

Developing and Implementing a Strategy to Establish an Educational Non-Profit for Underrepresented Communities

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ABSTRACT

While in Santa Fe, our group worked with the Pueblo Pathways Project. We established deliverables, such as a website, social media pages, multiple programs, and a foundation to apply for non-profit status. Additionally, we conducted interviews with minority businesses, performed research to understand non-profit processes and how to start organizations. We hope to use what we have learned through working with P3 to create an extensive report for grass root minority organizations to help streamline their businesses' start-up process.

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EXECUTIVE SUMMARY

There are over 1.5 million non-profit organizations in the United States alone, and this number is increasing every year (Candid, 2021). When an organization becomes a non-profit, it signifies a paramount step in becoming an established credible association destined for longevity. Unfortunately, there are many cases where organizations would like to become a non-profit and file for 501(c)(3) (Federal non-profit) status but do not have the resources and or knowledge to complete this daunting task. For many organizations, it is difficult to determine where in the process to start. Despite having unique and impactful missions, and in many cases working with underrepresented communities, these organizations still find it hard to gain traction when aiming to expand.

Our team worked with Pueblo Pathways Project (P3) and its creator, Tesuque Pueblo member Dr. Tony Dorame, to tackle these problems. P3 works with students from the Tesuque Pueblo and beyond to provide opportunities for students to learn environmental stewardship, connect with nature, and develop leadership roles through cultural immersion. Our project work involved immersing ourselves in this organization to a) establish it in the local New Mexico community and b) help it expand to a regional (West Coast?) audience.

As we worked on this project, we realized that P3 is unique: even though it is facing the challenges many organizations face, it has valuable resources at its disposal. Dr. Dorame is well connected within his Pueblo community which bolsters his local reputation and provides unique opportunities like access to indigenous grants. However, there are many similar organizations led by underrepresented communities that do not have these resources. Thus we decided to not only use the knowledge we gained to help P3, but to also use our project to craft this final report:

using our participation in P3, the deliverables we produced for Dr. Dorame, and various outside interviews, we developed this roadmap to help similar organizations strategize their expansion.

We accomplished our project goals through research, benchmarking, participant observation, and interviews. We broke our project into three primary objectives and used the methods above to achieve each objective:

1. Expand the Pueblo Pathways brand
2. Implement funding techniques
3. Educate ourselves on establishing an organization

We used this information to give recommendations, both written and visual, to present our findings for underrepresented people: we hope these groups will use these materials to strategize what to do and not to do when starting an organization. Finally, we are presenting our P3 deliverables to provide examples of steps to take when you plan to grow.

Findings/Recommendations

After incorporating the data we collected, we extracted five key takeaways:

1. If possible, try connecting with your local community when aiming to spread your organization's name and mission. It is crucial to first start networking locally before you attempt to expand regionally. This includes involving yourself in local events, even if they are only tangentially related to your work: building social connections is essential.
2. Grant writing is an important aspect of funding for an organization. To write successful grants, organizations need to provide a succinct business plan. This lets the people awarding the grant know where the awarded funds will go. It is important to spend many

hours carefully drafting and constructing responses and strategies, as a disorganized plan will not garner financial support.

3. Understanding taxes and completing taxes correctly is an under-appreciated part of running an organization. It is imperative to keep track of every expense and to document those expenses correctly. It is a challenging task that can determine the success of an organization or business and organization is essential
4. Understand that not everyone is well-intentioned. People will try to take advantage of you and your organization especially if you are from an underrepresented community: underrepresented communities often provide service and status to others. It is crucial to think of your interests and values when first working with new people and organizations. Your primary objective should be to help your program and expand it in the direction in line with your vision.
5. Do not continue to ask for help/funding from the same people. While this may be an easy way to expand your funding at the beginning of your journey, it is important to focus on other long-term methods for funding as well. This is why expanding your network beyond just friends and family is imperative to running a successful organization.

Deliverables

Using the information collected from the interviews we conducted with BIPOC people who run or work for non-profits, as well as taking into account the needs of Dr. Dorame and P3, we created multiple deliverables. The deliverables were crucial because they helped convert the project into a detailed report.

1. Indigenous Education Network Website: With help from Dr. Dorame, we constructed a full website that contains IEN's mission and vision statements, as well as the numerous projects which Dr. Dorame has created including P3. It shows off pictures of P3 and provides a way to contact Dr. Dorame and a donation link to the gofundme we created (See Appendix A for links to IEN Website and gofundme).
2. Funding: Through numerous techniques, we provided funding for P3. The primary deliverable Dr. Dorame wanted in the category of funding was to begin the process of transforming P3 into a non-profit organization, which involved filing for 501 (c)(3) tax-exempt status. Other funding opportunities came in the form of a gofundme we created, as well as writing numerous grants.
3. Social Media: We created a social media presence for P3 by making accounts on Instagram and Twitter. This expanded the P3 name and allows Dr. Dorame to actively post recent trips, updates for the world to witness, and new platforms to communicate. This is critical to establishing P3 as social media creates an online presence that allows people to feel more connected and thus be more inclined to share/donate. By continually posting on social media, it shows that P3 is alive and animate; further adding to the feeling of involvement in the followers.
4. Future programs for P3: We drafted and researched numerous programs which P3 could run in the future. Examples of this included an agricultural program that proposes to introduce Pueblo students to both traditional and modern farming techniques, as well as education on the region and what plants can grow in Northern New Mexico. Another program Dr. Dorame proposed was fishing with veterans, where he would take veterans out fishing.

CHAPTER 1: INTRODUCTION

The United States Education system functions to provide a standard level of schooling to every child. However, research shows that certain groups are given an advantage over their peers, due to their socioeconomic background. “Educational inequality by socioeconomic background is expected to persist at current levels throughout the next century” Adam Gamoran states in his 2001 journal article titled “American Schooling and Educational Inequality.” the level at which educational inequality persists currently is severely inadequate (Citations for this?). While ten years ago Gamoran stated that he “[foresaw] a decline in black-white racial inequality” (Gamoran, 2001), more recent research has shown that race and ethnicity, in terms of stratification, often determine a person's socioeconomic status (APA, 2017). Since the publication of Gamoran’s article, educational inequality has persisted and continues to affect minorities. Ultimately, the pitfalls in standard education systems are causing students who are members of underrepresented communities to lose the opportunities. In many severe cases, in some communities, educational discrepancies, and systemic inequity additionally causes students to lose connection with their cultural heritage.

To make up for the shortcomings of the American Education system, certain groups are designing educational opportunities for these students affected by inequity. The goal of these groups is to equalize the education system by tailoring their pedagogy to the students they are targeting. For example, employees at MIT Lincoln Labs operate semester-long STEM courses for high school women, and low-income and underrepresented communities (MIT, 2021). Their mission is to provide access to coursework and technologies for these groups that are underrepresented in STEM fields, or normally wouldn't have access (MIT, 2021). Leaders, teachers, or educational workers of underrepresented communities that have identified a need in

their communities for a targeted program similar to the ones above are aptly suited to fill this need. Often, larger institutions will start these programs with members of the targeted community at the lead. However, there are also cases of such projects being started or operated by an individual.

One such individual's operated education project was the subject of our case study. The Pueblo Pathways Project (P3), and its parent organization, the Indigenous Education Network (IEN), operated by Dr. Anthony Dorame targets Indigenous students through culturally specific outdoor education. While teaching at the Santa Fe Indian School (SFIS) Dr. Dorame founded P3. There, he identified a need for a culture-based program to teach students the importance of environmental stewardship. The goal of P3 was to help indigenous students develop leadership skills while simultaneously immersing them in their Pueblo culture. P3 involves outdoor classrooms, recreational activities, and culturally significant experiences. Dr. Dorame's program has impacted students that he and fellow educators have identified as a) struggling in the traditional classroom and/or b) students that would greatly benefit from an outdoor education complementary to conventional American education. It's programs like Dr. Dorame's that provide a unique education and experience of the outdoors that can help provide a new perspective of how we live with nature. The impact of these education programs cannot be overstated.

The purpose of our IQP is to examine the process by which an underrepresented individual has identified a need in their community and wants to expand their vision into a project that has a positive community impact. In doing this, we propose to provide an outline for future educational program founders (organizations more generally?) that focus on underrepresented communities. While conducting our research, we found that the largest challenge for prospective organizers launching projects is a lack of both tangible resources and

information. We hope to help meet this need with a description of the process we took in the course of our study.

In clear language accessible to many populations, we hope to present and strategize the problems growing organizations might face. This paper is structured so that an individual can first understand the challenges and disadvantages that underrepresented communities face in building their organizations. This understanding is necessary to identify a community in need of alternative programming and how a given program of any scope can be impactful. This portion of the report is backed by professional research and direct testimonies from Dr. Dorame.

Secondly, this paper covers the methods and steps used to establish the educational P3 programs. Our approach was from an administrative view. It organizes

the program into a potential non-profit education network. We hope our primary audience will be BIPOC and LGBTQIA educators who expose students to alternative curricula that apply under-used learning styles. The findings and recommendations can also be applied to small businesses and organizations outside of the educational sector. We share the thoughts, process, and research behind each deliverable, in hopes that individuals with a similar vision to Dr. Dorame can design and establish programs that maximize their impact.

Figure 1: A group of Pueblo students on a P3 adventure



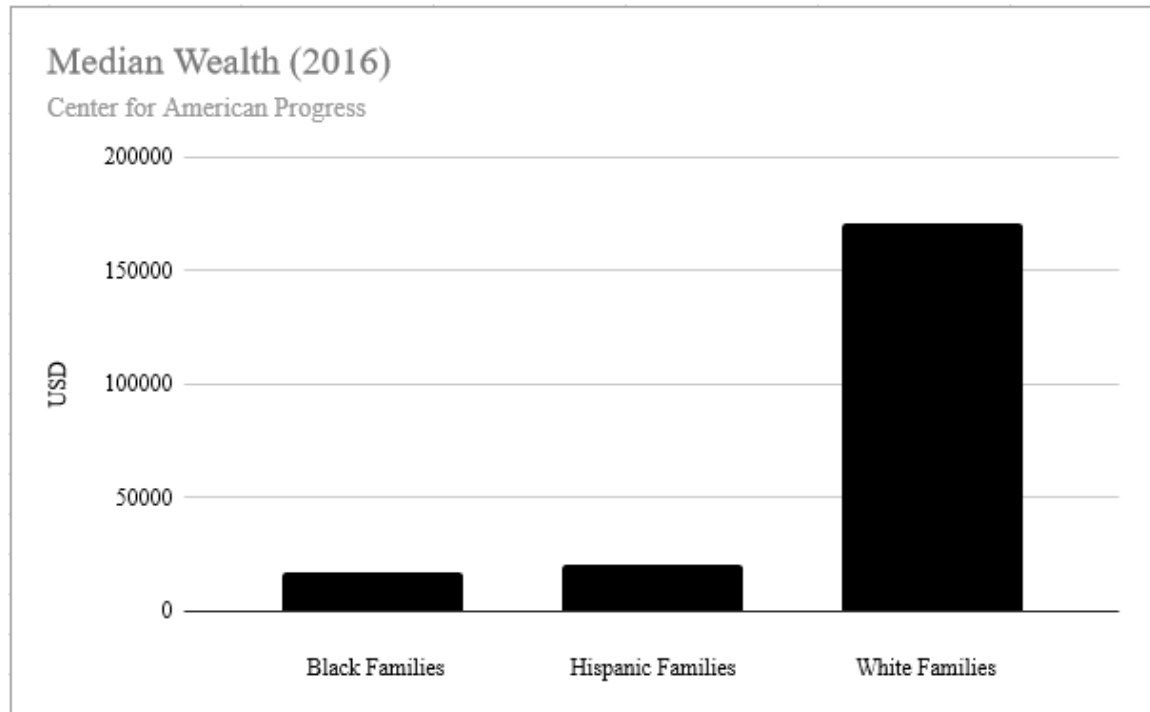
CHAPTER 2: BACKGROUND

This chapter gives insight into how educational programs developed by and targeting underrepresented communities is beneficial to increasing their educational opportunity. The importance of these programs is linked to the outcomes they provide. Because they receive a range of benefits from these programs, underrepresented students that participate in these education programs are better suited to resist the socioeconomic factors that impact them (Tillmann, 2018). Unfortunately, these communities often lack the resources or funding to establish such programs, leaving the students that need them most without access. Programs that have gotten off the ground have found success. Some of these programs focus on the culture of the community, some seek to lift a community to be more represented in a specific field. This section will show where underrepresented communities struggle, and how educational programs complimentary to standard education work to fill the gap.

2.1 The Needs and Disadvantages Underrepresented Communities Face

Systemic issues disproportionately affect underrepresented communities. For example, discrimination affects the wealth and outcome of black families (Losavio, 2020). With less access to good jobs, wages, and benefits, they are provided a lower income and standard of living than white families (Hanks, 2018). Other communities face similar socioeconomic challenges. According to an NPR poll, 33% of Native Americans reported facing discrimination in the workplace. However, 54% of Native Americans living in majority native areas face this discrimination (Neel, 2017). This shows that communities that are underrepresented struggle, even when they are the majority in their area. The issues that these communities face are systematic.

Figure 2: A Graph Highlighting Median Wealth For Families of Varying Cultures



When applied to education, these disadvantages are multiplied. Students belonging to these underrepresented communities do not have access to the same access to resources that other students have. Family wealth is directly tied to student outcomes. Even after controlling for all socioeconomic factors outside wealth, a student from a wealthy family is 29% more likely to complete 2 years of higher education compared to a student from a poor family (Braga, 2017). Other socioeconomic factors do come into play when examining education though. Child literacy has been linked to the literacy of the home, and communities affected by low socioeconomic factors do not have access to the learning tools like books, computers, toys, and tutors that children need (American Psychological Association, 2017). Low-income students are also less likely to be identified for gifted programs and have less access to advanced coursework (Daly, 2018).

Just as the gap in wealth fuels the education gap, the gap in education leads to the same wealth disparity. Income is tied to the level of education, with those completing two or four-year degrees making on average \$35,000 more than those with just a high school diploma (Wolla, 2017). Individuals that did not finish high school have a median income of \$22,320, with the unemployment rate of this group being 5.6% higher than college graduates (Wolla, 2017).

Systematic issues such as the above have disaffected underrepresented communities. Systematic solutions are required, but focusing on grassroots, community-based projects are shown to have success.

2.2 Filling the Gap in the Education System

“Education and knowledge are the power of the minorities in this country”

- Philip Vera Cruz

One solution to the education gap, and one we examined in our case study, was the development of education programs within underrepresented communities. In examining the impact extracurricular activities can have in these communities, a study by Sports Medicine and Health Science found a plethora of positive effects. They cite an increase in physical activity through sports and similar physical activities lead to better health outcomes for the student (Ricci, 2020). The study also finds that mentally stimulating programs, such as art and music classes reduce stress, increase communication with parents, and increase their perceived quality of life (Ricci, 2020). Despite the positive effect extracurricular activities are shown to have, a large number of low-income youth do not participate in them (Schwartz, 2015). This can be

attributed to the lack of resources available for such programs. One solution our team found involves tapping into cultural education. By centering educational programs around cultural preservation, these programs can access a greater swath of funding both through public grants and private funding.

Designing an educational program with a cultural focus not only provides access to greater resources but also engages the community it is serving in a new way. Our sponsor's program, Pueblo Pathways Project teaches the cultural importance of certain lands and species, while also teaching standard science and agriculture (Dorame, 2021). The fusion of the curriculum topics with cultural lessons reinforces the importance of this education to students that exist inside the culture. Dr. Dorame's program has alumni of his program that found not just a drive to succeed, but methods to succeed, by reconnecting with the cultural side of education. In exposing students to the culture of the community, the community is served as well. Students that find success return to their communities and share their positive outcomes (Dorame, 2021).

The challenge of filling the gap in standard education in underrepresented communities lies in designing an effective curriculum that balances cultural significance with a valuable education. The next section covers Dr. Dorame's approach and pedagogy.

2.3 Successes and Challenges in New Mexico

New Mexico is a diverse state and is characterized by different cultures and groups: the region is home to over twenty-eight ethnic groups, including Indigenous, Hispanic, and Latinx cultures. One of these groups is the Pueblo people who are organized into the 19 Pueblos of New Mexico. These 19 Pueblo tribes are sovereign nations but share some agricultural, material, and religious practices (Simon; O'Connor, 2018). Some common shared practices are dryland

farming and the Kachin religion. the Tewa Tesuque? Tewa is a broader linguistic group who are the subject of this project. In a preliminary meeting with Dr. Dorame, he stated: “The Pueblo Pathways Project is an organization that helps children and adults get in touch with their Indigenous values and culture” (Dorame, 2021). This program is located in Santa Fe, New Mexico; Dr. Dorame takes students on outdoor educational trips where students travel along the Rio Grande and Rio Chama rivers to engage in activities like fishing, camping, and water rafting. P3 is also an educational program that deals with data collection and teaching people the history of the various sites. P3 needs help in a few different areas for its programs to expand.

One of the major problems P3 is trying to solve is that much of Santa Fe’s history and culture is being lost as new generations arise. Despite being in the same region, each of the eight Pueblos around Santa Fe has a unique history and culture. Unfortunately, their history and culture are in jeopardy of being lost to time due to COVID-19’s crippling grip on elder populations. By looking into the past of New Mexico, we will develop a better understanding of its many cultures.

A BRIEF HISTORY OF

PUEBLO CIVILIZATION

Pueblo style terrace agriculture and dry farming
Source: Hobbs Municipal Schools



850 A.D

The Chaco Phenomena begins. Groups of people, the Great Houses, expand all throughout Chaco canyon. This brings a cultural renaissance, advancements are made in pottery, livestock, and jewelry.

Pueblo Style Pottery Source: Britannica



1200-1400

The livelihood of working class Pueblo people diminished drastically due to suppressive rule and crippling droughts.

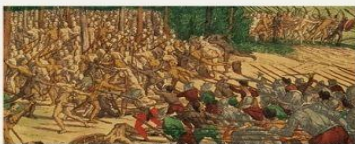
1200-1500

Intertribal war and pillaging pit villages that were once allied against each other. This was due to a lack of leadership and food. This era was known as the period of "crisis and catastrophe".

LEBLANC, PREHISTORIC WARFARE IN THE AMERICAN SOUTHWEST, 197-276 ("CRISIS," 197)

1599

The Spanish colonized the Pueblos by proselytization, mandating food and resource donations, and forced labor. The Spanish's primary interest was precious metals.



Pueblo Uprising against the Spaniards Source: Native American Roots

1854

The United States purchases the Southwest from the Spaniards with the Gadsden Purchase.

PRESENT DAY

There are currently around 75,000 people of Pueblo descent living in the U.S. There are currently 19 sovereign Pueblo reservations in the US.

Timeline created from information in: Juliana Barr's: There's No Such Thing as 'Prehistory' and Katherine A. Spielmann's 'Style and Resistance in the Seventeenth Century Salinas Province'.

Barr, J. (2017). There's No Such Thing as 'Prehistory': What the Longue Durée of Caddo and Pueblo History Tells Us about Colonial America. *The William and Mary Quarterly* 74(2), 203-240. <https://www.muse.jhu.edu/article/657477>.

Spielmann, K. A., Mobley-Tanaka, J. L., & Potter, J. M. (2006). Style and Resistance in the Seventeenth Century Salinas Province. *American Antiquity*, 71(4), 621-647. <https://doi.org/10.2307/40035882>

100 A.D

Nomadic people of the Southwest begin to settle near valuable territory on the Rio Grande and Chama. This is the beginning of Anasazi culture. They quickly establish sustainable agriculture and valuable trade routes.

Pueblo Trophy Home "Pueblo Bonito"
Source: Heritage Daily



1000-1125

The Great Houses start to construct exuberant palaces for the ruling elites. This solidifies apparent wealth distribution inequality.

1450

The Pueblo working-class successfully staged an uprising to overthrow the elites. The revolt successfully redistributed power and wealth. The establishment of an egalitarian society marks the end of the Chaco era.

1539

Spanish conquistadors and the Pueblo people first made contact.

1680

As a result of public executions of important religious leaders and cruel treatment, the Pueblo people revolted against the Spanish. The successful revolt deterred Spanish entry into Pueblo land for a decade. Additionally, it restructured the power dynamic between the Pueblo people and the Spaniards when they returned.

1887

Dawes Act is passed mandating forced assimilation and the creation of Indigenous boarding schools.

Figure 3: A Timeline Highlighting Important Parts of Pueblo History

CHAPTER 3: METHODOLOGY

This chapter explains our plan and the steps we took to obtain knowledge on the process of establishing a non-profit organization. It also delves into the objectives of our project, and how we attempted to complete them. While not everything was completed, we are still including a complete plan which shows our thought process and provides reference not only for future teams but also future organizations looking to expand their operation. The objectives and mission statement that guided our methodology are discussed below. In some cases when conducting these methods, an IRB was required, therefore we filled out an IRB (IRB 22-0074) to allow us to interview and observe participants when working on our project. We also tailored our IRB to allow us to conduct these methods with both adults and children if needed.

Purpose Statement:

The purpose of our project is to provide a roadmap and guide for organizations looking to set up educational programs for underrepresented communities and demographics. We achieved this through the knowledge we gain from conducting the multitude of objectives listed below.

Objectives:

1. Expand the P3 name to increase awareness and promote the P3 brand.
2. Determine and implement the most effective funding techniques so that P3 can continue to fund its outdoor adventures.
3. Show organizations how to establish themselves when looking to set up educational programs.

4. Take the prior three objectives and findings convert them into a reader-friendly report to serve to start-up organizations owned by underrepresented people.

3.1 Expanding the Pueblo Pathways Brand

The first objective of our project was to implement ways to expand the name of P3. Dr. Dorame wanted to have an online identity for IEN and P3 through a website and social media. The website was created to organize all the information and advertise the program to possible sponsors. Social media accounts were created to present images and videos of impact. The site and media pages will be used as tools for outreach to future participants of the program.

The first method we used was unstructured interviews. We interviewed Dr. Dorame to get an understanding of what his vision was for the website we created. He conveyed the importance of cultural values being present in the online presence. This would take the form of significant landscapes, ancestors, cultural patterns, all of which show, rather than tell, the themes central to his organization. He also stressed the importance of displaying the key pillars of IEN: stewardship, leadership, culture, and giving back to the community.

The second method we used was observation and gathering media. We took pictures and videos during the fishing trips, school events, and visits to the Tesuque Pueblo seed bank and farm we have been on with Dr. Dorame. We took the media we gathered and published them on the website and social media accounts. This media will help people understand the message and the story behind IEN and P3 and what their missions and visions are. The imagery of the activities and sceneries also helps increase the attention the posts get since people are more likely to look at pictures than read the fine print if the picture seems interesting.

3.2 Implementing Funding Techniques

The second objective of our project was to determine and implement funding techniques into P3. A big aspect of Dr. Dorame's vision to expand P3 was to search for funding so that P3 would be able to conduct its programs more frequently. Currently, P3 has insufficient income for funding, and therefore Dr. Dorame can only run his programs sparsely. With a more steady income of funding from different sources, Dr. Dorame would be able to operate more programs more frequently, further establishing P3 as a reputable and reliable organization.

There were multiple methods that we used to achieve this. The first method we used was research. This involved online research, as well as utilizing the Santa Fe public library, to search for similar organizations that could give insight into how they have tackled funding. We also looked into researching aspects of funding outside of organizations, such as grants and personal donations. Through this research, we found numerous organizations similar to P3, both around Santa Fe and beyond. These organizations, such as Legacy of Hope based out of Ontario Canada, and Native Seeds based out of California, are all non-profit organizations that work with underrepresented communities, although in notably different aspects.

The second method we used was benchmarking. This entailed contacting these organizations and asking them a plethora of questions in regards to the way they tackle funding. Examples of these questions included: "What is your main source of funding? (Personal donations vs. Company donations?)", "What has worked well for your organization in regards to funding, and what hasn't?", and finally "If you are a non-profit, has that helped increase funding capabilities?". These questions are important as they provide insight into how these established organizations approach funding, as well as where the funding primarily comes from. With this

essential information, we can further help Dr. Dorame locate funding so that P3 can continue to increase the number of programs it can run effectively.

3.3 Education on Establishing Organizations

Our final objective in this project was to educate ourselves on establishing an organization and what it takes to do so. By understanding this topic, we would be able to better serve Dr. Dorame in his mission to establish P3. This is also the most important objective for our final project, as with this information we will be able to better articulate our suggestions for effectively establishing an organization for the association who finds themselves looking through this document in hopes to gain knowledge to expand.

The method we used for this objective was primarily structured and semi-structured interviews. We contacted and conducted multiple interviews with established organizations and businesses to get a better understanding of how they have expanded themselves. Some of these interview questions included: “What was the hardest part about starting your organization?”, “How did your organization market themselves to a larger audience?” and “What inequalities or challenges have you faced as a result of you being a part of an underrepresented community?” These questions, along with the many others we used in our interviews, provide key insight by not only looking at what has gone well for these organizations but also what hasn’t gone well and how being a part of an underrepresented community has affected this process. With this knowledge, we can provide much-needed advice to Dr. Dorame so that he knows what to look out for, both good and bad, in the future. We can also use this information to our advantage in this report to hopefully aid organizations who may not have access to resources such as undergraduate students

CHAPTER 4: RESULTS AND FINDINGS

By the end of our project, our collection of data and analysis yielded many results. While our primary data collection came from formal and informal interviews, a lot of our data also came from participant observation. We hope the deliverables we gave Pueblo Pathways Project, as well as the report we created from our participant observation and semi-structured interviews, will help start-up future organizations for underrepresented communities, particularly BIPOC and LGBTIA organizations and businesses. We understand that many organizations who hope to establish themselves do not have the resources, such as a group of undergraduate students, to achieve this, so we created this report for future start-ups to give insight into some techniques for starting an organization.

During our time in Santa Fe, Dr. Tony Dorame made it evident that he wanted to immerse us into the wilderness he plans to take the Pueblo students to. It's important to note that these trips are not just about having fun, it's about understanding the value of living harmoniously with nature. Our first adventure involved fishing in a pristine lake tucked far in the

Figure 4: Our Group participating in a Fishing Trip with Dr. Tony Dorame



mountains of northern New Mexico. Despite it being October, we were so high up the landscape looked poised for heavy amounts of snow. Through this adventure with Dr. Dorame, not only did we have a therapeutic day of fishing, but we also got a glimpse of how Dr. Dorame generally

runs a program. As an example, Dr. Dorame showed us how to humanely harvest and properly gut the fish we had caught; this is the style of education he provides students on trips.

Another opportunity our group had was that we were able to attend a traditional Tesuque Buffalo dance. The event took place at a feast Dr. Dorame hosted at Gonzales Community School in Santa Fe; this event was hosted primarily for the students and families involved in his Indigenous culture club. November is usually a time for the Tesuque Pueblo to put on its annual feast. Unfortunately, COVID-19 prevented it from happening for the second year in a row. With the help of Gonzales Community School, Dr. Dorame put on a small feast to find a way to honor the time of year.

Food is an important part of Tesuque Pueblo life and Dr. Dorame's larger program: this was clear during the feast at Gonzales Elementary. While the event was not a traditional feast, Dr. Dorame wanted to make sure it reflected the values and goals of Pueblo Pathways. Dr. Dorame decided Frito pies with authentic Anasazi beans and chili would be a balance between something the kids love while using a Tesuque ingredient usually found during the annual feasts. Dr. Dorame also grows these Anasazi beans with the students in local school greenhouses. In addition to the food, Dr. Dorame, along with some elders and children from the Tesuque Pueblo, performed the Buffalo Dance— a dance

Figure 5: Dr. Tony Dorame and Other Tesuque Residents Participating in a Sacred Buffalo Dance



conducted every time a Buffalo has been killed and brought back to the tribe (particularly around this time of year).

Similar to the outdoor activities we did with Dr. Dorame, the celebration at Gonzales Elementary helped us understand how P3 functions. We were able to view a traditional Tesuque dance, exposing us to cultural values and practices. We also got a chance to meet some of the students who Dr. Dorame has been teaching about different farming techniques and native New Mexican plants in the school greenhouse. Finally, by talking with and helping the students and Dr. Dorame in the greenhouse, we gained new information on how an agricultural program operates.

In addition to the above activities, we were also able to visit the Tesuque Pueblo seed

bank and farm. Our professors and we were granted access to the Pueblo for a short period to see the Tesuque seed bank and farm, despite the Pueblo being closed to the public. To help us understand the farm's operations, we were given an intensive tour, where we were allowed to see the rainwater collection system and

Figure 6: Dr. Tony Dorame Giving us a Tour of the Tesuque Seedbank



how it fed directly into the greenhouse and storage tanks for the Pueblo farm. Both the seed bank and farmland use the Tewa style, as well as modern agriculture techniques. The seed bank is constructed in the traditional Tewa style by utilizing straw and mud, along with a wooden structure made from recycled wood taken from forest fires to create a sturdy and net-zero carbon structure. Inside the seed bank, there are hundreds of different seeds, melons, squash, and beans.

Figure 7: A View Inside of the Tesuque Seed Bank



The large variety of seeds was the primary reason

the Tesuque Pueblo started the seed bank. The heterogeneity ensures biodiversity and acts as a safety net if a species were to go extinct outside of the Pueblo. Many of the seeds are rare and or come from other tribes across the country. The collection is so extensive because the Tesuque seed bank is well established in the Southwest.

This trip helped us develop an understanding of how contemporary indigenous farming in Northern New Mexico operates.

Furthermore, the trip gave us insight into how we should structure the IEN agriculture

program. Our tour of the seed bank provided us with future contacts, not only for the agricultural program but also for BIPOC and LGBTQIA folks that have worked to get government funding. When the seed bank was built 30 years ago, it required funding from government grants and third parties, which is somewhat parallel with what P3 hopes to achieve. They have also worked with organizations that P3 hopes to work with someday, including Seeds of Change and Native Seed/SEARCH.

Semi-Structured Interviews

Along with our fieldwork, we also conducted multiple interviews with BIPOC people who have had experience establishing and/or working with minority-owned small businesses and non-profit associations. Our first interview was with Samantha Eddy, an Anishinaabe/Wendat woman who works for a leather goods small business. She has also worked with a non-profit to research the effects of gig labor. In this interview, she gave us insight into how to establish an organization. Samantha said, "Figure out ways to connect and network with local businesses. It is crucial to tap into the local growing small business community if possible" (Eddy, 2021). Networking with local businesses, whether it be a local coffee shop or farmstand, will help spread the name and ideals of your organization throughout the community. Small-scale advertising like flyers or even word-of-mouth are effective ways to promote a business locally. In many cases, this is the best way for an organization to develop brand recognition. Connecting with your local community creates avenues for support, like funding and collaboration.

Another piece of information Samantha Eddy gave us involved strategies for grass root funding. "A large part of my funding has come from grants. They give out a lot of money, but it is imperative to provide a detailed process of how you will use the money because your organization comes off as more professional when applying for these grants," Eddy said. (Eddy, 2021) Grants generally come from the government and have many potential uses. A major problem many business owners run into is knowing how to write and address the key things grants require. Eddy's comments demonstrate individuals applying to grants should fully understand the grant and draft multiple copies of the grant. Furthermore, Eddy suggested that it is important to get opinions from trusted sources and contacts to help you tailor your grant writing, Eddy said: "It's easy to be passionate about your organization and discuss how it will help many people, but most of the time it's not enough to secure large government grants" (Eddy,

2021). Talking with Eddy suggested two things imperative for success: 1. Explain how an individual organization will benefit from the donation 2. Provide a concise plan as to how an organization will spend the funds effectively. These two things increase the chance of obtaining the grant, as the awardees of the said grant will feel more confident that this money is not only just awarded to “a good idea” but also a viable plan. Grant writing takes time and requires significant research, but when done effectively can provide vital resources to help fund organizations.

Another interview we conducted that helped us understand organization strategies was with Zoe Eddy and Scott LaTour, owners of an indigenous entertainment group most notable for conducting community education, public entertainment, and live-action roleplaying events. As Eddy and LaTour run a for-profit business, they talked at length about finances, particularly taxes. Zoe Eddy explains, “It's important to keep tax reports and records. You need to understand that there are hidden fees and costs of running an [organization]” (Eddy, 2021). Scott LaTour added: “Be prepared to fail. It's very easy to make a mistake or forget something on your taxes” (LaTour, 2021). Taxes are a large part of properly running an organization. Many small-scale organizations overlook taxes and other finances. Eddy explained the importance of tracking finances: “The point of a non-profit is that the organization is not making a profit, so when there are funds leftover you have to be very careful where those end up” (Eddy, 2021). In the interview with Scott LaTour and Zoe Eddy, when asked what the hardest part about starting their organization was, they unanimously agreed that keeping on top of taxes was indeed the hardest part, this goes back to making sure you have a succinct business plan so all your funds are accounted for and used. It should also be noted that filing taxes correctly is extremely important

to avoid issues with the IRS; hiring a tax lawyer is in many cases the best option to make sure taxes are filed correctly.

Zoe Eddy and Scott LaTour also had some wise words on the dangers of running an organization for underrepresented communities. “Vultures exist!” Zoe Eddy exclaimed. “They’ll give you money and seek to help your organization up front, but will then try and gain something for themselves later on down the road.” She then went on to say “To solve this you have to detach yourself [from problematic people]; you’re not obligated to continue to work with them” (Eddy, 2021). When asked what inequalities or challenges they have faced as a result of their indigenous heritage, both Zoe Eddy and Scott LaTour agreed that people look to take advantage of you for their gain. This shines a light on the dangers of establishing an organization, especially when working with an underrepresented community. While people may sincerely want to help, they, unfortunately, may seek unwarranted credit as it makes their “resume” look better. In some cases, people may even want a piece of the organization, despite only giving donations or similar gifts. In most cases, some genuine people hope to assist an organization, whether through funding or charity work, but there may be some who are insincere. Therefore individuals should be aware of this possibility and be proactive when looking for signs that may show someone is trying to be exploitative. It is also important to realize that if there is no contract, there is no obligation to continue working with individuals who are funding or helping a project—because of this, it is sometimes to cut ties with individuals who are malicious in their intent or action.

A final remark from Zoe Eddy and Scott LaTour’s interview gave insight into the expansion of an organization. “Don’t continue to ask for help from the same people,” Scott LaTour said. Eddy added: “Think of it like getting blood from a stone: it’s hard the first time and nearly impossible the second time. In a lot of cases individual or community donations are

one-time donations, so try not to expect any more” (LaTour; Eddy, 2021). While funding techniques like gofundme and community donations are effective upfront, understanding that it is not a long-term funding method will help prevent an organization from over-burdening resource pools. Initial funds help get an organization off the ground, but long-term funding methods such as grants are more effective for sustaining an organization long-term. While it is helpful to request help from a local community, as discussed above, organizations must look for other sources of funding as they continue to expand.

CHAPTER 5: DELIVERABLES AND INFOGRAPHICS

Based on the results and findings from our research, benchmarking, as well as formal and informal interviews, we were able to develop several deliverables that we hope Dr. Tony Dorame can use to expand P3. We also hope that these deliverables can serve as examples for other organizations. Our main deliverable helped P3 start the process to become a non-profit organization; this included finding sufficient funding for P3. Other deliverables included setting up a website and numerous social media accounts to increase awareness about P3, as well as researching and implementing an Agricultural program to increase the diversity of what P3 has to offer educationally to Pueblo students. We describe these in detail below.

5.1 Funding

5.1.1 Nonprofit Status

Of all the proposed deliverables Dr. Dorame expressed interest in us achieving the 501(c)(3) status for IEN was the single most important to him. Nonprofit organizations have specific financial exemptions: “501(c)(3) is a portion of the U.S. Internal Revenue Code (IRC) and a specific tax category for nonprofit organizations” (Johnson, 2021). An organization applies for access to this tax-exempt category by going through a multitude of steps and paperwork. IEN is an organization built to thrive under 501(c)(3) status because it ensures that all funds going into the programs are tax exempt. Additionally, achieving this status comes with a level of credibility when promoting the IEN brand. It also unlocks a multitude of private and government grants that are intended only for organizations with the said status.

To be registered as a non-profit “...an organization must not be serving any private interests, including the interests of the creator, the creator's family, shareholders of the organization, other designated individuals, or other persons controlled by private interests. None of the net earnings of the organization can be used to benefit any private shareholder or individual; all earnings must be used solely for the advancement of its charitable cause” (Johnson,2021). Dr. Dorame designed his business model around the idea of someday achieving this status so IEN has already been functioning within the non-profit model. Prior to working with our team, however, Dr. Dorame had little in the way of a formal business plan, articles of incorporation, a board of trustees, or mission and vision statements. We collaborated with Dr. Dorame to create mission and vision statements.

The purpose of these documents is to explain the goals or plans of a company. Through research, we learned that missions and vision statements must be three things: 1. Concise 2. Professional 3. Expansive. We conducted an informal interview with Professor Thomas Balistreri to help us draft our statements. Thomas Balistreri. has been a business consultant specializing in PR and marketing for decades now. With these three things in mind, we created two missions and one vision statement.

IEN:

- The mission of the Indigenous Education Network is to connect and foster collaboration between indigenous organizations that are dedicated to cultural and environmental preservation.

P3:

- The mission of the Pueblo Pathways Project is to provide opportunities for indigenous students to learn environmental stewardship, connect with nature, and develop leadership roles via cultural immersion.
- The Pueblo Pathways Project vision is “To awaken and renew every young Pueblo person’s relationship with nature, and to understand their knowledge can spark environmental change in others, not just the Pueblo people”.

With a succinct concrete idea of what we all envisioned for P3, we began to write out our articles of incorporation. With the initial research, we struggled to find a definitive format to write the articles. Because of this, we reached out to Greg Goldman, an executive director for the National Audubon Society in hopes that he could point us in the right direction. We conducted a phone interview in which he gave us outstanding articles of incorporation template to work with as well as a lot of good information. He quickly told us that the plausibility of actually getting all the paperwork filed and reviewed to receive non-profit status was well beyond the scope of our project. On average it takes a little under a year to get approved by the government. Because of this, we restructured our deliverable to complete all the necessary forms needed so Dr. Dorame could submit for approval without doing any other work. In conclusion, we successfully wrote the articles of incorporation, created mission and vision statements, established the business plan, appointed a group of board members, drafted bylaws, and drafted a conflict of interest policy.

5.1.2 Grant Writing

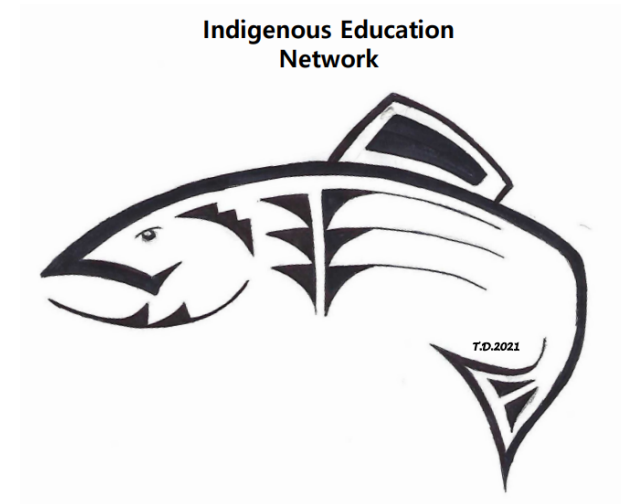
Grant writing is a crucial step when starting non-profit and other similar small organizations. Aside from providing the obvious funds and resources the grant entails, it can also establish connections with larger more recognized organizations. It effectively increases the social network web of the start-up and builds credibility. Because of this, it is important for members of said organization to be well versed in grant-style writing. The key to this is to specifically tailor responses to grant questions. Using powerful, specific language helps the tone of the writing read more professionally. It is important for individuals to empathize with the position of the board reviewing a submission: what does the board want to see, and how can an applicant fulfill the board's vision?

In order to fund and provide the materials necessary to start the P3 agriculture program, we applied to multiple grants. We conducted substantial searches online. Additionally, we received assistance from our advisor, Zoe Eddy, in locating specific Indigenous grants. We knew that grants for indigenous organizations were ideal targets because they effectively narrowed the applicant pool. It was also the most fitting area because the organizations we applied to could be future contacts when the business expands. The grants we applied to were the Native SEEDs seed packet and the Society of Ethnobiology urgency grants. Native SEEDs is a non-profit organization that focuses on providing rare and unique species of crops to indigenous agriculture programs via seed packets. The Society of Ethnobiology grant is a grant that focuses on agriculture programs for at-risk indigenous communities.

5.1.3 Miscellaneous Funding

As well as the Funding methods above, we decided that the most effective way to get some funds immediately would be to reach out to individual donors. This came in the form of a gofundme. By producing a gofundme, we were able to create a means for a rapid source of capital to help fill the void to get Pueblo Pathways Project off the ground. We used Dr. Dorame's Indigenous Education Network logo as a way to show off Indigenous art and the face of IEN and P3. We only had 50 characters to create the title of the fundraiser, so we decided on "Indigenous Student Outdoor Cultural Education". While short it effectively conveys P3's mission, while targeting some of the keywords which people search for when looking up fundraisers to give donations to. To complement this title and give it more background, we wrote a multi-paragraph biography detailing the mission of P3 and how these funds would better our organization. Through this gofundme, we have already amassed \$500 within the first two weeks, and this amount continues to grow. While we understand this gofundme will only be valuable for the short term as many of these donors will only donate once, it is a vital step in supplying funds to P3.

Figure 8: The Indigenous Education Network Logo



Another aspect of funding that falls outside of the other categories was a donation from a fellow indigenous community: a particular Tiospaye from the Rosebud Reservation, home of The Lakota Sicangu. The Indigo Tiospaye was generous enough to give P3 \$500 to help with further funding. Dr. Dorame has already begun putting these funds to work, scheduling multiple trips and program events. It was incredibly moving to watch Dr. Dorame thank the Tiospaye through

its representative, our advisor professor Balistrieri, with generous gifts to include tobacco, tea, blue corn flour, pottery, an ear of corn, a bow and an arrow (representing defending one's family), and a special old ceremonial piece (presented to our advisor who is a Lakota Sun Dancer and has been recognized and blessed as a yuwipi man by the Lakota people for 20 years now.)

5.2 Social Awareness

5.2.1 Website

Establishing an online presence was a deliverable that Dr. Dorame had identified prior to our investigations. He described his need for a website as a place for him to organize the educational programs he ran. Creating an online space, available to the public, would serve to increase interest in the programs. This comes in the form of (a) student participants, for whom Dr. Dorame was searching, and (b) sources for funding. The website we developed aims to meet both of these objectives.

Figure 9: The Home Page for the IEN Website



The site's homepage is dedicated to the Indigenous Education Network (IEN), the overarching pending non-profit that manages these opportunities. Here one can read about the

cultural, community, and environmental impacts of IEN programs. The impact is reinforced by imagery relating to cultural values and the educational projects under IEN. Members of the community or the general public interested in understanding the mission of Dr. Dorame would be able to find this information on the main page.

Separate pages for each IEN program were created as well. These pages contain information specific to the program, and serve to inform future participants. For example, the P3 page contains a description of the project, the type of student. Creating a space for a student to understand the program, to see its benefits, requirements, and commitments allows them to

Figure 10: This Section of the IEN Website Highlights the Different Programs IEN has to Offer



Pueblo Pathways Project (P3)

Providing Tewa high school students with leadership and stewardship opportunities in the New Mexico wilderness. Experiences such as fishing, river rafting, environmental protection, and more foster these students into caring young adults while passing on Tewa culture and imparting a sense of connection to the land.

[Learn More >](#)

Agriculture Education Program

Students give back to the community by learning modern and ancient Tewa farming techniques. By blending these methods together, students can connect to their culture and be sources of food and knowledge in their communities.

[Learn More >](#)



decide to apply. We hoped to field strong applicants for these programs by having concise

yet engaging pages represent them.

Applications for the established programs and interest surveys for the prospective ones are also available on these pages.

Our primary goal with the website was to make it informative and accessible. We worked closely with Dr. Dorame to meet his image and requirements. Based on our observation of websites representing similar organizations to IEN, the layout was designed to focus images of the project, and

the impact it has had.

In addition to building the website, our team developed a guide for maintaining the website. Sustainability was an objective we focused on, as we recognized that for the site to stay effective, it must stay up to date. The site is designed to be static and contain general information, preventing it from going out of date. However, there could be cases where organizers look to add or change information.

The website was one of the most important deliverables for our sponsor, as an educational program would benefit greatly from having a centralized place for information and for reaching prospective students and supporters.

5.2.2 Social Media

An important aspect of establishing an organization is expanding the organization's visibility in as many ways as possible so people are exposed to the organization's mission and will more likely follow, and possibly even fund your operation. P3 and IEN needed an online presence and one of the ways we did that was through social media. We created social media pages for IEN and P3 on Instagram and Twitter. We produced bios that gave a clear description of IEN and P3. We published an introduction/background post of our sponsor Dr. Anthony Dorame. We put together a tutorial in the form of a presentation to teach Dr. Dorame about how each platform works, the features they include, passwords and hacking, and how to do social media management.

These social media pages will help the Indigenous Education Network gain participants, sponsors, and donors for the different projects it has including P3. The social media accounts will also help spread the gofundme and the application for P3. By creating social media pages that are constantly active, people following will feel more involved in your organization, and

thus more likely to not only share your organization's progress with others but even fund the operation or look to assist it.

5.3 Agricultural Program

When it came to brainstorming new activities to diversify IEN's catalog of programs Dr. Dorame made it evident that he wanted to start an agricultural program. Being an experienced amateur farmer Dr. Dorame was qualified to work with tribal elders on the reservation to teach Pueblo kids traditional and new farming techniques. The primary goal of the program is not to reap high yields of crops for profit but to establish a new community on the reservation. Additionally, we hope to reinforce the overarching message of tribal food sovereignty. The program has come at a time of great urgency because the Tesuque Pueblo was hit hard by the social isolation caused by COVID-19.

We set a list of goals with Dr. Dorame to construct a budget, find funding, layout the structural blueprint of the farm, and determine what crops will be grown during the next growing season. To achieve the latter half of these objectives we visited the Tesuque reservation's farm and seed bank, as well as Dr. Dorame's personal farm which is where the IEN agricultural program will be located. Funds from grants and donations are going towards two

Figure 11: Another Picture of Dorame showing off the Tesuque Seedbank

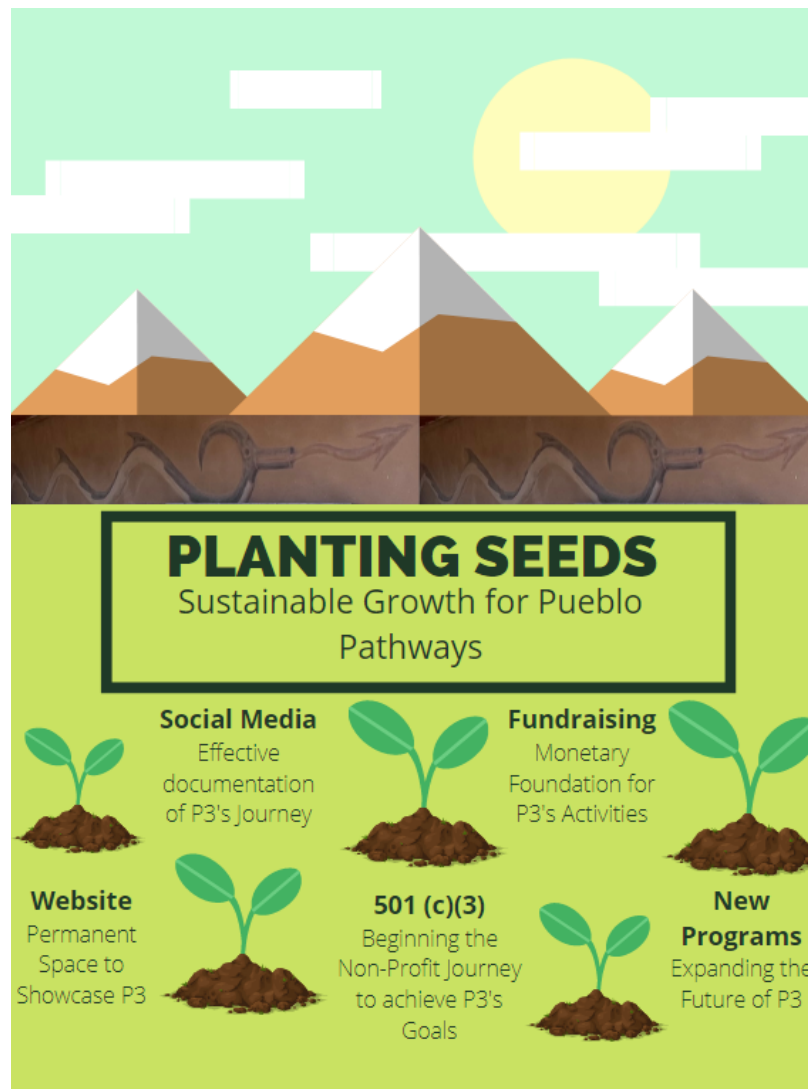


grow beds and a greenhouse. By achieving these goals a seed has been planted that will hopefully continue for many years into the future.

5.4 Infographics

We also produced a few infographics, each having its distinct purpose. While not a large part of our project, it helped to lay out some of our achievements and statistics to aid us in the writing of this paper. Below will show each infographic, as well as a brief explanation of what that particular infographic represents and how it relates to our project.

Figure 12: An Infographic highlighting the many Deliverables we gave P3 Throughout this Project



5.4.1: A Summary of our Deliverables to P3

This infographic highlights the five key deliverables we gave to the Pueblo Pathways Project during our time in New Mexico. The idea that the deliverables we created for P3 will continue to be useful for Dr. Dorame is highlighted in the seed theme. We also chose to include paintings of the Awanyu, a Tewa water spirit taking the form of a serpent, as it symbolizes the many waterways of New Mexico; an integral part of P3 and our time in New Mexico.

5.4.2: Minority Businesses vs White Businesses

This infographic highlights the differences between minority-owned businesses/nonprofits and white-owned businesses/nonprofits. There are also multiple statistics shown about the percentage of minority-owned businesses. The graphs shown compare employer businesses, the average of non-profit board members, and average approved loans from banks. It, unfortunately, shows the severe slope that minority businesses are trying to climb, but we hope this report makes the process even slightly easier.

Figure 13: An Infographic Giving some Vital Information on Minority Businesses

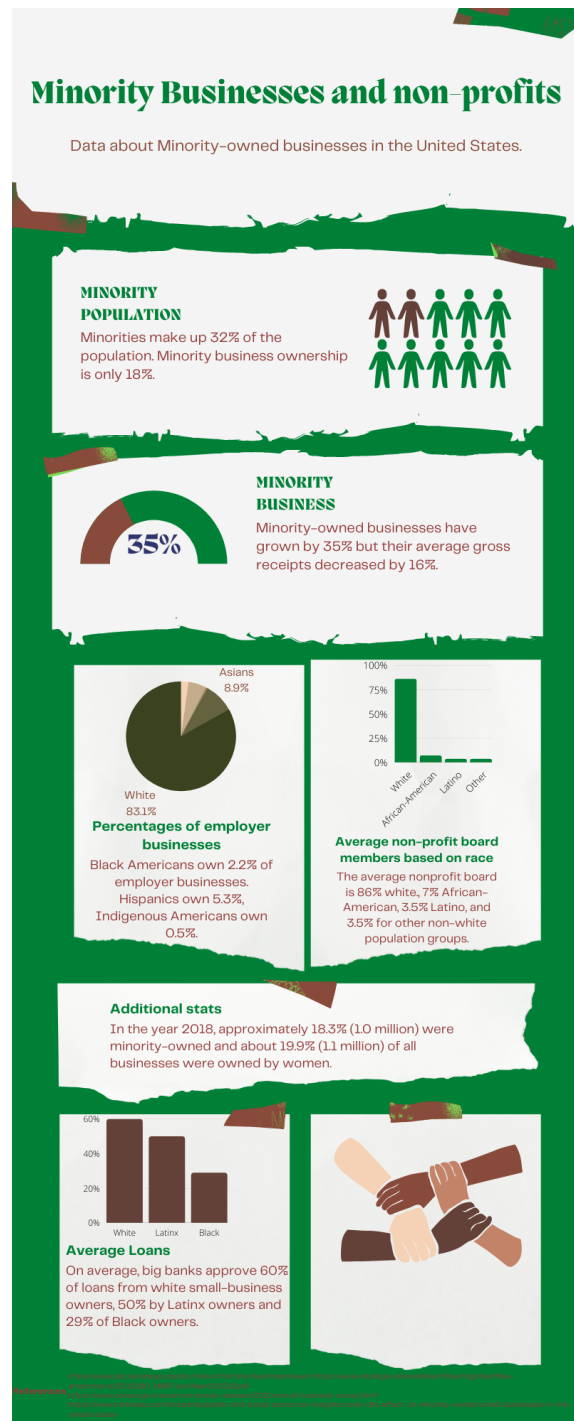


Figure 14: An Infographic Highlighting some key aspects of New Mexico Pueblo history



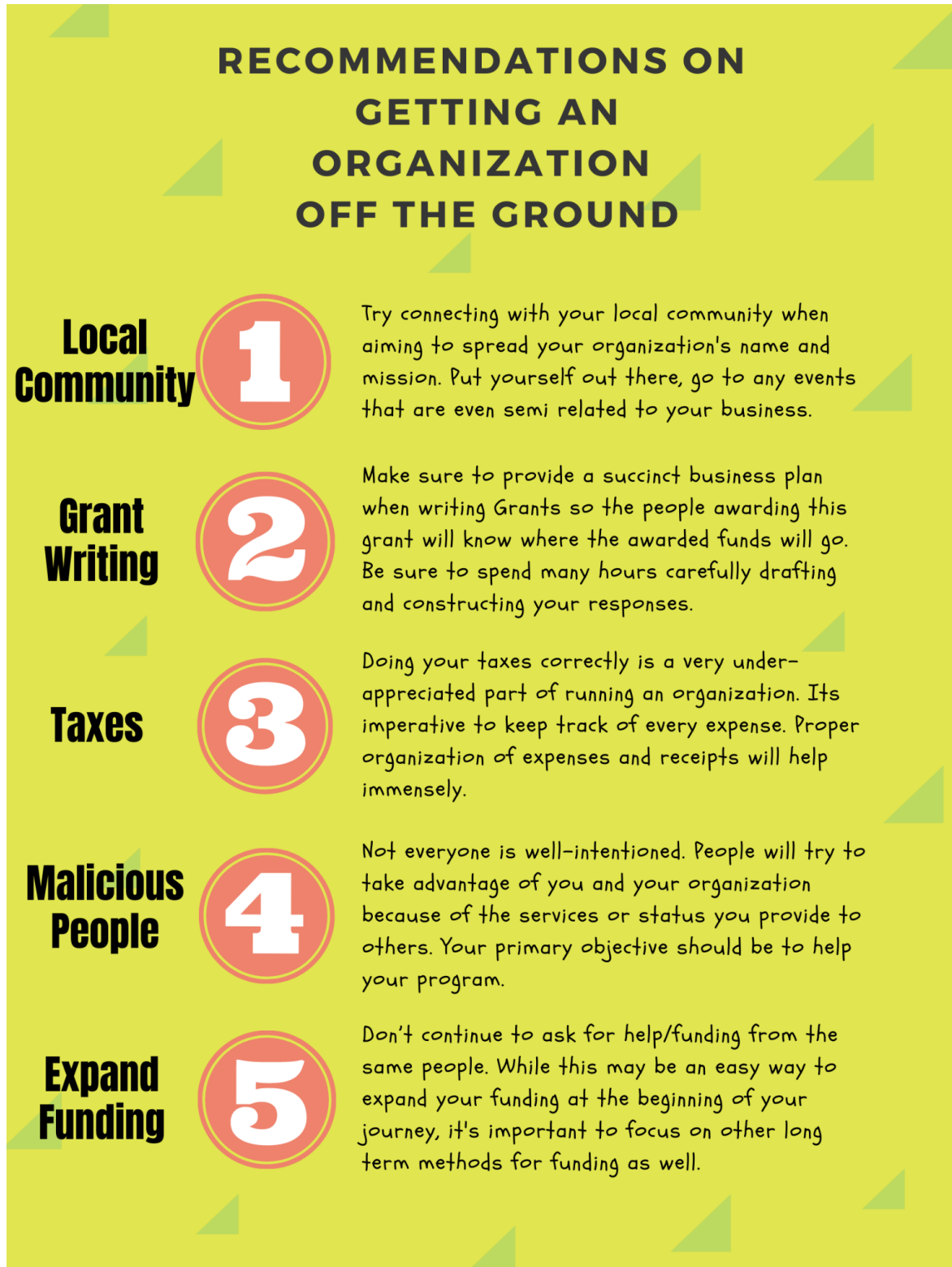
5.4.3: A Brief History of Pueblo Civilization

This infographic provides a brief general history of the Pueblos in New Mexico. It starts at the beginning of Pueblo history in 100 A.D. and moves up to present history, providing a brief glimpse into why that particular part of history was important for Pueblos across New Mexico. The purpose of the infographic is to detail both the thriving This infographic gives insight into our background and why there is a push from many, including Dr. Dorame to reintroduce Pueblo culture and history to their youth.

5.4.4: Recommendations for Starting an Organization

The Infographic below condenses and highlights our top 5 recommendations for organizations who are trying to establish themselves. Based on the interviews we conducted with minority organizations, these were the takeaways we thought were most imperative when growing as an organization. This infographic tackles different funding techniques, as well as recommendations when dealing with people and communities. We hope this infographic will be an easy and effective way to portray this essential information.

Figure 15: Recommendations on Establishing an Organization



CHAPTER 6: CONCLUSION

Over the fourteen weeks our group has spent working diligently on this project, and the seven weeks we spent in New Mexico, we have learned so much not only about the people and culture of New Mexico, but also its environment and the plethora of flora and fauna who make this place their home. While our project involved conventional “STEM” work, Dr. Tony Dorame made it his mission to expose us to the beauty of New Mexico and everything it has to offer. Whether it was through fishing, hiking, or camping, we have truly learned, through working in nature, why Dorame’s mission is so imperative, not only for the Pueblo Students but people across the country and world. We hope to not only have helped P3 in establishing itself in New Mexico and beyond as an incredibly important organization, but we also hope to hear from Dr. Dorame in the future so that we can see how P3 has grown and how our assistance these past seven weeks has assisted in this growth.

Throughout this project, we aimed to assist P3 as best we could by creating a multitude of deliverables discussed throughout this report, but we hope that the knowledge we gained from helping Dr. Dorame and through the interviews we conducted will help future organizations in the pursuit of expansion. While not a surefire way for success, we believe this paper holds information that can greatly increase chances for success and take the step from your organization is an idea on paper to reality. If you are to take one thing away from this report, it is to be ready for anything the future throws at you, as something will always go wrong and it is up to you to be prepared when this happens.

ACKNOWLEDGEMENTS

There are many people and communities we would like to sincerely thank, as without them this project would not have been able to be completed. Firstly, we would like to thank Dr. Tony Dorame not only for help and guidance in our project but also for helping our group thoroughly enjoy our time in New Mexico. We would like to thank Zoe Eddy, Samantha Eddy, and Scott LaTour for their time and consideration during our interviews. We would like to thank the Tesuque Pueblo for allowing us to enter and tour their farm and seed bank, despite being closed to the public because of COVID-19, as well as the Santa Fe public library for allowing us to use their facilities. We'd also like to thank Greg Goldman for assisting us through the 501(c)(3) process. Finally, a big thank you to Professors Zoe Eddy and Tom Balistreri for having faith in us and having their guidance throughout this project.

APPENDIX A

Links:

Website: <https://ienoutdoors.org/>

Gofundme: <https://www.gofundme.com/f/indigenous-student-outdoor-cultural-education>

Student Survey: <https://arcg.is/iWuLa>

Social Media Tutorial:

https://docs.google.com/presentation/d/1zm_yXGyjB5umJahlqHG-Pg3pfg7gPb7nLtB07pg8h-U/edit?usp=sharing

APPENDIX B

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