


# Application for Funding – Cover Page

## Applicant

Business Name or Individual	The Good Life: Mino Bimaadiziwin Consulting, LLC	Street Address Including City, State, and ZIP Code	506 Martinville Loop NE Belcourt, ND 58316
Contact Person	Terry Martin-Parisien	Title	Owner
Phone	701-550-9933	Email	tjmartinparisien@gmail.com
Authorized Representative	Terry Martin-Parisien	Title	Owner/Consultant
Phone	701-550-9933	Email	tjmartinparisien@gmail.com
Federal Employer Tax Id #	39-3547714	Unique Entity Identifier #	ZFC4ZLEZRTN3
Dates of Active Registration in System for Award Management	August 14, 2025		
Total Amount of Funding Request	76,175.00		
Total Hours of Service	1,164		
Project Period	Oct 1, 2025 to Sept 30, 2027		
Signature	 <i>Signature of the Person Submitting this Form</i>	Name	Terry Martin-Parisien <i>Name of the Person Submitting this Form (print)</i>
Date of Signature	August 14, 2025		

# Budget Summary

**Applicant:** Terry Martin-Parisien

**Project Period:** Oct 1, 2025 to Sept 30, 2027

	Grant Request	Match	Total
<b>Budget Categories:</b>			
Personnel	-	-	-
Fringe Benefits	-	-	-
Travel	8,635.00	-	8,635.00
Supplies	2,780.00	-	2,780.00
Subaward/Contractual	51,160.00	-	51,160.00
Other Direct Costs	13,600.00	-	13,600.00
Indirect Costs	-	-	-
Total Grant Funds	76,175.00	-	76,175.00

**Project Period:** Oct 1, 2025 to Sept 30, 2027

*Personnel Narrative:*

Fringe Benefits Narrative:	

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
5 SAG Qrtly. Mts.	Bismarck, ND	\$435.00	\$2,175		\$2,175
4 Focus Groups	Bismarck, ND	\$1,180.00	\$4,720		\$4,720
4 Other Meetings	Bismarck, ND	\$435.00	\$1,740		\$1,740
Total Travel Costs			\$8,635	\$0	\$8,635

*Travel Costs Narrative:*

13 Meetings Estimated: Five face-to-face Quarterly Meeting (1- 2025, 2- 2026, 2- 2027), four focus group dates, four face-to-face meetings with SAG, BIPOC, etc. Quarterly meeting travel consists of per diem, lodging, and mileage based on the state rates. Travel for the focus groups will include two days per group x 4 groups for both the Consultant and Assistant. Other meetings include per diem, lodging, and mileage based on the state rate. The meetings will be determined based on the need to meet BIPOC community members and youth, and to assist with other priorities for the SAG.

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Meeting Supplies- Focus Group	\$400.00	\$50	\$400.00		\$400.00
Office Supplies	\$1,440.00	\$60	\$1,440.00		\$1,440.00
Printer Ink	\$440.00	\$110	\$440.00		\$440.00
Survey Software Program	\$500.00	\$500	\$500.00		\$500.00
Total Supply Costs			\$2,780	\$0	\$2,780

*Supply Costs Narrative:*

Meeting Supplies for focus group participants include large sticky pads, Post-it notes, markers, paper, pens, water, and refreshments. Office supplies include paper, pens, staples, paper binders, etc. Survey software will help collect and analyze surveys.

Subawards/Contracts		Total Grant Period		
Description/Purpose	Computation	Grant Request	Match	Total
Consultant	\$40,600.00	\$40,600		\$40,600
Assistant	\$10,560.00	\$10,560		\$10,560
Total Subaward/Contractual Costs		\$51,160	\$0	\$51,160

**Subaward/Contractual Costs Narrative:**

The Consultant will be paid \$50/hour for 812 hours, totaling \$40,600. The Assistant will be paid \$30/hour for 352 hours, totaling 10,560.

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
Survey Participant Stipend	8000	\$8,000		\$8,000
Focus Group Stipends	4000	\$4,000		\$4,000
Focus Group Drawings	1600	\$1,600		\$1,600
Total Other Direct Costs		\$13,600	\$0	\$13,600

**Other Direct Costs Narrative:**

There are four groups to survey, including BIPOC youth, BIPOC Parents, BIPOC Community Leaders, and other Service Providers. 40 participants per group will be targeted. Each participant will receive a \$50 gift card, totaling \$2,000/group \* 4 groups, for a total of \$8,000. For the Focus Group participants, 20 participants will be targeted per group, with up to 10 in each group, for a total of 80 participants. Participants will receive a \$50 gift card, totaling \$1,000/group \* 4 groups, for a total of \$4,000. Two drawings per group will be held to increase participation for a total of 8 \$200 gift cards. This will total \$1,600.

Indirect Costs			Total Grant Period		
Description	Base	Rate	Grant Request	Match	Total
Total Indirect Costs			\$0	\$0	\$0
Indirect Cost Narrative:					

## *Who I Am*

As a tribal citizen of the Turtle Mountain Band of Chippewa Indians, I have resided most of my life in my homeland of the Turtle Mountain Band of Chippewa Indians reservation, located in Belcourt, North Dakota. As an undergraduate, I attended the University of North Dakota (UND) and completed a Bachelor of Arts in Social Work. I then went to graduate school at the University of Minnesota, Humphrey Institute, and later the University of North Dakota, earning a Master's degree in Public Policy, with a specialization in Advanced Policy Analysis, and a PhD in Education Foundations and Research, respectively.

I am a strong advocate for acknowledging that the Indigenous populations have ways of believing and knowing that differ from others. In recognizing this, the foundations of systems need to be evaluated and changed as barriers become evident. These efforts will help heal the historical traumas of the past, resulting in the ability to address the current disparities of today. Using this backdrop, my research and background are situated on Indigenous issues and theoretical frameworks that provide a lens to explore systemic inequalities, such as Tribal Critical Race Theory, using a strengths-based framework, such as Community Action Participation.

*Experience working directly with the BIPOC communities...*

*Knowledge of and/or relationships with North Dakota BIPOC community service...*

*Familiarity with juvenile justice and youth development research and best practices...*

*Strong collaboration, communication, and relationship management skills.*

*Relationships with (or ability to build relationships with) system partners*

The following are examples of positions I've held in which I've had the opportunity to experience work and build relationships with BIPOC communities, become familiar with the juvenile justice system, research and best practices, and exhibit strong collaboration, communication, and relationship management skills. In all these positions, I used these skill sets and experiences to provide the most effective and efficient results for the tribal people involved.

In my current position as a Tribal Policy and Research Specialist, I am working on the development of a policy manual for the Tribal Child Welfare Program, in partnership with the Director and Staff Supervisor. This policy manual provides policy and procedures for all aspects of child welfare, from investigations through family reunification or adoption and beyond.

Through this work, I stay up-to-date on current practices concerning families and the challenges they face. Further, I can connect with other entities, such as family preservation services, that serve families and children, offering insights into their activities and any gaps or barriers that exist from that end of the spectrum.

Lastly, I can build and maintain relationships through a respectful, intentional manner. This requires a lot of time and listening as issues are identified and addressed.

Building and maintaining relationships has also been at the heart of my previous roles. As the Dean of Academics for my Tribal College, I often collaborated with local high school systems to provide Dual Credit education for tribal and all students. As such, I was provided with opportunities to discuss and address barriers that exist for students in pursuing higher education. The result of these collaborations was the research-based development and implementation of several models for educational enhancement programs that addressed low college attainment among Indigenous students through positive youth development, mentors, and exposure to facilities and credible messengers. Relationships were built and maintained to deliver dual credits to eligible high school seniors, ensuring the identification of issues and solutions to problems affecting the delivery and quality of the curriculum.

In this same position, I also used research and best practice models with faculty to deliver quality education to students. This was driven by assessment practices that measured quality and satisfaction of education, which often resulted in programming centered on mentoring and positive youth development.

Regarding using best practice models, I was a Care Coordinator for the Sacred Child Project, which was a demonstration project for high-risk youth. This project used the promotion of strength-based, family-driven practices to achieve success. Through this experience, I gained knowledge of the systems that exist for juveniles, and I was also exposed to the barriers and gaps that made it difficult for those high-risk youth to succeed. I was most exposed to the juvenile justice systems that exist in North Dakota, including all reservations and the Trenton area. The approach used was a tribal wrap-around model, and the objective was to build support around each youth in need who was considered high risk for out-of-home placement. The work entailed collaboration with all agencies and organizations that were involved with the youth to build a seamless system of care supportive of child success. I built relationships with Probation Officers, School Teachers, Counselors, and Service Providers from other organizations, such as Mentors and Coaches, among others. Strategies used within this model included mentoring, restorative justice practices, credible messengers, family and cognitive behavioral therapy, and positive youth development programming.



*...policy, practice, and funding improvements...*

I have experience working with policy development and revision for the TMCC, TMBCI Child Welfare, and the TM Child Care Programs at the tribal level. Policy development and revision include reviewing data to determine gaps, reviewing literature, especially for tribal programs and projects that provide models of best practice, developing or revising policy manuals in collaboration with stakeholders, facilitating meetings to address identified areas of concern, writing reports and/or policy manuals, and sharing the results with stakeholders.

As the Dean of Academics, I used data-driven results to inform best practices and training for faculty and staff. Data-driven results and best practices were also used for the revision of policies, assessment goals, and assessment methods to increase academic standards and to solicit grants to address highlighted issues.

Before becoming the Dean of Academics, I was the Director of Research, Assessment, and Planning at Turtle Mountain Community College. In this capacity, I have provided data retreats for administrators to set priorities for strategic planning. To do this, I gathered and analyzed data from many sectors within the tribal college system. This included data for enrollment experiences, student characteristics, faculty evaluations, assessment for student satisfaction and student achievement, and data for overall college success, among other data. Once the data was analyzed, I wrote reports and provided presentations and training to administrators, faculty members, and staff to help improve the services provided and approaches. The data provided was a catalyst for strategic planning sessions.

As a care coordinator, I was indirectly involved with the successful attainment of third-party billing for tribal child welfare services. While the heavy lifting can only be attributed to the outstanding leaders of that project, I, along with other care coordinators from the ND reservations, provided data on what worked and what needed improvement during the system's development. It was one of the first times I was exposed to making changes at the state level for Indigenous youth.

### *The Scope of Work*

Using the framework of a systems thinking approach, coupled with an Indigenous lens toward culture, colonialism, and race structures, this project will identify and evaluate current juvenile justice practices for the Indigenous population in Burleigh County. The identified practices will be contrasted with current best practices for Indigenous youth.

Scope of Work:

1. Points of Contact and Procedures
  - a. Determine point(s) of contact for the project.
  - b. Develop acceptance criteria for deliverables with SAG.
  - c. Establish reporting procedures.
  - d. Regularly review the scope of work and update it to ensure it remains relevant and achievable.
2. Conduct a literature review for juvenile justice practices, Indigenous youth, and best practices. Deliverable: Literature review.
3. Build and maintain relationships with BIPOC community leaders and parents, service providers, and youth. Deliverable: A list of services for Indigenous youth in Burleigh County.
  - a. Build a network of Participants
    - i. Reach out to contacts (United Tribes, ND Indian Affairs Commission, Native American Training Institute, etc.) in the Burleigh County area that work with Indigenous community leaders, members, service providers, and youth.
    - ii. Reach out to juvenile justice service providers, especially those that serve the Indigenous population, to begin building a network of participants.
  - b. Compile a list of resources for Indigenous youth in Burleigh County and surrounding areas.
  - c. Engage all relevant parties in the process of gathering input and ensure that the deliverables meet their needs.
4. Data Gathering and Analysis
  - a. Using a mixed methods approach to analyze the systems involved with juvenile justice, four surveys will be developed to identify strengths and gaps and measure satisfaction with the current juvenile justice system. The surveys will be piloted with a group of individuals familiar with the juvenile justice system. The survey will be disseminated through an online program to service providers- Indigenous and non-Indigenous, Indigenous leaders and parents involved with the juvenile justice system, and through service providers to youth participants engaged with services in Burleigh County. Drawings for gift cards will be used to increase survey participation. The results will be analyzed.
  - b. The second step will be to develop focus group questions based on the results from the survey. There will be two focus groups conducted for each group (service providers- Indigenous and non-Indigenous, Indigenous leaders, Indigenous parents involved with the juvenile justice system, and Indigenous youth), with approximately 8 to 10 participants per group. The

focus groups will focus on areas identified from the survey results. The focus groups will be held in Burleigh County.

Participants will be given a gift of appreciation for their time and effort.

5. Write the Report- The report will contain the methodology, the methods used, the survey and focus group results, and the recommendations. Deliverable: Report on data findings.
6. Other activities as needed. I will be available to assist the SAG with other activities as needed. This may include assisting with a new Strategic Plan. It may also include assisting with finding funding to support future initiatives.

*Detail on the approach in working with the BIPOC community...*

As an Indigenous woman who has lived in a Tribal community for most of my life and who has always worked with Tribal populations, I know protocol for working with Tribal people, such as respect and humility. I will use this protocol to help build relationships and establish trust. I also understand the disparities that exist within the systems for Tribal people, and as I listen to Tribal people, I will use this information to develop surveys and focus group questions. I also recognize that Tribal people need to have their voices heard, and I plan to offer stipends to let them know that their time and opinions are essential to this process and that they matter.

*...racial disparities and cultural competence...*

As an Indigenous woman, I understand and have experienced racial disparities in every system that I have encountered throughout the duration of my lifetime. To help offset the harm that is born from the colonial perspective built into systems, I have studied racial disparities along with models for cultural competence. The following are examples of that work:

- Sacred Child Project
- Border Towns, A Study of Racial Disparity
- TMCC Research, Assessment, and Planning
- Child Welfare Policy Manual
- Review of Tribal Prosecution Data

*...collaborate with public/private agencies, conduct training, and/or facilitate meetings...*

As a care coordinator for the Sacred Child Project, a project built for the collaboration of public and private agencies, both tribal and non-tribal, I facilitated meetings with many stakeholders to help high-risk youth stay in their homes.

As the Director of the TMCC Research, Assessment, and Planning Office, I facilitated meetings and conducted data-informed training.

*Description of the capability and/or experience with collecting and analyzing data, writing reports, and presenting information.*

In my current position as a policy and research specialist, I have worked on projects that include collecting and analyzing data, writing reports, and presenting information. For example, one project was the proposed change to the tribal government organizational structure. Through this process, I led meetings to determine the design of the project. We gathered resources and provided options for different structures, developed and distributed surveys to stakeholders, and analyzed the results. I wrote a report, and we presented the findings to the Tribal Government officials.

Another example of my capabilities and experience with data collection, analysis, and reporting was through my position as the Director of Research, Assessment, and Planning for the tribal college. In this capacity, I conducted surveys and interviews, analyzed data, wrote reports with the findings, and presented the findings to stakeholders. This included Faculty Evaluations, Student Satisfaction, and Year-end summaries, among others.

2025	Deliverable	Hours	Cost	J	F	M	A	M	J	J	A	S	O	N	D
Literature Review- Review literature and write a summary.	Literature Review	120* (80/40)											X	X	
Quarterly Meeting/Quarterly Payment- Discuss Acceptance Criteria for Deliverables, Establish Reporting Procedures		10	\$- Travel \$- Payment												
Build and Maintain Rel'p with BIPOC	List of Resources in Burleigh	40* (20/20)												X	X
Total		170 (110/60)													

2026	Deliverable		Cost	J	F	M	A	M	J	J	A	S	O	N	D
Build and Maintain Rel'p with BIPOC		80* (50/30)		X	X	X	X	X	X	X	X	X	X	X	X
Gather Data															
- Develop Survey Questions		20* (15/5)	\$- Survey Program	X											
- Disseminate Surveys		60	\$- Stipend for Participation		X	X									
- Analyze Survey Results		40* (30/10)					X	X							
- Develop Focus Group Questions		40* (25/15)						X							

[illegible]

**TERRI J. MARTIN-PARISIEN**

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**EDUCATION**

- Ph.D., Educational Foundations and Research, University of North Dakota, May 2015  
*Dissertation: Exploring the Impact of Self-Determination on the Political Practices of the Turtle Mountain Band of Chippewa Indians: A Critical Content Analysis*
- Master of Public Policy, University of Minnesota, February 2007
- Bachelor of Science, Social Work, University of North Dakota, May 1997

**RESEARCH**

- Turtle Mountain Band of Chippewa Indians (TMBCI) Law and Policy Department, Prosecution Data, Belcourt, ND, 2023 to current
- Turtle Mountain Band of Chippewa Indians (TMBCI) Law and Policy Department, Organizational Structure, Belcourt, ND, 2021 to 2022
- Principal Investigator (PI) for ICE-TI: STEM Expansion grant award at TMCC, Belcourt, North Dakota, 2020 to 2021
- Principal Investigator-TM STEM Infusion Project grant award at TMCC, Belcourt, North Dakota, 2020 to 2021
- Principal Investigator- Collaborative Research: PEEC Phase II: 2+2+2+ Infinity: Pipeline for Tribal Pre-engineering to Society grant award, 2016 to 2021
- Principal Investigator for EPSCoR: Collaborative Authorship and Dissemination Agreement Related to the NATURE (Nurturing American Tribal Undergraduate Tribal Research and Education) Programs grant award, 2016 to 2021
- Dissertation: Self-Determination, University of North Dakota, 2014-2015
- Multicultural Education in Rural Schools, University of North Dakota, 2013- 2014
- An Evaluation of American Indians in Graduate School, Minneapolis, MN, 2007
- Indigenous Use of Tobacco, Indigenous Peoples Task Force, 2006- 2007
- An Evaluation of Ain Dah Yung, an American Indian School, Minneapolis, MN, 2006
- An Evaluation of American Indian Housing Services, Minneapolis, MN, 2006

**EMPLOYMENT**

*11/2021 - Present*

- ***Policy Analyst and Research Specialist***  
***Turtle Mountain Band of Chippewa Law and Policy Department***  
***Full-time, Monday – Friday, 8:00 am to 4:30 pm daily, 40 hours worked each week.***
  - Collaboration with stakeholders to determine policy problems; ongoing partnership to provide opportunities for feedback

- Analyze tribal prosecution data
  - Reviewed tribal police data
  - Organizational Structure
- Conducted literature reviews to determine current gaps in research projects
- Researched issues regarding Tribal Codes, Tribal Policy, Tribal Programs, etc.
- Devised statistical methods and gathered data to determine trends
- Development of policy papers with recommended changes to existing law and policy- Example: Tribal Business Holding Company
- Development of new Tribal laws and policies- Example: TMBCI Missing and Murdered Indigenous People (MMIP), TMBCI Native American Graves Protection and Repatriation Act (NAGPRA)
- Presentations to the Tribal Council for proposal consideration and approval
- Provided training and technical assistance to tribal employees on new policies, laws, procedures, etc.
- ***Current Supervisor- Alysia LaCounte, Legal Counsel***  
 Email: alysia.lacounte@tmbci.org  
 Phone: (701) 477-2621

*08/2016 - 10/2021*

- ***Dean of Academics***  
***Turtle Mountain Community College (TMCC)***  
***Full-time, Monday – Friday, 8:00 am to 4:30 pm daily, 40 hours worked each week.***
  - Oversight of the academic department, with supervision of faculty and staff, including implementation and enforcement of policies and procedures
  - Fiscal responsibility of the academic department
    - Successful administration and management of grant awards, including modification requests and the close-out of grant awards
  - Successful development and implementation of new programs of study
  - Conducted data analysis for program improvement and growth
  - Participated in accreditation processes and standards
  - Participation in and enforcement of TMCC Strategic Plan
  - Promoted communication, collaboration, and creativity to help build a trusting relationship with faculty and staff
  - Consistently advocated and supported the mission and goals of TMCC in a respectful manner
  - Represented the TMCC in tribal, state, and federal meetings
    - Example- Panelist in TCUP panel reviews for Tribal College grant proposals
- ***Supervisor- Dr. Kellie Hall, Vice-President***  
 Email: Kellie.hall@belcourt.k12.nd.us  
 Phone: (701) 953-7314

*11/2014 - 08/2016*

- ***Director of Research, Assessment and Planning***



***Turtle Mountain Community College***

***Full-time, Monday – Friday, 8:00 am to 4:30 pm daily, 40 hours worked each week.***

- Designed, managed, and produced institutional research and assessment
- Systematically gathered, analyzed, and interpreted data to determine how well performance matched expectations and standards
- Provided evidence for strategic planning related to academic programs, curriculum, students, and faculty as needed.
- Provided technical support and training to faculty and staff
- Participated in regional accreditation (HLC) requirements
- Organized, managed, and facilitated professional development on “how to do assessment” for faculty, staff, and administration
- Gained experience in administrative processes and procedures
- Consistently advocated and supported the mission and goals of TMCC in a respectful manner
- ***Supervisor: Dr. Jim Davis, President (deceased)***
- ***Dr. Kellie Hall, Vice-President***  
Email: [Kellie.hall@belcourt.k12.nd.us](mailto:Kellie.hall@belcourt.k12.nd.us)  
Phone: (701) 953-7314

***05/2013 - 08/2013***

- ***Research Assistant***  
***University of North Dakota (UND)***  
***Part-time, Monday – Friday, Varying Hours, 20 hours worked each week.***
  - Conducted literature review on multicultural education
  - Identified participants for interviews, facilitated interviews, and transcribed information
  - Analyzed data and wrote reports
- ***Supervisor: Dr. Cheryl Hunter, Faculty***

***09/2010 - 06/2011***

- ***Executive Assistant to the TMCC President (temporary position)***  
***Turtle Mountain Community College***  
***Full-time, Monday – Friday, 8:00 am to 4:30 pm daily, 40 hours worked each week.***
  - Provided professional assistance in the duties and projects of the President with a primary focus on organizing, planning, development, and implementation, resulting in the acquisition of administrative experience
  - Researched and wrote reports on various issues, including legislative bills and annual reports
  - Built and maintained relationships with all departments within the College, as well as ND state and local tribal government officials and employees
  - Gained experience working with diverse public and community groups
  - Acted as a liaison by providing information to appropriate parties and making recommendations

- Consistently advocated and supported the mission and goals of TMCC in a respectful manner
- Gained knowledge of federal, state, and tribal policies, specifically as they relate to higher education grants, contracts, and agreements
- **Supervisor: Dr. Jim Davis, President**

*09/2009 - 08/2010*

- ***Institutional Effectiveness Acting Director (temporary position)***  
***Full-time, Monday – Friday, 8:00 am to 4:30 pm daily, 40 hours worked each week.***  
***Turtle Mountain Community College***
  - Built and maintained relationships with all departments of the College.
  - Provided quantitative & qualitative methods of measurement for continuous improvement (student assessment, surveys, interviews, databases); analyzed data and disseminated findings
  - Provided information/reports and technical assistance to departments, communicating clearly and concisely through both oral presentations and written reports
  - Researched and established processes to improve current operations (evaluation policy/procedure, department monitoring, etc.)
  - Enhanced skills in gathering ideas from groups, merging information, and providing recommendations
  - Consistently advocated and supported the mission and goals of TMCC.
- **Supervisor: Dr. Jim Davis, President**

*Spring 2009, Summer 2009, Fall 2009, Spring 2010, Summer 2010. Spring 2011*

- ***Adjunct Faculty (Sociology)***  
***Part-time, Monday – Friday, Varying hours, 20 hours worked each week.***  
***Turtle Mountain Community College***
  - Developed lessons, organized course materials, and delivered materials/documents to students/administrators promptly.
  - Provided instruction and guidance to students and evaluated student progress throughout each semester
  - Completion of course goals with high standards
- **Supervisor: Larry Henry, Dean of Academics (retired)**

*09/2007 – 08/2009*

- ***Director of TMCC Legal Studies***  
***Turtle Mountain Community College***  
***Full-time, Monday – Friday, 8:00 am to 4:30 pm daily, 40 hours worked each week.***
  - Oversight of grant management, including fiscal responsibilities and budget revisions, reporting obligations, supervision of staff/faculty, and continuous seeking of funding
  - Oversight of program development, including the development and maintenance of

- the student/faculty database to measure program progress
- Built and maintained relationships with college departments and local tribal government officials, and employees, as well as diverse groups and community people
- Gathered ideas from stakeholders, identifying problem areas and potential solutions
- Organized and coordinated community training to address problems
- Coordinated and facilitated meetings for the development and implementation of a comprehensive strategic plan
- Gained knowledge of federal, state, and tribal policies
- **Supervisor: Wannetta Bennett, Sponsored Programs Officer (retired)**

*06/2006 - 07/2007*

- **Tobacco Program/Research Coordinator**  
**Full-time, Monday – Friday, 8:00 am to 4:30 pm daily, 40 hours worked each week.**  
**Indigenous Peoples Task Force**
  - Oversight of grant management, including budget analysis, reporting obligations, and supervision of staff
  - Implemented the project and developed public relations and project protocol
  - Developed curriculum and facilitated delivery of curriculum to project participants
  - Identified needs of the project through continuous assessment; used assessment results to strengthen the project
  - Participated with diverse public and community groups to address problems
- **Supervisor: Dr. Cecilia Martinez, Director (No longer have contact)**

*06/2006 – 04/2007*

- **Independent Consultant for Program Evaluations**  
**Part-time, Monday – Friday, Varying Hours, 20 hours worked each week.**
  - Conducted extensive literature reviews
  - Analyzed program effectiveness of Ain Dah Yung Programs, a Native American Youth Shelter in St. Paul, MN (May to June 2006)
  - Developed Indicators to measure outcomes for the Indigenous Peoples Task Force of Minneapolis, MN (June 2006). Led to a full-time position
  - Assessed satisfaction of partnership between Little Earth Housing of Minneapolis, MN, and MN social services (December 2006)
  - Analyzed program impact of Kathryn M. Buder Center for American Indian Studies, Washington University in St. Louis, MO (March to April 2007)
  - Employed qualitative and quantitative methods; compiled and analyzed data
  - Presented findings and written reports to stakeholders

## **OTHER**

### **Presentations/Posters**

- Dissertation Presentation, May 2016

- Presentation on American Indian Research Protocol, Minneapolis, MN, 2007

#### **Academic Honors and Fellowships:**

- Recipient of American Indian Graduate Fellowship, 2013 to 2015
- Nominated for and Recipient of Dr. Mary Ruth Laycock Scholarship, University of North Dakota, Spring 2013
- Nominated for and Recipient of Suda Scholarship, University of North Dakota, Fall 2013
- Recipient of Bush Foundation Fellowship, 2004 to 2006

#### **Professional Associations**

- Member of American Indian Research Committee, University of North Dakota, 2015 to 2019
- Member of the Association of Indigenous Research, 2014 to 2019
- Member of Association of American Educational Research Association, 2014 to 2020

#### **Other Volunteer Positions**

- *2022 to Present* Member of TMBCI Repatriation Committee
- *2011 to 2012* Chairperson for Turtle Mountain Tribal Heritage Center
- *2010 to 2012* Member/Secretary of Turtle Mountain Tribal Arts Association
- *2010 to 2011* Member of Turtle Mountain Tourism Committee
- *2008 to 2010* Vice-Chair of School Board, Ojibwa Indian School
- *2009 to 2010* Member of Tribal Economic Growth Committee
- *2008 to 2009* Member of Tribal Justice & Policy Center Advisory
- *2007 to 2009* Member of Peacemaker Advisory Committee
- *Spring 2007* Member of American Indian Community Tobacco Project
- *2003 to 2004* Secretary of School Steering Committee, Belcourt, ND
- *2000 to 2004* Member of School Steering Committee, Belcourt, ND
- *2000 to 2004* Member of Child Protection Team, Belcourt ND
- *1999 to 2000* Member of Sacred Child Evaluation Team, Bismarck, ND
- *1998 to 2004* Member of Turtle Mountain Children's Services Coordinating Committee, Belcourt, ND
- *1998 to 2004* Member of Wraparound Review Intake Team, Belcourt, ND
- *1997 to 1998* Various Internships

#### **Professional References**

1. Dr. Kellie Hall, Email: [Kellie.hall@belcourt.k12.nd.us](mailto:Kellie.hall@belcourt.k12.nd.us) Phone: (701) 953-7314
2. Dr. Alixena Patnaude, Email: [apatnaude@tm.edu](mailto:apatnaude@tm.edu) Phone: (701) 550-9405
3. Dr. Lavonne Fox, Email: [lavonne.fox@und.edu](mailto:lavonne.fox@und.edu) Phone: (701) 885-2100
4. Daniell Breland, Email: [daniell\\_breland@hotmail.com](mailto:daniell_breland@hotmail.com) Phone: (701) 278-5661

Dr. Terri Martin-Parisien has a background in research, education, and public policy. She is currently a Policy Analyst and Research Specialist with the Law and Policy Department for the Turtle Mountain Band of Chippewa Indians. Before this position, Dr. Martin-Parisien was the Dean of Academics at Turtle Mountain Community College, where she supervised the academic department in new programming, building assessment and accountability, and advancing higher education, with emphasis on Tribal values and ways of knowing. Before her work as the Dean of Academics, she served as the Director of Institutional Research, Assessment, and Planning, where she led efforts in institutional assessment and research.

Dr. Martin-Parisien completed her doctoral research at the University of North Dakota with an emphasis in Education and Research. Her dissertation focused on the political practices of the Turtle Mountain Band of Chippewa and Self-Determination.

Dr. Martin-Parisien is a citizen of the Turtle Mountain Band of Chippewa Indians.