

Project Archaeology Report

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2015 was a big year for Project Archaeology! We celebrated our 25th Anniversary, published new curricula, and reached many teachers and students with our message of preserving our shared heritage. Thank you to all those who helped to make our year a great one! Please read on to learn of our accomplishments this year and our plans for the next 25 years.

We published *Project Archaeology: Investigating Nutrition* in June in collaboration with the Oriental Institute of the University of Chicago. Through this guide, students discover and learn about the shift from hunting and gathering to agriculture. By examining two sites on the upper Euphrates River, students use scientific inquiry to investigate nutrition and draw parallels to their own lives and to archaeological sites in North America.

Our 6th Annual Leadership Academy took place in June of 2015, and 18 new Master Teachers from 14 states graduated. Since their graduation, these participants have already begun to promote Project Archaeology in their states, with several workshops scheduled for this coming year.

2015 Program Accomplishments

State and Regional Programs

Thirty-eight states currently have active Project Archaeology programs, while twelve other states have Project Archaeology contacts or developing programs. Over the course of Fiscal Year 2015 (Oct 1st 2014 – September 30th 2015), 56 Professional Development Events were held, training over 1,725 educators. *Investigating the First Peoples: The Clovis Child Burial* was downloaded a total of 1,184 times, adding to our total of certified educators. Three facilitator workshops were held, including the Project Archaeology Leadership Academy and the new Leadership Legacy Institute, certifying 44 new facilitators from around the country. Thank you to our hard working facilitators and master teachers who have already scheduled 28 workshops for fiscal year 2016.

In Fiscal Year 2015, twenty-one youth (ages 16-25) volunteered with Project Archaeology, with Utah's 15 youth volunteers leading the way. The National Project Archaeology Program also employed two youths on a part time basis. These two students assisted the national program with outreach, social media, marketing, curriculum develop-

ment, and a host of other day to day responsibilities. Over 3,000 hours of time were donated by volunteers around the nation during this past fiscal year. Volunteers in Utah gave 400 hours of their time, while those who helped with projects in Missouri gave 130 hours. We know our program would not reach nearly as many without the help we receive from our generous volunteers. Thank you!

Both archaeologists and teachers attended conferences to distribute information and present on topics related to Project Archaeology. Over the course of the past year, network members attended 42 conferences. More than 3,700 teachers received information about Project Archaeology through these conferences, and almost 1,000 archaeologists were in attendance at Project Archaeology presentations at regional or national conferences.

Professional Development for Educators

In 2015, 6,925 educators were given information or instruction about

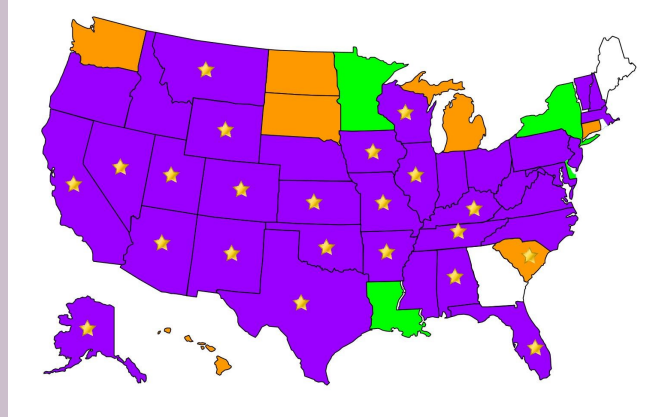






ANNUAL REPORT 2015

VISION: We envision a world in which all citizens understand and appreciate their own culture and history and the culture and history of others.

MISSION: Project Archaeology uses archaeological inquiry to foster understanding of past and present cultures; improve social studies, science, and literacy education; and citizenship education to help preserve our archaeological legacy.

Project Archaeology Programs



-  - States with a Project Archaeology Program
-  - States with a Developing Project Archaeology Program
-  - States with Project Archaeology Contact Only
-  - States that submitted Annual Reports

Project Archaeology is an educational program dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation's rich cultural resources. We are a national network of archaeologists, educators, and concerned citizens working to make archaeology education accessible to students and teachers nationwide through high-quality educational materials and professional development.

Project Archaeology (on Table I we summed the columns for Educators certified, Educators Introduced to PA, and Teachers Receiving Information). Of these, 333 teachers were introduced to Project Archaeology through a short workshop, 3,727 received information through a conference, and 1,725 received professional development through a workshop, online program, professional development video, facilitator training, or introductory materials. We estimate that these certified educators have reached nearly 60,000 learners with our message of preserving heritage this year alone.

Our national network of coordinators and master teachers reached more than 8,000 youth and family learners in informal settings. Kentucky and Oklahoma led the way with more than 1,100 informal learners respectively and Kansas followed closely behind with nearly 1,000 learners. More of our state network coordinators are engaging in informal learning each year, often with the students of teachers who are using Project Archaeology materials in their classrooms. This provides a perfect opportunity to combine classroom and informal learning.

Social Media

In this past year, Project Archaeology has made a conscious effort to step up our social media presence on both Facebook and Twitter. As of this writing, our Facebook page has over 1,700 likes and our Twitter account has 444 followers. Our social media strategy has been to promote our own materials and workshops while also sharing relevant content from other archaeological and educational sources. Many of our state programs also have either their own Facebook page or an organization that posts on their behalf, including Alabama, Florida, Illinois, Iowa, Kansas, Montana, Nevada, South Carolina, Texas, Wisconsin, Wyoming. These states utilize not only Facebook and Twitter, but also make use of YouTube, Instagram, Pinterest, and several blog pages.

2014 Biennial Conference

On October 27, 2014, 41 graduate students, educators, and archaeologists from 12 states and the Netherlands gathered at Crow Canyon Archaeological Center near Cortez, Colorado for Project Archaeology's Biennial Coordinator Conference and our first National Archaeology Educator's Conference. With the Crow Canyon staff, 24 (19 conference attendees) educators participated. The five goals for this conference were to (1) develop a vision for archaeology education for the next 25 years, (2) develop and implement mechanisms to sustain and professionalize archaeology education, (3) identify common ground and

common needs of all archaeology educators, (4) provide professional development for archaeology educators, and, (5) build and sustain a national network of archaeology educators. An introduction to Project Archaeology materials and teaching methods was given, while staff from Crow Canyon Archaeological Center led field trips to the Basketmaker Community Project excavations and to Yellowjacket Pueblo.



Attendees of the National Archaeology Educator's Conference examine a Family Room Floor Map

In working sessions, attendees identified common ground, the needs and goals for all archaeology educators. Archaeology educators found common ground in their variety of audiences and need for resources, while common goals included creating and maintaining relationships, protecting archaeological sites through education, and serving these audiences well. Many of the common needs revolved around the imperative for sustainability. Attendees recognized the need for effective marketing, research, partnerships, and financial and administrative support.

Our next biennial conference will be held in Williamsburg, Virginia, October of 2016! We look forward to seeing you all there!



2014 Biennial Conference Attendees Pose at Crow Canyon Archaeological Center

Annual Meeting

In April, Project Archaeology met at the Society for American Archaeology meeting in San Francisco for our annual meeting. In attendance were Jeanne Moe, Crystal Alegria, Courtney Agenten, Elizabeth Reetz, Eric Blinman, Dana McVeigh, Erin Pritchard, Gwynn Henderson, Maureen Malloy, Victoria Bochniak, Sarah Miller, and Ranel Capron representing ten states. These participants reviewed the results of several recent archaeology education events, including the National Archaeology Educator's Conference in 2014 and the Archaeology Institute of American Conference held in January of 2015. The focus of the meeting was the future of archaeology education and professionalization of this important sub-discipline of archaeology. The group planned a series of events for the 25th Anniversary of Project Archaeology.

Curriculum Development

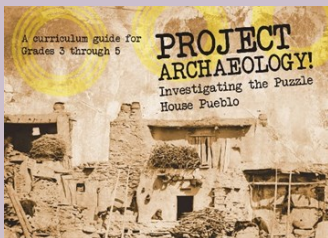
Nutrition

2015 was a notable year for curriculum development at the Project Archaeology office. Most exciting was the publication of *Project Archaeology: Investigating Nutrition*. In collaboration with the Oriental Institute of the University of Chicago, Project Archaeology released the second curriculum in our national series. Students trace the shift from hunting and gathering to the development of agriculture in the ancient world by examining two archeological sites on the upper Euphrates River. The National Office sold forty copies of *Investigating Nutrition* in FY 2015 and the Oriental Institute distributed 33 copies through workshops and the Leadership Legacy Institute.

New Shelter Investigations

This year, two new shelters were added to our database, bringing our number of available shelter investigations to thirteen. Investigating a North Slope Ivrukik was launched in January 2015, while Investigating the Puzzle House Pueblo was piloted at a workshop in Blanding, Utah in June and will be launched in FY2016. Investigating a North Slope Ivrukik, aimed at our Alaska coordinators, helps students explore Alaska's

geography and history standards while learning about Alaskan Natives through oral histories. This investigation is based on an archaeological site near Barrow, on Alaska's North Slope. Investigating a Puzzle House Pueblo focuses on the Mesa Verde Region and the Lowry Complex, which is part of the Canyons of the Ancients National Monument. Students meet Deloria Dallas, a Hopi Tribal member, learn about tree ring dating, and uncover



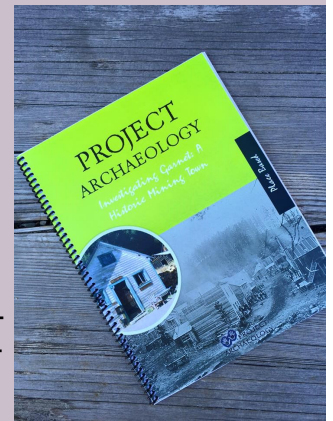
an Ancient Puebloan archaeological site. We have two new shelters that are in development for this upcoming year: a Kentucky Shotgun House, and a Florida Lighthouse!

Special Topics—Investigating Rock Art Draft

The working draft of *Project Archaeology: Investigating Rock Art* curriculum was published in 2015. All proceeds from the sale of this draft will go to piloting and publishing this special topic unit. Online customers purchased twenty drafts this year, generating over \$300 for the publishing fund. Several states are interested in publishing rock art investigations online and Project Archaeology formed a partnership with the Tennessee Valley Authority to develop an investigation for a site in Alabama, complete the guide, and offer a workshop for southeastern educators.

Place Based—Garnet Draft and Workshop

A draft of the place-based Garnet, Montana curriculum was also published and is currently being piloted this year. In September of 2015, Montana's Project Archaeology Coordinator, Crystal Alegria hosted a workshop at Garnet and introduced the



Publication and Merchandise Sales for FY 2015

Publications	Number Sold	Amount
Intrigue of the Past	109	\$ 1,337.00
Investigating Shelter	209	\$ 4,732.14
Investigating Nutrition	40	\$ 879.91
Rock Art	20	\$ 339.55
Fort Meade	10	\$ 281.25
Investigating Wyoming	2	\$ 30.00
Investigating Colorado	49	\$ 615.00
Investigating New Mexico	3	\$ 45.00
Investigating First Peoples	7	\$ 60.00
Canyon of the Ancients	30	\$ 195.00
DVD	3	\$ 15.00
Shelter Kits	30	\$ 2,817.00
Merchandise		
T-Shirts	38	\$ 570.00
Fleeces	7	\$ 266.00
Stickers	79	\$ 44.00
Hats	21	\$ 312.00
Notepads	10	\$ 100.00
Doohickey Kits	10	\$ 40.00
FY 2015 Total Merchandise Sales		\$12,678.85

curriculum to six local Montana teachers.

Migration

We are excited to announce that Project Archaeology received \$230,000 in funding from the Wyoming Bureau of Land Management (BLM) and \$50,000 from the BLM Washington Office to develop *Project Archaeology: Investigating Migration*.

Future additional funding for this guide is expected through



A family that migrated from the rural South to Chicago

Section 106 mitigation from a wind farm project in Wyoming that will compensate for the adverse effects of renewable energy development on cultural resources. *Investigating Migration* is geared toward 7-8 grade students and will fit well with the

C3 Framework (College, Career, and Civics) in geography and the technology requirements of the Common Core.

In 2002 and 2003 Project Archaeology's national curriculum development team met four times to determine the future of Project Archaeology's curriculum development. The group was interested in expanding on the success of *Intrigue of the Past* while creating a curriculum series that was based on inquiry and aligned to national standards. The group worked with Understanding by Design (UbD) and other concept-based theories to develop three main themes for future Project Archaeology curriculum. The three themes are: Shelter, Food, and Migration. From those three themes four curriculum units were born including *Project Archaeology: Investigating Shelter* (published 2009), *Project Archaeology: Investigating Nutrition* (published 2015), *Project Archaeology: Investigating Food and Land* (in development) and *Project Archaeology: Investigating Migration* (in development).

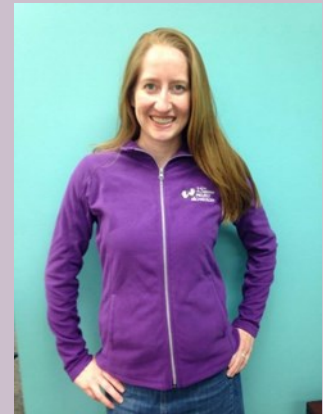
Human migration is defined as "the movement of people from one place to another with the intention of settling temporarily or permanently in the new location." *Investigating Migration* will focus on questions such as; why do people migrate? What impact does migration have on culture? How does archaeology help us understand migration and its effects? Students will use Geospatial Information Systems (GIS) technology to answer these questions. GIS provides an effective way for students to think critically, use real data and connect them to their regional history and geography. The unit will resemble *Investigating Shelter*, with regional investigations for teachers to use. The first investigation will highlight the Overland Trail in southern Wyoming. We hope to have several

migration investigations including the Cherokee Trail of Tears, the Navajo Long Walk, the Great Migration of African Americans out of the South to the urban North from 1910 to 1970, the European migration into North America focusing on the Five Points neighborhood in New York City, and the many trails to the west traveled by Americans during the second half of the 19th century.

Special Projects

25th Anniversary Celebration

As 2015 was Project Archaeology's 25th anniversary, celebrations and events took place all year round. In April, we held 25 Days of Celebrations, a contest to help support workshops in several states. Those who registered their workshops were entered to win stipends to support workshop participants. Sam Kirkley won \$1,000 to support those who came to her workshop in Blanding, UT. Those who attended the Society for American Archaeology's conference toasted Project Archaeology's 25 years from San Francisco with a chocolate reception. On May 30th, Jeanne Moe travelled to Salt Lake City, Utah, to celebrate the 25th anniversary of the first Project Archaeology workshop! Jeanne, the original Project Archaeology developer, and several local supporters brought the program full circle with a reception held at the Natural History Museum of Utah, the location of the first workshop in 1990. Several new pieces of 25 year themed merchandise become available in late May, including 25 year anniversary fleece jackets and stickers with the 25th Anniversary logo!



Courtney Agenten models the 25th Anniversary Fleece Jacket



2015 Leadership Academy Attendees Investigate a North Slope Ivruulik from Alaska

Leadership Academy

Project Archaeology's 6th Annual Leadership Academy graduated 18 new Master Teachers from 14 states in June of this year. Funded through a grant by the BLM, Project Archaeology's Leadership Academy introduces teachers, archaeologists and museum educators to Project Archaeology's curriculum and trains them to teach others. In 2015, Leadership Academy participants investigated a North Slope Ivruulik, one of our newest shelter curricula. An introductory half-day session was taught on *Investigating Nutrition*. These participants had the opportunity to visit a buffalo jump and a historic homestead, located on the grounds of the Museum of the Rockies.

Paulette LaBlanc, 2010 graduate, continues to offer Project Archaeology workshops in Safford, Arizona, in partnership with the local BLM office. Robert Turk, 2012 graduate, and Marcia Simonis, 2015 graduate, organized a teacher workshop for ten local teachers in Blanding, Utah. Mel Harvey, 2014

graduate, taught one of our first *Investigating Nutrition* workshops in Arkansas. Elizabeth Reetz, 2014 graduate, has become active in national archaeology education planning as well as guiding the Iowa Project Archaeology program. Most of our graduates are busy planning workshops for next year and several are starting new state programs in Washington, South Carolina, and Texas.



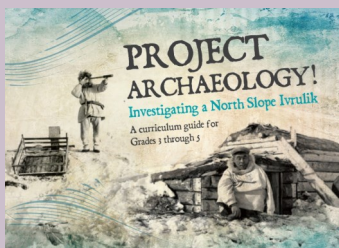
Leadership Legacy Participants pose in front of the Field Museum in Chicago, IL.

Leadership Legacy

In August of 2015, 23 educators gathered in Chicago, IL to attend Project Archaeology's first ever Leadership Legacy Institute. Held at the Oriental Institute on the campus of the University of Chicago, educators were trained to teach the new curriculum, *Project Archaeology: Investigating Nutrition*. Participants completed lessons from *Investigating Nutrition*, took in lectures from Near Eastern archaeologists, and visited the Oriental Institute's extensive collections of Near Eastern artifacts.

State Highlights

Through a partnership with the North Slope Borough School District, the North Slope Ivruk shelter investigation was completed and launched in Alaska and nationally. Project Archaeology staff developed an investigation kit for the investigation, which will serve as a prototype for other investigations. Lindsay Ash, master teacher from the Los Angeles County museum, offered the first Project Archaeology workshop for teachers in Los Angeles. Dani Hoefer, Colorado Coordinator, aligned Project Archaeology materials to the new Colorado Teacher Quality Standards. Montana Project Archaeology, presented the Investigating the Clovis Child Burial to 113 teachers at the Indian Education for All conference. In Nevada, *Project Archaeology: Investigating Shelter* was featured at the 2015 annual Great Basin Teachers Workshop. The new Oklahoma program experienced stellar success in their second year of operation and served nearly 1,200 informal learners and certified ten teachers to teach Project Archaeology materials. Candice Cravens, new master teacher, offered three workshops for teachers at the Institute for Texan Cultures in San Antonio. Sam Kirkley, led three teacher workshops in Utah and developed a superb partnership with the Girl Scouts of America for an archaeology camp.



Research

Kentucky Research Project

Kentucky teachers who attended the Making History Local institute in 2014, piloted *Project Archaeology: Investigating Shelter* in their classrooms during the 2014-2015 academic year. Preliminary results look very promising and we are anxiously awaiting the final results. The Kentucky research will address implementation of the Common Core State Standards in Language Arts, Literacy, and the C3 Social Studies Framework.

Montana's Junior Archeology Day Research

Over the past 10 years, thousands of family learners have attended Montana's annual Junior Archaeology Day at the Museum of the Rockies (MOR) in Bozeman. In 2015, we evaluated learning

PROGRAM HISTORY

Project Archaeology is a national heritage education program founded by the Bureau of Land Management (BLM) for educators and their students. It currently operates through 32 state and regional programs with six additional programs currently under development. Project Archaeology was launched in 1990 in response to widespread looting and vandalism of Utah's archaeological treasures. Agency officials from BLM, the Forest Service, the National Park Service, and the State of Utah, agreed that education was the best way to protect archaeological resources over the long term. These agencies partnered to develop and maintain a statewide education program known as the Intrigue of the Past Archaeology Education Program. In 1992, when the national BLM launched a comprehensive nationwide heritage education program, Intrigue of the Past was adopted as the classroom component and renamed Project Archaeology. In 2001, Project Archaeology moved to Montana State University, a leader in conservation education programming, and currently operates under a partnership between the Department of Sociology and Anthropology and the Bureau of Land Management.



outcomes and discovered several important considerations in informal learning:

- It is very difficult to conduct pretest and posttest evaluations in an informal setting. Out of an audience of about 250 visitors we received only 12 pretests and only 5 posttests for comparison. Visitors simply do not want to take the time to do pencil and paper work while enjoying the Museum.
- The Museum of the Rockies is well-known for its exhibits of dinosaurs. Based on research results we found that visitors did not differentiate between paleontology and archaeology despite participating in several archaeology activities.

In 2016, we plan to simplify our evaluation instruments and segregate archaeological learning from the paleontology exhibits. This small project gave us some much needed baseline data and we hope for much improved learning outcomes next year.



Nichole Tramel, a Project Archaeology Volunteer helps differentiate between archaeology and paleontology at Montana's Junior Archaeology Day at the Museum of the Rockies.

Grants and Contributions

Scholarship contributions = \$816

Investigating Migration grant = \$280,000

Cumulative Accomplishments

Since the inception of Project Archaeology in 1990, a total of 15,083 educators (Table 2) have received Project Archaeology materials and professional development. Classroom teachers, interpreters, museum docents, youth group leaders, and other informal educators in 34 states have attended in-service or pre-service workshops, taken online courses, and purchased or downloaded classroom ready materials. These educators reach an estimated 300,000 learners each year. Over the past 26 years, tens of thousands of children, youth, and adults (104,395 documented since 2005) have received Project Archaeology learning activities directly from our network of state and regional coordinators, master teachers, and archaeologists from federal (BLM, FS, NPS) and state agencies.

Our National Network of State and Regional Programs and our Master Teachers deserve the credit for expanding Project Archaeology both in reach and in depth.

State Sponsors

- Alabama**—Old Cahawba, State Historic Preservation Office
Alaska—Office of History and Archaeology, State Historic Preservation Office
Arizona—Department of Anthropology, Northern Arizona University
Arkansas—Arkansas State Parks
California (Southern)—San Diego Archaeological Center
California (Central)—San Joaquin River Gorge
California (Northern)—Archaeology Research Facility, University of California-Berkeley
Chesapeake Region (Maryland, Virginia, & DC)—National Museum of Natural History, Smithsonian Institution
Colorado—Bureau of Land Management, Colorado State Office
Florida—Florida Public Archaeology Network
Idaho—Idaho State Historical Society
Indiana—Indiana State Museum
Illinois—Oriental Institute, University of Chicago
Iowa—Office of the State Archaeologist, University of Iowa
Kansas—Kansas State Historical Society
Kentucky—Kentucky Archaeological Survey, University of Kentucky
Mississippi—Bureau of Land Management, Jackson Field Office
Missouri—Missouri Archaeological Society
Montana—Department of Sociology and Anthropology, Montana State University
Nevada—Bureau of Land Management, Nevada State Office
New Hampshire—New Hampshire Division of Historical Resources
New Jersey—Hunter Research
New Mexico—Office of Archaeological Studies
North Carolina—Research Laboratory of Archaeology, University of North Carolina
Oklahoma—Bureau of Land Management, Tulsa Field Office
Oregon & Washington—Bureau of Land Management, Oregon State Office
Pennsylvania—State Museum of Pennsylvania
Tennessee—Nashville Metro Parks and Recreation & McClung Museum
Texas—University of Texas at San Antonio's Institute of Texan Cultures
Utah—Bureau of Land Management, Utah State Office
Vermont—Turning Points in American History
West Virginia—West Virginia Historic Preservation Office
Wisconsin—Mississippi Valley Archaeology Center, University of Wisconsin-LaCrosse
Wyoming—Bureau of Land Management, Wyoming State Office
ASOR—American School of Oriental Research, Boston University

Contact Us!

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Table 1: Project Archaeology Outreach Activities by State

Program	Professional Development Events	Educators Certified	Facilitator Training Workshops	Facilitators Certified	Educators Introduced to PA	Conferences Attended	Teachers Receiving Information	K-12 receiving Direct Instruction	Non K-12 Students Receiving Direct Instruction	Educators Attending Conferences	Archaeologists Attending PA Presentations at Conferences	Federal Contribution	Other Contributions	Volunteer hours
AK	0	0	0	0	0	0	0	0	0	0	0	\$5,000	\$1,930	0
AL	0	0	0	0	28	0	0	0	0	23	0	\$0	\$0	0
AR	2	26	0	0	0	0	0	0	0	0	0	\$0	\$460	3
AZ	1	8	0	0	0	0	0	0	0	0	0	\$0	\$0	0
CA	1	22	0	0	0	0	0	0	27	0	0	\$0	\$0	0
CO	1	5	0	0	40	5	120	70	60	60	150	\$12,000	\$150	0
FL	6	326	0	0	54	3	322	172	0	0	40	\$400	\$5,400	8
IA	2	47	0	1	0	1	620	300	8	0	3	\$0	\$9,881	0
IL	2	45	1	16	22	1	100	0	0	1	0	\$0	\$0	6
KS	1	23	1	4	71	17	340	996	27	0	50	\$0	\$2,265	0
KY	0	14	0	0	0	0	0	1775	1970	0	0	\$193,000	\$0	0
MO	1	11	0	0	0	4	350	300	0	0	0	\$0	\$0	130
MT	4	94	0	0	113	2	150	514	805	0	150	\$4,000	\$0	0
NM	6	17	0	0	0	2	100	24	0	0	0	\$14,587	\$0	32
NV	6	37	0	0	5	0	0	189	0	0	0	\$18,817	\$5,000	88
OK	1	10	0	0	0	3	50	1140	200	1	2	\$4,023	\$0	40
SC	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	10
TN	7	56	0	1	0	2	75	500	25	3	0	\$200	\$6,375	40
TX	3	55	0	0	0	0	0	0	0	0	0	\$0	\$0	0
UT	6	42	0	2	0	0	0	835	170	0	450	\$0	\$1,500.00	400
WI	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
WY	3	2	0	1	0	0	0	33	0	0	0	\$2,008	\$945	66
National	3	2039	1	19	0	2	1500	457	0	0	80	\$340,000	\$0	2344
Total	56	2879	3	44	333	42	3727	7305	3292	88	925	\$594,035	\$33,905	3167

Table 2: Project Archaeology Cumulative Professional Development by State

STATE	Totals For All Years 1990-2015										
	Facilitators Certified			Educators Certified			Total All	Professional Development All Years			
	Previous	New	Total	Previous	New	Total	All Years	Facilitator	Basic	Other	Total
AK	105	0	105	79	0	79	184	6	6	2	14
AL	57	0	57	398	0	398	455	2	29	12	43
AR	0	0	0	16	26	42	42	0	2	1	3
AZ	12	0	12	300	8	308	320	2	25	8	35
CA	72	0	72	449	22	471	543	5	16	95	116
CO	31	0	31	482	5	487	518	2	19	14	35
DC/MD/VA	22	0	22	69	0	69	91	1	3	2	6
FL	56	0	56	773	326	1099	1155	16	28	32	76
HI	0	0	0	0	0	0	0	0	0	1	1
IA	24	1	25	282	47	329	354	1	11	8	20
ID	0	0	0	20	0	20	20	0	1	1	2
IL	0	16	16	39	55	94	110	1	2	2	5
IN	13	0	13	274	0	274	287	2	17	0	19
KS	11	4	15	169	23	192	207	4	18	7	29
KY	13	0	13	390	14	404	417	1	30	8	39
MO	48	0	48	230	11	241	289	6	16	4	26
MS	12	0	12	146	0	146	158	2	11	6	19
MT	8	0	8	605	94	699	707	2	28	18	48
NC	22	0	22	147	0	147	169	0	1	10	11
NH	13	0	13	325	0	325	338	2	11	3	16
NM	19	0	19	495	17	512	531	3	22	10	35
NV	19	0	19	203	37	240	259	2	15	1	18
OK	0	0	0	8	10	18	18	0	2	0	2
OR	11	0	11	281	0	281	292	0	8	8	16
PA	23	0	23	481	0	481	504	1	17	16	34
TN	17	1	18	1138	56	1194	1212	2	48	11	61
TX	2	0	2	25	55	80	82	0	4	3	7
UT	133	2	135	1508	42	1550	1685	5	40	11	56
VT	0	0	0	8	0	8	8	0	1	0	1
WA	2	0	2	20	0	20	22	0	1	0	1
WI	0	0	0	709	0	709	709	0	2	20	22
WV	13	0	13	20	0	20	33	1	0	1	2
WY	24	1	25	285	2	287	312	1	10	12	23
ASOR	0	0	0	90	0	90	90	0	2	1	3
National	114	19	133	790	2039	2829	2962	7	7	17	31
Total All States	896	44	940	11254	2889	14143	15083	77	453	345	875



And the Award Goes To...

Project Archaeology Wins Three Awards in 2015!



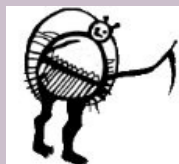
Crystal Alegria and Courtney Agenten pose with the Outstanding Preservation Education Award in Helena, MT.



Nancy Mahoney, Jack Fisher, Crystal Alegria, and Criag Lee (R to L) pose at the Montana Archaeological Society after receiving the Preservation Award.

In the past year, Project Archaeology has received three major education and historic preservation awards. Montana Project Archaeology received both the Montana Archaeological Society Preservation Award and Outstanding Preservation Education Award from the Montana Historical Society's State Historical Preservation Office

Project Archaeology will officially receive the 2014 National Highway Award for Outstanding Educational Programming at the Montana Archaeological Society meeting in Great Falls, Montana on April 16, 2016.



Montana
Archaeological
Society

Big Sky. Big Land. Big History.
Montana
Historical Society

