



# NORTHWEST INDIAN COLLEGE BIENNIAL REPORT 2016-2018



# MESSAGE FROM THE PRESIDENT



*Dear NWIC Family and Friends:*

Good day to you! It my pleasure to share the highlights of NWIC the past two years. First, we successfully completed our Year Seven Comprehensive Accreditation (Peer-Evaluation) Report, which resulted in the College's accreditation status being reaffirmed by the Northwest Commission on Colleges and Universities. The completion of the accreditation cycle also

marked the completion of the College's seven-year strategic plan (2010-2017). Secondly, we launched our new seven-year Strategic Plan (2017-2024) guided by our new Vision Statement: "We are committed to our students, the Tribes we serve, and advancing Tribal sovereignty for the protection and enhancement of our homelands and future generations."

We have also graduated our largest classes of students the past two years—149 in 2017 and 146 in 2018. In fact, since 2010, when we first became a bachelor-granting institution, more than 200 Native students have earned a bachelor's degree!

This report also provides highlights on key areas such as the four-year and two-year degree programs and workforce education activities; a special feature of our Nisqually site; profiles of successful alumni and current students; status and achievements associated with our Capital Campaign and the NWIC Foundation, and financial information for the College and Foundation, and concluding with honorable mentions of other notable events and activities the past years.

I want to thank the NWIC Board of Trustees, staff and faculty, including each of our extended sites, NWIC Foundation Board members, and respected elders for your hard work, dedication and positive contributions each year. I also want to thank the Lummi Indian Business Council, Tribal Leaders' from the Pacific Northwest Tribes we serve and numerous friends and long-time supporters of NWIC for your generous support and encouragement.

I very much look forward to working together as we continue to strive toward mission fulfillment and advancing our institutional vision for the betterment of Tribal communities.

*Respectfully,*

Justin Guillory, President  
Nez Perce descendant





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## Vision

We are committed to our students,  
the Tribes we serve, and advancing  
Tribal sovereignty for the  
protection and enhancement of our  
homelands and future generations

## Mission

Through education, Northwest  
Indian College promotes  
Indigenous self-determination and  
knowledge

Pictured on cover: Natasha Rae Edwards





# MESSAGE FROM THE BOARD CHAIR



*Greetings Friends of  
NWIC*

On behalf of NWIC and the Board of Trustees, I share my greetings and best wishes with you. It is my honor to serve as the chairwoman of the NWIC Board of Trustees and to share our respect and love

for our students. I feel great pride when I see our students and their families celebrate their educational accomplishments at graduation and all the other NWIC hosted events throughout the school year.

As members of the Tribal communities served by NWIC, the board is particularly proud of the many accomplishments of the College which include: numerous grants that our new four-year programs have been awarded, the interior and exterior restoration of the Lummi Day School as a part of our Capital Campaign, and growing our current four-year programs to name a few. Our record of student success is improving each year and we see evidence of it every day in the participation of our Tribal students in their classes and extracurricular activities. Higher education and student success is the goal of the NWIC Board of Trustees

because we recognize the importance of education to all Tribal people throughout the Northwest.

On behalf of my fellow trustee members, the Lummi Nation, and all of our Tribal students served by the NWIC, I welcome your involvement in the College. Your friendship and alliance with NWIC is valued and helps us support our students. We hope you enjoy seeing a glimpse of NWIC and its success through this biennial report.

*Hy'she*

Kristin Kinley, Chetopia  
NWIC Board of Trustees Chair

## NWIC BOARD OF TRUSTEES 2018

Kristin Kinley, Chair  
Lummi

Jana Finkbonner, Secretary  
Lummi

Celina Phair, LIBC Delegate  
Lummi

Larry Campbell, Vice Chair  
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Sandra Finkbonner, Treasurer  
Lummi

Rachel Phair, Member  
Lummi







# About STRATEGIC PLAN AND MISSION FULFILLMENT

## CORE THEME ONE: ENGAGE INDIGENOUS KNOWLEDGE

Objective 1. NWIC implements an Indigenous governance system.

Objective 2. NWIC establishes and sustains an internal organizational climate aligned with NWIC vision and values.

Objective 3. NWIC implements an Indigenous research agenda.

Objective 4. NWIC faculty and staff build the capacity to engage Indigenousness and sovereignty.

Objective 5. NWIC incorporates Indigenous knowledge in all areas of instruction.

## CORE THEME TWO: COMMITMENT TO STUDENT SUCCESS

Objective 1. NWIC promotes a community of wellness and balance.

Objective 2. NWIC fosters student leadership.

Objective 3. NWIC supports students in achieving their educational goals.

Objective 4. NWIC prepares students to work for and serve Tribal communities.

## CORE THEME THREE: ACCESS TO HIGHER EDUCATION OPPORTUNITIES AT ALL LEVELS FOR TRIBAL COMMUNITIES

Objective 1. NWIC provides holistic support to ensure student access at all campus locations.

Objective 2. NWIC provides students access to a General Education (GE) core grounded in NWIC values, beliefs, Indigenousness, and sovereignty.

Objective 3. NWIC provides college preparation and support for Native youth for an academic future.

## CORE THEME FOUR: ADVANCE PLACE-BASED COMMUNITY EDUCATION AND OUTREACH

Objective 1. NWIC provides educational opportunities responsive to Tribal community needs and grounded in place-based pedagogy.

Objective 2. NWIC performs Indigenous research and builds the research capacity of students and communities.

Objective 3. NWIC builds the capacity of Tribal communities through responsive community engagement.

Objective 4. NWIC promotes Indigenous wellness programming to restore balanced lifestyles and Tribal prosperity.



# About HISTORY OF THE COLLEGE



**1971**

Lummi Indian School of Aquaculture (LISA) is established

**1983**

Lummi Indian School of Aquaculture becomes Lummi Community College (LCC)

**1989**

LCC, recognizing the mandate to serve other Tribes, changes its name to Northwest Indian College (NWIC)

**1994**

NWIC is granted accreditation by the Northwest Commission on Colleges and Universities (NCCU)

**2007**

NWIC's student dormitories open and the college becomes one of the few TCUs with on-campus housing

**Our History:** NWIC evolved from the Lummi Indian School of Aquaculture (LISA). Established in 1974, LISA provided fish and shellfish hatchery training for indigenous people from all over the world. In the early 1980s, LISA evolved into Lummi Community College, a Tribally chartered post-secondary institution. As courses

and offerings expanded, so did the service area of the College, creating important networks with various Tribes throughout the Pacific Northwest.

In recognition of that expansion, in 1989 Lummi Community College became Northwest Indian College.





**2009**

Through a logo contest, the College changes its logo

**2010**

Approval for the College to become a baccalaureate degree granting institution

**2015**

NWIC launches its newest four-year program: BA in CARE in Human Services

**2018**

NWIC now offers:  
4 bachelor degree programs, 9  
associate degree programs, and  
8 certificate programs

In 1993, NWIC was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU) and became a land grant institution through Congressional action in 1994. Then, in 2010, the NWCCU granted NWIC accreditation at the baccalaureate level. The College currently offers four bachelor degrees, and will add more

bachelor's programs as community needs increase.

Currently, NWIC serves seven Tribal nations through its main campus on Lummi and six extended campuses.







# About NWIC BELIEFS/VALUES

## Səla-lex<sup>w</sup>

— Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.

## Schtəngəx<sup>wən</sup>

— We are responsible to protect our territory. This means we take care of our land and water and everything that is on it and in it.

## Xwləmi-chosən

— Our culture is our language. We should strengthen and maintain our language.

## Leng-e-sot

— We take care of ourselves, watch out for ourselves and love and take care of one another.

## Xaalh

— Life balance/sacred.



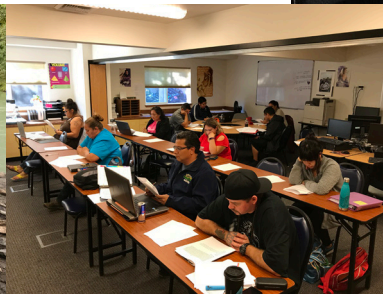
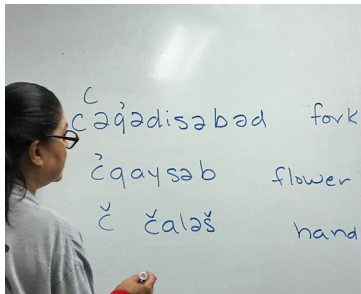
# *Extended Campus Feature*

## NISQUALLY

Nisqually site has received the Nisqually Community Charitable Funds \$5,000 per year to support the Nisqually extended campus in providing workshops to the community, training faculty, and mentoring Nisqually Tribal members in pursuing and succeeding in teaching positions. We have also received generous donations of food, materials, and supplies from Chelsie Sharp, Susan Hall, Susan Martin, Lydia Valentine, Gene Tagaban, Trader Joes, Nisqually Garden, Nisqually Natural Resource Department, Nisqually Behavioral Health Department, and Nisqually Education Department.

The extended campus has NWIC alumni who are now faculty including Betty Pacheco, Morningstar Means Macellay, Rachel Birkoski, and Caroline Lombard as well as Nisqually Tribal member faculty including Jeffrey Wall, Betty Pacheco, Antonette Squally, Rachel Birkoski, Chay Squally, and Andreyra Squally.

Half of bachelor's graduates have gone on to graduate school including, but not limited to, Master in Legal Studies, Master in Public Administration, and Master in Social Work.

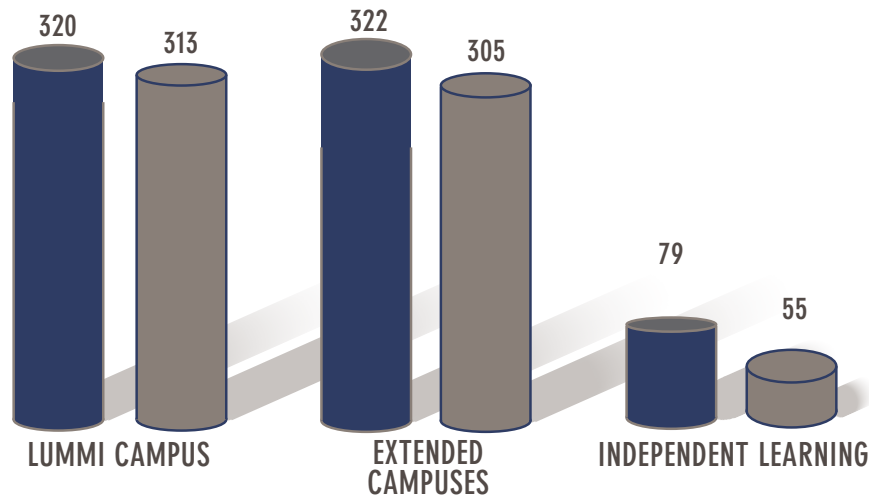


# Demographics

## NWIC THROUGH THE NUMBERS

### FULL-TIME ENROLLMENT (FTE) BY LOCATION (12 OR MORE CREDITS)

2016-2018



EXTENDED  
CAMPUS  
LOCATIONS:

LUMMI (MAIN CAMPUS)  
SWINOMISH  
TULALIP  
PORT GAMBLE S'KLALLAM  
MUCKLESHOOT  
NISQUALLY  
NEZ PERCE

### NWIC STUDENT OVERVIEW

	'16-'17	'17-'18
Total Headcount - Annual	2358	2152
Native American	81%	84%
Gender	69% female	70% female
Tribes Represented	100	115

### ANNUAL FTE HEADCOUNT BY CREDIT\*

CREDITS	TOTAL		PERCENTAGE CHANGE
	'16-'17	'17-'18	
12+	380	333	-7.1%
6-11	134	125	-10.6%
5 or fewer	100	109	-6.3%
Total	614	567	-7.8%

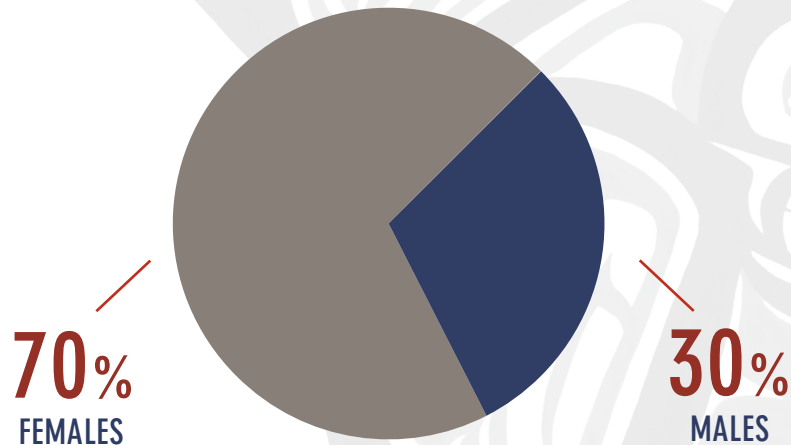
\*All data based on Fall/Winter/Spring quarter averages



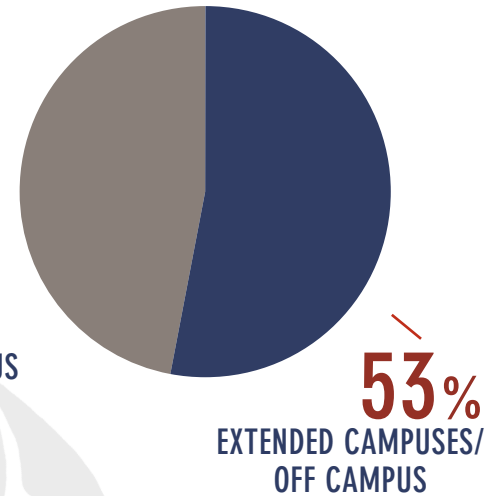
# Demographics

## NWIC THROUGH THE NUMBERS

HEADCOUNT BY GENDER  
2017-2018



47%  
LUMMI CAMPUS



HEADCOUNT BY LOCATION  
2017-2018

HEADCOUNT BY PROGRAM OF STUDY

STUDENT TYPE	'16-'17	'17-'18
B.S. NES	96	101
B.A. CARE in Human Services	35	40
B.A. Native Studies Leadership	60	61
B.A. TGBM	158	159
Associate Transfer Degree	522	501

HEADCOUNT BY AGE\*

AGE	'16-'17	'17-'18
16-18	69	132
19-21	155	201
22-25	208	206
26-29	189	185
30-39	351	377
40-49	247	266
50-59	200	217
60+	229	298
Unspecified	13	11

\*Based on academic year averages

# Demographics

## A GLANCE AT OUR GRADUATES

### GRADUATES BY LOCATION 2016-2017



### GRADUATES BY LOCATION 2017-2018



### NWIC GRADUATE OVERVIEW

	'16-'17
Total Number of Graduates	148
Number of Bachelor Degrees Conferred	47
Number of Associate Degrees Conferred	90
Number of Certificates and Awards Conferred	12
Average Graduate GPA	3.25

### NWIC GRADUATE OVERVIEW

	'17-'18
Total Number of Graduates	140
Number of Bachelor Degrees Conferred	47
Number of Associate Degrees Conferred	74
Number of Certificates and Awards Conferred	25
Average Graduate GPA	3.28



# Alumnus Highlight

## MYRON FRYBERG



**Area of Study:** Tribal Governance and Business Management  
**Tribal Affiliation:** Tulalip Tribal Member

Myron had found himself in a hard spot as his career had gone stagnant. An opportunity presented itself, and Myron found himself at Northwest Indian College. He decided he would enroll in the Chemical Dependency Studies program to build a better life for himself while giving back to the community. He graduated with his Associate of Arts in Chemical Dependency Studies in 2013, yet he still felt a little lost.

Through thoughtful reflection, Myron observed that in the face of poverty and lack of education his home had become a breeding ground for addiction and other social ills. With a little hesitation, he returned to Northwest Indian College to pursue his Bachelor of Arts in Tribal Governance and Business Management. He hoped that this would bring prosperity back to his community. He wanted to gain the skills necessary to allow himself and community members to provide for their families and have the financial means to dedicate time and resources to revitalize culture.

Myron completed his TGBM degree in

2016. After graduation Myron began teaching in the TGBM program because he thought that sharing his own experiences would motivate TGBM students to make a difference in their own communities. Myron is currently working on his MBA and has hopes of bringing his skills to his own community while pursuing his entrepreneurial interests.

As Myron grows in his career, he wants to continue teaching. He believes that the best way to make a real difference in our Tribal communities is to educate the upcoming generations to be the change we need.

Myron was a non-traditional student, but he never let that sway his determination. He shared a conversation he had with a community member and that community member shared an idea that had a large impact on him: “when we get an education we bring it home and it becomes the peoples’ education.” This is what helps Myron stay dedicated and focused as he continues his educational journey.





# *Four-Year Program Highlights*

## NATIVE ENVIRONMENTAL SCIENCE

### About

NWIC offers one of the only Bachelor of Science in Native Environmental Science (NES) programs in the world. This program is designed to support students in becoming leaders in their fields and in their communities. With place-based, experiential, and culturally-grounded curriculum, the NES program draws on the deep and sustained connections to place and commitment to environmental protection to guide programming. Students in the program excel in understanding the changing world around them by working within Indigenous Knowledge Systems and utilizing cutting-edge scientific methods, technology, and tools.

### National Science Foundation Grants

#### Evaluating the Impacts of Cross-Curricular, Place-Based Pedagogy to Enhance Student Success

The NES program has adopted a multi-year, cross-curricular case to inform our curriculum. On Lummi Campus, this case is focused on the Nooksack River, an important salmon-bearing river of social, ecological, and cultural significance. BSNE graduate Frank Lawrence II (Lummi Community member, employee of Lummi Natural Resources) conducted a study examining the declining Willow population along Marietta Slough. BSNE graduate Althea Wilson produced “Revitalizing Cultural Knowledge and Honoring Sacred Waters: Documenting the Oral History of the Life on the Nooksack River,” a documentary that earned her first place in the 2018 Salish Sea Ecosystem Conference undergraduate division, which took place in Seattle, Washington.

#### Building Our Net: Fostering Resilient Indigenous Scientists and Increasing Undergraduate Retention in the STEM Field Through Scholarships and Mentoring

This award, a five-year project funded through the National Science Foundation, is intended to support Indigenous environmental scientists at Northwest Indian College through the pursuit of the Bachelor of Science Degree in Native Environmental Science. The scholarship is aimed to support student success by removing financial barriers and providing direct aid to students to help them meet their educational goals, foster a community of learners, and create opportunities for community service and outreach in STEM fields.



# *Four-Year Program Highlights*

## TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

### About

The Tribal Governance and Business Management (TGBM) program began in 2013. It was developed to provide students with the knowledge necessary to be productive and successful administrators. The program is designed to develop the skills that support Tribal governance and business management. The program offers students the fundamental knowledge and experience necessary to succeed in the areas of leadership, sovereignty, economic development, entrepreneurship, and management.

### Scholarship Opportunities

TGBM students were awarded scholarship support for 2016-2017 and 2017-18 as follows:

Johnson Foundation			NWICF t'l'aneq'	
2016-2017	\$65,155	29 students	2016-2017	\$7,500 3 students
2017-2018	\$62,541	27 students	2017-2018	\$7,999 9 students

Additionally, in 2018, the American Indian College Fund awarded eight NWIC TGBM students \$10,000 scholarships each on behalf of the Early Brody Foundation.

### Internship Opportunities

The TGBM Program has been working closely with the American Indian College Fund and the Tribal communities we serve to develop career readiness and internship programming. We have recently placed three TGBM students in the LIBC-TGBM Internship Program in the following departments at the Lummi Indian Business Council: Office of the General Manager, the Office of Economic and Workforce Development and Kwenanget-s (General Manager's Office). We are very excited about the possibilities and hope to continue to explore ways to prepare NWIC students for the jobs of today and tomorrow by providing them with meaningful, experiential learning opportunities.



# *Four-Year Program Highlights*

## NATIVE STUDIES LEADERSHIP

### About

In academic year 2013, the Bachelor of Arts in Native Studies Leadership (NSL) program was approved to be offered at NWIC. The NSL program of study is the journey to self-determination and reclaiming Cultural Sovereignty. Traditional knowledge is our canoe; it moves us away from the Western genre and towards our original identity—an identity that is formed by sacred histories, language, origin stories, and the heroes who continue to defend our families and our homeland.

The design for the NSL program was informed by a visioning process led by the late Lummi elder Willie Jones Sr. This process engaged community elders, students, professionals and college staff to gather information about the needs of the people. The Coast Salish Institute staff took the information gathered and created a one of a kind curriculum that is place-based yet relatable to tribal people as a whole.



Part of the NSL Class of 2018





# *Four-Year Program Highlights* COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES

## About

In academic year 2015, the Community Advocates and Responsive Education in Human Services (CARE) bachelor's program was approved to be offered at Northwest Indian College. The program began that winter quarter with the first six students transferring in as juniors.

The CARE in human services program is rooted in our relational accountability to the people in our environment and the responsibility we have to help and heal.

The CARE program provides students with the opportunity to strengthen their relational connections while staying active in community engagement with a

sequence of three supervised field education courses. The capstone course is a culmination of all of the student's work within the program combined with the field education experience for the development of a project that reflects professional or educational direction, capability, and contribution to the local community.

In the spring of 2016, the CARE program graduated its first class of students. Four of these students moved on to enter master's programs at the University of Washington and the Evergreen State College. The others returned to their Tribal communities and began working with their people.



Harrison Crowe, CARE Graduate, Walks at 2018 Commencement Ceremony





# *Student Highlight*

## EBONY NEAL

**Area of Study:** BA in Tribal Governance and Business Management  
**Tribal Affiliation:** Suquamish Tribal member

As an adult, I transferred to Northwest Indian College to study about Indigenous cultures of the Pacific Northwest and more specifically about my community's culture. I feel that being a student at NWIC has afforded me an opportunity to learn from, and with, like-minded students. Relearning our traditional ways is a strong way to find our identity and regain self-esteem. My degree plan is to complete The Bachelor of Arts in Tribal Governance and Business Management. My educational plan has me graduating with the June 2019 class. I have made the Dean's list twice as a student at NWIC, and I plan to make it again.

I hope to support, motivate and empower Native American artists from all directions. My passion for the survival of Native American arts is for a better future for us all. My support for Native American artists is to play a part in getting community members to regain interest in traditional culture, original language and Coast Salish arts. Traditional Indigenous arts have been used as a form of expression and an opportunity to tell stories in the way of Indigenous life for many years. I support creative growth and expression, and I am passionate about Indigenous cultures. I look forward to collaborating with many talented artists in the future.





# Program Highlights

## SALISH SEA RESEARCH CENTER

### About

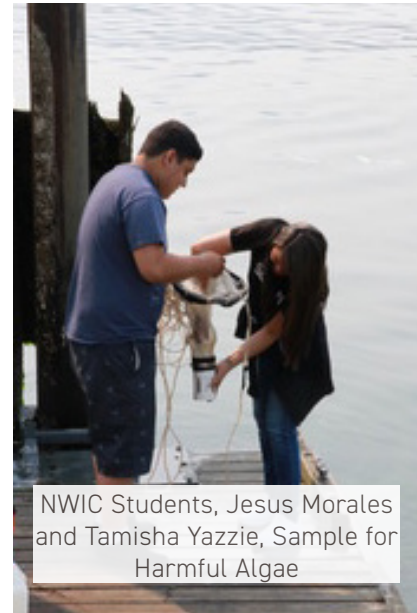
The Salish Sea Research Center (SSRC), the only Tribal College stand-alone marine research facility, fosters respect for Indigenous knowledge of nature while providing opportunities for students and researchers to gain a solid background in scientific methods, and increase the presence and influence of Native American leadership in environmental and natural resource management sciences. Our 4,200 square foot research facility includes a state-of-the-art genomics and analytical chemistry lab, specializing in coastal and estuarine marine research, and advancing student learning through internship research opportunities.

### Highlighted Research Programs

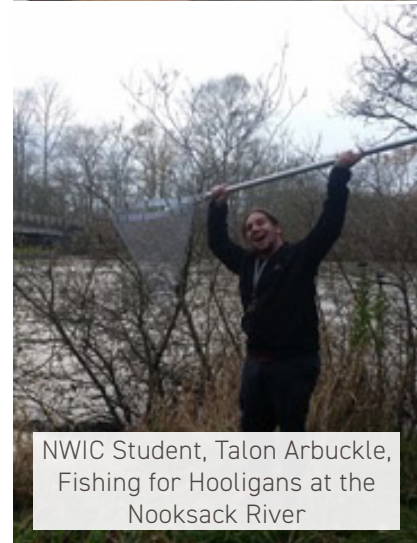
The SSRC was recently awarded a \$3.5M National Science Foundation Center Award to partner with Lummi Natural Resources (LNR) and form networks of collaborators, establishing a Tribal Enterprise Advancement (TEA) Center for community-driven marine research. The focus of the Center will be to investigate issues related to food sovereignty and sustainability for the Coast Salish Peoples. Forage fishes, including the Hooligans, and Harmful Algae Blooms (HABs) are currently two important research topics being addressed by staff of the SSRC that will be expanded with this new network of collaborators.

### Outreach

The research center plans community outreach events and projects, aimed toward K-12 Native youth to introduce them to topics related to marine research and stewardship of the Salish Sea. Our Native undergraduate students participate, design, and lead Indigenous place-based activities related to the research at the SSRC with local Native youth.



NWIC Students, Jesus Morales and Tamisha Yazzie, Sample for Harmful Algae



NWIC Student, Talon Arbuckle, Fishing for Hooligans at the Nooksack River





# Program Highlights

## TRiO

NWIC TRiO Student Support Services (SSS) is a \$1.5 million grant awarded by the Federal Government under the Department of Education. The program services over 200 students across all seven campuses of Northwest Indian College. The purpose of the grant is to serve first generation, low-income, and students with disabilities. The NWIC TRiO SSS program strives to provide as many services as possible. TRiO believes in holistic advising; this includes advising that focuses on the emotional, physical, mental and spiritual state of each individual. TRiO Works!



### TRiO 2016-2017 Objectives

Indicators:	2016-2017 Year:	Minimum Threshold:
Persistence	83%	46%
Good Academic Standing	95%	67%
Participant Number	151	144

## TRIBAL VOCATIONAL REHABILITATION



The Tribal Vocational Rehabilitation (TVR) Institute at NWIC provides training to individuals working in TVR programs on reservations and Tribal communities across the country and is funded by a five-year grant from the U.S. Department of Education. The grant is operated through a partnership between NWIC and Western Washington University.

Training is culturally-relevant focusing on the TVR process and concepts, caseload management and counseling skills. A student who completes each of the seven foundational classes for credit earns an Award of Completion in TVR Studies. Additional classes will cover addictions, behavioral health, medical aspects of disability, advanced counseling techniques and program financial management as they relate to the provision of TVR services.

Through Summer quarter 2018, 108 students from fifty-seven TVR programs nationwide have completed an Institute class, and fifteen have earned an Award of Completion.







# *Program Highlights*

## CENTER FOR HEALTH

### **Native Transformations Project (NTP)**

NTP is a finished research project that was a collaboration with three Coast Salish Tribes – Lummi Nation, Swinomish Indian Tribal Community, and Upper Skagit Indian Tribe – with Dr. Stacy Rasmus, NWIC Center for Health, and University of Alaska Fairbanks. It explored strengths, protections, and resilience against substance abuse. NTP was a community-based participatory research project (CBPR) in which the three Tribal partners directed and controlled the research to understand how Coast Salish people work towards wellness and what factors build strength and protections in recovery. NTP was funded by the National Institute of General Medical Sciences (NIGMS) and National Institute of Drug Abuse (NIDA) by grant number 5R01DA029002. The next two Projects build upon the findings of NTP.

### **Native Transformations Project II (NTPII)**

NTPII is the response to our Tribal partners in NTP who asked NWIC to do a research project that addressed the epidemic of opiate abuse and opiate overdose deaths. NTPII is a four-year research study to understand strengths, protections and resilience against opiate abuse, and then to assess outcomes from medication and non-medication assisted opioid use disorders among Coast Salish adults. The project will also increase the capacity for Coast Salish researchers among NWIC and our Coast Salish partners. NTPII is funded by the National Institutes of Health, NIGMS, and NIDA, to Dr. Stacy Rasmus, Center of Health, and University of Alaska, by grant number 1S06GM123552.

### **Native Connections Project**

Native Connections is a service project for Native youth ages 10 to 24 years. The goal of the project is to promote youth wellness and connection by increasing Coast Salish protective factors. Native Connections consists of three service grants for the youth of Northwest Indian College, Lummi Nation, Upper Skagit Indian Tribe, and Swinomish Indian Tribal Community. The Native Connections team works to build partnerships with existing programs and services and to connect youth/students to available resources. The project also provides monthly activities on campus such as self-care workshops, traditional tea time, and elderberry syrup making classes. Most recently, we have started a drop-in craft time for students to take a break from studies and spend time with peers working with their hands. Bigger events include trips to the San Juan Islands to learn about ancestral sites and gain knowledge from our elders who go with us. The Native Connection Team is located in the NWIC Center for Health. The project is funded by the Substance Abuse Mental Health Service and Administration (SAMHSA) by grant numbers H79SM063431, H79SM063438 and H79SM063454.



# *Program Highlights*

## EARLY CHILDHOOD EDUCATION

### About

The Associate of Applied Science – Transfer in Early Childhood Education program of study is designed for people pursuing careers in the early care and education field. With a strong emphasis in early childhood, students are prepared for positions as lead teachers and for a variety of employment opportunities in Head Start, licensed child care, and other birth-to-eight programs. Students are also prepared to transfer to specific four-year degree programs to continue their formal education in the field of early learning.

### For the Wisdom of the Children

In July 2018, Northwest Indian College received its fourth Early Childhood Education grant from the American Indian College Fund. This new initiative has three areas of focus:

1. Strengthening and expanding the teacher of color pipeline;
2. Developing more science, technology, engineering, and mathematics (STEM) education for early childhood educators; and
3. Creating STEM education opportunities for Native children.

NWIC's project is called, Engaging Native Children in STEM: What Our X'epy (Cedar People) and Scha'nexw (Salmon People) Can Teach Us about the World and Cosmology.

The grant will support NWIC's AAS-T ECE degree program by developing math and science curricula designed especially for teachers of young children. We will also collaborate with our early learning partner, NWIC's Early Learning Center, to expand the Outdoor Learning Classroom (an outcome of the Restorative Teachings grant) by creating a sensory garden for children where they can not only learn about plants, but equally importantly, learn from plants.

Our project is supported by a grant awarded to Northwest Indian College by the American Indian College Fund's "For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline." For the Wisdom of the Children ECE STEM Initiative is generously funded by the W.K. Kellogg Foundation (Grant #P0131181) and the community-based programming is in part supported by supplemental funding provided by the Toyota Motor Company.



# Program Highlights

## WORKFORCE EDUCATION

### NACTEP

Through the Native American Career and Technical Education Program (NACTEP), NWIC proudly offers Construction Trades training using a “Ready for Work” model. The program focuses on carpentry knowledge and skills while presenting the training to mirror real world employment. Participants are paid an hourly stipend, punch a time clock, and are expected to approach the training as they would an employment opportunity. The goal is to not only train participants in the knowledge and skills required in the industry, but also inspire the dependability and responsibility employers are looking for.

All costs including tuition, materials, tools, and textbooks are covered by the grant which puts participants in a great position to focus on acquiring skills that will lead to living wage employment.



## “Build Your Future”



# *Alumnus Highlight*

## ALTHEA WILSON (TLINUKZIWIWIDZI)

**Area of Study:** BA in Native Environmental Science  
**Tribal Affiliation:** Lummi Nation



Althea Wilson, Lummi Tribal member and Native Environmental Science program alumni at Northwest Indian College, earned first place in the undergrad division at the 2018 Salish Sea Ecosystem Conference for her research project, “Revitalizing Cultural Knowledge and Honoring Sacred Waters: Documenting the Oral History of Life on the Nooksack River.”

Wilson’s project is designed to help preserve Indigenous knowledge of the Nooksack River and to share the story of the River from the perspective of the Lummi People, who still fish and hold sacred the territory at the mouth of the river. With constant changes to our environment and public policy affecting the Tribe, the stories connected to the Nooksack River become invaluable historical knowledge. It is important to the Lummi community, through documentation of the oral history, to reflect how the people thrived and interacted within the natural world.

Her project includes images and video of those who lived in the fishing village at the Nooksack River to give light to the true untold stories of the daily life on the river.

She presented her research poster at the Salish Sea Ecosystem Conference held in early April in Seattle, which brought together approximately 1,300 people. The purpose of the conference is to assemble scientists, First Nations and Tribal government representatives, resource managers, community and business leaders, policy makers, educators, and students to present the latest scientific research on the state of the ecosystem, and to guide future actions for protecting and restoring the Salish Sea ecosystem. This project is supported by funding through the National Science Foundation (project number 1461441) that aims to support place-based education and culturally grounded curriculum in the Sciences.







*Stewards*

# STATEMENT OF ACTIVITIES 2016-2017 NWIC FINANCIAL STATEMENT

Revenues	General Fund	Grants & Contracts Fund	Total Governmental Funds
Federal Grants	\$4,509,800	\$7,328,012	\$11,837,812
State Grants		\$556,638	\$556,638
Other Grants		\$1,214,500	\$1,214,500
Contributions—NWICF	\$426,000		\$426,000
Contributions—Other	\$282,643		\$282,643
Tuition and Fees	\$2,109,605		\$2,109,605
Indirect Cost Revenues	\$513,015		\$513,015
Interest	\$19,472		\$19,472
Other Income	\$876,716	\$62,897	\$939,613
<b>Total Revenues</b>	<b>\$8,737,251</b>	<b>\$9,162,047</b>	<b>\$17,899,298</b>
Expenditures	General Fund	Grants & Contracts Fund	Total Governmental Funds
Current:			
General and Administrative	\$2,619,944	\$623,854	\$3,243,798
Education:			
Instruction	\$3,468,611	\$4,772,297	\$8,240,908
Student Services	\$1,290,142	\$498,564	\$1,788,706
Student Aid	\$233,411	\$2,630,965	\$2,864,376
Operations and Maintenance	\$1,051,422	\$215,556	\$1,266,978
Libraries	\$236,645	\$8,777	\$245,422
Debt Service:			
Principal	\$43,993		\$43,993
Interest	\$29,666		\$29,666
Capital Outlay	\$820,599	\$412,034	\$1,232,633
<b>Total Expenditures</b>	<b>\$9,794,433</b>	<b>\$9,162,047</b>	<b>\$18,956,480</b>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<b>-\$1,057,182</b>	<b>\$0</b>	<b>-\$1,057,182</b>

The above information is derived from the FY '17 NWIC audit

# Support NWIC FOUNDATION

**The Lummi value of “Lengesot”** means that we take care of ourselves, watch out for ourselves, and love and take care of one another. It is a good way to describe the Northwest Indian College Foundation (NWICF). The NWICF is dedicated to supporting the goals of the College with financial support. The NWICF manages endowments and assets, hosts fundraising events and activities, and develops new and innovative ways to share the College’s story.



The NWICF supports the mission of the Northwest Indian College and its students with financial support through fundraising activities and events such as the annual tl’aneq’ benefit and annual Golf Scramble fundraiser. The NWICF consists of 11 executive board members and 11 honorary board members dedicated to helping our Tribal nations by empowering their members through education.



\$168K raised at tl’aneq’ in  
2018

## GOALS—THE FOUNDATION STRIVES TO SUPPORT THE COLLEGE BY 2016-2018:

1. Scholarships—Awarded \$511K.
2. Supporting Education for Generations—Endowments at \$6.1M. Student success programs awarded \$590K.
3. Assisting College’s Capital Campaign—Goal of \$51M. Nearly \$44M raised!



Over \$35K raised at the 2018  
Pro Am Golf Scramble



# *Support* NWIC FOUNDATION

## 2018 FOUNDATION BOARD MEMBERS

Julie Johnson,  
President

Patricia Whitefoot,  
1st Vice President

Henry Cagey,  
2nd Vice President

Linda Long Weaver,  
Treasurer

Justin Guillory,  
Secretary/NWIC President

Kristin Kinley

Travis Brockie

Phillip Hillaire

Debra Lekanoff

Joe Finkbonner

Candice Wilson

Leesa Wright

## HONORARY BOARD MEMBERS

Brian Cladoosby  
Ernie Stevens Jr.  
Gary Davis  
Deborah Parker  
Joanna Sikes  
Darrell Mike  
Josh Williams

## STAFF

Greg Masten, Executive Director  
Michelle Gladstone, Donor  
Advancement and Foundation  
Relations Coordinator  
Patrisha Lane, Events Coordinator  
and Donor Advancement Support

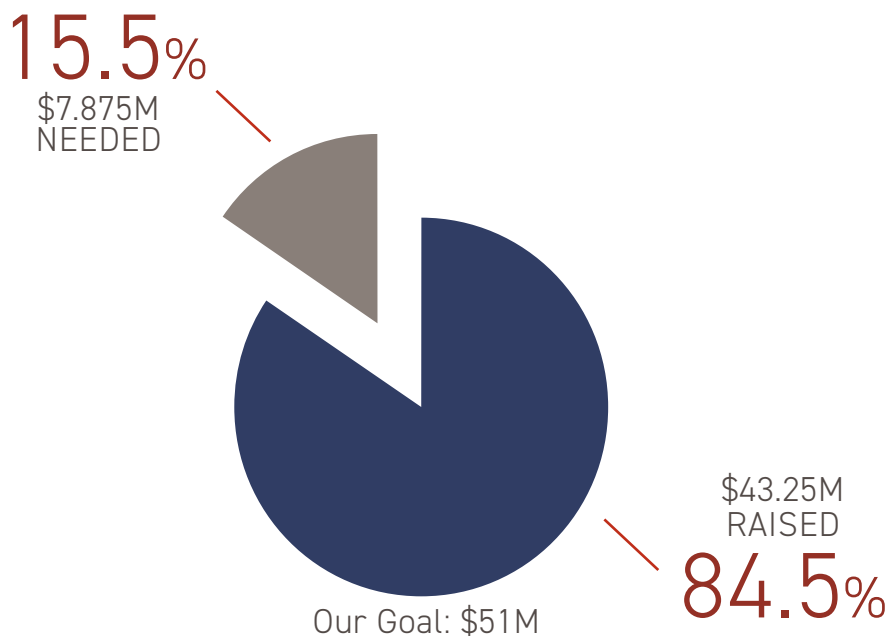
## 2016-2017 FINANCIALS

Total Liabilities and Net Assets: \$7,273,598

The above information reflects the FY '17 NWICF audit

# *Our Growth* CAPITAL CAMPAIGN

NWIC is engaged in a \$51 million, multi-year, capital expansion campaign to transform NWIC into a four-year university and sanctuary of learning for Native students. By working together, we are building nations by building people, that is, our students. We are dedicated to our educational vision and journey together. Phase IV capital projects are now underway.



## Campaign Progress:

During our first three phases, we have constructed ten new buildings; nine on the North Campus and one at the Swinomish site. We have also invested in technology upgrades and renovated a number of older structures on our North campus. Phase I-III projects are deeply connected to our overall expansion plan for Native student success and include the following completed buildings:

## Recently Completed Projects:

Student Housing • Early Learning Center • Kwina Classroom/Office Building • Center for Student Success • Kwina Building • Swinomish Classroom/Office Building • Native Environmental Science Building • Salish Sea Research Center • Cooperative Extension building • Library /Technology bldg • Coast Salish Institute • Lummi Day School Restoration•





# CAPITAL CAMPAIGN: PHASE IV PROJECTS

## Health and Wellness Center

Estimated Cost: \$7.9M Square Feet: 21,000 Status: Site pad ready for construction, architectural designs done

The new Health and Wellness Center was awarded \$1.7 million from the State of Washington's 2017-2019 Building Communities Fund. The Center promotes healthy living and leadership – key strategic goals of the College and central to developing strong life skills. It provides students of all ages with access to sports, community celebrations, health education, and a sense of home.

The center will offer a multi-purpose space/gymnasium, an indoor track, a wellness resource classroom and an outdoor recreation area. Its proximity to Student Housing's commercial kitchen allows for access to food service needs for larger functions.



Rendering of the Health and Wellness Center

## Workforce Training and Technology Building

Estimated Cost: \$2.25M Estimated Square Feet: 21,000 Status: Site pad ready for construction

The Workforce Training and Technology Building will support the growth of NWIC's workforce education program by preparing students for high-wage and high-demand fields that respond to community needs. The facility is in final program space planning and conceptual design.



# Honorable Mentions

Graduation Awards



Weavers Teaching Weavers



NWIC AIHEC Student Awardees



Kwina Mile



Math and Writing Center



Vine Deloria Jr Symposium







# LOOKING BACK ON THE PAST TWO YEARS

Marcus Hillaire Walk

Salve Making Continuing Education Class



Stone Soup Scholarship

Early Learning Center Playground

AIHEC Capitol Hill Trip



LUMMI • SWINOMISH • TULALIP • PORT GAMBLE S'KLALLAM • MUCKLESHOOT • NISQUALLY • NEZ PERCE  
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**NORTHWEST INDIAN COLLEGE**  
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**NORTHWEST INDIAN COLLEGE BIENNIAL REPORT 2016-2018**