PROJECT ARCHAEOLOGY

STRATEGIC PLAN

2025 - 2030



Our Vision

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

Our Mission

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

Core Values

The following core values serve as the foundation of our work, guiding us in achieving our mission and realizing our vision:

- **Stewardship** - The protection of cultural heritage, as an expression of living cultures, contributes to the development of societies and the building of peace.
- **Collaboration** - Building respectful relationships and fostering collaboration among archaeologists, educators, and descendant communities ensures that cultural heritage education is informed by an appreciation that everyone's history matters.
- **Authenticity** - Providing high-quality educational materials and professional development opportunities that model authentic scientific, archaeological, and historical inquiry improves educational outcomes across the curriculum.
- **Engagement**– Advocating for the preservation and responsible management of archaeological sites and artifacts as a shared responsibility begins by helping educators engage learners in classrooms and informal education spaces.

Who We Serve

Project Archaeology is a national heritage education program serving formal and informal educators and their students. Managed through a partnership between Southern Utah University (SUU) and the Institute for Heritage Education (IHE), the program currently operates through 24 state programs with 8 additional programs currently under development. 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.

Our Management Framework

Project Archaeology operates as a network, modeled as a series of concentric circles, with each layer representing a distinct but interconnected role in delivering a national program. The circles work collaboratively, radiating impact outward from the core to the broader public:

- At the heart of the model is the **core partnership**, comprised of SUU and IHE, responsible for defining the program's vision, securing resources, and setting strategic goals. This central circle provides the foundation and direction for the entire network.
- Surrounding the partnership is the **leadership team**, which provides guidance on translating the core vision into actionable plans. This team serves as a bridge between the core partnership's strategic operations and the wider network's needs. They ensure cohesion and accountability to our core values.
- Expanding outward, the state coordinators and master teachers form a distributed **national network of affiliated state programs** responsible for implementation and distribution. State Coordinators facilitate communication, program alignment, and professional development

opportunities for their geographic area. Master teachers and facilitators deliver content and mentor other educators.

- The final, outermost circle represents the **public**, the ultimate recipients of the program's impact. This includes educators, learners, and communities who engage with the program through resources, workshops, or other activities. Their participation reflects the success of the program's cascading structure.

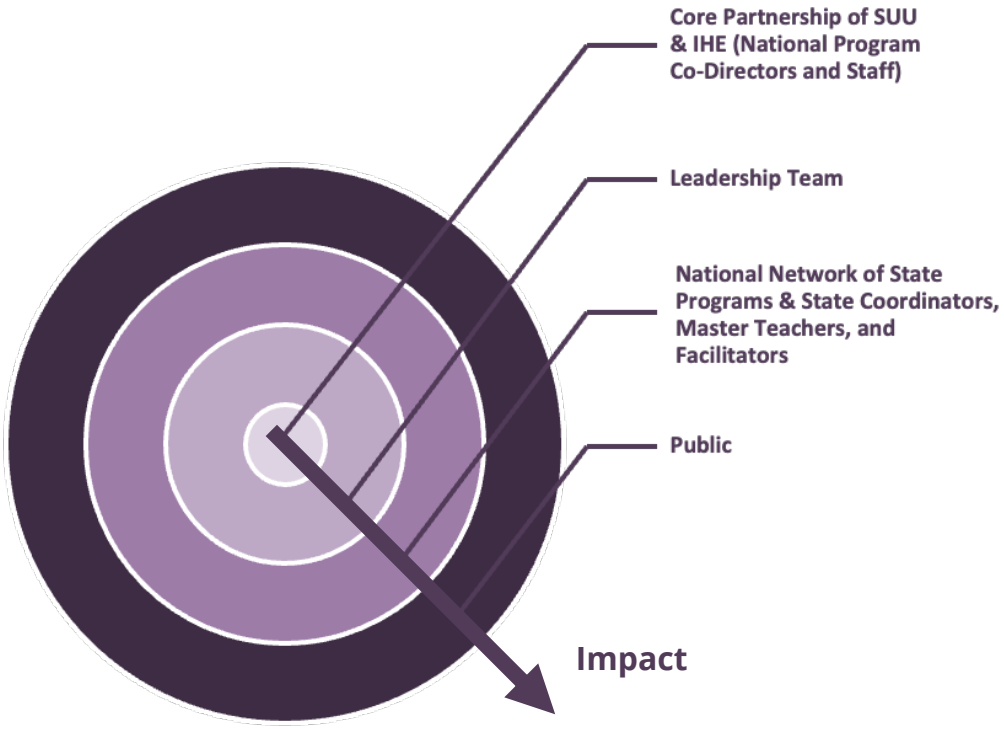


Figure 1. Management Framework for Project Archaeology, modeled as a series of concentric circles with impact radiating outward from the center.



Figure 2. State Programs are managed by a dedicated State Coordinator. A sponsoring organization may support a State Program. Within State Programs, Master Teachers and Facilitators deliver Project Archaeology professional development and implement Project Archaeology curricula, all of which is tailored to meet the needs of their state's educators. Subject matter experts such as archaeologists, historians, and descendant community members participate in professional development and curriculum development. State Programs implement critical roles within the Project Archaeology National Network.

Our Goals

1. Establish and maintain national leadership in archaeology education through innovative and effective curricula and professional development.
2. Strengthen and expand Project Archaeology's National Network to distribute educational materials and deliver high-quality professional development opportunities, ensuring broad access and consistent program impact.
3. Ensure the long-term sustainability of Project Archaeology by securing diverse funding sources, building organizational capacity, and expanding partnerships to support program growth and impact.

Our Programs and Services

Project Archaeology accomplishes its mission by:

- Providing archaeology education materials for classroom teachers and informal educators.
- Providing professional development and continuing support for educators using Project Archaeology materials.
- Sustaining a network of state programs with facilitators and master teachers trained to provide professional development and mentoring to educators in their area.
- Conducting and publishing research on student learning outcomes, teacher preparation, and best practices in archaeology education.
- Collaborating with descendant communities to develop and distribute educational materials and professional development.

Context and Rationale

Project Archaeology addresses critical issues related to the loss and undervaluing of cultural heritage, a lack of cross-cultural understanding, and the need for greater civic responsibility and ethical engagement with the past in the present. Archaeological sites and artifacts are increasingly threatened by development, looting, and environmental factors. Additionally, societal divisions and cultural misunderstandings often stem from a limited awareness of the diversity and interconnectedness of human experiences.

Many teachers and students lack access to educational resources that connect them with accurate, evidence-based interpretations of the past, contributing to apathy or misunderstanding about the importance of preserving heritage. Traditionally, education about the past has been disconnected from the living cultures of descendent communities and overlooks the ongoing significance of cultural heritage in shaping identity and community values today.

Recent research in place-based education and culturally responsive/sustainable education demonstrates that active learning, inquiry-based learning, and using local sites and culture in the classroom can improve educational outcomes through increased retention, resonance, and motivation. By providing teachers and, by extension, their students with high-quality educational curricula and training grounded in authentic archaeological inquiry and descendent voices, Project Archaeology bridges the gap between past and present, fostering meaningful connections to history relevant to students' lives. This approach helps teachers meet curricular standards and empowers students to see themselves as active participants in the stewardship of heritage.

Since its inception, Project Archaeology has focused on the needs of educators and has developed materials that teach cultural understanding, scientific and historical inquiry, stewardship of our shared archaeological heritage, civic responsibility and civic agency, and fulfill national or state educational standards. Materials are delivered to educators through high-quality professional development via the

National Program and the National Network and through direct sales of publications and complete teaching kits.

Project Archaeology is uniquely positioned to deliver interdisciplinary education to the nation. The National Program and the National Network focus on the effective distribution of high-quality materials that meet the needs of educators.

Project Archaeology's organizational competencies:

- **National Program**. Develop materials and maintain quality across curricular pieces; research trends and changes in education; assist state and regional coordinators with establishing and maintaining programs; and market materials and professional development nationally.
- **National Network**. Dedicated state program coordinators; master teachers; archaeologists from federal and state agencies; academic and public archaeologists; interpreters; informal educators; descendant community members; and historic preservation professionals deliver professional development and materials to educators and learners.
- **High-quality educational materials**. All materials are developed collaboratively by archaeology educators with partners: research archaeologists; descendent community members; classroom educators; informal educators; federal, state, and local agencies; non-profits and civic organizations; and interested individuals. All materials are assessed for efficacy in achieving the desired learning outcomes and peer-reviewed for content, accuracy, and best educational practices.
- **High-quality professional development for educators**. Empower educators to deliver high-quality educational materials to various audiences, including classroom teachers, environmental educators, historic site professionals, after-school educators, youth group leaders, museum educators, cultural heritage interpreters, library staff, homeschool educators, park rangers, and volunteer facilitators.

- **Evidence-driven pedagogy**. Ongoing commitment to research, publication, and informing both educators and archaeologists of the efficacy of archaeology to achieve mutual goals for educating the public.

Strategic Framework

The following goals, outcomes, and indicators will help Project Archaeology achieve our mission, reaching greater numbers of educators and students and increasing our curricular materials' usage.

Goal 1. Establish and maintain national leadership in archaeology education through innovative and effective curricula and professional development.

Outcome 1.1: Project Archaeology (PA) materials are adopted as the standard for heritage education by schools, museums, and heritage sites nationwide.

Indicators:

- All PA core curricular guides are aligned with current national standards for ELA (Common Core), Science (Next Generation Science Standards), and Social Studies (C3 Framework). These alignments are readily accessible to stakeholders evaluating whether to adopt PA materials.
- All new PA investigations are aligned with at least 10 states' academic standards in ELA, Social Studies, Science, and Visual Arts. These alignments are readily accessible to stakeholders evaluating whether to adopt PA materials.
- PA curricular guides are adopted or approved by at least 5 states and listed in their approved or recommended instructional materials databases.
- Increase in the number of educators using PA materials in their classroom, as measured by participation in training programs, resource purchases/downloads, or self-reported usage surveys, with annual growth targets of 3% over baseline data (15% total by the end of 2030).

- Increase in the number of education and outreach events using PA in educational programming, as measured by participation in training programs, education and outreach events, resource purchases/downloads, or self-reported usage surveys, with annual growth targets of 5% over baseline data (25% total by the end of 2030).

Outcome 1.2: Project Archaeology (PA) curricular materials are effective, resonant, and include perspectives from archaeologists and descendent community members.

Indicators

- By 2030, a standing committee for research and evaluation is established and actively functioning, with defined objectives, regular meetings, and at least one submitted grant application to support research documenting PA's curricular effectiveness.
- Evidence is gathered of increased student knowledge and understanding of cultural heritage through standardized pre- and post-assessments and educator evaluations of student engagement, critical thinking, and skills development.
- Evidence is gathered of increased teacher pedagogical content knowledge, inquiry-based skills, and motivation to teach Project Archaeology in their classroom through standardized pre- and post-assessments and evaluations.
- Evidence is gathered through surveys or focus groups demonstrating that at least 80% of respondents find materials engaging, meaningful, and relevant to meeting their needs.
- The number and strength of partnerships with archaeologists and descendant communities involved in the co-development or review of curricular materials increases annually, with quality measured by active collaboration, mutual satisfaction, and incorporation of community perspectives into the final materials.

Outcome 1.3: Project Archaeology (PA) is recognized as effective and innovative among educational researchers, leaders, and experts.

Indicators

- PA is cited favorably in at least 1 peer-reviewed publication annually, with citations highlighting its effectiveness, innovation, or contributions to broader educational or social impacts.
- The number of presentations or workshops featuring PA at regional, national, or international educational and archaeology conferences increases annually, with a target of at least 15 presentations per year, emphasizing its effectiveness and innovation.
- By 2030, PA receives at least one award for innovation or effectiveness in education or heritage stewardship from a reputable organization.
- PA is featured in at least one article, case study, or media segment annually in educational news outlets or popular press, highlighting its effectiveness, innovation, or impact on cultural heritage and education.
- By 2030, PA receives formal endorsements from at least one nationally or internationally recognized leader or professional organization in education, archaeology, or cultural heritage, highlighting its contributions to effective and innovative practices.
- PA staff, leadership, or network members are regularly invited to serve on advisory boards, panels, or committees at regional, national, or international levels, focusing on heritage preservation, archaeology education, or educational innovation, with a measurable increase in such invitations over time.

Outcome 1.4: Project Archaeology (PA) develops educational materials that address identified content gaps at national and state levels, ensuring cultural inclusivity, authentic inquiry, and alignment with educational standards.

Indicators

- By 2028, a comprehensive needs assessment is completed to identify significant trends in educational standards and practices, gaps in current PA materials, and opportunities for filling those gaps with potential new

curricula that meet an identified market demand. The needs assessment process is documented so it can be replicated periodically.

- By 2030, at least two new PA curricular resources are developed (or in development) in response to the needs assessment, specifically designed to address identified content gaps at national, regional, or local levels, ensuring cultural inclusivity, authentic inquiry, and alignment with educational standards.

Goal 2. Strengthen and expand Project Archaeology's National Network to distribute educational materials and deliver high-quality professional development opportunities, ensuring broad access and consistent program impact.

Outcome 2.1: Project Archaeology's (PA) national network of coordinators, master teachers, and educators grows, facilitating better outreach and engagement.

Indicators:

- By 2030, PA has established 30 active state programs.
- The number of network members increases by at least 20% annually, with growth measured across key roles (e.g., coordinators, master teachers, facilitators, etc.) and reflected in email listserv subscription, replies to network requests, participation in or hosting of PA events, surveys, and annual reports.
- Host a National Archaeology Educator's Conference every two years, engaging archaeology education professionals, classroom teachers, informal educators, interpreters, and descendent community members, with increasing attendance and participation over time.
- Periodic surveys indicate that 66% of network members report confidence in their ability to distribute, promote, or teach PA materials.

Outcome 2.2: The number of schools, museums, heritage sites, and informal education spaces that distribute or use Project Archaeology (PA) materials significantly increases, ensuring broader access nationwide.

Indicators

- The number of K-12 schools using PA materials in their classrooms increases by 5% annually.
- The number of museums, heritage sites, or other informal education spaces incorporating PA materials into their educational programs increases by 5% each year.
- Sales of PA curricular materials increase by 15% per year.
- Downloads of sample lesson plans or teaser materials increase by 10% per year.
- Increase in the number of new contacts added to the mailing list following participation in education, archaeology or heritage conferences, with at least a 10% growth in mailing list subscribers annually. Increase open rate to above 43.7%.

Outcome 2.3: The number of educators participating in Project Archaeology (PA) professional development opportunities increases, leading to improved teaching practices.

Indicators

- The total number of educators attending PA professional development workshops, webinars, or conferences increases by 3% annually.
- The percentage of educators from historically underrepresented groups (e.g., minority, Tribal, rural, or underserved communities) participating in national PA professional development opportunities increases by a measurable amount each year.
- The number of professional development opportunities (workshops, training sessions, webinars) offered annually by the PA network increases by a measurable amount each year with offerings targeting new and diverse educator audiences (i.e. Montessori schools).

- The percentage of educators who participate in multiple PA professional development events (e.g., returning participants) increases, indicating sustained engagement and interest.
- Longitudinal or follow-up surveys or evaluations from educators (post-participation) show that 30% of participants report making changes to their teaching practices based on PA professional development, with examples of how those practices have improved.
- At least five testimonials or case studies are submitted annually by educators, highlighting how PA professional development has led to improved teaching practices.
- The range of educational disciplines represented among PA professional development participants broadens, with educators from different subject areas (e.g., science, social studies, language arts, math) participating in PA events.

Outcome 2.4: The Project Archaeology (PA) network delivers consistent and high-quality professional development across the country.

Indicators

- All PA professional development workshops and training programs (including online platforms) use standardized materials and curricula, ensuring consistency in content delivery across the country.
- All PA professional development workshops include at least one network member who has been certified or trained to deliver consistent and high-quality professional development sessions, ensuring uniformity in program delivery. Ideally, the teaching team would consist of a trained archaeologist and educator.
- Post-event surveys show that at least 80% of participants report being satisfied with the quality, relevance, and applicability of PA professional development opportunities.
- PA conducts an annual review of its professional development programs to ensure they remain high-quality, relevant, and consistent, with improvements made based on feedback from participants and trainers.

- PA offers professional development through multiple formats (e.g., in-person, virtual, hybrid) to meet changing market demand while ensuring that all formats maintain the same level of quality and consistency as measured by participant feedback and outcomes.
- By 2030, at least one PA professional development program or opportunity receives formal recognition or accreditation from at least one reputable professional organization or educational authority, demonstrating their alignment with industry standards and their consistent delivery of high-quality training.

Outcome 2.5: Project Archaeology's (PA) social media presence and online engagement expand, increasing public awareness and interaction with the organization's resources, programs, and educational materials.

- Email open rates are above the national average for educational or non-profit industry standards.
- Social media analytics reflect increased readership and engagement with PA as an organization.
- Website analytics show a steady increase in unique visitors, page views, and time spent on key pages (e.g., curriculum resources, professional development, and program information), indicating heightened public interest and interaction with PA's content.
- Website SEO analytics show an increase in organic search traffic, with improved rankings for key terms in search engines, leading to higher visibility and discovery of PA resources.

Goal 3. Ensure the long-term sustainability of Project Archaeology by securing diverse funding sources, building

organizational capacity, and expanding partnerships to support program growth and impact.

Outcome 3.1: Project Archaeology (PA) secures a diversified and balanced funding base, thereby supporting long-term financial stability and sustained program growth.

Indicators

- By 2026, PA adopts a comprehensive development plan, outlining strategies for securing diversified funding sources (e.g., government grants, private foundations, corporate sponsorships, and individual donations) and includes specific revenue targets, donor engagement strategies, and timelines for achieving financial stability.
- Funding is secured from at least three distinct source categories (e.g., sales and fees, government grants, private foundations, corporate sponsorships, and individual donors).
- The percentage of total revenue contributed by each funding source is tracked and shows a balanced distribution, with no single source accounting for more than 50% of total income.
- A minimum of one new funding source is added each year, contributing to the diversification of PA's revenue base and reducing reliance on any single funding stream.

Outcome 3.2: Project Archaeology's (PA) annual revenues enable the organization to fund core program areas, expand its educational outreach, enhance program quality, and extend its impact nationally.

Indicators

- Financial reports show a year-over-year increase in revenue and budget, with at least a 15% growth in both areas, ensuring continued capacity to fund core programs and initiatives.
- Core program areas receive increased funding each year, reflecting the 15% growth in the organization's overall revenue and budget.

- Annual financial reports demonstrate that the 15% increase in revenue is strategically reinvested into growing or enhancing PA's impact through expanded programs and operational capacity.

Outcome 3.3: Project Archaeology (PA) increases staff capacity and operational infrastructure to effectively support program expansion and long-term sustainability.

Indicators

- By 2030, at least two key staff positions are added and fully funded.
- The annual budget includes a dedicated line item for technology upgrades, staff administrative training, internal communication plan, or other capacity-building efforts, demonstrating financial commitment to strengthening operations.
- By 2030, recruitment processes are formalized, with clear, transparent, and consistent approaches to adding new staff, including position descriptions.
- New or updated administrative systems, such as a document management system, communication system, CRM system or project management tools, are successfully adopted, leading to improved administration at the core partnership level.

Outcome 3.4: Project Archaeology (PA) establishes a reserve fund, providing long-term financial security.

Indicators

- By 2030, PA establishes a reserve fund equal to 6 months of operating costs.

Outcome 3.5: Project Archaeology (PA) cultivates a donor program, generating a reliable stream of revenue for program development and outreach efforts.

Indicators

- By 2027, a donor communication and engagement plan has been adopted with administrative capacity to monitor engagement metrics (e.g., open rates for emails, attendance at donor events) and feedback via donor satisfaction surveys.

- The number of individual donors increases by 20% annually, reflecting a growing base of supporters.
- Annual revenue from the donor program increases by 10% each year, contributing to program development and outreach efforts.
- An annual donor retention rate of at least 66% is achieved, demonstrating the effectiveness of donor engagement.
- By 2030, at least three new donor engagement initiatives (e.g., giving circles, donor appreciation events, or targeted campaigns) are launched to expand donor participation and increase contributions.
- PA establishes a planned giving program, with at least one planned gift or commitment secured by 2030.

Outcome 3.6: Project Archaeology (PA) forms long-term core partnerships with at least three educational institutions, museums, organizations, and/or governmental entities, broadening the program's reach and support base.

- By 2027, PA formalizes core partnerships with SUU and IHE in the form of memoranda of understanding (MOU) or similar agreements.
- By 2030, PA formalizes a new core partnership with one additional entity, resulting in expanded program capacity and sustainability.

Risk Management

Several assumptions have been made while preparing this strategic plan. Enumerating these assumptions and identifying potential risks and mitigation strategies will help to ensure this plan is realistic and responsive to changing needs and contexts.

Assumptions

1. There will be continued demand for educational resources utilizing authentic archaeological inquiry and descendant voices and steady or increasing recognition of their educational and social value.

2. There will be sufficient numbers of archaeologists and educators with time and resources to actively participate in the network as coordinators or master teachers.

3. There will be sufficient numbers of descendent community members and knowledge bearers with time and resources to actively collaborate with curricular development, review, training, and other network activities.

4. Current partnerships and financial commitments with SUU and IHE will remain steady or strengthen over time.

5. Educators will continue to seek high-quality professional development opportunities that model authentic archaeological inquiry and descendent perspectives.

Risks

1. Shifting educational policies, standards, and priorities at national, state, and local levels could impact the willingness of administrators and teachers to approve or adopt Project Archaeology (PA) curricular materials.
    a. *Mitigate:* Frame PA's materials as tools that support the broader educational goals of critical thinking, inquiry-based learning, and civic responsibility, which are generally supported by educational policies across the political spectrum. Show how the materials align with or enhance existing standards.
    b. *Mitigate:* Position PA's curriculum as a tool for developing scientific inquiry, emphasizing its educational value as a non-partisan approach to understanding the past. Highlight examples of archaeology projects that have led to positive outcomes for communities, such as the preservation of culturally significant sites, or how archaeology contributes to broader scientific knowledge.
    c. *Mitigate:* Engage a wide range of stakeholders in the development and promotion of PA materials, including educators, community leaders, descendants of cultural groups, and local policymakers from different

political, cultural, and economic backgrounds. By fostering a diverse coalition, PA can demonstrate that the materials are based on a shared interest in cultural understanding, critical thinking, and historical inquiry.

d. *Mitigate:* Cultivate strong relationships at the state level with educational agency staff and at the local level with school administrators, curriculum developers, and teachers. Elicit their concerns, gather feedback, and address potential political sensitivities before they become barriers. Make sure PA messaging meets local needs without compromising PA's core values.

e. *Mitigate:* Establish a policy monitoring system to track changes in educational policies at local, state, and national levels drawing upon the expertise and contextual awareness of network members.

2. Shifting political priorities at national and state levels impacts public funding streams.

    a. *Mitigate:* Diversify PA's funding sources in case political shifts impact funding from certain types of programs such as government agencies.

    b. *Mitigate:* Build public awareness about the importance of PA's work in preserving cultural heritage, improving educational outcomes, and fostering cross-cultural understanding. By increasing public support for PA, the organization can put pressure on political leaders to continue funding its initiatives even during times of shifting priorities. Develop a narrative that highlights the importance of archaeology and cultural heritage education for fostering an informed and responsible citizenry using compelling stories, testimonials, and evidence. Do not rely upon platitudes; gather evidence of impact.

    c. *Mitigate:* Establish long-term funding mechanisms such as multi-year grants, a reserve fund, or an endowment that can help PA weather lean years.

d. *Mitigate:* Notify core partners of proposed budget cuts or changes in public funding streams so they may act as policy advocates and help PA pivot.

3. Limited volunteer and staff capacity may hinder Project Archaeology's ability to meet its core programming responsibilities or expand its programs.
    a. *Mitigate:* Focus on the most essential and high-impact programming and needs first, ensuring that core responsibilities are met before expanding into new areas or developing new content. Adjust the scale of initiatives as needed, scaling back to match available resources.
    b. *Mitigate:* Secure targeted funding for capacity building, including expanding staff, hiring consultants, and improving administrative infrastructure.
    c. *Mitigate:* Seek additional core partners that can supply in-kind resources such as staff hours, technology, and administrative infrastructure.
    d. *Mitigate:* Identify those administrative tasks that are tedious or time-consuming. Use technology to streamline operations and reduce the time required for such tasks.
4. Failure to respect cultural sensitivities in the co-development of curricular materials could alienate descendent communities and key stakeholders.
    a. *Mitigate:* Establish strong, ongoing relationships with descendant communities from the outset of curriculum development. Involve them in every stage of the process to ensure their perspectives, values, and cultural sensitivities are accurately represented. Formalize long-term partnerships when appropriate and mutually beneficial.
    b. *Mitigate:* Take time to build trust with multiple community members and seek guidance to navigate cultural customs and inter-and intra-group political dynamics during collaboration. Maintain, open and transparent communication processes. Address concerns in a timely manner.

c. *Mitigate:* Establish a culturally diverse advisory committee on descendent community collaboration. This group can provide ongoing guidance, feedback, and oversight. Make sure the committee is representative of a broad range of descendent communities included in PA curricular materials.

d. *Mitigate:* Before finalizing any new curricular materials, pilot test them within descendant communities and schools with input from local educators.

5. Formal or informal educators may lack the time, resources, or institutional support needed to implement multi-unit lessons, limiting the adoption and effectiveness of Project Archaeology's curricular materials.

    a. *Mitigate:* Design modular curricular activities that allow educators to teach individual lessons or shorter units with guidance for varying time constraints.

    b. *Mitigate:* Equip teachers with talking points and materials to advocate for the time necessary to teach multi-unit PA lessons.

    c. *Mitigate:* Deliver professional development that includes flexible time management strategies that teachers can use to fit PA units given their existing time constraints.

    d. *Mitigate:* Conduct pilot programs to test the feasibility of teaching modular lessons in informal educational contexts. Identify informal educational outcomes for a pilot group of stakeholders and revise an existing curricular resource for this context.

Glossary

The following terms and definitions were used in this strategic plan.

archaeology/heritage education: an interdisciplinary approach to teaching and learning that uses the study of human cultures, material remains, and their contexts to foster critical thinking, inquiry, and an understanding of past and

contemporary cultural heritage; for the purposes of this strategic plan, it does *not* refer to the academic or professional training of archaeologists.

facilitator: network member who has received official Project Archaeology facilitator training and is authorized to conduct teacher workshops and other Project Archaeology events

formal education: target audience consisting of teachers and students in schools; grades K-12, but typically emphasizing grades 3-8. May include pre-service teachers in university methods courses or pre-service workshops.

informal education: target audience of learners outside of schools. Examples include:

- Archaeological centers and museums, and interpreted archaeological sites (e.g., San Diego Archaeological Center, The Hermitage, Utah Museum of Natural History, Colonial Williamsburg, Fort Osage, etc.)
- Youth groups, such as Scouts, 4-H, Boys and Girls Clubs, etc.
- Archaeologists and professional organizations (SAA, SHA, AIA, etc.)
- Environmental educators
- Interpreters at natural areas (e.g., San Joaquin River Gorge Recreation Area, Bryce Canyon National Park, and Canyons of the Ancients National Monument)

heritage: the tangible and intangible cultural, historical, and natural legacies inherited from previous generations, valued in the present, and protected or transmitted for future generations.

master teacher: network member and graduate of the Project Archaeology Leadership Academy; qualified to teach Project Archaeology workshops, institutes, and/or peer mentoring.

professional development: learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice.

coordinator: Project Archaeology network member who has taken on the voluntary responsibility of day-to-day operations of a Project Archaeology state program.

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