

January 2018
Volume 4 Issue 1

Four Winds

Indigenous Education Institute

We are happy to announce that
IEI is now 23 years old!



We began as a 501.c 3 in October 1995, with the acceptance of our Articles of Incorporation. We were incorporated in the state of Utah with offices in Bluff and Salt Lake City. Nancy Maryboy and David Begay were the President and Vice President at that time, positions that they still hold. Mary-Ann Felt, Patrick Toomey and Kathy Kankainen from Salt Lake City were original directors. Today IEI is headquartered in Friday Harbor, Washington.

IEI Website is NOT working! We may have been hacked. We hope to be up and running as soon as possible. Please go to our Facebook page - Indigenous Education Institute - for up to date postings.



IEI and Eastern Band Cherokee Members Present at ASTC Annual Meeting in Raleigh, North Carolina - 2015

Indigenous Education Institute

PO Box 898 Friday Harbor, WA 98250 tel. 505-603-5520

www.indigenouseducation.org www.cosmicserpent.org www.sharingtheskies.com



Notes from IEI Board Chair Polly O Walker, Ph.D

Osiyo (Greetings) from the IEI Board Chair,

As 2018 begins, we both celebrate the accomplishments of IEI over the past few years and look forward to the opportunities the new year opens.

From my perspective both as a Cherokee woman and as a Peace and Conflict Studies scholar, some of IEI's most significant contributions to the world are the ways in which members of IEI conduct research and practice in ways that enhance harmony and balance in the world through decreasing epistemic violence, the suppression of Indigenous peoples' use of their knowledge systems as science in their own right. In contrast to many institutions where Indigenous knowledge is ignored or appropriated, IEI works to develop collaborations of integrity in which both Native and other peoples develop spaces of respect where Indigenous and western ways of knowing are juxtaposed, and people gain new perspectives from Native peoples and their knowledge systems. These efforts redress structural violence in the field of science, which has seen too many examples of the suppression and marginalization of Native peoples.



IEI members have been recognized for their outstanding work in re-centering Indigenous knowledge in the collaborations formed with NASA, the National Science Foundation and other institutions and projects. For example, at their 2016 international conference The Association of Tribal Archives, Libraries and Museums awarded IEI Director Nancy Maryboy a Lifetime Achievement award for her work.

IEI has completed extensive research and developed collaborations of integrity related to Native star knowledge. We also focus on bringing Native voices into science centers such as OMSI in Portland, OR, the AZ Sonora Desert Museum in Tucson, AZ, and the Powerhouse Museum in Durango, CO. And recently IEI created a video on Native perspectives of the eclipse with Navajo, Wind River, and Cherokee Nation knowledge holders and artists. This video was screened across North America at the time of the 2017 total solar eclipse.

As we move into a new cycle of learning and collaborating, we would like to acknowledge and honor members of our circle of elders, advisory council and youth council who assist us in doing our work in a good way.

I am honored to serve on the IEI Board, and look forward to working with many of you in the coming year.

Nwwati (balance and harmony),
Polly O. Walker





From the IEI President Nancy C Maryboy, Ph.D

Greetings to everyone!

It is a great pleasure to send out my best wishes to you all, for this new year, 2018. It has been a long time since IEI sent out a newsletter and we hope that this one will catch you up on some of the exciting activities and projects we have been doing.



IEI is now 22 years old. It began as a dream in a trailer in the middle of the Navajo Nation. A dream of David Begay and myself, and a few wonderful friends in Salt Lake City, who had dedicated themselves to improving the living conditions of their Navajo friends. The dream was reinforced by several of our Navajo medicine men (traditional practitioners), all who served on our first Board of Directors.

From this dream and handful of friends, evolved the Indigenous Education Institute. Little did we think that IEI would someday be awarded substantial grants from federal agencies such as the National Science Foundation and NASA. With the help of great allies such as Isabel Hawkins, Laura Peticolas, both renowned scientists, and important leadership from our Board Chairs including Evelyn Conley and Polly Walker, and a dedicated board, Advisory Council, and Circle of Elders, we have evolved into what we are today.

Little did we imagine that the IEI mission and goals would take us around the world, meeting and collaborating with world-renowned traditional knowledge holders and space scientists including Nobel prize-winning scientists. Imagine, David and I got to shake the hand of a man who had visited the Moon (Edgar Mitchell) and later we found ourselves presenting on stage with him at Chabot Planetarium.

Bringing these two worlds together in a spirit of collaboration with integrity, and serving local, grass roots Indigenous communities and schools has proved to be inspiring and deeply satisfying. We continue to work at national and international levels but always honoring the values and commitment of the Indigenous and scientific communities with which we serve.

IEI has visited and presented at many conferences, including WIPSE, WINHEC, AISES, ASTC, ATALM, AAM, in many countries – Australia, New Zealand, Norway, Canada, Ireland South Africa and China. We will be presenting in Santa Marta, Columbia, South America this coming March. We have put on workshops and online webinars in Alaska, Hawai'i, California, Oregon, Washington, New Mexico, North Carolina, Florida, and many other states. In every case it is the amazing people we have met that have inspired and taught us. We have learned much from traditional people around the world.

Some of the most important things we have become aware of, are how traditional Indigenous peoples





share so many of the same values and concerns, such as an interconnected, interrelate universe, deep, sustainable and ancient attachment to their land, and desire to preserve the traditional languages and culture and pass them on to the next generations. With Board members and Advisory council members such as Wukuki Kingi, Maori leader and renowned carver, canoe navigator, and technology pioneer, and Ida (Gus) Bagus Nyoman Mantra PhD, Native Balinese scholar and leader, our work is constantly informed by traditional Indigenous relationships and community values. Around the world we see and relate with compassion to the struggles of native peoples against the effects of colonialism. We share their pain and we share their progress.

IEI began on the Navajo Nation, moved the Institute to New Mexico, and are now located in the San Juan Islands, homeland of the Coast Salish People, with whom we share the ongoing fight to protect and preserve the Salish Sea, the salmon and the orca. We share their feelings that a healthy environment is necessary for health people. We now work with federal agencies such as NASA – JPL and Goddard Space Flight Center, US National Monuments, and US National Park Services as well as hundreds of museum personnel and educators to bring about positive transformational change.

I wish to express my heartfelt gratitude to all the members of our Board, VerlieAnn, Lynn, Wukuki, Roxanne, and our dedicated Board Chair, Polly Walker, and most especially our Vice President of IEI, Dr. David Begay, without whose help none of this would have been accomplished.

At this time more than ever, our work is of the utmost importance. Building bridges among different cultures and knowledge systems can bring us together in a most significant way. Sharing the sustainable ancient ways of Indigenous peoples can bring transformative change and help to heal the wounds that have been inflicted on Mother Earth. Our very survival is at stake and the country needs institutes such as IEI to act as advocates for a bright future. We are in a position to mobilize and work towards positive change, as we have over 22 years of solid achievements in this field.

I look forward to the future with positive and enthusiastic optimism. With your help we can make the changes we dream.

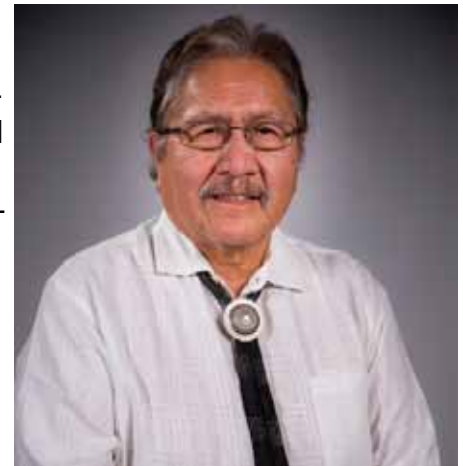
Nancy



Notes from the Vice President

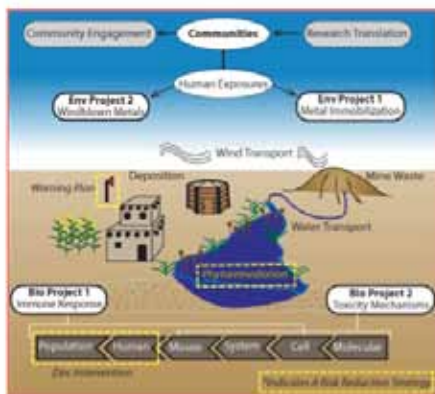
IEI and Superfund Project

Drs. Maryboy and Begay are both involved with working with a Superfund project administered by the University of New Mexico (UNM) and Southwest Research Information Center, Albuquerque, NM. They are working with three Native American communities impacted by uranium mines. About 99% of these mines are now considered or classified as Abandoned Uranium Mines (AUM) sites. They have never been cleaned up and today these tribal communities are exposed to these highly contaminated toxicity and radiation left behind by the mines. Both Drs. Begay and Maryboy are involved with the Community Engagement Core of the UNM Metals Superfund Research Project. They are working to contribute to the research design, curriculum, training, and engagement that are culturally correct for Native people, that incorporate protocol, appropriate cross-cultural communication and respect for community cultural characteristics that will be vital for the project and sustainable into the future.



The three Native American communities are 1.) 3 Pueblo of Laguna villages, 2.) Church Rock mines near Gallup, NM, 3.) Blue Gap-Tachee Chapter on the Navajo Nation. Specifically, both Drs. Begay and Maryboy, will help develop a common language and understanding of environmental health among Navajo and Pueblo community members and researchers. They will also document community health concerns and research needs to direct prevention/intervention strategies to reduce exposures and mitigate or prevent toxicity. Lastly, they will communicate results to the impacted communities using culturally relevant materials juxtaposed with western scientific knowledge in classroom setting and training. The aim will be to build awareness among the scientists and trainees that Native culture and community perspectives are requisite elements of Superfund Research Project, developing the scientists' and trainees' abilities comfort to discuss science in lay terms, and increasing understanding of the roles of culture and science in regulatory decision-making.

UNM METALS Research Projects



Immobilization of Uranium, Arsenic, and Co-occurring Metals in Mine Wastes (EP1)
J.Cerrato, PhD

Toxic Metals in Airborne Particulate Matter Originating from Abandoned Uranium Mine (AUM) Sites (EP2)
M.Gonzales, PhD; J.Galewski, PhD; A.Breathly, PhD

Modulation of Uranium and Arsenic Immune Dysregulation by Zinc (BP1)
L.Huljason, PhD; D.MacKenzie, PhD; K.Croft, PhD

Mechanisms of Immune Dysregulation Produced by Uranium, Arsenic, and Metal Mixtures (BP2)
S.Buerchler, PhD; J.Li, PhD

Cores: Administrative, Biostatistics, Community Engagement, Research Translation and Training





IEI Projects and Grants

Cosmic Serpent: Bridging Native and Western Science in Informal Settings – NSF

The Indigenous Education Institute and the U.C. Berkeley Space Sciences Laboratory developed Cosmic Serpent a professional development project designed to increase the capacity of museum practitioners to bridge native and western science learning in informal settings. The project was implemented from 2007 to 2012. Project partners included the National Museum of the American Indian, the Association of

Science-Technology Centers, Native Pathways, Institute for Learning Innovation, and Ideum. Professional development workshops were given in four regions: Southwest, Pacific Northwest, California, Alaska. Cosmic Serpent served 162 practitioners from 41 science centers and 42 tribal museums and communities. The legacy document is an educational book, Cosmic Serpent: Collaboration With Integrity.

Native Universe: Native Universe: Indigenous Voice in Science Museums – NSF

Native Universe built upon Cosmic Serpent and took place from 2012 to 2017. It was designed to build institutional capacity in leadership and practice among science museums. The goal was to increase public understanding of environmental change and the human relationship to nature from Indigenous and western science perspectives. Through a series of intensive residencies at three Case Study Museums, project investigators collaborated with museum staff and volunteers, Indigenous partners, and informal learning researchers to understand how cultural perspectives impact science learning about environmental change. The three science museums were Oregon Museum of Science and Industry (OMSI), Arizona Sonora Desert Museum, and the Powerhouse Science Center, Durango, CO.

Generations of Knowledge – Roots of Wisdom

The NSF funded the Oregon Museum of Science and Industry (OMSI) for the Generations of Knowledge project, to build a traveling exhibit of 2000 square feet, focused on the ancient and contemporary sustainable relationships of 4 Indigenous communities. The completed exhibit is called Roots of Wisdom and it is one of the most popular traveling exhibits that OMSI has ever created. IEI was a partner in this project and Nancy C Maryboy and David Begay were Co-Investigators. The four regions that were featured in the exhibit were Tulalip Tribes – medicinal plants, Umatilla Tribe – Lamprey eel restoration, Eastern Band Cherokee – river cane restoration and Native Hawaiian – traditional fish pond restoration. During the 5 years of the grant, OMSI created a Youth Advisory Council, YAB, which was very active in all phases of the exhibition construction.





The Institute of Museum and Library Services (IMLS)

IEI is a partner in two grants that were funded by IMLS in 2017.

The High Desert Museum in Bend, OR and the Museum of Warm Springs, OR received a three year grant.

The Wild Center also received a three year grant. The museum in upstate NY will partner with the Six Nations Indian Museum, the Akwesasne Cultural Center, the Indigenous Education Institute, and the Center for Native Peoples and the Environment at the State University of New York College of Environmental Science and Forestry for a three-year project.

This is the first time that IEI has been part of an IMLS grant. We thought readers might be interested in IMLS.

This year IMLS received 558 applications requesting \$104,538,159. They selected 132 projects to receive funding totaling \$19,189,929. IMLS's peer reviewers evaluated all eligible and complete grant applications, assessing the merit of each proposal and its fit with the goals of the grant program and project category. IMLS staff presented this information to the IMLS Director, who then made the final funding decisions.

“As centers of learning and catalysts of community change, libraries and museums connect people with programs, services, collections, information, and new ideas in the arts, sciences, and humanities. They serve as vital spaces where people can connect with each other,” said IMLS Director Dr. Kathryn K. Matthew. “IMLS is proud to support their work through our grant making as they inform and inspire all in their communities.”

One reviewer noted how the collaborative project provides for inclusive educational opportunities and will strengthen the partner organizations by providing staff with the opportunity to learn from and with Native American and indigenous knowledge partners. The same reviewer said, “This proposal is an exciting opportunity to expand our way of teaching and telling our stories. It is well outlined and the team is exceptionally qualified. The project is poised to help The Wild Center and its partners journey into a new era of interpretation at their museums. It can also serve as a model for the field.”

The Institute of Museum and Library Services (IMLS) is celebrating its 20th Anniversary. The Institute of Museum and Library Services is the primary source of federal support for the nation's approximately 123,000 libraries and 35,000 museums. Their mission is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. Their grant making, policy development, and research help libraries and museums deliver valuable services that make it possible for communities and individuals to thrive. To learn more, visit www.imls.gov and follow them on Facebook, Twitter and Instagram.



New and On Going Projects

IEI New and Ongoing Projects 2018

I WISE: Indigenous Worldviews in Informal Science Education – NSF

This project was funded by NSF-AISL (Advancing Informal STEM Learning), and led by the `Imiloa Astronomy Center, Hilo, HI and IEI. The goals of IWISE are to advance research and policy aimed at the convergent margin of Indigenous Knowledge and Western Science in the field of STEM learning.

We held two national gatherings, the first one was held in Albuquerque, a conference for educators, scientists, and traditional knowledge holders who are stakeholders at the intersection of two worldviews. The second workshop was held in Washington DC at the National Museum of American Indian and at the National Museum of Natural History, which was a workshop for program officers of foundations and government agencies who set policy in this area.

Desired outcomes included (a) Building awareness of the value and potential of indigenous knowledge as an integral part of solutions to today's pressing environmental and global issues affecting our planet; (b) Informing the field about the status of work to date that bridge Indigenous Knowledge and Western Science, including effective strategies, methods, and approaches; (c) Identifying a research agenda in this area; and (d) Fostering multi-cultural and cross-institutional collaboration as a means of building sustained alliances.

We are currently writing a White Paper for NSF on the outcomes and sustainability of the IWISE conferences.

Navajo Skies

Navajo Skies has been an ongoing project for almost 8 years. We have been supported by various funders including NASA. We are proud to announce that finally our digital planetarium show is completed and can be purchased through our educational sales department, www.sharingtheskies.com This show is 30 minutes length and comes in various formats from flat screen to digital 4K. It can be shown in classrooms on flat screens, portable planetariums, and fixed dome planetariums. Prices vary. Navajo Skies has been purchased by museums from Newark, NJ to Farmington, NM. It tells a story of Navajo astronomy, constellations, ways of living, from the Navajo (Dine) perspective, Navajo winter story protocol, through the eyes of Navajo grandparents teaching their grandchildren about the Navajo skies. There is traditional music and some animation.

Superfund – EPA

For more information please see the article submitted by David Begay in this newsletter.

Weaving Stories: Creating Stronger Institutional Partnerships to

Enhance Culturally Relevant Visitor Experiences – IMLS

An innovative collaboration between the High Desert Museum and The Museum At Warm Springs, Weaving Stories: Creating Stronger Institutional Partnerships to Enhance Culturally Relevant Visitor Experiences, will empower us to work together to build staff capacity to develop culturally relevant, place-based exhibits, programs and practices that honor Indigenous perspectives—a shared goal between our

organizations. Located 60 miles apart in Central Oregon, the High Desert Museum (HDM) and The Museum At Warm Springs (MAWS) have an opportunity to challenge public misconceptions about American Indians, including that these are historical, static cultures—the “vanishing Indian” stereotype, and increase public awareness of the thriving American Indian communities that exist today. Learning from each other and museum professionals, cultural experts, and tribal elders, staff and board members from both museums will acquire the knowledge and capacity to create engaging, immersive visitor experiences that weave together Indigenous cultural traditions and contemporary communities. The Indigenous Education Institute will be acting in an advisory capacity for this project.

Partnership Project – IMLS

WILD CENTER IS AWARDED \$245,000 IN FEDERAL FUNDING FOR PROJECT WITH NATIVE AMERICAN PARTNERS

Tupper Lake, NY – The Wild Center has been awarded \$245,000 from a prestigious federal grant program to fund a collaborative project that will honor indigenous perspective and knowledge and incorporate it into the everyday museum experience. The Institute of Museum and Library Services (IMLS) announced recently that the Tupper Lake museum was successful in its grant application for \$245,161 for a Museums for America Grant for its Two Row project.

The Partnership project will bring several Native American tribal entities and indigenous knowledge experts together to help The Wild Center incorporate traditional ecological knowledge, different perspectives and culture into its exhibits and experiences. The Wild Center will partner with the Six Nations Indian Museum, the Akwesasne Cultural Center, the Indigenous Education Institute, and the Center for Native Peoples and the Environment at the State University of New York College of Environmental Science and Forestry for this three-year project.

“Even before The Wild Center opened in 2006, I recognized that The Wild Center was focused on western science and interpretation, missing the opportunity of the thousands of years of indigenous knowledge,” said Stephanie Ratcliffe, Executive Director of The Wild Center. “I also knew that adding this perspective was something we could not do alone. Building the relationships to initiate the Two Row project has been enlightening and the entire staff of The Wild Center is looking forward to this multi-year partnership that will broaden the exhibits and programs offered.”

“I’m excited to be working with the Six Nations Indian Museum and other indigenous organizations to bring a new perspective to The Wild Center,” said Sue Herne, Akwesasne Cultural Center-Museum Program Coordinator. “All three of our museums will be able to add new and creative aspects to our sites, and our visitors will gain new perspectives on how culture can impact environmental decisions. A ‘Two Row’ relationship is one in which there is equality. While The Wild Center is the larger organization, the two indigenous museums in the partnership will have an equal voice in the process.”

45 Museum Drive, Tupper Lake, NY, 12986 www.wildcenter.org

Heliophysics Education Consortium, Goddard Space Flight Center, - NASA

This project features IEI as a partner, for multiple relationships with other institutions, based on solar sciences. We are focusing on partnerships with Goddard’s Heliophysics department, such as the Innovation Lab which is part of HEC. This enables us to work with cutting edge technologies, scientists and

educators and to bring these technologies such as 3 D printing, Maker's kits, wind and solar energy based activities, to underserved students in schools on the Navajo Nation. We are continuing long time relationships with schools such as the STAR (Service to All Our Relations) School, an off-the-grid, bi-lingual, Navajo school west of Flagstaff, AZ, and Little Singer Community School, a Navajo School near Bird Springs, AZ. We are beginning a relationship with Navajo Prep School, a high achieving Native American school in Farmington, NM.

N'ABLE – Imagine Mars – JPL, NASA

This is a continuation of a project based on Imagine Mars which is developing a national curriculum for Native Americans and other underserved minorities. We are using our Navajo strategic planning model with modifications for other tribal communities and working with science teachers to develop activities for the schools and test them in the local Navajo communities. Emphasis is on students doing inquiry based science and discovering similarities and relationships with their own land and community, and transferring both those scientific and traditional knowledge of sustainability and survival to travel and life on Mars. Schools have been chosen for readiness and landscapes (such as volcanic geology) similar to Mars. This includes schools on the Navajo Nation as well as in Hawai'i. Other schools may be added as the project evolves, including native schools in Minnesota and Washington. We are working closely with science teachers at several schools as pilot programs.

The Institute of Library Services

45 Museum Drive, Tupper Lake, NY, 12986

www.wildcenter.org

FOR IMMEDIATE RELEASE

September 21, 2017

Contact: Tracey Legat, tlegat@wildcenter.org

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equality. While The Wild Center is the larger organization, the two indigenous museums in the partnership will have an equal voice in the process.”

The Marsh Oxbow exhibit, in the permanent exhibit hall at The Wild Center, will be reinterpreted from the perspective of the Akwesasne Mohawk people, and include a storytelling video, by the Six Nations Indian Museum

in Onchiota, NY and the Akwesasne Cultural Center in the Mohawk community of Akwesasne (located 75 miles from The Wild Center). The partnership will also develop a canoe trip along The Wild Center’s oxbow on the Raquette River that shares both western science and Native American ecological knowledge. Interns, specifically hired for this project from the Mohawk community and SUNY-ESF, will work at the three organizations leading

the canoe trips and programs. Funds from the grant will also go towards permanently installing elements of these exhibits at both the Six Nations Indian Museum and the Akwesasne Cultural Center.

The Wild Center will also host two traveling exhibits in 2018, one created by the Akwesasne Cultural Center providing an introduction to their community's culture, lifestyle and ecology and the second, Roots of Wisdom, created by the Oregon Museum of Science and Industry, will help visitors discover the modern-day partnership between western science and traditional knowledge through the stories of four communities addressing challenges using both of these perspectives. In 2018, the partners will co-curate a contemporary art and artisan exhibition at The Wild Center.

"The Six Nations Indian Museum finds this project important because it will allow for a broader audience to learn

about the culture of the original inhabitants of the area and help diminish some of the misconceptions about the Haudenosaunee," said David Fadden, Director of the Six Nations Indian Museum. "Our two institutions share a common philosophy of conservation and stewardship of the environment and natural world. Through programming and exhibit design we can help reach the goals of education and enlightenment with respect to the health of the earth during this critical time in earth's history."

Gail McDonald, Akwesasne Heritage Complex Project Developer for the Saint Regis Mohawk Tribe, who has assisted the Akwesasne Cultural Center in this project development said, "this will help raise awareness of the authentic cultural attractions in Akwesasne available just down the road from The Wild Center and add to the momentum for sustainable economic development in our community."

Senator Charles Schumer said, "The welcoming people and attractive landscapes of New York's North Country and

the Mohawk community of Akwesasne keep raising the bar for what visitors can expect. This federal investment in The Wild Center and this cross-cultural partnership is especially exciting for the awareness it may raise on the power of traditional knowledge in science, ecology, and culture."

"The Wild Center is an Adirondack gem, and I congratulate them on this well-deserved grant," said Congresswoman Elise Stefanik. "This funding will help The Wild Center further develop their programming, honoring the rich environmental history of our district and equipping visitors with the knowledge they need to protect our environment for generations to come. The North Country's pristine environment is a defining feature of many of our communities across the district, and I applaud the work being done by The Wild Center to showcase our natural treasures."

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deliver valuable services that make it possible for communities and individuals to thrive. To learn more, visit www.ims.gov and follow them on Facebook, Twitter and Instagram.

For additional information about the Akwesasne Cultural Center, please contact Sue Ellen Herne at 518-358-2240.

For additional information about the Six Nations Indian Museum, please contact David Fadden at 518-891-2299.

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IEI Board of Directors

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Director, Baker Institute for Peace and Conflict Studies, Juniata College

Elizabeth Evans Baker Professor of Peace and Conflict Studies, Juniata College
Huntingdon, PA

Nancy C. Maryboy, Ph.D. – IEI President and Founder, Executive Director

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Affiliate Assistant Professor, School of Environmental and Forestry Sciences, UW

David Begay, Ph.D. – IEI Vice President and Founder Navajo Adjunct Professor, Department of Physics and Astronomy – NAU
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Wukuki Kingi – Board Member Maori Waiheke Island, Auckland, New Zealand Master Carver/Spirit Holder, Te Ha Indigenous Academy of Culture, Arts, Science and Enterprise

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Bend, OR

Christopher S. Teren
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Technical Director, Photographer, Editor, Webmaster
Owner, Teren Solutions
Friday Harbor, WA

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Rose Thater Braan Imai, Tuscarora, Richmond, CA

Larry Campbell, Swinomish Indian Tribe, La Connor, WA

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Dr. Merle Lefkoff, Santa Fe, NM

Dr. Laura Peticolos, Sonoma State University, Sonoma, CA

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Dr. Marie Battiste, Mi'kmaq, University of Saskatchewan, Saskatoon, Canada

Chad "Kalepa" Baybayon, Native Hawaiian, PWO Master Navigator, `Imiloa Astronomy Center, Polynesian Voyaging Society, Hilo, HI
Angelita Borbon, Indígena Yoeme, Napa, California

Chris Cable, Former Director, Powerhouse Science Center, Durango, CO





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Dr. Isabel Hawkins, Exploratorium,
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Keiki Kawai'ae'a, Native Hawaiian,
University of Hawaii, Hilo, HI

Leroy Littlebear, Blackfoot, Univer-
sity of Lethbridge, Alberta, CA

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PhD., Native Balinese, Semara-
pura, Bali

Mary Marcussen, Sonoma, CA

Kenneth Maryboy, Navajo, White
Rocks, UT

Joseph P. McCoy, Swinomish In-
dian Tribe, La Connor, WA

Dr. Cheryl Metoyer, Cherokee,
Dana Point, CA

Tjalaminu Mia, Australian Aborigi-
ne, Western Australia,

Jill Milroy, Australian Aborigine,
University of Western Australia,
Perth

Pat Moss, Cherokee, Tahlequah,
OK

Lee Nichol, Albuquerque, NM

Dermot O'Hara, Dublin, Ireland

Troy Olsen, Lummi Nation, WA

Dr. Lloyd Pinkham, Yakama Na-
tion, WA

Sarah Police, Navajo, Bluff, UT

Prince Tjorkorda Gede Agung
Dharma Putra, Native Balinese,
Ubud, Central
Bali

Dr. Darren Ranco, Penobscot,
University of Maine, ME

Jim Rock, Dakota, Marshall W. Al-
worth Planetarium at the University
of Minnesota Duluth, MN

Dr. Shelly Valdez, Laguna Pueblo,
NM Native Pathways
Roberto Vasquez, Mexican Indian,
Albuquerque, NM

Shirley Williams, Lummi Nation,
WA

Jennifer Néso'eóó'e Woodcock-

Medicine Horse, PhD-ABD, Mon-
tana State University

Emil Wolfgramm, Tongan, Hono-
lulu, HI,

Tania Haerekitera Wolfgramm,
Tongan, Waiheke Island, Auckland,
NZ





IEI Mission and Goals

The Indigenous Education Institute (IEI) was created for the preservation, protection and contemporary application of traditional Indigenous knowledge.

The fundamental goals of IEI are:

- To initiate collaboration involving traditional knowledge holders, using native languages wherever possible
- To organize, articulate and develop strategic and realistic application of traditional knowledge and education to Indigenous communities in order to provide cultural values and empowerment to future generations
- To assist Indigenous communities in the research of their own systems of knowledge and needs, enabling capacity building with community-based responsibility, in order to effect transformational change
- To research and develop relevant systems of Indigenous strategic planning and evaluation, in order to advance organizational effectiveness among Native communities
- To promote global networking among Indigenous communities that enhances the advancement of Indigenous ways of knowing and application to education and organization-building
- To build awareness of and to promote Indigenous peacemaking processes
- To enhance recognition of Native science, in juxtaposition with Western science, in ways that respect the honor and integrity of both ways of knowing
- To promote sustainability for the future of Mother Earth, utilizing traditional ways of knowing and reciprocal ways of living and nurturing the land, sea and air

The work of IEI, a 501.c3 non-profit corporation, is funded through grants and donations. If you would like to donate to the current programs of IEI, you may do so by sending a check to the Indigenous Education Institute, PO Box 898, Friday Harbor, WA 98250.

You can also go to our Face Book page, and friend the Indigenous Education Institute, where you will find a link to make an electronic donation.

We deeply appreciate any amount you can give, and will ensure that it is used in ways that honor and support Indigenous peoples and their lifeways.



Indigenous Education Institute

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www.indigenouseducation.org www.cosmicserpent.org www.sharingtheskies.com

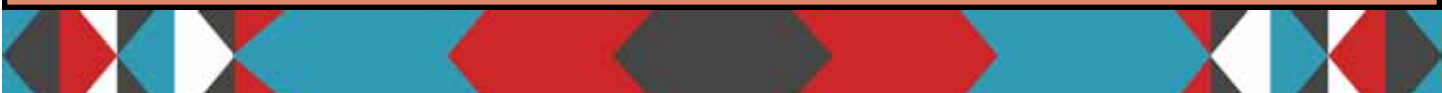


Photo Gallery

