Labriola Center will provide teachers the opportunity to experience learning centered in Indigenous ways of knowing and being. The expertise of the Labriola Center staff will aid teachers in developing their place-based curricular project to incorporate local and regional Indigenous knowledge in culturally relevant and respectful ways.

Materials, Tools, and Speakers: In addition to the archival materials and museum collections of the PISVC, Heard Museum, HHC, and Labriola, the workshop will feature the use of scholarship and teaching tools created by nationally renowned experts in Indigenous education. Teachers will hear from Dr. K. Tsianina Lomwaima (Muscogee-Creek), former professor at the Center for Indian Education at Arizona State University, and read excerpts from her seminal text *To Remain an Indian: Lessons in Democracy from a Century of Native American Education* which explores the historical context of Federal Indian policy, practice, and personal experiences of Native peoples and how Indigenous sovereignty has been both supported and challenged over time. Additionally, the Culturally Responsive Assessment of Indigenous Schooling (CRAIS) tool created in 2021 at the Institute for Native-serving Educators (INE) at Northern Arizona University will be used to guide teachers’ reflections and collaborations on place-based learning materials about Indian boarding schools. Teachers will hear from Dr. Angelina Castagno, director of INE and co-creator of the tool. Additionally, participants will engage with primary and secondary sources and teaching materials and guidance from national organizations such as the National Indian Education Association, National Museum of the American Indian at the Smithsonian, the National Council for the Social Studies, and the National Native American Boarding School Healing Coalition during the workshop. These various materials, tools, and speakers will provide diverse perspectives on the topic of Indian boarding schools as they are a balanced mix of resources from both Native and non-native organizations that were all created in partnership with or by Native American peoples.

Curriculum relevance and application

K-12 educators from across the country are required at different levels to include the study of Indigenous peoples. While Indigenous peoples’ history is taught throughout every state, requirements do vary. Some states mandate Indigenous history through legislation, and many states have Indigenous history requirements in their social studies standards or in course considerations and topics. Furthermore, every state does require the teaching of marginalized voices, multiple perspectives, and political structures. English language arts standards in most states require non-fictional texts along with informational texts. Given the scope of requirement by both social studies and English language arts standards, the *Reclaiming the Narrative* Workshop will meet the curricular needs of educators across the county.

When teaching Indigenous history, most educators teach it as a separate, unconnected, and past series of events where Indigenous peoples’ stories are told from non-indigenous perspectives. The workshop will prioritize an Indigenous pedagogical approach that honors storytelling, relational and experiential knowledge sharing, and place-based methodologies. For

example, the agency of Indigenous peoples will be centered in the approach to learning about the history of Indian boarding schools rather than the typical damage-based or deficit narrative that positions Indigenous peoples as helpless victims. Through visits to tribal lands and presentations from Native experts who work for tribally-run and Native-focused organizations, participants will learn about how the contemporary legacies of Indian boarding schools are related to current cultural and linguistic revitalization and sovereignty efforts. Additionally, learners will make connections to the history of other displaced peoples by focusing on the Japanese incarcerations that specifically occurred on tribal lands, sometimes at the same sites used for Indian boarding schools. This historical examination and comparison across peoples that are not normally taught together and the Indigenous pedagogical methods used will provide educators with powerful examples to use in their projects.

Reclaiming the Narrative: Learning the Truth about Indian Boarding Schools in Arizona will focus learning on K-12 educators with an emphasis on elementary educators and secondary social studies and English Language Arts educators. We want to reserve twenty percent of our spots to early career educators. These would be educators in the first five years of teaching. Additionally, we would like to reserve 50 percent of the spots for educators who work on tribal lands or with high-density (greater than 25 percent) populations of Native American students. By offering early educators and Indigenous-serving educators this place-based learning opportunity, we will emphasize the importance of teaching Indigenous history as a shared history relevant to their students today. The program of study will highlight the fact that Indigenous communities have long-used place-based and experiential pedagogical practices, which all teachers can learn from and apply in their classrooms. Overall, the week-long event will also provide encouragement and support to continue in the profession through a week of learning and doing in community with other like-minded educators.

Program of Study

The *Reclaiming the Narrative: Learning the Truth about Indian Boarding Schools in Arizona* Workshop will include five days of learning about the history and legacies of Indian boarding schools in Arizona and beyond. Throughout the week an emphasis will be placed on learning from Indigenous and non-Indigenous scholars, teacher educators, and local and national community and professional experts through experiential and place-based activities.

The workshop will begin on Sunday evening with an optional meet and greet opportunity at the Heard Museum. Participants will have the opportunity to network and build relationships with other educators and project staff in order to establish a sense of community for the week ahead. Additionally, educators will be able to explore the Heard Museum's signature *Home* Exhibit free of charge which includes information about the 22 Tribal Nations in Arizona.

The first full day of the workshop will provide an introduction to Indian boarding schools starting at the Phoenix Indian School Visitors Center. Project Director, **Molita Yazzie**, will provide a presentation on the history of the Phoenix Indian School and lead a guided tour of the site grounds. In order to provide a balanced perspective, participants will hear about both positive and negative student experiences at Phoenix Indian School. Additionally, participants will learn about the contemporary efforts of the PISVC to ensure preservation of this historic site. Academic Co-Directors, **Helen Thomas** and **Linda Burrows**, will facilitate an interactive presentation as an introduction to federal Indian policy and tribal sovereignty leveraging resources created by a local community expert for a prior iteration of this workshop series. Participants will then travel to the Heard Museum. After a welcome from the **Heard Museum staff**, educators will engage in a guided tour of the *Away from Home: American Indian Boarding School Stories* exhibit with time to explore the exhibit independently. Given the visceral nature of the exhibit, educators will have the opportunity to unpack their responses to the exhibit through a guided debrief activity. The day will close with a guided exploration of the Heard Museum's archives. Throughout the day participants will consider the following thematic questions: *How*

were Indigenous families and nations affected by Indian boarding schools and how were Indian boarding schools affected by Indigenous students? How did place and land play a role in Indian Boarding Schools policies and practices? How were the Indian Boarding Schools part of Federal policy towards Tribal Nations?

On day two, participants will dive deeper into the historical context and impacts of Indian boarding schools. The day will begin with a two-hour guest lecture from **Dr. Lomawaima** on federal Indian policy, education, and tribal sovereignty. Following the lecture, educators will have the opportunity to reinforce their learning through a workshop on using primary sources to explore multiple perspectives in historical context. After lunch, Senior Programs Director for the National Indian Education Association (NIEA), **Dr. Casie Wise**, will facilitate an experiential activity called the Blanket Exercise to deepen participant's understanding of the impacts of federal Indian policy particularly Indian boarding schools. Dr. Wise will then provide an interactive presentation on recognizing and healing Indian boarding school era historical trauma drawing on NIEA's free 40-lesson curriculum created in partnership with the National Native American Boarding School Healing Coalition which will be available on-site for educators to take home courtesy of NIEA. All components of the second day will aid teachers in answering the following thematic questions: *How did the trust relationship develop between the Federal Government and Tribal Nations and what role did place and land play in that relationship? How do the legacies of Indian boarding schools continue to impact Tribal Nations today? How can we center healing when teaching about Indian boarding schools?*

On the third day, participants will travel to a local tribal nation and all learning will take place at the Huhugam Heritage Center (HCC) run by the Gila River Indian Community (GRIC). Participants will receive a guided tour of the exhibits within HHC, including an exhibit about the former Japanese incarceration camp located on the GRIC reservation. Teachers will engage in a discussion about connections between Indian boarding schools and other instances of displacement drawing on the previous day's learning about historical trauma and healing. The **GRIC TED staff** will provide a presentation on the local history of the GRIC touching on place-based instances of historical trauma. After lunch, learning will focus on the survivance and tribal sovereignty of tribal nations despite federal Indian policies and Indian boarding school impacts. The GRIC TED staff will share examples of how GRIC has leveraged their tribal sovereignty to address the contemporary legacies of Indian boarding school policies and practices to support cultural revitalization efforts. Building on the examples shared by the GRIC TED staff, **Dr. Angelina Castagno**, Director of the Institute for Native-serving Educators at Northern Arizona University, will provide a guest lecture on culturally responsive Indigenous curriculum and instructional guidance that encourages educators to consider how they can leverage local and regional Indigenous knowledge to teach about the history and legacies of Indian boarding schools and reinforce the Native nation-building efforts of tribal nations. The third day of the workshop will end with an overview of the place-based curricular project by Academic Co-Directors, **Helen Thomas** and **Linda Burrows**. Participants will be encouraged to consider potential topics they would like to explore in conjunction with Indian boarding schools through their project. The place-based learning of the third day will encourage participants to answer the following questions: *How do the historical and contemporary legacies of Indian Boarding School displacement mirror other displacements of peoples? How are Tribal Nations and Indigenous peoples addressing the contemporary legacies of Indian boarding schools? How can all teachers affirm tribal sovereignty and native nation-building efforts in the classroom?*

Day four will continue to push educators to shift beyond trauma towards narratives of survivance and sovereignty and all learning will occur at the Labriola National American Indian Data Center located on Arizona State University's campus in Tempe, Arizona. Following a welcome from Labriola's Director **Alexander Soto**, participants will have the opportunity to hear examples of culturally responsive place-based lessons from a panel of educators who

participated in either professional development institutes or Indigenous-focused teacher preparation programs within Arizona. The panel presentation and discussion will expose educators to real life examples that they can draw from in their own place-based curricular project. After lunch, time will be allocated for participants to collaborate on their projects and check-in with program staff on their topic selection. The fourth day will close with an interactive workshop facilitated by **Vina Begay**, assistant librarian at Labriola, on decolonizing and indigenizing how we consider archival materials. The workshop will focus on respecting cultural protocols around Indigenous knowledge and leveraging community-based archival resources to provide balanced narratives on Indian boarding schools in the classroom. That evening, participants will celebrate their learning journey at a closing celebration dinner hosted by the **Heard Museum**. Throughout the day educators will be encouraged to consider the following thematic questions: *How can we bring a balanced approach to teaching about Indian boarding schools? How can we reconsider the ways we think about archival materials and community-based knowledge? What does it look like to respect Indigenous cultural protocols in the K-12 context?*

The final day of the workshop will focus on collaboration between participants for the purpose of creating and planning place-based curricula about the history and ongoing legacies of Indian boarding schools. The day will begin with a morning seminar facilitated by the Academic Co-directors. Teachers will then have open planning and collaboration time to work on their curricular project proposal posters. After lunch, teachers will engage in two rounds of a gallery walk where they will present their project proposal posters including the topic of their project, the major themes and essential questions students will explore, the places of significance within their project, and the community partners they will engage with to incorporate local and regional Indigenous knowledge. The day will close with an overview of the follow up virtual communities of practice, expectations for submitting their final place-based curricular projects, and closing remarks from the core project team.

Project Team and Participation

We will have a core project management team that will consist of Molita Yazzie, Linda Burrows, and Helen Thomas. We also will partner with various organizations and professors to ensure a well-rounded academic experience for our educators.

Molita Yazzie, M.Sc., M.H.S., Director of the Phoenix Visitors Center, will serve as **Program Director**, overseeing the flow of the week, including all of the financial aspects of the grant. Ms. Yazzie has extensive knowledge on Indian Boarding Schools and has worked on numerous grants and teacher preparation programs taught at and in conjunction with the PISVC.

Helen Thomas, M.Ed., Indian Education Professional Learning Coordinator, will be the **Academic Co-Director**. As a former classroom teacher, instructional leader, and educational consultant, Ms. Thomas is an expert in culturally responsive instructional practices, and curriculum evaluation and development about and with Native communities. Ms. Thomas will oversee the design of the week's overarching narrative and the coordination of guest speakers and presentations. With Ms. Burrows, Ms. Thomas will provide coaching and technical assistance to educators regarding their final projects particularly as it pertains to ensuring the curriculum is culturally relevant and appropriate.

Linda Burrows, M.Ed., Director of K-12 Social Studies and World and Native Languages, will be the **Academic Co-Director**. With over twenty years teaching in the classroom and over three years working at the Arizona Department of Education in academic standards, inquiry, providing professional learning opportunities for educators and with prior experiences with Fulbright-Hays and other previous Institutes. Ms. Burrows will oversee the teacher experiences and lesson planning helping them to make connections between all of the

site visits and instructor lectures. Ms. Burrows will meet individually with educators to advise them on their final projects.

Supporting Staff

We have excellent support staff that will assist the core project management team. This group will assist of **Elena Selestewa**, Phoenix Indian School Visitors Center Specialist, who will assist with the logistics at the Phoenix Indian School Visitors Center. **Brooke Curleyhair**, Indian Education Program Specialist, and **Hannah Rude**, K-12 Social Studies and World and Native Languages Specialist, will serve as **Education Specialists**. Brooke and Hannah will assist with the academic requirements of the workshop.

Replacement Director (Margot Cordova, MPA-URP) . Ms. Córdoba is a fifth-generation native Arizonan descended from pioneer Mexican-American families with legacies of public and community service. She has served NAC for 14 years in two Resource Development positions (Development Director, Grants Manager). She also has contributed to the success of other community-based programs and initiatives among non-profit, philanthropic, public and private sectors in Arizona and Southwest, working in capacities ranging from planning and research, resource development and grant writing, community relations, and special events coordination. Her past work nonprofit experience in Arizona also includes positions at Friendly House, Valley of the Sun United Way, Maricopa Association of Governments, and Chicano Por La Causa, and outside Arizona at the Ford Foundation and Princeton University. Ms. Córdoba has a Bachelor's degree in History from Stanford University, and a Master's in Public Affairs and Urban & Regional Planning from Princeton University's School of Public and International Affairs.

Project Partners and Presenters

Isaac Salcido, Tribal Education Director, Gila River Indian Community (GRIC), will be the **point of contact** for all events occurring on the Gila River Indian Community (GRIC) reservation including the tour and use of space at the **Huhugam Heritage Center (HHC)** and a presentation from the **GRIC Tribal Education Department** staff on the history and contemporary life of GRIC. Mr. Salcido will oversee the tribal education department staff who will provide the presentations and connect the Program Director and Academic Co-Directors to the appropriate HHC staff.

Jeff Goodman, Director of Learning and Public Engagement at the Heard Museum, will be the point of contact for all events occurring at the **Heard Museum** including an opening meet and greet night for workshop attendees, a tour of the *Away from Home* exhibit including access to the Heard Museum's archives, and the closing celebration dinner. Mr. Goodman will work closely with the Program Director and Academic Co-Directors to ensure events run smoothly and contribute to the workshop's overall objectives.

Alexander Soto, Director of Labriola National American Indian Data Center at Arizona State University Library and **Vina Begay**, Librarian and Archivist at Labriola National American Indian Data Center at Arizona State University Library will be **Guest Facilitators**. Their participatory workshop will focus on respecting cultural protocols and decolonizing and indigenizing the way we think about archival materials including community-based knowledge such as songs, dances, and photos. Director Soto will work closely with the core project team to coordinate all learning to occur at the Labriola Center.

Dr. Casie Wise, Ed.D, Senior Program Director at the National Indian Education Association, will be a **Guest Facilitator**. Dr. Wise will facilitate an experiential learning activity called the Blanket Exercise and an interactive presentation on recognizing the impacts of boarding school era historical trauma that introduces teachers to a free healing-centered curriculum created in partnership with the National Native American Boarding School Healing Coalition.

Dr. Lomawaima, Ph.D., retired professor at the Center for Indian Education at Arizona State University and co-author of *To Remain an Indian: Lessons for Democracy from a Century of Native American Education*, will be a **Visiting Lecturer**. She will discuss how federal Indian policy and practice has shaped Native American education and the experiences of Native people from the turn of the twentieth century to today with an emphasis on how Indigenous sovereignty has been both affirmed and restricted throughout that time.

Dr. Angelina Castagno, Ph.D., professor of Educational Leadership and Foundations and the Director of Institute for Native-serving Educators (INE) at Northern Arizona University, will be a **Visiting Lecturer**. She will provide guidance on culturally responsive Indigenous curriculum development and instruction based on the 23 principles in the Culturally Responsive Assessment of Indigenous Schooling (CRAIS) tool that she developed with colleagues at Northern Arizona University's Institute for Native-serving Educators.

Audience

We anticipate a large number of K-12 applications from across the country to apply for the *Reclaiming the Narrative: Learning the Truth about Indian Boarding Schools in Arizona* Workshop. The program is designed to appeal to K-12 social studies and English Language Arts teachers. These subject areas will create a diverse background and cross-curricular opportunities to focus on American history, geography, and literature while making connections to larger global displacements of other Indigenous communities and peoples around the world.

Applications for the workshop will be reviewed by Ms. Yazzie, Ms. Burrows, and Ms. Thomas. We will strive to create an Institute of diverse educators from around the country. Specifically we will look to create an Institute with educators from diverse geographic backgrounds, all grade levels and subject areas, as well as a focus on educators early on in the first five years of their teaching and who teach on tribal lands or serve a high-density (25 percent or more) population of Native American students and/or Title I schools. The workshop will issue educational credit through the Arizona Department of Education. Participants will receive a certificate of attendance documenting the number of hours spent in the program. Graduate course credit is not available.

Project recruitment and dissemination

The project management team will use its extensive resources to promote the *Reclaiming the Narrative Workshop*. These efforts will include a wide distribution through both print and digital means. The PISVC has a distribution list, social media presence that includes 8,000 subscribers. The Arizona Department of Education also will use its social media presence along with email distribution lists that includes over 20,000 subscribers on multiple platforms. In addition to the basic ADE social media campaign, the Office of Indian Education and Academic Standards also have separate listservs that provide professional learning opportunities to over 4,000 educators. We will also enlist our partner organizations within Arizona, such as the Council of Social Studies State Specialists, ASU Labriola Center, Institute for Native-serving Educators (INE), Center for Indian Education, Arizona's tribal education departments, the Arizona Indian Education Association, and Heard Museum to support recruitment efforts. The Office of Indian Education maintains informal partnerships with national Native-focused organizations such as the National Indian Education Association, the Smithsonian's National Museum of the American Indians, and the National Johnson O'Malley Association who can also be asked to promote the event to educators outside of the state of Arizona. Many of these organizations maintain large social media followings and listservs that can share information regarding the workshop opportunity. NEH's EDSITEment will aid in distributing marketing resources.

The workshop website will be used to communicate information before, during, and after the week-long event. The Office of Indian Education's education program specialist has

experience managing, updating, and maintaining similar educational websites and will contribute to the maintenance of the site following the workshop. The website will house all of the readings, videos, and educational resources in addition to the workshop agenda, partner organization contact information and relevant hyperlinks. This will ensure that participants and project partners can continue to share the valuable learning materials with colleagues even after the workshop concludes.

Following the Workshop, we will expand the reach of the Workshop by housing educator lesson plans and projects on the workshop website. This will further disseminate information and the work done by educators attending the workshop increasing exposure and adding another valuable digital resource for educators across the country. In addition to having a digital online resource, we plan to create quarterly Communities of Practice to follow the residential workshop. These virtual communities will be a way to engage with educators from the Workshop, invite other educators that did not participate in the Workshop to join, discuss issues facing educators incorporating Indigenous perspectives and the content from the Workshop into their classroom, and share resources both from the Workshop and other Indigenous communities. Our Community of Practice sessions will be a way to continue the learning past the Workshop, provide an opportunity to include more educators, and also model Indigenous ways of knowing and being in educational spaces.

Institutional context

PISVC facilities, grounds, museum, and staff position it as the perfect place to host the American Landmarks program. Specifically, PISVC has hosted many teacher opportunities from local organizations such as the Arizona Department of Education, Arizona Geographic Alliance, and the Arizona Council on Economic Education to national organizations like the Korematsu Institute. PISVC has a large facility that will comfortably seat all of our educators. It also has the facilities to screen presentations and films along with enough Wi-Fi access to support all of the technical needs of the workshop along with educator needs. These past experiences position the landmark and its staff well suited for our proposed American Landmark Workshop.

The *Reclaiming the Narrative Workshop* has negotiated lodging for participants at the Hilton Garden Inn Midtown in Phoenix, Arizona. Its many amenities include meeting space and is a short distance from both the PISVC and many restaurants. The hotel is also on the main light rail line to enable participants to travel to many places in Phoenix and Tempe. The hotel offers meal service and lodging for participants for \$116.00 per night per participant. It also has a shuttle service to the PISVC for those participants that do not want to walk. The PISVC is also centrally located to other hotels and airBnB rentals if participants choose to stay elsewhere.

Attachment #2 - Work Plan

October, 2023

- Notice of Action issued
- Required project team meeting in Washington, D.C., with NEH
- Schedule recurring planning meetings for core Project Team

November, 2023

- Basic website infrastructure development (Program overview, objectives, and application components)
- Schedule recurring planning meetings with all partner organizations
- Confirm guest lecture/presenter availability for cohort dates in June and July 2024
- Leverage core Project Team's existing communications channels (email listserv, social media, and institutional partners) to begin marketing of NEH application

December, 2023

- Project website goes live
- Participant applications open on website
- Finalize program schedule and add to website
- Book travel and lodging accommodations

January, 2024

- Site-visit to Phoenix Indian School Visitor Center

February, 2024

- Required virtual project team meeting with NEH
- Meet regularly with presenters and partner organizations to design and plan resources for program of study
- Site-visit to Heard Museum

March, 2024

- Participant application deadline
- Review of applications by core Project Team
- Meet regularly with presenters and partner organizations to design and plan resources for program of study
- Site-visit to Huhugam

April, 2024

- Finalize selection of participants
- Selected applicants are notified; participants have two-weeks to accept or decline
- Meet regularly with presenters and partner organizations to design and plan resources for program of study
- Site-visit to Labriola National American Indian Data Center

May, 2024

- Share travel details and logistics with participants

- Meet regularly with presenters and partner organizations to finalize resources for program of study

June, 2024

- Finalize all logistical preparations
- Participant Selection Report to be submitted to NEH
- Program Implementation: First Teacher Cohort

July, 2024

- Program Implementation: Second Teacher Cohort

August, 2024

- Core project team meets to debrief with partner organizations
- Evaluation survey data is shared with all project partners and presenters
- Follow up Community of Practice for virtual project support

September, 2024

- Participants submit final place-based projects
- Place-based curricular projects are reviewed by core project team
- Place-based curricular projects are posted to program website

April, 2025

- Final reports to be submitted to NEH

Attachment #3 - Program Schedule and Detailed Reading list

Sunday

Meet and Greet

Welcome:

5:00 pm - 7:00 pm at the Heard Museum

Welcoming Remarks by Leadership Team

Exploration of Heard Museum *Home* Exhibit- Introduction to Arizona's 22 Tribal Nations

Monday

Introduction to Indian Boarding Schools

Thematic Questions:

- How were Indigenous families and nations affected by Indian boarding schools and how were Indian boarding schools affected by Indigenous students?
- How did place and land play a role in Indian Boarding Schools policies and practices?
- How were the Indian Boarding Schools part of Federal policy towards Tribal Nations?

Readings:

- Benallie, Kalle. "US Boarding School Investigative Report Released." Indian Country Today, 11 May 2022, <https://ictnews.org/news/us-boarding-school-investigative-report-released>.
- United States, Department of the Interior. Federal Indian Boarding School Initiative Investigative Report. May, 2022, p. 1-4, 51-63. https://www.bia.gov/sites/default/files/dup/inline-files/bsi_investigative_report_may_2022_508.pdf.

Daily Agenda:

- Welcome and Opening Remarks
- Presentation on the History and Contemporary Efforts of Phoenix Indian School
- Tour of Phoenix Indian School Grounds
- Introduction to Federal Indian Policy and Tribal Sovereignty Presentation
- Lunch and travel to **Heard Museum** by Valley Metro Lightrail
- Welcome from Heard Museum staff
- Guided Tour of *Away from Home: Indian Boarding School Stories* exhibit
- Independent Exploration of *Away from Home* exhibit
- Debrief Activity
- Guided Exploration of Heard Museum Archives
- Closing and travel back to hotel by Valley Metro Lightrail

Objectives: Participants will obtain a basic understanding of the history of the Boarding Schools era and examine the differences between land and place-based learning. Participants will also learn of tribal sovereignty and its relationship to Indian boarding schools.

Tuesday
Diving Deeper into Historical Context

Landmark Sites: Phoenix Indian School Visitor Center

Thematic Questions:

- How did the trust relationship develop between the Federal Government and Tribal Nations and what role did place and land play in that relationship?
- How do the legacies of Indian boarding schools continue to impact Tribal Nations today?
- How can we center healing in teaching about Indian boarding schools?

Readings:

- United States, Department of the Interior. Federal Indian Boarding School Initiative Investigative Report. May, 2022, p. 20-50.
https://www.bia.gov/sites/default/files/dup/inline-files/bsi_investigative_report_may_2022_508.pdf.
- Lomawaima, K. Tsianina, and Teresa L. McCarty. "Choice and Self-Determination: Central Lessons from American Indian Education." *To Remain an Indian: Lessons in Democracy from a Century of Native American Education*. Teachers College Press, 2006, p. 1-10.
- Heart, Maria Yellow Horse Brave. "The Historical Trauma Response Among Natives and Its Relationship with Substance Abuse: A Lakota Illustration." *Journal of Psychoactive Drugs*, vol. 35, no. 1, 2003, pp. 7–13, <https://doi.org/10.1080/02791072.2003.10399988>.
- Methot, Suzanne. "A Trauma-Informed Approach to Teaching the Colonization of the Americas." *Edutopia*, 4 Jan. 2021, www.edutopia.org/article/trauma-informed-approach-teaching-colonization-americas.

Daily Agenda:

- Welcome and Opening Remarks
- Guest Lecture from Dr. Lomawaima on Indian Education Policy and Practices
- Talking Circle Debrief Discussion
- Using Primary Sources to Explore Multiple Perspectives in Historical Context Workshop
- Lunch
- Blanket Exercise Experiential Activity facilitated by the National Indian Education Association
- Interactive presentation on Recognizing and Healing Historical Trauma facilitated by the the National Indian Education Association

Objectives: Participants will learn of the history of Indian Education policy and practices, their relationship to tribal sovereignty, and how to leverage primary sources to explore historical context. Additionally, participants will experience and discuss the impacts of those policies and practices and the importance of recognizing and healing historical trauma.

Wednesday
Recognizing Impacts and Contemporary Legacies

Thematic Questions:

- How do the historical and contemporary legacies of Indian Boarding School displacement mirror other displacements of peoples?
- How are Tribal Nations and Indigenous peoples addressing the contemporary legacies of Indian boarding schools?
- How can all teachers affirm tribal sovereignty and native nation-building efforts in the classroom?

Readings:

- United States, Department of the Interior. Federal Indian Boarding School Initiative Investigative Report. May, 2022, p. 87-90.
https://www.bia.gov/sites/default/files/dup/inline-files/bsi_investigative_report_may_2022_508.pdf.
- “Leupp, Arizona: A Shared Historic Space for the Navajo Nation and Japanese Americans.” *Discover Nikkei*,
www.discovernikkei.org/en/journal/2008/6/28/enduring-communities.
- “How Japanese American Incarceration Was Entangled With Indigenous Dispossession.” KCET, 22 Aug. 2022,
www.kcet.org/news-community/how-japanese-american-incarceration-was-entangled-with-indigenous-dispossession.
- Leong, Karen, and Myla Vicenti Carpio. “Carceral Subjugations: Gila River Indian Community and Incarceration of Japanese Americans on Its Lands.” *Amerasia Journal*, vol. 42, no. 1, Taylor and Francis, Dec. 2015, pp. 103–120.
<https://doi.org/10.17953/aj.42.1.103>.

Daily Agenda:

- Travel to Huhugam Heritage Center on Gila River Indian Community (GRIC) Reservation
- Tour of the Huhugam Heritage Center Exhibits
- Visit Japanese incarceration camp site and memorial
- Break
- Presentation on Tribal History of GRIC (GRIC TED)
- Lunch
- Presentation on Sovereignty and Revitalization Efforts (GRIC TED)
- Guest Lecture from Dr. Shirley and Dr. Garcia on Teaching for Native Nation Building
- Place-based Curricular Project Overview
- Travel home from GRIC Reservation

Objectives: Participants will discuss the connections between Indian boarding schools and displacements of other communities. They will hear examples from Tribal Nations of how they are addressing the contemporary legacies of Indian boarding schools through exercises of sovereignty and nation-building. Lastly, will learn how to leverage curricular and instructional choices to affirm tribal sovereignty and nation-building efforts.

Thursday ***Moving Towards Narratives of Survivance and Sovereignty***

Thematic Questions:

- How can we bring a balanced approach to teaching about Indian boarding schools?
- How can we reconsider the ways we think about archival materials and community-based knowledge?
- What does it look like to respect Indigenous cultural protocols in the K-12 context?

Readings:

- Castagno, Angelina E. From Professional Development to Native Nation Building: Opening Up Space for Leadership, Relationality, and Self-Determination through the Diné Institute for Navajo Nation Educators, *Educational Studies*, 57:3, 2021, p. 322-334, DOI: 10.1080/00131946.2021.1892686
- Lomawaima, K. Tsianina, and Teresa L. McCarty. "The Strengths of Indigenous Education: Overturning Myths About Indian Learners" *To Remain an Indian: Lessons in Democracy from a Century of Native American Education*. Teachers College Press, 2006, p. 23-39.
- Brayboy, Bryan McKinley Jones, and Emma Maughn. "Indigenous Knowledges and the Story of the Bean." *Harvard Educational Review*, vol. 79, no. 1, 2009, pp. 1–21, <https://doi.org/10.17763/haer.79.1.10u6435086352229>.
- Two Bears, Davina R. "4 Decolonizing Research for My Diné (Navajo) Community: The Old Leupp Boarding School Historic Site." *Archeological Papers of the American Anthropological Association*, vol. 33, no. 1, 2022, pp. 55–72, <https://doi.org/10.1111/apaa.12157>.

Daily Agenda:

- Travel to Arizona State University Labriola Center by Valley Metro Lightrail
- Welcome from ASU Labriola Staff
- Guest Lecture from Dr. Angelina Castagno on Culturally Responsive Indigenous Curriculum and Instruction Guidance
- Educator Panel/Showcase on Place-based Lessons
- Lunch
- Place-based Curricular Project Idea Consultation and Check-Ins
- Decolonizing and Indigenizing Archives Workshop from ASU Labriola Staff
- Travel back from ASU Labriola Center
- Indigenous Food Sovereignty Closing Dinner at Heard Museum

Objectives: Participants will learn of the importance of recognizing and respecting Indigenous knowledge in the classroom for a balanced approach to teaching about Indian boarding schools. They will learn strategies for utilizing Indigenous knowledge and community-based archives respectfully in K-12 contexts.

Friday ***Collaborating on Place-based Curriculum***

Thematic Questions:

- How can we leverage land and place in teaching about Indian Boarding Schools?
- How can we respectfully teach the truth about Indian boarding schools in our classrooms?

Readings:

- "Toward Responsibility: Social Studies Education That Respects and Affirms Indigenous Peoples and Nations." *Social Education*, vol. 82, no. 3, May 2018, p. 167.
www.socialstudies.org/social-education/82/3/toward-responsibility-social-studies-education-respects-and-affirms.
- Benally, Cynthia. "Indigenizing the Curriculum: Putting the "Native" into Native American Content Instruction Mandates." *Journal of American Indian Education*, vol. 58 no. 3, 2019, p. 5-10. Project MUSE muse.jhu.edu/article/798558.
- Calderon, Dolores. "Speaking Back to Manifest Destinies: a Land Education-Based Approach to Critical Curriculum Inquiry." *Environmental Education Research*, vol. 20, no. 1, 2014, pp. 24–36, <https://doi.org/10.1080/13504622.2013.865114>.
- Hopkins, John. "The Indigenous Voice of Survivance." *Indian Education for All: Decolonizing Indigenous Education in Public Schools*, Teachers College Press, 2019, pp. 72–74.

Daily Agenda:

- Welcome and Opening Remarks
- Morning Seminar with Academic Co-Directors
- Planning and collaboration time
- Lunch
- Place-based Curricular Project Gallery Walk
- Closing Remarks

Objectives: Participants will collaborate on and create a visual representation of a project proposal for a curricular lesson or unit focused on a topic related to Indian boarding schools of their choice. Participants will apply the week's learning and utilize place-based learning in their project proposal and share their ideas with fellow participants through a gallery walk.

MARGOT A. CORDOVA

Tempe, Arizona

(b) (6)

Respected professional with experience contributing to the success of community-based programs, partnerships and initiatives among the non-profit, philanthropic, public and private sectors, particularly in Arizona and the Southwest. Experience and skills include:

| | |
|--|---|
| Resource Development | Community, Public and Media Relations |
| Contract and Grants Administration | Communications and Promotional Materials |
| Strategic Planning and Organizational Assessment | Event Coordination: Roundtables to Fund Raisers |
| Community Planning and Research | Fortune 500 Corporate Training |
| Public Policy Research and Analysis | Multicultural Awareness and Competence |
| Legal Research | Languages: Spanish- Limited Working Proficiency |

EDUCATION

Master in Public Affairs and Urban & Regional Planning (MPA-URP) Princeton University
Woodrow Wilson School of Public and International Affairs Princeton, NJ
Domestic Policy Emphasis

A.B. Degree in History Stanford University
United States Emphasis Palo Alto, CA

PROFESSIONAL EXPERIENCE

Native American Connections, Phoenix, AZ 2017-present
Grants Manager/Resource Development

- Identify and secure resources (grants, contracts) from institutional supporters to meet organization's program operations and capital needs and advance its strategic priorities, particularly in the areas of integrated healthcare, affordable housing serving families/children, and Native American focused cultural and community development initiatives, especially activities at the new Phoenix Indian School Visitor Center located within Steele Indian School Park (opened in 2017).

Friendly House, Phoenix, AZ 2011-2017
Grants/Resource Development & Management

- Secured resources (grants, contracts, in-kind) of \$500K annually from institutional supporters and special events to meet organization's operations and capital needs and advance organization's strategic priorities in education, workforce development, immigration, and family/human services.
- Assisted with developing strategic plans, philanthropic assessments, and communications efforts.
- Participated in community planning efforts by representing Friendly House on neighborhood-based hunger, health, and public transit related task forces, committees, working groups.

Native American Connections, Phoenix, AZ 2003-2011
Development Director

- Secured financial resources from governments, foundations, corporations and individuals to achieve goals/strategies related to development of agency's physical and programmatic assets. Resources contributed to agency's ability to increase annual customer base by 100% (i.e. from 3,000 to 6,000 health clients and housing residents served) and asset holdings (from \$15 million to \$44 million).
- Participated as key staff member to facilitate agency's research and development activities, including strategic planning and organizational assessments; asset development; and new business opportunities.
- Served on housing/homelessness, health, and human services committees to represent agency's interests.

Valley of the Sun United Way, Phoenix, AZ 2000-2003

Community Planning Director

- Monitored/implemented community planning and research activities related to VSUW's priority areas.
- Maintained awareness of community needs, assets and resources by monitoring the issuance of studies, reports, and surveys containing pertinent socioeconomic and human service statistics, data and information.
- Participated in community planning efforts, activities and programs by representing VSUW on governmental commissions, and health and human service committees, coalitions, and task forces.
- Monitored/communicated policy, legislative, funding trends relevant to work of VSUW funded agencies.

Consultant, Tempe, AZ 1999-2000

- Completed projects for community development intermediaries: LISC Phoenix, Raza Development Fund.

Maricopa Association of Governments, Phoenix, AZ 1998-1999

Program Manager

- Coordinated and supported the efforts of community, government and business representatives to gather information and input necessary for developing a shared vision and direction for the Greater Phoenix region.

National Council of La Raza, Phoenix, AZ 1994 – 1998

Community Development and Planning Specialist

- Supported implementation of "Southwest Initiative", a housing and community economic development effort to strengthen capacity of Latino serving community development corporations (CDCs) in the region; administered grants/contracts and coordinated events for CDC network in Southwest.
- Served as a contact/spokesperson to communicate with media outlets about issues facing Latino communities in Southwest, in coordination with Office of Public Information in Washington DC.
- Analyzed public policy and market trends regarding community development and Latino homeownership.
- Prepared grant proposals to support CDC network; co-wrote and developed program concept for a winning proposal from South Phoenix CDC to NFL resulting in \$1 million to construct NFL YET Center.
- Completed program documentation, evaluation, and reporting activities to close out Southwest Initiative; assisted with program restructuring to transform initiative into Raza Development Fund.

Princeton University, Woodrow Wilson School of Public and International Affairs, Princeton, NJ 1994

- ***Graduate Research Assistant.*** Researched social/institutional implications for urban regions of United States resulting from new transportation technologies, including Tucson-Phoenix traffic corridor.

Ford Foundation, Program Related Investments Division, New York, NY 1993

- ***Intern.*** Surveyed CDFI's supported by the Foundation to assess use and cost of funds, and earnings.

Chicanos Por La Causa (CPLC), Phoenix, AZ 1988-1991

Resource Development Coordinator. Managed resource development, large-scale fundraising events, and public relations activities. Compiled data and information necessary to develop CPLC's 5-year Strategic Plan; completion resulted in \$2.5 million award from the Ford Foundation to seed a trust fund.

St. Ambrose Housing Aid Center, Baltimore, MD 1987-1988

Legal Research Assistant. Assisted public-interest attorneys with investigating home improvement companies suspected of fraudulent business practices; contributed to successful establishment of a Legal Services Division.

FURTHER EDUCATION/TRAINING: ASU Lodestar Center-Nonprofit Management Institute, Financial Management for Nonprofit Organizations; Texaco Management Institute, Leadership, Management, and Diversity Workshops; LISC, Low-Income Housing Tax Credit Seminar; Multi-family Housing Development Seminar; Arizona State University, Additional Coursework: Accounting, Communications, General Studies.

BOARDS/COMMISSIONS/COMMITTEES: Central City South Hunger Task Force (2016-17); Insight Committee - South Central Neighborhoods Health Impact Assessment (2012-13); Valley Metro South Central Transit Study Community Working Group (2012-13); MAG Continuum of Care Regional Council on Homelessness (alternate, 2000-2011); Maricopa County Community Services Commission (2000-2003)

Alexander Soto

Director of the Labriola National American Indian Data Center & Assistant Librarian
PO Box 871006 Tempe, AZ 85287

alexander.soto@asu.edu

Education

M.A. Library and Information Science, The University of Arizona, 2020

B.S. American Indian Studies, Arizona State University, 2019

Employment

Director of the Labriola National American Data Center, July 2021-Present

Arizona State University Library

Assistant Librarian, Labriola National American Data Center, January 2021- May 2021

Arizona State University Library

Operations Supervisor, Labriola National American Data Center, 2019-2021

Arizona State University Library

Professional Awards

Society of American Archivists 2022 Archival Innovator Award

Grants Awarded

Soto, Alexander (Principal Investigator), Trevor Reed (Co-PI) and Lorrie McAllister (2023-2026).
“Firekeepers: Building Archival Data Sovereignty through Indigenous Memory Keeping.” Andrew
W. Mellon Foundation, \$1,000,000

Godoy, Nancy (Principal Investigator), Alexander Soto (Co-PI) and Jessica Salow (2022-2025).
“Centering BIPOC Memory Keepers and Advancing Equity and Inclusion.” Institute of Museum
and Library Services, \$534,975

Peer Reviewed Publications

Soto, A. (Forthcoming 2023), “The Right to Know”: Actualizing Decolonization Through
Indigenous Librarianship.” *From the skin: defending Indigenous nations using theory
and praxis*, edited by Jeffrey J. Clark & Elise Boxer. University of Arizona Press.

(b) (4)

Sanchez, B. H., Dunham, E., James, R. D., Martin, J., McAllister, L., Saulsberry, A.,
Soto, A., & Varner, A. (2021). *Our sustained commitment to Native communities:
Adoption of the Protocols as ongoing collection management process*. Native American
Archives Section, Society of American Archivists.

Duarte, M. E., George, A., Deschine-Parkhurst, N., & Soto, A. (2021). Caring For Our People: Indigenous Responses to COVID-19 Era Informatic Colonialism. *AoIR Selected Papers of Internet Research, 2021*.

Professional Presentations

Soto, A., Godoy, N., Salow, J., & Pereira, L. (2023, October 26). *Community-Driven Archives: BIPOC Solidarity to Indigenous Sovereignty in Arizona*. [Conference roundtable]. Annual meeting of the Association of Tribal Libraries, Archives and Museum, Association of Tribal Libraries, Archives and Museum.

Soto, A., Pereira, L., & Quiroga, E. (2023, September 8). *Indigenous-Led, Community-Driven: Indigenous Libraries = Cultural Resilience*. Monthly professional webinar series, Arizona Library Association.

Soto, A., Salow, J., Torrez V.J., Menchaca Lozano, K. (2022, August 26). *Community-Driven Archives Initiative: BIPOC & Queer Solidarity and Collective Power*. [Conference presentation]. Annual meeting of the Society of American Archivists, Society of American Archivists.

Salome Ibacache, Valiant, S., K., Stoner, M., & Soto, A., (2023, June 25) *Libraries as a part of the Revitalization of Indigenous Languages and Cultures*. [Conference presentation]. Annual meeting of the American Library Association, American Library Association.

Godoy, N., Salow, J., Soto, A., & Bravo, B. (2021, March 24). *Developing Community-Driven Archival Collections*. [Conference presentation]. 2021 ASU Social Embeddedness Network Conference. Virtual Conference.

Godoy, N., Soto, A., Salow, J. & Pereira, L. (2021, July 16). *Community-Driven Archives Initiative: BIPOC and Queer Solidarity and Collective Power*. [Conference presentation]. Virtual AERI 2021, Archival Education and Research Institute. Virtual Conference.

Godoy, N., Soto, A., & Salow, J. (2021, July 23). *Community-Driven Archives: BIPOC & LGBTQ Solidarity & Power*. [Conference presentation]. POC in LIS 2021: Thriving Together: Strengthening Our Identities through Community, People of Color in Library and Information Science (POC in LIS) Summit. Virtual Conference.

Lee, J., Godoy, N., Lee, V., Soto, A., Emswiler, A., & Alper, B. (2021, August 6). *Considering the Power of Naming Practices in Community-Based Archives*. [Conference presentation]. Virtual Annual Meeting of the Society of American Archivists, Society of American Archivists. Virtual Conference.

Duarte, M.E., George, A., Deschine-Parkhurst, N., & Soto, A. (2021, October 14). *Caring For Our People: Indigenous Responses to COVID-19 Era Informatic Colonialism*. [Conference presentation]. AoIR 2021: The 22nd Annual Conference of the Association of Internet Researchers. Virtual Conference.

Soto, A., Meders, J., & Martinez, D. (2021, October 15). *And It's Built on the Sacred: A Virtual Discussion*. [Event Panel]. Scottsdale Museum of Contemporary Art Event Series. Virtual Panel.

Soto, A. (2020, December 9). *More Than a Checklist: Meaningful Indigenous Inclusion in Arizona Libraries*. [Conference presentation]. 2020-2021 AzLA Webinar Series.

Teaching

Embedded Librarian (Spring 2023 & Spring 2022): AIS/HUL 494/598 and SFS/SOS 498/594
Indigenizing Food Systems

Supports two Indigenous faculty members by providing guest lectures, learning material for syllabus and library-based support throughout the duration of Spring 2022. Per the ASU Humanities Lab course model, attends class regularly and highlights the role of the Labriola Center and Indigenous librarianship with course learning outcomes.

Curriculum Vita

K. Tsianina Lomawaima

Ph.D. Retired Scholar

klomawai@asu.edu

(b) (6)

Updated January 2023

(b) (6)

Mvskoke (Creek Nation) descent

EDUCATION

- 1987 Ph.D., Stanford University, Anthropology. Dissertation: *“They Called it Prairie Light”: Oral Histories from Chilocco Indian Agricultural School, 1920-1940*
- 1979 M.A., Stanford University, Anthropology
- 1976 B.A., University of Arizona, Anthropology
- 1972-1974 DePauw University, Greencastle, IN, Art and PreMed

PROFESSIONAL EXPERIENCE

- 2014-2020 Arizona State University, Tempe, AZ
Professor of Justice and Social Inquiry, and Distinguished Scholar of Indigenous Education in the Center for Indian Education, School of Social Transformation
Barrett Honors College Faculty
Affiliate Professor, Mary Lou Fulton Teachers College (2016-2020)
Affiliate Professor, American Indian Studies (2016-2020)
- 1994-2013 University of Arizona, Tucson, AZ
1998-2013 Professor, American Indian Studies Program
2005-2009 Head, American Indian Studies Program
1994-1998 Associate Professor, American Indian Studies Program
- 1988-1994 University of Washington, Seattle, WA
Assistant/Associate Professor, Anthropology & American Indian Studies
(tenured May 1994)
- 1986-1988 University of California, Berkeley. Lecturer, Native American Studies
- 1979-1980 Curriculum Developer, Lame Deer MT Public School Title VII Bilingual Program
- 1978-1979 Stanford University, Teaching Assistant, Anthropology, Linguistics

HONORS

- 2018 American Academy of Arts & Sciences
- 2018 Gary S. Krahenbuhl Difference Maker Award, College of Liberal Arts & Sciences, ASU
- 2016 National Academy of Education
- 2016 Fellow, American Educational Research Association/AERA

- 2013 Native American & Indigenous Studies Association, Prize for most thought-provoking article in Native American & Indigenous Studies published in 2013
- 2011 Gordon W. Russell Visiting Professor of Native American Studies, Dartmouth College, Fall
- 2010 Native American & Indigenous Studies Association, Prize for 10 Most Influential Books in Native American & Indigenous Studies of the First Decade of the 21st Century: #10 for *Uneven Ground* (2001, with David E. Wilkins)
- 2010 Western History Association, Native Scholars Group. Lifetime Achievement Award for American Indian History
- 2007 American Educational Research Association, Division B Curriculum Studies Outstanding Book Award for “*To Remain an Indian*” (2006, Teachers College Press, with Teresa L. McCarty)
- 2003 Extraordinary Faculty Award, University of Arizona Alumni Association
- 2002 *Uneven Ground* (2001, University of Oklahoma Press, with David E. Wilkins) Outstanding Academic Title, *Choice Magazine*
- 1999 Luther S. and Dorothy Cecelia Cressman Lecturer, Humanities Center and Museum of Natural History, University of Oregon
- 1999 Outstanding Native American Faculty Award, UA Native American Student Association
- 1998 Distinguished Visiting Professor, University of Washington, College of Education, Curriculum & Instruction and the Center for Multicultural Education
- 1995 Critics’ Choice Award, American Educational Association, *They Called it Prairie Light* (1994, University of Nebraska Press)
- 1995 Finalist, Oklahoma Book Award (Non-fiction), *They Called it Prairie Light*
- 1993 North American Indian Prose Award, *They Called it Prairie Light*
- 1991 University Distinguished Teaching Award, University of Washington
- 1972 National Merit Scholar
- 1972 Presidential Scholar

FELLOWSHIPS & GRANT AWARDS

2018-19 William & Rita Clements Senior Research Fellow (in residence), Clements Center for

- Study of the Southwest, Southern Methodist University, Dallas, TX
- 1997 Research stipend at Newberry Library, D'Arcy McNickle Center for American Indian History (June)
- 1994 Research grant, University of Arizona: Acoma, Laguna, and the Atchison Topeka & Santa Fe Railway
- 1992 Research grant, Institute for Ethnic Studies in the U.S.: Acoma, Laguna, and the Atchison Topeka & Santa Fe Railway
- 1990 Research grant, Institute for Ethnic Studies in the U.S.: American Indian education and early twentieth century federal policy
- 1989 Summer research grant, College of Arts & Sciences, University of Washington
- 1984 Dorothy Danforth Compton Fellow, Stanford University
- 1984 Dissertation Research Grant, L.J. & Mary C. Skaggs Foundation
- 1983 National Research Fellowship #F31 MHO9016-01, National Institute of Mental Health
- 1983 Phillips Fund Research Grant, American Philosophical Society
- 1980 Fellowship for Summer Institute, Linguistic Society of America
- 1977 Ford Fellow: Fellowships for Native Americans

PUBLICATIONS

Books

- 2006 *"To remain an Indian": Lessons in democracy from a century of Native American education.* (with Teresa L. McCarty). New York: Teachers College Press.
(Winner of the 2007 AERA Division B Curriculum Studies Outstanding Book Award)
- 2001 *Uneven ground: American Indian sovereignty and federal law* (with David E. Wilkins). Norman: University of Oklahoma Press.
(Named one of the 10 Most Influential Books in Native & Indigenous Studies of the first decade of the 21st Century, Native American & Indigenous Studies Association)
- 2000 *Away from home: American Indian boarding school experiences, 1879-2000* (with Margaret Archuleta and Brenda Child). Phoenix AZ: Heard Museum.
- 1994 *They called it Prairie Light: The story of Chilocco Indian School.* Lincoln: University of Nebraska Press.
(Winner of the 1993 North American Indian Prose Award; 1995 Finalist Oklahoma Book Award; 1995 Critics' Choice Award American Educational Association)

Edited Volumes/Issues

- 2018 *Native American boarding school stories.* Special Issue, *Journal of American Indian*

Education, 57(1).

- 2018 Deloria, Philip, K. T. Lomawaima, Bryan M. J. Brayboy, Mark Trahant, Loren Ghiglione, Douglas Medin, & Ned Blackhawk (Eds.). *Unfolding futures: Indigenous ways of knowing for the twenty-first century*. Special Issue of *Daedalus, the Journal of the American Academy of Arts & Sciences*.
- 2014 Lomawaima, K. T. & Teresa L. McCarty (Eds.). *Examining and applying safety zone theory: Current policies, practices, and experiences*. Special issue, *Journal of American Indian Education*, 53(3), entire.
- 2005 Teresa L. McCarty, Perry Gilmore, Mary Eunice Romero, K. T. Lomawaima, and Tamara Borgoiakova (Eds.). *Indigenous epistemologies and education*. Special issue, *Anthropology and Education Quarterly*, 36(1), entire.
- 2002 Teresa L. McCarty & K. T. Lomawaima (Eds.). *Anthropology and education in the aftermath of September 11*. Special issue, *Anthropology and Education Quarterly*, 33(3), entire.
- 1996 K. T. Lomawaima & Brenda Child (eds.). *Boarding school experience*. Special issue, *Journal of American Indian Education*, 35(3), entire.

Journal/Series Editor

- 2019- *NAIS*, journal of the Native American & Indigenous Studies Association (with Kelly McDonough)
- 2005-21 University of Oklahoma Press, New Directions in Native America Series (with Colin Calloway)
- 2014-19 *Journal of American Indian Education*, Center for Indian Education, Arizona State University (with Bryan McKinley Jones Brayboy and Teresa L. McCarty)
- 2006-17 Duke University Press, Narrating Native Histories Series (with Florencia Mallon, Alcida Ramos, and Joanne Rappaport)
- 2000-03 Book Review Editor, *Anthropology & Education Quarterly*

Peer Reviewed Articles and Book Chapters

- 2018 Lomawaima, K. T. & J. Ostler. "Reconsidering Richard Henry Pratt: Cultural genocide and Native liberation in an era of racial oppression." Special Issue: Native American boarding school stories. *Journal of American Indian Education* 57(1), 79-100.
- 2017 "Chapter 6. Mind, heart, hands: Thinking, feeling, and doing in Indigenous history methods." In Jean M. O'Brien and Chris Andersen (Eds.). *Sources and methods in Indigenous studies* (pp. 60-68). New York: Routledge.
- 2016 "A principle of relativity through Indigenous biography." In Noelani Arista, Daniel Heath

- Justice, & Alice Te Punga Somerville (Guest Eds.). *Biography: An Interdisciplinary Quarterly*. Special Issue: Indigenous conversations about biography. 39(3): 248-269. *Best Special Issue of the Year Prize* by the Council of Editors of Learned Journals.
- 2016 “The mutuality of *citizenship* and *self-determination*: Proposing alternatives to adversarial binarism in United States/Native American relations.” In Patrick Wolfe (Ed.). *The Settler complex: Recuperating binarism in colonial studies* (pp. 83-98). Los Angeles, CA: UCLA, American Indian Studies Center.
- 2015 “Society of American Indians.” In Jon Butler (Ed.) *American History: Oxford Research Encyclopedias*. New York: Oxford University Press. Online publication May 2105, <http://americanhistory.oxfordre.com/>, DOI:10.1093/acrefore/9780199329175.013.31.
- 2015 “Federalism: Native, federal, and state sovereignty.” In Susan Sleeper-Smith, Julianna Barr, Jean M. O’Brien, Nancy Shoemaker, & Scott Manning Stevens (Eds.). *Why you can’t teach United States history without American Indians* (pp. 273-286). Chapel Hill: University of North Carolina Press.
- 2014 “Education.” In Robert Warrior (Ed.) *World of Indigenous North America* (pp. 365-387). New York: Routledge.
- 2014 “History without silos, ignorance versus knowledge, education beyond schools.” *History of Education Quarterly* 54(3): 349-355.
- 2014 “‘All our people are building houses’: The civilization of architecture and space in federal Indian boarding schools.” In Brenda Child & Brian Klopotek (Eds.). *Indian Subjects: New Directions in the History of Indigenous Education* (pp. 148-176). Santa Fe: SAR Press.
- 2013 “The mutuality of *citizenship* and *sovereignty*: The Society of American Indians and the battle to inherit America.” In Chadwick Allen & Beth Piatote (Guest Eds.) *The Society of American Indians and its legacies: A special combined issue. American Indian Quarterly* 37(3) / *Studies in American Indian Literatures* 25(2): 333-351.
- 2012 “Education of American Indians.” In James A. Banks (Ed.). *Encyclopedia of Diversity in Education* (pp. 104-109). Los Angeles: Sage Reference.
- 2012 “Speaking from Arizona: Can scholarship about education make a difference in the world?” *Journal of American Indian Education* 51(2): 3-21.
- 2004 “An interface between archaeology and American Indian Studies: Use of *place* and *imagination* in theories of identity.” In Barbara J. Mills (Ed.). *Identity, feasting, and the archaeology of the Greater Southwest* (pp. 139-150). Boulder: University Press of Colorado.
- 2003 “Educating Native Americans.” In J. Banks (Ed.). *Handbook of research on multicultural education* (pp. 441-461). Revised Second Edition. New York: Jossey-Bass.

- 2002 K. T. Lomawaima & Teresa L. McCarty. "Reliability, validity, and authenticity in American Indian and Alaska Native research." *ERIC Digest*. Charlotte, WV: Clearinghouse on Rural Education and Small Schools (Dec.).
- 2002 K. T. Lomawaima & Teresa L. McCarty. "When tribal sovereignty challenges democracy: American Indian education and the democratic ideal." *American Educational Research Journal* 39(2): 279-305.
- 2002 "American Indian education: *by* Indians vs. *for* Indians." In Philip J. Deloria & Neal Salisbury (Eds.). *A Companion to American Indian history* (pp. 422-440). Malden, MA: Blackwell Publishers.
- 2000 "Tribal sovereigns: Reframing research in American Indian education." *Harvard Educational Review* 70(1): 1-21.
Reprinted in M. Villegas, S. R. Neugebauer & K. R. Venegas (Eds.). *Indigenous knowledge and education: Sites of struggle, strength, and survivance*. Cambridge, MA: Harvard Educational Review Reprint Series No. 44 (2007).
- 1999 "The un-natural history of American Indian education." In Karen Swisher & John Tippeconnic (Eds.). *Next steps: Research and practice to advance Indian education* (pp. 3-31). ERIC: Clearinghouse on Rural Education & Small Schools.
- 1996 "Estelle Reel, Supt. of Indian Schools, 1898-1910: Politics, curriculum, and land." Special Issue of *Journal of American Indian Education*, 35 (3): 5-31.
- 1995 "Educating Native Americans." In J. Banks (Ed.). *Handbook of research on multicultural education* (pp. 331-347). New York: Macmillan Publishing.
- 1993 "Domesticity in the federal Indian schools: The power of authority over mind and body." *American Ethnologist* 20(2): 1-14.
Reprinted in J. Urla & J. Terry (Eds.). *Deviant Bodies*. Bloomington: Indiana University Press (1995).
- 1992 "Blackstone, Tsianina Redfeather." In G. Bataille (Ed.). *Garland directory of minority women: Native American women*. New York: Garland Publishing, Inc.
- 1987 "Oral histories from Chilocco Indian Agricultural School, 1920 to 1940." *American Indian Quarterly*, 11(3): 241-254.

Other Publications

- 2021 "Reckoning with American Indian boarding schools requires accountability, not pity." Made by History Perspective in *Washington Post*, August 18, 2021.
<https://www.washingtonpost.com/outlook/2021/08/18/reckoning-with-american-indian-boarding-schools-requires-accountability-not-pity/>
- 2019 *Away from Home: American Indian Boarding School Stories*. Exhibit Advisory Committee, Heard Museum, Phoenix AZ. 2020 Award of Excellence, American Association of State and Local History / AASLH.

- 2019 “Chilocco Indian Boarding School: The prison-to-prison pipeline.” In L. Steinberg & R. Puleo, editors, pp. 166-171. *Walls turned sideways: Artists confronting the American justice system*. Miami, FL: NAMES Publications, for Contemporary Art Museum of Houston (museum catalogue).
- 2019 “The significance of William Simmons’s 1988 article ‘Culture theory in contemporary ethnohistory.’” For American Society for Ethnohistory Roundtable: *Ethnohistory* at 60, assembled by Michael E. Harkin. *Ethnohistory* 66(1): 179-184. <https://doi.org/10.1215/00141801-7217473>
- 2018 “The changing face of the *Indian School Journal*, 1900-1980.” American Indian Newspapers. Primary sources for teaching and research. UK: Adam Matthew Digital 2018. <http://www.americanindiannewspapers.amdigital.co.uk/Essays/Lomawaima>
- 2018 Lomawaima, K. T., B. Brayboy, & T. L. McCarty. Editors’ introduction to the Special Issue: Native American boarding school stories. *Journal of American Indian Education* 57(1), 1-9.
- 2018 “Indian boarding schools, before and after: A personal introduction.” Guest Editor’s Introduction to the Special Issue: Native American boarding school stories. *Journal of American Indian Education* 57(1), 11-21.
- 2018 Lomawaima, K. T. & J. Cantley. “Remembering our Indian School Days: The Boarding School Experience. A landmark exhibit at the Heard Museum.” Special Issue: Native American boarding school stories. *Journal of American Indian Education* 57(1), 22-29.
- 2018 Deloria, P., K. T. Lomawaima, B. M. J. Brayboy, M. Trahant, L. Ghiglione, D. Medin, & N. Blackhawk (Eds.). “Unfolding futures: Indigenous ways of knowing for the twenty-first century.” Introduction to the Special Issue of *Daedalus, the Journal of the American Academy of Arts & Sciences* 147(2): 6-16.
- 2018 Brayboy, B. M. J. & K. T. Lomawaima. “Why don’t more Indians do better in school? The battle between U.S. schooling and American Indian/Alaska Native education.” Special Issue of *Daedalus, the Journal of the American Academy of Arts & Sciences* 147(2): 82-94.
- 2017 Foreword. In Andrew Garrod, Robert Kilkenny, & Melanie Benson Taylor (Eds.). *I Am Where I Come From: Native American College Students and Graduates Tell Their Life Stories*. Ithaca: Cornell University Press, pp. ix-xi.
- 2014 K. T. Lomawaima & Teresa L. McCarty. “Examining and applying safety zone theory: Current policies, practices, and experiences.” *Journal of American Indian Education* 54(3): 1-10.
- 2014 “Revisiting and clarifying the safety zone.” *Journal of American Indian Education* 53(3): 61-67.

- 2014 Segment on federal Indian boarding schools in “Little Feet: Children Starting over in America,” *American History Guys* (Virginia Foundation for the Humanities), broadcast and published online Oct. 3. <http://backstoryradio.org/shows/little-feet-2/>
- 2013 “Relationships and responsibilities”: Commentary on Bryan Brayboy’s Council on Anthropology & Education Presidential Address 2011. *Anthropology & Education Quarterly*, 44(1): 11-14.
- 2007 Brayboy, Lomawaima, and Villegas. “Commentary: The lives and work of Beatrice Medicine and Vine Deloria, Jr.” *Anthropology & Education Quarterly* 38(3): 231-238.
- 2001 “You’re a woman, you’re going to be a wife.” Reprint of chapter from *They Called it Prairie Light* (1994). In Lea Pickard, compiler. *Reading Women’s Lives* (3rd ed.) (pp. 89-112). Boston, MA: Pearson Custom Publishing.
- 2000 “Hm! White boy! You got no business here!” Reprint of chapter from *They called it Prairie Light* (1994). In Nancy Shoemaker (Ed.). *American Indians* (pp. 208-235). Malden, Massachusetts and Oxford: Blackwell Publishers.
- 1996 Preface. Special Issue of *Journal of American Indian Education*, 35(3): 1-4.
- 1986 Script annotations, Chapter VIII of *Resource Handbook* for the film *Hopi: Songs of the Fourth World*. Ferrero Films, San Francisco, California.

Book Reviews & Review Essays

- 2018 Review of Dewi Ball, *The erosion of tribal power: The Supreme Court's silent revolution* (University of Oklahoma Press, 2016). *Journal of American History* March 2018. doi 10.1093/jahist/jax439
- 2016 “Indigenous Studies: A review essay.” *American Quarterly* 68(1): 149-160. (Review of *Mark my words* Mishuana Goeman, *Mohawk interruptus* Audra Simpson, *Native acts* Joanne Barker, *Once were Pacific* Alice Te Punga Somerville, *Red skin, White masks* Glen Coulthard, *Remembering the Modoc War* Boyd Cothran)
- 2016 Review of Andrew Woolford, *This benevolent experiment: Indigenous boarding schools, genocide, and redress in Canada and the United States* (University of Nebraska Press, 2015). *History of Education Quarterly* 56(3): 515-518.
- 2015 Review of Alice Beck Kehoe, *A passion for the true and just: Felix and Lucy Kramer Cohen and the Indian New Deal* (University of Arizona Press, 2014). *American Anthropologist* 117(2): 433. DOI: 10.1111/aman.12268.
- 2014 Review of Frederick E. Hoxie, *This Indian country: American Indian activists and the place they made* (Penguin, 2013). *The Journal of American History* 101(2): 615-616.
- 2012 Review of Charles L. Glenn, *American Indian/First Nations schooling: From the colonial period to the present* (Palgrave Macmillan, 2011). *Choice* January 2012.

- 2011 Review of Frank Pommersheim, *Broken landscape: Indians, Indian Tribes and the constitution* (Oxford University Press, 2007). *Western Historical Quarterly* 42(3): 385-386.
- 2009 Review of Margaret Connell Szasz, *Scottish highlanders and Native Americans: Indigenous education in the 18th century Atlantic world* (University of Oklahoma Press, 2007). *History of Education Quarterly* 49(4): 568-571.
- 2004 Review of Jean A. Kellar. *Empty beds: Indian student health at Sherman Institute, 1902-1922* (Michigan State University Press, 2002). *Western Historical Quarterly* 35(2): 245-246.
- 2000 Review of Horne, Esther Burnett and Sally McBeth, *Essie's story: The life and legacy of a Shoshone teacher* (University of Nebraska Press, 1998). *Western Historical Quarterly* 31(4): 507.
- 1999 Review of Skolnick, Sharon and Manny. *Where courage is like a wild horse: The world of an Indian orphanage* (University of Nebraska Press, 1997). *American Indian Quarterly* 23(2): 83-85.
- 1998 Review of Biolsi, Thomas & Larry Zimmerman. *Indians and anthropologists: Vine Deloria, Jr. and the critique of anthropology*. (University of Arizona Press, 1997). *Xcp: cross cultural poetics* 3: 133-136.
- 1996 Review of Adams, D. W. *Education for extinction: American Indians and the boarding school experience, 1875-1928* (University Press of Kansas, 1995). *The Journal of American History*, Dec. 1996: 1039-1040.
- 1995 Review of Mihesuah, Devon *Cultivating the rosebuds: The education of women at the Cherokee Female Seminary, 1851-1909*. (University of Illinois Press, 1993). *American Ethnologist* 22(2): 444-445.
- 1994 Review of Mankiller, W. & M. Wallis. *Mankiller: A chief and her people* (St. Martin's Press, 1993). *The Women's Review of Books* 11(12): 27-28.
- 1993 Review of Jonaitis, A., ed. *Chiefly feasts: The enduring Kwakiutl potlatch* (American Museum of Natural History and University of Washington Press, 1991). *Pacific Northwest Quarterly* 84(2): 70-71.
- 1992 Review of Cruikshank, J., et al. *Life lived like a story: Life stories of three Yukon Native elders* (University of Nebraska Press, 1990). *The Women's Review of Books*, 9(4): 22-23.
- 1991 Review of Trennert, R. *The Phoenix Indian School* (University of Oklahoma Press, 1988). *American Indian Quarterly*, 15(2): 237-238.
- 1991 Review of Reyhner, J. & Eder, J. *A history of Indian education* (Native American Studies, Eastern Montana College, 1989). *American Indian Quarterly* 15(3): 380-381.

PROFESSIONAL MEETINGS & PAPERS

- 2021 Discussant for “Rethinking Indigenous Activism in the Post-War Era.” Western History Association, Portland, OR, Oct. 28.
- 2021 Panelist for webinar, “Land-grab Universities: Owning the Truth and Sharing the Path to Making Amends,” The Ohio State University (Virtual), Oct. 6.
- 2021 Organizer and panelist, “Journal Submission Workshop.” NAISA (Native American & Indigenous Studies Association), Annual Meeting (Virtual), June 16.
- 2021 Chair & Moderator for “On and Off the Reservation in the 20th Century.” Arizona History Convention (Virtual), April 23.
- 2020 Annual meetings of NAISA and WHA cancelled due to COVID-19
- 2019 “A view of history from Indigenous Studies” for Roundtable Critical Perspectives on American Indian History and US History. Western History Association, Las Vegas, NV, Oct. 18.
- 2019 “The night of the Japanese lanterns” for panel Institutional Interventions: American Indian Education, Medicine, and Labor. Western History Association, Las Vegas, NV, Oct. 19.
- 2019 “More than mascots! Less than citizens? American Indians and the false promises of U.S. citizenship.” Keynote for Rights and Wrongs: A Constitution and Citizenship Day Conference, San Francisco State University. San Francisco, CA, Sep. 17.
- 2019 “Native Women in the Society of American Indians, 1911-1923: Bodies, Identities, Place.” Keynote for Body, Place, & Identity Conference, Department of History, University of North Texas. Denton, TX, Mar. 1.
- 2019 American Educational Research Association, Division F (History & Historiography) Fireside Chat by Graduate Student invitation: Transnational Histories of the Americas: Citizenship, Schooling, and Identity Formation. Toronto, CA, April 7.
- 2018 Commemoration Keynote Address. “Boarding school stories as historic sites of memory.” Carlisle Journeys Conference, Dickinson College, Carlisle, PA, Oct 4.
- 2018 Indigenous Education Preconference, Native American & Indigenous Studies Assoc/NAISA Annual Meeting. Los Angeles, CA, May 16.
Opening Plenary Panel: “Community-engaged research in Indigenous education.”
Panel Chair & Organizer, Boarding schools across empires: Education and colonial practice. “The Heard Museum boarding school exhibit.” (introduction to panel)
“Boarding school stories, memories, and histories.” (paper for panel)
- 2017 National Academy of Education. “Indigenous Challenges to U.S. Nation Building: Who

- Gets to Have a Voice?” in Plenary Session I: The role of education research and practice in civic discourse and reasoning. Carol Lee, Chair. Washington, DC, Nov. 10.
- 2017 Western History Association. Panelist, “State of the field: American Indian History.” Kent Blansett, Organizer. San Diego, CA, Nov. 3.
- 2017 NAISA/Native American & Indigenous Studies Association. Chair panel organized by Program Committee, “Interpreting reconciliation in Canada.” Vancouver, BC, June 22-24.
- 2017 American Educational Research Association. Panelist, Lifelong historians: Intersections of the personal and professional. Joy Williamson-Lott, Organizer. San Antonio, TX, April 27-29.
- 2017 Society of Applied Anthropology, Higher Education Initiative: Panelist, Diversity in the Academy. Angela Gonzales, Organizer. Santa Fe, NM, Mar. 28-30.
- 2017 American Historical Association. “Indigenous self-determination and an argument against silos” in AHA session 111: Global Indigenous History. David Chang, Organizer. Denver, CO, Jan. 5-8.
- 2016 American Society for Ethnohistory, Chair Panel Power in the Blood, Nashville TN. Nov. 10-12.
- 2016 Native American & Indigenous Studies Assoc/NAISA. Roundtable: Indigenous Histories of the Gilded Age and Progressive Era: Past, Present, and Future Directions 2. Organized by Boyd Cothran & Joe Genetin-Pilawa.
Chair of Panel organized by Program Committee: Early Colonial Engagements. Honolulu, May 18-21.
- 2015 Western History Association. Chair, Legal Borderlands in Pacific Northwest Indigenous Histories, organized by Katrina Jagodinsky. Oct. 24.
- 2015 Native American & Indigenous Studies Assoc/NAISA. “Mind, heart, hand: Thinking, doing, and feeling in Indigenous history methodology” paper in Panel: Embracing/Refusing the Archives: Indigenous Perspectives on Research Methodology. Chair & Organizer of Panel. Washington, D.C. June 2-4.
- 2015 Native American & Indigenous Studies Assoc/NAISA. Chair of Panel organized by Program Committee: Indigenous Intellectualisms. Washington, DC, June 2-4.
- 2015 Association of Teacher Educators, Panel member “Multicultural Education.” Phoenix, Feb. 13-17.
- 2014 American Society for Ethnohistory. “The significance of Bill Simmons’ 1988 article ‘Culture theory in contemporary ethnohistory,’” for Program Committee Special Session *Sixty Years of Ethnohistory*, organized by Michael Harkin. Indianapolis, Oct. 8-12.

- 2014 Native American & Indigenous Studies Assoc/NAISA. “‘Voices’ from Indian Country: Evidence from the Meriam Report Survey Team, 1927-1928” in panel: Calibrating Citizenship: *The Problem of Indian Administration* Reconsidered. Chair & Organizer of panel. Austin. May 29-31.
- 2014 15th Maple Leaf & Eagle Conference. “American Indians and U.S. Citizenship in the early 20th Century: Not Just Assimilation.” Helsinki, Finland. May 12-15.
- 2014 American Educational Research Association/AERA. Discussant for panel *Examining and Applying Safety Zone Theory: Current Policies, Practices, and Experiences*, organized by Cynthia Benally. Philadelphia, April 3-6.
- 2013 Yale University. Gilder Lehrman Center’s 15th Annual International Conference. *Indigenous Enslavement and Incarceration in North American History*. Commentator in Concluding Roundtable: New Directions in the Field. New Haven. Nov. 15-16.
- 2013 Western History Association. Panelist in *Governor Raul Castro and the Politics of Race and Ethnicity in Arizona: A Short Film and Roundtable*. Tucson. Oct. 9-12.
- 2013 American Society for Ethnohistory. Symposium: *The Past, Present, and Future of Ethnohistory: The American Society for Ethnohistory at Sixty, Part I*. Paper: “Voices” from Indian Country: Evidence from the Meriam Report Survey Team, 1927-1928. New Orleans. Sep. 11-14.
- 2013 Native American & Indigenous Studies Assoc/NAISA. Presidential Plenary “Lost is a Four-Letter Word”: The Story is the Journey. With Philip Deloria, Jean O’Brien, John Troutman, and Robert Warrior. Saskatoon, Canada. June 13-15.
- 2103 Native American & Indigenous Studies Assoc/NAISA. Chair, *Boarding School Labor Histories*. Saskatoon, Canada. June 13-15.
- 2013 Newberry Library Symposium. *Why You Can’t Teach U.S. History without American Indians*. Paper “Exploding Federalism: Native Nations as Sovereign Partners.” Chicago. May 3-4.
- 2012 American Studies Association. “Toward Citizenship as Political and Economic Status: Does Citizen = Consumer?” in panel *Against Wardship: The Society of American Indians and the Making of U.S. Citizenship, 1911–1923*. Organizers Chad Allen & Beth Piatote. San Juan, Puerto Rico.
- 2011 American Anthropological Assoc., Council on Anthropology & Education. Faculty Mentor Presidential Fellows Program, Montreal.
- 2011 American Anthropological Assoc. Discussant, Council on Anthropology & Education Presidential Talk by Bryan Brayboy, Montreal.
- 2011 *Society of American Indians: Centennial Symposium*. Keynote Address “Resonance and Dissonance: How We Make Meaning of 1911 in 2011.” Columbus, OH.

- 2011 *Society of American Indians: Centennial Symposium*. Workshop co-chair with Beth Piatote, "The Rhetoric and Reality of American Indian Citizenship." Columbus, OH.
- 2011 *Arizona Anthropology & Education Exchange/AZ ANEX*. Plenary Address. "Speaking from Arizona: Can the work we do make a difference in the world?"
- 2010 American Anthropological Assoc, Council on Anthropology & Education Presidential Fellows Program, Faculty Mentor, New Orleans.
- 2010 NCORE/Nat'l. Council on Race & Ethnicity in Higher Education. Plenary Address. "Surviving in the Danger Zone: Lessons for Democracy from Native American Education." Washington, D.C.
- 2010 American Educational Research Association, Distinguished Scholars Panel "Breaking Grounds, Crossing Borders: History and Education at the Cutting Edge" for Division F History of Education Mentoring Seminar. Denver, CO.
- 2010 American Educational Research Association. Discussant for "Indigenous History as Education History." Organized by Adrea Lawrence. Denver, CO.
- 2009 Western History Association. Discussant for "Home & Away: Reform, Representation, and the Experience of American Indian Education in the Early 20th Century." Denver, CO.
- 2009 Native American & Indigenous Studies Association. Chair, "Talking Back: Native Resistance in Nonfiction." Minneapolis, MN.
- 2009 School for Advanced Research. Short Seminar "Indian Subjects: New Directions in the History of Indigenous Education," chaired by Brenda Child & Brian Klopotek. Edited volume published by SAR Press. Santa Fe, NM.
- 2008 American Society for Ethnohistory. Chair session. Eugene, OR.
- 2007 American Indian Studies Consortium annual meeting, Arizona State University. Plenary Panelist. "Growing the Discipline." Tempe, AZ.
- 2007 SAR/School of American Research. "To Glory or Extinction": Tsianina Blackstone and the School of American Research." Santa Fe, NM.
- 2006 American Anthropological Association. Discussant for Critical & Dangerous Issues in Ethnographic Research in Native North America. Organized by Pauline Strong. San Jose, CA.
- 2006 American Anthropological Association. "'Working from home' in AIS: Impact of Beatrice Medicine on Theory & Methodology," for Critical Intersections Engendering Indigenous Knowledge: The Contributions and Enduring Significance of Beatrice Medicine. San Jose, CA.

- 2005 American Society for Ethnohistory, Presidential Address. “‘To Glory or Extinction’: Tsianina Blackstone and the School of American Research.” Santa Fe, NM.
- 2005 Law’s Empire: A Critically Engaged Social-legal Conference. “Domesticating Dangerous Cultural Difference in the U.S. Federal Indian Boarding Schools: A Theory of the Safety Zone” in session Indigenous Childhood Separations. Harrison Hot Springs, B.C., Canada.
- 2005 American Organization of Historians. Discussant, “The State of the Field: Ethnohistory of North American Regions.” Organized by James Brooks. San Jose, CA.
- 2004 Symposium *Native Americans and Photography* produced by the Arizona State Museum. “Images of Native Americans in Public & Private Collections.” Tucson, AZ.
- 2003 Newberry Library, 2nd annual CIC American Indian Studies Consortium Conference. Keynote Address with David E. Wilkins, “Repatriating American Indian Studies: Cultural Patrimony Energized by Imagination.” Chicago, IL.
- 2003 American Society for Ethnohistory. Chair & Discussant: Indigenous Schools, Sovereignty, and the State. Riverside, CA.
- 2003 American Anthropological Association, Council on Anthropology & Education. “Works-in- Progress” panel for junior scholars. Chicago, IL.
- 2002 The Southwest Symposium. Discussant, Social Identity and Cultural Affiliation: Convergence of Research in the Southwest. Organized by T.J. Ferguson. Tucson, AZ.
- 2002 University of California, Davis. Colloquium Series, Native American Studies. “Who had the Agency on the Agency? Federal Indian Policy and Practice in the Early 20th Century.”
- 2001 American Anthropological Association. “Indians ‘Before and After’” for session “Photographic Selves, Photographic Others: Native Americans Before and Behind the Camera.” Organized by Pauline Turner Strong. Washington, D.C.
- 2001 American Educational Research Association. (1) Journal Roundtable (2) Publication Workshop. Seattle, WA.
- 2001 Arizona History Convention. “Away from Home: American Indian Boarding School Experiences.” HonDah, AZ.
- 2000 University Council for Educational Administration Annual Convention. Invited Plenary Address. Albuquerque, NM.
- 2000 Claremont Graduate University. Thornton F. Bradshaw Seminar in the Humanities: Visual Representation and Cultural History: The Edward S. Curtis Photographs of North American Indians. “Indians ‘Before and After’.” Claremont, CA.
- 2000 American Indian and Alaska Native Education Research Agenda Conference (U.S.

- Department of Education). "Reframing Research in American Indian Education," with Joseph Martin, Ph.D. student. Albuquerque, NM.
- 1999 University of Oregon. Cressman Lecture, Humanities Center. "Education *by* Indians vs. Education *for* Indians: Native Responses to Boarding Schools." Eugene, OR.
- 1999 University of Arizona. New Directions in Southwestern Anthropology Lecture Series. "From Hut to HUD: Federal Surveillance of Southwestern Indian Homes." Sponsored by Dept. of Anthropology and the Arizona State Museum.
- 1998 American Educational Research Association. Invited Address. "Ethics of Research in Native American Communities: Changing Sovereignty, Changing Rules." San Diego, CA.
- 1998 American Indian/Alaska Native Professors, Eighth Annual Conference. "The Academic Afterlife" for Graduate Student Workshop. Lawrence, KS.
- 1997 American Society for Ethnohistory. "Multiple Levels of Emotion: Impacts of Boarding School Life" for Ethnohistory and the Emotions. Mashantucket, CN.
- 1997 Dartmouth College. "Building a Ph.D. Program in Native American Studies" for New & Future Directions in Native American Studies: Conference Commemorating 25th Anniversary of NAS at Dartmouth.
- 1997 Stanford University. Symposium Native Americans in Higher Education. Panelist "Native American Studies in the Next Generation." Organized by C. Matthew Snipp. Palo Alto, CA.
- 1996 American Society for Ethnohistory. (1) "Whither goest anthropology and American Indian Studies?" invited for The State of Native American Studies in the Academy. (2) "'All our people are building houses': The civilization of space in federal Indian schools" for Boarding School Images: The Interpretation of Photographic & Architectural Evidence (Chaired 2nd session).
- 1995 American Anthropological Association. (1) "Sovereignty v. hegemony: Constitutional v. ethnographic definitions of tribe" for Race, Difference, and the colonial situation of Native Americans (Co-organized with Tom Biolsi). (2) Session co-organizer and discussant for Research for Native Americans: Boarding and residential schools.
- 1994 American Anthropological Association. "Gangs and intertribal warfare: The construction of tribal and Indian identities in federal boarding schools" for The Boarding School Experience (session invited by Council on Anthropology & Education).
- 1993 Comparative Studies in Ethnicity & Nationalism (CSEN) Program seminar, Univ. of Washington. "Recognized or unrecognized? Federal acknowledgment policy and American Indian tribes."
- 1992 American Anthropological Association. Organizer & chair of Invited Session, The Battle for Autonomy in Native America. Paper "'You're a woman, you're going to be a wife':

Domesticity in the Indian boarding school.”

- 1992 American Society for Ethnohistory. “Formation of a standardized curriculum in Bureau of Indian Affairs schools” for Education for Civilization: Cultural expectations and cultural realities.
- 1991 Proseminar, Department of Anthropology, UW. “A Native American Perspective on Ethnicity Theory.”
- 1991 45th Congress of Americanists. “Indians and Anthropology: The Next Forty Years” for Symposium on Native American Scholarship since 1950. Organized by Fred Hoxie. New Orleans, LA.
- 1990 Humanities in the Year 2010, Heritage 90 Conference. “Implications of Electronic Technology for Historical Research on American Indians.” Seattle, WA.
- 1990 American Anthropological Association. “Fieldwork Dilemmas” for co-sponsored NAPA Panel on Ethics.
- 1989 American Society for Ethnohistory. “An Indian School or a School for Indians? Transformation in the Federal Boarding School” for Education and Acculturation among Indian Tribes. Chicago, IL.
- 1986 Western Social Science Association. “The Chilocco Boarding School” for Native Americans and the Boarding School Experience. Organized by Terry Wilson. Reno, NV.

INVITED LECTURES, SEMINARS, WEBINARS & PODCASTS

- 2022 “American Indian Boarding Schools: History and Healing” panel participant. Dallas Holocaust and Human Rights Museum, Dallas, TX, Nov.3.
- 2022 Tribal College & University Faculty Virtual Summer Writing Retreat, organized by *Tribal College & University Research Journal*. Workshop on journal submission and peer review process, June 28.
- 2021 “A Circle of Notable Native Scholars” webinar convened for 50th anniversary of Harvard and Stanford Native American Programs (virtual), Cambridge MA & Palo Alto, CA, Feb. 11.
<https://www.youtube.com/watch?v=n8f32aN6uWs&feature=youtu.be>
- 2021 Time Talks Podcast: History, Politics, Music, and Art, by Chris Time Steele (<https://timetalks.libsyn.com/>). K. Tsianina Lomawaima on the Doctrine of Discovery, Rethinking Education, and the Chilocco Indian School, Jan. 27.
<https://timetalks.libsyn.com/k-tsianina-lomawaima-on-the-doctrine-of-discovery-rethinking-education-and-the-chilocco-indian-school>
- 2021 Center for Indian Education, ASU, 60th Anniversary Celebration Webinar Series. Moderator, Webinar 2, Building a Legacy of Excellence in Indian Education (virtual), Tempe, AZ, Jan. 22. <https://www.youtube.com/watch?v=8U3jryPP46w>

- 2021 “American Indian Boarding School Stories: Presence, Absence, Silence, and Ghosts.” Arizona State Museum Events (virtual), Tucson, AZ, Jan. 19.
<https://www.youtube.com/watch?v=kBo8Y-TkoE>
- 2020 Center for Indian Education, ASU, 60th Anniversary Celebration Webinar Series. Panelist, Webinar 1, Historical Reflections of Indian Education, Nov. 20.
<https://video.ibm.com/recorded/128615309>
- 2020 “What has the education of Native American students been in the past?” Panel presentation to WestEd Board of Directors (virtual), San Francisco, CA, Oct. 22.
- 2019 “American Indian boarding school stories from the 19th and 20th centuries” for Boarding School Histories and Storytelling, Part 1, episode 4 of the 2019 *Boarding School Healing Webinar Series*, National Native American Boarding School Healing Coalition, May 2. <https://boardingschoolhealing.org/webinars-now-available-on-youtube-episodes-3-4/>
- 2019 Moderator, Exhibition symposium: Away for Home – American Indian Boarding School Stories. Heard Museum. Phoenix, AZ, Feb. 23.
- 2019 “American Indian Boarding School Stories: Presence, Absence, Silence, and Ghosts.” The William P. Clements Center for Southwest Studies Lecture Series, Southern Methodist University. Dallas, TX, Feb 19.
- 2018 Honoring, Healing, and Remembering on June 6. “Boarding school stories: memories and histories from Chilocco Indian School.” Ziibiwing Center of Anishinabe Culture & Lifeways and the Saginaw Chippewa Indian Tribe of Michigan. Mt. Pleasant Industrial Boarding School, Mt. Pleasant, MI, June 6.
- 2018 Pathways for American Indians through Higher Education (PATHS) Lecture Series. “Competing claims: Indigenous nation building and U.S. empire in federal Indian boarding schools.” University of Utah, April 9.
- 2018 OSU Library & Archives Center. “Boarding school stories, memories, and histories.” Oklahoma State University, Stillwater, Feb. 23.
- 2017 One Book Speaker “More than mascots! Less than citizens? American Indians talk: Why isn’t the U.S. listening?” The School of Education & Social Policy, Northwestern University, Nov. 16.
- 2017 Presentation to the Board of Trustees. “Policy, practice, and imagination: Partnering with Native nations.” Crow Canyon Archaeological Center, Cortez, CO, July 22.
- 2017 NEH Seminar for Teachers, Chicago History Museum. “Impact of Indigenous Studies on scholarship of the Gilded Age.” July 3 (via skype).

- 2017 Speaker series: 110 years at SAR: Preservation, policy, and thought leadership. “The evolution of the School for Advanced Research: Keynote address.” School for Advanced Research/SAR, Santa Fe, NM, March 29.
- 2016 2nd annual Building Reconciliation Forum: Universities Responding to the Truth & Reconciliation Commission’s Calls to Action. Panelist “Indigenizing the curriculum for the challenges and promises of required Indigenous content in post-secondary education.” Univ. of Alberta, Edmonton, Sep. 28-29.
- 2016 4th Annual Indigenous Book Festival, University of New Mexico. “American Indian education and language,” with Teresa L. McCarty. Albuquerque, NM, March 3-4.
- 2016 University of Massachusetts, Boston. Symposium: Forced Boarding School Experiences. Boston, MA. April 13.
- 2016 The Ohio State University, Center for Historical Research, Family, Kinship, and Households Program. “Federal Indian Boarding Schools as Frankenstein’s Laboratory: Re-Making American Indian Children.” Feb. 26.
- 2016 University of Washington, Mary Ann & John D. Mangels Endowed Lecture, Equity & Difference Series. “More than mascots! Less than citizens? American Indians talk, why isn’t the U.S. Listening?” Feb. 10.
- 2016 University of Washington, Microseminar “TransIndigenous,” faculty: Chad Allen and Tony Lucero. Feb. 11.
- 2016 University of Washington, Anthropology Dept. “Beyond boarding schools: Discourses about historical trauma and epigenetic claims.” Feb. 11.
- 2016 University of California, San Diego. The Indigenous Studies Distinguished Speaker Series. “Beyond boarding schools: Discourses about historical trauma and Natives as victims.” Jan. 27.
- 2015 University of California, Los Angeles, George F. Kneller Endowment in Education & Anthropology Lecture Series. “Beyond boarding schools: Discourses about historical trauma and Natives as victims.” Dec. 2.
- 2015 University of California, Berkeley, Joseph A. Myers Center for Research on Native American Issues. “This is a story about history: American Indians and US citizenship.” Feb. 5.
- 2015 University of Texas at Austin, Dept. of Curriculum & Instruction. “Broadening our perspectives: A series of skype conversations with Native & Indigenous education scholars.” Nov. 5.
- 2014 ASU, School of Social Transformation, Transform your Tuesdays. “What does US citizenship mean to American Indians? What do American Indian citizens mean to the US?” Sep. 2.

- 2014 Univ. of Georgia, Institute of Native American Studies, Athens, GA. “American Indians and U.S. citizenship: Indian voices from the 1928 Meriam Report.” Feb. 20.
- 2012 University of North Carolina, Chapel Hill. Michael D. Green Lecture in American Indian Studies. “The Mutuality of *Citizenship* and *Sovereignty*: How the U.S. Constructs the Status of Indians to Validate Settler Colonial ‘Entitlements’ to Land and Identity.” Nov. 6.
- 2011 Dartmouth College, Hood Museum of Art. “Frank & Clara Churchill: Collectors in the Indian Service” to accompany exhibit *Native American Art at Dartmouth*, Nov. 8.
- 2011 Del Norte Unified School District, Teaching American History Seminar. “Federal Indian Boarding School System.” Crescent City, CA. Dec. 2.
- 2011 Agua Caliente Cultural Museum, Spirit Keepers Program. Panelist for “sovereignty (-tēn).” Palm Springs, CA. Feb. 8.
- 2010 University of Oregon, College of Education. Seminar on American Indian Education for graduate students in Sapiks’wala Native Teacher Program. Nov. 4-5.
- 2010 University of Arizona, Public Forum sponsored by UA President’s Office. Arizona at the Crossroads: Arizona Legislation and Impacts on Our Communities. Tucson, AZ. Sep. 27.
- 2010 University of Arizona, Arizona State Museum & College of Education. Ethnic Studies Public Forum re HB 2281. Tucson, AZ. Sep. 25.
- 2010 University of Arizona Diversity Consortium. Ethnic Studies Public Forum: Tucson Unified School District & House Bill 2281. Tucson, AZ. Sep. 15.
- 2010 School of Advanced Research. “Casinos, karma and the Constitution: Why American federalism struggles with Native sovereignty.” Santa Fe, NM. Mar. 5.
- 2009 Native Eyes 09 Film Fest. Discussant with Dr. Jennie Joe of film *Necessities of Life (Ce Qu’il faut pour Vivre)*. Tucson, AZ.
- 2009 Heard Museum, Docent Training Workshop. “American Indian history and education.” Phoenix, AZ.
- 2009 Amerind Foundation. “I learned to plow a really straight line”: Native experiences in the federal off-reservation boarding schools.” Dragoon, AZ.
- 2009 “Native American Reflections.” Tom Kleespie, Producer, KUAT. Broadcast on *Arizona Illustrated* Nov. 19.
- 2008 International Coalition of Sites of Conscience, American Indian/First Nations Boarding/Residential School Sites of Conscience. Haskell Indian Nations University, Lawrence, Kansas.

- 2008 National Public Radio, Morning Edition. Interview on American Indian boarding schools. Aired May 12 & 13, 2008.
- 2007 University of Arizona, American Indian Studies Colloquium. “‘To Remain an Indian’: A Theory of the Safety Zone.” Tucson, AZ.
- 2007 University of Arizona Faculty Community Lecture Series. “‘To Glory or Extinction’: The Career of American Indian Singer Tsianina Blackstone, 1914-1928.” Tucson, AZ.
- 2007 Purdue University, The Tecumseh Project. “‘To Remain an Indian’: Indigenous Concepts and Methodologies in Research.” West Lafayette, IN.
- 2005 Ha:sañ Preparatory School, convocation of junior/senior high school classes. “American Indian Boarding School Experiences.” Tucson, AZ.
- 2003 University of Illinois/Urbana-Champaign, Committee on Native American Programs. “American Indian Studies: The Interdisciplinary Challenge.” Urbana, IL.
- 2003 University of Arizona, Department of Defense Seminar. “Sovereignty and Native Nations.” Tucson, AZ.
- 2002 Agua Caliente Cultural Museum, Spirit Keepers Lecture Series. “Away from Home: The American Indian Boarding School Experience.” Palm Springs, CA.
- 2001 University of Minnesota, Invited Lecture, 30th Anniversary celebration of American Indian Studies Dept. “‘All Our People are Building Houses’: The Civilization of Space in Federal Indian Schools and on Reservations.” Minneapolis, MN.
- 2001 Scripps College, Humanities Institute Roundtable. “Native American Youth and Psychology.” Pomona, CA.
- 2001 Lutheran Retreat Center, Lutherhostel. “Perception of Native Americans through the Prism of Architecture.” Carefree, AZ.
- 2001 Women’s International League for Peace & Freedom. “American Indians and America: How did we get to where we are today?” Tucson, AZ.
- 2000 University Council for Educational Administration, Invited Plenary Address. “Diversity, Humanity, and Educational Opportunity.” Kansas City, KS.
- 2000 Heard Museum, The 2000 Heard Museum Guild Lecture Series. “Stories of Survival: Boarding Schools and American Indians.” Phoenix, AZ.
- 1999 University of Arizona Faculty Community Lecture Series. “Native Sciences: The Sophistication of ‘Primitive’ Technologies.” Tucson, AZ.
- 1999 Interviewed for Segment 3 of documentary film “*Only a Teacher*.” Claudia Levin

- (Producer), Project on Women and Social Change for Funded by Hewlett Foundation.
- 1998 Harvard University, Graduate School of Education, Teaching and Curriculum Workshop. "Native American Education." Cambridge, MA.
- 1998 University of Arizona, Building Academic Community Speaker Series. "Shacks, Huts, & Wickiups: The Domestication of the American Indian Home."
- 1996 Southwest Archaeology Team, Arizona Archaeological Society, Pueblo Grande Museum, and Motorola. Fall Symposium "A Different Point of View." Phoenix, AZ.
- 1996 American University, *The American Mosaic* series panelist. "Native Voices: the American Indian Educational Experience." Washington, D.C.
- 1995 American Council on Education--Office of Minorities in Higher Education conference. Plenary session speaker: "From deculturalization to empowerment: the history of Indian education."
- 1995 University of Pennsylvania Museum. Native Voices and Living Masters lecture series with the exhibit *Moving the Fire: the removal of Indian nations to Oklahoma*. "Life stories and creativity in an Indian boarding school."
- 1995 Portland State University, Native American Awareness Week. Keynote speaker.
- 1994 Antioch University, Faculty Council. "Deliberate diversity or the demographic steamroller?" Seattle, WA.
- 1994 Northshore School District & Univ. of Washington/Bothell. Panelist, Cultural Diversity conference. Seattle, WA.
- 1993 Western Washington University, Columbian Quincentenary Lecture Series. "American Indians and their Boarding School Experiences."
- 1993 Northwest Indian College, Lummi Reservation. "Federal Indian policy and boarding school practice: paradox or paradigm?"
- 1993 University of Washington, Freshman Convocation speaker.
- 1993 University of Washington, Saturday Seminar. "Casinos, Curios, & Karma: Legislating a Native American Way of Life."
- 1992 University of California/Berkeley Extension. "Native Beginnings on the Great Plains."
- 1992 Minnesota Humanities Commission, Institute for the Advancement of Teaching. "Of the Circle: Native American Representation," one week seminar.
- 1991 Dorothy Danforth Compton National Conference. "Using and Evaluating Writing in the Classroom."

- 1991 University of Washington Center for the Humanities, UW Branch Campus-Bothell, and the Tulalip Tribes. The Fallacy of Eurocentrism: An Indigenous People's Perspective. "Indian Perspectives on the Writing of Indian History: The Indian Boarding Schools." Seattle, WA.
- 1991 University of Washington, Indigenous Women's' Conference. "Can We Re-Write the University Classroom?" Seattle, WA.
- 1990 University of California, Berkeley. Written statement on Native American reburial/repatriation. Invited by Campus American Indian Skeletal Remains Advisory Committee.
- 1989 Burke Memorial Washington State Museum. "Indian Education: Boarding School and Beyond." Seattle, WA.
- 1989 University of Washington, Northwest Center for Research on Women. "Girls & Boys: Different Experiences of Indian Children in the Federal Boarding Schools." Seattle: WA.
- 1989 University of Washington, Proseminar, Department of Anthropology. "Chilocco 1920-1940: An Indian School or a School for Indians?" Seattle, WA.

TEACHING AND MENTORING

Undergraduate Courses Taught

Many Nations of Native America (General Education), Indigenous Women & Activism, Introduction to American Indian Studies, Educating American Indians, Indigenous Science through Material Culture

Graduate Courses Taught

History of American Indian Education, Professional Writing Workshop, Impacts on Indigenous Sovereignty & Citizenship, Dynamics of Indian Societies, Graduate Research Methods, Interdisciplinary Research: American Indian Studies Theories, Contemporary Research in American Indian Education, Native Scholars: Intellectual Heritage of American Indian Studies

Ph.D. Chair (Note: American Indian Studies, U. of Arizona, initiated a Ph.D. program in 1997)

- 2020 Elizabeth J. Naseyowma Chalan (Justice & Social Inquiry, Arizona State University, Co-chair). *Pueblo Health: Examining Indigenous Concepts of Well-Being and How Perceptions Have Shifted to Health Today*. Program Manager, Native American Affairs, UNM Sandoval Regional Medical Center, Inc.
- 2019 Roopa Singh (Justice & Social Inquiry, Arizona State University). *How Yoga Became "White:" Yoga Mobilities, Race, and the U.S. Settler Nation (1937-2018)*. Assistant Professor, Legal Studies and Civic Engagement, School of Humanities and Communication at California State University, Monterey Bay.
- 2015 Vince Lujan (Justice & Social Inquiry, Arizona State University, Co-chair). *An Operational Paradigm of Cultural Sovereignty at Taos Pueblo*.
- 2011 Reuben V. Naranjo, Jr. (American Indian Studies, University of Arizona). *Hua a'aga: Basket stories from the field, the Tohono O'odham Community of A:l Pi'ichkiñ*

- (Pitiquito), Sonora Mexico.
- 2009 Louellyn White (AIS, University of Arizona). *Free to be Kanienkehaka: A case study of educational self-determination at the Akwesasne Freedom School*. Associate Professor, Concordia College.
- 2008 Sheilah Nicholas (AIS, University of Arizona, Co-Chair). *Becoming “fully” Hopi: The role of the Hopi Language in the Contemporary Lives of Hopi Youth-A Hopi Case Study of Language Shift and Vitality*. Associate Professor, College of Education, University of Arizona.
- 2007 Robert Innes (AIS, University of Arizona). *The Importance of Family Ties to Members of Cowessess First Nation*. 2005-06 Pre-Doctoral Fellowship in American Indian Studies, Michigan State University. Associate Professor, Native Studies, University of Saskatchewan.
- 2006 Angelica Lawson (AIS, University of Arizona). *Resistance and Resilience in the Work of Four Native American Authors*. 2003 Charles Eastman Dissertation Fellowship, Dartmouth College; Assistant Professor, Ethnic Studies, University of Colorado Boulder.
- 2005 Kevin Wall (AIS, University of Arizona). *Recalling Cahokia: Indigenous Influences on English Commercial Expansion and Imperial Ascendancy in Proprietary South Carolina, 1663-1721*. 2005 hired by ethnohistorical research firm.
- 1995 Maureen Schwarz (Anthropology, University of Washington). *Navajo Cultural Construction of the Body*. Professor (retired), Anthropology Dept., Syracuse University.

External Member Ph.D.

- 2020 Sarah Whitt (Ethnic Studies, University of California, Berkeley) *False Promises: Race, Power, and the Chimera of Indian Assimilation, 1879-1934*.
- 2016 Khalil Johnson (American Studies, Yale University). *Our Black Teachers: African American Education and Settler Colonialism, 1730-1980*. 2016 Assistant Professor, African American Studies, Wesleyan University.
- 2015 Danielle Hiraldo (American Indian Studies, University of Arizona). *Indigenous Self-Government under State Recognition: Comparing Strategies in Two Cases*. Senior Research Analyst, Native Nations Institute, University of Arizona.
- 2015 Amanda Tachine (Higher Education, College of Education, University of Arizona). *Monsters and Weapons: Navajo Students’ Stories as They Journey Toward College*. Assistant Professor, Mary Lou Fulton Teachers College, ASU.
- 2011 Valerie Shirley (Education, Purdue University). *Indigenous Subjectivities: Diné Youth (De)Construct Identity*. Assistant Professor, University of Arizona.
- 2001 Lomayumptewa Ishii (History, Northern Arizona University). *Voices from our Ancestors: Hopi Resistance to Scientific Historicide*. Associate Professor, Native Studies, Northern Arizona University.
- 1998 Maria Duryea (Anthropology, University of Washington). *The Effects of Rapid Societal Change on Intergenerational Socialization of Children in Northern Taiwan, 1959-1994*.
- 1998 Sherrie Smith-Ferri (Anthropology, University of Washington). *Weaving a Tradition: Pomo Indian Baskets from the 1850s through the 1980s*. Director, Grace Hudson Museum, Ukiah, CA.
- 1995 Alexandra Harmon (History, University of Washington), *Indian Identity in Puget Sound*. Professor Emeritus, American Indian Studies, University of Washington.

NATIONAL AND INTERNATIONAL PROFESSIONAL SERVICE

- 2019-2023 Editor (with Kelly McDonough), *NAIS Journal of the Native American &*

Indigenous Studies Association

- 2018-2021 Treasurer, Native American & Indigenous Studies Assoc./NAISA
2016-2018 Chair, ASU College of Liberal Arts & Sciences, Dean's Committee Faculty Advisory Committee to review faculty promotions
2017-2019 Native American Leadership Council for Northwestern University, Evanston IL
2011-2014 President-elect, President, Past-President, Native American & Indigenous Studies Assoc./NAISA
2006-2015 Board of Managers, School of Advanced Research/SAR, Santa Fe, New Mexico
2012 Local Host Committee, Western History Association, 2013 meeting, Tucson, AZ
2010 Program Committee, Western History Association, 2011 meeting
2010 Chair, Executive Local Host Committee, 2010 meeting of the Native American & Indigenous Studies Association/NAISA (May 20-22, Westin La Paloma, Tucson, AZ)
2006-2010 Steering & Program Committee, meetings of Native American & Indigenous Studies Association/NAISA (2009 incorporated & 501(c)3 status granted)
2003-2005 Member, Advisory Committee to Seminar & Symposium Program, National Museum of the American Indian, Smithsonian Institution
2005 President, American Society for Ethnohistory
2003 Woodrow Wilson National Fellowship Foundation Program, faculty mentor
1994 Western Association of Schools & Colleges Accrediting Team: San Jose State University
1993 Western Association of Schools & Colleges Accrediting Team: California State University, Long Beach
1992 Western Association of Schools & Colleges Accrediting Team: San Jose State University
1992-1994 Advisory Committee, The Danforth Foundation/Dorothy Danforth Compton Fellowship Program

Editorial Boards

- 1998-- American Indian Lives Series, University of Nebraska Press
2020-- *Journal of American Indian Education*, Arizona State University
2014-2020 H-Amindian, Arizona State University
2016-2018 *Native American & Indigenous Studies/NAIS* journal
2012-2019 *Women, Gender, & Families of Color*, Univ. of Illinois Press.
2008-2014 *History of Education Quarterly*
2010-2013 *Journal of American Indian Education*, Arizona State University
2005-2011 *The Public Historian*, National Council on Public History
2006-2010 Native American Biography Project, Mashantucket Pequot Museum & Research Center
2001-2002 Jossey-Bass Publishers, for 2nd ed. *Handbook of Research on Multicultural Education*, James Banks, ed.
2001-2002 ERIC Clearinghouse on Rural Education and Small Schools
1996-1999 *Ethnohistory*
1996-1998 *Cultural Anthropology* (Vols. 11-13)
1995-1998 *American Ethnologist*

Proposal Reviewer

ACLS Mellon Foundation Doctoral Completion Fellowships, 2019

ACT/Udall Fellowships: 1997-2000

Ford Foundation/ National Academy of Sciences: Graduate Fellowships 1997, 1998, 2001, 2003-2005, 2015-2018

NEH/National Endowment for the Humanities:

1995 Scholarly Publications, Translations Program; 1997 & 2003 Museum Programs
2001 Division of Research Programs: Collaborative Research
2012 America's Historical and Cultural Organizations (AHCO) Grant Panel
2021 Media Productions Grant Panel, Public Programs

NSF/National Science Foundation Graduate Research Fellowships: Anthropology, Linguistics, and Sociology: Panel Chair 2001-03, member 2000, 2011.

NSF/National Science Foundation, IGERT/Integrative Graduate Education and Research Training Program: 2002

National Academy of Education / Spencer Foundation: Fellowship Programs 2017-2018; PostDoctoral Fellowships Selection Committee 2019-2020

William T. Grant Foundation, 2019

Manuscript/Prospectus Reviewer

Columbia University Press

Duke University Press

Minnesota Historical Society Press

Oregon State University Press

Routledge Press

SUNY Press

University of Alabama Press

University of Arizona Press

University of Minnesota Press

University of Nebraska Press

University of New Mexico Press

University of North Carolina Press

University of Oklahoma Press

University of Texas Press

University of Utah Press

University of Washington Press

University Press of Kansas

Wiley Blackwell Press

AlterNative

American Anthropologist

American Ethnologist

American Quarterly

American Indian Culture & Research Journal *Journal of Borderlands Studies*

American Indian Quarterly

Anthropology & Education Quarterly

Berkeley Review of Education

Cultural Anthropology

Current Anthropology

Educational Researcher

Educational Studies

Equity & Excellence in Education

Ethnic and Racial Studies

Ethnohistory

Human Organization

Hypatia: A Journal of Feminist Philosophy

Journal of American History

Journal of American Indian Education

Journal of Public History

Journal of School Leadership

Journal of Social History

Medical Anthropology Quarterly

Mosaic

Museum Anthropology

Native American & Indigenous Studies/NAIS

Pacific Northwest Quarterly

The Public Historian

Public Administration Review

ERIC Digest
Frontiers: A Journal of Women Studies
History of Education Quarterly

SIGNS: Journal of women in culture & society
Social Science & Medicine
Western Historical Quarterly
Women, Gender, & Families of Color

Museum Consultant

- 2014-2019 Heard Museum, Phoenix AZ. Exhibit *Away from Home: American Indian Boarding School Stories*, opened February 2019
- 2013-2017 National Museum of the American Indian, Smithsonian, education initiative
- 2004-2009 Advisory Board, development of Native American exhibit, Boston Children's Museum
- 2003-2005 Member, Advisory Committee to Seminar and Symposium Program, National Museum of the American Indian, Smithsonian Institution
- 2003-2004 "50 Years after *Brown v. Board of Education*." National Museum of American History, Smithsonian Institution
- 2001 Blue Ribbon Commission for Long-Term Exhibit Planning, National Museum of American History, Smithsonian Institution
- 1994-2000 The Boarding School Experience. Heard Museum, Phoenix, AZ. Open November 2000-September 2018; Reopened February 2019
- 1999 Museum of Natural History, University of Oregon for exhibit "They Sacrificed for Our Survival: The Indian Boarding School Experience," curriculum development and materials
- 1992-1998 ALCOA Hall of Native American Cultures, Carnegie Museum of Natural History, Pittsburgh, PA. Opened June 1998

Scholarly Consultant

- 2022 Fund for Shared Insight & Melvin Consulting, U.S. / Native relations and boarding school exhibit at Heard Museum, Phoenix, AZ, March 8.
- 2021 Oklahoma State University Library, Chilocco History Project, middle school graphic novel <https://chilocco.library.okstate.edu/graphic-novel> (published 2022).
- 2021 Newsy documentary for In Real Life series "A Site of Conscience." Aired Dec 14, 2021. <https://www.news.com/stories/in-real-life-a-site-of-conscience/>
- 2018-2020 Research Advisory Council, The National Native American Boarding School Healing Coalition/NABS.
- 2018-2019 Documentary film consultant and interview, Sophie Barksdale & Geoff O'Gara, Caldera Productions, for "Home from School: The Children of Carlisle." Aired Dec. 4, 2021 on PBS.
- 2015-2017 Text and supplementary materials reviewer for Native American content and content author, McGraw-Hill Reading Wonders series.
- 2010 Interviewed for documentary film project on Henry Roe Cloud by Renya Ramirez and Ned Blackhawk.
- 2009-2012 Documentary film/script consultant for Brian Westcott, American Indian history in the 20th century.
- 2008-2012 Documentary film/script consultant for Randy Vasquez, *The Thick Dark Fog* (2012), American Indian boarding school documentary.
- 2004-2009 Documentary film consultant to *Native Americans in the 20th Century*, Leslie Clark, author & producer, Katahdin Films.

- 1998-2000 Consultant to Pat Ferrero (Producer), Hearts & Hands Media Arts, for documentary film "Helen Sekaquaptewa: Memories of the Oraibi Split." Funded by Arizona Humanities Council
- 1997-1999 Documentary film consultant to Claudia Levin (Producer), Project on Women and Social Change for documentary film "Only a Teacher." Funded by Hewlett Foundation.
- 1997-1998 Member, Multicultural Review Board for Prentice-Hall, Simon & Schuster Education Group. Critically reviewed Student Edition Social Studies Curriculum *Timeless Voices, Timeless Themes* and Annotated Teacher's Edition (junior high level).
- 1992 *Chronicle of Higher Education*, "Growth of Scholarship on American Indians."
- 1991 *Newsweek*, Special Issue: 1492-1992 When Worlds Collide.

PROFESSIONAL AFFILIATIONS

- Native American & Indigenous Studies Association/NAISA
 - Founding Steering Committee Member 2005-2010; President-elect, President, Past President 2011-14; Treasurer 2018-2021
- American Society for Ethnohistory. President, 2005; Councillor, 1996-1998
- Western History Association

Community Boards

- 2016-2021 Western National Parks Association Board
- 2014-2020 Hopi Education Endowment Fund Board
- 2013-2017 Arizona Public Media, Community Advisory Board, Tucson, Arizona
- 1998-2010 Board Member, The Buffalo Trust. Founder & Director N. Scott Momaday

Brooke Curleyhair

Education Program Specialist

Summary

As a resilient first-generation college student, I am passionate about enhancing educational opportunities by influencing academic policy to ensure success for Native American as well as underserved students through graduation and into careers.

Experience

Education Program Specialist

Arizona Department of Education, Office of Indian Education

May 2021 to present

Supports the implementation of OIE's strategic plan in alignment with ADE strategic plan working to provide resources and professional learning working closely with coordinator of professional learning. Collaborates and builds supportive relationships with internal/external partners as well as actively and purposefully communicates with stakeholders.

Peer Ambassador

Arizona State University

Apr 2017 to May 2019

Mentored first-year Native American students at ASU to enrich their success as first-generation college students. Built a positive and influential peer-based community and provided guidance via workshops, study session, etc.

Education

Arizona State University

Aug 2019 to May 2021

M.A. Educational Policy

4.0 GPA

Arizona State University

Aug 2014 to May 2018

B.A. Secondary Education

4.0 GPA

Skills

Verbal/Nonverbal Communication (verbal/written and Microsoft Office Suite proficient), Organization, Marketing Management, Website Editing, Project/Team-oriented, and Empathy.

Contact



(b) (6)



(b) (6)

Personal Objective

To continuously develop and apply acquired skills in literacy education and assessment, curriculum design culturally relevant pedagogy, teacher professional development, and leadership support to advance equity for all students across the nation.

Work Experience

National Indian Education Association

Washington, DC

Senior Program Director

April 2022 to present

- Support school districts and Local Education Agencies (LEAs) in comprehensive needs assessments and implementing culturally relevant and trauma-informed instruction.
- Manage educational outcomes and products associated with major educational grants and NIEA programmatic initiatives.
- Communicate with organizational leadership for monthly reporting and annual budgeting
- Support programmatic staff in strategic planning for tribal education capacity building, Native language reclamation, trauma-informed educator development, and Native educator pathways.
- Collaborate with external partners to provide educational landscape updates and strategically plan improvement strategies.
- Develop and expand partnerships that advance Native education and NIEA's mission.

National Indian Education Association

Washington, DC

Education Specialist

July 2020 to March 2022

- Partner with leading educational organizations to design curricula and learning resources, develop capacity in teachers of Native students.
- Research for articles and publications on topics such as assessment, standards implementation, high-quality instruction, equity in education, and culturally relevant pedagogy
- Manage NIEA's Teach Native job board and communicate with employers and applicants
- Oversee education consultants in developing culturally responsive instructional resources
- Develop and delivers multi-day trainings on trauma-informed schools, blending culture and academics, developing high-quality curriculum, and performing needs assessments.

Cutting EDGEducation, LLC

Memphis, TN

Educational Consultant

August 2014 to Present

Responsibilities

- Travel nationally to present professional development sessions for teachers on topics including assessment, standards implementation, high-quality instruction, and culturally relevant pedagogy. (New Mexico, Washington, Oregon, Montana, South Dakota, Tennessee, Washington, D.C., etc.)
- Develop benchmark assessments, lesson plans, and text sets that align culturally based education with academic expectations of core standards.
- Partners with districts and educational entities across the United States to develop resources and training for culture-based education and to support needs assessments and strategic planning.
- Provides professional learning opportunities for educators, tribal education organizations, and additional education partners through in-person and virtual workshops, webinars, and conference presentations.

Promise Academy Elementary School

Memphis, TN

Literacy Coach & Assessment Coordinator

June 2018 to June 2019

Responsibilities

- Developed and implemented scope and sequence for literacy instruction for K-5 ELA classrooms
- Created, administered, and analyzed all ELA interim assessments and data for grades K-5
- Built teacher capacity for analyzing formative and summative assessment data and reteaching.
- Coordinated, administered, and analyzed all state and standardized testing.
- Coached grades 2-5 literacy teachers in planning, reflection, and goal setting
- Completed formative and summative K-5 ELA teacher evaluations and provided feedback.

Achievement Network

Memphis, TN

Director of School Support

June 2015 to May 2018

Responsibilities

- Coached school leaders to drive school-wide change based on setting priorities for literacy and math instructional practice to increase teacher capacity and student performance.

- Utilized internal interim assessment platform and data dashboard to help teachers and leaders build high-quality practice assessments, analyze interim assessments, and connect data to state assessment student performance.
- Developed and supported school leader and teacher analysis and use of interim assessment data to drive instructional change.
- Trained and coached school leaders and teachers on effective backwards planning using Common Core standards, school-wide curriculum, and instructional priorities.

Shelby County Alternative Schools

Instructional Coach

Memphis, TN

Oct 2013 to June 2015

Responsibilities

- Observed teachers and provided feedback and continual coaching to report to the Director of Alternative schools for goal setting and curriculum adjustments
- Met with parents and students to determine best placement and instruction needs while in alternative schools.
- Provided professional development in Common Core or targeted need areas
- Participated in Learning Walks and walk-throughs in all alternative schools
- Provided instructional support and teacher coaching/evaluations at administrators' request
- Represented the Alternative Schools department at the local board of education during massive school restructure and budget changes

TN Department of Education

Common Core Coach

Tennessee (statewide)

March 2012 to March 2014

Responsibilities

- Facilitated intense three-day professional development sessions to prepare teachers in discussion and questioning methods for the new standards.
- Created tasks and units for lessons reflecting new standards.
- Reviewed ELA instructional materials for state department of education.
- Advocated before the TN Senate Education Committee for Common Core standards and assessment policies and school support.

MLK Jr. Student Transition Academy

English Teacher

Memphis, TN

Sept 2009 to Oct 2013

Responsibilities

- Develop and taught culturally relevant ELA unit plans for grades 6-12 aligned to Common Core.
- Directed professional development sessions and new teacher mentoring.
- Coordinated textbook distribution and curriculum changes.

Belize Christian Academy

Lead English Teacher

Belize, Central America

Aug 2002 to June 2009

Responsibilities

- Prepare lessons for grades 7-12 in English, literature, and electives.
- Collaborate on award-winning curriculum titled "Love Unlimited."
- Mentor and evaluate first-year teachers at the school.
- Plan differentiated English lessons for a multi-cultural classroom including ESL students.

Education**The University of Memphis***Ed.D. Instructional and Curriculum Leadership, Expected completion December 2020**Qualitative Research Certificate*

Memphis, TN

Freed Hardeman University*Administrative Licensure in Educational Leadership, 2017*

Henderson, TN

The University of Memphis*M.A. English as a Second Language, 2012*

Memphis, TN

John Brown University*B.S.E. Secondary English Education, 2002, Magna Cum Laude
Certificate in TESOL and Middle School Education*

Siloam Springs, AR

Academic Presentations/Publications

Presentations

- *Developing Student Identity and Literacy through Poetry and Storytelling in the Classroom*. Continuing Education Unit. National Indian Education Association Annual Convention. Minneapolis, Minnesota, October 8-12, 2019.
- ELA professional development series. Jemez/Zia Pueblo Annual Teacher Summit. Santa Ana Star Casino: Bernalillo, New Mexico. June 3-5, 2019.
- *Creativity, Culture, and Critical Thinking: Building Student Knowledge through Project-based Learning*. Continuing Education Unit. National Indian Education Association Annual Convention. Hartford, Connecticut. October 10-13, 2018.
- *Culturally Sustaining Pedagogy in the Classroom*. Continuing Education Unit. National Indian Education Association Annual Convention. Orlando, Florida. October 3-5, 2017.
- *Scaffolding Culture-based Complex Texts for Student Learning*. Continuing Education Unit. National Indian Education Association Annual Convention. Reno, Nevada. October 5-8, 2016.
- *Integrating Culture and CCSS into Daily Literacy Instruction*. Continuing Education Unit. National Indian Education Association Annual Convention. Oregon Convention Center, Portland, Oregon. October 7-9, 2015.
- *Integrating Culturally Relevant CCSS Assessment Tasks into Daily Instruction*. National Alternative Educators Association. Sawgrass Marriot Convention Center, Pointe Vedra Beach, Florida. March 29, 2015.
- Senate Education Committee Hearing. [Common Core Advocacy Testimony](#). Nashville, Tennessee. March 2014.
- Round Table with Secretary of Education Arne Duncan. Panelist. Nashville, TN. March 20, 2014.
- National Common Core Strategy Convening: *Making Sure Implementation is Equitable*. Guest Speaker. The Leadership Conference on Civil and Human Rights. Atlanta, GA. June 4, 2014.

Publications/Papers

- The Educational Path to Healing: Creating Culture-based Academic Standards, in review, 2019
- What is Culture-based Education? Sustaining Native Culture Through Education, in review, 2019
- Is Alternative Education the New Norm? Rethinking Teacher Education Programs, submitted to the *Journal of Alternative Education*, 2016
- [A Critical Silent Win of Every Student Succeeds Act](#). *The Huffington Post*. February 4, 2016.
- Featured in *Cage-Busting Teachers*, by Rick Hess, 2015
- [The 'State of Assessment' Address](#). *State Collaborative on Reforming Education*. March 10, 2015.
- [A Moratorium on Education Loses the Game](#) *The Huffington Post*. May 27, 2014. Web.
- [Making a Substantial Difference despite Student Poverty](#) *Education Week*. May 29, 2013. Web. (also featured in the [U.S. Department of Education newsletter Teaching Matters](#))

Honors/Activities/Memberships

- Advocate for high-quality instruction materials with EdReports 2015-present
- Core Advocate for Student Achievement Partners 2013-2015
- SCORE Advocacy Team for Common Core in Tennessee 2013-2014
- Common Core Coach for Tennessee Department of Education 2012-2014
- ELA Lead Common Core teacher for Shelby County Schools 2012-2013
- Member of Teach Plus Teaching Policy Fellowship cohort 2012-2013
- Recipient of the Prestige Teacher Award for MLK Academy 2010-2011
- Published education articles in *The Commercial Appeal*, *The Huffington Post* and *EdWeek*
- Member of *Phi Kappa Phi*, *Delta Psi Phi*

ANGELINA ELIZABETH CASTAGNO

angelina.castagno@nau.edu

HOME:



WORK:

NAU COLLEGE OF EDUCATION
PO Box 5774
FLAGSTAFF, AZ 86011

PROFESSIONAL APPOINTMENTS:

- 2022-present **Provost's Leadership Fellow for Faculty Affairs**
Office of the Provost, Northern Arizona University
- 2021-present **President** (elected for 3 years; one year each as President-elect and
Program Chair, President, Past-president)
American Anthropological Association, Council on Anthropology and
Education
- 2018-present **Professor**
Educational Leadership and Foundations, Northern Arizona University
Faculty affiliate of both Applied Indigenous Studies and Women and
Gender Studies
- 2017-present **Director**
Institute for Native-serving Educators (since 2020) & Diné Institute for
Navajo Nation Educators (Planning Director until 2019, then Director),
Northern Arizona University
- 2012-2018 **Associate Professor**
Educational Leadership and Foundations, Northern Arizona University
- 2014-2016 **Director**
Ethnic Studies Program, Northern Arizona University
- 2012-2013 **Visiting Research Fellow** (appointment while on sabbatical from NAU
during 2012-2013 academic year)
Center for Indian Education, Arizona State University
- 2006-2012 **Assistant Professor**
Educational Leadership and Foundations, Northern Arizona University

EDUCATION:

- 2003-2006 **PhD** **University of Wisconsin-Madison (UW-Madison)**

Educational Policy Studies
External Minor: Curriculum and Instruction
Dissertation: “Uncertain but always unthreatening: Multicultural education in two urban middle schools”

- 2001-2003 **MA University of Wisconsin-Madison (UW-Madison)**
Educational Policy Studies
Thesis: “(Re)Contextualizing American Indian higher education: A qualitative study of Indigenous women at one predominantly White university”
- 1995-1999 **BA University of Puget Sound (UPS)**
Philosophy
Minor in Sociology
Phi Beta Kappa
Magna cum laude graduate
Philosophy Honors graduate
- 1998 **Study Abroad St. Catherine’s College, Oxford University**
Philosophy

AREAS OF EXPERTISE:

- Diversity and equity in education
- Indigenous / American Indian education
- Critical Race Theory & Critical Whiteness Studies
- Critical policy and curriculum studies in education
- Educational anthropology & cultural foundations of education
- Ethnography & qualitative research methods

MOST RECENT FUNDING & RECOGNITION:

- 2022 Arizona Department of Education (PI)
Funded \$1,000,000 for Institute for Native-serving Educators
- 2022 Provost’s Leadership Fellow (selected for 1-year term)
Office of the Provost, Northern Arizona University
- 2022 Genentech Foundation (PI)
Funded \$200,000 for “Priming the STEM PhD Pathway: Equity-centered faculty as key stakeholders in BIPOC graduate student success initiatives”
- 2022 Alfred P. Sloan Foundation (co-PI; PI is Catherine Propper)
Grant #2021-16961

Funded \$500,000 (plus same amount matched from NAU) for “Multi-Institutional Transformation and Graduate Student Support Initiative (MITSI): Building Bridges and Transforming Institutions to Support Graduate STEM Education for Indigenous and Latinx Students”

- 2021 Arizona Department of Education (PI)
Funded \$1,000,000 for Institute for Native-serving Educators
- 2021 APS Foundation (PI)
Funded \$149,000 for Diné Institute for Navajo Nation Educators
- 2021 President (elected for 3 years; one year each as President-elect and Program Chair, President, Past-president)
American Anthropological Association, Council on Anthropology and Education
- 2021 National Institute of Food and Agriculture (co-PI; PI is Dr. Yeonsu Kim).
Grant #67037-34300
Funded \$300,000 for “Culturally Responsive Forestry Curriculum Development for Native-serving Schools Under Changing Climate”
- 2020 National Institutes of Health (co-PI; PI is Dr. Julie Baldwin)
Grant #U54MD012388-04s6
Funded \$360,957 for “Understanding Resilience and Mental Wellbeing: Southwest Indigenous Nations and the Impact of COVID-19”
- 2019 National Science Foundation (PI)
Grant #1908464
Funded \$934,784 for “Strengthening STEM teaching in Native-serving schools through long-term, culturally responsive professional development”
- 2019 APS Foundation (PI)
funded \$150,000 for Diné Institute for Navajo Nation Educators
- 2019 Dean’s Travel Grant (PI)
NAU College of Education
funded \$500 to attend the American Educational Research Association conference
- 2018 National Science Foundation (co-PI; PI is Dr. Jani Ingram)
Grant #1835109
funded \$387,991 for “Indigenous Ethics in STEM”
- 2018 David A. Williams Award for Innovation
NAU College of Education
- 2017 Dean’s Research Grant (PI)
NAU College of Education

funded \$5100 for “School Choice in Indian Country”

SCHOLARSHIP:

(*indicates student or former student)(**indicates preK-12 teacher)

Refereed journal articles:

Castagno, A.E., Chischilly, M.** , & Joseph, D. (in press). Strengthening Teaching in Rural, Indigenous-serving Schools: Lessons from the Diné Institute for Navajo Nation Educators. *Journal of Research in Rural Education*.

Hunter, D., **Castagno, A.E.**, Gonzalez, T., Tallsalt, V., Little, A., Brown, T., Pipe, M., Greyeyes, J., Marsh, E., Smith, J.** , Paulson, S.** , Yazzie, J., Black, P.** , Saganey, E., Cole, G. (in press). Developing STEM curriculum units to engage 4th through 8th grade Navajo students as part of in-class outreach. *Journal of STEM Outreach*.

McCarty, T.L., **Castagno, A.E.**, Cortina, R., Pidgeon, M., & Tyson, L.S. (in press). Education policy research by, for, and with Indigenous Peoples in Canada, Mexico, and the United States. Cohen-Vogel, L., Scott, J., & Youngs, P. (Eds). *Handbook of Education Policy Research, 2nd Volume*. American Educational Research Association.

Castagno, A.E., Ingram, J.C., & Camplain, R. (2022). Opening up STEMM pathways among Indigenous people in the U.S.: What is the role of cultural, spiritual, and ethical conflicts in Indigenous people’s STEMM educational and career decisions? *International Journal of Science Education*. <https://doi.org/10.1080/09500693.2022.2152293>

Castagno, A.E., Ingram, J.C., Camplain, R., Blackhorse, D.* (2022). “We constantly have to navigate”: Indigenous students’ and professionals’ strategies for navigating ethical conflicts in STEMM. *Cultural Studies of Science Education*. <https://doi.org/10.1007/s11422-021-10081-5>

Ingram, J.C., **Castagno, A.E.**, Blackhorse, D.* , Camplain, R. (2021). “Role of Professional Societies on Increasing Indigenous Peoples’ Participation and Leadership in STEMM.” *Frontiers in Education*. https://www.frontiersin.org/articles/10.3389/feduc.2021.753488/full?&utm_source=Email_to_authors_&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Education&id=753488
<https://doi.org/10.3389/feduc.2021.753488>

Castagno, A.E., Joseph, D., Kretzmann, H.* , Dass, P.M. (2021). “Developing and piloting a tool to assess culturally responsive principles in schools serving Indigenous students.” *Diaspora, Indigenous, and Minority Education: An International Journal*. 16:2, 133-147
<https://doi.org/10.1080/15595692.2021.1956455>

- Castagno, A.E.** (2021). "From Professional Development to Native Nation Building: Opening Up Space for Leadership, Relationality, and Self-Determination through the Diné Institute for Navajo Nation Educators." *Educational Studies*, 57(3), 322-334.
- Ingram, J.C., **Castagno, A.E.**, Camplain, R. (2021). "Culturally-based Ethical Barriers for American Indian/Alaska Native Students and Professionals in Engineering." American Society for Engineering Education (ASEE) Annual Conference Proceedings, Paper ID #32865.
- Castagno, A.E.**, Tracy, T.**, Denny, D.**, Davis, B.*, Kretzmann, H.*. (2020). "You are never too little to understand your culture": Strengthening early childhood teachers through the Diné Institute for Navajo Nation Educators. *The eJournal of Indigenous Early Childhood Education*, 1(1), 1-14.
- Castagno, A.E.** & Hausman, C. (2017). The tensions between shared governance and advancing educational equity. *The Urban Review*, 49(1), 96-111.
- Castagno, A.E.** (2017). Liberal ideologies and federal school reform: Following individualism, meliorism, and neutrality through SIG policy to Adelante Alternative School, *Urban Education*.
- Castagno, A.E.**, Garcia, D., & Blalock, N. (2016). Rethinking school choice: Educational options, control, and sovereignty in Indian Country. *Journal of School Choice*, 10(2), 227-248.
- Brayboy, B.McK.J., Solyom, J., & **Castagno, A.E.** (2015). Indigenous peoples in higher education. *Journal of American Indian Education*, 54(1), 154-186.
- Brayboy, B.McK.J., **Castagno, A.E.**, & Solyom, J. (2014). Looking into the hearts of Native peoples: Nation building as an institutional orientation for graduate education. *American Journal of Education*, 120(4), 575-596.
- Castagno, A.E.** (2013). Multicultural education and the protection of whiteness. *American Journal of Education*, 120(1), 101-128.
- Castagno, A.E.** (2012). "They prepared me to be a teacher, but not a culturally responsive Navajo teacher for Navajo kids": A Tribal Critical Race Theory analysis of an Indigenous teacher preparation program. *Journal of American Indian Education*, 51(1), 3-21.
- Castagno, A.E.** (2009). Common sense understandings of equality and social change: A critical race theory analysis of liberalism at Spruce Middle School. *International Journal of Qualitative Studies in Education*, 22(6), 755-768.

- Brayboy, B.McK.J. & **Castagno, A.E.** (2009). Self-determination through self-education: Culturally responsive schooling for Indigenous students in the U.S. *Teaching Education*, 20(1), 31-53.
- Castagno, A.E.** (2009). Making sense of multicultural education: A synthesis of the literature. *Multicultural Perspectives*, 11(1), 43-48.
- Castagno, A.E.** (2008). "I don't want to hear that!" Legitimizing whiteness through silence in schools. *Anthropology and Education Quarterly*, 39(3), 314-333.
- Castagno, A.E.** (2008). Improving academic achievement, but at what cost? The demands of diversity and equity at Birch Middle School. *Journal of Cases in Educational Leadership*, 11(1), 1-9.
- Castagno, A.E.** & Brayboy, B.McK.J. (2008). Culturally responsive schooling for Indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941-993.
- Brayboy, B.McK.J. & **Castagno, A.E.** (2008). How might Native science inform "informal" science learning? *Cultural Studies of Science Education*, 3(3), 731-750.
- Brayboy, B.McK.J. & **Castagno, A.E.** (2008). Indigenous knowledges and Native science as partners: A rejoinder. *Cultural Studies of Science Education*, 3(3), 787-791.
- Vaught, S. & **Castagno, A.E.** (2008). "I don't think I'm a racist": Critical race theory, teacher attitudes, and structural racism. *Race, Ethnicity, and Education*, 11(2), 95-113.
- Castagno, A.E.** & Lee, S.J. (2007). Native mascots and ethnic fraud in higher education: Using Tribal Critical Race Theory and the interest convergence principle as an analytic tool. *Equity and Excellence in Education*, 40(1), 3-13.
- Brayboy, B.McK.J., **Castagno, A.E.**, & Maughan, E. (2007). Equality and justice for all? Examining race in education scholarship. *Review of Research in Education*, 31, 159-194.
- Castagno, A.E.** (2006). Extending the bounds of race and racism: Indigenous women and the persistence of the Black-White paradigm of race. *The Urban Review's* special theme issue on Race, Ethnography, and Schooling, 37(5), 447-468.

Books:

- Castagno, A.E.** (Ed.) (2019). *The price of nice: How good intentions maintain educational inequity*. Minneapolis, MN: University of Minnesota Press.
- Castagno, A.E.** & McCarty, T. (Eds.) (2018). *The anthropology of educational policy: Ethnographic inquiries into policy as sociocultural practice*. New York: Routledge.

Castagno, A.E. (2014). *Educated in whiteness: Good intentions and diversity in schools*. Minneapolis: University of Minnesota Press.

Brayboy, B. McK. J., Fann, A., **Castagno, A.E.**, & Solyom, J. (2012). *Postsecondary education for American Indian and Alaska Native students: Higher education toward nation building and self-determination*. San Francisco: Jossey-Bass.

Book chapters:

Kelty, R.* , Fillerup, M., & **Castagno, A.E.** (2021). Puente de Hózhó: An evolving story of revitalization, schooling, and globalization in the Southwest. In J. Tippeconnic (Ed.) *On Indian Ground: The Southwest*. (pp. 63-76). Charlotte, NC: Information Age Publishing.

Castagno, A.E., Solyom, J., & Brayboy, B. (2020). Culturally responsive schooling as a form of critical pedagogies for Indigenous youth and tribal nations. In S. Steinberg & B. Down (Eds.) *The SAGE handbook of critical pedagogies*. (pp. 743-757). Thousand Oaks, CA: Sage.

Johnson, C.* & **Castagno, A.E.** (2018). DREAMers and DACAmended students in U.S. higher education: Toward a critical race anthropology of education policy. In A.E.Castagno & T.L.McCarty (Eds.) *The anthropology of educational policy: Ethnographic inquiries into policy as sociocultural practice*. (pp. 139-157). New York: Routledge.

McCarty, T.L. & **Castagno, A.E.** (2018). Finding the practice in education policy: A disciplinary genealogy. In A.E.Castagno & T.L.McCarty (Eds.) *The anthropology of educational policy: Ethnographic inquiries into policy as sociocultural practice*. (pp. 3-22). New York: Routledge.

Gooding, F.W.Jr., **Castagno, A.E.**, Bohanon, D.R.* , & Serpas-Guardado, M.S.* (2016). Acceptable forms of violence in academia and Ethnic Studies as a defense. In V.Stead (Ed.) *RIP Jim Crow: Fighting racism through higher education policy, curriculum, and cultural intervention*. (pp. 379-389). New York: Peter Lang.

Castagno, A.E., Brayboy, B., Chadwick, D., & Cook, L. (2015). “Learning to teach” in and for Indian Country: The promise and paradox of preparing culturally responsive teachers for schools serving Indigenous students. In J.Reyhner, J.Martin, L.Lockard, & W.S.Gilbert *Honoring our elders: Culturally appropriate approaches for teaching Indigenous students*. (pp. 61-73). Flagstaff, AZ: Northern Arizona University.

Abrams, E., Yore, L., Bang, M. Brayboy, B., **Castagno, A.E.**, Kidmann, J., Huei, L., Villanueva, M., Wang, M., Webb, P., & Yen, C. (2014). Culturally Relevant Schooling in Science for Indigenous Learners Worldwide: Stressing the All in Science Literacy. In N.G. Lderman & S.K. Bell (Eds.) *Handbook of Research on Science Education* (pp. 671-696). New York: Routledge.

Castagno, A.E. (2012). Moments of suspension and other instances of whiteness in the academy. In Dace, K. (Ed.) *Unlikely allies in the academy: Women of color and white women in conversation*. (pp. 112-123). New York: Routledge.

Castagno, A.E. (2011). What makes critical ethnography “critical”? In Lapan, S. D., Quartaroli, M. T., & Riemer, F. J. (Eds.) *Qualitative research: An introduction to designs and methods*. (pp. 373-390). San Francisco: Josey-Bass-Wiley.

Brayboy, B. McK. J. & **Castagno, A.E.** (2011). Indigenous Millennial Students in Higher Education. In Bonner, F., Marbley, A., & Hamilton, M. (eds.). *Diverse millennial students of color in college: Implications for faculty and student affairs*. (pp. 137-156). Hampton, VA: Stylus Press.

Brayboy, B. McK. J., **Castagno, A.E.**, & Maughan, E. (2008). Indigenous epistemologies and the neoliberal view of higher education. In W. Shumar and J. Canaan (Eds.) *Structure and Agency in the Neoliberal University*. (pp. 172-192). New York: Routledge.

Refereed presentations at international and national conferences:

Castagno, A.E., Dass, P.M., & Joseph, D. (2022, April). *Strengthening STEM teaching in Indigenous-serving schools through long-term, culturally responsive professional development*. Paper presented at the American Educational Research Association (AERA) Annual Meeting in San Diego, CA.

Joseph, D., **Castagno, A.E.**, & Dass, P.M. (2022, April). *Piloting a Tool to Assess Culturally Responsive Principles of Instruction in Schools Serving Indigenous Students*. Paper presented at the American Educational Research Association (AERA) Annual Meeting in San Diego, CA.

Castagno, A.E., Joseph, D.H., Dass, P.M. (2022, January). *Developing and piloting a tool to assess culturally responsive principles in STEM instruction in schools serving Indigenous students*. Paper presented at the Association for Science Teacher Educators (ASTE) Annual Conference (held virtually due to the COVID-19 pandemic).

Castagno, A.E., Dass, P.M., Joseph, D.H. (2021, October). *Culturally responsive teacher professional development through the Diné Institute for Navajo Nation Educators*. Paper presenting at the Navajo Nation Annual Research Conference (held virtually due to the COVID-19 pandemic).

Castagno, A.E., Ingram, J., Camplain, R., & Blackhorse, D.* (2021, April). *“It hurts to do work like that”*: Indigenous students & professionals navigating ethical conflicts in STEM. Paper presented at the American Educational Research Association (AERA) Annual Meeting (held virtually due to the COVID-19 pandemic).

Castagno, A.E., Smith, J., Kretzmann, H.* & Davis, B.* (2021, April). *Strengthening Teaching in Rural, Indigenous-serving Schools: (Early) Lessons from the Diné Institute for Navajo*

Nation Educators. Paper presented at the American Educational Research Association (AERA) Annual Meeting (held virtually due to the COVID-19 pandemic).

Castagno, A. E., Denny, D.**, & Tracy, T.** (2019, June). *Culturally responsive curriculum, teaching, and learning in the early elementary grades: Strengthening early childhood teachers through the Diné Institute for Navajo Nation Educators*. Paper presentation at the Indigenous Early Childhood Education Conference in Flagstaff, AZ.

Castagno, A.E. & McCarty, T. (2019, April). *Excavating policy for democracy and equity: A forward-looking genealogy of the anthropology of education policy*. Paper presentation at the American Education Research Association (AERA) Annual Meeting in Toronto, Canada.

Castagno, A.E. (2019, April). *Mapping the contours of Niceness in education*. Organized session and serve as discussant for the session, at the American Education Research Association (AERA) Annual Meeting in Toronto, Canada.

Castagno, A.E., Hall, M., & Riemer, F. (2017, September). *Evaluations that matter: Reflections on evaluations guided by culturally responsive, feminist, critical race, and whiteness theories*. Paper presented at the Culturally Responsive Evaluation Association (CREA) Annual Meeting in Chicago, IL.

Castagno, A.E. & McCarty, T. (2016, November). *Finding the practice in education policy: Anthropological inventions, interventions, and potentials*. Paper presented as part of a session I organized at the American Anthropology Association (AAA) Annual Meeting in Minneapolis, MN.

Castagno, A.E. (2014, December). *Public policy forum on Indigenous educational policy in the U.S.* Panel organized and facilitated at the American Anthropology Association (AAA) Annual Meeting in Washington, D.C.

Castagno, A.E. (2014, December). *Niceness: A key mechanism of whiteness in schools*. Paper presented at the American Anthropology Association (AAA) Annual Meeting in Washington, D.C.

Castagno, A.E. (2013, November). *“Guinea pigs for the latest educational fad” or “on the cutting edge of reform”?* *An anthropology of federal school reform policy in two schools*. Paper presented at the American Anthropology Association (AAA) Annual Meeting in Chicago, IL.

Castagno, A.E. (2012, November). *School choice policies, nation building, and Indigenous youth*. Paper presented at the American Anthropology Association (AAA) Annual Meeting in San Francisco, CA.

- Castagno, A.E.** (2011, November). *Liberalism and whiteness in federal school improvement efforts: When middle school teachers become pawns in the reform game*. Paper presented at the American Anthropology Association (AAA) Annual Meeting, Montreal, Canada.
- Castagno, A.E.** (2010, November). *Just what is “a commitment to diversity”? The continued significance of race and whiteness in an Educational Leadership department*. Paper presented at the American Anthropology Association (AAA) Annual Meeting, New Orleans, LA.
- Castagno, A.E.** & Hausman, C. (2009, April). *Advancing educational equity: The implications of site-based management and shared decision-making*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Castagno, A.E.** & Brayboy, B.McK.J. (2009, April). *A path towards self-determination or colonialism in sheep’s clothing? A Tribal Critical Race Theory analysis of two Indigenous teacher preparation programs*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Castagno, A.E.** & Brayboy, B.McK.J. (2008, November). *Fancy dancing: Indigenous women college students navigating the institution*. Paper presented at the American Anthropology Association (AAA) Annual Meeting, San Francisco, CA.
- Castagno, A.E.** (2007, November). *Difference and equality OR justice and equity? An ethnographic study of teacher practice in two urban middle schools*. Paper presented at the American Anthropology Association (AAA) Annual Meeting, Washington, D.C.
- Brayboy, B.McK.J., **Castagno, A.E.**, & Villegas, M. (2007, November). *Are we just different or is this about justice?: Considering Indigenous educational equity*. Paper presented at the American Anthropology Association (AAA) Annual Meeting, Washington, D.C.
- Castagno, A.E.** & Brayboy, B.McK.J. (2007, October). *What promise does culturally responsive schooling hold for Indigenous youth and tribal nations? A discussion of the literature and the efforts of Indigenous teachers*. Paper presented at the National Indian Education Association (NIEA) Annual Conference, Honolulu, HI.
- Castagno, A.E.** (2006, November). *I don’t want to hear that!: Legitimizing whiteness through silence*. Paper presented at the American Anthropology Association (AAA) Annual Meeting, San Jose, CA.
- Castagno, A.E.** (2006, April). *Uncertain but always unthreatening: A Critical Race Theory perspective of multicultural education in two urban middle schools*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.

- Vaught, S. & **Castagno, A.E.** (2006, April). *Backlash: Racial awareness, teacher racism, and the potential for Critical Race Theory*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Castagno, A.E.** (2005, November). *The uncertain rhetoric of multicultural education*. Paper presented at the American Anthropology Association (AAA) Annual Meeting, Washington, D.C.
- Castagno, A.E.** (2004, June). *Negotiating normativity in the pursuit of academic achievement: Narratives from Indigenous women at a predominantly white university*. Paper presented at the National Women's Studies Association (NWSA) Annual Conference, Milwaukee, WI.
- Castagno, A.E.** (2004, April). *Rethinking Indian higher education: Exploring diversity among Indigenous women in predominantly white universities*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Castagno, A.E.** (2003, November). *When multiculturalism isn't enough: What we can learn from the experiences of Native women in higher education*. Paper presented at the National Association for Multicultural Education (NAME) 13th Annual Conference, Seattle, WA.
- Non-refereed scholarly publications:**
- Castagno, A.E.** (in press). "Niceness." In Winn, M. & Winn, L. (Eds.). *The Bloomsbury Encyclopedia of Social Justice in Education*. Bloomsbury Publishers.
- Castagno, A. E. & Pekel, K.** (2021). *Whiteness: An unexplored barrier to your school's equity goals*. Equity by Design. Midwest & Plains Equity Assistance Center (MAP EAC). <https://greatlakesequity.org/resource/whiteness-unexplored-barrier-your-schools-equity-goals>
- Castagno, A.E., Joseph, D., & Dass, P.M.** (2021). *Culturally responsive assessment of Indigenous schooling tool*. Flagstaff, AZ: Institute for Native-serving Educators. <https://in.nau.edu/wp-content/uploads/sites/101/2021/10/CRAIS-Tool-Oct-2021.pdf>
- Castagno, A.E. & Ononuju, I.** (2021). "Race and schools." In Ritzer, G. & Rojek, C. (Eds.). *Wiley Blackwell Encyclopedia of Sociology*, 2nd Edition. Hoboken, NJ: Wiley.
- Castagno, A.E. & Ononuju, I.** (2017). Book Review: R.A.C.E. mentoring through social media. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentId=22214>
- Castagno, A.E.** (2016). Educate against racism – and whiteness. Retrieved from ResearchGate blog <https://www.researchgate.net/blog/post/educate-against-racism-and-whiteness> (invited blog post)

Castagno, A.E. (2014). *Let's have a conversation about schools that is, ideally, not nice.*
Retrieved from <http://www.uminpressblog.com/search/label/Education> (invited blog post)

Brayboy, B.McK.J., **Castagno, A.E.**, & Ryujin, K. (2007) "Higher Education, Discrimination in." In Moore, J. (Ed.), *Encyclopedia of race and racism*. Detroit: Macmillan Reference USA.

Castagno, A.E., Brayboy, B.McK.J., & Hosp, M. (2005). "Reading and American Indian students." *The Utah Special Educator*. Winter 2005.

Lee, S.J. & **Castagno, A.E.** (2005). "Cultural identity." In Farenga, S.J., Joyce, B.A., & Ness, D. (Eds.), *Encyclopedia on education and human development*. Armonk, NY: M. E. Sharpe.

Manuscripts currently under review:

Castagno, A. E., Camplain, R., Ingram, J. (under review). "It hurts to do work like that": The Nature and Frequency of Culturally-based Ethical Barriers for Indigenous People in STEM. *Science Education*.

Guerrero, S., **Castagno, A.E.**, Macias, C.*, & Black, P.** (under review). Culturally responsive mathematics curriculum development among teachers in the Diné Institute for Navajo Nation Educators. *Journal of American Indian Education*.

Joseph, D., Keene, C., **Castagno, A.E.**, Dass, P.M., & Macias, C.* (under review). Why We Need Methodological Complexity: A both/and Approach to Address Tool Validity and Reliability for Assessment of Cultural Responsiveness in Indigenous Serving Schools. *AERA Open*.

Invited and keynote presentations:

- Native American Grant School Association Annual Conference (June 2022)
 - Invited keynote presentation entitled "Professional development for Native Nation building: Lessons from the Diné Institute for Navajo Nation Educators"
- University of New Mexico Viola F. Cordova Memorial Symposium (April 2022)
 - Invited keynote presentation entitled: "Lessons in Sovereignty and Survival from the Institute for Native-serving Educators"
- Decolonizing the Academy series at Northern Arizona University (March 2022)
 - Co-led an invited session for a group of faculty, staff, and students entitled: "Indigenizing and Native Nation Building as Paths Towards Decolonizing the Academy"
- Western Political Science Association Inclusive Teaching Community (February 2022)

- Invited presentation entitled: “The Price of Nice: Niceness as a mechanism of Whiteness in Educational Spaces”
- Ma:cidag Wo:g Faculty Learning Community, Tohono O’Odham Community College (January 2022)
 - Invited presentation with Darold Joseph & Max Dass entitled “Culturally responsive assessment of Indigenous Schooling Tool”
- Minnesota Elementary School Principals’ Association Leadership Conference (September 2020)
 - Invited lecture to over 100 K12 school leaders entitled “The price of nice: How (Minnesota) Niceness reinforces educational inequity”
- University of Minnesota Urban Leadership Academy (February 2020)
 - Invited lecture to over 250 K12 school leaders entitled “The price of nice: Whiteness, Niceness, and educational inequity”
- Chandler Unified School District Equity Symposium (June 2019)
 - Invited keynote lecture and related workshops for district-wide equity symposium with all staff. Breakout workshops will be with principals and teacher leaders. Topic: Whiteness and educational inequities.
- NAU Academic Advisor’s Summit. (May 2019)
 - Invited presentation with university academic advisors about diversity and inclusive practices in working with NAU students.
- Arizona Humanities Council FRANK Talks. (June 2018)
 - Invited presentation and facilitated discussion with educators and other community members at the Kirkland-Bear Canyon Public Library. Topic: School Choice in Arizona
- Arizona Humanities Council FRANK Talks. (June 2018)
 - Invited presentation and facilitated discussion with educators and other community members at the Joel D. Valdez Tucson Public Library. Topic: School Choice in Arizona
- University of South Florida Sociology Speaker Series. (January 2018)
 - Invited keynote and related events with faculty and students at the University of South Florida in Tampa Bay. Title of keynote: The price of nice: How niceness reinforces whiteness in schools.
- Arizona Humanities Council FRANK Talks. (September 2017)
 - Invited presentation and facilitated discussion with educators and other community members at the Coolidge Public Library. Topic: Educational equity in Arizona: A radical idea or a necessary goal?

- Arizona Humanities Council FRANK Talks. (August 2017)
 - Invited presentation and facilitated discussion with community members at the Tucson Main Library. Topic: Colorblindness and equality: Well-intentioned American values or myths?
- Arizona Humanities Council FRANK Talks. (August 2017)
 - Invited presentation and facilitated discussion with community members at the Oro Valley Public Library. Topic: Colorblindness and equality: Well-intentioned American values or myths?
- Arizona Humanities Council FRANK Talks. (February 2017)
 - Invited presentation and facilitated discussion with community members at the Casa Grande Public Library. Topic: Colorblindness and equality: Well-intentioned American values or myths?
- Arizona Humanities Council Book + Author talk. (January 2017)
 - Invited presentation and facilitated discussion on my 2014 book with community members at the Phoenix location for Arizona Humanities.
- Arizona Humanities Council FRANK Talks. (November 2016)
 - Invited presentation and facilitated discussion with community members at the White Tank Public Library. Topic: Colorblindness and equality: Well-intentioned American values or myths?
- Arizona Humanities Council FRANK Talks. (August 2016)
 - Invited presentation and facilitated discussion with educators and other tribal members at Tohono O’Odham. Topic: Educational equity in Arizona: A radical idea or a necessary goal?
- Fifth Annual American Indian/Indigenous Teacher Education Conference. (July 2014)
 - Invited featured presentation: Learning to teach in and for Indian Country: The promise and paradox of preparing culturally responsive teachers for schools serving Native students
- Arizona Anthropology and Education Exchange Annual Meeting. (February 2012)
 - Invited keynote address: Liberalism and whiteness in federal school improvement efforts: Lessons from ethnographically informed evaluation research
- NAU Faculty Development Diversity Series Presenter, NAU Faculty Development Program. (December 2011)
 - Invited teaching session to faculty and staff about researching and teaching controversial issues.
- Symposium on Indigenous Education, Arizona State University. (February 2010)
 - Presentation on the latest research and future directions in reading and literacy for American Indian and Alaska Native youth.

- CompuGirls Professional Development Presenter, Arizona State University. (October 2008)
 - Invited teaching session to K-12 teachers and administrators, graduate students, and faculty entitled, “Whiteness: What is it and what does it have to do with social justice?”
- Whiteness Symposium Keynote Speaker, University of Missouri-Kansas City Diversity Symposium. (September 2008)
 - Keynote address on examining and undoing whiteness in K-12 educational contexts and teacher and administrator education.
- Office of Indian Education 1st Annual National Conference, U.S. Department of Education. (July 2008)
 - Presentation on the state of the field in reading for American Indian and Alaska Native students and co-presentation on culturally responsive schooling for Indigenous youth.
- NAU Faculty Development Diversity Series Presenter, NAU Faculty Development Program. (April 2008)
 - Invited teaching session to faculty and staff about research and teaching issues from a Critical Whiteness Studies perspective.
- AERA Division G Graduate Student Seminar Presenter, AERA Annual Meeting. (April 2007)
 - Invited teaching session to graduate students about the job market, being a faculty member, and related issues.
- COE Faculty Research Center Presenter, NAU College of Education. (February 2007)
 - Presentation to faculty, staff, and students on issues surrounding silences of race and sexual orientation in schools.

Other research and evaluation work:

June 2017 – present

Executive Director.

Just Perspective, LLC

- Founded and lead small business that provides diversity education, equity consulting, and program evaluation to schools, post-secondary programs, and other community organizations.

Sept. 2012 – present

External Evaluator.

Center for Indian Education, Arizona State University

- Work collaboratively with leaders of 4 separate federally-funded Indigenous teacher preparation programs to conduct formative and summative assessments of program goals.

- June 2009 – June 2022 **External Evaluator.**
 Lowell Observatory Navajo and Hopi Astronomy Program
- PI for a privately-funded initiative to connect astronomers with teachers in schools serving Navajo and Hopi youth. Conduct qualitative and quantitative analyses of program efforts and outcomes, and report back to program staff.
- October 2019 – Sept. 2021 **Technical Assistance Specialist.**
 Midwest and Plains Equity Assistance Center
- Provide support and thought partnership to school districts and state education agencies in advancing their goals around educational equity.
- Sept. 2013 – 2017 **External Evaluator.**
 Transformative Learning Center, Coconino County
- Work collaboratively with County leaders, program staff, and local early childhood educators to conduct formative and summative assessments of program goals.
- Aug. 2010 – July 2014 **External Evaluator.**
 Salt Lake City School District School Improvement Grants
- Co-PI for 2 separate federally-funded school improvement efforts. Conduct qualitative and quantitative analyses of grant efforts and outcomes, and report back to schools and district leadership.
- Aug. 2007 – Dec. 2011 **External Evaluator.**
 Alchini Ba and American Indian Cohort Leadership Program
- PI for 3 different federally-funded grants to prepare Indigenous teachers and administrators to work in schools serving Native youth. Conducted qualitative and quantitative analyses of program efforts and outcomes, and report back to program staff.

TEACHING:

Courses taught:

- EDF 301w School and Society (university junior-level writing focused course)
- EDF 484 Racism in U.S. Schools and Society: Investigating whiteness and constructions of race (new course I developed; cross-listed with Ethnic Studies)
- EDF 500 Cultural Foundations of Education
- EDF 584 Racism in U.S. Schools and Society: Investigating whiteness and constructions of race (new course I developed; cross-listed with Ethnic Studies)

| | |
|---------|--|
| ES 600 | Critical Approaches to Ethnic Studies |
| EDF 602 | Foundations of Native American education: Tribal nation building and schools (new course I developed) |
| EDR 610 | Introduction to Educational Research |
| EDF 677 | Educational Sociology |
| EDF 704 | Educational Anthropology |
| EDR 726 | Advanced Qualitative Data Analysis |
| EDR 784 | Racism in U.S. Schools and Society: Investigating whiteness and constructions of race |
| EDL 799 | Dissertation |

Dissertations chaired:

| | |
|-------------------------|---|
| Cheryl Bowman | graduated 2012 |
| Andrew Lenartz | graduated 2012 |
| Kristina Wong-Davis | graduated 2012 |
| Patrick Williams | graduated 2014 |
| Wanda Tucker | graduated 2014 |
| Derrick Span | graduated 2014 |
| Sharon Gorman | graduated 2014 |
| Meghan Dorsett | graduated 2014 |
| Robert Kelty (co-chair) | graduated 2014 |
| Brent Neilson | graduated 2016 |
| Mary Keller | graduated 2016 |
| Patricia Goolsby | graduated 2016 |
| Christopher Smudde | graduated 2017 |
| Emilly Borthwick-Wong | graduated 2017 |
| Kathy Riester | graduated 2019 |
| Megan Garvy | graduated 2020 |
| Alexandra Robie | graduated 2021 |
| Nicole Gonzalez | graduated 2021 |
| Annabah Conn | graduated 2021 |
| Chad Eickhoff | in progress (likely graduation May 2023) |
| Caitlin Kerrigan | in progress (likely graduation December 2023) |
| Latoyia Largo | in progress (likely graduation December 2023) |

*I have served as a committee member on multiple other Masters theses and Doctoral dissertations, both at NAU and elsewhere

SERVICE:

Service to the university:

| | |
|---------------------|--|
| Aug. 2022 – present | Appointed Committee Member NISF Advisory Committee |
|---------------------|--|

- Collaborate with cross-campus committee to advise and review student applications for national and international honors and scholarships.
- Dec. 2015 – present
- Appointed Committee Member**
Commission on Native Americans
- Collaborate with faculty and staff across campus on the University’s goals and progress towards serving Native students and tribal nations.
- Nov. 2008 – present
- Representative and Committee Member**
EDL Doctoral Program Steering Committee
- Provide guidance and decision-making related to curricular issues, admissions, and programming for the EdD program.
- 2021 – 2022
- Elected Committee Member**
College of Education Cluster Hire Committee, & Dept. of Educational Leadership Faculty Search Committee
- Collaboratively develop guidelines and protocols for COE’s inaugural cluster hire focused on educational equity with/in Indigenous and Latinx communities. Serve as departmental search committee member, and representative to the College cluster committee.
- 2021 – 2022
- Elected Committee Member**
Applied Indigenous Studies Promotion and Tenure Committee
- Collaboratively review faculty promotion and tenure cases.
- 2021 – 2022
- Elected Committee Member**
Department of Educational Leadership Faculty Search Committee.
- Collaborate with faculty in EDL to recruit, review, and recommend faculty for a new tenure track position.
- 2020 – 2022
- Elected Committee Member**
College of Education Promotion and Tenure Committee
- Collaboratively review faculty promotion and tenure cases.
- 2020 – 2021
- Appointed Committee Member**
Regents Professor Selection Committee
- Collaborate with faculty from across campus to review applicants’ portfolios for appointment to ABOR Regents Professor.
- Sept. 2016 – 2020
- Faculty Mentor**
NAU Faculty Professional Development
- Serve as a mentor to a new faculty member at NAU.

- Sept. 2015 – 2020 **NAU Commission on Ethnic Diversity Committee Member**
Northern Arizona University Commission on Ethnic Diversity
- Address issues and concerns related to ethnic/racial diversity on campus.
- Aug. 2016 – August 2019 **Elected Committee Member**
NAU Faculty Grants Committee
- Elected by the College of Education faculty to serve on the University committee charged with reviewing internal grant applications.
- Aug. 2014 – 2017 **Elected Representative and Committee Member**
University Graduate Committee
- Represent the EDL department and collaborate with colleagues from other graduate degree-granting programs across the University.
- Sept. 2007 – March 2016 **NAU Ethnic Studies Steering Committee Member**
NAU Ethnic Studies Program
- Collaborate with faculty from multiple disciplines in order to provide direction and support to the Ethnic Studies Program.
- Sept. 2007 – May 2014 **Elected Representative and Committee Member**
NAU Curriculum & Instruction Doctoral Program
- Collaborate with faculty within the College of Education in order to provide direction and support to the C&I Doctoral Program.
- Sept. 2006 – May 2012 **Elected Representative and Committee Member**
NAU College of Education Teacher Education Admissions Committee
- Develop new admissions criteria and review admissions appeals
 - Appointed and served as chair of committee 2009-2011.
- Sept. 2007 – Aug. 2009 **NAU Institutional Review Board Alternate Member**
NAU Institutional Review Board
- Review and provide guidance regarding research proposals involving human subjects.
- Feb. 2007 – Aug. 2009 **COE Social Justice, Equity, Race, and Diversity (SERD) Organizer**
NAU College of Education

- Organize and facilitate a series of working meetings for COE faculty and staff to talk about and learn how to better teach about issues of race and social justice.

Sept. 2006 – Aug. 2009

NAU Commission on Ethnic Diversity Committee Member

Northern Arizona University Commission on Ethnic Diversity

- Address issues and concerns related to ethnic/racial diversity on campus.
- I also served as chair for the sub-committee for Recruitment and Retention for 2008-2009, focusing on the recruitment and retention of faculty and students of color at NAU.

Sept. 2006 – Sept. 2008

Elected Representative and Committee Member

NAU College of Education Honors Committee

- Develop protocol and review nominations for COE awards.

November 2006

Grade Appeals Committee Member

NAU College of Education

- Served as a committee member to review and determine a student's grade appeal.

Service to the professional community:

October 2021 – present

Member

AZ Department of Education Indian Education Advisory Council

- Meet quarterly with the Council and Dept. of Education leaders to discuss and provide guidance on issues pertaining to Indigenous education in the state.

December 2019 – present

Associate Editor

Journal of American Indian Education

- Work with three Editors and one other Associate Editor to review all incoming manuscripts, facilitate peer review process, and prepare each issue for publication.

September 2007 – present

Reviewer

National Science Foundation, Alfred P. Sloan Foundation, American Educational Research Journal, Multicultural Perspectives, E Journal of Education Policy, Teachers College Record, Equity and Excellence in Education, Journal of American Indian Education, & International Journal of Multicultural Education, Journal of Cross-Cultural Psychology, Anthropology and Education Quarterly.

- Review grant proposals and serve on panels for NSF; review manuscripts and provide feedback to journal editors for various educational journals.

- July 2010 – 2018 **Editorial Board Member**
Journal of American Indian Education
- Work collaboratively with editorial team to guide the direction of the journal, and review manuscripts on a regular basis.
- August 2016 – 2018 **Elected Board Member**
 Puente de Hózhó Parent-Teacher Organization
- Serve on the Board (as Secretary) for the school’s PTO. Attend monthly meetings, take minutes, send regular communiques to the school community.
- Nov. 2006 – 2018 **Committee Member**
 Council on Anthropology and Education, Standing Committee on Indigenous Education
- Collaborate with other scholars to plan, organize, and chair events at the annual American Anthropology Association meeting around issues related to Indigenous education.
 - I served as co-chair of this committee from 2010-2011.
- November 2013 – 2016 **Elected Board Member-at-Large**
Council on Anthropology and Education, American Anthropology Association
- Serve on the Board of Directors, and work collaboratively with other Board members on Council initiatives and goals.
- July 2004 – 2012 **Proposal Reviewer**
 American Educational Research Association
- Review paper and panel proposals for the AERA Annual Meeting.
- Nov. 2011 **Session Organizer and Chair**
 American Anthropology Association Annual Meeting
- Organized and chaired a session entitled: “Liberalism and liberals in educational policy, practice, and discourse.”
- Oct. 2007 – Aug. 2009 **Member of AERA Division G committee on bylaws & handbook**
 American Educational Research Association, Division G
- Collaborate with colleagues to update Division G’s bylaws and handbook.
- March 2008 **Session Discussant**
 American Educational Research Association Annual Meeting
- Provided remarks and facilitated discussion for a session entitled: “The role of citizenship in multiple contexts”

Nov. 2006

Session Organizer and Chair

American Anthropology Association Annual Meeting

- Organized and chaired a session entitled: “Race, power, and the status quo: Examining whiteness in schools.”

October 2006

School District Presenter

Salt Lake City School District

- Two-day presentation to district-level and school-level educators and administrators regarding diversity-related policies and practices and research I conducted on multicultural education.

Daniel Joseph Hagerty

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SUMMARY OF EXPERIENCE

The Heard Museum

Phoenix, AZ

Chief Advancement & Engagement Officer

June 2016 – present

Oversee the planning, development and implementation of the museum's annual fundraising efforts, educational programming and community outreach initiatives. Responsible for planning, tracking and meeting annual revenue and expense budgets, Board management, relationship development across multiple museum constituencies, ensuring mission-based approach to fund development, and overseeing major fundraising and public events. Supervise two departmental teams of ten staff, plus interns and volunteers.

The DeVos Institute of Arts Management

Washington DC

Advising Consultant

June 2016 – September 2022

Senior Consultant

September 2014 – June 2016

Provided ongoing consultation support to a variety of cultural organizations to collaboratively develop, support, and assist with the implementation of fundraising and strategic plans. Clients included the Wallis Annenberg Center for the Performing Arts (Beverly Hills), The Brooks Museum of Art (Memphis), and The Muny (St. Louis). Designed and led professional development teaching and training programs for cultural nonprofit professionals in a variety of communities from Atlanta and San Jose to Dublin and Zagreb. Continue to serve as an advisor to nonprofit leaders through the Institute's Arts Innovation and Management initiative.

Miami City Ballet

Miami, FL

Executive Director

October 2012 – April 2014

With Artistic Director, ensured that organizational plans for the nation's 8th largest ballet company (\$15 million operational budget) were developed and executed with maximum visibility and in accordance with the company's strategic plan. Supervised administrative staff of 24 and ensured that artistic staff of over 70 was fully supported by management. Primary liaison to the Board. Responsible for overseeing all day-to-day financial matters, including personally soliciting gifts and grants, negotiating artistic and other legal agreements, and developing marketing initiatives.

The John F. Kennedy Center for the Performing Arts (4 positions)

Washington DC

Director, Individual Campaigns

September 2005 – October 2012

Planned and executed a \$25+ million annual individual donor fundraising effort for the Kennedy Center, the National Symphony Orchestra, and the Washington National Opera. Supervised full time staff of more than 20.

Manager, National Advancement

May 2004 – September 2005

Developed strategies to engage national and international benefactors with the Kennedy Center's mission and vision. Planned and executed high-end meetings and events in national and international locations, including New York, Chicago, Los Angeles, Seattle, Aspen, St. Petersburg, Beijing, Buenos Aires, and Tokyo.

Daniel Joseph Hagerty, p.2

The John F. Kennedy Center for the Performing Arts *(continued)*

Special Projects Manager

August 2002 – April 2003

Assisted Kennedy Center President Michael Kaiser with the development, implementation and management of special initiatives including the Center's acclaimed Capacity Building Program and the Sondheim Celebration at Lincoln Center.

Fellow, Institute for Arts Management

September 2001 – August 2002

Participated as one of twelve inaugural members of The Kennedy Center's professional development program for arts managers. As primary Fellowship project, served as Company Manager for the *Sondheim Celebration*, the Center's festival of six original repertory productions featuring more than 170 artists, including Stephen Sondheim, Christine Baranski, Brian Stokes Mitchell, and Lynn Redgrave.

Centro Alameda

San Antonio, TX SEP

Executive Director

April 2003 – May 2004

Supervised project and staff of five during pre-opening planning phase, including guiding a strategic planning process, fundraising efforts, board development, day-to-day executive management of capital construction process, and public and municipal relations. Worked closely with all constituents, including city supervisory panels, city council members and functionaries, major foundation partners, and historic conservation society.

WETA TV 26/FM 90.9 (3 positions)

Arlington, VA

Producer, Local Programming /

September 1998 – August 2001

Associate Producer, National Programming

Produced weekly series, "Around Town," featuring roundtable discussions and reviews of local arts and cultural events with critics from Washington news outlets. Programmed show topics, supervised field shoots, edited footage, and produced studio control room shoots. Other production credits include: *In Performance at the White House; The Kennedy Center Presents; John Singer Sargent, Outside the Frame; Mary Cassatt, Modern Woman.*

Associate Producer, On-Air Fundraising

August 1997 – January 1998

Production Assistant, On-Air Fundraising

May 1996 – August 1997

Public Broadcasting Service (PBS)

Alexandria, VA

Development Coordinator

September 1995 – May 1996

Administrative Assistant

August 1994 – August 1995

EDUCATION

Boston University, College of Communication

Boston, MA

Bachelor of Science magna cum laude in Broadcasting and Film

January 1994

Kennedy Center Arts Management Fellowship Program

Washington DC

Inaugural class

September 2001 – August 2002

AFFILIATIONS

Member, Association of Fundraising Professionals

Elena

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Objective

Dedicated, team worker who excels at prioritizing, completing multiple tasks simultaneously and following through to achieve project goals. Seeking a role of increased responsibility and authority.

Education

- HS Diploma, 2012, Cactus High School, Glendale, Arizona.

Skills & Abilities

- Dedicated team player
- Microsoft
- Telephone etiquette
- Customer service
- Filing
- Basic bookkeeping/organizing

Experience:

Famous Footwear

Assistant Manager

Sept-Nov2021

- Sign in all employees before shift
- Open banking and vault and POS station for the day
- Unload all new shipment and follow, diagrams
- Maintain/Clean store
- Reprinting price strips
- Opening and closing the store.

Transportation coordinator(CSR) Veyo Lj Leasing

Non-Emergency Medical Transportation

Veyo (Full Time)

(August 2019-February Present)

- Answer all Inbound calls/Transfer to Correct Health Plan
- Follow all Health plans rules ,HIPPA rules and Guidelines given in each account
- Navigate through multiple screens and complete the same task in allotted time.
- Make outbound calls to ensure transportation and Medical necessary needs.
- Data entry with creating and modifying new accounts.

Receptionist(Temp Agency) Alliance Residential Corp Company Office

Alliance (Full time) (April 2019- July 2019)

- Answer Phone Calls/Transfer to correct department
- Send emails/Notes to correct personnel
- Sort/Distribute mail
- Validate New Employees/Visitors
- Schedule 5 conference Rooms
- Obey all protocols with Upper management
- Filling and opening documents for all management properties.
- Entry Data confirming with Office Manager on sensitive Data

Customer service Representative(January 2019-March 2019)Full Time

-Circle k

- Answer store phone
- Take all customer complaints
- Follow all state/and laws for fuel, lottery tickets, Ebt, alcohol, and cigarettes.
- Follow all protocols when any minor or major incident happened.
- Multiple duties through out a shift. Worked 1st, 2nd and overnights.

Customer Service Representative

-Uhaul International Office,Phoenix Az.Permanent Part Time

- Answering Inbound and Calling customers Outbound.
- Filling and opening preexisting, and new compliments and complaints.
- Making sure all calls transferred to right personnel.
- Taking payments for preexisting or existing contracts
- Giving customers quotes for types of rentals.
- Ensuring all data and and new input data is correct and coded with proper cause codes.

• **Customer Service Representative - Arizona State Fair, Phoenix, AZ. Seasonal October 2017**

Served as a point of contact for customers entering and exiting the fairgrounds. Assisted and directed customers to avoid confusion. Advised customer on best route for exiting. Maintained the child's stroller booth. Renting out strollers for customers. Explanation on correct way to use, to avoid injury to children. Greeting and sent welcome wishing to entering and leaving customers.

• **Receptionist – Village of Walpi, First Mesa, AZ. Temporary May 2017 – June 2017**

Worked directly under the supervision of Village Supervisor. Received and forward all incoming call to appropriate persons, as well as taking messages and routing to appropriate staff. Greeting all staff, visitor, and tourist. Directed tourists and customers to correct staff to assure they are acknowledge by village tour guides. Basic office filing, faxing, copying and bookkeeping.

• **Custodial Worker – Phoenix Indian Medical Center, Phoenix, AZ August 2013 – June 2016**

Served as custodial worker for an inpatient and outpatient facility. Planned and coordinated daily work tasks with hospital or clinic staff. Cleaned various areas such as in-patient rooms and bathrooms, public restrooms, labor/delivery, exam rooms, halls, walls, floors, furnishings, equipment and windows. Mixed and used chemicals as directed and followed safety data sheet guidelines. Followed policies for patient confidentiality and standards of conduct at all times.

References

Available upon request

TEACHING EXPERIENCE**K-12 SOCIAL STUDIES AND WORLD & NATIVE LANGUAGES SPECIALIST***Arizona Department of Education (August 2022 - Present)*

- Serve, educate, empower, and elevate the expertise of educators and leaders in evidence-based pedagogy and practices so all students in Arizona can learn to use inquiry to increase achievement and understand the world in which they live.

8TH GRADE SOCIAL STUDIES TEACHER*Explorer Middle School (2019 - 2022)*

- Collaborated closely to develop a Standards-Based Curriculum

HISTORY TEACHER*Foothills Academy Preparatory High School (2013 - 2019)*

- Developed a curriculum for each course based on AZ College and Career Readiness Standards as well as incorporating Common Core elements into weekly lessons.
 - *Government, 12th, Economics, 12th; United States Honors/Dual Enrollment 11th; Geography, 9th; Social Studies, 7th*

SCHOLARSHIP COORDINATOR/ADVISOR*Foothills Academy College Preparatory (August 2013 - March 2019)*

- Collaborates with local universities to provide up-to-date scholarship/college admissions information
- Initiated semester College Nights for parents of the college prep which provides information regarding the college application process
- Advises students one-on-one on their college/future plans of study

ONLINE INSTRUCTOR*Foothills Academy Connected (August 2013 - Present)*

- Facilitates students completing online humanities courses by monitoring students' progress, communicating weekly with students, grading online work, and providing material support.

LEAD TEACHER/CURRICULUM DIRECTOR*Cactus Preschool October 2011 - March 2013*

- Organized weekly lesson plans which consisted of themed projects and learning activities for ages eight weeks to 12 years old.
- Manages billing and accounts for preschool families

CERTIFICATION

- Arizona Secondary Education in History, 7-12
- Structured English Immersion, K-12 Endorsement

EDUCATION*Arizona State University; Tempe (2014)*

- Master of Education (Secondary 7-12); Overall GPA 3.8
- Bachelor of Arts in History
 - Arizona State University Study Abroad Program; Cambridge, England (2011)*
- Studied English history, culture, and literature and traveled extensively throughout the United Kingdom

PROFESSIONAL EXPERIENCES

- Social Media Director
 - *Enhanced the digital marketing and social media presence of the High School*
 - *Designed social media campaigns for community outreach*
- PVCC Dual Enrollment Instructor - US History
- National Honor and Junior Honor Society Advisor
- Google Apps for Education Facilitator
- Trained in Infinite Campus SIS
- Foreign Language focus in Sign Language
- Trip Leader Through Passport Education Tours
 - *Classical Adventure Tour: Italy and Greece*
 - *London and Paris Tour*
- Teacher of the Year 2018
- Guaranteed and Viable Curriculum Committee
 - *Planned and Implemented*
- Member of Council for Social Studies State Specialists (CS4)
- Member of the National Council of the Social Studies
- Korematsu Institute: Displaced Peoples Symposium (10/21/22-10/23/22)

CONFERENCES:

- 2022 In Pursuit of Equity: Equity Summit presented by NCSS and NCHE
- 2022 NCSS National Conference in Philadelphia (Presented)
- 2022 ACHE Conference
- 2022 ADE Assessment Conference (Presented)

Helen Thomas, MEd

EDUCATOR, PROFESSIONAL
LEARNING FACILITATOR,
CURRICULUM DESIGNER
AND FREELANCE
CONSULTANT

Contact Details

(b) (6)

- Arizona K-12 Certified Teacher
- SEI Endorsement K-12

Professional Summary

I am a Hunkpapa Lakota, Ivy League graduate who is motivated to empower all Indigenous students to learn and grow socially, emotionally, and academically in the classroom through my work with students, families, educators, schools, and organizations.

Skills and Abilities

- Culturally Responsive Pedagogy
- Learner-centered facilitation
- Cognitively Guided Instruction
- Trauma informed social-emotional learning
- Restorative Justice in the Education
- Universal Design for Learning (UDL)
- Data-driven decision-making and design

Professional Experience

INDIAN EDUCATION PROFESSIONAL LEARNING COORDINATOR

Arizona Department of Education • 2022 - Present

- Designs, prepares, organizes, coordinates, and evaluates professional learning for internal and external stakeholders in alignment with the Office of Indian Education and Agency Strategic Plans
- Coordinates technical assistance and support to schools and tribal nations to implement evidence-based teaching and learning systems and practices inclusive of Indigenous students
- Provides leadership, oversight, training, and coaching of Indian Education Program Specialist
- Assists leadership in leading team meetings and represents the Office of Indian Education at state and national events and conferences related to Indigenous education
- Serves on task forces and committees internally and externally related to the needs of Arizona's Indigenous students, families, and communities

INDIAN EDUCATION PROFESSIONAL LEARNING SPECIALIST

Arizona Department of Education • 2021 - 2022

- Created materials and professional learning opportunities to provide technical support on the Arizona state standards and implementation of evidence-based teaching and learning practices
- Collaborated with other divisions within the agency on projects to meet the needs of Arizona's Indigenous students
- Provided technical support to educators and administrators to implement effective teaching and learning systems and practices inclusive of Indigenous students

CULTURALLY RESPONSIVE PEDAGOGY FACILITATOR

Teach for America • 2021 - 2022

- Designs and facilitates professional learning opportunities to develop the culturally responsive skills and knowledge of in-service Teach for American teachers
- Co-facilitates diversity, equity, and inclusion learning workshops
- Provides ongoing support and coaching regarding culturally responsive strategies

NATIVE AMERICAN STUDENT ACHIEVEMENT TEACHER

Tempe Elementary School District Native American Program • 2020 - 2021

- Coached teachers of Native American students to build culturally responsive capacity
- Worked with school administrators to design, prepare and implement professional training focused on supporting Native American students
- Developed and facilitates student-centered and culturally responsive after school programming for Native American students across the district
- Advocated for over 1,300 Native American students and families in school meetings by offering evidence-based teaching and learning practices
- Coordinated with district, school, community, and tribal stakeholders on projects to meet the needs of Tempe's Native American Students

PROFESSIONAL LEARNING DESIGNER AND FACILITATOR

Independent Contractor • 2020 - Present

- Works with schools, teachers, and organizations to plan and provide professional learning opportunities to build both knowledge and skills
- Designs and facilitates virtual professional learning for educators across the nation through holistic, relational, and community-centered workshops
- Develops and evaluates culturally responsive teaching materials through community-based research methodologies
- Skilled in virtual and live facilitation of both small and large (up to 100) groups

1ST & 3RD GRADE MATH TEACHER

Reyes Maria Ruiz Leadership Academy • 2018 - 2020

- Created culturally relevant project-based learning lesson plans for students
- Collected and monitored student assessment data to assess academic needs
- Promoted positive behavior management in the classroom through the use of social and emotional regulation strategies, relationship building, and restorative justice

Education

DARTMOUTH COLLEGE

Bachelor of Arts in Economics,
Public Policy, and Education, 2018

Cumulative GPA: 3.36

ARIZONA STATE UNIVERSITY

Master of Education in
Elementary Education, 2020

Cumulative GPA: 4.00

ARIZONA STATE UNIVERSITY

Master of Arts in Indigenous
Education, Anticipated 2023

Cumulative GPA: 4.00

Relevant coursework: history of Indigenous education, Indigenous Knowledges in education, Indigenous research methodologies, Federal Indian law, Indigenous language and literacy, psychology in education, issues in American Indian education, policy and politics of American education, issues in American education, the impact of poverty on education

Awards and Achievements

2022 - Indigenous Leadership Academy Fall Cohort Member

2021 - Indian Education Advisory Council Member

2021 - EdSurge Voices of Change Fellow

2021 - Presenter at Cultivating Black and Native Futures in Education Conference

2019 - Presenter at Native Alliance Leadership Summit

2019 - Keynote Speaker at Teacher for America Induction Dinner

2018 - Teach for America Corps Member

2016 - National Udall Scholar

2016 - Management and Leadership Development Program Cohort Member

2014 - Catching the Dream Scholar

JEFF GOODMAN

MISSION-DRIVEN, STRATEGIC, CREATIVE LEADER



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@JeffsAGoodMan



JeffsAGoodMan.com

EXPERIENCE

Frank Lloyd Wright Foundation, Scottsdale, AZ

Vice President, Communication & Partnerships, 2016-2021

Leads team responsible for the development and implementation of creative and consistent marketing strategies and communication initiatives in support of the Frank Lloyd Wright Foundation's brand and programming, including tours, retail, licensing, development, membership, general messaging for the Foundation, and advancing Frank Lloyd Wright's legacy. Establishes and enforces brand standards and organizational voice, also serves as a key spokesperson for the Foundation. Additionally, works to establish new partnerships and maintain existing ones, in support of mutual benefit to external stakeholder and the Foundation. Builds and cultivates partnerships with other Frank Lloyd Wright sites and organizations, along with other events and organizations which support strategic initiatives and goals. Serves as liaison between partners and the Foundation, and ensures cross-departmental integration of strategic partnerships.

Key Achievements

Preserving A Legacy To capitalize on Frank Lloyd Wright's 150th birthday, organized multifaceted PR and marketing campaign to drive interest in Wright's legacy and traffic to the 70+ public Wright sites, generating over 1.52 Billion+ earned media impressions through more than 200 placements in outlets including Architectural Digest, Curbed, Apartment Therapy, CNN, ABC News, House, New York Times, along with local and regional placements in key markets near Wright sites. Wright sites reported increase of 10% in visitation.

Leading Collaboration Convened leaders from majority of the public Wright buildings to collaborate on a global marketing initiative. These sites had historically been disjointed and uncooperative, but this initiative received great feedback for the Foundation, and a new spirit of collaboration that had been missing in the Frank Lloyd Wright ecosystem.

Global Awareness Led dual-track marketing initiative on behalf of the 8 sites nominated for UNESCO World Heritage List. Bringing together representatives of all 8 sites and the organizations leading the nomination, activated media at the moment of the announcement, generating major news event in the U.S., including articles on Dwell, New York Times, NPR, Architectural Digest, Arizona Republic, CNN, Curbed, Apartment Therapy, Mental Floss, and many more for a total of more than 2.73 Billion earned media impressions.

Deeper Engagement Inherited website that was not user friendly, did not reflect the design legacy of the organization, had limited information and functionality, and received very low traffic. Created new site that is visually compelling, easily updated, integrates social media, drives visitors to action, with a blog that is populated with new content regularly. Received annual increase in visitation to our website of 268%, with more than 1 million unique visitors per year. Visitors stay on the site more than 100% longer, with a 25% reduction in bounce rate. Analytics from new site allows data driven decisions across the Foundation.

My work is influenced by my creative background. A former professional actor, I believe that strong leadership means building a strong ensemble, and relying on each other to help engage your audience in a compelling story. I build on my creative background to deliver results, foster a positive and productive culture, and to make a difference. Passion for mission has driven my 20+ year career in the nonprofit sector advocating for arts, culture, and education; I have a strong reputation for collaboration within a network of colleagues who work together to make a difference in our community and around the world. I am seeking opportunities to lead a new ensemble of players dedicated to advancing the issues that make our community stronger.

CRITICAL LEADERSHIP COMPETENCIES

- ✓ Strategic Planning & Execution
- ✓ Strategic Partnership Development
- ✓ Team Leadership & Management
- ✓ Brand Advocacy
- ✓ Creative Problem Solving
- ✓ Public Speaking & Coaching
- ✓ Open & Honest Communication
- ✓ Experienced Spokesperson On Camera and In Print
- ✓ Taking Risks & Innovating
- ✓ Developing strong relationships throughout the community
- ✓ Demonstrating Ethics & Integrity
- ✓ Developing Talent

EDUCATION

Arizona State University
Bachelor of Arts,
Communication Studies

COMMUNITY LEADERSHIP

**Rising Youth Theatre,
Board of Directors**
2014 – 2020
(Board President 2 Terms)

**Frank Lloyd Wright World
Heritage Council, Secretary & Site
Representative Taliesin & Taliesin West**
2020 – 2021

CERTIFICATIONS

**Center for Creative Leadership:
Maximizing Your Leadership Potential**
2018

Dare to Lead Trained
January 2020

AWARDS

**2021 Wright Spirit Award
Frank Lloyd Wright Building
Conservancy**
Award recognizes efforts of
extraordinary individuals and
organizations that have preserved
the legacy of Frank Lloyd Wright
through their tireless dedication
and persistent efforts.

EXPERIENCE, CONT.

Expect More Arizona, Phoenix, AZ

Director of Marketing & Digital Engagement, 2009-2016

Oversaw strategic planning and development of multiple marketing and communications efforts including interactive websites to promote organization and its initiatives. Identified and utilized key analytics to measure effectiveness of websites, used data to inform organizational strategy. Led strategic planning and execution of all digital engagement, including social media. Monitored, measured, and responded to significant digital engagement, strategically building online relationships and growing the movement. Oversaw and provided creative and art direction for all creative development for the organization, including managing advertising agency, freelancers, and producing creative internally.

- Created, built, and maintained strong social media presence with highly targeted and deeply engaged following, elevating education from a lesser-known issue in Arizona to consistently ranked in top 2 for voting issues.
- Led creative development of strategic multimedia campaigns with statewide reach, including Vote 4 Education, to drive voter awareness of education issues.
- Managed diverse suite of online tools to increase reach, deepen engagement, and evaluate results, including Wordpress, Salsa, ExactTarget, Mobile Commons, Salesforce, and social media.

Blabbermouth, LLC, Phoenix, AZ

Chief Executive Bigmouth, 2008-2013

Founded marketing consulting business specializing in communication strategy and execution for nonprofit, philanthropic, and education organizations. Led trainings and coaching sessions in strategic marketing to position mission-driven organizations to use their voices to engage community evangelists in promoting and supporting their work. *Clients included: Expect More Arizona, Helios Education Foundation, Virginia G. Piper Charitable Trust, Arizona State University, Arizona Community Foundation, Conservation Lands Foundation, Childsplay, Valle del Sol, Community Food Bank*

Arizona Democratic Party, Phoenix, AZ

New Media Communication Manager, Election 2008

Planned and executed the Arizona Democratic Party's first ever social media strategy. Implemented grassroots Word of Mouth programs through the use of both online and offline tools during the 2008 election cycle. Conceived and managed satirical election site, crAZyspace, earning the New Times' Best of Phoenix award: "Best Sign That Local Democrats Just Might Have a Sense of Humor."

Moses Anshell (Moses, Inc), Phoenix, AZ

Manager, Public Relations/Business Development, 2005-2008

As Manager, Business Development: Assessed value of new business leads; managed team to create all of the firm's new business pitch, proposal and presentation materials; responsible for overseeing and generating agency publicity; ensured business development team was aggressive and effective. Led unprecedented agency growth, including the acquisition of large national and regional clients, including: TASER International, Peter Piper Pizza, and Maracay Homes. As Account Manager, Public Relations: Secured publicity for clients across all media types, including New York Times, Arizona Republic, Business Journal of Phoenix, every local news channel, and blogs; developed excellent relationships with media; created strategic story angles, drafted news releases and pitched media to increase awareness of clients and support business goals; spearheaded successful awards campaign, including winning "Ad Person of the Year" for agency partner.

Childsplay, Tempe, AZ

Actor/Educator, 1996-2003

Performed in productions around the country, winning best supporting actor AriZoni award. Taught acting classes to all ages in the education continuum. Instructed teachers on incorporating arts education into the curriculum.

Lucia Leigh Laughlin, Ed.M. (*she/her/hers*)

lucialeigh_laughlin@gse.harvard.edu | (b) (6)

EDUCATION:

Harvard Graduate School of Education—Boston, Massachusetts
Master's in Education—Arts in Education

Class of 2021

University of Pennsylvania—Philadelphia, Pennsylvania
Bachelor of Arts—History of Art; Hispanic Studies Minor
Study Abroad in Barcelona, Spain—Spring 2009
Magna Cum Laude; Overall GPA 3.76/4.00

Class of 2010

ART EDUCATION & INSTRUCTIONAL EXPERIENCE:

Certified Art Teacher at YES Prep Public Schools—Southwest Campus, Houston, Texas
A Houston-based Charter District that strives to increase the number of students from underserved communities who graduate from college prepared to lead

July 2012- May 2019

- Achieved Advanced Teacher Status for the 2018-2019 school year (The highest band of teaching for our District)
- Wrote curriculum and daily lesson plans for 6th Grade Art (4 years,) 7th Grade Art (4 years,) Art 1 (6 years,) Art 2 (5 years,) and Art History | Monarchy (1 semester)
- Founded and led 14 “Maverick Art Showcase” events for students & families to increase a culture of creativity on campus and to bring families together at school to celebrate the students’ artwork
- Spoke Spanish daily to communicate with students, families, and staff; translated small and large group meetings
- Graded projects, managed classes of 10-33 students daily
- Helped students participate in district-wide, city-wide, and national art competitions
- Developed and selected field trip experiences for students
- Collaboratively planned off-campus exhibition opportunities for students across the district
- Coordinated content for, formatted, and recorded the podcast for our weekly staff newsletter (1 semester)
- Founded and Advised our campus chapter of the National Art Honor Society and facilitated bi-monthly meetings
- Coordinated over \$15,000 in classroom fundraising on Donorschoose.org
- Facilitated one day of all-District Professional Development for Art Teachers

MUSEUM EDUCATION EXPERIENCE:

Teacher’s Assistant at Philbrook Museum of Art, Tulsa, Oklahoma
Art museum that offers summer programming for students ages 5-14

2008 & 2009

- Assisted teaching artist by working one-on-one with students to achieve their personal project goals, helping with instruction, keeping classroom in order by preparing supplies, cleaning, and aiding with visits to galleries and gardens, eight hours per day
- Collaborated with teacher to form lesson plan for the day

TEAM LEADERSHIP AND COMMUNITY LIAISON EXPERIENCE:

Grade-Level Chair and Co-Chair at YES Prep Public Schools—Southwest Campus, Houston, Texas
Led a team of 8 teachers and served as the primary liaison for approx. 130 students and their families with the school

August 2016- May 2018

- Led weekly meetings throughout the school year with teachers and bi-weekly student Morning Meetings
- Assisted the Dean of Students with minor behavioral issues; contacted parents, scheduled meetings as needed
- Coached 3-6 teachers on their professional development
- Planned field trips for the grade-level and the annual Leadership Conference
- Completed approx. 20 days of After School Administrator Duty, serving as the point-person for any issues after school and ensuring student safety at pick-up

Student Council Co-Advisor at YES Prep Public Schools—Southwest Campus, Houston, Texas
Co-led a group of 35 peer-elected students in the Student Council

August 2014- May 2019

- Co-facilitated daily classes and weekly after school meetings to increase students’ leadership, advocacy, and event-planning capacity
- Executed multiple events throughout the year for 35-800+ people both on and off-campus

National Teaching Fellow & Academic Program Lead at Citizen Schools, Houston, Texas
August 2010- May 2012

An AmeriCorps-affiliated national nonprofit that partners with middle schools to expand the learning day

- Taught a class of eighth graders as their primary second-shift educator during the 2010–11 school year
- Developed curricula, led staff trainings, and planned field trips for over 200 students at Jane Long Middle School
- Coached teachers in one-on-one meetings; offered detailed lesson internalization feedback
- Co-taught courses with professional volunteers and ensured that they were prepared for the classroom
- Served as the primary contact between our staff and the staff of the school
- Created and sent periodic newsletters to school staff

COMMUNITY LEADERSHIP EXPERIENCE:

Special Reviewer for Art for Polar at *Eco Young*, Remote June 2021- August 2021
An arts education program focusing on health, sustainability, and creativity

- Reviewed and provided written feedback on student work

GROUP SPEAK Committee Member at *Harvard Graduate School of Education*, Remote Spring 2021
A series of lectures and discussions about arts, education & social justice organized by 4 students in the Arts in Education program

- Curated the speaker list, created event scripts and cue-to-cues, promoted the event, hosted on Zoom

Arts in Education Program Pen Pals at *Harvard Graduate School of Education* Remote November 2020-May 2021
A program designed to build community during remote learning by pairing members of the cohort to send monthly correspondence about a specific theme

- Developed, launched, coordinated, and promoted to the program to members of my cohort

Sunday School Teacher at *Ecclesia-Children's Community*, Houston, Texas September 2012- May 2019
A non-denominational church community

- Lead teacher for the K/1st children's group, 2x a month
- Facilitated circle time, told the weekly story, managed behavior

Event Decoration for Uncorking the Cure, *National Multiple Sclerosis Society*, Tulsa, Oklahoma September- November 2019
An annual fundraising gala for ~330 guests supporting Multiple Sclerosis Research

- Designed the table and stage decorations for the event
- Selected vendors, budgeted for the decorations, prepared proposal
- Photos of the tables were featured in *Tulsa People* magazine

GENERAL TEACHING EXPERIENCE:

Primary School Substitute at *Holland Hall School*, Tulsa, Oklahoma March 2021-present
An independent Episcopal school serving students aged PreK-12 with a focus on academics, arts, and athletics

- Completed required trainings to be a substitute for PreK-6th Grade
- Ensured the safety and continued learning of students while their usual teacher was absent

Independent Contractor at *VIPKid*, Tulsa, Oklahoma September 2019- June 2021
An online platform that connects students in China to English teachers from around the globe to increase their language proficiency through 1:1 classes

- Taught more than 1600 ESL classes to children ages ~4-12 through the VIPKid platform
- 100% of parents rated my courses at "good" or "excellent"

SKILLS:

- Proficient in the Microsoft Suite (Word, PowerPoint, Excel, Publisher, Outlook)
- Proficient in the Google Suite (Drive, Documents, Sheets, Slides)
- Proficient in Spanish (Speaking, Writing, Reading)
- Laser cutting and engraving: designing in Inkscape

LINDA BURROWS

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LINDA.BURROWS@AZED.GOV • (b) (6)

EXPERIENCE

06/19 - present Arizona State Department of Education Phoenix, AZ
Director of K-12 Social Studies and World and Native Languages

- Create and deliver high-quality professional development trainings to implement social studies and world languages standards for both elementary and secondary teachers.
- Facilitate partner trainings at the Department of Education for elementary and secondary teachers.
- Write and propose grants, execute awarded grants and participate in Request For Proposals (RFPs)
- Collaborate and plan conferences for teachers to attend for social studies and world languages.
- Supervise and mentor specialist
- Council for State Social Studies Specialists Vice-President

K-12 Specialist for Social Studies and World and Native Languages

- Create and deliver high-quality professional development trainings to implement social studies and world languages standards for both elementary and secondary teachers.
- Create and deliver high-quality professional development trainings to elementary and secondary pre-service teachers at state universities to implement social studies and world languages standards.
- Create and deliver high-quality webinars to train teachers across Arizona on standards, concepts, and skills to improve teaching across the state for both social studies and world languages.
- Collaborate and plan conferences for teachers to attend for social studies and world languages.
- Facilitate partner trainings at the Department of Education for elementary and secondary teachers.
- Council for State Social Studies Specialists Executive Treasurer

08/14–05/19 Rio Salado Community College Phoenix, AZ
Dual-Enrollment Adjunct Professor

- Taught HIS 110 and HIS 111 as a dual-enrollment courses.

08/13–06/19 Tempe Union High School District Phoenix, AZ
Social Studies Teacher – Mountain Pointe High School

- Taught World History, United States History, and AP Macroeconomics.
- Member of World History and Economic District Cadres.

Rho Kappa Social Studies Honor Society Advisor

- Introduced and sponsored Rho Kappa Social Studies Honor Society

Social Studies Teacher – Desert Vista High School 2013-2017

- Taught Honors World History (Dual Enrollment with Rio Salado Community College HIS 110 and HIS 111) AP Human Geography, and Economics.
- Member of School Improvement Committee for AdvancEd accreditation.
- Member District World History Curriculum Cadre.
- Member of the School Curriculum Committee.
- Created school-wide plan to implement student-centered teaching for AdvancEd Accreditation.

06/07-06/14 College Board Salt Lake City, UT

AP World History Table Leader 2010-2014

- Created rubrics for teachers/professors to use for grading essays.
- Trained and managed 8 teachers/professors during the reading.

AP World History Curriculum Framework Contractor 2013

- Created detailed timing estimates for the revised AP World History curriculum.

AP World History Reader 2007-2010

- Assessed and graded AP World History essays.

08/02–06/13

Gilbert Public School District

Gilbert, AZ

Social Studies Teacher – Mesquite High School 2004-2013

- Taught AP World History, AP Human Geography, World History and American Government.
- Member of selection committee for new assistant principal.
- Member of School Improvement Committee.
- Created district-wide curriculum and lesson plans for American Government.
- Mentored a student teacher.
- Created school-wide plan to implement student-centered teaching for North Central Accreditation.

Social Studies Department Head

- Mentored team of 9 teachers and facilitated PLCs for social studies department.
- Created district pacing guides for all social studies courses.

NHS Advisor 2010-2013

- Sponsored National Honor Society and facilitated service projects and leadership opportunities for students throughout the year at Mesquite High school and in the surrounding community.

Assistant Track Coach 2003-2004

- Coached and mentored junior varsity and varsity athletes.
- Created workouts for hurdlers, sprinters and relay teams.

Language Arts Teacher – Greenfield Junior High School 2003-2004

- Taught seventh grade Language Arts.
- Created and designed curriculum, including exercises, projects and tests.

01/00–08/03

Oracle Corporation

Redwood Shores, CA

Senior Technical Writer

- Authored single source documentation used by trainers, consultants, and end users.
- Created curriculum for training classes.

11/97–01/2000

J.D. Edwards

Denver, CO

Senior Technical Writer

- Authored single source documentation used by trainers, consultants, and end users.
- Created and authored new curriculum for training classes.
- Mentored two new writers.

08/94–06/97

Gilbert Public School District

Gilbert, AZ

English, Social Studies, French, and Spanish Teacher – Greenfield Junior High School

- Taught seventh grade English, social studies, French, and Spanish.

- Taught eighth grade French.
- Created and designed curriculum, including exercises, projects, and tests.
- Mentored a student teacher.
- Participated in committee that developed district-wide junior high English curriculum.
- Implemented North Central Accreditation for new school.

English Department Head 1996-1997

- Managed 10 teachers in English department.
- Created district-wide curriculum for seventh and eighth grade English.

Head Coach

- Coached cross country and track.

EDUCATION

| | | |
|----------------|---|------------------|
| July 2018 | Korean War Legacy Foundation Fellowship | Seoul, Korea |
| | <ul style="list-style-type: none"> ■ Fellowship focused on South Korean history, political development, and economics | |
| June 2017 | Fulbright-Hays Projects Abroad | Sarajevo, Bosnia |
| | <ul style="list-style-type: none"> ■ Fulbright-Hays Seminar on Balkans Borderlands: Multi-Culturalism, Identities and Histories in Europe's Muslim Countries | |
| July 2014 | Ohio State University | Columbus, Ohio |
| | <ul style="list-style-type: none"> ■ Gilder Lehrman Summer Scholar – Cold War | |
| June-July 2011 | Beijing Normal University | Beijing, China |
| | <ul style="list-style-type: none"> ■ College Board AP World History Summer Institute and Scholar Program | |
| 1994–1996 | Northern Arizona University | Flagstaff, AZ |
| | <ul style="list-style-type: none"> ■ M.Ed., Education Leadership ■ Graduated with honors | |
| 1993–1994 | University of Arizona | Tucson, AZ |
| | <ul style="list-style-type: none"> ■ Secondary certification | |
| 1989–1993 | University of Arizona | Tucson, AZ |
| | <ul style="list-style-type: none"> ■ B.A., History and Spanish | |

CERTIFICATIONS/ACCREDITATIONS/AWARDS

- Arizona secondary certification – History, Government, Economics - Valid until 2033
- National Board Certification – Social Studies, Adolescence and Young Adult - 2008–2018
- Gates Foundation ECET Award
- Member Arizona Geographic Alliance
- Member National Council for Social Studies
- Member Council of State Social Studies Specialists
- Member American Council on the Teaching of Foreign Languages
- Member National Council of State Supervisors for Languages

- Member Arizona Language Association

Resume

Marcus Monenerkit

(b) (6)

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mmonener@asu.edu

Museum professional with 25 years' experience in public programming, workshop production, exhibition development, fundraising, budget administration, team management, and services marketing. I maintain a comprehensive understanding of strategy and planning formation for result-oriented implementation of projects, with strong communication skills and a proven ability to competently work with diverse personnel under tight deadlines, and within budget margins for operational success.

PROFESSIONAL EXPERIENCE:

Heard Museum, Phoenix, Arizona

1998 to present

Director of Community Engagement, Curator of Community Engagement, Assistant Curator, Associate Registrar, Assistant Registrar

- Developed and managed successful community education projects; including, workshops, webinars, film production, seminars, public programs, distance learning classes, and museum exhibitions
- Initiated program assessment, building effective listening sessions, surveys, focus groups, instructional planning, management, and reporting mechanisms.
- Expert in museum consultation, negotiation, collaboration, and services marketing
- Experienced supervisor leading Heard Museum community engagement department, interdepartmental teams, contractors, volunteers, temporary employees and interns
- Skillful strategist, planner and producer; including development of budgets, logistics schedule, operations and assessment
- Curator of "Beautiful Games: American Indian Sport and Art," "Navajo Code Talkers: Photos by Kenji Kawano," "Sole Stories: American Indian Footwear," "Stars and Stripes in Native American Art," and Co-curator of "Pop! Popular Culture in American Indian Art," and "Images, Artists and Styles: Heard Museum Recent Acquisitions"
- Project manager for American Indian Veterans National Memorial with accompanying annual programs

Smithsonian Institution, National Museum of the American Indian, Bronx, New York

Museum Technician

January 1997 to October 1998

- Coordinated and led departmental pilot program for packing and transportation of archeological and cultural artifacts
- Open-minded researcher and member of organizational NAGPRA consultation team
- Motivated trainer of new employees in proper object documentation and handling
- Staff liaison with performers and visiting artists at public programs and special events

RELATED PROFESSIONAL EXPERIENCE:

- Conducted program assessment including developing instruments, conducting field work, and coding open-ended responses
- Broad experience in strategic planning and management
- Grant proposal writing, and services marketing expert
- Created and Produced Heard Museum Native Arts Resource Group webpage
- Shaped Heard Museum Diversity, Equity and Inclusivity initiative.

EDUCATION:

Master of Nonprofit Studies, Arizona State University May 2011
B.A. Anthropology, minor history, Wichita State University May 1996

PRESENTATIONS, ASSOCIATIONS, PUBLICATIONS:

2020 U.S. Department of Interior, Indian Arts and Crafts Board, Commissioner
2018 – present Museum Association of Arizona, Vice President
2017 ASU Global School of Management, lecturer
2015 Arizona Humanities, Arizona Speaks lecturer
2015 “Lessons of Leadership: Museum Exhibitions and Programming.”
International Conference of Indigenous Archives, Libraries, and Museums
2014 “Exhibit Creation: From Curator’s Vision to Finished Product,” Earth Song,
Heard Museum
2014 “Strengthening Local Knowledge Systems: Best Practices for Museum
Management,” International Conference of Indigenous Archives,
Libraries, and Museums

- 2009 - 2011 Association of Fundraising Professionals, President, Arizona State University chapter
- 2004 "Community Gardens and the Cycle of Life," Ten Speed Press

References

Robert Ashcraft, Ph.D., Executive Director
Lodestar Center for Philanthropy and Nonprofit Innovation
Arizona State University
411 N. Central Avenue, Ste. 500
Phoenix, AZ 85004-0691

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Kevin Gover, Under Secretary for Museums and Culture
Smithsonian Institution
National Museum of the American Indian
Fourth Street and Independence Avenue, S.W.
Washington, D.C. 20013-7012
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Patsy Kraeger, Ph.D.
Associate Professor, Public and Nonprofit Studies
Georgia Southern University
Email- pkraeger@georgiasouthern.edu.

(b) (6)

Rhonda Phillips, Ph.D., FAICP, Dean
Purdue University
Honors College
1101 Third Street
West Lafayette, IN 47906-4238

(b) (6)

Education

10/01/2020 **University of Washington School of Public Health**, Seattle, Washington: *GCERT Public Health Management*

11/05/2016 **University of Oxford**, Oxford, England: *Master of Science, Social Anthropology*

08/12/2015 **Northern Arizona University**, Flagstaff, Arizona, USA: *Master of Administration, Health Science*

05/13/2010 **Arizona State University**, Tempe, Arizona, USA: *Bachelor of Arts, Sociology (major), and American Indian Studies (minor)*

05/01/2008 **Scottsdale Community College**, Scottsdale, Arizona, USA: *Associate, General Studies*

Professional Profile

- Expert knowledge of health and social disparity causes in indigenous populations
- Independent and collaborative operative: self-starter that takes task initiative through focused analysis and examination of objectives and outcomes
- Objective analysis oriented: ability to incorporate diverse views and draw consensus in team settings to complete assignments
- Excellent written and verbal communication: demonstrated by years of creating clear and concise reports, and effective on-going verbal communication with tribal nations, organizational partners and funding agencies
- Strong analytical skills: proven capabilities that emphasize a logical, perceptive, and organized approach to planning, management, problem solving, evaluation, analysis and reporting.

Work Experience

2021- present **National Indian Health Board** Washington, DC
Public Health in Indian Country Capacity Scan Coordinator

- Redesigned a tribal public health capacity scan intended for tribal nations
- Worked with tribal nations to promote participation in the public health capacity scan
- Facilitated meetings with Tribal leadership to obtain input, feedback and federal clearance
- Created MOA's and contracts for consultants

2019-2021 **Great Plains Tribal Chairmen's Health Board** Rapid City, South Dakota
Tribal Epidemiology Centers Public Health Infrastructure Program Manager
Great Plains Opioid Surveillance Project Manager

- Lead tribal public health capacity and infrastructure expansion activities
- Interview, hire, supervise, provide direction to, and evaluate staff
- Supervise technical assistance operation
- Oversee Community of Practice training assessments, planning and delivery
- Manage Tribal Epidemiology Centers Public Health Infrastructure initiative budgets

- Develop evaluation plans, implement and monitor activities, and produce findings reports
- Provide infrastructure development technical assistance to Great Plains IHS Area tribes
- Enhance partnerships with tribes, states, federal, and local organizations.

2017- 2019 **Great Plains Tribal Chairmen’s Health Board** Rapid City, South Dakota
Tribal Epidemiology Center Programs Evaluator

- External and internal lead in developing, monitoring and reporting of evaluations
- Collected and analyzed population health data and disseminate to stakeholders
- Ensured that programmatic activities and objectives are met
- Developed and provided culturally appropriate resources and technical assistance.

2010-2015 **Inter-Growth Associates** Phoenix, Arizona
SAMHSA Homeless Programs Project Evaluator

- Implemented and developed work plan objectives
- Monitored program activities to ensure program and objectives were met
- Collaborated with tribal and state stakeholders to deliver enhanced service provision
- Collected, analyzed and disseminated outcomes to key stakeholders
- Wrote process and procedure policies to ensure quality, veracity and compliance
- Conducted field interviews at schools, homes, residential treatment centers, shelters, and jails.

2009-2010 **Phoenix Indian Center** Phoenix, Arizona
Social Programs Intern

- Addressed current and impending agency finances and budgets
- Participated in strategic planning of social programs
- Identified funding opportunities and assisted in writing grant proposals
- Contributed to the implementation of the Urban Indian Coalition of Arizona grant project.

2009-2010 **Arizona State University** Tempe, Arizona
Administrative Assistant to State of Black Arizona Executive Director

- Provided technical writing and editing assistance to subject matter experts
- Served as liaison between the advisory board and the board of trustees, editors, authors, and community leaders to ensure the production of The State of Black Arizona, Volume II Project.

2004-2007 **Sonoran Research Group** Phoenix, Arizona
American Indian Prevention Coalition Project Manager

- Built and maintained databases used for data collection and reporting purposes
- Produced progress reports to grantors
- Identified funding opportunities and assisted in grant writing
- Conducted intake, follow-up and exit interviews for evaluation and research purposes at various locations including schools, homes, residential treatment centers and jails.

2003-2004 **Human Service Consultants** Phoenix, Arizona
Information Technology and Office Manager

- Provided technical writing support to staff
- Maintained hardware and software for 30 employees
- Wrote policy and procedure manuals for staff

- Maintained patient records and files
- Coordinated staff scheduling and training.

2003-2003 **Salt River Pima-Maricopa Indian Community**

Scottsdale, Arizona

Circles of Care Project Assistant

- Served as a community liaison to support and implement the *SAMHSA SEBD Program*
- Provided technical writing support to grant project manager
- Facilitated focus group meeting to gather data
- Wrote reports for grantors.

Gail Stelling

Finance Director with extensive experience developing business and aligning tactical directives with strategic growth.

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Executive leader with ability to drive initiatives to attain year over year improvements and strategic growth. Proven business development plans implemented to grow overall margins and expand business strategically and impactfully.

Willing to relocate: Anywhere

Authorized to work in the US for any employer

Work Experience

Finance Director

Legends Furniture - Tolleson, AZ

February 2022 to Present

Finance Director:

As a leader of the company, the primary responsibility is to develop growth strategies that align tactical directives to the strategic plan.

Additionally, oversee the following:

- Accounts Payable
- Accounts Receivable
- General accounting
- month end close and financial reporting
- external reporting
- maintaining relationships with vendors, suppliers, customers and banking
- Supervise, mentor and train staff of eight

Controller- Primary

Arizona Commerce Authority - Commerce, Arizona, US

December 2017 to Present

function is to ensure company assets are secure, financial reporting is accurate and timely. Secondary function is to ensure internal controls and processes are followed and the company is audit ready.

- Ensure procurement, payables, payroll and cash management processes are intact
- Supervise accounting department; mentoring, supporting and facilitate process improvement
- Process accounting functions to ensure timely month-end close and accurate reporting

RHMR Financial Leader Consultant

Robert Half Management Resources - Phoenix, AZ

March 2016 to December 2017

Consultant Assistant Finance Director- Primary function is to lead the team through month-end close & to lead special projects as assigned. Role refined to maintain the validity of corporate assets as parent company elected to discontinue health insurance line of business.

- Review, mentor & manage work-load for team of Sr. Accountants & finance staff.
- Review, approve & post journal entries prepared for month-end close.
- Review & approve balance sheet reconciliations to support the audit-ready financial statements.
- Prepare monthly variance analysis & report to executives.
- Prepare quarterly financial reports for executive management.
- Assist with preparation of ad hoc reporting for statutory requirements.
- Prepared annual filing for third party administration of health insurance plans for regulatory requirements.
- Led special project of account clean-up of subsidy related receivables \$6-8M of applying payments to reduce sub-ledger balance.
- Lead Multi-year audit of MA-PD CMS involving disparate data sources & managing thousands of sets of data requests (ongoing).
- Lead Statutory Audit for Harbor Health Plan 2016 annual statement.

Consultant CFO/Interim Controller-Primary function is to lead the team through financial audit involving several strategies I have deployed throughout my career. Rapid repair, master change facilitation & LEAN management tools were all used to create internal controls & develop the financial structures necessary for the success of a nonprofit.

- CFO role of a multi-site therapy provider with limited financial streams
- Created financial business model for feeding clinic in downtown location
- Wrote customized internal controls & P&Ps to mitigate risks & improve financial reporting
- Implement processes to report timely & accurate financial reports
- Create financial reports for multiple years
- Implement revenue recognition models to accurately reflect the financial strengths of the nonprofit & presented financial reports to executives & board of directors (\$7.6M investment portfolio)
- Create the \$14M operating budget using diverse revenue stream modeling using real therapy data
- File Federal Tax forms 5500, 990, & 941 & AZ State tax return & Phoenix monthly sales tax-TPT
- Supervise 14 with 4 direct reports

VP of Finance- Role of CFO

Arrowhead Health Centers - Glendale, AZ

August 2015 to March 2016

of a seven location private practice. The primary function was to make order out of a rapidly expanding healthcare model while a company split into two separate entities.

- Worked with multiple levels of employees to develop & achieve the financial goals of the company
- Created master change plans to facilitate one intermingled company into two separate entities
- Used disparate data sources to create financial plans & new business development
- Wrote narrative business plans to accompany forecasted tactics, statistical data & assumptions used to build budgets
- Negotiated contracts saving 10% in supply chain
- Oversight of risk management, fixed assets, financial reporting, IT, Billing, Revenue Cycle & cash management
- Supervised 33 with 10 direct reports

dba

Sun City Area Interfaith Services, Inc - Surprise, AZ

July 2013 to February 2015

Vice President of Business Operations- CFO role & responsibilities of annual budget of \$7-9M. Primary objective was to improve margins & reduce waste in a nonprofit setting with limited revenue streams.

- Executive lead for treasury, tax & corporate compliance
- Executive lead for Federal & State mandated filings, financial statements, business operations, strategic plans, HR development, IT support, capital plans, process improvement recognition, culture of caring, safety team, budgets & contracts
- Supervise, evaluate, coach, mentor & assign duties for eight staff in Administration
- Create process improvements for billing, accounting, scheduling, supply chain & fund development resulting in thousands of dollars in savings
- Design financial reporting to promote transparency & accuracy using F9 report writer
- Communicate the company's financial position & fiscal activities using contribution margin, cash flow statement of financial position statement of activities & budget to actual reports (\$7M investment portfolio)
- Create revenue recognition modeling to analyze the payor mix to maximize revenue & negotiate contracts
- Create a culture of transparency, compassion & customer service throughout the business office

Finance & Administration Division Director- CFO

Chugachmiut - Anchorage, AK
October 2009 to October 2012

role of a federally & privately grant-funded nonprofit. Health provider in Central Alaska operating enterprise strategies, visiting behavioral health clinics, two dental clinics & seven healthcare clinics with annual budget of \$20M. Primary focus was to improve margins & diversify revenue in a non-profit healthcare setting.

- CFO responsibilities including cost savings of \$120K, annual audit & financial statements, 990 & 5500 filings annually (\$8M investment portfolio)
- Executive Leadership role including QA & LEAN Facility design for healthcare
- Implement 'Less Paper' Initiative for Division (85% reduction in paper files)
- Create \$25M capital plan
- Collaborate with executives to improve revenue & reduce waste in clinics
- Wrote P&P's for financial management to ensure integrity of systems & internal controls
- Responsible for mentoring & coaching division staff of thirteen
- Responsible for assessing risk & mitigating potential losses by implementing standard work

Sr. Financial Analyst- Strategy

Crowley Marine - Anchorage, AK
January 2009 to September 2009

was to create an optimized transportation business model using complex financial scenario modeling & real-time data extracted from the Western Alaska fuel distribution fleet. This was during a time of new tug & barge technologies & new fleet specs were modeled in the strategic plans.

- Created business models for fuel transportation
- Created staff needs & coverage models using seasonality in forecasting
- Modeled complex data variables in an extreme environment
- Created break-even & margin reports using variables & presented data using plain speak or technical terms given the particular audience

Business Planner/ Sr. Financial Analyst

Providence Health System Alaska - Anchorage, AK
September 2005 to January 2009

provided LEAN accounting

- Process improvement initiatives
- Standard Work
- Training initiatives
- Kaizen events

Business Planning

- Business proforma for NICU expansion
- Business proforma for cancer treatment center
- Business proforma for Medical evaluation expansion

Business and Community Development

- Community development plan for Seward AK
- Community development plan for Valdez AK
- business plan for 330 clinic
-

Regional Senior Financial Analyst/Business Planner- Role of Sr. Business Analyst of new developments

Providence Health Services - Anchorage, AK

2005 to 2009

in service line strategies & acquisition strategies from 2005 to 2009; a period of new technology & robust growth in healthcare.

- Co-Created Providence Autism Diagnostic Network (PADN)- including pediatric neurodevelopment clinic, center for neuropsych services & pediatric therapy clinic.
- Collaborate with the State of Alaska's SCHIP to provide language to have autism diagnosis & treatment under Medicare payment as the foundation for a new sustainable business
- Create sustainable plan for the Providence Autism Diagnostic Network including grant acquisition
- Create financial plans for the State's largest health service provider
- Provide financial reports & decision support analytics for health system with \$575 M annual budget
- Provide training mentoring & team building for staff of 5 financial analysts
- Provide administrative oversight including negotiating terms & conditions of grants & contracts
- Responsible for budget development, revisions, compliance, executive reporting & administering multiple million dollar grants
- Facilitate meetings with multidisciplinary groups & agencies to ensure comprehensive health care
- Conduct market analysis & data analysis for business planning & development
- Create Women's & Children's service-line's 3-year financial plan
- Co-author of region's \$575M three-year capital, real estate, strategic plans, business plans & business models for expansion into new markets & with new product lines

Education

Masters in Arts, Rural Economic Development

University of Alaska

2005

Bachelor of Science in Business Administration

Indiana University

1995

Skills

- HYPERION (Less than 1 year)
- IOS (7 years)
- LAWSON (Less than 1 year)
- MICROSOFT OFFICE (10+ years)
- MICROSOFT SHAREPOINT (3 years)
- Gaap
- Hospital
- Microsoft Word
- Financial Analysis
- Financial Report Writing
- Account Reconciliation
- Journal Entries
- General Ledger Accounting
- Forecasting
- Financial Modeling
- Financial Management

Assessments

Principles of Accounting — Proficient

February 2020

Preparing financial records according to federal policies

Full results: [Proficient](#)

Spreadsheets with Microsoft Excel — Highly Proficient

December 2019

Excel knowledge including common tools, PivotTables, conditional & nested formulas, and custom visuals.

Full results: [Highly Proficient](#)

Analyzing data — Proficient

December 2021

Interpreting and producing graphs, identifying trends, and drawing justifiable conclusions from data

Full results: [Proficient](#)

Bookkeeping — Highly Proficient

December 2021

Calculating and determining the accuracy of financial data

Full results: [Highly Proficient](#)

Principles of accounting — Proficient

December 2021

Preparing financial records according to federal policies

Full results: [Proficient](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

Additional Information

Computer Skills:

- Financial packages: Abila, Sage, GreatPlains, Navigator, Fundware, Peachtree, Quickbooks, Lawson, Hyperion, Strata-systems (Strata-Cast & Strata-CAPital, ProvChart, & Prov-Reports), FRX report writing, Financial Edge & F9 report writing
- Office systems: Microsoft office (word, excel, power point, outlook, publisher) (excel master user)
- Operating Systems: PC & Macintosh, iOS, SharePoint, SaaS, cloud computing

VINA BEGAY, MLIS, MBA

Librarian and Archivist Professional Curriculum Vitae

PROFESSIONAL SUMMARY PROFILE

- **Administration/Management:** Responsibility in the development and operations of the Library & Archives. Strong development in Library functionality in policy writing and procedures, collection development, outreach, and library services. Strong development in Physical and Digital Archival Management in policy writing, procedures, processing collections, archival training development, donor and institutional collaboration relationships.
- **Experience Librarian** in public, academic, and archive/special collections in references services of researching tools, and databases. Collection management in selecting, purchasing, and weeding of information materials, outreach programming in the discovery and access of primary and secondary information, and copy cataloging.
- **Experience Archivist** in processing archival collections in organizing, arranging, describing, digitizing, and preserving born-print; Additionally, the management, creation, and preservation of digital collections through content management systems, developing digital workflows and digitization process in selecting, scanning, metadata, and storing. Specialization in tribal archival care and management of Indigenous culturally sensitive materials with adherence with tribal cultural practices and the implementation of Protocol of Native American Archival Materials.

EDUCATION

| | |
|--|-------------|
| Master of Library and Information Science , University of Arizona, Tucson, AZ | 2014 |
| Graduate Certificate in Archival Studies | |
| Graduate Certificate in Digital Information Management | |
| Master of Business Administration , University of Phoenix, Phoenix, AZ | 2010 |
| Bachelor of Arts -Theater , Fort Lewis College, Durango, CO | 2005 |
| Associate of Arts -Theater -San Juan College, Farmington, NM | 2001 |

SKILLS AND ABILITIES

- **Software:** PastPerfect, ArchivesSpace, RefWorks, Mukurtu
- **Library Catalog Systems:** Polaris, Sierra, Library of Congress, Metadata-DC, EAD, Basic knowledge of MARC & AACR2
- **Web Design:** Springshare LibGuides, HTML, WordPress,
- **Digital Libraries:** ContentDM, Mukutu
- **Social Media:** Facebook, Twitter, TikTok, Instagram, YouTube.
- **Electronic Databases:** ArchivGrid, Proquest Affiliate Databases, Ebscohost Affiliate Databases, Gale Affiliate Databases, JSTOR, Google Scholar, Taylor and Franchise, Ebook Platforms.

EMPLOYMENT

Assistant Librarian, Labriola National American Indian Data Center, 4/2022 – Current
Arizona State University Libraries

- Develop strategies and support Labriola Center’s strategic vision and planning for collections, library services, and programs for the Indigenous community and in service to scholarship in Indigenous-related studies at the University.
- Perform archivist duties in strategizing, managing, refining, and communicating of Labriola’s archive work flows and processes in adaptation of Protocols of Native American Archival Materials, such as acquisition, processing, and promotion of Labriola’s archive collections.

- Lead and develop training of library and archival processes and practices to ensure consistency among the Library & Archive's interpretation of the Protocols of Native American Archival Materials for ASU Library collection
- Perform Librarian duties in providing research services to students and Indigenous servicing, ASU student, community organizations and communities.
- Serves as subject specialist for collections concerning Indigenous Peoples of North America and subject specialist for the acquisition of specialized materials.
- Works with faculty, instructors, and others to develop or enhance culturally appropriate educational support materials or learning modules.
- Identify opportunities for fundraising and for development of grants in collaboration with other AUS's library departments and academic partners, including tribal communities and its stakeholders.
- Coordinates exhibits where Labriola Center collections are used or participates in exhibits as an engagement activity.

Library Supervisor, Hollyhock Library

3/2020 – 4/2022

Maricopa County Library District

- Interviews, trains, supervises and evaluates assigned branch staff.
- Establishing, evaluating and revising branch goals, objectives, policies and procedures. Implementing, monitoring and reporting results of strategic initiatives and other statistics.
- Monitoring the branch budget for staffing and supplies.
- Oversees maintenance, safety and security of the branch.
- Identifies needs and provides recommendations for improving branch operations (use of space, equipment, staffing, training etc.).
- Provides exceptional customer service by responding to customer queries and concerns, assisting customers with digital devices and promoting all material types and products while applying the Maricopa County Library District's (MCLD) Great Expectations philosophy.
- Plans and conducts programs for the public.
- Maintains vibrant and attractive collections by employing merchandising techniques, presenting engaging displays and following adopted collection maintenance practices.
- Acts as a liaison to outside organizations and serves on standing and/or ad-hoc committees.
 - Completes daily and weekly cash deposits as assigned.

Librarian/Archivist,

11/2017- 3/2020

Indian Pueblo Cultural Center, Albuquerque, NM

- Perform administrative, managerial, and supervision for all library and archive operations, duties include and not limited to strategic planning, financial/budget planning, submitting monthly board reports, supervision and training of library staff and volunteers regarding archival and library practices, trends, and issues. Additionally, responsible for the development and implementation of library and archive policies and procedures.
- Perform Archivist duties in strategizing, managing, developing, and communicating of archival work flows and processes, such as acquisitions, processing, describing and preserving born-print materials. Additionally, the responsibility to digitize obsolete formatted archive materials through collaboration of state government agencies, local businesses, and higher education institutes.
- Coordinate and establish partnership & collaboration with UNM Center for Southwest Research, Digital Initiatives and Scholarly Communication, various Public & State Libraries, and cultural institutions in the sharing and highlighting of library and archival indigenous resources, including creating IPCC LibGuides resource guides.
- Perform professional librarian duties, such as reference services, the selection, evaluation, purchase, and cataloging of materials for the Library, including outreach duties, such as serving as

subject specialist concerning Indigenous Peoples of North America to K-12 schools and surrounding communities.

- Developed and provided archival training in the management of born-print and born-digital materials, particularly in the care and handling of tribal culturally sensitive information for various non-tribal Archivist professionals. Additionally, develop and conduct professional Archive training for local tribal communities, specializing in customizing the archival workflow to their tribal communities' cultural heritage.

Librarian II, City of Rio Rancho,

07/2016 - 11/2017

Rio Rancho Public Library-Rio Rancho, NM

- Provide references services through reference interviews to determine patron's need in determining, locating, and selecting resources.
- Evaluate, select, order, and weed materials in maintaining and updating library collections in accordance with the library's collection management policy and budget guidelines for two library branches.
- Plan, organize, publicize, and implement library educational programs, such as children's programming, outreach programming, and user instructions.
- Contribute to the marketing of the library's collections by giving library tours, developing and maintaining book displays,
- Perform circulation services, such as check materials in/outs/renew/holds, issue new patrons' cards and update patron information, collect fines, empty book drops, and shelving materials.
- Performs all opening/closing procedures in work areas/public areas.
- Participates in state and regional professional organizations and conferences
- Served as an archival advisory regarding the Rio Rancho Library Local history collections

Archivist, Ruth and Bob Roessel Archive

02/2015 - 07/2016

Dine College, Tsale, AZ

A Lone Arranger Archivist to a new facility, Ruth and Bob Roessel Archive Center. I am responsible for:

- Perform administrative and managerial for all archive operations, duties include and not limited to strategic planning, financial/budget planning, submitting monthly board reports.
- Developing policies and procedures for the operation of the Archive Center, including acquisition, accession, processing, and deaccessioning.
- Determine and implement a suitable archival management database and digital content management system.
- Develop and set in place a disaster preparedness plan for the safety of the staff, students, and collections
- Arrange and describe archival collections in accordance with Describing Archives Content Standard (DACs) and creating electronic finding aids using Encoded Archival Description (EAD)
- Determine disposition of records, including permanent or temporary storage, appropriate method to preserve documents, or destruction.
- Trains, evaluates, and supervises volunteers, work study students, and tribal workforce employees.
- Collaborate/partnership with various academic institutions and professionals in promoting and bringing awareness of tribal archives and special collections.

Library Research Specialist, University Library

03/2009 - 09/2015

University of Phoenix, Tempe, AZ

- Create and transfer Electronic Reading Reserve (ERR) webpage from University Library onto LibGuides.
- Collaboratively work with curriculum developers in providing electronic resources adhering to course's topic and objective.

- Provide substantial daily on-line references services through major databases in providing electronic resources to students, faculties, and course developers through Ask a Librarian and email.

INTERNSHIPS/VOLUNTEER

Archivist Volunteer, Library and Archive Library **3/2017 - 11/2017**
Indian Pueblo Cultural Center, Albuquerque, NM

- Assist the Library Director in reviewing and updating Collection Management Policy
- Provide an archive collection assessment
- Perform archival collection inventory
- Provide archive training to local tribal institution

Archive Volunteer, Billie Jane Baguley Library and Archives **01/2015-3/2015**
Heard Museum, Phoenix, AZ

- Provide assistance to Archivist/Librarian for the MasterWorks Arts and Artist Series in ingesting, uploading, and assign metadata onto CONTENTdm server.

Arizona Memory Project Intern/Volunteer, Arizona State Capital Division **05/2014 - 01/2015**
Arizona State Library, Archives, and Records, Phoenix, AZ

- Created *From Friendship to Gratitude: The Merci Train* digital collection for the Arizona Memory Project website <http://azmemory.azlibrary.gov/cdm/landingpage/collection/acmfriend>
- Perform photographing objects, digital image scanning of objects and archival materials for Merci Train gift collection.
- Ingest, upload, and assign metadata to digital images onto the CONTENTdm server.
- Pull artifacts and archival records from PastPerfect and update records with newfound information regarding Merci Train artifacts.

PROFESSIONAL DEVELOPMENT

- **Tribal Digital Stewardship Cohort Training Program, August 2019 - February 2020.** Center for Digital Scholarship and Curation at Washington State University. Curriculum is tailored around the needs of tribal archives, libraries, and museums for the care, management, and share of digital cultural heritage materials, including Mukurtu training.
- **Digital Archives Specialist (DAS) Courses, Society of American Archivist, October 2 - 5, 2018:**
 - Appraisal, Accessioning, and Ingest of Digital Records, *October 2 & 3, 2018*
 - Preserving Digital Archives, *October 4, 2018*
 - Digital Forensics for Archivists: Fundamentals, *October 5, 2018*
- **Creative Instructional Design in Academic Libraries, December 8, 2017,** ACRL Webinar
- **RUSA History Genealogy Workshop, January 8 2016,** ALA Mid-winter, Boston, MA
- **WESTPAS “Protecting Cultural Collections” Disaster Preparedness Workshop, September 22 2015,** Randy Silverman, Flagstaff, AZ

UNIVERSITY COURSE INVITED TALKS

- **Guest Speaker: “Cultural Responsiveness Research Strategies”** Arizona State University, School of Social Work, Instructor: Renee Cunningham, PhD (Quantitative) Research Methods.
- **Guest Speaker: “Protocols of Native American Archival Materials”** [Virtual], Boston Simmons College-School of Information, Instructor: Janet Ceja, November 2015

- **Guest Speaker: “Implementing Protocols of Native American Archival Materials and the handling of Cultural Sensitive Materials”** [Virtual], Boston Simmons College-School of Information, Instructor: Janet Ceja, November 2016 & 2017

CONFERENCE/SYMPOSIUM PRESENTATIONS

- **“Literary Representation and Analysis**, Office of Indian Education Symposium, October 11, 2022. Tempe Arizona. Co-Presenter Alexander Soto, Director/Assistant Librarian for Labriola National American Indian Data Center.
- **“Valuing Indigenous Knowledge Systems and Respecting Cultural Protocols.”** Office of Indian Education Symposium, October 11, 2022. Tempe Arizona. Co-Presenter Alexander Soto, Director/Assistant Librarian for Labriola National American Indian Data Center.
- **“Describing Native American Materials: The Community Archive Approach”** Arizona Archive Summit, February 3, 2020. Tempe Arizona. Co-Presenter with Samantha Meier, Archivist for Discovery NAU Special Collections Library, and Colleen
- **“Shared Stewardship: Collections, IRBs, and Community Engagement: Tribal Archives”** September 20, 2019, Council for Museum Anthropology (CMA) Museum Different Conference, Santa Fe, New Mexico. Co-Presenters with Cecelia Brooke Cholka, Robert Leopold, Trevor Reed and Diane Bird.
- **“Tribal Archives and Community Partnerships: Building a Successful Archive”** Panelist, Vina Begay, co-presenter with Cordelia Hooee, Association of Tribal Archives, Libraries, and Museum (ATALM), October 12, 2017. Santa Ana Pueblo, New Mexico.
- **“Safeguarding Culturally Sensitive Materials in Tribal Archives and Record Centers”** Vina Begay, Co-Presenter with Cordelia Hooee, Association of Tribal Archives, Libraries, and Museum (ATALM), October 12, 2016, Gila Bend, Arizona. Recorded and Uploaded by Sustainable Heritage Network: <http://sustainableheritagenetwork.org/digital-heritage/safeguarding-culturally-sensitive-materials-tribal-archives-and-records-centers>
- **“Tribal Archives: New Initiatives, Updates, Trends”** Arizona Archive Summit, January 29, 2016. Tempe Arizona

GRANTS & PROJECTS

- **2023-2024**, Mellon Grant, Amount funded **\$97,130**. Project: **Indigenous Archival Training - Society of American Archivist**. Lead Developer, Trainer, and Organizer in collaboration with members of Society of American Archivist Native American Archive Committee members.
- **2019-2020**, New Mexico Indian Affairs Department (IAD), Amount funded, **\$49,500** Project: **Archival Professional Development Training for Tribal Communities**, Lead Developer, Trainer, & Organizer. Collaboration with University of New Mexico Libraries: Digital Initiatives and Scholarly Communication and Center for Southwest Research, and Institute of American Indian Arts Archives and Northern Arizona University Special Collections.

SPECIAL PROJECTS

- **2022, November 2-23; What’s Life all About: Jean Chaudhuri Archive Exhibit**, Labriola National American Indian Data Center and ASU New College ArtSpace Gallery.

- **2021, Native Representation in Literature Podcast**, Maricopa County Library District. Co-Panelist with Naomi Bishop, ASU Librarian, and Byron Aspaas, Dine (Navajo) Author.
- **2021, Preserving Family Memories Archive Series**, Maricopa County Library District Library Public Program
 - Series 1: Organizing and Sorting Family Collections
 - Series 2: Photographs and Paper
 - Series 3: Home Videos
- **2020, Native American Foods**, Maricopa County Library District, Library Public Program
- **2020, Native Voices: Native American Perspectives in Children, Juvenile, and Teen Book**, Maricopa County Library District, Library Public Program
- **2014-2015, Merci Train: From Friendship to Gratitude Digital Collection**, Arizona State Library, Archives, and Public Records. <http://azmemory.azlibrary.gov/cdm/landingpage/collection/acmfriend>

COMMITTEES

- **Society of American Archivist, 2020 - Current**
 - Committee member, Archival Repatriation, 2022-current
 - Steering Committee, Native American Archives, 2021 – current
- **Co-Chair, Tribal Library Interest Group, Arizona State Library Association, 2015-2016**
- **2016 Conference Planning Committee, Association of Tribal Archives, Tribal, Libraries, and Museum** held at the Gila River Indian Community.

PROFESSIONAL MEMBERSHIP

American Library Association, 2013- present

- Association of College & Research Libraries

American Indian Library Association, 2013- present

Society of American Archivist, 2014 – present



ADVANCING AMERICAN INDIAN ART

Jeff Goodman
Heard Museum
2301 N. Central Avenue
Phoenix, AZ 85004

January 30, 2023

National Endowment for the Humanities,

We are pleased to write this letter in support of the “Landmarks of American History and Culture” grant being submitted by Native American Connections, to be implemented at the historic Phoenix Indian School Landmark. We strongly support this grant application for its focus on place-based experiential approaches to teaching and learning for educators to experience an in-depth immersion in the topics, documents, experiences and positions of Native peoples regarding the legacies and contemporary impacts of Native American Boarding Schools.

As an organization whose mission is to to be the world’s preeminent museum for the presentation, interpretation and advancement of American Indian art, emphasizing its intersection with broader artistic and cultural themes, this is a topic that is of vital importance to us. While the topic has gained national attention recently, the Heard Museum has been teaching the history, policy, and impact of Native American Boarding Schools to all for nearly a quarter of a century. We admire your initiatives to fund projects that benefit all teachers and students.

We acknowledge the specific roles and responsibilities fulfilled by our organization through our partnership. Our organization and staff will provide admission to the museum, including a curated experience of our *Home: Native People in the Southwest* exhibit, and we will host an opening meet and greet event at the Heard Museum. Additionally, we will provide a guided tour and debrief of the *Away from Home: American Indian Boarding School Stories* exhibit and access to our Billie Jane Baguely Library and Archives with curated materials on this topic. Lastly, we will be honored to host a closing dinner celebration at the Heard Museum for participating educators.

Sincerely

A handwritten signature in black ink that reads 'Jeff Goodman'.

Jeff Goodman
Heard Museum
Director of Learning & Public Engagement
jgoodman@heard.org



GILA RIVER INDIAN COMMUNITY

SACATON, AZ 85147

TRIBAL EDUCATION DEPARTMENT

Education Administration

Post Office Box 97

Sacaton, Az 85147

Phone: (520) 562-3662

Fax: (520) 562-2924

January 30, 2023

National Endowment for the Humanities,

We are pleased to be writing a letter in support of the "Landmarks of American History and Culture" grant being submitted by Native American Connections, to be implemented at the historic Phoenix Indian School Landmark. We strongly support this grant application for its focus on place-based experiential approaches to teaching and learning for teachers to experience an in-depth immersion in the topics, documents, experiences and positions of Native peoples regarding the legacies and contemporary impacts of Indian boarding schools.

As an organization whose mission is: To Improve Education at the Gila River Indian Community, we know it's important to teach the history, policy, and impact of Native American Boarding Schools to all. We admire your initiatives to fund projects that benefit all teachers and students.

We acknowledge the specific roles and responsibilities to be fulfilled by our organization through our partnership. Our organization and staff will host one day of the program of study at the Gila River Indian Community's Huhugam Heritage Center (HHC) and provide a guided tour of the HHC exhibits. Additionally, our staff will provide a presentation on the local history of the GRIC touching on place-based instances of historical trauma, resilience, tribal sovereignty, and cultural revitalization.

Sincerely,

Isaac Salcido

Director

Gila River Indian Community

Tribal Education Department



K. Tsianina Lomawaima, Ph.D.
Independent Scholar / Retired Professor
1988-1994 American Indian Studies & Anthropology, University of Washington
1994-2013 American Indian Studies, University of Arizona
2014-2020 School of Social Transformation, Arizona State University
*1775 E Andromeda Place
Tucson, AZ 85737
520-235-0498
klomawai@asu.edu*

January 19, 2023

Dear Colleagues:

I am happy to participate in the project “*Reclaiming the Narrative: Learning the Truth about Indian Boarding Schools in Arizona*” which you are proposing as a workshop in the NEH Grant Program Landmarks of American History & Culture: Workshop for School Teachers.

The schedule, speakers, readings, and place-based experiential approaches to teaching/learning represent an unusual opportunity for teachers to experience an in-depth immersion in the topics, documents, experiences and positions of Native peoples regarding the legacies and contemporary impacts of Indian boarding schools.

Sincerely,

K. Tsianina Lomawaima

K. Tsianina Lomawaima

Member, National Academy of Arts & Sciences and the National Academy of Education;
Fellow, American Educational Research Association

ASU Library

Arizona State University

Alexander Soto
Labriola National American Indian Data Center

Hayden Library
P.O. Box 871006
Tempe, AZ 85287

National Endowment for the Humanities,

We are pleased to be writing a letter in support of the “Landmarks of American History and Culture” grant being submitted by Native American Connections, to be implemented at the historic Phoenix Indian School Landmark. We strongly support this grant application for its focus on place-based experiential approaches to teaching and learning for teachers to experience an in-depth immersion in the topics, documents, experiences and positions of Native peoples regarding the legacies and contemporary impacts of Indian boarding schools.

As an organization whose mission is to curate, preserve, and facilitate access to Indigenous information (stories, scholarly works, poems, art, music, and primary sources), we know it is important to teach the history, policy, and impact of Native American Boarding Schools to all. We admire your initiatives to fund projects that benefit all teachers and students.

We acknowledge the specific roles and responsibilities fulfilled by our organization through our partnership. Our organization and staff will provide a workshop on Indigenizing and decolonizing archival engagement to support teachers in developing their place-based curricular project and host one day of the program on-site at our center to provide teachers the opportunity to see, hear, and experience learning centered in Indigenous ways of knowing and being.

We look forward to the strengthened partnership between the collaborating organizations that will result from this project and plan to sustain collaboration beyond the grant period through identifying future projects for collaboration that align with shared organizational goals. Thank you for your time and consideration of this letter of support. Please feel free to contact me if you have any questions or concerns.

Sincerely,



Alexander Soto
Director - Labriola National American Indian Data Center
Assistant Librarian - Arizona State University Library

January 23, 2023

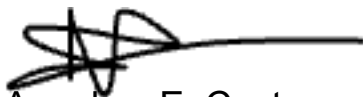
National Endowment for the Humanities,

I am pleased to be writing a letter in support of the “Landmarks of American History and Culture” grant being submitted by Native American Connections, to be implemented at the historic Phoenix Indian School Landmark. I strongly support this grant application for its focus on place-based experiential approaches to teaching and learning for teachers to experience an in-depth immersion in the topics, documents, experiences and positions of Native peoples regarding the legacies and contemporary impacts of Indian boarding schools.

As a scholar, teacher, and consultant on Indigenous Education, I know it is important to teach the history, policy, and impact of Native American Boarding Schools to all. I admire your initiatives to fund projects that benefit all teachers and students.

I acknowledge the specific roles and responsibilities I will fulfill as a presenter for the “*Reclaiming the Narrative: Learning the Truth about Indian Boarding Schools in Arizona*” Landmarks workshop. As a visiting lecturer, I will provide guidance on culturally responsive Indigenous curriculum development and instruction for participating teachers to inform the development of their place-based curricular project.

Sincerely,



Angelina E. Castagno, Ph.D.
Director, [Institute for Native-serving Educators](#)
Professor, Educational Leadership & Foundations
angelina.castagno@nau.edu
928.523.0258



NATIONAL INDIAN EDUCATION ASSOCIATION

January 27, 2023

Diana Cournoyer, Executive Director
National Indian Education Association
1514 P St. NW Suite B
Washington, DC 20005

National Endowment for the Humanities,

We are pleased to be writing a letter in support of the "Landmarks of American History and Culture" grant being submitted by Native American Connections, to be implemented at the historic Phoenix Indian School Landmark. We strongly support this grant application for its focus on place-based experiential approaches to teaching and learning for teachers to experience an in-depth immersion in the topics, documents, experiences, and positions of Native peoples regarding the legacies and contemporary impacts of Indian boarding schools.

As an organization whose mission is to provide culture-based learning opportunities to increase student belonging and wellness, support traditional knowledge and language, and improve educational opportunities and results in our communities, we know it is important to teach the history, policy, and impact of Native American Boarding Schools to all. We admire your initiatives to fund projects that benefit all teachers and students.

We acknowledge the specific roles and responsibilities fulfilled by our organization through our partnership. Our organization and staff will facilitate an experiential learning activity called the Indigenous Empowerment and Resilience Exercise and provide an interactive presentation on recognizing the impacts of boarding school era trauma and access to NIEA's free healing-centered curricula created in partnership with the National Native American Boarding School Healing Coalition.

Sincerely,

Diana Cournoyer
Executive Director
National Indian Education Association

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

UEI:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 1 Start Date: End Date:

A. Senior/Key Person

| Prefix | First | Middle | Last | Suffix | Base Salary (\$) | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|---|--------|--------|----------|--------|------------------|--------|-------|------|-----------------------|----------------------|----------------------|
| | | | | | | Cal. | Acad. | Sum. | | | |
| Ms. | Molita | | Yazzie | | (b) (6) | | | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: <input type="text" value="PD/PI"/> | | | | | | | | | | | |
| | Margot | | Cordova | | (b) (6) | | | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: <input type="text" value="Replacement Director"/> | | | | | | | | | | | |
| | Gail | | Stelling | | 0.00 | | | | 0.00 | 0.00 | 0.00 |
| Project Role: <input type="text" value="Institutional Grants Administrator"/> | | | | | | | | | | | |

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

| Number of Personnel | Project Role | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|----------------------|-------------------------------------|----------------------|----------------------|----------------------|-----------------------|----------------------|---|
| | | Cal. | Acad. | Sum. | | | |
| <input type="text"/> | Post Doctoral Associates | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | Graduate Students | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | Undergraduate Students | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | Secretarial/Clerical | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1 | Visitor Center Specialist | <input type="text"/> | <input type="text"/> | <input type="text"/> | (b) (6) | (b) (6) | 23,500.00 |
| 1 | Total Number Other Personnel | | | | | | Total Other Personnel <input type="text" value="23,500.00"/> |
| | | | | | | | Total Salary, Wages and Fringe Benefits (A+B) <input type="text" value="80,194.00"/> |

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

| Equipment item | Funds Requested (\$) |
|--|--|
| None | 0.00 |
| Additional Equipment: <input type="text"/> | <input type="text"/> |
| <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> |
| <input type="button" value="View Attachment"/> | |
| Total funds requested for all equipment listed in the attached file | 0.00 |
| Total Equipment | 0.00 |

D. Travel

| | Funds Requested (\$) |
|---|----------------------|
| 1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions) | 4,631.00 |
| 2. Foreign Travel Costs | <input type="text"/> |
| Total Travel Cost | 4,631.00 |

E. Participant/Trainee Support Costs

| | Funds Requested (\$) |
|---|----------------------|
| 1. Tuition/Fees/Health Insurance | <input type="text"/> |
| 2. Stipends | 78,000.00 |
| 3. Travel | <input type="text"/> |
| 4. Subsistence | <input type="text"/> |
| 5. Other <input type="text" value="Local Transportation"/> | 2,000.00 |
| <input type="text" value="60"/> Number of Participants/Trainees | |
| Total Participant/Trainee Support Costs | 80,000.00 |

F. Other Direct Costs**Funds Requested (\$)**

| | |
|--|-----------------|
| 1. Materials and Supplies | |
| 2. Publication Costs | |
| 3. Consultant Services | |
| 4. ADP/Computer Services | |
| 5. Subawards/Consortium/Contractual Costs | |
| 6. Equipment or Facility Rental/User Fees | 3,829.00 |
| 7. Alterations and Renovations | |
| 8. Learning material binders and merchandise bags for participants | 1,740.00 |
| 9. Printing Costs | 332.00 |
| 10. Visiting lecturer honorariums | 2,000.00 |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |
| 17. | |
| Total Other Direct Costs | 7,901.00 |

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 172,726.00**H. Indirect Costs**

| Indirect Cost Type | Indirect Cost Rate (%) | Indirect Cost Base (\$) | Funds Requested (\$) |
|-----------------------------|------------------------|-------------------------|----------------------|
| De minimus | 10.00 | 172,726.00 | 17,274.00 |
| Total Indirect Costs | | | 17,274.00 |

Cognizant Federal Agency
(Agency Name, POC Name, and
POC Phone Number)**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 190,000.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 190,000.00**L. Budget Justification**

(Only attach one file.)

RESEARCH & RELATED BUDGET - Cumulative Budget

| | | Totals (\$) |
|--|-----------|-------------|
| Section A, Senior/Key Person | | 56,694.00 |
| Section B, Other Personnel | | 23,500.00 |
| Total Number Other Personnel | 1 | |
| Total Salary, Wages and Fringe Benefits (A+B) | | 80,194.00 |
| Section C, Equipment | | 0.00 |
| Section D, Travel | | 4,631.00 |
| 1. Domestic | 4,631.00 | |
| 2. Foreign | | |
| Section E, Participant/Trainee Support Costs | | 80,000.00 |
| 1. Tuition/Fees/Health Insurance | | |
| 2. Stipends | 78,000.00 | |
| 3. Travel | | |
| 4. Subsistence | | |
| 5. Other | 2,000.00 | |
| 6. Number of Participants/Trainees | 60 | |
| Section F, Other Direct Costs | | 7,901.00 |
| 1. Materials and Supplies | | |
| 2. Publication Costs | | |
| 3. Consultant Services | | |
| 4. ADP/Computer Services | | |
| 5. Subawards/Consortium/Contractual Costs | | |
| 6. Equipment or Facility Rental/User Fees | 3,829.00 | |
| 7. Alterations and Renovations | | |
| 8. Other 1 | 1,740.00 | |
| 9. Other 2 | 332.00 | |
| 10. Other 3 | 2,000.00 | |
| 11. Other 4 | | |
| 12. Other 5 | | |
| 13. Other 6 | | |
| 14. Other 7 | | |
| 15. Other 8 | | |
| 16. Other 9 | | |
| 17. Other 10 | | |

| | |
|---|------------|
| Section G, Direct Costs (A thru F) | 172,726.00 |
| Section H, Indirect Costs | 17,274.00 |
| Section I, Total Direct and Indirect Costs (G + H) | 190,000.00 |
| Section J, Fee | |
| Section K, Total Costs and Fee (I + J) | 190,000.00 |



Native American Connections

Budget Justification for Landmarks of American History and Culture

NAC PISVC Teacher Training - Reclaiming the Narrative

A. Senior/Key Personal:

1 Project Director: (b) (6) /mo for 4.5 mos. + ERE of 17.5%

(b) (6)

1 Repla. Dir.: - (b) (6) /mo for 4.5 mos. + ERE of 17.5%

(b) (6)

TOTAL EXPENSE: \$56,694

Justification: 2 culturally competent and experienced staff members to design and implement teacher training.

B. Other Personnel

1 Visitors Center Spec.: (b) (6) mo. for 4.5 mos. + ERE of 17.5% (b) (6) = \$23,500

TOTAL EXPENSE: \$23,500

Justification: 1 culturally competent and experienced staff member to coordinate logistics, registrations, transportation, facility set up and tear down, educational materials, A/V and participant needs.

D. Travel

Travel expenses for 3 people to attend NEH meeting/training in Washington, DC per GSA rates.

RT Airfare from PHX \$800 for 3ppl. = \$2,400

2 Nights hotel at GSA \$257/per night for 3ppl. = \$1,542

Meals and Incidentals, first day and 3rd day \$59.25/day for 3 ppl. = 355.50

Meals and Incidentals, 2nd day \$79 for 3 ppl. = \$237

Ground Transportation RT total = \$96.50

TOTAL EXPENSE: \$4,631

Justification: Required meeting/training for leadership of grant program. All cost details are listed above.

E. Participant/Trainee Support Cost

Stipends to support participant travel, hotel and subsistence: 60 ppl. @ \$1,300ea. = \$78,000

Local Transportation

2 Van rental plus gas @\$200/ea. x 2 trips = \$800

60 Light Rail week-long passes @ \$20/ea. = \$1,200

TOTAL EXPENSE: \$80,000

Justification: Ground transportation for field trips to a Native American Center on the Gila River reservation, and week-long light rail passes to facilitate participant local transportation to and from hotels, restaurants, the PISVC where teacher training is held.

F. Other Direct Costs

Rental of PISVC including A/V and janitorial @\$382.9 /day for 10 days = \$3,829

60 Participants welcome bags and learning binder @ \$29/ea. = \$1,740

Printing of agendas, directions/maps, learning materials, lecturer handouts = \$332

Visiting lecturer honorarium: 4 Lecturers @ \$500/ea. = \$2,000

TOTAL EXPENSE: \$7,901

Justification: Expenses listed above are for site rental, participant materials, printing and providing visiting lecturers with an honorarium. Each expense is detailed above.

G. Indirect Costs:

TOTAL EXPENSE: \$17,274

Justification: Native American subscribes to the 10% de minimis rate.