

Scientific, Technical, and Project Support Staff

Last Updated 6/8/17

KEY BPC SCIENTIFIC STAFF

1. **Dr. Nicole Bowman (Mohican/Munsee), Ph.D.**



Dr. Nicole Bowman holds a Ph.D. from the University of Wisconsin-Madison in Educational Leadership & Policy Analysis (2015). She also earned a M.Ed. from Lesley University in Curriculum & Instruction (1996) and a B.A. from St. Norbert College in Elementary Education (1993). Dr. Bowman is the President & Founder (2001) of Bowman Performance Consulting and a Researcher/Evaluator (2016) at the University of WI-Madison's LEAD Center and the WI Evaluation Collaborative which are both housed in the WI Center for Education Research. She has nearly 20 years of experience providing programming and completing research, evaluation, and technical assistance services within tribal and public contexts (rural, urban, and reservation) where scientific rigor and cultural responsiveness are the foundation to the services provided. In her May 2015 dissertation, Dr. Bowman created and completed a first of its kind national study that used a multi-jurisdictional or tri-lateral approach to studying tribal and public education policy via the lenses of tribal, local, state, and public government educational agencies. She documented the multiple internal structures and steps of how tribal government policy is developed and what influences tribal and public education policy where American Indian students attend public K-12 schools. This study provides a new framework to operationalize how tribal and non-tribal governments can collaborate to strengthen policies, systems, and policy activities that can support educational success and improved outcomes for American Indian students. This has been utilized by Tribal Education Departments National Assembly, National Indian Education Association, National Congress of American Indians, and internally to build capacity for many state, federal, tribal, non-profit, and for profit educational research, policy, and evaluation agencies. Dr. Bowman currently represents the American Evaluation Association (AEA) on the International Work Group in the EvalPartners' global initiative to connect evaluation efforts around the world. She is also the co-chair for the Global Context of Indigenous Evaluation Task Force. She is an appointed member of the AEA Diversity, Engagement, and Leadership Task Force; the co-chair for AEA's Indigenous People in Evaluation; a long standing webinar and pre/in-conference AEA and CREA trainer; contributes regularly to the AEA 365 blog and AEA journals as a reviewer and published author for the American Journal of Evaluation and the New Directions in Evaluation Journal. She is also an affiliate researcher for the Culturally Responsive Evaluation and Assessment (CREA) Center at the University of Illinois-Urbana. She contributed to the book *Continuing the Journey to Reposition Culture & Cultural Context in Evaluation Theory & Practice* (Information Age Publishing, 2015) regarding multi-jurisdictional Indigenous evaluation, and continues to build capacities with tribal and non-tribal partners for strengthening human, cultural, and intellectual property protections, culturally responsive evaluation, and tribal/non-tribal government partnerships. As BPC's president and founder (2001) Dr. Bowman is BPC's primary point of contact. She may be reached at info@bpcwi.com or 715-526-9240; more information is available at www.bpcwi.com.



2. Dr. Linda Sue Warner (Comanche), Ph.D.

Dr. Linda Sue Warner holds a Ph.D. from the University of Oklahoma in Administration (1989). She also has a M.Ed. from The Pennsylvania State University in Education Administration (1978) and a B.A. from Northeastern State University in Language Arts/Education (1970). She has more than 30 years of experience developing and guiding policy for federal agencies, including her work as an appointed member of the U.S. Department of Interior's negotiated rulemaking team for NCLB/AYP in Indian Country. She also served as lead staff for the NCLB Teacher Quality Initiative in Tennessee, has provided educational leadership training to more than 40 programs or organizations in the nation, and has been appointed to or hired for national teams for BIE, AIHEC, and NCATE initiatives for educator and organizational accreditation. Dr. Warner brings her decades of experience in educational administration and policy, higher education leadership and accreditation, and quantitative research and evaluation expertise to BPC's education and tribal projects.



3. Dr. Martin Reinhardt (Ojibwe), Ph.D.

Dr. Martin Reinhardt holds a Ph.D. from The Pennsylvania State University in Educational Leadership (2004). He also has a M.A. from Central Michigan University in Sociology (1998) and a B.S. from Lake Superior State University in Sociology (1994). For more than 20 years, Dr. Reinhardt has studied the intersection of tribal and public educational policy and programming in the United States. His in-depth knowledge of history, tribal treaty rights, and contemporary tribal and public education policy make him a subject matter expert for American Indian education in public and tribal contexts. Currently, Dr. Reinhardt is a tenured associate professor and Chair of Native American Studies at Northern Michigan University. He regularly consults with Tribal Education Departments, the Tribal Educational Departments National Assembly, and other national non-profit, public, and tribal agencies regarding American Indian education, educational leadership, and educational policy on behalf of American Indian students. Dr. Reinhardt brings his unique and experienced treaty, historical, and educational perspectives to BPC projects.



4. Dr. Carolee Dodge-Francis (Oneida), Ed.D.

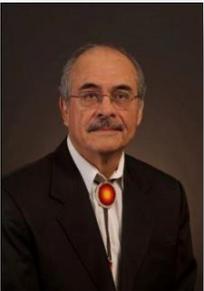
Dr. Dodge-Francis holds an Ed.D. from the University of St. Thomas in Educational Leadership (2005). She also has a M.A. from the University of St. Thomas in Community Education/Allied Health (1990) and a B.S. from the University of Minnesota in Communications (1983). She has nearly 30 years of experience in developing, implementing, and evaluating education, health, and human services programs with American Indian participants. She has national experience in developing curriculum, programming, and training programs for American Indian governments and agencies that have been funded by federal agencies. Dr. Dodge-Francis is currently a tenured associate professor and the Executive Director of the American Indian Research and Educational Center at the University of Nevada, Las Vegas (UNLV). Dr. Dodge-Francis brings her health, education, community-based, and tribal-centric perspectives to BPC projects.

5. Dr. Lisa Aponte-Soto Ph.D.



Dr. Lisa Aponte-Soto serves as National Program Deputy Director of New Connections, a national program of the Robert Wood Johnson Foundation (RWJF) at Equal Measure. She has over 20 years of experience working in academia, social services, and health care settings, conducting administrative operations, program management, grants management, research, and evaluation. Dr. Aponte-Soto has extensive experience working with and for diverse communities in conducting culturally responsive research, evaluation, and programming. Her research and evaluation expertise include addressing health inequities, college access, mentoring, and career development. Dr. Aponte-Soto has been an active member of the American Evaluation Association (AEA). She is a 2009 graduate of the AEA Graduate Education Diversity Internship Program. She has served as programming chair for the Multiethnic Issues in Evaluation TIG (2013-2016) and a reviewer for the Health Evaluation TIG (2010-present). Dr. Aponte-Soto is a founding member and chairperson of the Latinx Responsive Evaluation Discourse TIG (2014-Present). She also currently serves on the AEA Task Force on Engagement, Diversity and Leadership Development and the AEA Task Force on Guiding Principles. Dr. Aponte-Soto holds a PhD in community health sciences from the University of Illinois at Chicago, School of Public Health. She earned an MHA in health policy and administration from Governors State University as well as a BS and BA from Loyola University Chicago.

6. Dr. John Tippeconnic (Comanche/Cherokee), Ph.D.



Dr. John Tippeconnic holds a Ph.D. from The Pennsylvania State University in Educational Administration (1975). He also has a M.Ed. from The Pennsylvania State University in Educational Administration (1971) and a B.S. from Oklahoma State University in Secondary Education, Math & Social Studies (1966). He has over 40 years of experience in educational administration and leadership with American Indian populations and has held leadership positions in multiple federal and university agencies. Dr. Tippeconnic brings unique and senior level perspectives as the Director of the Pennsylvania State University Indian Leadership program (1996-2010), the Director of the Office of Indian Education Programs for the U.S. Department of Interior (1992-1995), and the Director of the Office of Indian Education for the U.S. Department of Education (1990-1992). Currently, Dr. Tippeconnic is a professor and Director of the American Indian Studies program at Arizona State University. His numerous national awards and honors include a lifetime achievement award from the National Indian Education Association (2012). Dr. Tippeconnic provides unique and experienced federal and tribal perspectives (historic and contemporary) to all BPC projects.

7. GERALD E. GIPP Ph.D. (Hunkpapa Lakota)



Dr. Gerald E. Gipp holds a M.ED and Ph.D. in Educational Administration from Pennsylvania State University. During his more than 4 decades in education, Dr. Gipp has served as a teacher, University President, and most recently Executive Director. His focus has been to review goals, objectives, strategies; making recommendations concerning more effective coordination, cooperation, and utilization of resources for Native American people. Dr. Gipp possesses expert knowledge in the areas of systemic and sustainable improvements in science, mathematics and technology in rural, urban and statewide programs. Currently he is the Executive Director of the American Indian Higher Education Consortium (AIHEC) where he serves as the voice and advocate of the tribal colleges and universities at the national level. Dr. Gipp brings unique knowledge and experienced education based policy and standards development for BPC's clients, partners, and projects.

8. Dr. Stafford Hood, PhD.



Dr. Hood's research has influenced the field of culturally responsive evaluation (CRE) in education by extending the logic of cultural responsiveness from pedagogy and educational assessment to evaluation. His work provided the historical framework that created a bridge between culturally responsive assessments to culturally responsive evaluations. The field of CRE has been influenced by Dr. Hood's funded research, his professional collaborations, and his written work, all of which have guided the writings of numerous authors within the American Evaluation Association. The work of Hood and his collaborators has refined the conceptualization and applications of CRE, helping expand the field. Dr. Hood's recent scholarly publications have primarily focused on the importance of culture/cultural context in program evaluation, educational assessment, and computer-based instruction and assessment. He has also served as a program evaluation and testing consultant for the federal government, state departments of education, school districts, universities, foundations, social service agencies, and educational laboratories both regionally and worldwide. As director of the Center for Culturally Responsive Evaluation and Assessment, Dr. Hood oversees an interdisciplinary initiative that brings together researchers from all over the world to address the growing need for policy-relevant studies that are culturally and contextually defensible.

9. Rodney Hopson, Ph.D.



Dr. Hopson is a Professor in the Division of Educational Psychology, Research Methods, and Education Policy, College of Education and Human Development and Senior Research Fellow, Center for Education Policy and Evaluation, George Mason University. Hopson currently serves as an affiliated faculty member of the Center for Culturally Responsive Assessment and Evaluation (CREA) at the University of Illinois, Urbana-Champaign. He received his Ph.D. from the Curry School of Education, University of Virginia with major concentrations in educational evaluation and policy, anthropology and sociolinguistics. Hopson's primary research areas lie in comparative and international education policy and politics with a focus on official, indigenous, and medium of instruction language issues; critical, cultural issues in education, social policy, and evaluation; neighborhoods and education policy; and interpretive, qualitative and ethnographic methods. Relative to his research interests, Hopson raises questions that 1) analyze and address the differential impact of education and schooling on marginalized and underrepresented groups in diverse global nation states and 2) seek solutions to social and educational conditions in the form of alternative paradigms, epistemologies, and methods for the way the oppressed and marginalized succeed and thrive despite circumstances and opportunities that suggest otherwise.

10. Dr. Leah C. Neubauer, Ed.D., MA



Dr. Leah Christina Neubauer has been working in the field of public health as an educator, evaluator, and researcher for the last sixteen years. She is an Assistant Professor of Preventive Medicine in the Division of Public Health Practice in the Feinberg School of Medicine at Northwestern University. She holds affiliated appointments with the Center for Global Health and Program of African Studies and serves as Director of Accreditation, Assessment, and Curriculum Development for the Program in Public Health. Her research focuses on health education and promotion, global health & health disparities. She leads and collaborates on projects that employ mixed-method approaches to develop, implement, evaluate & disseminate translational and culturally responsive research and evaluation. She has delivered over 110 presentations and co-authored publications on education, evaluation, training and research. She has held Principal Investigator, Co-Principal Investigator and Co-Investigator grants roles receiving over \$980,000 in federal, private, or University-awarded grants or contracts. She holds leadership roles in several professional associations including co-facilitator of AEA's Local Affiliate Collaborative (LAC), past President of the Chicagoland Evaluation Association (CEA), and member of the AEA Task Force on Diversity, Membership Engagement, and Leadership Development. She serves as Board Trustee for Professional Preparation for the Society for Public Health Education (SOPHE), Editorial Board member for Pedagogy in Health Promotion: The Scholarship of Teaching and Learning, and reviews for several journals including the: American Journal of Evaluation, Health Promotion Practice, and Child & Youth Services. Leah earned her Ed.D. in Adult, Continuing and Professional Education (cognates in Evaluation & Health Education) from National Louis University in Chicago, Illinois. She earned her MA in Interdisciplinary Studies (cognate in Organizational and Multicultural Assessment, Development, and Communication) and her BA in Communication Studies, with minors in Business Administration and Health Education from DePaul University in Chicago, Illinois.

11. Dr. Lemyra DeBruyn, Ph.D.



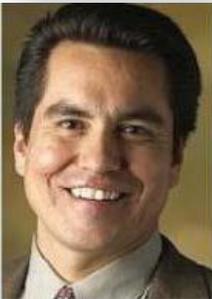
Dr. Lemyra DeBruyn holds a Ph.D. from the University of California, Berkeley in Medical Anthropology (1984). She also has a M.A. from the University of Arizona in Cultural Anthropology (1973) and a B.A. from the University of Minnesota in Sociology (1972). She has 40 years of completing mixed-method and culturally responsive Indigenous research and evaluation projects with Indigenous communities (rural, urban, and reservation contexts). Dr. DeBruyn's decades of leadership experience within the U.S. federal government (Centers for Disease Control and Prevention and Indian Health Service) contribute to her skills in tribal and public government relationship building and monitoring in the areas of health, health policy, evaluation, and health educational programming. Dr. DeBruyn brings her federal/tribal relations and community-based health education perspectives to BPC projects.

12. Dr. Jolene Bowman (Mohican/Munsee), Ph.D.



Dr. Jolene Bowman holds a Ph.D. from Cardinal Stritch University in Leadership for the Advancement of Learning & Service (2015). She also has a M.A. from Silver Lake College in Management & Organizational Behavior (2004) and a B.S. from Marian College of Fond Du Lac in Business Administration (1995). She has nearly 25 years of experience in elected tribal governance (2006-2010) and tribal leadership/program management within education, contracts, grants, and workforce development areas. As the Stockbridge-Munsee Director of Education, Employment, and Training (2006-present) and former tribal Contracts and Grants Manager (1995-2006), Dr. Bowman understands program accountability, monitoring, and reporting compliance aspects as well as the development, outreach, and strategic partnership and planning components of working with tribal communities. Her Ph.D. studies and current position at the Stockbridge-Munsee Tribe reflect the expertise in higher education, student persistence, and improving the educational experiences and outcomes for tribal students attending public, private, and tribal colleges and universities that she brings to all BPC projects.

13. Mr. David Cournoyer (Rosebud Sioux), B.S.



Mr. Cournoyer holds a B.S. from the University of Florida in Telecommunications (1987). He has nearly 30 years of experience working in the public, tribal, and non-profit sectors. At the W.K. Kellogg Foundation (2000-2007), he managed communications and facilitated national strategic initiatives for WKKF's youth and education programs, including resource and partnership development across public, tribal, and non-profit agencies. He served as Program Director at Lumina Foundation for Education (2005-2007), chairing the foundation's largest grants management team and co-leading the launch of the national KnowHow2Go Campaign to raise \$39 million in donated media space to raise awareness about preparing tribal students for college. More recently (2010 – present), he led fundraising campaigns and/or has provided organizational, board, and program development consulting services to American Indians in Philanthropy, Lumina Foundation, Ad Council, American Council on Education, Bush Foundation, American Indian Science and Engineering Society, Casey Family Programs, American Indian College Fund, First Nations Development Institute, Wilder Research, and the WK Kellogg Foundation. Mr. Cournoyer's journalism background contributes to the skills he brings and utilizes for innovative research methodologies (photovoice, critical cartography, use of visual GIS methods, and online / social media applications to research) which help produce high project deliverables to showcase evidence based and best practices from the communities that BPC works with.

14. Dr. Wayne Johnson (Muscogee Creek/Seminole), Ed.D.



Dr. Wayne Johnson holds an Ed.D. from the University of Missouri-Columbia in Educational Leadership and Policy Analysis (2009). He earned his Ed.S. degree in Educational Administration from the University of Missouri at Kansas City (2001), a M.Ed. degree in Secondary Administration (1980) from Southwestern Oklahoma State University, and a B.S. degree in Secondary Education (1974) from Baker University. During his more than 41 years in education, Dr. Johnson has served as a teacher, school administrator, and tribal program administrator in varied educational settings, including public and tribal contexts both on- and off-reservation. His focus has been helping to define Indian education that best serves the educational needs of American Indian students. Dr. Johnson possesses expert knowledge in the areas of federal trust responsibility, tribal treaty rights, tribal sovereignty, and federal programs and policies in Indian education. Dr. Johnson currently works as an educational consultant. He consults with Tribal Education Departments, Tribal Education Departments National Assembly, and state and national, public and tribal agencies regarding American Indian education, educational leadership, and educational policy on behalf of American Indian students. Dr. Johnson brings unique knowledge and experienced historical, treaty, and educational perspectives to BPC's clients, partners, and projects.

15. **Ms. Karen Washinawatok (Menominee), M.A.**



Ms. Washinawatok holds a M.A. from the University of Arizona in Language, Reading & Culture (2003). She also has a B.A. from Native American Educational Services (NAES) College in Community Studies (1993). She is a lifetime language speaker and traditional leader, has served in leadership in the Menominee Tribal Legislature (MTL) and as MTL Chairwoman for the Menominee Indian Tribe of Wisconsin (2005). She also served as Dean of the Native American Educational Services (NAES) College on the Menominee Reservation (1994-2004). Ms. Washinawatok provides K-12 educational policy and programming guidance in her role as a board member for the Menominee Indian School District (2009-current) and as a teacher at the Menominee Tribal School (2014-2015). Ms. Washinawatok brings over 30 years of tribal and community centered capacity, skill, and nation-to-nation relation building to educational, cultural, and community-based BPC projects.

BPC TECHNICAL, RESEARCH, & PROJECT SUPPORT STAFF

2. **Ms. Dani Ebert (Brothertown). Technical Assistance, Project, & Research Support Staff.**



Ms. Ebert has over a decade of providing technical research and analytic service support to educational and American Indian projects. She provides support to BPC's senior staff, and conducts content analysis, clean/code qualitative data, and assists and provides training/TA for project staff on American Indian and scientific instruments/protocols (online, paper, or in person). Ms. Ebert also provides policy scans, conducts literature reviews, and provides data collection/support as needed to key research staff.

3. **Mrs. Rebecca Polar, B.S. Technical Assistance Support & Research Analyst.**



Mrs. Polar holds a B.S. from the University of Arizona in Geosciences, Surficial Processes & Landforms (2000). She has nearly two decades of providing technical research and analytic service support to educational and American Indian projects. She provides support to BPC's senior staff on key project tasks including fundraising, market research, literature reviews, data collection, data analysis (content or qualitative analysis); clean/code qualitative data, and analytic summaries of information for key BPC documents. As the mother of Indigenous children (Sokaogon Chippewa), she brings family and community-based perspectives to BPC projects.