

# JILLIAN MORRIS

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## EDUCATION

### 2020 – 2022

GRADUATED MAY 2022, MAGNA CUM LAUDE, OUSTANDING HUMAN DEVELOPMENT SENIOR

**BACHELOR OF ARTS IN HUMAN DEVELOPMENT**, WASHINGTON STATE UNIVERSITY

- RELATED COURSEWORK: AMERICAN INDIAN LAW, PERSPECTIVES IN HUMAN SERVICES, ADOLESCENT DEVELOPMENT, ADULT DEVELOPMENT, PREVENTION AND INTERVENTION, FAMILIES IN POVERTY, HUMAN SERVICES, PRINCIPLES OF COMMUNITY DEVELOPMENT, ROOTS OF CONTEMPORARY ISSUES
- **UNDER-GRADUATE RESEARCH ASSISTANT:** COLLABORATING WITH RESEARCH TEAM TO ANALYZE DATA REGARDING RURAL HEALTH AND RURAL FAMILIES. CURRENTLY WRITING MANUSCRIPT FOR PUBLICATION TO PROVIDE RECOMMENDATIONS FOR POLICY DEVELOPMENT.

### 2017 – 2020

**ASSOCIATE OF ARTS TRANSFER DEGREE**, CLARK COLLEGE

- RELATED COURSEWORK: CHILD DEVELOPMENT, WOMENS STUDIES, LIFESPAN PSYCHOLOGY, CULTURAL ANTHROPOLOGY

## EXPERIENCE

### 2022- CURRENT

**TRIBAL INITIATIVE PROJECT MANAGER**, TRIBAL AFFAIRS/AL TSA/DSHS

**HUMAN SERVICES, GOVERNMENT TO GOVERNMENT RELATIONS, INFRASTRUCTURE DEVELOPMENT**

Meet state and federal regulations regarding use of Medicaid granted funds, partner with tribal nations to develop infrastructure that supports long-term services and supports in tribal communities.

Collaboration with 4 other states to develop presentations and information sessions at multiple national conferences to inform other tribal nations and state partners. Including Home and Community based Services Conference. Contracted with Tribally grounded Dementia and Alzheimer's training program trainer, and partner with 3 Tribal nations to deliver Savvy Caregiver in Indian Country training.

Developed print and marketing publications to promote workforce development and training for Tribal nations. Planned and organized two Tribal Summits, one online and one in person with state and Tribal partners to discuss best practices for accessing State programs and services.

Develop in agency and across agency partnerships with foster collaborative solutions and strengthen government to government knowledge within state institutions.

Partner with Tribal nations to learn about their needs in supporting their Elder's and relatives with disabilities access to long-term services and home and community-based services.

### 2022-SEPTEMBER 2022

**INTERN**, AL TSA, TRIBAL AFFAIRS/AL TSA/DSHS

**January - April**

Meet state and federal guidelines regarding policy and procedures when developing government-to-government relationships with the federally recognized tribes in Washington state. Build capacity by representing Tribal affairs in various meetings inside and outside DSHS. Attend and represent Tribal Affairs

in meetings with key stakeholders and Tribal partners. Observe and document meetings. Attend weekly staff meetings and introduced to key stakeholders, promoting the work across silos.

#### **June - September**

Attend multi-state conferences regarding MFPTI to promote and fosters relationships with state partners. Develop relationships with Tribal partners while organizing and facilitating training for Washington State tribes to increase better long-term health outcomes. (Savvy Caregiver in Indian Country) Work with contracted Training partners to ensure that the training is successfully implemented. Complete all mandatory project management training. Develop charter for Tribal Respite program which includes purpose, deliverables, scope and delegated primary responsibilities to key stakeholders within DSHS. Collaborate with key stakeholders to develop culturally competent Tribal respite, including curriculum developers and other subject matter experts. Organized and lead internship group throughout the summer, including establishing meetings and agendas. Promoted utilization of our intern status by organizing meetings with other DSHS partners and units. Collaborated with fellow interns to create meaningful contributions to the PEAR program as assigned. Attend EDAI meetings and contribute to the larger purpose of DSHS and Washington state to increase equity, diversity, and inclusion. Attended continuing education webinars including topics such as: Traumatic Brain Injury, Dementia in Indian Country, Reclaiming Native Psychological Brilliance.

#### **2020- 2021**

##### **CUSTOMER CARE, NATURAL GROCERS**

Work with a team to achieve sales goals and encourage sustainable practices within the community by promoting local products.

Provide caring and compassionate customer service in a specialty setting.

Educate staff on holistic and natural approaches to health.

#### **2012- 2018**

##### **SALES MANAGER, JC PENNEY**

Managed multiple departments to meet sales goals. Supervisory tasks such as operations and employee training. Made executive decisions regarding merchandising in partnership with district leadership. Trained employees on policies and procedures to ensure that new employees would meet store standards.

Participated in the interviewing and hiring of new employees including management. Developed protocol upon implementation of new instore programs, such as order online and pick-up in store. Responsible for customer relations storewide and creating a culture of exceptional customer service.

### **VOLUNTEER EXPERIENCE**

#### **2020-2022**

##### **RESEARCH ASSISSTANT, WASHINGTON STATE UNIVERSITY VANCOUVER**

Use data provided to create excel spread sheets. Analyze gathered data with research team to establish themes and coding schemes. Presented research at multiple showcases. Developing manuscript to inform future policy and encourage further state action regarding rural health. Increase awareness of the disparities in healthcare experienced by rural families. Utilize research data to write to state leadership and university leadership to increase representation regarding policy for rural families.

#### **2020-2022**

##### **HUMAN DEVELOPMENT CLUB PRESIDENT, WASHINGTON STATE UNIVERSITY VANCOUVER**

Held meetings and school wide events to support human development undergraduates and build relationships between students. Created scent sachets and blankets for individuals in memory care facilities. Provided additional education opportunities regarding historical and generational trauma communities. Encouraged and recruited students to pursue human development as a degree path and supported the overall program at WSUV.

#### **2017-2021**

##### **VOLUNTEER, COLUMBIA RIVER HIGH SCHOOL**

Peer mentor for Indigenous high school students. Build one on one relationships with students in credit recovery program. Mentor struggling students to meet graduation expectations and work with team of educators to develop learning plan. Provide advocacy and ally ship to marginalized students. Engage with students to create positive learning environment and encourage overcoming obstacles.

## PERSONAL

### 1991-present

Enrolled member of the Yankton Dakota tribe of South Dakota, this has increased my understanding of the barriers faced by tribal members in an urban environment as well as those living on the reservation. Utilizing lived experience as well as academic knowledge to increase the awareness of Indigenous issues faced by those living in urban environments away from reservations, as well as those living on reservation. I have used my status as a tribal member and an academic to become an advocate and community outreach facilitator for Indigenous communities.

## SKILLS

- Interpersonal Skills
- Cultural Competency
- Problem Solving and Communication
- Lifespan Perspective
- Intersectional Lens
- Equity, Diversity, Access, and Inclusion
- Research Analysis
- Microsoft Office/70 WPM
- Self-Motivated
- Time Management
- 7.01 policy training
- Traumatic Brain Injury training
- GOIA government to government training
- Safehome Training, for LGBTQIA2S+